



BOTSWANA
EXAMINATIONS
COUNCIL

BOTSWANA GENERAL CERTIFICATE
OF SECONDARY EDUCATION

ASSESSMENT SYLLABUS

FASHION AND FABRICS
CODE 0612



Effective for examination from 2018

0612
CODE

Changes to Syllabus effective from 2018

The major change in this Assessment Syllabus is the modification to the scheme of assessment in which component 03, Individual Study, has been discontinued.

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FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised Assessment Syllabus for the Fashion and Fabrics 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 to provide “a credible and responsive assessment and examination system”. In the quest for responsiveness, we advocate for regular reviews of our assessment syllabi to reflect the aims of the national curriculum and international best practice. Customer feedback forms an integral part of such reviews. In this regard, feedback collected from previous examination sessions has pointed to a need for modifications to the scheme of assessment in order to improve the reliability and validity of the outcomes. This revised syllabus presents such modifications.

Another important feature of this revised syllabus is the inclusion of other pieces of information which are considered valuable to the users, such as the type of candidature to whom the syllabus is available. The contents of the syllabus have also been reorganised to enhance readability and flow of ideas.

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.



Acting Executive Secretary

I. Introduction

As part of the Botswana General Certificate of Secondary Education, this revised Fashion and Fabrics Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a course based on the Senior Secondary Fashion and Fabrics Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to show what they know, understand and can do, and which provide opportunities to articulate their insights, perceptions and responses.

This revised Fashion and Fabrics Assessment Syllabus should be read in conjunction with the Senior Secondary Fashion and Fabrics Teaching Syllabus

Progression

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

2. Scheme of Assessment

All Candidates must take **two** papers; Paper 1 and Paper 2 which are described below. The questions will be based on the whole syllabus.

2.1 The components

Paper 1	2 hours	100 marks
This will be a compulsory written paper consisting of three sections as follows		
Section A		
Short answer questions, worth a total of forty marks.		40 marks
Section B		
Four structured questions worth ten marks each.		40 marks
Section C		
Two essay type questions worth ten marks each.		20 marks
The paper will test skills of Knowledge with understanding, Handling information and solving problems and application of practical skills		
Weighting: 60% of total marks.		
Paper 2		100 marks
Coursework (Centre-based assessment)		
This will be a project consisting of a portfolio and a product/item. It will commence during the third term of form 4 and completed at the end of first term of form 5.		
The paper will test skills of Knowledge with understanding, Handling information and solving problems and Practical skills and their application.		
The breakdown of the marks for the activities is as follows.		
Product/item		60 marks
Portfolio		40 marks
Candidates' work will be marked by the centre and moderated by BEC.		
Weighting: 40% of total marks.		

2.2 Availability

This syllabus is available to school Candidates only.

Available for October/November series

2.3 Combining this syllabus with other syllabuses

Candidates may **not** combine this syllabus in an examination series with the following:

- ✓ 0611 BGCSE Food and Nutrition
- ✓ 0613 BGCSE Home Management
- ✓ 6130 Cambridge O level Fashion and Textiles

3. Syllabus Aims and Assessment Objectives

3.1 Aims

According to the Fashion and Fabrics Teaching Syllabus, candidates following the syllabus should acquire and develop:

1. knowledge and understanding of the importance of technology in the textile and clothing industry;
2. knowledge and understanding of environmental issues related to textiles;
3. knowledge and understanding of textile policies at national and international level;
4. knowledge and understanding of skills on decision-making as a consumer on contemporary Fashion and Fabrics issues;
5. knowledge, understanding and practical skills in designing, making and /or modifying textile products;
6. knowledge and skills required in selecting and using textile resources effectively
7. practical skills, basic techniques and construction processes required in using a range of textile materials;
8. knowledge and skills required in selecting and using textile resources effectively;
9. foundation skills to enable them cope with the challenges of an ever-changing environment;
10. basic managerial and entrepreneurial skills in a textile business;
11. interest and enjoyment of creative use of textiles;
12. critical, analytical skills in evaluating textile activities and products for an identified context or need;
13. individual and teamwork spirit in the production of textile products.
14. awareness of social, cultural, moral and environmental issues and sustainable use of resources

As far as possible, these Aims will be reflected in the Assessment Objectives.

3.2 Assessment Objectives

At the end of the teaching/learning of the senior secondary Fashion & Fabrics programme, candidates should be able to demonstrate:

AO1. Knowledge with understanding in relation to;

- 1.1 social, economic and environmental needs;
- 1.2 scientific, technological terminology and principles;
- 1.3 suitability and correct use of equipment and tools;
- 1.4 techniques and methods used to achieve accuracy;
- 1.5 creative and aesthetic considerations;
- 1.6 safety rules and regulations;
- 1.7 factors influencing choice of textile materials.

AO2. Handling information and solving problems

Candidates should be able to:

- 2.1 interpret and manipulate information;
- 2.2 estimate and measure accurately;
- 2.3 translate information from one form to another;
- 2.4 identify issues;
- 2.5 identify priorities when solving problems;
- 2.6 organise and manage textile resources;
- 2.7 assess and evaluate the effectiveness of the course of action;
- 2.8 recommend further development of a textile product

AO3. Experimental skills and investigations

Candidates should be able to:

- 3.1 follow instructions;
- 3.2 test and compare alternative techniques, methods, materials, equipment and tools;
- 3.3 construct a textile product;
- 3.4 demonstrate manipulative skills in hand and machine work;
- 3.5 carry out a variety of textile processes;
- 3.6 present finished work.
- 3.7 assess and evaluate the finished project

3.3 Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

Assessment Objectives	Paper 1 marks	Skill Weighting	Paper 2 marks	Skill Weighting	Total Weighting
AO1: Knowledge and Understanding	50 ± 2	30%	20 ± 2	8%	38%
AO2: Handling information and solving problems	40 ± 2	24%	30 ± 2	12%	36%
AO3: Practical skills and their application	10 ± 2	6%	50 ± 2	20%	26%
Total Marks	100	60%	100	40%	100%

4. CONTENT

This section presents the content as prescribed in the Fashion and Fabrics Teaching Syllabus.

The teaching syllabus content is arranged in three columns.

1. TEXTILES AND THEIR CARE

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
1.1 Fibres, yarns and fabrics	1.1.1 Develop knowledge and understanding of fibres and yarns.	1.1.1.1 examine fabrics, with reference to fibres and yarns; 1.1.1.2 differentiate between fibre and fabric, yarn and fabric, staple and filaments yarns; 1.1.1.3 classify textile fibres according to sources; 1.1.1.4 investigate properties of fibres in relation to performance; 1.1.1.5 investigate indigenous and local materials used in textiles; 1.1.1.6 use indigenous textiles materials in the production of textile crafts.
	1.1.2 Understand fabric construction techniques.	1.1.2.1 outline various techniques of fabric construction; 1.1.2.2 make fabric samples using different fabric construction techniques; 1.1.2.3 investigate the properties of woven, knitted and bonded fabrics; 1.1.2.4 evaluate performance characteristics of different fabrics.
	1.1.3 Understand the use of fabric finishes.	1.1.3.1 investigate fabric finishes; 1.1.3.2 determine the impact of fabric finishes on fabric performance; 1.1.3.3 use a fabric finish.
1.2 Care of fabrics	1.2.1 Develop knowledge, understanding and apply skills in the care of fabrics.	1.2.1.1 relate the care of fabrics to their characteristics; 1.2.1.2 investigate the properties and use of laundry and stain removal products; 1.2.1.3 interpret care labels; 1.2.1.4 identify environmental pollution problems in the textile industry; 1.2.1.5 determine ways of preventing environmental pollution in the textile industry.

2: TEXTILE AND TECHNOLOGY

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
2.1 Technology in Textiles	2.1.1 Acquire knowledge, understanding and apply skills in the use of technology in textiles.	2.1.1.1 outline choice, use, care and storage of sewing tools/equipment; 2.1.1.2 assess performance of sewing tools during selection; 2.1.1.3 investigate performance of domestic and industrial sewing machines and over lockers; 2.1.1.4 carry out simple maintenance of sewing machines; 2.1.1.5 explain choice, use, care and storage of sewing accessories; 2.1.1.6 use sewing equipment and accessories; 2.1.1.7 explain types, use and care of laundry machines; 2.1.1.8 use various computer software in textiles; 2.1.1.9 compile guidelines on safety precautions in textiles production and use; 2.1.1.10 practice safety precautions in textiles production and care; 2.1.1.11 investigate lint, dyes, fumes, equipment in relation to health; 2.1.1.12 outline hygiene rules and their importance in a textiles environment.
2.2 Design elements and principles	2.2.1 Apply design elements and principles in textiles.	2.2.1.1 outline design elements and principles in relation to textiles; 2.2.1.2 describe functional and decorative designs; 2.2.1.3 investigate colour reaction in relation to light, texture and fibre content; 2.2.1.4 examine dyes used in textiles; 2.2.1.5 use different colour application techniques in textiles; 2.2.1.6 demonstrate the application of colour in textiles; 2.2.1.7 apply design elements and principles in creating a unique artwork.

3. CONSTRUCTION OF TEXTILE PRODUCTS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
3.1 Clothing image	3.1.1 Acquire and apply skills in socio psychological needs of clothing.	3.1.1.1 describe how image is created; 3.1.1.2 explain how individuals and organisations project image through clothing; 3.1.1.3 analyse clothing messages; 3.1.1.4 describe how culture determines the mode of dress; 3.1.1.5 illustrate the impact of media on clothing messages; 3.1.1.6 explain how texture and colour project image 3.1.1.7 determine how groups influence what to wear in regard to formation of self-concept, conformity and individuality.
3.2 Clothing choice	3.2.1 Acquire knowledge and understanding in the choice of clothing and accessories.	3.2.1.1 investigate choice of clothes using style, fashion, figure type, occasion, fabric, texture, colour, fashion trends etc.; 3.2.1.2 outline points to consider in the choice of accessories.
3.3 Patterns	3.3.1 Acquire knowledge, understanding and skills in the use of patterns.	3.3.1.1 explain draping, free- hand, copying, modeling, block, in relation to pattern making; 3.3.1.2 interpret information found on commercial patterns include information on pattern envelope; 3.3.1.3 take accurate body measurements; 3.3.1.4 outline factors to consider when selecting commercial patterns; 3.3.1.5 adapt commercial patterns.
3.4 Home furnishings	3.4.1 Understand and apply skills in planning the furnishing of rooms.	3.4.1.1 investigate factors that influence choice of home furnishings (to include room size, function, mood and colour); 3.4.1.2 use skill to plan and furnish a room.
3.5 Textile materials	3.5.1 Develop knowledge, understanding and skill in the choice and use of textile materials.	3.5.1.1 distinguish between the choice of materials for clothing and home furnishings; 3.5.1.2 employ various creative textile techniques when designing and making a textile item using indigenous and other materials.

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
3.6 Processes	3.6.1 Develop knowledge and skills in the construction of textile items	3.6.1.1 differentiate between temporary, permanent and decorative stitches; 3.6.1.2 use temporary, permanent and decorative stitches; 3.6.1.3 identify various seams and explain how they are constructed; 3.6.1.4 use various seams in the construction of textile items; 3.6.1.5 explain ways of controlling fullness; 3.6.1.6 apply control of fullness in constructing textile items 3.6.1.7 describe openings and fastenings; 3.6.1.8 use openings and fastenings in textile construction; 3.6.1.9 describe edge finishes 3.6.1.10 use edge finishes in constructing textile items; 3.6.1.11 outline types of sleeves and collars

4. CONSUMER EDUCATION AND TEXTILE BUSINESS

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
4.1 Consumer education	4.1.1 Acquire knowledge, understanding and appreciation of consumer rights and responsibilities.	4.1.1.1 explain the importance of consumer education; 4.1.1.2 differentiate between consumer, producer, goods and services; 4.1.1.3 outline rights and responsibilities of a consumer; 4.1.1.4 explain measures in place to advocate consumer protection such as Botswana Bureau of Standards, Consumer Affairs Unit, Independent Consumer groups, Safety Act, Environmental Unit and the Ombudsman; 4.1.1.5 explain factors that influence consumer decision-making; 4.1.1.6 compare and explain the price of textile products with reference to shopping facilities available (wholesalers, small general dealers, departmental stores, boutique, hawkers etc.).
4.2 Finance management	4.2.1 Acquire knowledge and understanding in the management of personal and business finances in relation to textiles.	4.2.1.1 state the importance of budgeting; 4.2.1.2 explain factors to consider when budgeting; 4.2.1.3 define gross and net income; 4.2.1.4 identify different sources of income; 4.2.1.5 draw up personal and family budget; 4.2.1.6 draw up a budget for a textile business/service of your choice (set aims/objectives, gather information, prepare sales and production budgets, prepare other operating budgets and produce master plan budget); 4.2.1.7 identify ways of payment (cheques, direct debit, standing order, credit cards, hire purchase etc.).

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to</i>
4.3 Textile business	4.3.1 Acquire knowledge, understanding and develop skills in operating a textile business.	4.3.1.1 identify textile related careers and businesses; 4.3.1.2 investigate the common forms of business organisations in relation to textiles (sole proprietor, company, partnership, franchise, etc.); 4.3.1.3 identify skills and resources necessary to start a textile business; 4.3.1.4 draw up guidelines on how to start a textile business; 4.3.1.5 develop a textile business plan.
4.4 Marketing in a textile business	4.4.1 Understand and apply marketing strategies in a textile business.	4.4.1.1 explain the market mix (product, place, promotion, price) for a textile product; 4.4.1.2 explain how to determine a niche in the market through market research; 4.4.1.3 discuss direct and indirect selling; 4.4.1.4 investigate ways of buying and selling products in a textile business (cash and credit sales); 4.4.1.5 explain how to apply customer service in a textile outlet.
4.5 Production	4.5.1 Acquire knowledge, understanding and develop skills in the production of the textile product/service.	4.5.1.1 set realistic goals for production sales and profit of a textile business; 4.5.1.2 explain production systems to include one-off, batch and mass; 4.5.1.3 draw up production design and layout: consider equipment, material and human resources; 4.5.1.4 make a production flow chart for a textile product or service; 4.5.1.5 draw up guidelines on costing and pricing of a textile product/service; 4.5.1.6 apply quality assurance and quality control in a textile business; 4.5.1.7 compile guidelines on safety precautions in a textile business.
4.6 Record keeping	4.6.1 acquire knowledge, understanding and develop skills in record keeping.	4.6.1.1 explain the importance of record keeping; 4.6.1.2 interpret and use a cashbook, sales order book, purchase order and inventory cards in a textile business; 4.6.1.3 interpret a balance sheet and income statement of a textile business; 4.6.1.4 apply record keeping in a textile business.

5. COURSEWORK

Candidates will be expected to carry out a project which will start during the third term of form four and be completed at the end of first term form five. The item/product should have at least five processes that are listed in the syllabus content. Candidates' projects will be marked by the Centre and moderated by BEC.

5.1 Role of the teacher during coursework

The teacher is expected to guide candidates in;

- a. Preparing Candidates to undertake their projects individually by making them aware of the diversity of research/project work and by discussing the diversity of choice in terms of resource availability;
- b. Guiding Candidates in selecting topics;
- c. Suggesting possible approaches to generating new ideas;
- d. Discussing problems and difficulties which may be encountered;
- e. Guiding Candidates in planning, collecting information and materials, making and presenting the coursework project;
- f. Supervising Candidates throughout the making and submission of the project
- g. The teacher is responsible for the packaging and the safe keeping of projects pending moderation;
- h. The teacher is responsible for the display of projects in readiness for external moderation.

Centres are required to ensure that the work presented is the Candidate's own and that it has been carried out within the centre premises.

5.2 Marking and Moderation

5.2.1 Internal Moderation

When several teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre for all Candidates to be assessed to a common standard. It is important that the marks for each skill awarded by different teachers are

moderated internally by the senior teacher grade I and or subject coordinator for the whole Centre entry. The Individual Candidate Assessment Form and Coursework Assessment Summary Forms must be handed to BEC within the specified date. BEC will send individual mark sheets and summary mark sheets to Centers every year. Centers are expected to transfer Candidates' standardised marks into the individual mark sheets and the summary mark sheets in preparation for moderation. The completed and signed mark sheets should be submitted to BEC through the Chief invigilator.

5.2.2 External Moderation

The Centre assessments will be subject to external moderation by BEC. The external moderator may request for remarking if necessary.

6. OTHER INFORMATION

6.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A* – G, A* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

6.2 GRADE DESCRIPTORS

As a guide to what might be expected of a Candidate, Grade Descriptors are given as follows.

Grade A

To achieve grade A, a Candidate must:

- ✓ apply scientific principles and technological vocabulary and terminology;
- ✓ justify choice of textile equipment and use them correctly;
- ✓ identify hazards and explain safety precautions in order to minimise accidents;
- ✓ translate information from one form to another, process information from graphs, tables and charts with ease
- ✓ interpret and manipulate information;
- ✓ adapt and use patterns with ease;
- ✓ demonstrate the ability to convert units of measure;
- ✓ identify, process, and present relevant information logically and correctly according to the given situation;
- ✓ exhibit precision in executing tasks;
- ✓ justify factors which influence consumer decision making;
- ✓ apply basic concepts in textile business and consumerism with ease.

Grade C

To achieve grade C, a Candidate must:

- ✓ use scientific principles and technological vocabulary and terminology;
- ✓ make appropriate choice of textile equipment and use them correctly;
- ✓ identify hazards and list safety precautions in order to minimise accidents;

- ✓ translate information from one form to another, process information from graphs, tables and charts with assistance
- ✓ make simple alterations and use patterns;
- ✓ measure accurately;
- ✓ identify and present relevant information;
- ✓ exhibit ability in executing tasks;
- ✓ identify factors which influence consumer decision making;
- ✓ use basic concepts in textile business and consumerism.

Grade E

To achieve grade E, a Candidate must:

- ✓ follow scientific principles and list textile terms;
- ✓ identify and use basic textile equipment;
- ✓ list hazards and some safety precautions in the fashion and fabrics laboratory;
- ✓ take measurements;
- ✓ identify and present information from a limited range of sources.
- ✓ identify some of the factors which influence consumer decision making
- ✓ have limited use of basic concepts in textile business and consumerism.

7. Appendices

A MARKING CRITERIA FOR FASHION AND FABRICS PROJECT

Portfolio:	40 marks
Product/item:	60 marks

Marks to be allocated as follows:

PORTFOLIO: 40 Marks

Allocation of marks

Problem/situation	6 marks
Planning	20 marks
Costing	10 marks
Presentation of folder	4 marks

Problem/Situation; (6 marks)

Statement of the problem/situation (it should be clear)	(2)
Name of the item;	(1)
Size of item (range in age, specific sizes, small/medium/large etc.)	(1)
Justification (Reasons for choosing the item, how does it relate/address the situation/need)	(2)

Planning; (20 marks)

Design/Sketches;	
Front view;	(1)
Back view;	(1)
List pattern pieces needed to make the item; e.g. skirt back, skirt front, bodice back, bodice front, waist band, sleeve, collar, facing etc.	(2)
Name and quantity of fabric(s);	(1)
Name and quantity of notions;	(1)
Plan of action:	
Time frame in hours /minutes; should be realistic and well distributed for the whole item	(2)
Method of construction logical, step by step (well summarised and easy to follow)	(10)
Activities should be sequential/logical and easy to follow;	(2)

Costing; (10 marks)

Direct Cost = correct identification and calculation of raw materials + labour @ P1.00 to P5.00	(3)
Indirect Cost = Identification and calculation of overheads e.g. transport, electricity, water	(3)
Total cost = direct cost + indirect cost	(1)
Profit added should be realistic looking at market value calculated at a percentage of cost of production (@ 10-30% of the cost of production correctly Calculated)	(2)
Price of the item (cost of product + profit)	(1)

Presentation of the folder: (4 marks)

- Fully labelled; (1)
- Securely bound; (1)
- Clean/ neat; (1)
- Correctly arranged; (content page, number of pages) (1)

PRODUCT/ITEM: (Total 60 marks)

Allocation of marks

Marks will be awarded as follows

- 1. General appearance (8)
- 2. Choice of fabric (2)
- 3. Correct grain (2)
- 4. Good alignment of joints, checks, strips etc. (3)
- 5. Processes (8 X 5 =40)
- 6. Creative and decorative work (5)

1. General appearance (8 marks)

Observe right side only and take note of laundered items.

Assess articles for cleanliness, careful handling, labelling, final pressing and hanging threads.

- ✓ Functional (suitable for the intended purpose) (1)
- ✓ Cleanliness (2)
- ✓ Careful handling: no cuts, no iron marks (1)
- ✓ Labelling should be on single fabric, well secured, and should not hide any process or features of the item. Processes to be marked should be written on the label. (1)
- ✓ Hanging threads: Threads observed should be the ones visible outside the item only including tacking threads and broken threads. (1)
- ✓ Final pressing (2)

2. Choice of fabrics and notions (2 marks)

- ✓ Fabric (1)
- ✓ Notions (1)

Assess suitability for style and purpose (drape/ hangs weight etc.) if fabric and notions are suitable.

3. Correct grain (2 marks)

- Assess drape and grain lines
- All sections correct (2)
- One of the main item sections is incorrect e.g. collar, sleeve, yoke etc. (1)

If more than one of the sections incorrect	(½)
4. Correct alignment of joints, checks, stripes etc.	(3 marks)
Aligned within 3mm	(3)
Aligned within 5mm	(2)
Aligned within 7mm	(1)
5. Processes	(40 marks)
Assess any 5 processes for suitability of type in relation to style and purpose. Award 8 marks for each process that has been correctly applied e.g.	
Gathers:	(8 marks)
Stitchery (straightness evenness, size of stitches, and tension)	(4)
Evenly distributed (2). Mark out of 1 if not stitched but only tacked. Complete gathered section	(1)
Pressing	(1)
Darts:	(8 marks)
Stitchery (straightness, evenness, tension and size of stitches)	(4)
Even lengths and widths	(1)
Tapering to a point and correctly finished (woven into stitches, stitching back or retreated stitches to be accepted if correctly done)	(1)
Direction	(1)
Pressing	(1)
Tucks:	(8 marks)
Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Direction	(1)
Evenness /spacing	(2)
Pressing	(1)
Pleats:	(8 marks)
Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Even depth/ spacing	(2)
Direction	(1)
Pressing	(1)

Collars: (8 marks)

- Stitchery: (straightness, evenness, size of stitches, and tension) mark hemming stitch if used, under-stitching to be made compulsory for faced neckline (4)
- Trimming/ layering/ notching/snipping, (1)
- Even collar ends/corners (2)
- Pressing (1)

Zipper: (8 marks)

- Even stitches/stitchery (straightness, evenness, size of stitches, and tension) (4)
- Enclosed, finishing depending on style (1)
- Finishing off lower end of zipper neatened and secured to seam on WS- (1)
- Alignment of zipper at the top (1)
- Pressing (1)

Open ended zipper: (8 marks)

- Stitchery (straightness, evenness, size of stitches, and tension) (4)
- Alignment (2)
- Flatness (2)

Seams: (8 marks)

- Stitchery (straightness, evenness, size of stitches, and tension) (4)
- Straight, even and correct width of seam allowance (1)
- Neatening (1)
- Direction (1)
- Pressing (1)

Recommended seam widths:

Machine fell seam accept, 0.5cm to 1cm

French seam accept 0.5cm to 0.7cm

Closed seam accept 0.5cm to 1cm

Open seam accept 0.8cm to 1.2 cm

NB: If many seams have been used in an item and the specific seam is not indicated, mark all seams and award the highest.

Facing: (8 marks)

- Stitchery /under stitch /top stitch (straightness, evenness, size of stitches, and tension) (4)
- Trimming (1)
- Neatening (1)
- Pressing (1)
- Evenness (1)

Bound opening: (8 marks)

Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Appearance (flat, even on both sides not twisted)	(2)
Joining/ finishing	(1)
Pressing	(1)

NB For crossway facing use criteria for waist band

Sleeves: (8 marks)

(i) Set in sleeve

Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Easing in, gathers/pleats	(1)
Position of sleeve head and correct insertion	(1)
Neatening	(1)
Pressing	(1)

(ii) Kimono/ Raglan sleeve: (8 marks)

Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Neatening	(2)
Snipping	(1)
Pressing	(1)

Buttons and buttonholes & loops: (8 marks)

Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Position on centre front and centre back determined by diameter of the button	(1)
Flat with shank made, wrong side finished with buttonhole or loop stitch	(1)
Size of button & button-hole	(1)
Even spacing	(1)

Press studs/ hook and eye: (8 marks)

Stitchery Buttonhole stitches used (straightness, evenness, size of stitches, and tension)	(4)
Spacing of stitches	(1)
Positioning: Ball (top) and socket (bottom) (hook left and eye right)	(1)
Alignment	(1)
Sewn on double fabric	(1)

Velcro: (8 marks)

Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Position for hard and soft parts (hard under)	(1)
Alignment	(1)
Correctly secured	(1)
Sewn on double fabric	(1)

Snaps:	(8 marks)
Positioning	(1)
Spacing	(2)
Neatness	(2)
Alignment	(2)
Sewn on double fabric	(1)

Eyelets and Ribbon:	(8 marks)
Well positioned depending on the item	(1)
Sewn on double Fabric	(1)
Neatness	(2)
Spacing	(2)
Alignment	(2)

Waist band:	(8 marks)
Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Flat	(1)
Width	(1)
Trimming	(1)
Pressing	(1)

Casing:	(8 marks)
Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Even width	(2)
Elastic, string, cord or ribbon width	(1)
Neatening	(1)

Hems:	(8 marks)
Stitchery (straightness, evenness, size of stitches, and tension)	(4)
Flat	(1)
Hem should be flat/pressed, even, correctly worked, secured and correct size	(2)
Neatening of hem	(1)

Creative and decorative work. (5 marks)

Look for a variety of skills, e.g. embroidery, collage, macramé, appliqué, tapestry, printing lace, piping, ribbon, pocket, dyeing, batik etc. Assess skills for balance, harmony, focal point, scale and proportion, noticeable contrast and colour, hue, texture etc. such skill should be marked out of a total of 5 marks. The skill should be awarded its own marks which should be clearly laid out as to how the marks have been allocated.

Award marks as follows:

Skill	(5 marks)
Creativity	(1)
Quality e.g. neatness	(1)
Suitability e.g. colour, harmony	(1)
Position e.g. focal point, balance	(1)
Size e.g. proportion	(1)

B. Glossary of terms

Learning objectives in the content section of the syllabus are expressed in terms of what the candidates **know, understand and can do**. The words used on examination papers in connection with the assessment of these learning outcomes are contained in this glossary. This is neither exhaustive nor definitive but is meant to provide some useful guidance.

1. Written questions about what candidates are expected to know.

Words used on examination papers in connection with such questions may include:

State; List; Give; Name; Define; Draw; Write; What; How; What is meant by etc.

State and Name: implies a concise answer with little or no supporting argument.

List: requires a number of points generally each of one word, with no elaboration.

Define: is intended literally, only a formal statement or equivalent paraphrases being required.

What is meant by: normally implies that a definition should be given together with some relevant comment on the significance or context of term(s) concerned, especially when two or more are included in the question. The amount of supplementary comment intended should be interpreted in the indicated mark value.

2. Written questions about understanding

Understanding: may be associated with simple factual recall. In this sense the candidates is required to recall the relevant part of the defined syllabus and use this recalled information to amplify and extend this in a wider context. This wider context will include situations or materials with which the candidates are familiar. Questions may include:
Explain; Complete; Why; Construct; Which; etc.

Explain: may imply reasoning or some reference to theory, depending on the context

Understand may also be associated with skills other than factual recall. It can be used to assess the candidates' abilities in problem solving, interpretation and evaluation, data handling and in communication of scientific ideas, principles and concepts. Words include: *suggest; Work out, How you would know that; .etc.*

Suggest is used in two main contexts i.e. either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to a novel situation, i.e. one that may not formally be in the syllabus. This would be related to the assessment objective 2- "Handling information, application and solving problems".

3. **Written questions about be able to:**

The use of this phrase is often associated with higher - order skills of interpretation, evaluation, and communication. It involves the ability to recall the appropriate material from the content and apply this knowledge. Questions may well include:

Deduce; relate; interpret; explain; carry out; evaluate; predict; discuss; construct, suggest; calculate; find; demonstrate; estimate; determine etc.

Deduce: is used in a similar way to predict except that some supporting statement is required e.g., reference to a law or principle, or the necessary reasoning to be included in answer.

Predict: implies that the candidate is not expected to produce the required answer by recall but by making logical connection between other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.

Calculate: is used when a numerical answer is required. In general, working should be shown when two or more steps are involved.

Find: is a general term that may be interpreted as *calculate, measure, determine, etc.*

Measure: implies that the quantity concerned can be directly obtained from suitable measuring instruments

- Estimate:** implies a reasoned order of magnitude statement or calculation of quantity concerned making such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise used in question.
- Discuss:** requires the candidates to give a critical account of the points involved in the topic.
- Determine:** Often implies that the quantity concerned cannot be measured directly but is obtained by calculation, substituting measuring or known values of other quantities into a standard formula.
- Evaluate:** Carefully appraise the matter in hand, citing both advantages and limitations. Emphasises the views of authorities as well as your personal opinion to put value on something, assess its worth or to analyse and assess the role or function of something.