



**education**

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL CURRICULUM STATEMENT  
(GRADES 10-12)**

**GUIDELINES FOR PRACTICAL  
ASSESSMENT TASK (PAT)**

**GRADE 12 FOR 2009**

**CONSUMER STUDIES**

**PRODUCTION OF CLOTHING AND SOFT  
FURNISHING PRODUCTS**

**CONSUMER STUDIES**

**PRACTICAL ASSESSMENT TASK**

**PRODUCTION OF CLOTHING OR SOFT  
FURNISHING PRODUCTS**

**GRADE 12**

**2009**

**GUIDELINES FOR TEACHERS**

The guideline for teachers consists of 6 pages

## INTRODUCTION

The 17 National Curriculum Statement subjects which contain a practical component all include a PAT, i.e. a Practical or Performance Assessment Task. These subjects are:

- AGRICULTURE: Agricultural Management Sciences, Agricultural Technology
- ARTS: Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- HSS: Life Orientation
- SCIENCES: Computer Applications Technology, Information Technology
- SERVICES: Consumer Studies, Hospitality Studies, Tourism
- TECHNOLOGY: Civil Technology, Electrical Technology, Engineering Graphics and Design, Mechanical Technology

A PAT allows the teacher to directly and systematically observe applied competence. The PAT comprises the application/performance of the knowledge, skills and values particular to that subject and counts 25% (i.e. 100 marks) of the total promotion/ certification mark out of 400 for the subject. In the two Arts subjects Design and Visual Arts, the PAT counts 37.5% (i.e. 150 marks) of the total promotion/ certification mark out of 400 for the subject.

The PAT is implemented across the first three terms of the school year and should be undertaken as one extended task, which is broken down into different phases or a series of smaller activities that make up the PAT. The planning and execution of the PAT differs from subject to subject.

### The Practical Assessment Task for Consumer Studies for the production of Clothing and Soft Furnishing products

During the Practical Assessment Task, the learner must demonstrate his/her knowledge and practical ability/skills to produce clothing or soft furnishing products on a small scale. The learner must also demonstrate the creativity and ability to develop an implementation plan to market these products, and be able to evaluate the sustainable profitability of the enterprise.

Learning Outcome 4 is the practical component of Consumer Studies, and the core Learning Outcome for the Practical Assessment Task.

#### Learning Outcome 4:

<b>Production and marketing of food, clothing and soft furnishing products</b>	
<i>The learner is able to apply knowledge and demonstrate skills to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.</i>	
AS 12.4.1	Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques
AS 12.4.2	Compile an implementation plan for the production and marketing of a product
AS 12.4.3	Evaluate the sustainable profitability of the enterprise

## REQUIREMENTS FOR THE PRACTICAL ASSESSMENT TASK FOR THE PRODUCTION OF CLOTHING OR SOFT FURNISHING PRODUCTS

The equipment and funds necessary to conduct the PAT are the responsibility of the school, and are specified in circular S8 of 2006.

These are:

- A suitable classroom with the necessary equipment: 12 sewing machines, electricity and other basic equipment for sewing, e.g. irons, ironing boards, scissors. All the equipment must be in working order. Enough electrical cords and plugs must be available.
- The necessary funds to purchase commercial patterns (complete with instruction sheets), fabric and haberdashery to produce the selected products.

Every learner has to do the Practical Assessment Task individually on his / her own.

The Practical Assessment Task for Grade 12 consists of a series of three tasks. Tasks 2 and 3 should be done outside the 4 hours allocated to the subject each week.

The mark for the final Practical Assessment Task is obtained by adding the marks for tasks 1, 2 and 3.

### MODERATION OF THE PRACTICAL ASSESSMENT TASK

1. An illustration of the garments / products as well as a list of the techniques should be submitted to the Subject Advisor for approval during the last week of the first term.
2. A mark sheet for the product must be developed by the teacher, and submitted to the subject advisor for approval during the last week of the first term. Follow the example given in the section on Assessment Tools..
3. The products of all learners must be available for external moderation. The moderator will mark a sample, according to her own judgment, at the end of the third term or the beginning of the fourth term. Her assessment will then be compared with the assessment of the teacher.

**TASK 1 (COMPLETE IN TERM 1)**

1. Task one takes the form of a project and is completed in the first term.
2. Task one will address the following Assessment Standards
  - a. 12.4.2: Compile an implementation plan for the production and marketing of a product
  - b. 12.4.3: Evaluate the sustainable profitability of the enterprise.
3. The learner is expected to select garment/s or sort furnishing product/s and draw up an implementation plan to start a micro-enterprise to sell these products.
4. Alternatively, the teacher could select a micro-enterprise to suit the context of the school, and select a few garments / soft furnishing products for the learners to choose from. The teacher should consider the available budget and equipment.
5. The garment/s or sort furnishing product/s must be selected according to the skill code for the different needlework techniques. See **Annexure A**.

The learner may choose one product, e.g. a shirt, or two smaller products, e.g. a cushion cover and a cover for an electrical appliance for task 3.

6. The teacher should purchase the commercial patterns and provide these to the learners. Learners must have the instruction sheet of the pattern to do their planning. A pattern for every learner should be bought.
7. Sections 6 and 7 of this task (costing) should be done under the supervision of the teacher during class periods.
8. Learners may use textbooks, pattern instruction sheets of commercial patterns and any other applicable resources.
9. The teacher should mark phase 1 (the selection of the product) and hand it back to the learners to make corrections. When the learners continue with phase 2, they should use the corrected/amended phase 1 project.

**TASK 2 (COMPLETE IN TERM 2)**

1. Learners will make the product/s they selected in task 1. This should be done during the periods allocated for practical work, which is 1½ hours of the allocated 4 hours per week. During these periods, the learners will be taught by the teacher how to make this product/s. The learners will practise making these products to reproduce in the practical examination (task 2) at the end of term 2.
2. If a product with techniques to a weighting of 80 points are chosen, the product should be made halfway (40 points) for task 2, and then be completed in task 3 (the other 40 points).
3. At the end of term 2, a practical examination will take place where learners will reproduce this product (or half of the product) on their own, without assistance by the teacher. (Exam conditions) A smaller version of the product can be made for the examination, or alternatively, a similar product which includes the same techniques. (Example: learners make the first half of a lined waistcoat during the practical periods. During the examination (Task 2) they make the same waistcoat, but for a toddler)
4. The teacher should purchase the fabric and haberdashery needed for the examination beforehand, and prepare the classroom. Pack out all the necessary equipment beforehand.
5. The lay-out and cutting of the product can be done a few days beforehand, in a one-hour session, e.g. during the weekly practical period. This session must be done under supervision of the teacher under exam conditions. Each learner should be given a pattern. A pattern cannot be passed on from one learner to another.
6. The practical examination will last 3 hours, excluding layout and cutting.
7. These 3 hours should be included into the timetable for tests / examination in the second term.
8. Individual learners, under the supervision of the teacher, carry out this examination. Only the teacher and the candidates should be in the room during the practical examination.
9. The number of learners doing the exam simultaneously will depend on
  - The number of sewing machines available. Two learners may share one sewing machine.
  - The available electrical plugs and extension cords. Electrical plugs must be available for irons and sewing machines.
  - The number of irons and ironing boards (A minimum of three for a group of twelve)
  - The number of big tables available for the layout and cutting of the products.
10. Two groups of learners could do the examination on the same day (e.g. from 7.30 – 11.30 and from 12.00 – 15.00). The teacher will need time between the groups to prepare the classroom for the second group.
11. Schools with large numbers of learners will need more than one day to complete this examination, as every learner needs to perform the examination individually.

12. If this product is to be completed in task 3 of the PAT, learners may finish or correct the product after the teacher has marked it, in order to be able to start with the next process.

**TASK 3 (COMPLETE IN TERM 3)**

1. Learners will complete the product started in task 2, or produce a new product, during the periods allocated for practical work, that is 1½ hours of the allocated 4 hours per week. During these periods, the learners will be taught by the teacher how to make / complete this product. The learners will practise for the practical examination.
2. At the end of term 3, a practical examination will take place where learners will reproduce this product (or complete the second half of the product) on their own, without assistance by the teacher. (Exam conditions)
3. This examination should be included into the timetable for the preparatory examination in the third term. The practical examination will last 3 hours
4. The conditions for task 3 are the same as for task 2:
  - a. The teacher should purchase the fabric and haberdashery needed for the examination beforehand, and prepare the classroom. Pack out all the necessary equipment beforehand.
  - b. Two learners may share one sewing machine.
  - c. Electrical plugs must be available for irons and sewing machines.
  - d. Two groups of learners could do the examination on the same day (e.g. from 7.30 – 11.30 and from 12.00 – 15.00). The teacher will need time between the groups to prepare the classroom for the second group.
  - e. Schools with large numbers of learners will need more than one day to complete this examination, as every learner needs to perform the examination individually.

**CONSUMER STUDIES**

**PRACTICAL ASSESSMENT TASK**

**PRODUCTION OF CLOTHING OR SOFT  
FURNISHING PRODUCTS**

**GRADE 12**

**2009**

**INSTRUCTIONS FOR LEARNERS**

Instructions for learners consists of 5 pages

## TASK 1 (TERM 1)

**You want to start a mini-enterprise to produce and sell quality clothing or soft furnishing products.**

**Your financial partner needs the following information:**

	Criteria	Description	Mark												
1	Selected product/s	<p>Choose one or two products that you would like to make and sell. Source a pattern/s for these products, or obtain them from your teacher</p> <p>The techniques involved in making these products should have a minimum weighting of 80 points, according to the skill-code. Refer to Annexure A</p> <ul style="list-style-type: none"> <li>List the techniques to be used to make the product in the sequence in which the techniques will be used. Use full sentences. Describe on which part of the product the technique will be used 10</li> <li>Illustration / picture / photograph of the final product/s 3</li> <li>Motivate why these products are suitable for small-scale production from your home 3</li> </ul>	16												
2	Target market	<ul style="list-style-type: none"> <li>Identify the target market for your products, and describe the profile of this target market 4</li> <li>Describe what characteristics of your product will be important for your customers 3</li> </ul>	7												
3	Competitors	<ul style="list-style-type: none"> <li>Investigate and find three other businesses selling a similar product as the product you want to sell. How much do they charge for the same / similar products? Give your answer in tabular format as follows 6</li> </ul> <table border="1"> <thead> <tr> <th>Name of business</th> <th>Name of product</th> <th>Price</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>Explain how your product will differ from the products of the competitor, in order to have a competitive advantage 3</li> </ul>	Name of business	Name of product	Price	1			2			3			9
Name of business	Name of product	Price													
1															
2															
3															
4	Resources and equipment	<p>List the resources, equipment and tools needed as follows</p> <ul style="list-style-type: none"> <li>List what you have, e.g. premises, equipment, etc. 4</li> <li>List what you need to buy or rent. 4</li> </ul>	8												

5	Marketing Use the 4P marketing mix	Plan a marketing strategy for your products	16
		<b>Product</b>	
		<ul style="list-style-type: none"> <li>• Choose a trade name for your product/s 1</li> <li>• Choose a slogan sentence to capture the customers' interest 2</li> <li>• Plan the packaging details 3</li> <li>• Develop labels: <ul style="list-style-type: none"> <li>○ A care label 5</li> <li>○ A label with all other relevant information 5</li> </ul> </li> </ul>	
		<b>Promotion</b>	
		Plan a strategy for advertising (how, what, when, where?) 4	11
		Develop an advertisement for your product/s 7	
		<b>Place</b>	8
		Where will your point of sale be? (From where will you sell?) 1	
		Why did you choose this point of sale? 4	
		Plan transport, storage and delivery strategies 3	
6	Costing	<b>Price</b>	10
		6.1 Cost one of your products (Use attached template)	
	Production cost	6.2 Use the cost of the product to calculate your production costs by	7
		<ul style="list-style-type: none"> <li>• Adding 20% for overheads 2</li> <li>• Deciding for how many hours you want to employ a helper. Add labour costs, using the information below 4</li> <li>• Calculate your production cost 1</li> </ul>	
	Selling price	6.3 Decide on a suitable mark-up % to be competitive 2	
	Motivate why you are choosing this % for mark-up 1	5	
	Calculate your selling price 2		
	Profit	6.4 You want to sell 10 of this product per week. Calculate your profit per week	3
<b>Total</b>			<b>100</b>

**Minimum Wages (From the website of the Department of Labour, 6 June 2008)**

Workers who work more than 27 hours a week (excl. overtime):

<b>Minimum Wages</b>			
	<b>Per Hour</b>	<b>Per Week</b>	<b>Per Month</b>
<b>Urban Areas</b>	R 5.47	R 246.21	R 1066.83
<b>Rural Areas</b>	R 4.44	R 199.76	R 865.54

Workers who work 27 or less hours a week (excl. overtime):

<b>Minimum Wages</b>			
	<b>Per Hour</b>	<b>Per Week</b>	<b>Per Month</b>
<b>Urban Areas</b>	R 6.46	R 174.50	R 756.09
<b>Rural Areas</b>	R 5.24	R 141.56	R 613.39

**6. CALCULATING COST**

Name of candidate:

Name of product:

**6.1 Calculate the cost of one product (10)**

Materials, patterns, haberdashery, etc. (3)	Purchasing unit, e.g. meters (3)	Purchasing cost (3)
		R
		R
		R
		R
		R
		R
		R
		R
		R
<b>Total cost of shopping list for one product</b>		<b>R (1)</b>

**1.3 Production cost (7)**

Add 20 % for overheads	(2)
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Add labour costs	(4)
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Production cost is R \_\_\_\_\_ (1)

**1.3 Selling price (5)**

A mark up % to be competitive is \_\_\_\_\_% (2)

The reason for choosing this % is \_\_\_\_\_ (1)

Calculate selling price	(2)
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**1.4 Calculate profit per week if you sell 10 products every week**

(3)

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## TASK 2 (TERM 2)

### Practical examination

Write down the list of skills in sequence of applying them while making the first half of your product. This should allow you to complete a weighting of  $\pm 40$  points on the skill code. Marks are allocated for how you apply the techniques while making the garment / product

<b>A</b>	<b>Layout and Cutting</b>	<b>Time: 1 Hour</b>	<b>10</b>
<b>B</b>	<b>Production</b>	<b>Time: 3 Hours</b>	
	Make the product you have cut during the cutting session, while demonstrating the skills to apply the following techniques:		
1			
2			
3			
4			
5			
6			
			40
		<b>Total</b>	<b>50</b>

Complete or correct this first half of your product AFTER the teacher has marked it, in order to be able to complete it in task 3.

## TASK 3 (TERM 3)

### Practical examination

Write down the list of skills in sequence of applying them while completing your product. This should allow you to complete a weighting of  $\pm 40$  points on the skill code. Marks are allocated for how you apply the techniques while completing the garment / product

<b>A</b>	<b>Layout and Cutting</b>	<b>Time: 1 Hour</b>	
	<b>ONLY IF A NEW PRODUCT IS STARTED FOR TASK 3</b>		
<b>B</b>	<b>Production</b>	<b>Time: 3 Hours</b>	
	Make the product you have cut during the cutting session OR Complete the product started in the previous examination (task 2) Demonstrate the skills to apply the following techniques:		<b>Marks</b>
1			
2			
3			
4			
5			
6			
		<b>Total</b>	<b>50</b>

**CONSUMER STUDIES**  
**PRACTICAL ASSESSMENT TASK**

**GRADE 12**

**2009**

**PRODUCTION OF CLOTHING OR SOFT  
FURNISHING PRODUCTS**

**ASSESSMENT TOOLS**

The assessment tools consists of 5 pages

**ASSESSMENT CRITERIA FOR TASK 1**

Question		Answer	
1	Selected products	• All techniques listed and described in the correct order. The place on the product where the technique will be used, clearly indicated	10
		• Illustration / picture / photo of the finished product clearly indicates the appearance of the final product	3
		• List and describe any 3 relevant reasons why the chosen products / products could be made at home	3
2	Target market	• Description and profile of target market	4
		• Description of characteristics of the product which will be important for the target market	3
3	Competitors	Names of 3 businesses selling similar products	2
		Name one product similar to yours sold by each business	2
		Prices of two products as sold by these businesses	2
		Description of how your product will differ from above products, in order to have a competitive advantage	3
4	Resources and equipment	• Realistic list of resources / equipment which you have	4
		• Realistic list of resource / equipment you need to buy or rent	4
		Make sure that everything a learner needs to produce these products, will be on one of these two lists	
5	Marketing strategy	<b>Product</b>	
		• Trade name	1
		• Slogan or sentence which will capture customer's interest	2
		• Packaging details (Valid reasons for choice, type of material, shape and size)	3
		• Labels.	
		○ Information label: complete, e.g. trade name, address and contact details, date of manufacturing. Attractive, suits product image, neat and professional appearance on suitable thin cardboard	5
		○ Care label with all relevant washing, ironing and other instructions, neat and professional appearance on suitable thin cardboard	5
		<b>Promotion</b>	
		• Description of strategy for advertising. Appropriate advertising campaign – How, where, when, what?	4
		• Advertisement:	7
		Layout simple; message clearly seen and understood	
		Product clearly stated	
		Headline clearly visible	
		Message short, direct and created around one idea	
		Effective use of colour	
		Suitable photo / picture	
		Price included	
		Neat and professional appearance on suitable thin cardboard	
		<b>Place</b>	
		Name point of sale✓, reason for choosing this place✓✓✓✓, transport arrangements✓, storage✓, delivery✓	8
6	Costing, Production price, Selling price, Profit	See template on page 12	25
		Mark only the first three materials entered in the table	
<b>Total</b>			<b>100</b>

EXAMPLE OF MARK SHEET FOR A TRADITIONAL SHIRT		MARKS												
Layout and cutting: Practical Examination: Time 1 hour		Learner numbers	1	2	3	4	5	6	7	8	9	10	11	12
1	LAYOUT OF PATTERN	8												
	Fabric folded correctly	2												
	All pattern pieces placed on straight grain of fabric	2												
	All relevant pieces placed on fold	2												
	No waste of material	1												
	Pinning of pattern pieces on material	1												
2	CUT AND TRANSFER PATTERN MARKINGS	7												
	Straight cutting	2												
	On cutting lines	1												
	Notches cut accurately	2												
	Pattern markings transferred accurately and clearly	2												
Task 2: Practical Examination: Time 3 hours														
3	DISPOSAL OF FULLNESS: DARTS	5												
	Straight stitching to narrow point	2												
	Threads at point tied and stitched into garment	2												
	Ironed downwards	1												
3	SHOULDER AND SIDE SEAMS	10												
	Seam allowance correct and even width	3												
	Stitching straight	2												
	Curved seams notched at correct intervals	2												
	Seam finishing (zig-zag, overcast or other suitable method)	3												
4	SHAPED FACING WITH INTERFACING AND SLIT FOR NECKLINE	20												
	Shoulder seams of facing corresponds with shoulder seams of garment	2												

## NSC

Interfacing placed / ironed on correctly	2														
Straight stitching around neckline to assure smooth neckline curve	2														
Opening stitched to narrow point	2														
Opening slashed between stitching line up to narrow point, corners trimmed	3														
Neckline seam edges snipped along curves	3														
Edge of facing finished with appropriate seam finish	2														
Ironed / stitched after turning	2														
Facing lies completely flat	2														
<b>Total for task 2, including layout and cutting</b>	<b>50</b>														

<b>Task 3: Practical Examination: Time 3 hours</b>															
<b>6 HEMS: SLEAVES: STITCHED BY HAND</b>	<b>8</b>														
Even width	2														
Width suitable for sleeves	1														
Neatly stitched with suitable stitch by hand	3														
Lies flat	2														
<b>7 HEM: WAIST: MACHINE STITCHED</b>	<b>7</b>														
Even width	2														
Width suitable for hem of a shirt	1														
Machine stitched very straight, near the edge of the fold	3														
Lies flat	1														
<b>8 STITCHED ON POCKET</b>	<b>10</b>														
Shape and size of pocket correct, even shape	2														
Pocket placed correctly on shirt	1														
Top hem of pocket stitched straight, correct width	2														
Corners of pocket very neat and square	3														
Machine stitching onto shirt very straight and neat	2														

NSC

9	DECORATE NECKLINE WITH A MINIMUM OF 3 DECORATIVE STITCHES	15													
	Correct choice of pattern, stitches and colours	5													
	Embroidery techniques	10													
10	Beadwork as part of the decoration	5													
11	IRONING	5													
	Total for task 3	50													

# CONSUMER STUDIES

## PRACTICAL ASSESSMENT TASK

### PRODUCTION OF CLOTHING OR SOFT FURNISHING PRODUCTS

GRADE 12

2009

## ANNEXURES

## NSC

## ANNEXURE A

## SKILL-CODE FOR CONSTRUCTION TECHNIQUES FOR THE PRODUCTION OF CLOTHING / SOFT FURNISHING

- A weighting is allocated for every technique, according to the degree of difficulty of the technique.
- The weighting of the techniques in each task should add up to a minimum of 40 points.
- One garment / product could be chosen to the weighting of 80 points, and then divided into two tasks.

OR

- Two products could be chosen, each to the weighting of 40 points
- Techniques to the weighting of 40 points will then be done in each of the two tasks. The part of the garment / product completed in task 2 could be improved / corrected AFTER marking task 1, in order for the learner to be able to continue with the second half of the garment/product. It will however, not be remarked after improvements are made.
- Every technique should be used for marks only once.

	Points		Points
Layout. Cut. Transfer pattern markings	10	French seams	5
Single straight seams with appropriate seam finish.	5	Hem	5
Curved seam or square corners. Appropriate finishes	5	Zip	10
Shaped facing for neckline or armhole	10	Sewn-on fasteners	5
Facing, not shaped	5	Button and buttonhole	10
Disposal of fullness: At least one method	5	Opening / slit	5
Make and attach waist band	10	Lining in jacket	10
Pocket: Stitched on or inserted in side seam	10	Lining in skirt	5
Decorate with a minimum of 3 decorative stitches	5	Making and attaching a collar	15
Advanced embroidery / decorating, e.g. bead work	10	Making and setting in a sleeve	10
Make and attach bands / slings	5	Quilting / appliqué	10
Cut and use crossway binding or piping. Use for 2 armholes + 5 marks	10	Final ironing/pressing – only task 3	5

## EXAMPLES FOR CLOTHING

Traditional shirt:	
Layout. Cut. Transfer pattern markings	10
Straight seams and seam finishes: Side and shoulder	5
Hem: Sleeves and waist	5
Opening / slit: Front neckline	5
Sewn-on fasteners: button and loop, front neckline	5
Disposal of fullness: Darts	5
Facing with interfacing: Neckline	10
Decorate neckline with a minimum of 3 decorative stitches	10
Set –in sleeve.	10
Stitched-on pocket	10
Final ironing	5
<b>Total</b>	<b>80</b>

Child's dress	
Layout and cutting. Transferring pattern markings	10
Straight seams and seam finishes: Side and shoulder	5
Disposal of fullness	5
Zip	10
Cutting and using crossway binding for armhole finish	10 + 5
Making and attaching a collar	15
Hem	5
Decorate with a minimum of 3 decorative stitches	10
Final ironing	5
<b>Total</b>	<b>80</b>

## NSC

<b>Waistcoat:</b>	
Layout and cut. Transfer pattern markings	10
Straight seams and seam finishes: Side and shoulder	10
Lining	15
Buttonhole and button	10
Disposal of fullness: Darts	5
Pocket: Stitched on	10
Facing with interfacing	10
Final ironing	5
<b>Total</b>	<b>80</b>

## EXAMPLES FOR SOFT FURNISHING

<b>Shopping bag:</b>	
Layout and cutting. Transferring pattern markings	10
Straight seams and seam finishes	5
Curved seam or square corners. Appropriate finishes	10
Zip	10
Appliqué	10
Pocket: Stitched on	10
Crossway binding or piping	10
Making and attaching of bands / slings	5
Final ironing	5
<b>Total</b>	<b>80</b>

<b>Square Cushion</b>	
Straight seams with appropriate seam finish	5
Square corners. Appropriate finishes	5
Zip	10
Cutting and using crossway binding or piping	10
Advanced embroidery / decorating, e.g. bead work	10
	40
<b>Cover for kitchen equipment</b>	
Layout and cutting. Transferring pattern markings	10
Lining	5
Curved seams. Appropriate finishes	10
Quilting / appliqué	15
	40
<b>Total</b>	<b>80</b>

<b>Baby Pillowcase and Duvet cover</b>	
Layout and cutting. Correct measurements	10
Straight seams with appropriate seam finish	5
French seams	10
Square corners	5
Hems at duvet cover and pillowcase openings	5
Sewn-on fasteners at duvet cover openings	5
Cutting crossway binding, making and inserting piping in the seams of the pillow case	10
Appliqué	15
Decorating with at least 3 decorative stitches	10
Final ironing	5
<b>Total</b>	<b>80</b>