



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CONSUMER STUDIES (PRODUCTION OF KNITTED OR CROCHETED PRODUCTS)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2025

These guidelines consist of 23 pages.

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THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES PRODUCTION OF KNITTED OR CROCHETED 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 school and the learner may choose to knit OR crochet.
- The practical assessment task for Grade 12 for Consumer Studies, with the Knitting or Crocheting practical option, complete a practical examination of EIGHT hours.
- Learners work individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.
- Each learner will either knit OR crochet a product in the practical examination.

2. MARK ALLOCATION

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

Practical examination	100
Final mark for PAT	100

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 Knitting or Crocheting 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, equipment for measuring and marking, equipment for knitting/crocheting the products, e.g. knitting needles, crochet hooks).
- A minimum of R80 up to a maximum of R150 per learner is required to make the prescribed product, besides the funding required for the SBA weekly practical lessons.
- A number of learners can do the examination simultaneously, depending on the number of workstations and resources available to complete the examination effectively.

4. REQUIRED TIME FRAME

- A time frame of EIGHT hours in total is allowed for the practical examination.
- The practical examination will be conducted in TWO sessions over TWO DAYS or sessions could be done in ONE day.
- Each FOUR-hour session is broken down into TWO-hour sessions, with a 30-minute break between each TWO-hour session.

5. SETTING THE PRACTICAL EXAMINATION

- This 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.
- Teachers may use the examples provided or source ONE suitable crocheting pattern or ONE suitable knitting pattern from elsewhere.
- The selected product should have a minimum skills-code weighting of 50 points.
- The learners will be assessed on the production process, workmanship and the saleability of the product.
- At the end of the EIGHT hours, learners must hand in their products, label and packaging for final assessment.
- After the assessment has been completed, the products must be returned to the learners for correction and finishing off, if necessary.
- The products will NOT be remarked after the corrections have been made.

The product must include a selection of the following techniques:

CROCHETING TECHNIQUES	KNITTING TECHNIQUES
<p>The following techniques are COMPULSORY:</p> <ul style="list-style-type: none"> • Chain stitches • Use at least TWO basic stitches: <ul style="list-style-type: none"> ○ Slip stitch ○ Single crochet ○ Half double crochet ○ Double crochet • Increasing AND/OR decreasing • ONE advanced technique: <ul style="list-style-type: none"> ○ Cable pattern ○ Lace pattern ○ Any raised/textured pattern ○ Filet • Multi-colour pattern • Making up the completed product 	<p>The following techniques are COMPULSORY:</p> <ul style="list-style-type: none"> • Casting on/Casting off • Use at least TWO basic stitches: <ul style="list-style-type: none"> ○ Ribbing stitch ○ Garter stitch ○ Stocking stitch • Increasing (yarn over method OR knit front and back) AND/OR decreasing (slip, slip, knit) • ONE advanced technique: <ul style="list-style-type: none"> ○ Cable pattern ○ Lace pattern ○ Any raised/textured pattern • Multi-colour pattern • Making up the completed product

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.
- Copy the pattern, illustration(s) and instruction sheet for each learner.
- Divide learners into groups according to the number of learners that can be accommodated comfortably in the room. The number per group will depend on the available resources.
- Prepare the assessment tool provided with learners' names.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- Learners must receive the instructions **ONE week (7 days)** prior to the date of the examination of the first group of learners so that they can prepare.
- Purchase ALL required items.
- Make up a 'kit' for each learner to include the following:
 - **KNITTING PAT:** knitting equipment, pattern, instruction sheet, wool or yarn, knitting needles, etc.

OR

- **CROCHETING PAT:** crochet equipment, pattern, instruction sheet, wool or yarn, crochet hooks, etc.
- Prepare the classroom for the examination and ensure the availability of extra small equipment, e.g. scissors, knitting needles, stitch holders, row counters, wool.

7. PERFORMING THE PRACTICAL EXAMINATION

- Ensure that learners wash their hands and sign the attendance register. The teacher hands out each learner's 'kit' with the instructions, pattern, wool and equipment.
- Enough extra wool/yarn, scissors should be available.
- Learners perform the practical examination individually under the supervision of the teacher.
- Only the teacher, the moderator and the candidates may be 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 during this time.
- NO learner may be assisted in any way.
- The product should be ready for assessment at the end of the EIGHT 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 and complete the product.
- The product will NOT be remarked after the corrections have been made.
- After corrections have been made, the products, packaging and labels are handed in and must be kept 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 of preferably the last group of learners
- The techniques and skills-code weighting for the selected products
- A photocopy of the pattern
- An instruction sheet
- An illustration of the product
- The list of fabric/haberdashery, etc. to be purchased
- The completed checklist, signed and checked 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 indicates how to determine the difference between the moderator's marks and the 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
TOTAL					388	316
AVERAGE MARK = TOTAL ÷ 6 (number of learners)					66	53
DIFFERENCE = 66 (*T) – 53 (*M)					13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS		- 3	

*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 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 FOR THE PRODUCTION OF KNITTED PRODUCTS AND CROCHETED PRODUCTS

10.1 THE PRODUCTION OF KNITTED PRODUCTS

- 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 for the practical examination in Grade 12 should add up to a minimum of 50 points.

Knitting on <ul style="list-style-type: none"> • Right side of stitches on right side of product • All stitches through the front or back loops • Correct tension, moderately loose • Stitches uniform in size • Neat edge 	10 1 2 4 1 2	Increasing or decreasing <ul style="list-style-type: none"> • Correct tension, must not pull • Shape should not interfere with pattern • Correct position of increase/decrease 	10 4 3 3
Knitting off <ul style="list-style-type: none"> • Cast off in pattern stitch • Stitches secure so that work will not come undone • Correct tension, moderately loose • Uniform in size and direction • Neat edge 	10 2 1 4 1 2	Using different colours <ul style="list-style-type: none"> • Attaching new yarn at the correct place • Weave the yarns into the edge • Neat edge 	5 2 1 2
Garage stitch <ul style="list-style-type: none"> • Correct tension so that structure stretches and retains shape • Even stitches and appearance • Rugged/Pebbled structure on both sides 	10 4 3 3	Joining yarn/wool <ul style="list-style-type: none"> • Preferably at seam edge • Correct method • Weave in tail of yarn 	5 2 2 1
Stocking stitch <ul style="list-style-type: none"> • Correct tension • Rugged/Pebbled on the purl side • Stitches look like a V on the right side • Smooth on the right side 	10 4 3 2 1	Buttons and buttonholes <ul style="list-style-type: none"> • Buttonholes: Even in size • Correct spacing • Correct size/type button • Buttons firmly stitched on 	7 2 2 1 2
Ribbing stitch <ul style="list-style-type: none"> • Correct tension • Even rows that are identical on both sides • Even stitches and appearance 	10 4 3 3	Pockets <ul style="list-style-type: none"> • Type of pocket suitable for garment/product • Correct position • Correct shape 	10 3 3 4
Cable pattern <ul style="list-style-type: none"> • Increased tension of knitted product • Correct use of cable needle • Cables are identical 	10 4 3 3	Seams <ul style="list-style-type: none"> • Neat, not highly visible • Straight lines • Lie flat • Correct stitch 	10 3 3 2 2
Advanced pattern (lace/textured) <ul style="list-style-type: none"> • Correct choice of yarn/wool • Correct tension • Pattern correct 	10 2 4 4	Joining the pieces <ul style="list-style-type: none"> • Correct method/stitches used • Not too tight • Not visible • Use the correct colour yarns to join • Neat edges 	10 2 2 2 2 2

10.2 THE PRODUCTION OF CROCHETED PRODUCTS

- 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 for the practical examination in Grade 12 should add up to a minimum 50 points.

Chain stitches	10	Increasing or decreasing	10
<ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	4 3 3	<ul style="list-style-type: none"> • Correct tension, must not pull • Shape should not interfere with pattern • Correct position of increase/decrease 	4 3 3
Single crochet (US)/Double crochet (UK)	10	Using different colours	5
<ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	4 3 3	<ul style="list-style-type: none"> • Attaching new yarn at the correct place • Weave yarn into the edge • Neat edge 	2 1 2
Half double crochet (US)/Half treble crochet (UK)	10	Joining yarn	5
<ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	4 3 3	<ul style="list-style-type: none"> • Preferably at seam edge • Correct method • Weave in tail of yarn 	2 2 1
Double crochet (US)/Treble crochet (UK)	10	Buttons and buttonholes	7
<ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	4 3 3	<ul style="list-style-type: none"> • Buttonholes: Even size • Correct spacing • Correct size/type button • Buttons firmly stitched on 	2 2 1 2
Treble crochet (US)/Double treble crochet (UK)	10	Seams	10
<ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	4 3 3	<ul style="list-style-type: none"> • Lie flat • Neat, not highly visible • Straight lines • Correct stitch 	2 3 3 2
Granny square	13	Joining the pieces	10
<ul style="list-style-type: none"> • Correct tension, not too tight/loose • Rows linked correctly • Neat edges • Corners correct, neat 	4 3 3 3	<ul style="list-style-type: none"> • Correct method/stitches used • Not too tight • Not visible • Use the correct colour of yarns to join • Neat edges 	2 2 2 2 2
Sunburst Granny square	13	Edging	5
<ul style="list-style-type: none"> • Correct tension, not too tight/loose • Rows linked correctly • Neat edges • Corners correct, neat 	4 3 3 3	<ul style="list-style-type: none"> • Even width, suitable for product • Lies flat, does not curl 	2 3
Crochet a circle	13	Filet crocheting	7
<ul style="list-style-type: none"> • Correct tension, not too tight • Rows linked correctly • Stitches uniform in size • Even appearance 	4 3 3 3	<ul style="list-style-type: none"> • Correct interpretation of abbreviations • Follow the pattern step by step • End product according to pattern 	3 2 2

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.)

Name of school:
Name of teacher:
Date(s) and time(s) of practical examination sessions:

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

PRACTICAL EXAMINATION: KNITTING	
TECHNIQUES	WEIGHTING
TOTAL	

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

PRACTICAL EXAMINATION: CROCHETING	
TECHNIQUES	WEIGHTING
TOTAL	

EXEMPLAR 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	08:00–12:00
	2	12	10/09/2025	12:30–16:30

KNITTING/CROCHETING

Requirements per learner	Quantity required per learner	Number of learners	Total
Knitting needles/Crochet hook	1	25	25 pairs of knitting needles/ 25 crochet hooks
Ball yellow 4-ply wool	1	25	25 x yellow 4-ply wool
Ball green 4-ply wool	1	25	25 x green 4-ply wool
Ball cream 4-ply wool	1	25	25 x cream 4-ply wool
Buttons	1	25	75 buttons

TEACHER'S SHOPPING LIST: KNITTING/CROCHETING

Requirements	Quantity required
Knitting needles/Crochet hooks	50/25
Yellow 4-ply wool	25 skeans/balls
Green 4-ply wool	25 skeans/balls
Cream 4-ply wool	25 skeans/balls
Buttons	75

TEACHER PLANNING FOR PURCHASES

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

PRACTICAL OPTION: KNITTING/CROCHETING

Total number of learners	Groups	Number of learners per group	Dates	Time

Requirements per learner	Number of learners	Total

TEACHER'S SHOPPING LIST

Requirements	Amount

CONSUMER STUDIES PRACTICAL ASSESSMENT TASK PRODUCTION OF KNITTING OR CROCHET PRODUCTS CHECKLIST FOR PLANNING (TO BE HANDED IN FOR MODERATION)

SCHOOL		
TEACHER		
PRINCIPAL		
DATE SUBMITTED		
Dates of all PAT sessions	Proposed moderation date	Approved moderation date

CRITERIA	YES/NO	COMMENTS BY MODERATOR
An illustration of the product		
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 TOOLS

ASSESSMENT TOOL FOR KNITTING PRACTICAL ASSESSMENT TASK

NAME OF SCHOOL _____ DATE _____ TEACHER _____ MODERATOR _____			NAMES AND SURNAMES OF LEARNERS:							
1.	PRACTICAL SKILLS AND TECHNIQUES									
1.1	Interpretation of the pattern	4								
	Follow pattern instructions accurately	2								
	Understand terminology and abbreviations for implementation	2								
1.2	Accurate implementation of techniques	20								
	Correct number of stitches according to pattern	2								
	Maintains tension throughout production of the product	2								
	Correct techniques applied to produce the product: (From the list below, assess the techniques that apply to the product) Casting on/Casting off/Garter stitch/Stocking stitch/ Ribbing stitch/Cable pattern/Advanced pattern/ Increasing/Decreasing/Using different colours/Joining yarn/wool/Buttons and buttonholes/Pockets/Seams	16								
1.3	Correct handling of equipment	8								
	Correct handling of knitting needles	3								
	Correct handling/holding of yarn	2								
	Safe use of equipment, e.g. thread cutter/scissors/pins/ iron/darning needle	3								
1.4	Efficient production of the product	8								
	Regular quality control checkpoints during production	2								
	Economic use of supplies, no wastage of yarn	2								
	Works independently, silently, not distracting others, without asking any questions	2								
	Efficient use and management of time	2								
2.	HYGIENE AND NEATNESS									
2.1	Workstation & equipment during practical examination	8								
	Workstation neat and well organised	3								
	Small equipment not laying around	2								
	Works hygienically	3								
2.2	Personal appearance	2								
	Appropriately dressed (school uniform)	1								
	Nails clean and short	1								
2.3	Neatness of workstation after practical examination	4								
	Workstation clean	1								
	Equipment cleaned and packed away in correct storage space	2								
	Waste removed; bins clean	1								

ASSESSMENT TOOL FOR KNITTING PRACTICAL ASSESSMENT TASK (continued)

			NAMES AND SURNAMES OF LEARNERS:							
3.	SUITABILITY FOR SELLING									
3.1	Packaging	4								
	Protecting the product	1								
	Suitable for the product	1								
	Cost-effective	1								
	Consumer appeal	1								
3.2	Label	6								
	Type of yarn used	1								
	Shows creativity	2								
	Manufacturer's name/physical address/contact details	1								
	Size/Price	1								
	Care instructions	1								
3.3	Product created adhere to specifications	36								
	Suitable choice of colours for the 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 (Use the scale below)	10								
	TOTAL	100								
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.									
	TOTAL	100								

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 requirements, should sell well
9–10 Excellent, exceeds all requirements, will sell very well

ASSESSMENT TOOL FOR CROCHETING PRACTICAL ASSESSMENT TASK

NAME OF SCHOOL _____			NAMES AND SURNAMES OF LEARNERS:							
DATE _____										
TEACHER _____										
MODERATOR _____										
1.	PRACTICAL SKILLS AND TECHNIQUES									
1.1	Interpretation of the pattern	4								
	Follow pattern instructions accurately	2								
	Understand terminology and abbreviations for implementation	2								
1.2	Accurate implementation of techniques	20								
	Correct number of stitches according to pattern	2								
	Maintains tension throughout production of the product	2								
	Correct techniques applied to produce the product: (From the list below, assess the techniques that apply to the product) Chain stitches/Single crochet (US)/Double crochet (UK)/Half double crochet (US)/Half treble crochet (UK)/Double crochet (US)/Treble crochet (UK)/Treble crochet (US)/Double treble crochet (UK)/Granny square/Sunburst Granny square/Circle/Increasing/Decreasing/Using different colours/Joining yarn/Buttons and buttonholes/Seams/Joining the pieces/Edging/Filet crocheting	16								
1.3	Correct handling of equipment	8								
	Correct handling of crochet hooks	3								
	Correct handling/holding of yarn	2								
	Safe use of equipment, e.g. thread cutter/scissors/pins/iron/darning needle	3								
1.4	Efficient production of the product	8								
	Regular quality control checkpoints during production	2								
	Economic use of supplies, no wastage of yarn	2								
	Works independently, silently, not distracting others, without asking any questions	2								
	Efficient use and management of time	2								
2.	HYGIENE AND NEATNESS									
2.1	Workstation & equipment during practical examination	7								
	Workstation neat and well organised	3								
	Small equipment not laying around	2								
	Works hygienically	2								
2.2	Personal appearance	2								
	Appropriately dressed (school uniform)	1								
	Nails clean and short	1								
2.3	Neatness of workstation after practical examination	4								
	Workstation clean	1								
	Tools packed away in correct storage space	2								
	Waste removed; bins clean	1								

ASSESSMENT TOOL FOR CROCHETING PRACTICAL ASSESSMENT TASK (continued)

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

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 requirements, should sell well
- 9–10 Excellent, exceeds all requirements, will sell very well

13. EXAMPLES OF PRODUCTS FOR THE PRACTICAL ASSESSMENT TASK**13.1 EXAMPLE OF CROCHETED PRODUCT FOR PRACTICAL ASSESSMENT TASK****CROCHETED HOT-WATER BOTTLE COVER**

[Source: Haylees Hats]

WEIGHTING: CROCHETING

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

TECHNIQUES	WEIGHTING
Chain stitches	10
Double crochet	10
Increase	10
Using different colours	5
Joining yarns	5
Treble crochet	10
TOTAL:	50

REQUIREMENTS:**MATERIALS:**

- 4,5 mm crochet hook
- Tapestry needle
- 1 ball of fine-weight yarn 4-ply weight UK (fine 2 American).
- Scissors
- 1 small snap fastener
- Sewing thread and needle

STITCHES USED AND ABBREVIATIONS (American terms and English terms): (English terms)

- CH – Chain (ch)
- DC – Double crochet (tr: Treble crochet)
- V stitch – dc, ch 1, dc in same stitch (tr, ch1, tr in same st)
- SK – Skip a stitch
- SC – Single crochet
- FPDC – Front post double crochet (FPTR: around the post and treble crochet)
- st – Stitch(es)
- sl st – Slip stitch
- * – Repeat from * to *
- Back loops – the stitch loop furthest away from you. Do not go through both parts of the stitch just the back loop. This gives a ribbed effect.

PATTERN NOTES:

This hot water-bottle cover is cosy and will fit a 2-litre standard size bottle; it is worked in one piece. It has a drawstring closure made by crocheting a long chain. It also has a snap fastener for the top.

On row 5, make sure you place your hook under both rows between the scales to secure them down together.

To start Ch71 turn

- Row 1: DC in 4th ch from the hook and each st across (67dc) turn
- Row 2: CH3 *SK 2 ST ,V Stitch in next st*repeat to end and dc in last st turn (22 v stitch and 2 dc) turn
 - You will now start to make the crocodile stitch using the v stitch as a base for your stitches.
 - You will be working around the post of the first part of the V stitch chaining 1 for the point of the v stitch, then work your way back up the other side of the v stitch.
- Row 3: ch 1 *5 fpdc ch1 and work 5 fpdc up the other side of the v of the v stitch. sk next v stitch* repeat to end sl st in last v stitch and last 2 st. Turn
- Row 4: Repeat row 2 working v stitches into each of the v stitches of previous v stitch row. Turn
- Row 5: sl st in first 2 st *5 fpdc, ch1, 5fpdc, sk next v stitch* sl st in 2nd ch of the ch3 or previous row. Turn
- Row 6: Repeat row 2
- Row 7: Repeat row 3
- Row 8: Repeat row 2
- Row 9: Repeat row 5
- Row 10: Repeat Row 2
- Row 11: Repeat row 3
 - You should now have 5 rows of scales and 5 rows of v stitches.
- Row 12: Ch 3 dc in v stitch * dc in next 2 st dc in v stitch * repeat across dc in last st (67 dc & 1 ch3). Turn

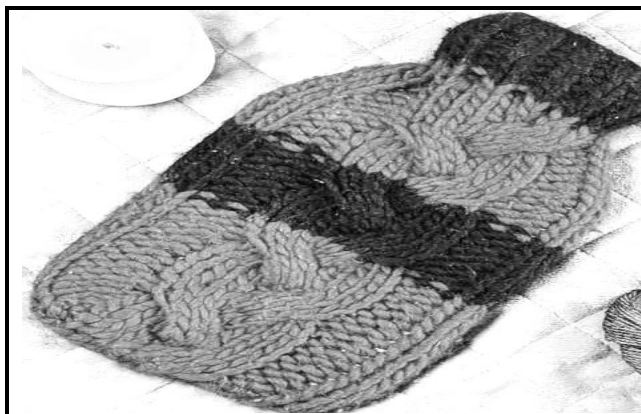
WORKING IN BACK LOOPS:

- Rows 13–17: ch3 and dc in each st across 67dc
 - You should now have 6 rows of dc and a ribbed effect.
- Row 18: Repeat Row 2
- Row 19: Repeat Row 3

NSC (Production of Knitted or Crocheted Products)

- Row 20: Repeat Row 2
- Row 21: Repeat Row 5
- Row 22: Repeat Row 2
- Row 23: Repeat Row 3
- Row 24: Repeat Row 2
- Row 25: Repeat Row 5
- Row 26: Repeat Row 2
- Row 27: Repeat Row 3
 - You should now have 5 rows of scales and 5 rows of v stitches.
- Rows 28–43: Repeat Rows 12–27
- To finish crochet a sc edging to give it a neat finish. sc all the way around evenly making sure the front of your work is facing you, placing 2sc in each corner.
- When you come to sc across the top, sc as row 12 from * to * fasten off leaving a long tail end.
- Measure the tail end by placing the tail end across one side and then the bottom of the cosy cover (in an 'L' shape), add a little extra then cut off, this will give you enough to sew it together.
- Fold it in half lengthwise, making sure the top (the last row your crocheted) is facing up towards you and the back of your work facing out.
- Sew in an 'L' shape down the side and bottom.
- Top tip: Line up your crocodile stitches by using a clothes peg. This will ensure that you are sewing the seam symmetrically and evenly. Weave in your tail ends. Single crochet over the starting tail end so there is only one tail end to weave in.
- Draw string: Cut about 3 metres from the ball and fold it in half to double it up, then chain along until it reaches the end.
- Using a tapestry needle, weave it in and out through your last row of dc and tie it around the neck of the bottle.
- Tassels (make 2): Use a business card and wrap the yarn 10 times around the card, then cut and place them over the hook centred and then latch hook it through the two ends.
- You will notice there are 2 strands separated (the starting drawstring ends); pull these through the centre of the tassels to tidy it up and then snip the tassels so they are both equal lengths.
- Snap fastener (optional): Sew with a needle and thread a snap fastener to the top to secure the sides over the top of the bottle.

[Source: Designed and written by Haylee Hibbert of Haylees Hats]

13.2 EXAMPLE OF KNITTED PRODUCT FOR PRACTICAL ASSESSMENT TASK**KNITTED HOT-WATER BOTTLE COVER****WEIGHTING: KNITTING**

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

TECHNIQUES	WEIGHTING
Casting on	10
Casting off	10
Increase	10
Joining yarns	5
Using different colours	5
Advanced pattern	10
TOTAL:	50

This cable-knit hot-water bottle cover is knitted flat and then sewn up at the end.

INFORMATION:

- Size – fits a standard 2-litre hot-water bottle
- Gauge – approximately 7,5 stitches and 13 rows to 10 cm

REQUIREMENTS:

- Yarn – Super chunky weight yarn of 65 m/100 g (Lauren Aston Designs Super Chunky Yarn is used in the sample pictured.)
- Needles – 12 mm straight needles and one 12 mm DPN (alternatively use a stitch holder or cable needle)
- Notions – Tapestry needles

ABBREVIATIONS:

- K – Knit the number of stitches indicated
- P – Purl the number of stitches indicated
- C6B – Cable six stitches (or number stated) back
- C6F – Cable six stitches (or number stated) front
- K2 tog – Knit two stitches together
- P2 tog – Purl two stitches together
- [Square brackets] – Repeat instructions inside the brackets

PATTERN:

- Cast on 31 stitches
- Row 1: K4, P2, K9, P2, K14
- Row 2: P14, K2, P9, K2, P4
- Row 3: K4, P2, C6B, K3, P2, K14
- Row 4: P14, K2, P9, K2, P4
- Row 5: K4, P2, K9, P2, K14
- Row 6: P14, K2, P9, K2, P4
- Row 7: K4, P2, K3, C6F, P2, K14
- Row 8: P14, K2, P9, K2, P4
- Repeat Rows 1–8 three more times (to add in a stripe, change the colour for the second of these repeats, rows 17–24)
- Row 33: K4, P2, K9, P2, K14
- Row 34: P14, K2, P9, K2, P4
- Row 35: K4, P2, C6B, K3, P2, K14
- Row 36: P2 tog, P6, P2 tog, P1, P2 tog, P1, K2, P9, K2, P1, P2 tog, P1 (27 stitches)
- Row 37: K2 tog, K1, P2 tog, K9, P2 tog, K1, K2tog, K2 tog, K4, K2 tog (21 stitches)
- (To add in a different colour 'neck', as pictured, change the colour now)
- Row 38: [K1, P1] to last stitch, K1
- Row 39: [P1, K1] to last stitch, P1
- Row 40: [K1, P1] to last stitch, K1
- Row 41: [P1, K1] to last stitch, P1
- Row 42: [K1, P1] to last stitch, K1
- Row 43: [P1, K1] to last stitch, P1
- Row 44: [K1, P1] to last stitch, K1

Cast off loosely, leaving a tail long enough to sew up. Using that tail and the mattress stitch, fold the cover in half (right side facing you) and sew together down the side and along the bottom. Sew in any loose ends.

To put the hot-water bottle into the cover, fold in half when empty, the 'neck' of the cover should be stretchy enough to allow for this.

[Source: By Madeleine @ knit.one.purl.one]

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

14. 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.