



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES (CLOTHING AND SOFT FURNISHING)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

2010

INFORMATION FOR TEACHERS

This guideline consists of 16 pages.

The Practical Assessment Task for Consumer Studies Production of Clothing and Soft Furnishing

1. OVERVIEW

During the Practical Assessment Task, the learner must demonstrate his/her **knowledge and practical ability and apply these skills** to produce clothing or soft furnishing items from home on a small scale.

The learner must also demonstrate the creativity and ability to **develop an implementation plan to market** these products, and then be able to **evaluate the sustainable profitability of the micro-enterprise**.

The Practical Assessment Task for Grade 12 consists of a series of three tasks completed over three Terms:

a. TERM 1: Implementation plan to produce and market homemade items

Learners will compile an implementation plan for the **production and marketing of a product / item, and** determine the sustainable **profitability** of the micro-enterprise. The learners will describe the target market for these items, source information about competitors, and determine the resources and equipment needed to start a micro-enterprise to make these items at home. They will develop a marketing strategy for these items. They will determine the production cost, selling price and profit.

b. TERM 2: Practical exam

Learners will make the item selected for the micro-enterprise.

c. TERM 3: Practical exam

Learners will complete the item started in the previous exam or make a new article.

2. MARK ALLOCATION

Learners will do the Practical Assessment Task individually.

Each of the three tasks consists of 100 marks. The mark for the final Practical Assessment Task is obtained by totaling the marks for tasks 1, 2 and 3 as follows:

Implementation plan TERM 1	100
Practical examination TERM 2	100
Practical examination TERM 3	100
Total	300 ÷3
Final mark for PAT	100

The marks for the PAT do not form part of the School Based Assessment, and cannot be added to the Term marks. It is part of the end-of-the-year assessment. The province provides two separate computerised mark sheets, one for SBA and one for the PAT.

Marks awarded for the item made by the learners to practise the techniques required for the practical exam, will be used as practical marks for the Term and be part of the SBA.

3. REQUIREMENTS

Consumer Studies is a choice subject with various practical options. The school has chosen to offer Consumer Studies as a subject, and selected the Needlework / Soft Furnishing Practical Option. Therefore the **equipment and funds necessary to conduct the PAT are the responsibility of the school, as 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. Sufficient electricity outlets and extension cords must be available.
- The necessary funds to purchase commercial patterns (complete with instruction sheets), fabric and haberdashery to produce the selected garments / items.

4. PREPARATION OF LEARNERS FOR THE PRACTICAL EXAMINATION

During the time allocated for practical work (1½ hours of the prescribed 4 hours per week for all choice subjects) the learners will make the item chosen under the guidance of the teacher, and learn the techniques that will be tested in the practical examination.

Take the skill code (annexure A) into consideration when choosing the pattern.

During the practical examination, learners will make the same or a similar item once again. They may also make a smaller version.

Half of the item can be made in the first practical examination, and then be completed in the second examination.

Learners can also make two smaller items during the weekly practicals, and make each of them for a second time in the examinations.

The marks for the items made during the weekly practical lessons are used for practical Term marks. (25% of the Term mark)

5. MODERATION OF THE PRACTICAL ASSESSMENT TASK

The following information should be submitted to the Subject Advisor for approval during the last week of the first TERM.

- a. An illustration of the item to be made during practical classes
- b. An illustration of the item to be made during the two practical examinations.
- c. A list of the techniques included in the item, according to the skill code (Annexure A).
- d. The planning for the purchases.
- e. An estimated cost per learner
- f. A mark sheet for the product, developed by the teacher. Follow the example given as Annexure C

Moderation by the subject advisor will take place at the end of the third TERM or the beginning of the fourth TERM. The teacher must have the following available for the moderator on the day of moderation:

- The evidence and marks of the implementation plan
- The items of all the learners made during practical classes.
- The items made during the 2 practical exams, already assessed.

- The marks of all the learners for the 2 practical exams.
- Separate mark sheets for the moderator to use, already completed with the names/examination numbers of the learners.

The moderator will mark a sample, according to his/her own judgment. The assessment of the moderator will then be compared with the assessment of the teacher.

If the moderator finds that the performance of the learners and the marks allocated by the teacher differ substantially from the expected standard for grade 12, a block adjustment should be made. The moderator will discuss this with the teacher. The final, moderated marks should then be used.

6. TASK 1: IMPLEMENTATION PLAN (COMPLETE IN TERM 1)

- a. The learner plans to make clothing / soft furnishing items at home and then sell them. He/she will develop an implementation plan to start this home enterprise, and determine the sustainable profitability of the enterprise. (Refer to the section LEARNER TASK)
- b. The teacher selects suitable items. Consult the skill code, indicating the degree of difficulty of the needlework techniques (Annexure A). Consider the budget and equipment available at the school, as the item will be made in class during the practical periods.

The learner chooses a product (or products) for his home enterprise.

- c. The teacher should purchase commercial patterns and provide them to the learners. Learners must use the instruction sheet in the pattern envelope to do their planning. Each learner should have his/her own pattern.
- d. Provide learners with a price list for the materials.
- e. The learners must not use a template for the presentation of the task, as they must provide evidence of neatness, organisational ability, and appropriate language skills including correct spelling. Refer to Annexure B: Assessment Criteria for the implementation plan.

7. TASK 2: PRACTICAL EXAMINATION: TERM 2

1. At the **end of TERM 2, a practical examination** will take place where learners will make a second version of this item on their own, under exam conditions. Learners may also make a smaller version of this item, or a similar item.
2. A 3-hour slot for this examination must be included into the exam timetable in the second TERM.
3. 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 items.

4. 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.
5. Schools with large numbers of learners will need more than one day to complete this examination.
6. The teacher should purchase the fabric and haberdashery needed for the examination beforehand. Pack out all the necessary equipment beforehand, and prepare the centre.

The practical examination is done in two sessions

Layout and cutting (1 hour)

This may be done beforehand under supervision of the teacher under exam conditions. Each learner should be given a pattern. A pattern cannot be passed from one learner to another.

Production (3 hours)

- 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.

NOTE: 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.

8. TASK 3: PRACTICAL EXAMINATION TERM 3

In preparation for this practical examination, learners will complete the item started in TERM 2 during the practical periods. They may also start a new item. The necessary techniques will be taught by the teacher.

The teacher may use the marks for this item as practical marks for TERM 3.

1. At the **end of Term 3, a practical examination** will take place where learners will complete the second part of the item started in the previous exam, or make a new item.
2. A 3-hour slot for this examination should be included in the preparatory examination timetable in the third Term. However, it can also be done in the beginning of Term 4, should the school prefer to do so.
3. The conditions for the exam in Term 3 are the same as for the exam in Term 2.

ANNEXURE A**SKILL-CODE FOR NEEDLEWORK TECHNIQUES**

- A weighting is allocated for every technique, according to the degree of difficulty of the technique..
- One item 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

- The weighting for a specific technique should be allocated only once.
- Teacher could add a technique not mentioned after discussing it with the subject advisor. The teacher and subject advisor should then decide on a weighting for that technique.

Technique	Weighting	Technique	Weighting
Lay out. 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 for 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
Total	80

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
Total	80

Waistcoat:	
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
Total	80

EXAMPLES FOR SOFT FURNISHING

Shopping bag:	
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
Total	80

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

Baby Pillowcase and Duvet cover	
Layout and cutting. Correct measurements	10
Straight seams with appropriate seam finish	5
French seams	10
Square corners	5
Hems of 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
Total	80

ANNEXURE B

Assessment criteria for the implementation plan

Information required on		Assessment Criteria	
1	Selected items	<ul style="list-style-type: none"> All techniques listed and described in the correct order. The place on the product where the technique will be used, clearly indicated Illustration / picture / photo of the finished product clearly indicates the appearance of the final product List and describe any 3 relevant reasons why the chosen items are suitable for a home industry 	10 3 3
2	Target market	<ul style="list-style-type: none"> Description and profile of target market 4 Description of characteristics of the product that will be important for the target market 3 	7
3	Competitors	<ul style="list-style-type: none"> Names of 3 businesses selling similar items 2 Name one item similar to yours sold by each business 2 Prices of two items as sold by these businesses 2 Description of how your item will differ from above items, in order to have a competitive advantage 3 	9
4	Resources & equipment	<ul style="list-style-type: none"> Realistic list of resources / equipment which is available to you 4 Realistic list of resource / equipment you need to buy or rent 4 	8
5	Marketing strategy	Product / item <ul style="list-style-type: none"> Trade name 1 Slogan or sentence which will capture the customer interest 2 Packaging details (Valid reasons for choice, type of material, shape and size) 3 Labels. <ul style="list-style-type: none"> Information label: complete, e.g. trade name, address and contact details, date of manufacturing. Attractive, suits product image, neat and professional appearance. 5 Care label with all relevant washing, ironing and other instructions, neat and professional appearance. 5 	16
		Promotion <ul style="list-style-type: none"> Description of strategy for advertising. Appropriate advertising campaign – How, where, when, what? 4 Develop an advertisement: 7 <ul style="list-style-type: none"> 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 	
		Place <ul style="list-style-type: none"> Name point of sale✓, reason for choosing this place✓✓✓✓, transport arrangements✓, storage✓, delivery✓ 	8
6	Costing, Production price, Selling price, Profit	See template provided for the calculation of costs Teacher marks any three materials entered in the table	25
Total			100

ANNEXURE C**EXAMPLE OF MARK SHEET**

TRADITIONAL SHIRT		Names of learners									
Layout and cutting: Practical Examination: Time 1 hour	MARK S										
1 LAYOUT OF PATTERN	16										
Fabric folded correctly	2										
All pattern pieces placed on straight grain of fabric	4										
All relevant pieces placed on fold	4										
No waste of material	2										
Pinning of pattern pieces on material	4										
2 CUT. TRANSFER OF PATTERN MARKINGS	14										
Straight cutting	4										
On cutting lines	2										
Notches cut accurately	4										
Pattern markings transferred accurately and clearly	4										
Practical Examination Term 2: Time 3 hours											
3 DISPOSAL OF FULLNESS: DARTS	10										
Straight stitching	2										
to narrow point	4										
Threads at point tied and stitched into garment	2										
Ironed downwards	2										
4 SHOULDER AND SIDE SEAMS	20										
Seam allowance correct and even width	5										
Stitching straight	5										
Curved underarm seams notched at correct intervals	5										
Seam finishing (zig-zag, overcast or other suitable method)	5										
5 SHAPED FACING WITH INTERFACING AND SLIT FOR NECKLINE	40										
Shoulder seams of facing corresponds with shoulder seams of garment	4										
Interfacing placed / ironed on correctly	4										
Straight stitching around neckline to assure smooth neckline curve	5										
Opening stitched to narrow point	4										
Opening slashed between stitching line up to narrow point, corners trimmed	4										
Neckline seam edges snipped along curves	5										
Edge of facing finished with appropriate seam finish	5										
Ironed / stitched after turning	4										
Facing lies completely flat	5										
Total for task 2, including layout and cutting	100										

Practical Examination Term 3: Time 3 hours																			
6	HEMS: SLEEVES: STITCHED BY HAND	15																	
	Even width	5																	
	Width suitable for sleeves	2																	
	Neatly stitched with suitable stitch by hand	5																	
	Lies flat	3																	
7	HEM: WAIST: MACHINE STITCHED	15																	
	Even width	5																	
	Width suitable for hem of a shirt	2																	
	Machine stitched very straight, near the edge of the fold	5																	
	Lies flat	3																	
8	STITCHED ON POCKET	20																	
	Shape and size of pocket correct, even shape	5																	
	Pocket placed correctly on shirt	2																	
	Top hem of pocket stitched straight, correct width	3																	
	Corners of pocket very neat and square	5																	
	Machine stitching onto shirt very straight and neat	5																	
9	DECORATE NECKLINE WITH A MINIMUM OF 3 DECORATIVE STITCHES	30																	
	Suitable choice of pattern	5																	
	Pattern / stitches placed correctly on garment	5																	
	Choice of stitches and colours	5																	
	Embroidery techniques: size of stitches even and suitable, correct technique for each stitch, back of work neat without long stitches, ending of neat	15																	
10	Beadwork as part of the decoration	10																	
11	IRONING	10																	
	Total for task 3	100																	



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2008

TASK FOR LEARNERS

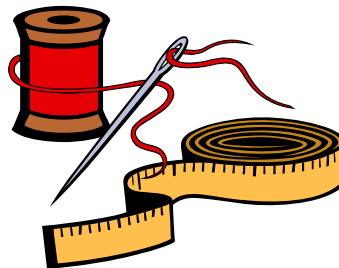
TASK 1 (TERM 1)**IMPLEMENTATION PLAN**

You want to start a home enterprise to produce and sell quality clothing or soft furnishing items. These items must be suitable for small-scale production from your home.

Choose an item / choose from the list provided by your teacher and develop an implementation plan.

- **Choose and describe your target market, and explain why your item will be suitable for this target market.**
- **Source information on competitors selling the same item, and explain how your item will differ from theirs.**
- **Make a list of all the resources and equipment you will need to start this home-enterprise.**
- **Plan a marketing strategy for your item, using the 4P marketing mix.**
- **Calculate your production price, selling price and profit.**

Use the criteria on the next page and present a neat plan, using clear, correct language.



	Criteria	Description	Mark												
1	Selected item/s	Explain why these item/s are suitable for small-scale production from your home	4												
2	Target market	These items will be produced for a specific target market. 2.1 Which target market will be suitable your home-enterprise? 2.2 Describe the profile of this target market. 2.3 Explain the characteristics of the item and explain its suitability for this target market.	9												
3	Competitors	3.1 Investigate and find three other businesses selling similar items. How much do they charge for the same / similar items? Give your answer in tabular format as follows: 6 <table border="1" style="margin-left: 40px;"> <thead> <tr> <th>Name of business</th> <th>Item</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> 3.2 Explain how your item will differ from the products of the competitor, in order to have a competitive advantage 3	Name of business	Item	Price	1			2			3			9
Name of business	Item	Price													
1															
2															
3															
4	Resources and equipment	List the resources, equipment and tools needed to start this home-enterprise as follows 4.1 List what you have at your home 4 4.2 List what you need to buy or rent. 4	8												
5	Marketing (4P marketing mix) 5.1 Product	5.1.1 Choose a trade name for your item 2 5.1.2 Choose a slogan sentence to capture the customers' interest 3 5.1.3 Plan the packaging details. Describe the choice of your packaging, and 4 reasons for your choice 5 5.1.4 Develop labels for one item: o A care label 5 o A label with all other relevant information 5	20												
	5.2 Promotion	5.2.1 Plan a strategy for advertising (how, what, when, where?) 4 5.2.2 Develop an advertisement for your product/s 10	14												
	5.3 Place	5.3.1 Where will your point of sale be? 1 5.3.2 Why did you choose this point of sale? Give 4 reasons 4 5.3.3 Plan transport, storage and delivery strategies 3	8												
6	Price	6.1 Cost one of the products (Use template on next page) 12 6.2 Add overhead costs 3 6.3 Calculate the selling price 5 6.4 Calculate the profit 2	22												
		6.3 Decide on a suitable mark-up % to be competitive 1 Motivate why you are choosing this % for mark-up 2 Calculate your selling price 2	5												
	Profit	6.4 You want to sell 10 items per month. Calculate your profit per month	4												
7	Presentation	Neat and organised layout and correct language and spelling.	5												
		Total	100												

6. CALCULATING THE PRICE

Name of candidate: _____

Name of item: _____

6.1 Calculate the cost of one item

(12)

Materials, patterns, haberdashery, etc. (2)	Purchasing unit, e.g. meters (2)	Purchasing cost per unit (2)	Number of units bought (2)	Total cost (2)
				R
				R
				R
				R
				R
				R
				R
				R
				R
Total cost of shopping list for one product				R (2)

6.2 Pricing

Calculate 20 % of the total cost for overheads (2)

The cost plus overheads is ... (1)

6.3 Selling price

To be competitive, the mark-up % should be _____ % (1)

The reasons for choosing this mark-up % are: (2)

Calculate the selling price by adding the mark-up %. Show calculations (2)

6.4 Calculate the profit per month if you sell 10 items per month

(2)

TASK 2 (TERM 2) PRACTICAL EXAMINATION

You will receive the pattern of the item to be made, from the teacher.

Write down the list of skills in sequence of applying them while making your item.

Marks are allocated for how you apply these techniques

A	Layout and Cutting	Time: 1 Hour	30
B	Production	Time: 3 Hours	70
Make the product, while applying the following techniques:			
1			
2			
3			
4			
5			
6			
	Etc.		

Note: If you will be completing this item in the practical examination in TERM 3, you may correct this first half of your item AFTER the teacher has marked it, in order to be able to complete it in task 3.

TASK 3 (TERM 3) PRACTICAL EXAMINATION

You will complete the product started in the first practical exam, or make a new product, as indicated by the teacher.

Write down the list of skills in sequence of applying them while completing your product.

Marks are allocated for how you apply these techniques

A	Layout and Cutting ONLY IF A NEW PRODUCT IS STARTED FOR TASK 3	Time: 1 Hour	30
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B	Production	Time: 3 Hours	
	Make / complete the item, while applying the following techniques:		70 or 100
1			
2			
3			
4			
5			
6			
	Etc.		