



# 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**

**2023**

**These guidelines consist of 21 pages.**

## 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 (4) HOURS.
- Breakdown of the FOUR (4) HOURS:
  - Layout and cutting session – ONE-HOUR session (prior to the practical examination)
  - THREE (3) 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 (3) 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 (3) 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 (3) hours, learners should hand in their products 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:** The final product must have a label, and this must be completed before they perform the practical examination. Learners who choose to package their products must bring the packaging 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.
- 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 school 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
- Divide learners into groups according to the number of learners that can easily be accommodated in the room.
- 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 (1) hour prior to the practical examination**

- Ensure that learners wash their hands.
- 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 (3) hours

- When learners enter the classroom, hand 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.
- 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 (3) 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 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 skill-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:
  - 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.

**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 the subject advisor should then decide on the weighting for the new technique.
- A weighting is allocated to a technique according to the degree of difficulty of the technique.
- The total weighting for 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		



**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)**

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

PRACTICAL EXAMINATION	
TECHNIQUES	WEIGHTING
<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	10/09/2023	08:00–11:00
	2	12	10/09/2023	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		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:** \_\_\_\_\_

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

NAME OF SCHOOL _____			NAME AND SURNAME OF LEARNER:       <b>COMMENTS:</b>
DATE _____			
TEACHER _____			
MODERATOR _____			
<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)**

			NAME AND SURNAME OF LEARNER:						
			COMMENTS:						
<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:**

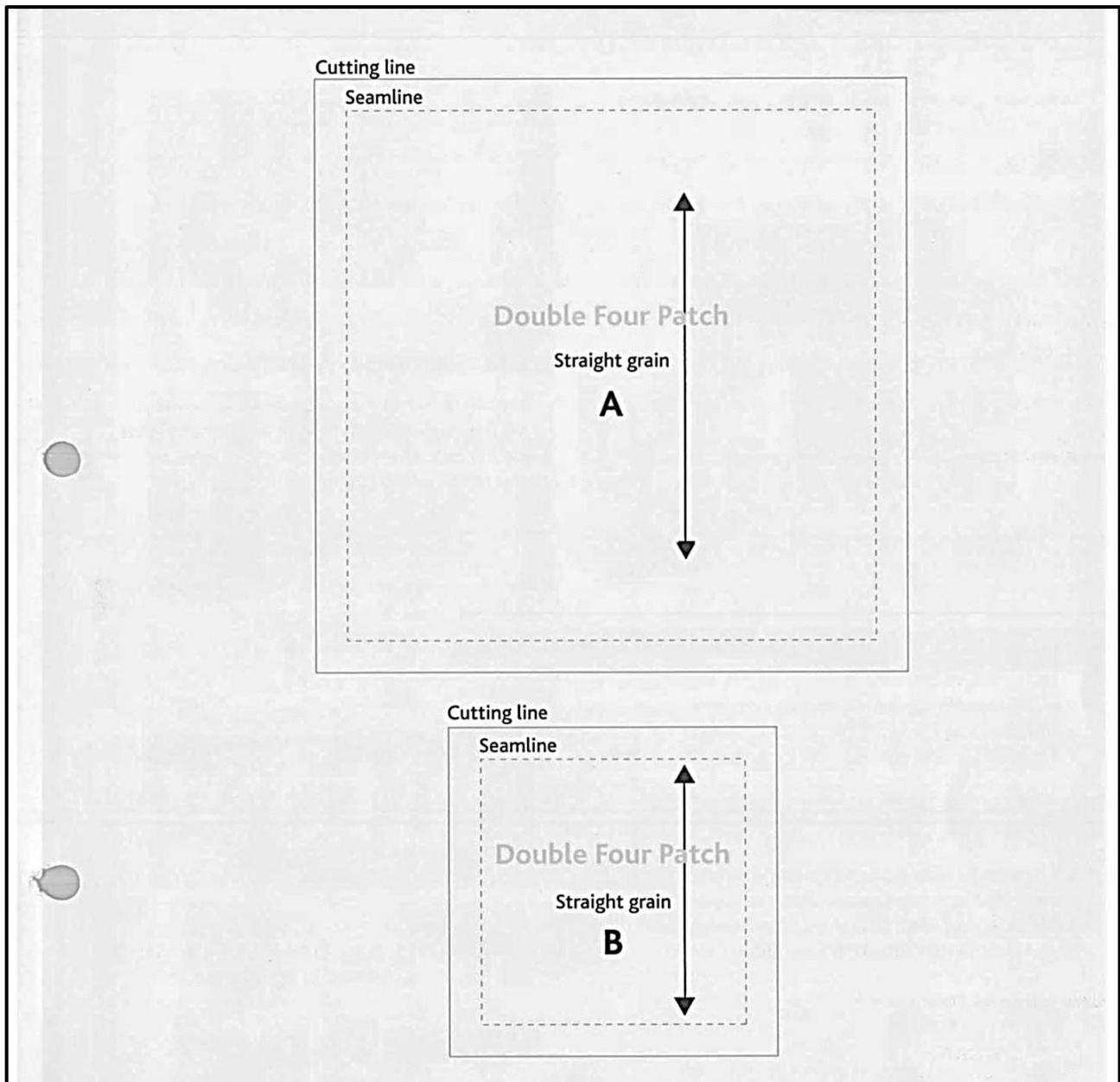
- 0–2 Unacceptable, does not meet the requirements; cannot sell
- 3–4 Poor, meets some requirements; will not sell
- 5–6 Average, meets most requirements; should sell
- 7–8 Good, meets all the requirements; should sell well
- 9–10 Excellent, exceeds all requirements; will sell very well

**EXAMPLE OF SOFT FURNISHING PRODUCT FOR THE PRACTICAL ASSESSMENT TASK****DOUBLE FOUR-PATCH CUSHION**

**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
Open/Closed seams of product	5
Zip	15
<b>SUBTOTAL</b>	<b>35</b>
<b>TOTAL</b>	<b>50</b>

**TEMPLATES****REQUIREMENTS:**

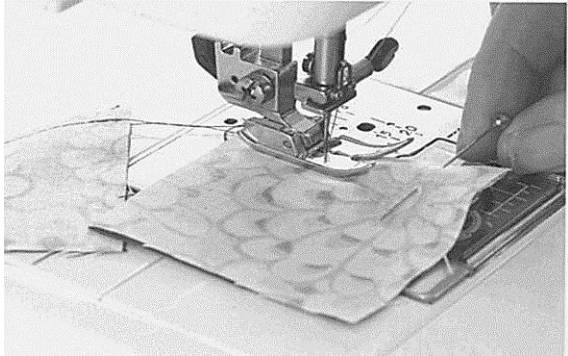
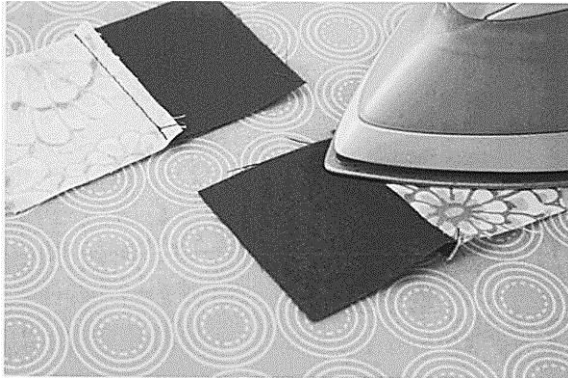
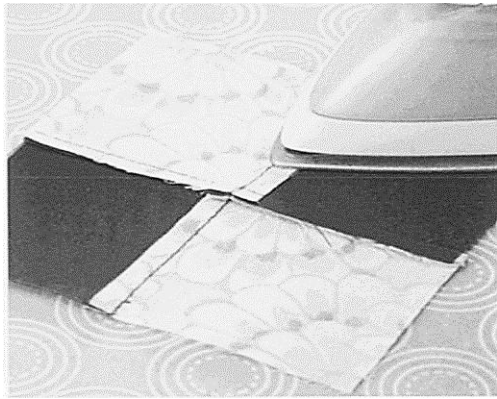

- 50 cm of 112 cm-wide plain magenta cotton fabric for the back
- 50 cm of 112 cm-wide plain magenta cotton fabric
- 50 x 15 cm rectangle of floral fabric (pink)
- 50 x 25 cm contrasting floral fabric (blue)
- 30 cm invisible zipper (plastic/nylon coil)
- Matching sewing thread
- 40 cm square cushion pad (batting)
- Zipper foot
- Unpicker


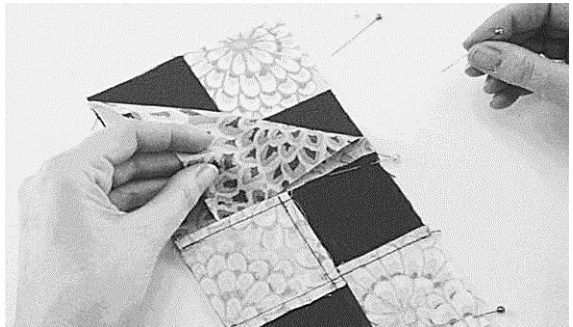
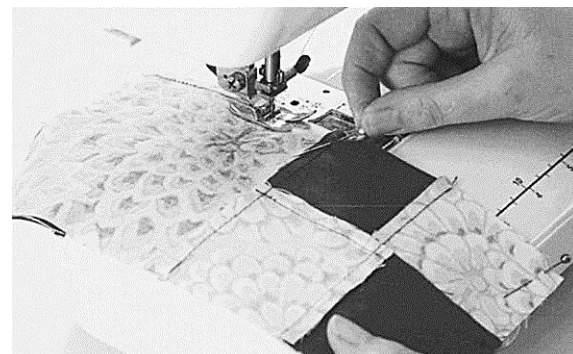
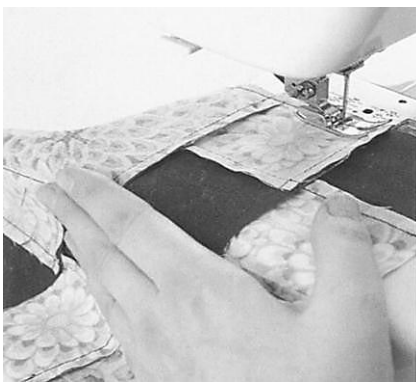
**LAYOUT AND CUTTING:**

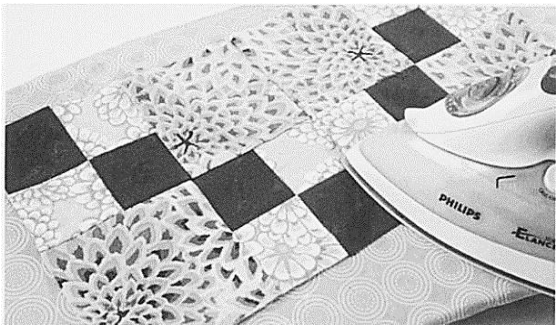
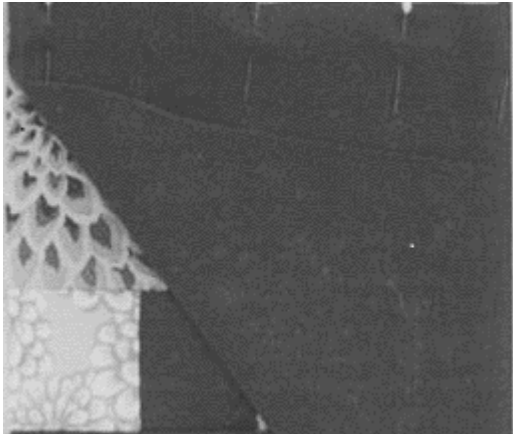
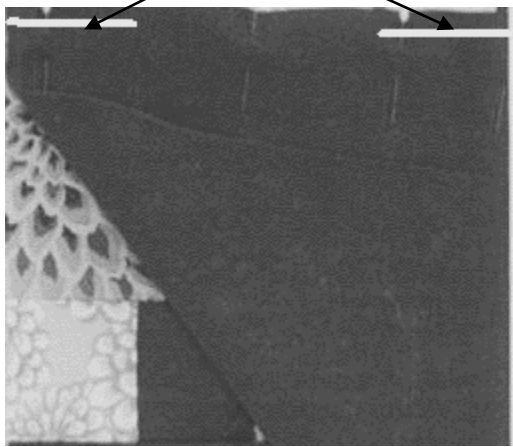
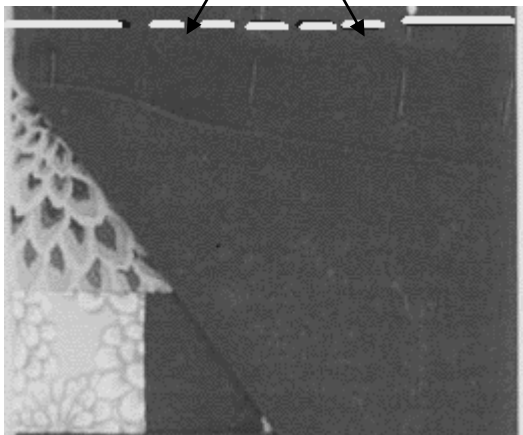
- Sixteen 6,2 cm squares of the plain magenta fabric for the small squares (use Template B).
- Sixteen 6,2 cm squares of the (pink) floral fabric for the small squares (use Template B).
- Eight 11,2 cm squares of (blue) floral fabric for the large squares (use Template A).
- Two 41,2 cm x 29 cm rectangles of the plain magenta fabric for the back.

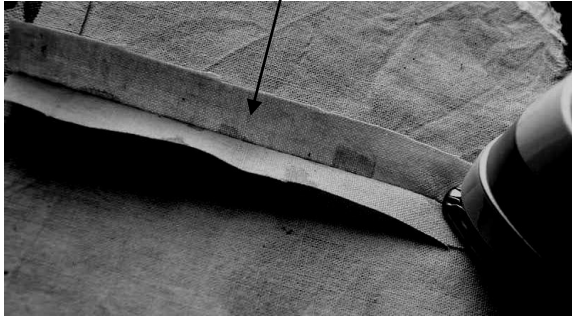
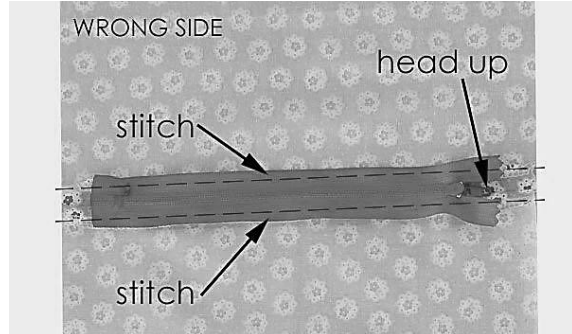
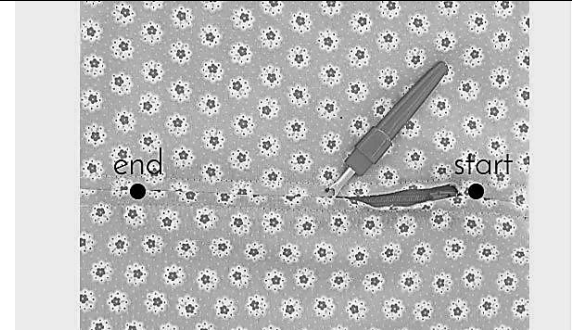
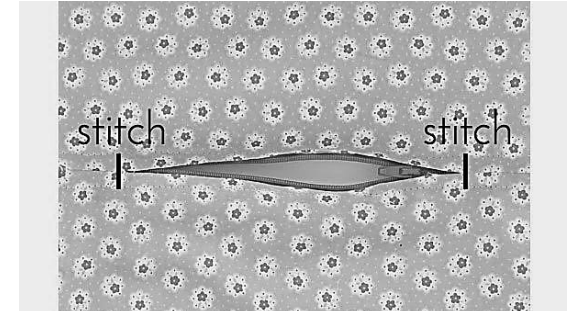


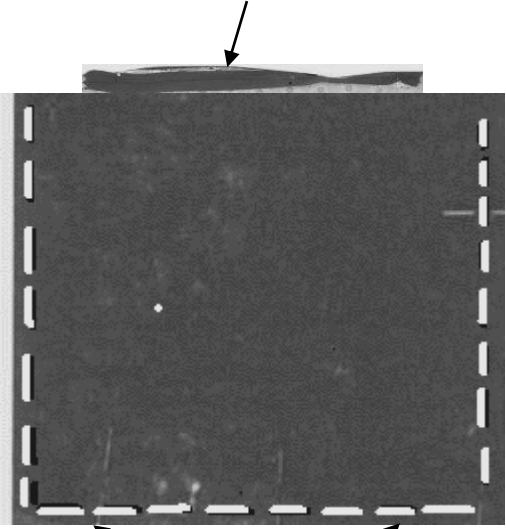

**MAKING THE CUSHION:**

<b>CUSHION</b>	
<b>PRACTICAL EXAMINATION: 3 HOURS</b>	
<b>INSTRUCTIONS</b>	<b>ILLUSTRATIONS</b>
<p><b>STEP 1:</b></p> <ul style="list-style-type: none"> <li>• Pin each plain magenta square to a (pink) floral square along one edge, right sides facing.</li> <li>• Taking a 0,5 cm seam allowance, chain piece the squares, removing the pins as you stitch.</li> </ul>	
<p><b>STEP 2:</b></p> <ul style="list-style-type: none"> <li>• Snip the pairs apart and press the seam allowance toward the plain magenta squares on all the pairs.</li> <li>• You will have 16 pairs, which you will use to create the four separate double four-patch blocks.</li> </ul>	
<p><b>STEP 3:</b></p> <ul style="list-style-type: none"> <li>• Pin and stitch two pairs of small squares together, right sides facing and taking 6 mm seam allowances.</li> <li>• Repeat to create eight sets of checkerboard squares.</li> <li>• Press the new seam allowances to either the right or the left.</li> </ul>	
<p><b>STEP 4:</b></p> <ul style="list-style-type: none"> <li>• Pin and stitch each set of checkerboard squares to a large (blue) floral square, right sides together and taking 0,5 cm seams. (If your fabric design is directional, check that four of the large squares are above the checkerboards and four are below.)</li> </ul>	

<p><b>STEP 5:</b></p> <ul style="list-style-type: none"><li>• You will now have two halves of each double four-patch block.</li><li>• Press the new seam allowances so that they will fall in alternate directions (up and down) when the final seam of each block is joined.</li></ul>	
<p><b>STEP 6:</b></p> <ul style="list-style-type: none"><li>• Place the halves together so that the corners of two adjacent plain magenta squares and two large squares meet at the centre of the seam.</li><li>• Pin, starting at the centre of the seam, then at each corner.</li></ul>	
<p><b>STEP 7:</b></p> <ul style="list-style-type: none"><li>• Stitch the seams, taking 0,5 cm seam allowance and removing the pins as you stitch.</li><li>• Repeat, to create four double four-patch blocks.</li></ul>	
<p><b>STEP 8:</b></p> <ul style="list-style-type: none"><li>• Lay out all four blocks out so that each one is a mirror image of the adjacent block.</li><li>• Pin (from the centre) and stitch them together in pairs again, right sides facing and taking a 6 mm seam allowance.</li></ul>	

<p><b>STEP 9:</b></p> <ul style="list-style-type: none"> <li>• Press the two new seam allowances so that they will lie in opposite directions to each other.</li> <li>• Pin the paired blocks to each other from the centre, right sides facing.</li> <li>• Stitch, taking a 0,5 cm seam allowance.</li> <li>• Press flat.</li> </ul>	
<p><b>STEP 10:</b></p> <ul style="list-style-type: none"> <li>• With right sides facing, pin the plain fabric back to the patchwork front, matching the raw edges.</li> </ul>	
<p><b>STEP 11:</b></p> <ul style="list-style-type: none"> <li>• Mark 5 cm from either end on one side of the square. The zip will be sewn between the two marks.</li> <li>• Starting at the ends, sew along to the marks with 12 mm seam allowance.</li> <li>• Backstitch at the ends and marks to hold it securely.</li> </ul>	
<p><b>STEP 12:</b></p> <ul style="list-style-type: none"> <li>• Baste between the two marks (temporary stitches).</li> </ul>	

<p><b>STEP 13:</b></p> <ul style="list-style-type: none"> <li>• Press open the seam.</li> <li>• Place the pieces wrong side up.</li> </ul>	<p style="text-align: center;"><b>Press open</b></p> 
<p><b>STEP 14:</b></p> <ul style="list-style-type: none"> <li>• Place the zip <b>WRONG</b> way up (face down) over the basted section.</li> <li>• Hold the zip in place with pins and baste.</li> <li>• <b>Using a zipper foot</b>, stitch along the edges of the zipper all the way to the end of the fabric.</li> </ul>	
<p><b>STEP 15:</b></p> <ul style="list-style-type: none"> <li>• Flip the cushion cover over to the <b>RIGHT SIDE</b>.</li> <li>• Remove the basting threads covering the zip.</li> </ul>	
<p><b>STEP 16:</b></p> <ul style="list-style-type: none"> <li>• Unzip the zip at least halfway and stitch across the ends of the zip next to where the teeth finish. (Be careful not to hit any metal underneath.)</li> </ul>	

<p><b>STEP 17:</b></p> <ul style="list-style-type: none"><li>• Fold the fabric in half with RIGHT sides together.</li><li>• Stitch around the outside edge of the cushion, taking 0,5 cm seams.</li><li>• Clip the corners, press and turn right sides out, using a knitting needle or blunt pencil to poke out the corners.</li></ul>	<p><b>Zip attached</b></p>  <p><b>Stitch</b></p>
<p><b>STEP 18:</b></p> <ul style="list-style-type: none"><li>• Insert the cushion pad.</li><li>• Package and label the product.</li></ul>	

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

## 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.