



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

**CONSUMER STUDIES  
(PRODUCTION OF SOFT  
FURNISHING PRODUCTS)**

**GUIDELINES FOR  
PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2025**

**These guidelines consist of 24 pages.**

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## THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES PRODUCTION OF SOFT FURNISHING PRODUCTS

### 1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consist of practical components all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology; Technical Sciences; Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-the-year examination mark. The PAT is conducted up to the end of September. The PAT allows for learners to be assessed on the skills they have acquired during the weekly practical lessons and the practical examinations in Grades 10 to 12. It also allows for the assessment of skills that cannot be assessed in a written format, e.g. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differ from subject to subject.

- During the practical assessment task, the learner must demonstrate his/her knowledge and practical ability/skills to produce quality products focusing on workmanship and suitability for selling.
- The practical assessment task for Grade 12 Consumer Studies, with the Soft Furnishing practical option, consists of a layout and cutting session and a practical examination of FOUR hours.
- Breakdown of the FOUR hours:
  - Layout and cutting session – ONE-HOUR session (prior to the practical examination)
  - THREE hours to produce the product
- Learners work individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.

### 2. MARK ALLOCATION

- The total mark allocation of the PAT is 100 marks.
- The marks for the PAT form part of the end-of-the-year assessment in Term 4.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.
- The mark allocation is indicated as follows:

Layout and cutting	6
Practical examination	94
<b>Final mark for PAT</b>	<b>100</b>

### 3. REQUIREMENTS FOR THE PRACTICAL EXAMINATION

Consumer Studies is an elective subject with five practical options. If the school chooses to offer Consumer Studies as a subject and selects the Soft Furnishings practical option, the equipment and funds necessary to conduct the PAT, as well as the specified number of weekly practical lessons, are the responsibility of the school, **as specified in the CAPS document on page 10.**

The school has the responsibility to ensure the availability of the following for the PAT examination:

- A suitable classroom with the necessary equipment: tables for cutting out; two or more ironing boards and irons; cutting-out scissors (one for each learner); equipment for measuring and marking.
- A minimum of R80 up to a maximum of R150 per learner for the practical examination is required to make the prescribed product, besides the funding required for the SBA weekly practical lessons.
- The number of learners per session must correlate with and align to the number of sewing machines that are available.
- Divide the learners into groups with a maximum of 12 learners per session. Twenty-four learners (two groups of 12 learners each) can perform the examination on the same day, e.g. from 08:00 to 11:00 and from 12:30 to 15:30.
- The teacher will need time between the two sessions to prepare the classroom for the following group.
- Schools with large numbers of learners will need more than one day to complete this practical examination.

### 4. REQUIRED TIME FRAME

- Layout and cutting is done in a ONE-HOUR session under examination conditions, prior to the practical examination.
- A time frame of THREE hours is required for conducting the practical examination.

### 5. SETTING THE PRACTICAL EXAMINATION

- The practical examination will take place on a date agreed upon with the moderator.
- The production process, workmanship and saleability of the product are important aspects of the practical examination.
- The teacher must buy a commercial pattern for a product that can be completed in THREE hours.
- Learners should be able to demonstrate all the advanced techniques identified for Grade 12.
- The selected product should have a skills-code weighting of 50 points.
- Learners must complete the ONE-hour layout and cutting session under examination conditions prior to the practical examination.
- The learners will be assessed on the production process, workmanship and saleability of the product.
- At the end of the THREE hours, learners should hand in their products, label and packaging for final assessment.
- After the assessment has been completed, the products must be returned to learners for corrections and finishing off, if necessary.
- The products will NOT be remarked after the corrections have been made.

**NOTE:** Learners must prepare a label and packaging suitable for their final product. These must be completed before they perform the practical examination and must be available for assessment on the day of the practical examination.

## 6. PREPARING FOR THE PRACTICAL EXAMINATION

**The teacher is responsible for the following:**

- Set the dates for the practical examination. Communicate these dates to the SMT of the school to ensure that the dates do not clash with other school activities.
- All the equipment must be in working order and the sewing machines must be serviced and repaired before the start of the practical examination.
- Copy the pattern, illustration(s) and instruction sheet for each learner or buy a commercial pattern for each learner. It is **COMPULSORY** for each learner to work from an instruction sheet.
- Divide learners into groups according to the number of sewing machines that are available.
- Prepare the assessment tools provided with the learners' names.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- Learners must receive the pattern and instructions **ONE week (7 days)** prior to the layout and cutting session so that they can prepare.
- Purchase the fabric and haberdashery; cut the fabric to the required size for each learner.
- Make up a 'kit' for each learner and include the following:
  - Fabric in the required size
  - The pattern and instruction sheet
  - The necessary haberdashery, such as a zip, buttons, pins
- Thread all the sewing machines with the appropriate colour thread and test the tension beforehand.
- Prepare the classroom and ensure the availability of the following:
  - Electrical power points and extension cords for all irons and sewing machines
  - Irons and ironing boards
  - Large tables for the layout and cutting out of the pattern pieces
  - Enough small equipment, such as scissors, needles, quick-unpicks, pins, thread, bobbins, extra sewing machine needles and sharp scissors

## 7. PERFORMING THE PRACTICAL EXAMINATION

### 7.1 The layout and cutting session: **ONE hour prior to the practical examination**

- Ensure that learners wash their hands and sign the attendance register.
- Hand out each learner's 'kit' with the fabric, pattern instruction sheet and haberdashery, such as lace.
- The teacher is **NOT** allowed to assist the learners in any way during the layout and cutting session.
- During the layout and cutting session, the teacher must allocate marks.
- Learners may improve/correct the cut-out pattern pieces or cut out new pieces **AFTER** the cutting session is over and marks have been allocated, but this will **NOT** be remarked.
- The teacher keeps all the learners' pattern pieces in a safe place until the day of the practical examination.

## 7.2 Practical examination in Term 3: THREE hours

- When learners enter the classroom, they sign the attendance register and the teacher hands out the Soft Furnishing 'kits' to each learner and extra scraps of fabric (to test the sewing machine, should they wish to).
- Enough scissors, pins and needles should be available. **Avoid the sharing of equipment.**
- The sewing machines must be ready at the tables.
- Learners perform the practical examination individually under the supervision of the teacher.
- Only the teacher, the moderator and the learners may be present in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination and NO other work may be done in this time.
- NO learner may be assisted in any way.
- The product should be ready for assessment after THREE hours.
- Learners will lose **2 marks for every 5 minutes late** up to a maximum of 20 marks.
- The teacher must mark the product that was made during the practical examination and record the marks.
- After the product has been marked, the learners may correct mistakes, make improvements or complete the products.
- The product will NOT be remarked after the corrections have been made.
- After corrections have been made, the products, labels and packaging are handed in and stored in a safe place until the day of moderation.
- The teacher must complete the assessment tool.

## 8. EVALUATION

- The teacher and external moderator have 45 minutes, or more if necessary, to evaluate the final products, inspect the learners' workstations and complete the assessment tool.
- While their products are being evaluated, the learners should clean and tidy their workstations and equipment.
- On completion of the practical examination, the teacher/moderator must inspect the workstations for the final allocation of marks.

## 9. MODERATION OF THE PRACTICAL EXAMINATION

### 9.1 BEFORE the practical examination

The teacher must submit the following to the subject advisor for approval by the **end of March or earlier** to ensure that the practical examination is of an appropriate standard:

- The proposed date for external on-site moderation for the last group of learners
- The techniques and skills-code weighting for the selected product
- A photocopy of the pattern envelope
- An instruction sheet
- An illustration of the product
- The list of fabrics, haberdashery, etc. to be purchased
- The completed checklist, checked and signed by the principal

**The PAT cannot be done unless it has been approved by the subject advisor.**

## 9.2 ON THE DAY of the practical examination

- The teacher must have the following available for the moderator on the day of moderation:
  - All the products that learners made during the weekly practical lessons for SBA (if not moderated during SBA moderation)
  - A copy of the completed assessment tool for weekly practical lessons
  - The completed products (marked) of all the learners who have already completed the practical examination
  - The marks of all learners who have already completed the practical examination
  - A separate set of assessment tools for the moderator to use, with the names of the learners already written on the assessment tool
- On completion of the assessment and consolidation of marks, the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table below illustrates how to determine the difference between the moderator's marks and teacher's marks to establish whether adjustment is needed and also the margin of adjustment required.

Learners' Names				PAT	
				100	
				*T	*M
Learner A				84	69
Learner B				83	70
Learner C				68	53
Learner D				59	44
Learner E				49	40
Learner F				45	40
<b>TOTAL</b>				<b>388</b>	<b>316</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>				<b>66</b>	<b>53</b>
<b>DIFFERENCE = 66 (*T) – 53 (*M)</b>				<b>13</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	✓	<b>UPWARDS</b>	<b>- 3</b>	

\*T = Teacher; \*M = Moderator

- A block adjustment can also be made based on the professional judgement of the moderator, if the practical examination of the school is not of the expected standard.
- The moderator will discuss the outcome and any adjustments with the teacher.
- The final moderated marks should then be entered on the computerised mark sheet.
- The marks of all learners will be affected if an adjustment is made.

## 10. SKILLS-CODE WEIGHTING OF TECHNIQUES USED IN SOFT FURNISHING PRODUCTION

- Use the following skills-code weighting to choose a pattern for the PAT as well as for the weekly practical lessons.
- The skills code indicates the weighting for the techniques and NOT the mark allocation.
- The weighting for a specific technique should only be allocated ONCE.
- The teacher could add a technique not listed below, after discussing it with the subject advisor. The teacher and subject advisor should then decide on the weighting for the new technique.
- A weighting is allocated according to the degree of difficulty of the technique.
- The total weighting of the techniques in the pattern chosen for the practical examination in Grade 12 should add up to a minimum of 50 points.

<b>Layout and cut from commercial pattern</b> <ul style="list-style-type: none"> <li>• Fabric folded correctly</li> <li>• Pattern placed on straight grain of fabric</li> <li>• All relevant pattern pieces placed on fold</li> <li>• Pattern pieces placed economically</li> <li>• Pattern pieces pinned correctly to fabric</li> <li>• Straight cutting on cutting lines</li> <li>• Notches cut accurately</li> <li>• Pattern markings</li> <li>• Follow pattern instructions</li> </ul>	<b>15</b> 1 2 2 2 1 2 1 2 2	<b>Patchwork design</b> <ul style="list-style-type: none"> <li>• Design drawn on paper</li> <li>• Design matches fabric and product</li> <li>• Degree of difficulty (number/shape of patches)</li> </ul>	<b>10</b> 3 3 4
<b>Layout/Cutting without commercial pattern</b> <ul style="list-style-type: none"> <li>• Fabric folded correctly</li> <li>• Measurements marked on fabric accurately</li> <li>• Straight grain used correctly</li> <li>• Straight cutting</li> <li>• Correct number of pieces</li> </ul>	<b>15</b> 1 5 3 4 2	<b>Layout and cut of patchwork pieces</b> <ul style="list-style-type: none"> <li>• Measurements marked on fabric accurately</li> <li>• Correct number of patchwork pieces</li> <li>• Pieces placed economically</li> <li>• Straight grain used correctly</li> <li>• Lining and batting accurately measured</li> <li>• Straight cutting</li> </ul>	<b>15</b> 3 2 2 2 3 3
<b>Open/Closed seams of product</b> <ul style="list-style-type: none"> <li>• Straight stitching/smooth curve/square corner</li> <li>• Seam allowance correct, even width</li> <li>• Seam finish</li> </ul>	<b>5</b> 2 2 1	<b>Sewing/Joining of patchwork pieces</b> <ul style="list-style-type: none"> <li>• Patches joined according to design</li> <li>• Straight seams/smooth curves/square corners</li> <li>• Seam allowance 0,5 cm</li> <li>• Alignment of patches/seams correspond</li> <li>• Correct ironing of seams</li> </ul>	<b>15</b> 3 3 2 4 3
<b>Crossway binding</b> <ul style="list-style-type: none"> <li>• Cutting bias strips</li> <li>• Join bias strips</li> <li>• Attach binding for edge finishing</li> <li>• Correct and even width</li> <li>• Lies flat and even</li> <li>• Machine/Hand stitching</li> </ul>	<b>20</b> 5 5 3 3 2 2	<b>Quilting</b> <ul style="list-style-type: none"> <li>• Sandwiching/Top layer, batting and lining</li> <li>• Tacking through all three layers</li> <li>• Transfer of quilting design</li> <li>• Even and neat quilting stitches</li> <li>• Stitching straight/smooth curves/square corners</li> <li>• Choice of quilting thread</li> </ul>	<b>20</b> 2 4 4 4 4 2
<b>Crossway piping</b> <ul style="list-style-type: none"> <li>• Bias cut correctly</li> <li>• Joined correctly</li> <li>• Shrink string</li> <li>• Make cord/piping</li> <li>• Stitching piping into product</li> </ul>	<b>20</b> 5 5 2 5 3	<b>Mitred corner</b> <ul style="list-style-type: none"> <li>• Correct measurements all round</li> <li>• 45° corner cut with seam allowance</li> <li>• Stitch corners and trim allowance</li> <li>• Fold allowance in and tack through all layers</li> <li>• Stitch through all layers/no folds/pleats</li> </ul>	<b>15</b> 3 3 3 3 3



## NSC (Production of Soft Furnishing Products)

<b>Zip</b>	<b>15</b>	<b>Fitted corner</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Seam allowance correct and even width</li> <li>• Seam finish</li> <li>• Insert zip: stitching straight</li> <li>• Bottom corners neat/straight</li> <li>• Top corners neat/straight</li> </ul>	3 2 4 3 3	<ul style="list-style-type: none"> <li>• Correct measurement and cutting</li> <li>• Seam stitched</li> <li>• Hem correct width for elastic</li> <li>• Insert elastic and fasten</li> </ul>	3 2 2 3
<b>Curtain lining</b>	<b>15</b>	<b>Attaching border</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Seams stitched straight</li> <li>• Hem</li> <li>• Correct position of curtain tape</li> <li>• Curtain tape 3 rows of stitching</li> <li>• Blanket stitch loop – positioning lining</li> </ul>	3 3 3 3 3	<ul style="list-style-type: none"> <li>• Even width</li> <li>• Straight stitching/no pleats</li> <li>• Neat symmetrical corners</li> <li>• No untidy joins</li> </ul>	3 2 3 2
<b>Covered pelmets</b>	<b>5</b>	<b>Fasteners: Velcro/Buttons and button holes/press studs/loops and hooks</b>	<b>5</b>
<ul style="list-style-type: none"> <li>• Cut according to form/shape/design</li> <li>• Batting</li> <li>• Stitching straight/neat corners</li> </ul>	2 1 2	<ul style="list-style-type: none"> <li>• Spacing</li> <li>• Suitable for product</li> <li>• Correct and firmly stitched</li> </ul>	2 1 2
<b>Buttons/Embellishments on product</b>	<b>5</b>	<b>Bands/Straps for bag</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Correct choice for product</li> <li>• Stitched through all layers</li> <li>• Finish off with blanket stitch</li> </ul>	2 1 2	<ul style="list-style-type: none"> <li>• Even width, suitable for product</li> <li>• Reinforced inside with suitable fabric</li> <li>• Stitched firmly to bag</li> </ul>	3 3 4
<b>Lining for bag</b>	<b>10</b>	<b>Frills – gathers</b>	<b>15</b>
<ul style="list-style-type: none"> <li>• Correct seam allowance</li> <li>• Straight seams</li> <li>• Neatly attached to bag</li> <li>• Correct size</li> </ul>	2 3 3 2	<ul style="list-style-type: none"> <li>• Hem neat, even width, neat stitching</li> <li>• Correct stitch length for gathers</li> <li>• 2/3 rows of stitching</li> <li>• Gathers spread evenly</li> <li>• Sewn to product – stitch in middle of gathers</li> <li>• Seam finish</li> </ul>	3 1 2 3 4 2
<b>Pleats</b>	<b>15</b>	<b>Pillowcase</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Pattern markings transferred correctly</li> <li>• Evenly spaced</li> <li>• Even width</li> <li>• Suitable for fabric/pattern</li> <li>• Pleats folded on grain of fabric</li> </ul>	3 3 3 3 3	<ul style="list-style-type: none"> <li>• Fold-over facing, hem neat, even</li> <li>• Seams even/neat (French/closed)</li> <li>• Stitching straight</li> <li>• Corners trimmed</li> </ul>	2 3 3 2
<b>Embroidery 3–5 stitches</b>	<b>10</b>	<b>Stitched-on pocket</b>	<b>10</b>
<ul style="list-style-type: none"> <li>• Good design, suitable for product</li> <li>• Good choice of colours</li> <li>• Techniques for embroidery stitches</li> </ul>	3 2 5	<ul style="list-style-type: none"> <li>• Pocket shape, size, hem width</li> <li>• Correct position on product</li> <li>• Stitching to attach pocket to product</li> </ul>	3 3 4
<b>Decorating other than embroidery</b>	<b>5</b>		
Use of other embellishments, e.g. lace, beads, buttons			
<ul style="list-style-type: none"> <li>• Suited for the product</li> <li>• Correct and firmly attached</li> </ul>	2 3		

**11. TEMPLATES: TEACHER PLANNING**

**TEACHER PLANNING: GRADE 12 PRACTICAL EXAMINATION**

*(To be submitted to the subject advisor for moderation at the **end of March or earlier.**)*

<b>Name of school:</b>
<b>Name of teacher:</b>
<b>Date(s) and time(s) of practical examination sessions:</b>

**TEST FOR PAT GRADE 12**  
 (Attach copies of patterns and instruction sheets)

<b>LAYOUT AND CUTTING</b>	
<b>TECHNIQUES</b>	<b>WEIGHTING</b>
<b>TOTAL</b>	

<b>PRACTICAL EXAMINATION</b>	
<b>TECHNIQUES</b>	<b>WEIGHTING</b>
<b>TOTAL</b>	

**EXAMPLE OF TEACHER PLANNING FOR PURCHASES***(To be submitted to the subject advisor for moderation at the end of March or earlier.)*

Total number of learners	Groups	Number of learners per group	Dates	Time
25	1	13	10/09/2025	08:00–11:00
	2	12	10/09/2025	12:30–15:30

Requirements per learner	Quantity required per learner	Number of learners	Total
100% cotton (30 cm x 3)	90 cm	25	22,5 metres
Sewing thread	1 reel		25 reels
Pattern	1		25 patterns
Batting	1 m		25 metres
Thread for basting	1 reel		25 reels
Lace/Braid	1		12,5 metres

**TEACHER'S SHOPPING LIST**

Requirements	Amount
100% cotton	22,5 metres
Sewing thread	25 reels
Pattern	25 patterns
Batting	25 metres
Thread for basting	25 reels
Lace/Braid	12,5 metres



<b>CONSUMER STUDIES                  PRACTICAL ASSESSMENT TASK                  SOFT FURNISHING PRODUCTION                  CHECKLIST FOR PLANNING (TO BE HANDED IN FOR MODERATION)</b>
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<b>SCHOOL</b>		
<b>TEACHER</b>		
<b>PRINCIPAL</b>		
<b>DATE SUBMITTED</b>		
<b>Dates of all PAT sessions</b>	<b>Proposed moderation date</b>	<b>Approved moderation date</b>

CRITERIA	YES/NO	COMMENTS BY MODERATOR
An illustration of the product/ photocopy of the pattern envelope		
Copy of the pattern instruction sheet to be provided to learners		
Completed list of techniques and skills-code weighting of product		
Planning for purchases		

**APPROVED/NOT APPROVED**

**RESUBMISSION DATE:** \_\_\_\_\_

**Signatures:**

**TEACHER:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**MODERATOR:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**12. ASSESSMENT TOOL**

**ASSESSMENT TOOL FOR SOFT FURNISHINGS  
PRACTICAL ASSESSMENT TASK**

NAME OF SCHOOL _____ DATE _____ TEACHER _____ MODERATOR _____			NAMES AND SURNAMES OF LEARNERS:							
<b>1.</b>	<b>PRACTICAL SKILLS AND TECHNIQUES</b>									
<b>1.1</b>	<b>Interpretation of the pattern</b>	<b>4</b>								
	Follow pattern instructions accurately	2								
	Understand terminology and symbols for implementation	2								
<b>1.2</b>	<b>Accurate implementation of techniques</b>	<b>20</b>								
	Correct technique for laying and cutting out	6								
	Correct techniques applied to produce the product: (From the list below, assess the techniques that apply to the product) Seams/Joining of patchwork pieces/Quilting/Crossway binding/Crossway piping/Mitred corner/Fitted corner/Zip/Curtain lining/Covered pelmets/Buttons/Embellishments/Lining for bag/Pleats/Embroidery/Decorating other than embroidery/Attaching border/Fasteners/Bands/Straps for bags/Frills/Pillowcase/Stitched-on pocket	14								
<b>1.3</b>	<b>Correct handling of equipment</b>	<b>8</b>								
	Correct handling of small equipment, e.g. tape measure, scissors, needles	3								
	Correct handling of large equipment, e.g. sewing machine, overlocker	2								
	Safe use of equipment, e.g. thread cutter/scissors/pins/iron/sewing needle	3								
<b>1.4</b>	<b>Efficient production of the product</b>	<b>8</b>								
	Regular quality control checkpoints done (during laying and cutting out and production process)	2								
	Economic use of supplies, no wastage of fabric or haberdashery or notions	2								
	Works independently, silently, not distracting others, without asking any questions	2								
	Efficient use and management of time	2								
<b>2.</b>	<b>HYGIENE AND NEATNESS</b>									
<b>2.1</b>	<b>Workstation &amp; equipment during practical examination</b>	<b>8</b>								
	Workstation neat and well organised	3								
	Small equipment not laying around	2								
	Works hygienically	3								
<b>2.2</b>	<b>Personal appearance</b>	<b>2</b>								
	Appropriately dressed (school uniform)	1								
	Nails clean and short	1								
<b>2.3</b>	<b>Neatness of workstation after practical examination</b>	<b>4</b>								
	Workstation clean	1								
	Equipment cleaned and packed away in correct storage space	2								
	Waste removed; bins clean	1								

**ASSESSMENT TOOL FOR SOFT FURNISHINGS  
PRACTICAL ASSESSMENT TASK (continued)**

			NAMES AND SURNAMES OF LEARNERS:							
<b>3.</b>	<b>SUITABILITY FOR SELLING</b>									
<b>3.1</b>	<b>Packaging</b>	<b>4</b>								
	Protecting the product	1								
	Suitable for the product	1								
	Cost-effective	1								
	Consumer appeal	1								
<b>3.2</b>	<b>Label</b>	<b>6</b>								
	Fabric content/type of fabric used	1								
	Shows creativity	2								
	Manufacturer's name/physical address/contact details	1								
	Size/Price	1								
	Care instructions	1								
<b>3.3</b>	<b>Product created adhere to specifications</b>	<b>36</b>								
	Suitable choice of colours for product	2								
	Correct size of product according to pattern	2								
	Clean product	2								
	Ends/Threads neatly trimmed	2								
	Neatly ironed/pressed	2								
	Seams neatly and correctly joined	2								
	Seams neatly sewn and finished off	3								
	Secure stitching	2								
	No flaws (e.g. holes) in the construction of the product	2								
	Correct application of techniques used in the construction of the product	5								
	Correct and even tension throughout	2								
	Suitability for selling ( <b>Use the scale below</b> )	10								
	<b>TOTAL</b>	<b>100</b>								
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.									
	<b>TOTAL</b>	<b>100</b>								

**SUITABILITY FOR SELLING:**

- 0-2 Unacceptable, does not meet the requirements; cannot sell
- 3-4 Poor, meets some requirements; will not sell
- 5-6 Average, meets most requirements; should sell
- 7-8 Good, meets all the requirements; should sell well
- 9-10 Excellent, exceeds all requirements; will sell very well

**13. EXAMPLE OF SOFT FURNISHING PRODUCT FOR THE PRACTICAL ASSESSMENT TASK**

**PAISLEY AND PRINT PATCHWORK HOLD-ALL BAG  
(for magazines, rolled placemats)**



[Source: [allpeoplequilt.com](http://allpeoplequilt.com)]

**WEIGHTING:** Select techniques to a weighting value of 50 skills-code points.

<b>LAYOUT AND CUTTING</b>	
<b>TECHNIQUE</b>	<b>WEIGHTING</b>
Design, layout and cutting of pattern pieces	15
<b>SUBTOTAL</b>	<b>15</b>

<b>TECHNIQUE</b>	<b>WEIGHTING</b>
Sewing/Joining of patchwork pieces	15
Pocket	10
Straps	10
<b>SUBTOTAL</b>	<b>35</b>
<b>TOTAL</b>	<b>50</b>



For this stylish, roomy bag choose small- and medium-scale prints for the front and back and a playful stripe for the sides. Two pockets inside.

## REQUIREMENTS:

### Materials

**NOTE: 1 yard = 0,9144 metres**

**1 metre = 1,09 yards**

**To convert yard to metres (m = yard x 0,9144)**

**1 inch = 2,54 cm**

- $\frac{1}{3}$  yard green-and-black print (bag, bag lining)
- 6 x 11" (inches) rectangle black floral (bag)
- 9–10" (inches) squares assorted prints in black, green, pink and white (bag)
- $\frac{3}{8}$  yard black stripe (bag)
- $\frac{1}{8}$  yard black circle print (straps)
- 1 yard green floral (bag lining, pockets)
- $1\frac{1}{3}$  yards 1"(inches)-wide black webbing (bag straps)
- 3 yards lightweight fusible interfacing
- $\frac{1}{4}$  yard stiff interfacing
- Magnetic snap closure

100% cotton fabrics

Measurements include  $\frac{1}{4}$ " (inches) seam allowances.

Sew with right sides together, unless otherwise stated.

**NOTE:** The size of the finished bag: 13 x 12 x 10" (inches) (without straps)

Quantities are for 44/45"(inches)-wide, cut fabrics

### Cut pieces in the following order:

Corner Cutting Pattern is on page 23.

#### From green-and-black print, cut:

- 2– $2\frac{1}{4}$  x 2  $2\frac{1}{2}$ " (inches) E rectangles
- 2– $5\frac{3}{4}$  x  $7\frac{1}{2}$ " (inches) A rectangles

#### From black floral, cut:

- 2– $5\frac{3}{4}$  x  $5\frac{1}{2}$ " (inches) B rectangles

#### From assorted black, green, pink and white prints, cut:

- 36–4" (inches) squares

#### From black stripe, cut:

- 2– $10\frac{1}{2}$  x  $13\frac{3}{4}$ " (inches) D rectangles

#### From black circle print, cut:

- 2– $1\frac{1}{2}$  x 24"(inches) rectangles

**From green floral, cut:**

- 2–15 $\frac{3}{4}$  x 22 $\frac{1}{2}$ " (inches) F rectangles
- 2–9 x 13" (inches) pocket rectangles
- 4– $\frac{1}{2}$  x 1" (inches) strips

**From black webbing, cut:**

- 2–24"(inches)-long pieces

**From lightweight fusible interfacing, cut:**

- 2–1 x 24" (inches) strips
- 2–2 $\frac{1}{4}$  x 22 $\frac{1}{2}$ " (inches) E rectangles
- 2–15 $\frac{3}{4}$  x 22 $\frac{1}{2}$ " (inches) F rectangles
- 2–12 $\frac{1}{2}$ " (inches) C squares
- 2–10 $\frac{1}{2}$  x 13 $\frac{3}{4}$ " (inches) D rectangles
- 2–6 $\frac{1}{2}$  x 9" (inches) rectangles
- 2–5 $\frac{3}{4}$  x 7 $\frac{1}{2}$ " (inches) A rectangles
- 2–5 $\frac{3}{4}$  x 5 $\frac{1}{2}$ " (inches) B rectangles

**From stiff interfacing, cut:**

- 1–8 $\frac{1}{2}$  x 11 $\frac{1}{2}$ " (inches) rectangle

**Assemble bag body**

1. Following manufacturer's instructions, fuse an A interfacing rectangle to wrong side of each green-and-black print A rectangle and an interfacing B rectangle to wrong side of each black floral B rectangle.
2. Referring to Diagram 1, sew together fused green-and-black print A rectangle and fused black floral B rectangle to make a bag unit; press seam toward green-and-black print rectangle. Topstitch  $\frac{1}{8}$ " (inches) from seam line. Repeat to make a second bag unit.
3. Referring to Diagram 2, lay out 18 assorted print 4" (inches) squares in two rows of four squares and two rows of five squares. Join squares in each row. Press seams in one direction, alternating direction with each row. Offsetting rows as shown, join rows to make a pieced unit. Press seams in one direction. Trim pieced unit to 12 $\frac{1}{2}$ " (inches) square to make a pieced C square (Diagram 3). Repeat to make a second pieced C square. Fuse an interfacing C square to wrong side of each pieced C square.
4. Sew a bag unit to a fused C square (Diagram 4); press seam toward fused square. (For clarity, a pieced C square is shown in grey beginning with Diagram 4.) Topstitch  $\frac{1}{8}$ " (inches) from seam line to make a bag front. Repeat to make bag back.
5. Layer bag front and bag back right sides together. Sew together along short bottom edges to make bag centre (Diagram 5). Using tip of iron, carefully press seam open.
6. Referring to Diagram 6, sew green floral  $\frac{1}{2}$  x 1" (inches) strips to corners of stiff interfacing 8 $\frac{1}{2}$  x 11 $\frac{1}{2}$ " (inches) rectangle to make joining tabs; the tabs should extend  $\frac{1}{2}$ " (inches) past the edges.

(The tabs will hold interfacing in place, minimising bulk inseams.)

Centre and baste interfacing rectangle over opened seam with tabs extending to long edges of bag centre (Diagram 7). Working on the right side of bag centre, topstitch  $\frac{1}{8}$ " (inches) on either side of seam (Diagram 8) to secure interfacing.

**Add bag sides**

1. Fuse an interfacing D rectangle to wrong side of each black stripe D rectangle.
2. Using Corner Cutting Pattern, mark curved cutting line on bottom corners of both interfaced D rectangles (Diagram 9). Trim along lines to round corners and make side panel pieces. Fold each side panel in half lengthwise; mark bottom centre with a pin and unfold.
3. Matching bag centre bottom seam and a side panel bottom centre, join pieces, easing bag centre around rounded corners of side panel and securing tabs on interfacing in seam (Diagram 10). Repeat with opposite bag centre edges and remaining side panel to make bag body.
4. Turn and press top edge of bag body  $\frac{1}{2}$ " (inches) to wrong side. Turn bag body right side out.

**Assemble and attach straps**

1. Centre a 1 x 24" (inches) interfacing strip on wrong side of a black circle print  $1\frac{1}{2}$  x 24" (inches) strip; fuse.
2. Fold long edges of fused strip under  $\frac{1}{4}$ " (inches); press.
3. Position fused strip on top 24"(inches)-long webbing piece; pin. Topstitch  $\frac{1}{8}$ " (inches) from outer edges to make a strap (Diagram 11).
4. Repeat steps 1–3 to make a second strap.
5. Referring to Diagram 12, centre and pin one end of a strap under the bag side seam. Stitch in the ditch to secure strap to the bag. Repeat with the opposite strap end at the remaining seam on the same side of the bag. Repeat with second strap on the opposite side of bag.

**Assemble pockets and lining**

1. Fold green floral 9 x 13" (inches) rectangle in half with the right side inside to form a 6 x 9" (inches) rectangle. Fuse a  $6\frac{1}{2}$  x 9" (inches) interfacing rectangle to the wrong side of half the folded rectangle.
2. Sew folded rectangle along three open edges, leaving a 3" (inches) opening in the long edge (Diagram 13). Turn right side out through opening and press flat to make pocket piece. Turn under opening's raw edges; hand-stitch opening closed.
3. Repeat steps 1 and 2 to make a second pocket piece.
4. Fuse an interfacing E rectangle to the wrong side of each green and-black print E rectangle and an interfacing F rectangle to the wrong side of each green floral F rectangle.
5. Referring to Diagram 14, sew together a fused green-and black print E rectangle and a fused green floral F rectangle along long edges; press seam toward green floral rectangle. Topstitch  $\frac{1}{8}$ " (inches) from seam line to make a lining unit. Repeat to make a second lining unit.

6. Referring to Diagram 15, position pocket on right side of a lining unit; pin in place. Edgestitch pocket to lining unit along pocket's side and bottom edges; leave top edge open. Stitch pocket divider as marked. Repeat with second lining unit.
7. Join lining units along the side and bottom edges to make lining body.
8. To shape flat bottom for lining, at one corner match bottom seam line to side seam line, creating a flattened triangle (Diagram 16). Measuring  $4\frac{1}{4}$ " (inches) from point of triangle, draw a line across triangle. Sew on drawn line. Trim excess fabric. Repeat with remaining bottom corner.
9. Turn and press top edge of bag lining  $\frac{1}{2}$ " (inch) to wrong side. Do not turn right side out.
10. Referring to manufacturer's instructions, centre and attach magnetic snap closure to right sides of bag lining 1" (inch) from folded edge.

### **Assemble bag**

1. Mark top centre of bag side edge. Fold 2" (inches) on both sides of centre mark together to make an inverted box pleat (Diagram 17). Baste in place. Repeat to make pleat at opposite bag side.
2. Mark lining top edge  $2\frac{1}{4}$ " (inches) from a seam in both directions. Fold lining edge 1" (inch) at each mark to make a box pleat (Diagram 18). Baste in place. Repeat to make a box pleat at the opposite side of the lining.
3. Insert lining into bag body with wrong sides together. Align folded top edges and nest pleats.
4. Topstitch bag body and lining together  $\frac{1}{8}$ " (inches) and  $\frac{1}{4}$ " (inches) from top edge to complete bag.

TEMPLATES



DIAGRAM 1

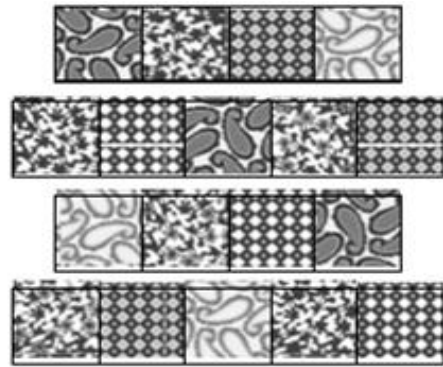


DIAGRAM 2

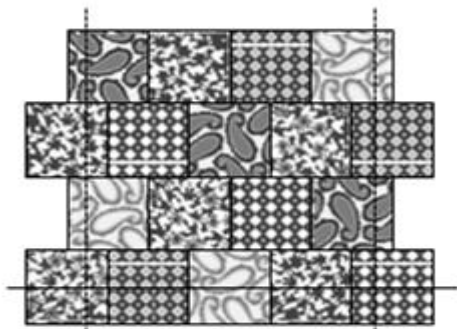


DIAGRAM 3

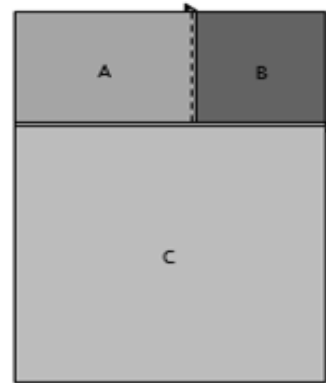


DIAGRAM 4



DIAGRAM 5

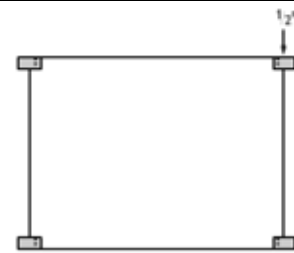


DIAGRAM 6

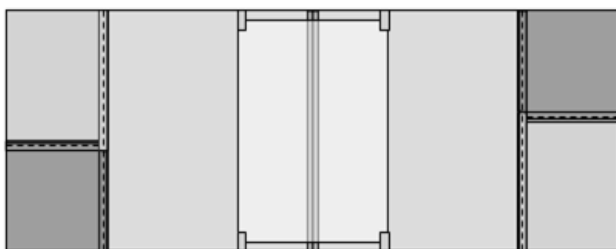


DIAGRAM 7

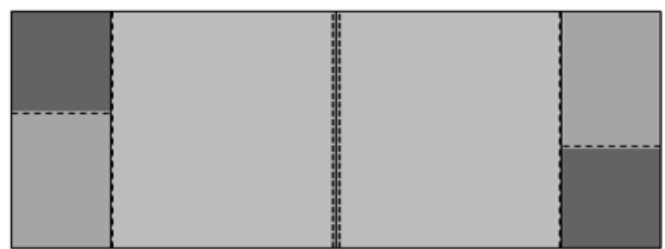


DIAGRAM 8

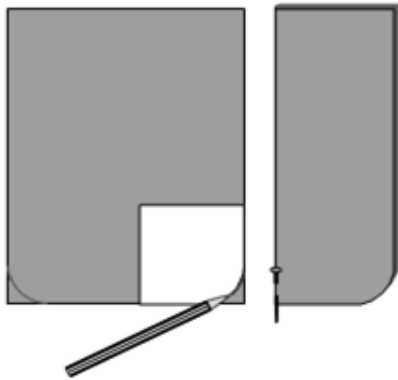


DIAGRAM 9

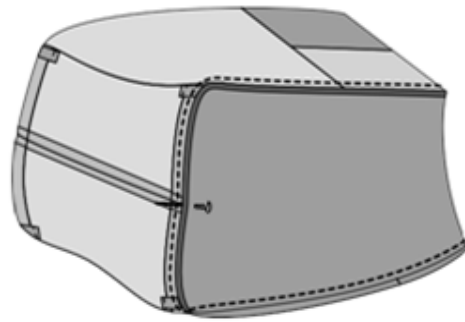


DIAGRAM 10



DIAGRAM 11



DIAGRAM 12

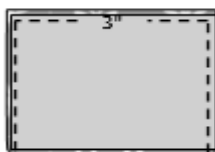


DIAGRAM 13

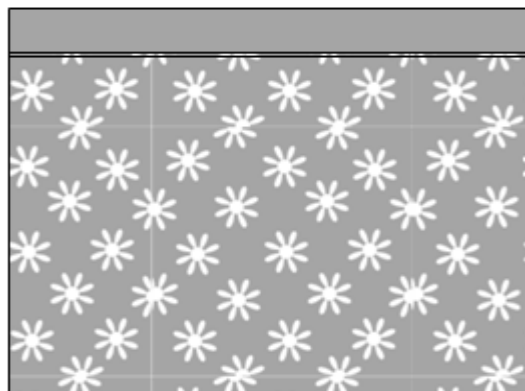


DIAGRAM 14

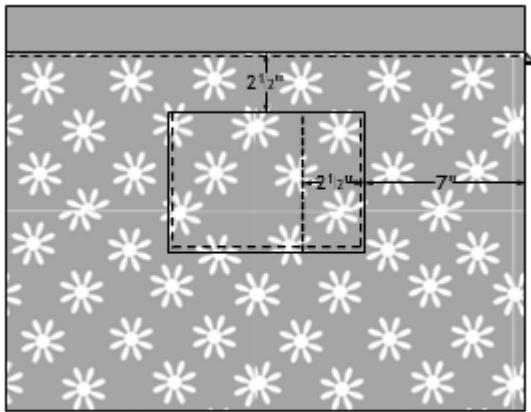


DIAGRAM 15



DIAGRAM 16

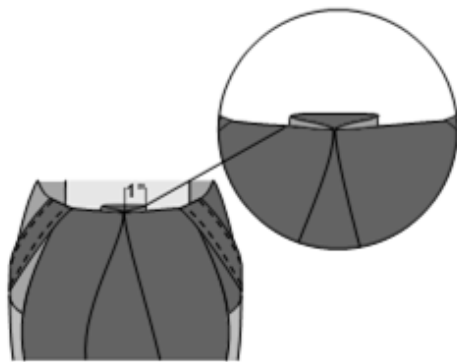


DIAGRAM 17

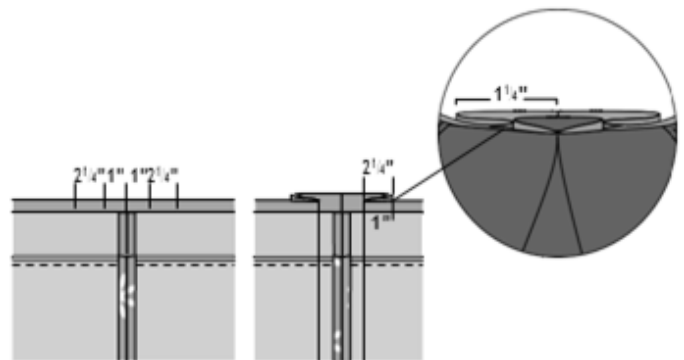
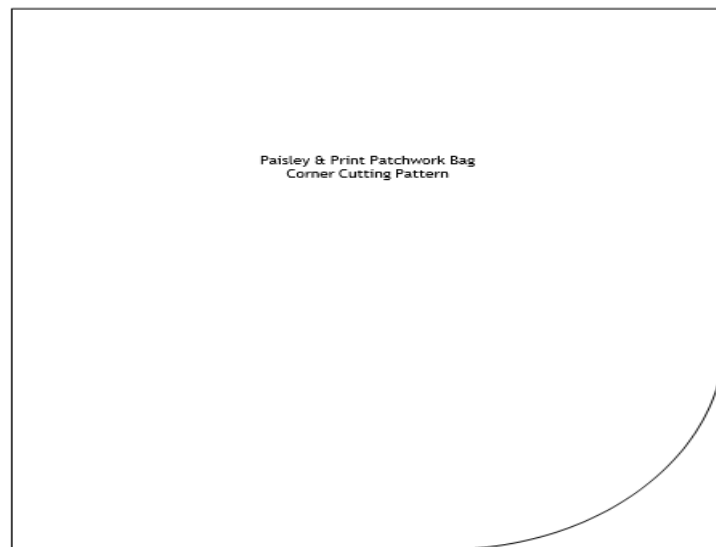


DIAGRAM 18



Paisley & Print Patchwork Bag  
Corner Cutting Pattern

[Source: [allpeoplequilt.com](http://allpeoplequilt.com)]

If the teacher uses a home-made pattern, an instruction sheet must be included.

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**10. CONCLUSION**

On completion of the practical assessment task, learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.