



**basic education**

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

**Curriculum and Assessment Policy  
Statement: Technical Occupational**

**Year 1 - 4**

**CONSUMER STUDIES:**

**SEWING**

PUBLIC COMMENT

## **CONTENT**

### **SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL**

- 1.1 Background
- 1.2 Overview
- 1.3 Generic aims of the South African curriculum
- 1.4 Time allocation

### **SECTION 2: INTRODUCTION TO CONSUMER STUDIES: SEWING**

- 2.1 What is sewing?
- 2.2 Topics to be studied in Sewing
- 2.3 Specific Aims
- 2.4 Requirements for Sewing as a subject
  - 2.4.1 Time Allocation
  - 2.4.2 Resources
  - 2.4.3 Infrastructure, equipment and finances
- 2.5 Career opportunities

### **SECTION 3: OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS**

- 3.1 Content overview per Year
- 3.2 Content outline per term (Annual Teaching Plan)

### **SECTION 4: ASSESSMENT IN SEWING**

- 4.1 Introduction
- 4.2 Assessment Principles
- 4.3 Managing Assessment
- 4.4 Moderation of Assessment
- 4.5 General

### **SECTION 5: RESOURCES**

Annexure A - Possible practical examples

## **SECTION 1:**

### **INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL**

#### **1.1 Background**

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

## 1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);

- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and
- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

### **1.3. General Aims of the Technical Occupational Curriculum**

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
  - Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
  - Facilitating the transition of learners from education institutions to the workplace;

- Providing employers with a sufficient profile of a learner's competences.
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex; and
- Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.

(d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

### **1.3.1. The aims of the General Certificate of Education: Technical Occupational**

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.



#### 1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
<b>Languages</b>  (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
<b>Mathematics</b>		3 hours	
<b>Life Skills</b>	Personal and Social Well-being  (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards  This time to be used in year 1 to support Languages and Mathematics	
<b>Information Communication Technology</b>  ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.			

Subjects	Time
<b>Technical Occupational: Electives</b>	
Agricultural Studies Art and Crafts Civil Technology: Bricklaying and Plastering Civil Technology: Plumbing Civil Technology: Woodworking and Timber Consumer Studies: Food Production Consumer Studies: Sewing Early Childhood Development Electrical Technology: Electrical Hospitality Studies Mechanical Technology: Body Works: Panel Beating and or Spray Painting Mechanical Technology: Motor Mechanics Mechanical Technology: Sheet Metal Work Mechanical Technology: Welding Mechanical Technology: Maintenance Office Administration Personal Care: Ancillary Health Care Personal Care: Beauty and Nail Technology Personal Care: Hairdressing Service Technology: Upholstery Wholesale and Retail	13½ hours
Total: General and Occupational	27½

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p><b>Base Line Assessment for Language and Mathematics</b></p> <p>➤ <b>Intervention (ISP)</b></p> <p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills: <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> <b>Minimum 2 x SKILLS</b> <b>Across the year</b></p> <p><b>Post Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Analyse results</b></li> </ul> <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills: <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> <b>Minimum of 1 Skill</b></p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills: <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> <b>Minimum of 1 Skill</b></p>	<p><b>General Education:</b></p> <ul style="list-style-type: none"> <li>• Home Language</li> <li>• FAL</li> <li>• Mathematics</li> <li>• Life Skills: <ul style="list-style-type: none"> <li>✓ Personal Social Wellbeing</li> <li>✓ Physical Education</li> <li>✓ Creative Arts</li> <li>✓ Natural Sciences</li> </ul> </li> </ul> <p>➤ <u>ICT Enrichment</u></p> <p><b>Technical Occupational</b> <b>Minimum of 1 Skill</b></p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

**Note:**

*Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.*

*Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.*

## **SECTION 2:**

### **INTRODUCTION TO CONSUMER STUDIES: SEWING**

#### **2.1 What is Sewing?**

The subject sewing lays the foundation in the area of machine and sewing. It is designed to equip learners with basic sewing skills and an understanding of essential principles necessary to perform simple tasks using relevant sewing materials, tools and equipment. Garments and items are made and repaired by stitching using a needle and thread or sewing machines used in the clothing and interior design industry. Learners are also afforded the opportunity to discover and develop their creative skills.

The subject covers the following areas of study:

- Sewing
- Soft furnishing
- Patchwork, quilting and embroidery and
- Knitting and crocheting.

The subject content is integrated into the following categories: Machine skills, construction technique, equipment, tools, notions, fabric and patterns.

#### **2.2 Topics to be studied in Sewing**

1. Safety
2. Sewing hand tools
3. Hand stitches
4. Sewing machine
5. Commercial pattern
6. Choice of fabric
7. Garment and Soft furnishing making / construction
8. Care for clothes
9. Patchwork, Quilting and Embroidery
10. Knitting and crocheting
11. The consumer
12. The entrepreneur
13. Marketing strategies

## 2.3 Specific Aims:

The learner is able to:

1. use tools and equipment safely;
2. know the different sewing and ironing tools, classify them and care for them;
3. use the correct hand stitches for suitable purpose;
4. check, clean, use, adjust and replace basic parts to machinery and equipment in a given work area;
5. read and interpret the information on commercial pattern and apply;
6. choose correct fabric to use for different garments;
7. choose correct fabric, colour, suitable for soft furniture and upholstery;
8. use patterns to make garments or soft furnishings;
9. clean and store correctly pressed and ironed items.;
10. show creativity using different stitches and appliqué in patchwork, quilting and embroidery;
11. apply technique of knitting and crocheting to make functional articles;
12. know how to be a good consumer
13. describe an entrepreneur;
14. describe marketing strategies for small scale production;

## 2.4 Requirement for Sewing as a subject

### 2.4.1 Time Allocation

The total number of hours allocated for the subject in a five-day cycle is 13 ½ hours.

Sufficient time must be allocated in the school timetable for the practical work required.

Teaching of theory should be integrated with the practical work; where 75% of the contact time is spent on practical demonstration and application and 25% on theory. The following weighting is allocated per area of study within each year

- Sewing- 42%
- Soft Furnishing and Upholstery- 20%
- Patchwork, Quilting and Embroidery- 20%
- Knitting and Crocheting- 15%
- Consumer-3%

## 2.4.2 Resources

### Human resources

Sewing requires a trained subject specialist. It is preferred that the teacher offering Sewing has experience in a Sewing related area. Industry related experience and workshop management skills are essential. A tertiary qualification in technical teaching is preferred.

Sewing teachers are required to:

- ☐ Teach the subject content with confidence and flair
- ☐ Interact with learners in a relaxed but firm manner
- ☐ Manage the workspace resourcing, budget and safety
- ☐ Manage the teaching environment
- ☐ Conduct stock taking and inventory
- ☐ Plan for practical work
- ☐ Plan for theory lessons
- ☐ Conduct weekly practical sessions
- ☐ Maintain and service the workspace as a whole
- ☐ Maintain and service the tools and equipment
- ☐ Ensure learner safety
- ☐ Produce working PAT projects in cooperation with learners
- ☐ Carry out School Based Assessment (SBA)
- ☐ Implement innovative methods to keep the subject interesting
- Be self-motivated to keep her/him abreast of the latest technological developments
- Regularly attend skills workshops

### Learner Resources:

- Text/ resource book/s
- 1 x A4 file or exercise book
- Stationery; pen, pencil, ruler
- Protective clothing

### 2.4.3 Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

#### Infrastructure

- Sewing cannot be implemented in a school without an equipped workspace.
- Electricity supply to the work area is crucial with sufficient wall plugs.
- Lighting and ventilation is of extreme importance and the workspace should ideally have multiple exits with doors that open outward.
- Tools and equipment should have sufficient storage and well-developed storage management system with an up to date inventory. Shelves should be clearly marked and storage areas defined.
- Store room with rails to hang sewn articles and shelves to pack all made projects
- Good housekeeping principles require that all workshops be cleaned regularly. A suitable waste removal system should be in place to accommodate refuse and off-cut materials. The requirements of the Occupational Health and Safety (OHS) Act 85 of 1993 need to be complied with at all times.
- Safety rules must be displayed on posters in the workshop.

#### Equipment

The table below provides the minimum tools, and equipment per class of 15 learners and a list of consumable materials required to teach the subject. The number in brackets indicates the minimum number per item required.

Non -Consumable Equipment			Consumables
Hand Tools		Power Tools	Material
Sewing needles (15 pkts)	Knitting row counter (5)	Sewing machine (8)	Cotton, embroidery yarn
Darning needles (15)	Knitting and crocheting pattern books (1)	Over locking machine (2)	Wool/Yarn
Machine needles (10 pkts)	Double cable knitting needles (5)	Steam iron (2)	Buttons, zippers
Crocheting needles (15)	Tailor's chalk /pencil, tracing wheel (box)		Press studs, hooks



Knitting needles (15 sets)	Quilting mat (2)		Commercial patterns
Tailors pair of scissors (7)	Thimble (15)		Roll of brown cover
Button hole scissors (1)	Seam ripper (5), pins (5 boxes)		Ribbons, bias binding
Tape measure (7)	Roller blade (2)		Interfacing
Ironing board (2)			Compressed Batting

In addition, the following are required:

- At least 8 electrical zigzag sewing machines and minimum of 4 over lockers (2 learners share one sewing machine).
- Large tables for cutting and sewing are essential.

### **Finances:**

#### **Budget and inventory**

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

Resourcing could be sub divided into the following categories:

- ☐ Protective clothing
- ☐ Tools and Equipment
- ☐ Consumable Materials (fabric, patterns and haberdashery)
- ☐ Practical Assessment Task Resources (PAT)
- ☐ Teaching and Learning Support Material
- ☐ Maintenance

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

## **2.5 Career opportunities**

Career and occupational opportunities for learners with a foundation in Sewing include but is not limited to:

- An assistant to a qualified seamstress
- Start a home based sewing service within the community
- Work at a haberdashery shop

### SECTION 3:

#### OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

##### 3.1 Content Overview

TOPIC	Year 1	Year 2	Year 3	Year 4
<b>1. Safety</b>	<p>Safety in the classroom when working with other</p> <p>Understand the hazard which can be caused by sewing tools</p> <p>The fire extinguisher</p> <p>Report of incidents:</p> <p>Verbal, written report</p> <p><b>Basic First Aid</b></p>	<p><b>Recap: safety measures</b></p> <p>Apply house keeping, environment practices and legal requirements when working with machines and equipment.</p> <p>Explain and apply housekeeping practises and measures.</p> <p><b>Recap</b></p>	<p><b>Recap</b></p> <p><b>Safety measures</b></p> <p>Basic workshop safety rules</p> <p><b>Recap</b></p>	
<b>2. Sewing hand tools</b>	<p>Identify</p> <p>Classify</p> <p>Maintain</p> <p>Correct use</p>	Recap	Recap	
<b>3. Hand stitches</b>	<p>Functional stitches</p> <p>Temporal stitches</p> <p>Decorative stitches</p> <p>Practical activity where the hand stitches will be used</p>	<p>Decorative hand and or machine stitches (applied on patchwork and / or quilting or soft furnishings)</p>	<p>Decorative hand and or machine stitches (applied on patchwork and / or quilting or soft furnishings)</p>	<p>Decorative hand and/or machine stitches</p> <p><u>Applicable only for soft furnishings</u></p> <p>(applied on patchwork and / or quilting or soft furnishings)</p>

<b>4. Machine Sewing</b>		<p><b>Use of sewing machine:</b></p> <p>Knowledge of the parts of the sewing machine and their uses.</p> <p>Practical use of sewing machine:</p> <p>Threading, winding bobbin, inserting the bobbin, ending off and changing the needle.</p> <p>Caring for the machine</p>	<p><b>Recap</b> –sewing machine</p> <p>Maintenance and trouble shooting.</p> <p>Use and care of over locker</p>	<p><b>Recap</b> – sewing machine and over locker</p>
<b>5. Commercial pattern</b>		<p><b>Basic –</b></p> <p>Introduction to commercial patterns.</p> <p>Basic information on pattern envelope.</p> <p>Basic pattern markings.</p> <p>Know basic body-measurements</p>	<p><b>Recap</b></p> <p>More advanced use of the commercial pattern:</p> <p>Interpretation and use of instruction sheet.</p>	<p><b>Recap</b></p> <p>More advanced use of the commercial pattern.</p> <p>Body measurement – Add across back, skirt length and full length.</p> <p>Pattern markings: Various ways to bring over pattern markings.</p> <p>Fitting: Basic pattern alterations</p>
<b>6. Choice of fabric</b>		<p><b>Textiles</b></p> <p>Classification of fibres / Origin of fibres:</p> <p>Natural fibres</p> <p>Synthetic fibres</p> <p>Properties and uses of cotton</p> <p>Blended fibres:</p> <p>Reasons for</p>	<p><b>Textiles</b></p> <p><b>Recap:</b></p> <p><b>classification and properties of cotton</b></p> <p>Properties of polyester and blends</p>	<p><b>Textiles</b></p> <p><b>Recap</b></p> <p>Understand natural and man-made fibres / mixtures / blends = cotton, <b>wool</b>, polyester and blends. Properties and uses</p>

		blending fibres -. polyester cotton		
<b>7. Garment construction and Soft furnishing construction</b>	<b>(Decorative work – soft furnishing construction)</b>	<p>Fabric preparation Lay-out of pattern Cutting out Transferring pattern markings <u>Fitting and making alterations (only garment construction)</u> Pressing / ironing techniques</p> <p><b>Processes:</b> Seams: open and closed single seams Seam finishes: Zig –zag Over locking (optional) Disposal of Fullness – identify Fasteners - identify Hems</p>	<p>Fabric preparation Basic pattern alterations Lay-out of pattern Cutting out Transferring pattern markings <u>Fitting and making alterations (only garment construction)</u> Pressing / ironing techniques</p> <p><b>Processes:</b> <b>Recap: Seams and hems</b> Stay / under stitching Interfacings Disposal of fullness: darts, gathering, pleats Fasteners: Button and buttonholes, zippers, hooks and eyes, snap fasteners, Velcro (identify) Marking buttons and buttonholes. Methods to attach buttons</p>	<p>Fabric preparation Basic pattern alterations Lay-out of pattern Cutting out Transferring pattern markings <u>Fitting and making alterations (only garment construction)</u> Pressing / ironing techniques</p> <p><b>Processes</b> <b>Recap: Seams and hems, stay / under stitching, fasteners</b> Seams: run and fell seam, French seam Application of interfacing Neckline finishing's Collars (identify) Disposal of fullness - tucks. Waistline joining. Sleeve and sleeve finishes Cuffs and plackets Pockets – patch and inside pockets</p>

<b>8. Care of clothes</b>		Care labels General hints on the care of clothes. Daily care of clothing.	Recap: Care labels General hints on the care of clothes. Daily care of clothing	<b>Recap</b>
<b>9. Patchwork, quilting and embroidery</b>		Knowledge of material, tools and basic stitches to be used for basic patchwork and or quilting Knowledge of embroidery thread needles and basic stitches for application on patchwork and or quilting or on separate article	<b>Recap</b> Appliqué Beading	<b><u>SOFT FURNISHINGS CHOICE ONLY</u></b> Application of any of / or combination of the decorative work done in term 3 in levels 2 and 3 on the prescribed soft furnishing articles
<b>10. Knitting and /or crocheting</b>		<b>Knitting and/ or crocheting</b> Manipulation of yarn: Application of the <u>basic knitting techniques / basic crocheting stitches</u>	<b>Knitting and / or Crocheting</b> Recap year 2 Application of <u>advanced knitting techniques / crocheting stitches</u> Use of commercial patterns	
<b>11. The Consumer</b>			<b>Basic knowledge</b> Definition, Rights and responsibilities of the consumer Needs and Wants	

<b>12. The Entrepreneur</b>		<b>Basic knowledge</b> Definition of the entrepreneur. Reason for becoming an entrepreneur The qualities of a good entrepreneur		
<b>13. Marketing strategies</b>				<b>Basic knowledge</b> 5 P's of marketing Costing Factors to consider when choosing items for small scale production Planning for small scale production

### 3.2 CONTENT OUTLINE PER TERM

#### Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 & 2	SAFETY	<p><b>Adhered to safety measures when working with sewing machine, equipment and apparatus.</b></p> <p><b>Explain the basic workshop safety rules;</b></p> <ul style="list-style-type: none"><li>• Avoid long walking distances in the working area.</li><li>• Where possible, work should be done in a sitting position.</li><li>• The height of the work surface should be adjustable</li><li>• The arrangement and storage of equipment and appliances should allow economy of movement.</li><li>• Equipment, wall, floor and surface finishes should be easy to care for.</li><li>• Electric cords must be out of the way as treading on wires may cause short</li></ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet</p> <p><b>Techniques:</b> discuss the importance of electricity in our daily lives and the dangers of not adhering to rules; discuss what they know and build from what they know.</p> <p><b>Informal assessment:</b> Learners complete a worksheet about Safety in the classroom, basic first aid and the use of the fire extinguisher. Notes will be given.</p>



		<p>circuits.</p> <ul style="list-style-type: none"> <li>• Switch current off before inserting or removing plugs from sockets.</li> <li>• Take hold of the plug itself when removing it from the socket.</li> <li>• Plugs are made to fit sockets and should always correspond to them.</li> <li>• To wire a plug securely.</li> <li>• Do not put other people's lives in danger but report any hazard.</li> </ul> <p><b>The use of the fire extinguisher</b></p> <ul style="list-style-type: none"> <li>• the usage steps</li> </ul> <p><b>Administer basic first aid</b></p> <p>How do we treat each other when we have open cuts or bleeding? Discuss HIV / AIDS.</p> <p><b>No learner must be working without supervision.</b></p> <p><b>All dangerous equipment must be locked in the safe place</b></p>	<p><b>Informal assessment:</b></p> <p>Describe the steps when using the fire extinguisher</p>
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3	HAND TOOLS	<p><b>Select, use and care for sewing tools.</b></p> <ul style="list-style-type: none"> <li>• <b>Measuring tools –:</b> tape measure, measuring card, adjustable sewing gauge, ruler 15cm to 20 cm, hem guide, hem marker etc.</li> <li>• <b>Cutting tools scissors</b> <ul style="list-style-type: none"> <li>○ Large pair of drop handle scissor for cutting out.</li> <li>○ Medium pair for trimming seams or cutting small pieces of fabric.</li> <li>○ Small pair of sharp pointed scissors for cutting threads and sniping into curves.</li> <li>○ Pinking shears are used to finish raw edges on fabrics that do not unravel easily.</li> </ul> </li> <li>• <b>Marking tools;</b> Dressmakers carbon paper, Tracing wheel, and Tailor chalk, marking pen.</li> <li>• <b>Sewing tools:</b> needles, pins, pincushion, thimble, sewing thread, a pair of tweezers, a pair of tweezers, a needle threader, etc.</li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet</p> <p><b>Technique:</b> Group all sewing tools according to their use. Demonstrate how to use the tools. Emphasise the safety measures to be followed when using these tools. Explain the care each tool needs for durability.</p> <p><b>Resources:</b> measuring tools, cutting tools, marking tools, sewing tools.</p> <p><b>Informal assessment:</b></p> <p>Worksheet on the identification, uses and care of hand tools.</p>
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4 – 8	HAND STITCHES	<p><b>Explain and demonstrate hand stitching:</b></p> <p>Use a short length of thread and a short fine needle to suit the fabric you are using. Examples:</p> <ul style="list-style-type: none"> <li>• Tacking <ul style="list-style-type: none"> <li>○ Even tacking</li> <li>○ Uneven tacking</li> </ul> </li> <li>• Running</li> <li>• Backstitch</li> <li>• Slip stitch</li> </ul> <p><b>Even tacking</b></p> <p>This is used to hold two or more pieces of fabric firmly together before they are stitched.</p> <p><b>Uneven tacking</b></p> <p>This is used for seams that do not need to be held so firmly, or for sewing an interfacing to a facing, in which case the stitches will be permanent.</p> <p><b>Running stitches</b></p> <p>This basic stitch is used for gathering, smocking and quilting.</p> <p><b>Back stitch</b></p> <p>It is a very sturdy stitch which can be used to join two panels, such as long seams of a dress if machine is not available</p>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on hand stitches.</p> <p><b>Activity 1: Practical Demonstration = 25%</b></p> <p>Each learner will get a swatch, needle, cotton to use:</p> <ul style="list-style-type: none"> <li>• Tacking</li> <li>• Running</li> <li>• Back stitch</li> <li>• Slip stitch</li> </ul> <p><b>Tip:</b> Draw dots on the fabric to assist struggling learners to sew straight. When they master the skill let them sew without assisting them with lines.</p> <p><b>Activity 2: Practical = 50%</b></p> <p>Article e.g. book cover, placemat, pencil holder, cell phone holder using hand stitches.</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Practical:</b></p> <p><b>Activity 1: Demonstration 25%</b></p> <p>Each learner will get a swatch, needle and cotton to demonstrate the following stitches:</p> <ul style="list-style-type: none"> <li>• Tacking</li> <li>• Running stitch</li> <li>• Back stitch</li> <li>• Slip stitch</li> </ul> <p><b>Activity 2: Practical = 50%</b></p> <p>Article e.g. book cover, placemat, pencil holder, cell phone holder using hand stitches.</p> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions Pen and paper test (Oral or written) 25%</b></p>		

## Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 – 3	<b>EMBROIDERY (HAND AND OR MACHINE)</b>	<ul style="list-style-type: none"> <li>• <b>Properties of good embroidery</b></li> <li>• <b>Types of needles</b></li> <li>• <b>Embroidery thread</b></li> <li>• <b>Embroidery fabric</b> Choice will depend on the article you wish to make.</li> <li>• <b>The basic stitches</b> <ul style="list-style-type: none"> <li>○ <b>Back stitch</b>- basic back stitch, stem stitch</li> <li>○ <b>Running stitches</b>- basic running stitch</li> <li>○ <b>Blanket stitches</b>- basic blanket stitch</li> <li>○ <b>Chain stitches</b>- basic chain stitch</li> <li>⊖ <b>Cross stitches</b>- basic cross stitch, herringbone stitch</li> </ul> </li> </ul>	<p><b>Informal assessment:</b> Learners complete a worksheet</p> <p><b>Activity 1: Practical (Demonstration = 25%)</b> Application of a variation of hand and or machine embroidery stitches</p> <p><b>Embroidery can be done on a sampler /an article of own choice / on the patchwork and or quilting article</b></p>
4 – 8	<b>PATCHWORK AND OR QUILTING</b>	<p><b>Do Patchwork and or Quilting (Hand or Machine)</b></p> <ul style="list-style-type: none"> <li>• <b>Definition of patchwork</b></li> <li>• <b>Definition of quilting</b></li> <li>• <b>Equipment needed</b></li> <li>• <b>Choice of fabric</b></li> <li>• <b>Choice of batting</b></li> <li>• <b>Preparation of the fabric – very basic- only those</b></li> </ul>	<p><b>Informal assessment:</b> Learners complete a worksheet</p> <p><b>Activity 2: Practical activity:</b> Create simple patchwork / quilting design e.g. purse / potholder / table runner / placemat</p>

		<p>applicable for the article</p> <ul style="list-style-type: none"><li>• Transferring designs - method and equipment applicable for the design/ability of learner</li><li>• Cutting of strips / squares</li></ul>	
9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<p><b>Practical:</b></p> <p><b>Activity 1: Demonstration                      25%</b></p> <p>Variation of hand / machine embroidery stitches</p> <p>Embroidery can be done on a sampler / article of own choice / on the patchwork and / or quilting article</p> <p><b>Activity 2: Practical                                      50%</b></p> <p>Article e.g. purse / potholder / table runner / placemat</p> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions      Pen and paper test (Oral or written)      25%</b></p>			

**Year 2: Term 2 AND 3 –**

**Note: The content of term 2 and 3 must be seen as a whole – you can change the sequence of the topics, as long as the content is covered.**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b> The learner is able to:	<b>Techniques, activities, resources and process notes</b>
<b>1 - 2</b>	<b>SAFETY</b>	<p><b>Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment</b></p> <p>Explain the procedures in the event of an accident or hazards. Verbal and non-Verbal reporting</p> <p><b>Explain and applying housekeeping practises and measures basic knowledge for year 2</b></p> <ul style="list-style-type: none"> <li>○ Demonstrate health and safety requirements and the application of housekeeping practises and procedures.</li> <li>○ Demonstrate the correct usage and disposal of cleaning equipment.</li> <li>○ Explain the ability to maintain cleanliness in the work area and its importance by applying it</li> </ul> <p><b>Basic first aid</b></p> <p>How do we treat each other when we have open cuts or bleeding?</p> <p><b>No learner must be working without supervision.</b></p>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet with the layout of the class room indicating all safety areas.</p> <p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on safety by matching “safety” words to pictures.</p> <p>Learners will write notes</p>

		<b>All dangerous equipment must be locked in the safe place</b>	
<b>3 - 8</b>	<b>MACHINE SEWING</b>	<p><b>Explain the importance: Before you operate a machine for the first time, be sure that you are familiar with its parts and their uses</b></p> <p><b>Parts of the sewing machine and their uses.</b></p> <ul style="list-style-type: none"> <li>• Spool pin- holds the cotton for the top thread.</li> <li>• Bobbin- for winding the bottom thread</li> <li>• Bobbin case- holds the bobbin</li> <li>• Thread guides- guides the thread from the pool pin.</li> <li>• Take up lever- moves upwards to tighten the thread when the stitch has been completed.</li> <li>• Presser foot- holds the fabric firmly in position during stitching.</li> <li>• Presser foot lever- raises and lowers the presser foot.</li> <li>• Feed dog- feeds the fabric backwards after each stitch is made</li> <li>• Feed plate- provides a smooth surface for</li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet.</p> <p><b>Activity 1: Practical (Demonstration and samplers / small practical article = 25%)</b></p> <p><b>Demonstrate:</b></p> <ul style="list-style-type: none"> <li>• how to thread the machine</li> <li>• how to wind the bobbin</li> <li>• how to change the needle</li> </ul> <p><b>Sewing without thread: Sewing Licence”</b></p> <p><b>Practical</b></p> <p>Then proceed to material samplers / small practical article:</p> <p>Stitching exercises:</p> <ul style="list-style-type: none"> <li>• Straight</li> <li>• Zig zag</li> <li>• Diagonal</li> <li>• Circle</li> <li>• Corners</li> </ul>



		<p>sewing and is often marked with stitching guide line.</p> <ul style="list-style-type: none"> <li>• Bobbin winder- is used to wind thread around the bobbin automatically</li> <li>• Stitch length regulator- sets the length of the stitches</li> <li>• Hand wheel- controls the up and down motion of the needle and needle bar.</li> <li>• Hand wheel screw- is used to start (tightening) or stop (loosening) the stitching mechanism when winding the bobbin.</li> </ul> <p><b>Select suitable presser feet</b></p> <p>All machines have a number of different Interchangeable feet for different types of sewing.</p> <p><b>Types of presser foot:</b></p> <ul style="list-style-type: none"> <li>• General purpose foot</li> <li>• Zipper foot</li> <li>• Button hole foot</li> <li>• Hemming foot</li> </ul> <p><b>Practical use of the sewing machine</b></p> <p>Threading the machine.</p>	
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	<p>Winding the bobbin.  Pulling the bobbin thread through the feed plate.  Learning to machine  Testing the stitch tension.  Stitching length.  How to end off machining.  Machine needles: how to change the needle.</p> <p>Caring for the sewing-machine.  General maintenance takes a few minutes but will ensure that your machines work well and lasts longer between services.</p> <p><b>Identify fabric types</b>  <b>General classification of fibres</b></p> <ul style="list-style-type: none"> <li>• Natural fibres-from plants and animals e.g. cotton, linen, silk, wool, mohair etc.</li> <li>• Synthetic fibres e.g. acrylic, nylon, polyester etc.</li> </ul> <p><b>Cotton:</b></p> <ul style="list-style-type: none"> <li>• Properties and</li> <li>• Uses of cotton</li> </ul> <p><b>Blended fabrics:</b></p> <ul style="list-style-type: none"> <li>• Reasons for blending fibres</li> <li>• Examples e.g. polyester cotton</li> </ul>	<p><b>CHOICE OF FABRIC</b></p> <p><b>Informal Assessment:</b></p> <p>Learners complete a theory worksheet on the classification of textiles; properties; paste pictures of articles made from cotton; describe why it used for the specific article e.g. towels – absorbency</p> <p><b>Resources:</b> workbook, magazines.</p>
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<p><b>CARE OF CLOTHING</b></p>	<p><b>SEWING PROCESSES / TECHNIQUES</b></p>	<p><b>Identify the information found on labels on clothing made of:</b></p> <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Polyester cotton</li> <li>• Wool</li> </ul> <p><b>Identify and explain the symbols and information used on different clothing labels:</b></p> <ul style="list-style-type: none"> <li>• <b>Manufacturer / Trade name</b> e.g. CHING-CHONG</li> <li>• <b>Size</b> e.g. 14 or 36 or medium</li> <li>• <b>Fibre content</b> e.g. fibre content can be cotton, wool, polyester.</li> <li>• <b>Quality marks:</b> SABS, Wool mark</li> <li>• <b>Care symbols:</b> washing, bleaching, ironing, dry-cleaning, drying</li> </ul> <p><b>General hints on care of clothes</b></p> <p><b>Daily care of clothing</b></p> <p><b>Commercial pattern</b></p> <p>Introduction to commercial patterns:</p> <p>Name of different commercial patterns available</p> <p>Basic information on pattern envelope</p> <p>Basic pattern markings: grain lines, cutting lines,</p>	<p><b>Informal assessment;</b></p> <p><b>Learners complete a worksheet on care of clothes and care symbols.</b></p> <p><b>Note:</b></p> <p><b>Bring different clothes so that learners will see different care labels on different garments and identify the fibre content that should be treated differently from the other.</b></p> <p><b>Articles with different labels have need to know information on how to be cleaned.</b></p> <ul style="list-style-type: none"> <li>• Washing symbols</li> <li>• Drying symbols</li> <li>• Machine symbols</li> <li>• Bleaching symbols</li> </ul> <p><b>Informal Assessment:</b> Theory worksheet</p> <p>Introduction to commercial patterns and the taking of body</p>
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		<p>notches, place on fold, stitching line</p> <p>Laying out and cutting of pattern</p> <p>Determine the length wise grain and width wise grain</p> <p>Basic body measurements: bust, waist, hip and back length</p> <p><b>Seams:</b></p> <p>Open single seam</p> <p>Closed single seam</p> <p>Seam finishes: Zig – zag + Over locking</p> <p><b>Disposal of fullness – name + identify</b></p> <p><b>Fasteners – name + identify</b></p> <p><b>Hems – narrow / wide / hand sewn /machine</b></p>	<p>measurements.</p> <p><b>Informal Assessment: Theory worksheets on:</b></p> <ul style="list-style-type: none"> <li>• <b>Seams</b></li> <li>• <b>Disposal of fullness</b></li> <li>• <b>Fasteners</b></li> <li>• <b>Hems</b></li> </ul> <p><b>Activity 2: Garment construction = 50%</b></p> <p>Example: Wrap around skirt with panels</p> <p>The following should be applied on the above garment:</p> <ul style="list-style-type: none"> <li>• Measuring</li> <li>• Open single seams</li> <li>• Closed single seam</li> <li>• Hems</li> </ul>
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9 – 10	Formal Assessment Term 2 and 3	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<b><u>Term 2:</u></b> <b>Practical:</b> <p><b>Activity 1: Practical (Demonstration and samplers / small practical article 25%)</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to thread the machine; wind the bobbin and change the needle</li> <li>• Sewing without thread: Sewing Licence"</li> <li>• Stitching exercises on a sampler or small practical article: e.g. pencil case</li> </ul> <p><b>Activity 2: Practical: Garment Construction 50%</b></p> <ul style="list-style-type: none"> <li>• Article e.g. Wrap skirt around skirt with panels</li> </ul> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions Pen and paper test (Oral or written) 25%</b></p>		
<b><u>Term 3</u></b> <b>Practical:</b> <p><b>Activity 1: Demonstration 25%</b></p> <ul style="list-style-type: none"> <li>• Taking of body measurements</li> </ul> <p><b>Activity 2: Practical: Garment Construction 50%</b></p> <ul style="list-style-type: none"> <li>• Complete garment (Term 2) OR</li> <li>• 2<sup>nd</sup> garment / article e.g. shopping bag, tray cloth, pencil box</li> </ul> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions Pen and paper test (Oral or written) 25%</b></p>		

YEAR 2 TERM 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1- 5	KNITTING AND / OR CROCHETING	<p><b>KNITTING</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of using the correct size needles corresponding with the type of yarn</li> <li>• Study the information on the label of the yarn</li> <li>• Demonstrate the technique of knitting: <ul style="list-style-type: none"> <li>○ the correct method for holding the needle and yarn when starting to knit.</li> <li>○ casting on methods</li> <li>○ plain stitch</li> <li>○ purl stitch</li> <li>○ garter stitch</li> <li>○ rib stitch</li> <li>○ stocking stitch</li> </ul> </li> </ul> <p><b>CROCHETING</b></p> <ul style="list-style-type: none"> <li>• Explain the importance of using the correct needles / hooks corresponding with the type of yarn.</li> <li>• Study the information on the label of the yarn to determine the size of the hook</li> </ul>	<p><b>Informal assessment: Theory worksheet</b></p> <ul style="list-style-type: none"> <li>• Abbreviations</li> <li>• Interpretation of labels on yarn</li> <li>• Identification of the different knitting stitches</li> <li>• Knitting needles</li> <li>• Care of knitted articles</li> </ul> <p><b>Activity 1: Demonstration = 25%</b> Handling of knitting needles. Casting on of stitches. Knit plain. Casting off.</p> <p><b>Activity 2:</b> Knit a scarf / fingerless gloves / head band</p> <p><b>AND / OR CROCHETING</b></p> <p><b>Informal assessment: Theory worksheet</b></p> <ul style="list-style-type: none"> <li>• Abbreviations</li> <li>• Interpretation of labels on yarn</li> <li>• Identification of the different crochet stitches</li> <li>• Crochet needles / hooks</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Demonstrate the technique of crocheting:</b> <ul style="list-style-type: none"> <li>○ The correct method for holding the needle / hook and yarn when starting to crochet.</li> <li>○ Basic stitches: <ul style="list-style-type: none"> <li>- chain</li> <li>- slip stitch</li> <li>- double crochet</li> <li>- treble crochet</li> <li>- ending of</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Care of crocheted articles</li> </ul> <p><b>Activity 1: Demonstration = 25%</b>  Handling of crochet needles / hooks.  Casting on of stitches.  Crochet chain stitch and double crochet  Casting off.</p> <p><b>Activity 2: Practical = 50%</b>  Crochet granny squares and join into potholder / oven gloves / small baby blanket</p>
6	THE CONSUMER	<ul style="list-style-type: none"> <li>• Definition of a consumer</li> <li>• Consumer rights and responsibilities</li> <li>• Needs and wants</li> </ul>	<p>Informal assessment: Theory worksheet  The Consumer</p>
7 - 8	Revision	<ul style="list-style-type: none"> <li>• Theory of choice made - either knitting and / or crocheting</li> <li>• What is a consumer, consumer rights and responsibilities?</li> <li>• Needs and wants</li> </ul>	

9 - 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	
<b>Practical:</b>			
<b>Activity 1:</b>	<b>Demonstration</b>	<b>25%</b>	
	<ul style="list-style-type: none"><li>Knitting:</li></ul>	Handling of knitting needles Casting on of stitches Knit plain Casting off AND / OR	
	<ul style="list-style-type: none"><li>Crocheting:</li></ul>	Handling of crochet needles / hooks Casting on of stitches Crochet chain stitch and double crochet Casting off	
<b>Activity 2:</b>	<b>Practical</b>	<b>50%</b>	
	<ul style="list-style-type: none"><li>Article e.g. Knit a scarf / fingerless gloves / head band</li></ul>	AND / OR	
	<ul style="list-style-type: none"><li>Article e.g. Crochet granny squares and join into potholder / oven gloves / small baby blanket</li></ul>		
<b>Theory:</b>			
<b>Activity 3:</b>	<b>Respond to questions</b>	<b>Pen and paper test (Oral or written)</b>	<b>25%</b>



### Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 3	EMBROIDERY:  MACHINE  APPLIQUE  BEADING	<p><b>Recap the following from year 1 and 2:</b></p> <ul style="list-style-type: none"> <li>Types of needles</li> <li>Embroidery thread</li> <li>Embroidery fabric</li> <li>The basic stitches</li> </ul> <p><b>Describe the following embroidery processes:</b></p> <ul style="list-style-type: none"> <li>Machine embroidery</li> <li>Appliqué</li> <li>Beading</li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet.</p> <p><b>Activity 1: Practical = 50%</b></p> <p>Machine embroidery /Applique / Beading– Apply on article of own choice / apply on existing article or apply on patch work or quilting article</p>
4 – 8	PATCHWORK AND / OR QUILTING  (ADVANCED)	<p><b>Use hand / machine for Patchwork and or Quilting</b></p> <p><b>Recap the following from year 2</b></p> <ul style="list-style-type: none"> <li>Definition of patchwork</li> <li>Defining quilting</li> <li>Choosing fabric</li> <li>Prepare the fabric</li> <li>Choosing batting</li> </ul> <p><b>Design: Use a commercial pattern.</b></p>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet</p> <p><b>Activity 2: Practical = 50%</b></p> <p>Choose a more advanced patchwork and / or quilting design</p> <p>Use a commercial pattern of article of choice (optional)</p> <p>or follow pattern instructions for sequence of techniques</p> <p>Article: E.g.: shopping bags, scatter cushion covers, etc.</p>

9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<b>Practical:</b> <p><b>Activity 1: Demonstration 25%</b></p> <ul style="list-style-type: none"> <li>Machine embroidery / Applique / Beading</li> <li>Apply on sampler / article of own choice / apply on existing article or apply on patch work or quilting article</li> </ul> <p><b>Activity 2: Practical 50%</b></p> <ul style="list-style-type: none"> <li>Article-e.g., shopping bags / scatter cushion covers, etc.</li> </ul> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions Pen and paper test (Oral or written) 25%</b></p>		

YEAR 3 TERM 2 AND 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	SAFETY	<p><b>Explain the basic workshop safety rules;</b></p> <p><b>Basic first aid</b></p> <p>How do we treat each other when we have open cuts or bleeding?</p>	<p><b>Informal Assessment:</b></p> <p>Learners complete a worksheet on safety by matching “safety” words to pictures.</p>
2 - 6	MACHINE SEWING	<p><b>Recap – sewing machine</b></p> <p><b>Trouble shooting</b></p> <p><b>Identify problems in sewing machine</b></p> <ul style="list-style-type: none"> <li>• The machine jams</li> <li>• The needle bends and breaks</li> <li>• Fabric does not feed through</li> <li>• Stitches are different lengths</li> <li>• The top thread keeps breaking</li> <li>• The bottom thread breaks</li> </ul> <p><b>Over locker – use and care</b></p>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on the sewing machine.</p>



	<b>PROCESSES /TECHNIQUES</b>	<ul style="list-style-type: none"> <li>• Basic darts</li> <li>• Gathering: <ul style="list-style-type: none"> <li>○ Elastic gathering in casing</li> <li>○ Elastic gathering without a casing</li> </ul> </li> <li>• Pleats: <ul style="list-style-type: none"> <li>○ Knife pleats</li> <li>○ Inverted pleats</li> <li>○ Box pleats</li> </ul> </li> </ul> <p><b>Interfacing</b></p> <ul style="list-style-type: none"> <li>• How to apply Interfacing</li> </ul> <p><b>Openings and fasteners:</b></p> <ul style="list-style-type: none"> <li>• Identify different fasteners: <ul style="list-style-type: none"> <li>○ Buttons and buttonholes</li> <li>○ Zippers</li> <li>○ Hooks and eyes</li> <li>○ Snap fasteners</li> <li>○ Velcro</li> </ul> </li> <li>• Marking buttons and buttonholes</li> <li>• Different methods to attach buttons</li> </ul>	<p>Learners complete a worksheet on disposal of fullness.</p> <p><b>Activity 2: Practical = 50%</b></p> <p>Making a cushion cover / bag / garment e.g. skirt / plain dress.</p> <p>The above must include:</p> <ul style="list-style-type: none"> <li>• Edge finishing: facing / waistband</li> <li>• Disposal of fullness</li> <li>• and fasteners</li> </ul> <p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on shaped facings and interfacings.</p> <p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on identification and use of different fasteners</p> <p><b>Activity 1: Term 3: Demonstration = 25%</b></p> <ul style="list-style-type: none"> <li>• Make samplers of: <ul style="list-style-type: none"> <li>○ Machine made buttonholes</li> <li>○ Attaching a flat button</li> <li>○ Attaching a button with a shank</li> </ul> </li> </ul> <p><b>Activity 2: Term 3: Practical: = 50%</b></p> <p>Complete the article / garment started in the 2<sup>nd</sup> term. (e.g. cushion</p>
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		<b>Recap Hems</b>	cover, bag or clothing article e.g. skirt / plain dress) OR make a second article / garment to include all the required techniques(see Term 2)
7 - 8	<b>CARE FOR CLOTHING</b>	<p><b>Recap:</b></p> <p><b>Identify the information found on labels found on clothing made of:</b></p> <ul style="list-style-type: none"> <li>• Cotton</li> <li>• Polyester cotton</li> <li>• Wool</li> </ul> <p><b>Identify and explain the symbols and information used on different clothing labels:</b></p> <ul style="list-style-type: none"> <li>• <b>Manufacturer / Trade name</b> e.g. CHING-CHONG</li> <li>• <b>Size</b> e.g. 14 or 36 or medium</li> <li>• <b>Fibre content</b> e.g. fibre content can be cotton, wool, polyester.</li> <li>• <b>Quality marks:</b> SABS, Wool mark</li> <li>• <b>Care symbols:</b> washing, bleaching, ironing, dry-cleaning, drying</li> </ul> <p><b>General hints on care of clothes</b></p> <p><b>Daily care of clothing</b></p>	<p><b>Informal assessment;</b></p> <p>Learners complete a worksheet on care of clothes and care symbols.</p> <p><b>Note:</b></p> <p>Bring different clothes so that learners will see different care labels on different garments and identify the fibre content that should be treated differently from the other.</p> <p>Articles with different labels have need to know information on how to be cleaned.</p> <ul style="list-style-type: none"> <li>• Washing symbols</li> <li>• Drying symbols</li> <li>• Machine symbols</li> <li>• Bleaching symbols</li> </ul>

9 – 10	Formal Assessment Term 2 and 3	<p>The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.</p> <p>* Formal assessment will cover the theory and practical skills covered in the specific term</p>
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**Term 2**

**Practical:**

**Activity 1: Demonstration                      25%**

- Use basic measurements and the back of the pattern envelope to determine the amount of fabric needed to complete the article / garment.
- Use the diagram on the instruction sheet to lay out the pattern on the fabric.

**Activity 2:: Practical                              50%**

Article e.g. Practical article e.g. cushion cover, bag or clothing article e.g. skirt / plain dress

The above must include:

- o Edge finishing: facing / waistband
- o Disposal of fullness
- o and fasteners

**Theory:**

**Activity 3: Respond to questions      Pen and paper test (Oral or written)      25%**

### **Term 3**

#### **Practical:**

**Activity 1: Demonstration 25%**

- Make samplers of:
  - Machine made buttonholes
  - Attaching a flat button
  - Attaching a button with a shank

**Activity 2:: Practical 50%**

Complete the article / garment started in the 2<sup>nd</sup> term (e.g. cushion cover, bag or clothing article e.g. skirt / plain dress)

OR make a second article / garment to include the required techniques.

#### **Theory:**

**Activity 3: Respond to questions Pen and paper test (Oral or written) 25%**



**YEAR 3 TERM 4**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b> The learner is able to:	<b>Techniques, activities, resources and process notes</b>
<b>1- 4</b>	<b>KNITTING AND / OR CROCHETING</b>	<p><b>KNITTING</b></p> <p>Recap knitting content of year 2 term 4</p> <p>Knitting from a basic pattern</p> <ul style="list-style-type: none"> <li>• Read from a knitting pattern</li> <li>• Include rib</li> </ul> <p><b>OR CROCHETING</b></p> <p>Recap the following content of year 2 term 4</p> <p>Crocheting from a basic pattern</p> <ul style="list-style-type: none"> <li>• Read from a pattern</li> <li>• Include more advanced stitches</li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on knitting / crocheting</p> <p><b>Activity 1: Demonstration = 25%</b></p> <p>Knit / crochet a sampler – recap starting and ending and include more advanced stitches. E.g. Knit – rib; Crochet – double treble.</p> <p><b>Activity 2: Practical = 50%</b></p> <p>Knit / crochet from a pattern.</p> <p>E.g. hat / beanie / bolero / hanger covers.</p>
<b>5</b>	<b>ENTREPRENEURSHIP</b>	<p><b>Entrepreneurship – Basic knowledge</b></p> <ul style="list-style-type: none"> <li>• What is an entrepreneur?</li> <li>• Reasons why people decide to become entrepreneurs.</li> <li>• Qualities of successful entrepreneurs – reasons why some entrepreneurs fail.</li> <li>• The importance of entrepreneurship for the</li> </ul>	<p><b>Discussion session:</b> to broaden the understanding, on how to be responsible citizens and contribute to the economy of our country</p> <p><b>Informal assessment:</b></p> <p>Learners complete a work sheet: The Entrepreneur</p>

		South African economy and society	
6 - 7	Revision	<b>Theory of the choice made – either crocheting or knitting.</b> <b>Entrepreneurship</b>	
8 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.	

**Practical:**

**Activity 1: Demonstration 25%**

- Knit / crochet a sampler – recap starting and ending and include more advanced stitches. E.g. Knit – rib; Crochet – double treble.

**Activity 2: Practical 50%**

- Article – knitting e.g. hat / beanie / bolero / hanger covers
- Article – crocheting e.g. hat / beanie / bolero / hanger covers

**Theory:**

**Activity 3: Respond to questions Pen and paper test (Oral or written) 25%**

**YEAR 4 TERM 1 PRACTICAL OPTION: - LEARNERS HAVE A CHOICE BETWEEN GARMENT OR SOFT FURNISHING CONSTRUCTION**

[illegible]

		<p><b>Focal points to be measured</b></p> <ul style="list-style-type: none"> <li>• Bust measurement</li> <li>• Waist measurement</li> <li>• Hip measurement</li> <li>• Back length</li> <li>• Across the back</li> <li>• Skirt length</li> <li>• Full length</li> </ul> <p><b>Laying the pattern on the fabric:</b></p> <p><b>Cutting out</b></p> <p><b>Transferring pattern markings:</b></p> <p>Various ways in which one can mark construction symbols: e.g. tracing wheel and carbon paper, Tailor's chalk or magic pen, Tailor's tacking(optional), pins are sometimes used.</p> <p><b>Fitting:</b></p> <ul style="list-style-type: none"> <li>• Basic pattern alterations waist</li> <li>• Basic principles</li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on body measurements.</p> <p><b>Activity 1: Demonstration = 25%</b></p> <p><b>GARMENT</b></p> <p>Learners consult the different styles / variations on the front of the pattern envelope.</p> <p>Take out the pattern pieces relevant for their choice</p> <p>Lay pattern pieces on the fabric</p> <p>Cut out and transfer the pattern markings</p> <p><b>SOFT FURNISHING</b></p> <p>Calculate the amount of fabric needed for the articles</p> <p>Choose and plan suitable decorative enhancement (recap Level 2 and 3 Terms 3)</p> <p>Consider the standard measurement for bedding and duvets.</p> <p>Lay pattern pieces on the fabric</p> <p>Cut out and transfer the pattern markings</p> <p><b>Planning the work procedures</b></p> <p>After the pattern has been cut out and the pattern markings transferred, plan the order of work</p>
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3 - 8	<b>GARMENT / SOFT FURNISHING CONSTRUCTION</b>	<p><b>How to apply Interfacing</b></p> <p><b>Types of interfacing</b></p> <ul style="list-style-type: none"> <li>• Fusible interfacing</li> <li>• Sew-in interfacing</li> </ul> <p><b>How to iron on fusible interfacing</b></p> <p><b>Seams:</b></p> <ul style="list-style-type: none"> <li>• Open</li> <li>• Closed – sewing curves</li> <li>• Enclosed</li> <li>• French seam</li> <li>• Run-and-fell seams</li> </ul> <p><b>Types of seam finishing:</b></p> <ul style="list-style-type: none"> <li>• Zigzag</li> <li>• Pinking scissors</li> <li>• Bound seam finish- on the inside</li> </ul> <p><b>Disposal of fullness</b></p> <ul style="list-style-type: none"> <li>• <b>Darts-</b></li> <li>• <b>Gathering:</b> <ul style="list-style-type: none"> <li>○ Gathers</li> <li>○ Elastic gathering in casing-</li> <li>○ Elastic gathering without a casing</li> </ul> </li> </ul>	<p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on facings and interfacings</p> <p><b>Activity 2: Practical 50%</b></p> <ul style="list-style-type: none"> <li>• Article – Garment with seams, disposal of fullness, facing, openings and hems. E.g. skirt / dress / long pants</li> <li>• Article – Soft furnishings: including seams, disposal of fullness, facings, hems and decorative work. E.g. Baby room: Pillow case, fitted sheet</li> </ul> <p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on disposal of fullness.</p>
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		<ul style="list-style-type: none"> <li>• <b>Pleating</b>  <b>Types of pleats</b> <ul style="list-style-type: none"> <li>○ Knife pleats-</li> <li>○ Box pleats-</li> <li>○ Stitched down pleats-</li> </ul> </li> <li>• <b>Tucks</b></li> </ul> <p><b>Basic waistband (recap interfacing)</b></p> <p>Simple waistbands can be found at the top of a skirt as well as pants.</p>	
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.		
<b>Term 1:</b>				
<b>Practical:</b>				
<b>Activity 1: Demonstration 25%</b>				
<ul style="list-style-type: none"><li>Learners decide on style / variations / articles, lay out, cut out on fabric and transfer pattern markings.</li></ul>				
<b>Activity 2: Practical 50%</b>				
<ul style="list-style-type: none"><li>Article – Garment with seams, disposal of fullness, facing and hems. E.g. skirt / dress / long pants</li><li>Article - Soft furnishings: with seams, disposal of fullness, facings, hems and decorative work. E.g. Baby room: Pillow case, fitted sheet</li></ul>				
<b>Theory:</b>				
<b>Activity 3: Respond to questions Pen and paper test (Oral or written) 25%</b>				

YEAR 4 TERM 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 8	GARMENT / SOFT FURNISHING CONSTRUCTION - CONTINUE	<p><b>Necklines and collars:</b></p> <ul style="list-style-type: none"> <li>• Shaped facing</li> <li>• Bias binding</li> <li>• Collars: (be able to identify the different collars) <ul style="list-style-type: none"> <li>○ Flat collar e.g. Peter Pan, Sailor</li> <li>○ Rolled collar e.g. classic, shawl, shirt</li> <li>○ Standing collars e.g. polo, mandarin, Chinese</li> </ul> </li> </ul> <p><b>Pockets</b></p> <p><b>Two general classifications:</b></p> <ul style="list-style-type: none"> <li>• <b>Patch pockets</b> They appear on the outside of the garment They can be lined or unlined, with flaps or self-flap or separate flap.</li> <li>• <b>Inside pockets (must be able to identify it)</b> An in-seam pocket is sewn into the side seam of a dress, etc.</li> </ul>	<p><b>Construction technique:</b></p> <p><b>Recap Term 1 on all the techniques needed for the 2<sup>nd</sup> article / garment</b></p> <p><b>Informal assessment:</b></p> <p>Learners complete a worksheet on neckline finishes and collars.</p> <p><b>Activity 1: Demonstration = 25%</b></p> <p>Make a sampler of a patch pocket with a flap</p> <p><b>Activity 2: Practical = 50%</b></p> <ul style="list-style-type: none"> <li>• Article – Make garment including facings, collar, sleeves, fasteners, disposal of fullness, hems. E.g. blouse or jacket:</li> <li>• Article – Make duvet cover and cot bumper / nappy bag including disposal of fullness, seams, hems and decorative work</li> </ul>



			<p><b><u>Suggested</u> possible order of work for garment:</b></p> <p>Seams</p> <p>Disposal of fullness</p> <p>Collar and facing</p> <p><b><u>Suggested</u> possible order of work article (duvet cover)</b></p> <p>Decorative work</p> <p>Disposal of fullness</p> <p>Seams</p>
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<p><b>Practical:</b></p> <p><b>Activity 1: Demonstration                      25%</b></p> <p>Make a sampler of a patch pocket with a flap</p> <p><b>Activity 2: Practical                                      50%</b></p> <ul style="list-style-type: none"> <li>• Article- Make own garment including facings, collar, sleeve, fasteners, easing of fullness, hems e.g. blouse or jacket</li> <li>• Article: Make duvet cover and cot bumper / nappy bag including interfacing, disposal of fullness, seams, hems and decorative work</li> </ul> <p><b>ARTICLES TO BE FINISHED OVER 2 TERMS (TERM 2 AND 3)</b></p> <p><b>Theory:</b></p> <p><b>Activity 3: Respond to questions      Pen and paper test (Oral or written)      25%</b></p>		

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1 - 7	GARMENT / SOFT FURNISHING CONSTRUCTION - CONTINUE	<p>Sew openings and fasteners applicable to the garment / article of choice</p> <p>Recap:</p> <ul style="list-style-type: none"> <li>Buttons and buttonholes</li> <li>Hooks and eyes</li> <li>Snap fasteners</li> <li>Velcro</li> </ul> <p>Zippers</p> <p>Types of zippers:</p> <ul style="list-style-type: none"> <li><b>Centred zipper</b> – it is done with a regular zipper down the centre of a seam</li> <li><b>Lapped zipper</b> – it is like a centred zipper except there is a flap of fabric over the zipper teeth</li> <li><b>Invisible zipper</b> – finish both the sides of the zipper first and then sew the seam</li> </ul>	<p><b>Construction techniques:</b></p> <p>Recap Term 1 and 2 on all the techniques needed for the 2<sup>nd</sup> article / garment.</p> <p><b>Informal assessment:</b></p> <p>Make a sampler of a lapped zipper if it is not included in your article / garment</p> <p><b>Activity 1: Practical: = 75%</b></p> <ul style="list-style-type: none"> <li>Article: Complete garment including facings, collars, sleeves, fasteners, easing of fullness, hems – e.g. blouse or jacket</li> <li>Article: Complete articles (duvet cover and cot bumper / nappy)</li> </ul>

		<p><b>Sleeves</b></p> <p><b>Types of sleeves:</b></p> <ul style="list-style-type: none"> <li>○ Set-in sleeve</li> <li>○ Raglan sleeve</li> <li>○ Cut on sleeve</li> </ul> <p><b>Sleeve finishes:</b></p> <ul style="list-style-type: none"> <li>○ Double fold hem</li> <li>○ Elastic sleeve hem</li> <li>○ Sleeve cuff and plackets</li> </ul> <p><b>Hems</b></p> <p><b>Types of hems:</b></p> <ul style="list-style-type: none"> <li>○ Machine fold hems, e.g. single fold, double fold hem</li> <li>○ Hand sewn hems, e.g. hemstitch, blind hem stitch</li> </ul>	<p>bag including interfacing, disposal of fullness, seams, hems, fasteners and decorative work</p> <p><b><u>Follow the order on the commercial pattern instruction sheet</u></b></p> <p>Suggested possible order of work (garment)</p> <p>Sleeves</p> <p>Cuffs</p> <p>Fasteners</p> <p>Hems</p> <p><b>Suggested possible order of work (duvet) bumper</b></p> <p>Decorative work</p> <p>Disposal of fullness</p> <p>Fasteners(both duvet / bumper / nappy bag)</p> <p>Seams</p> <p>Hems</p>
8	<b>BASIC MARKETING STRATEGIES</b>	<p><b>Marketing strategies</b></p> <p><b>Five marketing strategy</b></p> <ul style="list-style-type: none"> <li>• <b>Product</b> <ul style="list-style-type: none"> <li>○ Trade name</li> <li>○ Image</li> </ul> </li> </ul>	<p><b>Informal assessment:</b></p> <p>Discussion session to broaden the understanding, on how to advertise your business and to contribute to the economy.</p> <p>Explain what consequences bad advertising and good advertising has on our country question and answer.</p>

		<ul style="list-style-type: none"> <li>○ Labels</li> <li>○ Packaging</li> </ul> <ul style="list-style-type: none"> <li>• <b>Promotion and advertising</b></li> </ul> <p>Sales promotion</p> <p>Advertising</p> <ul style="list-style-type: none"> <li>○ Objectives of advertising</li> <li>○ Selecting advertising media</li> <li>○ Create an effective message</li> <li>○ Design the pamphlet and poster</li> </ul> <ul style="list-style-type: none"> <li>• <b>Price and pricing strategy</b></li> </ul> <ul style="list-style-type: none"> <li>○ Premium pricing</li> <li>○ Value for money pricing</li> <li>○ Under pricing</li> <li>○ Market skimming</li> </ul> <ul style="list-style-type: none"> <li>• <b>Place</b></li> <li>• <b>People</b></li> </ul> <ul style="list-style-type: none"> <li>○ Target group</li> <li>○ Marketers</li> </ul> <ul style="list-style-type: none"> <li>• <b>Costing</b></li> </ul> <ul style="list-style-type: none"> <li>○ What makes up the cost of a product?</li> <li>○ Use the cost of the ingredients/materials and calculate the cost of a product/item.</li> <li>○ Develop and cost a shopping list.</li> </ul>	<p>Use the marketing strategies and develop an advertisement for your articles / garments on a A4 page.</p>
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		<p><b>Choice of items for small-scale production</b></p> <p><b>Factors to consider:</b></p> <ul style="list-style-type: none"> <li>• The culture, socio-economic conditions and preferences of the target group.</li> <li>• The human, material and environmental resources available to the entrepreneur</li> </ul> <p><b>Planning for small-scale production</b></p> <ul style="list-style-type: none"> <li>• Use the principles of work simplification to adapt household processes and workflow to produce a product for small-scale production from home (production on a larger scale than for household use).</li> <li>• The main working areas: planning, production, controlling/evaluating, packing.</li> <li>• Correct sizes and heights of work surfaces, storage of equipment and other resources</li> </ul>	
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9 – 10	Formal Assessment	The weeks allocated for formal assessment are integrated across the weeks planned for teaching and learning. The assessment will consist of Practical Task/s with a 75% weighting and a Theory test with a 25% weighting.
<b>Practical:</b> <p><b>Activity 1: Practical 75%</b></p> <p><b>Refer to term 2</b></p> <ul style="list-style-type: none"> <li>• <b>Article- Make own garment including facings, collar, sleeve, fasteners, easing of fullness, hems e.g. blouse or jacket</b></li> <li>• <b>Article: Make duvet cover and cot bumper / nappy bag including interfacing, disposal of fullness, seams, hems and decorative work</b></li> </ul> <p><b>Theory:</b></p> <p><b>Activity 2: Respond to questions Pen and paper test (Oral or written) 25%</b></p>		

**Year 4 Term 4**

<b>WEEK</b>	<b>TOPIC</b>	<b>CONTENT</b> <b>Revision and consolidation</b> <b>The learner is able to:</b>	<b>Techniques, activities, resources and process notes</b>
<b>1 - 2</b>	Sewing hand tools Hand stitches Choice of fabric Soft furnishings – decorative work	<ul style="list-style-type: none"> <li>• know the different sewing tools, classify them and care for them;</li> <li>• use the correct hand stitches for suitable purpose;</li> <li>• choose correct fabric to use for different rooms and project;</li> <li>• choose correct fabric, colour, suitable feature for soft furniture and upholstery;</li> <li>• show creativity using different stitches and appliqué in patchwork, quilting and embroidery;</li> <li>• apply technique of knitting and crocheting to make functional articles;</li> </ul>	Discuss, explain, review topics Class quiz Show posters Demonstrate skills Worksheets
<b>3 - 4</b>	Sewing machine Care for clothes Commercial pattern Construction techniques The consumer The entrepreneur	<ul style="list-style-type: none"> <li>• check, clean, use, adjust and replace basic parts to machinery and equipment in a given work area;</li> <li>• read and interpret the information on commercial pattern and apply</li> <li>• use patterns to make garments / articles</li> <li>• clean and store correctly pressed and ironed items</li> <li>• know how to be a good consumer</li> </ul>	Discuss, explain, review topics Class quiz Show posters Demonstrate skills Worksheets



	Marketing strategies	<ul style="list-style-type: none"> <li>know the importance of entrepreneurship for the South African economy and society</li> </ul>	
5 - 10	External examination	<p>External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification</p> <p>Complete external Practical Assessment Task (PAT) = 25%</p> <p>Formal external assessment written test or oral = 25% of qualification</p>	

## SECTION 4

### ASSESSMENT

#### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

#### 4.2 Assessment Principles

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment

for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

#### **4.2.2 Informal Assessment or Daily Assessment**

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

#### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

##### a. Why use a Formal Assessment task?

**“Formal Assessment Task (assessment of learning)”** – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

##### b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

## **Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)**

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
  - Social adjustment and responsibility;
  - Moral accountability and ethical work orientation;
  - Economic participation; and
  - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- ***Practicability and cost-effectiveness***

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

## **4.3 Managing Assessment**

### **Assessor Requirements**

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

### **Types of Assessment**

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

## Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.
- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

## Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

<b>TEACHER ASSESSMENT</b>	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.



<b>GROUP ASSESSMENT</b>	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.
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**Task lists** and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

**Rubrics** are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

### **Competence Descriptions**

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

### **Strategies for Collecting Evidence**

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

**Record sheets:** The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

**Checklists:** Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

## **School Assessment Programme**

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

**The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.**

**The following should at least be included in the Teacher's File:**

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

**The learner's Evidence of Performance must at least include:**

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;
- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

## Assessment across the four years

**Year 1** Reporting only in the term when the skill is done.

The GETC: Skills and Vocational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Vocational Subjects. Each subject is offered over a ten-week period (one term) in Year 1, where the learner is exposed to the basic skills required for the subject. By the end of year 1 the learner will select a minimum of one skill for the qualification.

Year 1	<b>Formal School-Based Assessments</b>
	Learner performance in the Term:
	Practical 75%
	Theory 25%
Term Report	100%

## Years 2 and 3

Year 2 will focus on a broad overview of the subject with a basic understanding and mastery of some of the basic skills required in the subject. Year 3 will focus on the consolidation of the basic skills and the addition of more advanced skills. Learners must in Year 3 start to develop a greater degree of independent mastery of the subject skills.

Year 2/3	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	o Practical 75%
	Theory 25%	Theory 25%	Theory 25%	
				o Pen and Paper Test/ Exam 25%
Term Report	100%	100%	100%	
End of Year	CASS 75%			25%

### Year 4 Qualification year

In year 4 the focus shifts to the World of Work. Learners must consolidate required skills for the qualification and may engage in workplace exposure for a short period of time during the fourth year. Learners develop independent mastery of skills to be competent within the workplace

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical 75%	Practical 75%	Practical 75%	External Practical Assessment Task 25%
	Theory 25%	Theory 25%	Theory 25%	
				External
Term Report	100%	100%	100%	Pen and Paper Test 25%
End of Year	SBA 50%			External Exams 50%

### CLARIFICATION ON ASSESSMENT PERIODS

Year 2 and 3:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in term 3 only

Term 4 theory assessment to consist of work done in terms 3 and 4

Year 4:

Term 1 theory assessment to consist of work done in term 1 only

Term 2 theory assessment to consist of work done in terms 1 and 2

Term 3 theory assessment to consist of work done in terms 1, 2 and 3

Term 4 Theory completed in the year

Timing of formal assessment

## Suggested Program of Assessment for Sewing

School Assessment Programme

YEAR 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Year 1	<b>Safety</b>  <b>Hand tools</b> Select, care and use safely  <b>Hand stitches</b> Tacking, running, back stitch, slip hemming, blanket stitch	<b>Activity 1</b> Stitching skills demonstrated: Tacking, running, backstitch and slip hemming, blanket stitch	Demonstration	25%	FAT 1
		<b>Activity 2</b> Article EXAMPLE: Book cover, placemat, pencil holder, cell phone bag etc.	Practical	50%	
		<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 2					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<b>Patchwork and / or Quilting</b>  Properties of good embroidery  Knowledge of suitable textiles / fabric, other material, thread and tools to be used.  Use of basic stitches hand / machine embroidery stitches	<b>Activity 1</b>  Demonstrate quilting and / or patchwork basic hand /machine stitches on sampler or article.	Demonstration	25%	FAT 1
		<b>Activity 2</b>  <b>Example:</b> Create a simple patchwork and / or quilting article e.g. purse / potholder / table runner / placemat	Practical	50%	
		<b>Activity 3</b>  Respond to questions	Pen and paper test (Oral or written)	25%	

Terms 2 and 3	<b>Safety and first aid</b>  <b>Machine sewing</b> Parts of the sewing machine and their uses.  Practical use of the sewing machine	<b>Activity 1</b>  <b>Machine sewing</b> Demonstration to obtain "Sewing Licence".  Stitching exercises on sampler or small article (straight, zigzag, diagonal, circle and corners.)	Demonstration	25%	FAT 2
	<b>Choice of fabric</b> Cotton and blended fabrics  <b>Care of clothes Care labels</b>  <b>Care symbols</b>  <b>General hints on care of clothes</b>  <b>Daily care of clothes</b>	<b>Activity 2</b> <b>Garment construction</b> Article: Wrap around skirt with panels, including the following techniques: open and closed single seams and hems.	Practical	50%	
	<b>Garment / article construction:</b> Basic use of commercial pattern  Sewing techniques: <ul style="list-style-type: none"> <li>Seams, disposal of fullness (name + identify), fasteners (name + identify), hems</li> </ul>	<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	

<b>Terms 2 and 3</b>	<b>Continue / Recap Garment /article construction</b>  Use of commercial – pattern – instruction sheet  Sewing processes  Open and closed single seams, seam finishes,  hems	<b>Activity 1</b>  Taking of body measurements	Demonstration	25%	FAT 3
		<b>Activity 2</b>  Complete article garment started in term 2  OR  Make 2 <sup>nd</sup> article /garment e.g. shopping bag, tray cloth, pencil case.	Practical	50%	
		<b>Activity 3</b>  Respond to questions	Pen and paper test (Oral or written)	25%	



Term 4	<b>CROCHETING AND / OR KNITTING</b> Explain the importance of using the correct size needles /hooks corresponding with the type of yarn Study the information on the label of the yarn Demonstrate the techniques of knitting and / or crocheting using the basic knitting and / or crocheting stitches. <b>Consumer –basic knowledge</b> Definition Rights Responsibilities	<b>Activity 1</b> Knitting and / or crocheting skills demonstrate: Knitting: Handling of knitting needles Casting on of stitches Knit plain Casting off AND / OR Crocheting: Handling of crochet needles / hooks Casting on of stitches Crochet chain stitch and double crochet Casting off	Demonstration	25%	FAT 4
		<b>Activity 2</b> Knitting e.g. scarf / fingerless cloves / head band AND / OR Crocheting e.g. granny squares join into potholder / oven gloves / small baby blanket	Practical	50%	
		<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<b>Embroidery:</b> Machine embroidery Applique Beading  <b>Patchwork and / or quilting(advanced):</b> Recap knowledge of year 2 terms 2 and 3.  <b>Use a commercial pattern</b> <b>Use of advanced embroidery stitches / applique or beading</b>	<b>Activity 1</b> Machine embroidery / applique / beading apply on sampler / article of own choice / on existing article / or on patchwork / quilting article (activity 2)	Demonstration	25%	FAT 1
		<b>Activity 2</b> Article: Patchwork and / or quilting (decorative work optional) e.g. shopping bags, scatter cushion covers etc.	Practical	50%	
		<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2 and 3	<b>Safety and basic first aid(Recap)</b>  <b>Sewing machine</b> Trouble shooting Over locker – use and care  <b>Choice of fabric(Recap)</b>  <b>Garment / article construction</b>	<b>Activity 1</b> Take basic measure- ments to determine the amount fabric needed. Use the chosen diagram on instruction sheet to lay and cut out pattern.	Demonstration	25%	FAT 1
		<b>Activity 2</b> Article: e.g. cushion cover, shopping bag,	Practical	50%	

	Commercial patterns Instruction sheet <b>Sewing techniques</b> <b>Recap seams and hems.</b>  Disposal of fullness  Edge finishing and interfacings  Fasteners: Buttons and buttonholes	skirt, plain dress - include an edge finish, disposal of fullness and fasteners.			
		<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2 and 3	<b>Garment / article construction - continue</b>  <b>Sewing processes – continue from term 2.</b>  <b>Recap: Care of clothing</b>  Care labels Care symbols  General hints on care of clothes  Daily care of clothes	<b>Activity 1(Term 3)</b>  Make samplers of: Machine made button-holes; attaching a flat and a button with a shank.	Demonstration	25%	FAT 2
		<b>Activity 2(Term 3)</b>  Complete article / garment in term 2 OR make a 2 <sup>nd</sup> article / garment.	Practical	50%	
		<b>Activity 3(Term 3)</b> Respond to questions	Pen and paper test (Oral or written)	25%	

<b>Term 4</b>	<b>Knitting and / or Crocheting</b> <b>Recap year 2 and 3</b> Knit / crochet from a pattern	<b>Activity 1:</b> Knit /crochet a sampler include advance stitches. E.g. Knit – rib; Crochet – double treble	Demonstration	25%	FAT 4
	<b>Entrepreneurship</b> Definition; Reasons for becoming an entrepreneur; Qualities	<b>Activity 2:</b> Knitting /crocheting from a pattern e.g. hat / beanie / bolero / hanger covers	Practical	75%	
	Importance for SA economy and society	<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term 1	<b>Revision on the following content:</b>  <b>Safety and basic first aid</b>  <b>Classification of fibres and their properties</b>  <b>Commercial pattern</b> Pattern envelop Pattern instruction Pattern inventory Pattern markings Focal points to be measured  <b>Garment construction</b> Preparing fabrics for cutting. Special fabric layouts Fitting(garment) Basic pattern alterations  <b>Garment Construction</b> Application of interfacing disposal of fullness	<b>Activity 1</b>  Learners decide on style / variations / articles, lay out, cut out on fabric and transfer pattern markings	Demonstration	25%	FAT 1
		<b>Activity 2</b>  Article: Garment with seams, disposal of fullness, facing fasteners and hems e.g. skirt / dress  <b>OR</b>  Article: Soft furnishings: with seams, disposal of fullness, facings, hems and decorative work e.g. pillow case and fitted sheet for baby room with disposal of fullness, seams, hems and decorative work	Practical	50%	
		<b>Activity 3</b>  Respond to questions	Pen and paper test (Oral or written)	25%	

	seams Hems Decorative work (soft furnishings)				
Term 2	<b>Garment construction</b> Application of interfacings	<b>Activity 1</b> Make a sampler of a patch pocket with a flap	Demonstration	25%	FAT 2
	Collar Sleeves Fasteners Hems <b>OR</b> <b>Soft furnishing construction</b> Decorative work Application of interfacings Disposal of fullness Seams Hems	<b>Activity 2</b> <b>Garment jacket or blouse:</b> Application of facing Seams finishing Easing of fullness Decorative work(optional) <b>Soft furnishing Article: duvet cover and cot bumper /nappy bag:</b> Application of facing Seams finishing Easing of fullness Decorative work	Practical	50%	
		<b>Activity 3</b> Respond to questions	Pen and paper test (Oral or written)	25%	
Term 3	<b>Garment construction</b> Application of interfacings	<b>Activity 2 Garment: e.g. Construction of a jacket or blouse</b> Application of interfacing	Practical	50 %	FAT 3

	Collar	Collar			
	Sleeves	Sleeve			
	Fasteners	Fasteners			
	Hems	Hem finishing			
	<b>OR</b>	<b>Complete garment over 2 terms (Term 2 + 3)</b>			
	<b>Soft furnishing construction</b>	<b>Soft furnishing article construction:</b>			
	Decorative work	Decorative work			
	Application of interfacings	Application of interfacing			
	Disposal of fullness	Disposal of fullness			
	Seams	Seams			
	Hems	Hems			
	<b>Marketing strategies</b>	<b>Complete article over 2 terms (term 2 + 3)</b>			
		Activity 2 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	Core content and Concept across the years	External moderation of school assessment over terms 1, 2 and 3.		50%	GCE: TO Qualification
		Activity 1 Practical	Formal external Practical Assessment Task	25%	
		Activity 2 Respond to questions	Formal external assessment: Written test ( or oral where necessary)	25%	

## Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.



### Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

#### NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

#### Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

#### **4.4 Moderation of Assessment**

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

##### **4.4.1 Internal moderation**

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

##### **4.4.2 External moderation**

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;

- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;
- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### **4.5 General**

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

## SECTION 5

### RESOURCES

Annexure A

### POSSIBLE PRACTICAL EXAMPLES

PLAN FOR PRACTICAL ASSESSMENT ACROSS THE FOUR YEARS				
YEAR 1	HAND SEWING			
YEAR 2	<p>PATCHWORK AND / OR QUILTING (Hand /machine) Application of basic skills / techniques</p> <p>EMBROIDERY BY HAND e.g. Applied on article of own choice / on patch or quilting</p>	<p>MACHINE SEWING Practical use of machine Identification of parts of machine Straight stitching Zig-zag stitching/overclocks Open and closed single seams Hems Measuring e.g. applied on a garment</p>	<p>MACHINE SEWING Practical use of machine Identification of parts of machine Straight stitching Zig-zag stitching/overclocks Open and closed single seams Hems Measuring e.g. applied on garment or practical article</p>	<p>BASIC KNITTING OR CROCHETING e.g. Applied on article of own choice</p>
YEAR 3	<p>PATCH WORK AND OR QUILTING (Hand /machine) Application of more advanced skills / techniques</p> <p>EMBROIDERY/ BY MACHINE /APPLIQUE e.g. Applied on article of own choice / on patch or quilting</p>	<p>MACHINE SEWING Edge finishing: Shaped facing / bindings Disposal of fullness Fasteners Hems e.g. applied on a practical article or garment</p>	<p>MACHINE SEWING Edge finishing: Shaped facing / bindings Disposal of fullness Fasteners Hems e.g. applied on a practical article or garment</p>	<p>MORE ADVANCED KNITTING OR CROCHETING e.g. Applied on article of own choice using a pattern</p>

YEAR 4	<p><b>GARMENT MAKING</b></p> <p>Body measurement Interpretation and use of a commercial pattern Recap some of skills above necessary for garment choice e.g. skirt / dress / long pants with different seams, disposal of fullness, facing, fastener and hem</p>	<p><b>GARMENT MAKING - 2</b></p> <p>Application of interfacing Collar Sleeve Fasteners Disposal of fullness Hem finish <b>JACKET/ BLOUSE</b> <b>Garment to be finished over 2 terms</b></p>	<p><b>GARMENT MAKING - 2</b></p> <p>Application of interfacing Collar Sleeve Fasteners Disposal of fullness Hem finish <b>Garment to be finished over 2 terms</b></p>	
YEAR 4	<p><b>SOFT FURNISHING (BABY ROOM)</b></p> <p>Measuring Interpretation and use of commercial Recap some of skills above necessary for assembling the articles. e.g. pillow cases and fitted sheets with disposal of fullness, different seams, hems. Decorative work: embroidery /applique/ patch work/ quilting <b>PILLOW CASES</b> <b>FITTED SHEET</b></p>	<p><b>SOFT FURNISHING</b></p> <p>Application of interfacing, disposal of fullness, seams, hems. Decorative work: embroidery /applique/ patch work and quilting <b>DUVET COVER</b> <b>COT BUMPER</b> <b>Articles to be finished over 2 terms</b></p>	<p><b>SOFT FURNISHING</b></p> <p>Application of interfacing, disposal of fullness, seams, hems. Decorations: embroidery /applique/ patch work and quilting <b>DUVET COVER</b> <b>COT BUMPER / NAPPY BAG</b> <b>Articles to be finished over 2 terms</b></p>	

TWO OPTIONS TO CHOOSE FROM IN LEVEL 4

1. GARMENT MAKING
2. SOFT FURNISHING