



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Curriculum and Assessment Policy Statement: Technical Occupational Year 1 - 4

SERVICE TECHNOLOGY:

UPHOLSTERY

PUBLIC COMMENT

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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			
Languages (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	
Mathematics		3 hours	
Life Skills	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	
Information Communication Technology 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
Technical Occupational: Electives	
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>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</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 SERVICE TECHNOLOGY: - UPHOLSTERY

2.1 What is Upholstery?

Furniture Upholstery is the work of providing furniture, especially seats, with padding, springs webbing, and fabric or leather covers. The subject covers four elements common to most upholstered items: 1) The frame; 2) the support system; 3) the cushioning and 4) the covering.

Upholstery in general means covering put on furniture. This in most cases also includes the padding that is necessary to make the upholstery sit well on furniture. The entire process of upholstering furniture is the finishing touch needed to make it stand out. The frame may be simple and only structural but the decorative element is the upholstery put on it. This adds colour, definition and character to a home's décor. The padding is extra special since it gives the furniture a comfortable feel.

Upholstery fabrics come in different textures and designs. Plain coloured upholstery fabric can be mixed with printed fabric to add definition to the furniture. Heavier upholstery fabrics usually add greater character to the room and a luxurious feel. Lighter ones are however, easier to work with and can be cleaned easily since they also dry faster.

2.2 Topics to be studied in upholstery

1. Introduction: History of Furniture Upholstery
2. Safety
3. Hand tools
4. Maintenance and care
5. Measurement and calculations
6. Pre-covering upholstery process
7. Final covering upholstery frames
8. Industrial sewing equipment
9. Repair damaged furniture
10. Upholstery operations
11. Cutting lay requirements for upholstery fabrics

2.3 Specific Aims

The learner is able to:

1. Use language and communication to explore and communicate the history of Upholstery
2. Apply safety, housekeeping, environment practices and legal requirements when working on machines and equipment
3. Cover prepared frames using basic upholstery hand tools
4. Select, use and care for engineering measuring equipment
5. Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace context
6. Prepare and perform the pre-covering upholstery process
7. Prepare final covering for prepared upholstery frames
8. Demonstrate an understanding of the fundamentals of industrial sewing equipment
9. Carry out upholstery repairs to damaged furniture
10. Participate in preparation for upholstery operations
11. Provide cutting lay requirements for upholstery fabrics

2.4 Requirements for Upholstery 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 to be done.

2.4.2 Resources

Human resources

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

Upholstery teachers are required to:

- ☐ Teach the subject content with confidence and flair
- ☐ Interact with learners in a relaxed but firm manner
- ☐ Manage the workshop 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 workshop as a whole
- ☐ Maintain and service the tools and instruments
- ☐ 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

- 1 x A4 exercise book
- Stationary; pen, pencil, ruler and a mathematical set
- Blue overall (One-piece suit)
- Marking pen

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

- Upholstery cannot be implemented in a school without an equipped workshop
- Electricity supply to the workshop is crucial, preferably a three phases, four-wire supply, but at least single phase with a high current circuit breaker
- Lighting and ventilation is of extreme importance and a workshop 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
- 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
- Machinery on stands should be permanently affixed to the floor or bench, with isolation switches for the mains supply. All machines should have working machine guards

- Electrical motors should ideally be painted bright orange. Specification plates should be clearly legible
- The workshop must have a lockable mains distribution board. The workshop must be fitted with an emergency cut off switch/s which is/are easily accessible at all times
- Safety rules must be displayed on posters in the workshop

Equipment

The following is the minimum requirement for an Upholstery workshop:

Non –Consumables		Consumables
Hand tools	Equipment	
Scissor (x6)	Staple gun (x6)	Upholstery fabrics
Claw hammer (x2)	Air screw gun (x1)	Staples
Side cutters (x6)	Air drill (x1)	Marking chalk
Measuring tape (x6)	Bench drill (x1)	Cotton
Tenon saw (x6)	Foam cutter(x1)	Wood stain and wood glue
Staple remover (x6)	Spray glue gun (x1)	Foam
Rubber mallet (x6)	Jig saw (x1)	Thinners
Meter ruler (x6)	Cutting table (x1)	Tacks
Square ruler (x6)	Working tables (x6)	Curve grip
G-clamps (x10)	Air Compressor 150 L (x1)	Wood (chipboard and pine)
Hand screw drivers(2-sets)	Buttoning machine with moulds (x1)	Wood screws
Combination spanners (1 set)	Brad nail gun (x1)	Zips and sliders
Circular needles (x12)		Brass studs
Button needles (x12)		Brad nails
Upholstery Tack hammer (x6)		Webbing
		Poly-prop
		Twine
		Button moulds
		Piping cord

		Calico
		Helical springs and clips

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:

- ☐ Safety Equipment
- ☐ Tools and Equipment
- ☐ Consumable Materials
- ☐ Practical Assessment Task Resources (PAT)
- ☐ Teaching and Learning Support Material including SBA
- ☐ Maintenance

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

2.5 Career opportunities

Upholstering as a skill will allow the learners an opportunity to explore work in many sectors of the economy and is not limited to:

- Employment in the Upholstery field:
 - Producing upholstered domestic furniture e.g. lounge suite
 - Commercial upholstery e.g. replacing fabric on restaurant seating, dining room chairs, office chairs etc.
 - Automotive and marine
- Entrepreneurship opportunities
- Learnership and apprenticeship

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview

Progression of the upholstery techniques varies and takes place from year two to year four as per term for each project produced. Safety will be repeated every term as to keep the learners aware of the dangerous situations in the workplace. Measurement and calculation are one of the main aims to help the learner with mathematics skills. Technical drawings (as well as any equipment for taking photographs; especially for Re-upholstery activities) are also important as this will help with the drawings of his given project and will be able to understand the assembling process. Different tools will be used as the learner progresses from year one to year four. Sewing machines and hand stitching are also introduced to improve their upholstery skills.

TOPIC	Year 1	Year 2	Year 3	Year 4
1. Introduction: History of Furniture Upholstery	Plan and gather relevant information	Plan and gather relevant information	Plan and gather relevant information	Plan and gather relevant information
2. Safety	Using relevant safety and protective equipment, clothing	Using relevant safety and protective equipment, clothing and machine guards common to the CTFL sector	Explain and apply housekeeping practices and measures. OHS ACT	Explain the legal, safety, environmental and specified procedures in health, safety and environment OHS ACT
3. Hand tools.	Select and use safely	Select and use safely	Select and use safely	Select and use safely
4. Maintenance and care of equipment	Care and maintain of upholstery tools and machinery	Care and maintain of upholstery tools and machinery	Care and maintain of upholstery tools and machinery	Care and maintain of upholstery tools and machinery

TOPIC	Year 1	Year 2	Year 3	Year 4
5. Measurement and calculation	Estimate, measure and calculate physical quantities to solve problems	Estimate, measure and calculate physical quantities to solve problems	Estimate, measure and calculate physical quantities to solve problems	Explore transformations of two-dimensional geometric figures
6. Pre-covering upholstery process	Select and prepare tools and components for covering	Select and prepare tools and components for covering	Select and prepare tools and components for covering	Select and prepare tools and components for covering
7. Final covering upholstery frames	Prepare and cut fabric	Plan and mark fabric for cutting	Plan and mark fabric for cutting	Mark and sort upholstery components
8. Basic machine sewing	X Introduction to various sewing machines & their different operating systems	Set up industrial sewing machines to meet product specifications	Analyse sewing faults and make corrective adjustments on industrial sewing machines	Clean and lubricate industrial sewing machines
9. Repair damaged furniture	X Before the removal of the fabric photos or detailed notes during disassembling (to keep records for reassembly)	Identify nature of the damage, determine repair requirements and Carry out repairs	Identify nature of the damage, determine repair requirements and Carry out repairs	Identify nature of the damage, determine repair requirements and Carry out repairs
10. Upholstery operations	Select equipment and tools for upholstery operations	Select equipment and tools for upholstery operations	Select material for upholstery operations. Prepare workstation for	Select material for upholstery operations. Prepare workstation for

TOPIC	Year 1	Year 2	Year 3	Year 4
			upholstery operations	upholstery operations
11. Cutting lay requirements for upholstery fabrics	X Introduction to producing patterns & templates	Produce cutting patterns and templates. Maintain cutting patterns and templates	Produce cutting patterns and templates. Maintain cutting patterns and templates	Produce cutting patterns and templates. Maintain cutting patterns and templates Plan and develop cutting lay

3.2 Content outline per term

Year 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Introduction: History of Furniture Upholstery	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Ironing board • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, handouts, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams</p> <p>Learners present a mind map of the History of Upholstery and list the broad content areas of the subject or a poster with pictures and notes</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres to meters • Care for and maintain measuring equipment. 	<p>Formal assessment:- pen and paper test</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measurements symbols</p> <p>Theory notes</p>
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2	Safety Hand tools Maintenance and Care	<ul style="list-style-type: none"> • Demonstrate safety, housekeeping and workshop practises when working with basic upholstery equipment: <ul style="list-style-type: none"> ○ Staple gun ○ Staple remover ○ Scissor ○ Upholstery tacks hammer ○ 1-meter steel ruler • Explain specified procedures in health, safety and workshop [Health and Safety Act (OHS ACT)] • Explain the safety legislation, the basic equipment and protective clothing which must be used while working. <ul style="list-style-type: none"> ○ Overall ○ Hard tip boots ○ Safety glasses ○ Helmet • Explain the procedures in the event of an accident or hazards • Explain the colour coding systems when dealing with safety • Use relevant safety and protective equipment and, clothing <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety 	Informal Assessment: Learners will be given a worksheet on safety as per lesson given Theory notes
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		<p>legislation, the range of equipment and protective clothing which must be used while working</p> <ul style="list-style-type: none"> ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and apply fire -fighting equipment used in according to laid down procedures <p>• Explain and applying housekeeping practises and measures</p> <ul style="list-style-type: none"> ○ Demonstrate health and safety requirements and the application of housekeeping practises and procedures ○ Demonstrate the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it <p>• Fire extinguisher</p> <p>• Uses, steps in using the fire extinguisher, extinguisher content</p> <p>• Evacuation plan drill displayed & performed at intervals indicated by dates of actual drills</p>	
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3-8	Pre-covering upholstery process	<p>Prepare and perform the pre-covering in upholstery process</p> <ol style="list-style-type: none"> 1. Tools 2. Wood 3. Foam <ul style="list-style-type: none"> • Select and prepare tools for upholstery covering <ul style="list-style-type: none"> ○ Identify and select the equipment and tools for the job ○ Check the equipment and tools to be operational and in working condition for safe and effective use ○ Report any faulty equipment and tools to the relevant person • Select and prepare components for covering <ul style="list-style-type: none"> ○ Use appropriated tools and equipment for the work being done safely and correctly to the design ○ Keep the workstation tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Check frame and confirm it to be ready for upholstery and report any damages or faulty frames <p>Prepare final covering for prepared upholstery (Ironing board)</p>	<p>Formal assessment- record keeping</p> <p>Learners will be shown how to sketch the project and use the correct measuring and drawing tools</p> <p>Learners will collect the relevant components for the project and do the necessary assembling</p> <p>The learners will use the correct tools</p> <p>The learners will prepare the frame for the final pre-upholstery</p>
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		<ul style="list-style-type: none"> • Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment. ○ Carry out preparation safely in the time allocated • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric ○ Keep work area clean and tidy • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes 	
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		<p>with the given tolerance</p> <ul style="list-style-type: none"> ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly <p>• Mark and sort upholstery components</p> <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
	Final covering upholstery frames	<p>Cover prepared frame using basic upholstery hand tools (Ironing board)</p> <p>• Perform and complete covering operations</p> <ul style="list-style-type: none"> ○ Prepare equipment, tools and workstation ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal Assessment Task as per Instruction by the teacher</p> <p>Learners will complete the upholstery process of the given project.</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.
<p>Activity 1: Demonstration: (25%)</p> <p>Learners demonstrate how to care and use basic hand tools and safety rule- Assess using a rubric.</p> <p>Activity 2: Models: Basic frame construction and covering. (In weeks 3-8) (50%)</p> <p>Learners upholster the Ironing board. Assess using a rubric.</p> <p>Activity 3: Pen and paper test (25%) - Assess using a memorandum</p> <p>Learners respond to questions covering the aspects listed below:</p> <ol style="list-style-type: none"> 1. Good house-keeping practices. 2. Health and safety 3. Mathematics and measurements 4. Cutting list 5. Produce a basic hand-crafted furniture 		

Year 2 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Foot-Stool • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams</p> <p>Learners present a mind map of the History of the Foot-Stool and list the broad content areas of the subject or a poster with pictures and notes</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

1	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate health and safety, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire-fighting equipment used in according to laid down to procedures 	<p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
2	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:- Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>
2	Upholstery tools	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and 	<p>Informal assessment:</p> <p>Demonstration, discussions, theory notes, group work</p>

		<p>take measurements and record it</p> <ul style="list-style-type: none"> ○ Select and use of measuring tools <ul style="list-style-type: none"> ● Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	
3-8	Frames Components and technical drawing	<p>Prepare and perform the pre-covering in upholstery process (Foot-Stool)</p> <ul style="list-style-type: none"> ● Select and prepare tools for upholstery covering <ul style="list-style-type: none"> ○ The equipment and tools for the job are identified and selected ○ The equipment and tools are checked to be operational and in required condition for safe and effective use ○ To report any faulty equipment and tools to the relevant person ● Select and prepare components for covering <ul style="list-style-type: none"> ○ Appropriated tools and equipment for the work being done are used safely and correctly to their design ○ The workstation is kept tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Frame is checked and confirmed to ready for upholstery and report any damages or faulty frames 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>The learners will use the correct tools</p> <p>The learners will prepare frame for final covering for pre-upholstery (Foot-Stool)</p>

		<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant • Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated ○ Perform and complete the covering operation • Prepare final covering for prepared upholstery frame • Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment ○ Carry out preparation safely in the time allocated 	
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		<ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric ○ Keep work area clean and tidy • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly • Mark and sort upholstery components <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
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	Final covering upholstery frames	<ul style="list-style-type: none"> ○ Cover prepared frame using basic upholstery hand tools ○ Perform and complete covering operations Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as per given instructions in the time allocated (Foot-Stool)</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>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%- Assess using a rubric.)</p> <p>Activity 2: Models (In weeks 4-8) Learners must be able to prepare and upholster the foot-stool (50%) - Assess using a rubric</p> <p>Activity 3: Pen and paper test ((25%) Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand crafted furniture 		

Year 2 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Otter-man • Plan and gather relevant information for a given context and purpose • Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Learners present a mind map of the History of the Otter-man and list the broad content areas of the subject or a poster with pictures and notes</p> <p>Discuss different designs and upholstery styles used in homes and in business.</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire -fighting equipment used in according to laid down to procedures <p>.</p> <ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler. <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>

	Upholstery tools	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it ○ Select and use of measuring tools • Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	<p>Informal assessment:</p> <p>Demonstration, discussions, theory notes, group work</p>
3-8	Frames components and technical drawing	<p>Prepare and perform the pre-covering in upholstery process</p> <ul style="list-style-type: none"> • Select and prepare tools for upholstery covering <ul style="list-style-type: none"> ○ The equipment and tools for the job are identified and selected ○ The equipment and tools are checked to be operational and in required condition for safe and effective use ○ To report any faulty equipment and tools to the relevant person • Select and prepare components for covering <ul style="list-style-type: none"> ○ Appropriated tools and equipment for the work being done are used safely and correctly to their design 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>The learners will use the correct tools and follow the correct safety procedures</p> <p>The learners will prepare frame for final covering for pre-upholstery (Otter-man)</p>

		<ul style="list-style-type: none"> ○ The workstation is kept tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Frame is checked and confirmed to ready for upholstery and report any damages or faulty frames 	
		<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant • Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated <p>Perform and complete the covering operation</p>	

		<ul style="list-style-type: none"> • Prepare final covering for prepared upholstery frame • Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment. ○ Carry out preparation safely in the time allocated • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric ○ Keep work area clean and tidy 	
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		<ul style="list-style-type: none"> • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly • Mark and sort upholstery components <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
	Final covering upholstery frames	<p>Cover prepared frame using basic upholstery hand tools</p> <ul style="list-style-type: none"> • Perform and complete covering operations <ul style="list-style-type: none"> ○ Prepare equipment, tools and workstation ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as given instructions in the time allocated (Otter-man)</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.
<p>Activity 1: Demonstration: Learners are shown how to care and uses of tools, safety rules and do calculations (25% - Assess using a rubric.</p> <p>Activity 2: Model (In weeks 4-8) Learners must be able to prepare and upholster the Otter-man (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test ((25%)- Assess using a memorandum</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand-crafted furniture 		

Year 2 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about the sewing machine • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand - outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Learners present a mind map of the History of the sewing machine and list the broad content areas of the subject or a poster with pictures and notes</p> <p>Discuss different sewing machines used in homes and in business</p>
2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and 	<p>Informal assessment:</p> <p>Learners will be given a worksheet on safety as per</p>

		<p>equipment</p> <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Explain the outlines all requirements related to colour coding systems. <p>• Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector</p> <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire- fighting equipment used in according to laid down to procedures 	<p>lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>

3-8	Sewing machine	<p>Demonstrate an understanding of the fundamentals of industrial sewing machine</p> <ul style="list-style-type: none"> • Clean and lubricate sewing machine <ul style="list-style-type: none"> ○ confirms the machines are cleaned and lubricated ○ Observe safety procedures • Analyse sewing faults and making corrective adjustments <ul style="list-style-type: none"> ○ Identify faults are identified, analysed and corrected ○ Confirms the appearance, stitch formation elongation, pucker, strength, thread type, needle type is in accordance quality standards • Set up industrial sewing machine to meet product specifications <ul style="list-style-type: none"> ○ Confirms that the machines are threaded, selected needles and thread matches the fabric Safe working practises and procedures for conducting repairs are observed throughout the task 	<p>Formal assessment- record keeping:</p> <p>The learners will label a diagram of the different parts of the sewing machine and instruction and theory notes on safety and care</p> <p>The learners will be shown how to thread, fill a bobbin and replace it, maintain a steady needle speed and identify different types of threads and how to replace the needle</p> <p>The learners will complete the sewing machine process of the given paper task as given in the instructions</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>Activity 1: Demonstration: Learners will demonstrate the workshop safety rules and do calculations (25%)</p> <p>Activity 2 :(In weeks 4-8) Learners are shown how to care and use of Sewing machine and safety rules Learners must be able to do sewing machine stitching task (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test ((25%)- Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Mathematics and measurements for sewing task 4. Sewing machine stitching task and safety 		

Year 2 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Scatter-cushion • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand - outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Learners present a mind map of the History of the Scatter-cushion and list the broad content areas of the subject or a poster with pictures and notes</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying firefighting equipment used in according to laid down to procedures 	<p>Informal assessment:</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler. <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>

4-7	Sewing machine and Hand stitching	<p>Prepare final covering for upholstery fabric</p> <ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics are to the correct specification ○ Roll out fabric in a square flat position for cutting on the cutting table ○ Maintain neat, clean and safe work area • Plan, mark and cut fabric components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report any problems ○ Cut components accurately and dispose of waste fabrics • Use industrial sewing machine to meet product specifications <ul style="list-style-type: none"> ○ Place cut fabric on sewing machine and close the fabric as per instruction ○ Report any defaults in sewing operation 	<p>Formal assessment- record keeping</p> <p>Learners will draw scatter-cushion with dimensions</p> <p>Learners will use the sewing machine to stitch the scatter cushion and leaving an opening for stuffing and slip stitching</p> <p>Learners will close the scatter cushion using the correct needle on the material given to him</p>
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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.
<p>Activity 1: Demonstration: Learners will demonstrate the safety rules and do calculations (25 %)- Assess using a rubric</p> <p>Activity 2: (In weeks 4-7) Learners must be able to hand stitch and do sewing machine stitching task. Scatter-cushion (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%) - Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3.Mathematics and measurement 4 Hand stitch 5.Sewing machine stitching 		

Year 3 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Children`s Chair Frame • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Explain the outlines all requirements related to colour coding systems. • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire -fighting equipment used in according to laid down to procedures. 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler. <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	Informal assessment:- Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task Theory notes
	Upholstery tools	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take 	Informal assessment: Demonstration, discussions, theory notes, group work

		measurements and record it <ul style="list-style-type: none"> ○ Select and use measuring tools ● Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	
4-8	Frames Components and technical drawings	Prepare and perform the pre-covering in upholstery process <ul style="list-style-type: none"> ● Select and prepare tools for upholstery covering <ul style="list-style-type: none"> ○ The equipment and tools for the job are identified and selected ○ The equipment and tools are checked to be operational and in required condition for safe and effective use ○ To report any faulty equipment and tools to the relevant person ● Select and prepare components for covering <ul style="list-style-type: none"> ○ Appropriated tools and equipment for the work being done are used safely and correctly to their design ○ The workstation is kept tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Frame is checked and confirmed to ready for upholstery and report any damages or faulty frames 	Formal assessment- record keeping Learners will sketch the relevant drawing of the project Learners will collect the relevant components for the project and do the necessary assembling process The learners will use the correct tools and follow the correct safety procedures The learners will prepare frame for final covering for pre-upholstery (Children`s Chair)

		<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant • Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated <p>Perform and complete the covering operation</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>Activity 1: Demonstration: (in weeks 2-3) Learners are shown how to care and use of tools and safety rules and do calculations (25%)- Assess using a rubric.</p> <p>Activity 2: Models:(In weeks 4-8) Learners must be able to prepare the Children`s Chair frame (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test ((25%) - Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand-crafted furniture 		

Year 3 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Children`s Chair • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand- outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying firefighting equipment used in according to laid down to procedures 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>
	Upholstery tools	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it 	<p>Informal assessment:</p> <p>Demonstration, discussions, theory notes, group work</p>

		<ul style="list-style-type: none"> ○ Select and use of measuring tools ○ Care for and maintain measuring equipment ○ Clean, service, maintain and store measuring equipment 	
4-8	Sewing machine stitching	<ul style="list-style-type: none"> • Prepare final covering for upholstery fabric <ul style="list-style-type: none"> ○ Check that fabrics are to the correct specification ○ Roll out fabric in a square flat position for cutting on the cutting table ○ Maintain neat, clean and safe work area • Plan, mark and cut fabric components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report any problems ○ Cut components accurately and dispose of waste fabrics • Use industrial sewing machine to meet product specifications <ul style="list-style-type: none"> ○ Place cut fabric on sewing machine and close the fabric as per instruction ○ Report any defaults in sewing operation 	<p>Formal assessment- record keeping</p> <p>Learners will select the correct fabric, tools and check for any defaults to be reported</p> <p>Learners will use the sewing machine to stitch the material for the covering process</p> <p>Learners will check for any defaults before using the sewing machine</p> <p>Learners will use the correct templates and check it measurements is correct</p>
	Frames Components and	<p>Prepare and perform the pre-covering in the upholstery process</p> <ul style="list-style-type: none"> • Select and prepare tools for upholstery covering 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p>

	technical drawings	<ul style="list-style-type: none"> ○ The equipment and tools for the job are identified and selected ○ The equipment and tools are checked to be operational and in required condition for safe and effective use ○ To report any faulty equipment and tools to the relevant person • Select and prepare components for covering <ul style="list-style-type: none"> ○ Appropriated tools and equipment for the work being done are used safely and correctly to their design ○ The workstation is kept tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Frame is checked and confirmed to ready for upholstery and report any damages or faulty frames 	<p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>The learners will use the correct tools and follow the correct safety procedures</p> <p>The learners will prepare frame for final covering for pre-upholstery</p>
		<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions 	

		<ul style="list-style-type: none"> Equipment and tools should be explained to be in a safe and effective working condition Any faults must be reported to the relevant Prepare workstation for upholstery operations <ul style="list-style-type: none"> The work area is prepared to the work requirements and is kept clean, tidy and hazard Preparation is carried out safely within the time allocated Perform and complete the covering operation 	
	Final covering upholstery frames	<p>Cover prepared frame using basic upholstery hand tools</p> <ul style="list-style-type: none"> Perform and complete covering operations <ul style="list-style-type: none"> Prepare equipment, tools and workstation Cut and position fabric to fit component Staple accurately and safely Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements Rectify and report any problems with covering problems Perform the operations safely and within the allocated time Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as given instructions in the time allocated</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.
<p>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%)- Assess using a rubric.</p> <p>Activity 2: Models:(In weeks 4-8) Learners must be able to prepare and upholster the Children`s Chair (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test ((25%)-Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand crafted furniture 		

Year 3 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resource. • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Toy-Box with Deep-Diamond Buttoning Lid • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire- fighting equipment used in according to laid down to procedures 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	Informal assessment:- Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task Theory notes
	Upholstery tools	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment 	Informal assessment: demonstration, discussions, theory notes, group work

		<ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it ○ Select and use of measuring tools ● Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	
4-8	Sewing machine stitching	<p>Prepare final covering for upholstery fabric</p> <ul style="list-style-type: none"> ● Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics are to the correct specification ○ Roll out fabric in a square flat position for cutting on the cutting table and maintain neat, clean and safe work area ○ Plan, mark and cut fabric components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report any problems ○ Cut components accurately and dispose of waste fabrics ○ Use industrial sewing machine to meet product specifications <ul style="list-style-type: none"> ○ Place cut fabric on sewing machine and close the fabric as per instruction ○ Report any defaults in sewing operation 	<p>Formal assessment- record keeping</p> <p>Learners will select the correct fabric, tools and check for any defaults to be reported</p> <p>Learners will use the sewing machine to stitch the material for the covering process</p> <p>Learners will check for any defaults before using the sewing machine</p> <p>Learners will use the correct templates and check it measurements is correct</p>

	<p>Frames Components and technical drawings</p>	<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> ○ Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely ○ Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant ○ Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated ○ Perform and complete the covering operation ○ Prepare final covering for prepared upholstery frame ○ Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment ○ Carry out preparation safely in the time allocated 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>The learners will use the correct tools and follow the correct safety procedures</p> <p>The learners will prepare frame for final covering for pre-upholstery</p>
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		<ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric ○ Keep work area clean and tidy • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly 	
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		<ul style="list-style-type: none"> • Mark and sort upholstery components <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
	Final covering upholstery frames	<p>Cover prepared frame using basic upholstery hand tools</p> <ul style="list-style-type: none"> • Perform and complete covering operations <ul style="list-style-type: none"> ○ Prepare equipment, tools and workstation ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as given instructions in the time allocated</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.
<p>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%)- Assess using a rubric.</p> <p>Activity 2: Model (In weeks 4-8) Learners must be able to prepare and upholster the Toy-Box with Deep-Diamond buttoning Lid (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%)- Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand crafted furniture 		

Year 3 Term 4

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Head-Board with Deep-Diamond buttoning • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand- outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Explain the outlines all requirements related to colour coding systems. • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire- fighting equipment used in according to laid down to procedures. 	<p>Informal assessment:</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>
4-7	Frames Components and technical drawings	<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the</p>

		<ul style="list-style-type: none"> ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely ● Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant ● Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated ○ Perform and complete the covering operation ● Prepare final covering for prepared upholstery frame ● Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment. ○ Carry out preparation safely in the time allocated 	<p>project and do the necessary assembling process</p> <p>The learners will use the correct tools and follow the correct safety procedures</p> <p>The learners will prepare frame for final covering for pre-upholstery</p>
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		<ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric ○ Keep work area clean and tidy • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly 	
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		<ul style="list-style-type: none"> • Mark and sort upholstery components <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
	Final covering upholstery frames	<ul style="list-style-type: none"> • Cover prepared frame using basic upholstery hand tools and perform and complete covering operations <ul style="list-style-type: none"> ○ Prepare equipment, tools and workstation ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as given instructions in the time allocated</p>

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.
<p>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%)-Assess using a rubric.</p> <p>Activity 2: Model (In weeks 4-7) Learners must be able to prepare and upholster the Head-Board with Deep-Diamond buttoning (50%)-Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%)-Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand crafted furniture 		

Year 4 Term 1

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Lounge suites Frames • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, handouts, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>
2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines 	<p>Informal assessment:</p> <p>Learners will be given a worksheet demonstration on</p>

		<p>and equipment</p> <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Explain the outlines all requirements related to colour coding systems. • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire-fighting equipment used in according to laid down to procedures • Explain and applying housekeeping practises and measures 	<p>safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler. <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>
	Upholstery tools	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it ○ Select and use of measuring tools 	<p>Informal assessment:</p> <p>Demonstration, discussions, theory notes, group work</p>

		<ul style="list-style-type: none"> ○ Care for and maintain measuring equipment ○ Clean, service, maintain and store measuring equipment 	
4-8	Frames Components and technical drawings	<p>Prepare and perform the pre-covering in upholstery process</p> <ul style="list-style-type: none"> • Select and prepare tools for upholstery covering <ul style="list-style-type: none"> ○ The equipment and tools for the job are identified and selected ○ The equipment and tools are checked to be operational and in required condition for safe and effective use ○ To report any faulty equipment and tools to the relevant person • Select and prepare components for covering <ul style="list-style-type: none"> ○ Appropriated tools and equipment for the work being done are used safely and correctly to their design ○ The workstation is kept tidy, clean and safe so that the item to be upholstered is prepared as required for the next process ○ Frame is checked and confirmed to ready for upholstery and report any damages or faulty frames 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>The learners will use the correct tools and follow the correct safety procedures</p> <p>The learners will prepare frame for final covering for pre-upholstery (Two seated sofa) (Single chair) added</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.
<p>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%)-Assess using a rubric</p> <p>Activity 2: Models :(In weeks 4-8) Learners must be able to prepare the two seated sofa frame (50%) Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%)-Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand-crafted furniture 		

Year 4 Term 2

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Lounge suites Frames • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment • Explain the legal, safety, environmental and specified procedures in health, safety and environment • Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working. • Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures. • Explain the outlines all requirements related to colour coding systems. <p>Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector</p> <ul style="list-style-type: none"> • Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working • Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures • Demonstrate the preventive measures to be taken with any 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<p>equipment and machinery and applying fire- fighting equipment used in according to laid down to procedures</p> <p>Explain and applying housekeeping practises and measures</p> <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Measurement and calculations	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment; tape measure and meter ruler. <ul style="list-style-type: none"> ○ Use basic units of measurements; meters, centimetres and millimetres to measure length, width and height and calculate the area of surfaces ○ Explain basic units of measurements and convert millimetres to centimetres 	<p>Informal assessment:-</p> <p>Learners will be shown how to calculate, measure and to use the correct measuring tools correctly and explain different measuring symbols and to calculate the different sizes of the given task</p> <p>Theory notes</p>

	Upholstery tools	Select, use and care for engineering measuring equipment <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it ○ Select and use of measuring tools • Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	Informal assessment: Demonstration, discussions, theory notes, group work
4-8	Frames Components and technical drawings	Participate in preparation for upholstery operation <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages and the operation is carried out safely • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant • Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and 	Formal assessment- record keeping Learners will sketch the relevant drawing of the project Learners will collect the relevant components for the project and do the necessary assembling process The learners will use the correct tools and follow the correct safety procedure The learners will prepare frame for final covering for pre-upholstery

		<p>is kept clean, tidy and hazard</p> <ul style="list-style-type: none"> ○ Preparation is carried out safely within the time allocated <p>Perform and complete the covering operation</p> <ul style="list-style-type: none"> • Prepare final covering for prepared upholstery frame • Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment. ○ Carry out preparation safely in the time allocated • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a cutting table ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures • Plan and mark fabric for cutting <ul style="list-style-type: none"> ○ Plan and mark fabric for cutting and use a specific marker to mark out fabric 	
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		<ul style="list-style-type: none"> ○ Keep work area clean and tidy • Cut out upholstery components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly • Mark and sort upholstery components <ul style="list-style-type: none"> ○ Return templates and fabrics to the designated area and dispose any waste fabric 	
	Sewing machine stitching	<p>Prepare final covering for upholstery fabric</p> <ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics are to the correct specification ○ Roll out fabric in a square flat position for cutting on the cutting table ○ Maintain neat, clean and safe work area • Plan, mark and cut fabric components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report 	<p>Formal assessment- record keeping</p> <p>Learners will use the correct measurements for each component that must be cut and sewn</p> <p>Learners will use the sewing machine to close all components that must be stitched and leaving a opening for stuffing</p> <p>Learners will use the correct tools for the stitching process</p> <p>Learners will check for any defaults In the sewing process</p>

		<p>any problems</p> <ul style="list-style-type: none"> ○ Cut components accurately and dispose of waste fabrics <p>• Use industrial sewing machine to meet product specifications</p> <ul style="list-style-type: none"> ○ Place cut fabric on sewing machine and close the fabric as per instruction ○ Report any defaults in sewing operation 	
	Final covering upholstery frames	<p>Cover prepared frame using basic upholstery hand tools</p> <ul style="list-style-type: none"> • Perform and complete covering operations <ul style="list-style-type: none"> ○ Prepare equipment, tools and workstation ○ Cut and position fabric to fit component ○ Staple accurately and safely ○ Secure bottom cloth firmly and accurately and confirm visual appearance and organisation requirements ○ Rectify and report any problems with covering problems ○ Perform the operations safely and within the allocated time ○ Present final product 	<p>Formal assessment- record keeping:</p> <p>The learners will complete the upholstery process of the given project as per given instructions in the time allocated</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.
<p>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%)- Assess using a rubric.</p> <p>Activity 2: Models :(In weeks 4-8) Learners must be able to Stitch, upholstery and complete the two seated sofa (50%)-Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%)- Assess using a memorandum.</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic hand-crafted furniture 		

Year 4 Term 3

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes
1	Use language and communication in occupational learning programs	<p>Use language and communication skills to discuss an overview of the content and history of Upholstery</p> <ul style="list-style-type: none"> • Find and use available learning resources <ul style="list-style-type: none"> ○ Identify relevant learning resources; dictionaries general text, internet, and videos ○ Use learning resources effectively through appropriate selection of information and knowledge of a range of resources. • Use learning strategies <ul style="list-style-type: none"> ○ Summarise information used for learning using mind maps and notes ○ Read text and ask relevant questions about Upholstered products e.g. Block cushion with three side and zip border with foam stuffing • Plan and gather relevant information for a given context and purpose <ul style="list-style-type: none"> ○ Present information on the overview of content and history of upholstery in a suitable format 	<p>The following resources can be used: Videos, text, hand-outs, text books, charts, plans, magazines, internet pictures, newspapers, and diagrams.</p> <p>Discuss different designs and upholstery styles used in homes and in business</p>

2	Health and safety (OHS) ACT	<ul style="list-style-type: none"> • Apply safety, housekeeping, environment practises and legal requirements when working with machines and equipment <ul style="list-style-type: none"> ○ Explain the legal, safety, environmental and specified procedures in health, safety and environment ○ Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Explain the outlines all requirements related to colour coding systems • Using relevant safety and protective equipment, clothing and machine guards common to CTFL sector <ul style="list-style-type: none"> ○ Demonstrate accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working ○ Demonstrate the procedures in the event of an accident or hazards and applying health and safety legislation and safety policies and procedures ○ Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire -fighting equipment used in according to laid down to procedures 	<p>Informal assessment</p> <p>Learners will be given a worksheet on safety as per lesson given and demonstrate the different procedure's in the event of emergency for equipment, machinery and the purposes for protective clothing</p> <p>Theory notes</p>
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		<ul style="list-style-type: none"> • Explain and applying housekeeping practises and measures <ul style="list-style-type: none"> ○ Demonstration health and safety requirements and the application of housekeeping practises and procedures ○ Demonstration the correct usage and disposal of cleaning equipment ○ Explain the ability to maintain cleanliness in the work area and its importance by applying it ○ Explain the safety and housekeeping standards improvement over a period of time 	
3	Upholstery tools	<p>Select, use and care for engineering measuring equipment</p> <ul style="list-style-type: none"> • Select and use engineering measuring equipment <ul style="list-style-type: none"> ○ Explain how to use basic units of measurements and take measurements and record it ○ Select and use of measuring tools • Care for and maintain measuring equipment <ul style="list-style-type: none"> ○ Clean, service, maintain and store measuring equipment 	<p>Informal assessment:</p> <p>Demonstration, discussions, theory notes, group work</p>
4-8	Components and technical drawings	<p>Participate in preparation for upholstery operation</p> <ul style="list-style-type: none"> • Select material for upholstery operation <ul style="list-style-type: none"> ○ Materials are identified and selected accordingly ○ The right type and quantity of material is selected ○ The material is marked and checked for any damages 	<p>Formal assessment- record keeping</p> <p>Learners will sketch the relevant drawing of the project</p> <p>Learners will collect the relevant components for the project and do the necessary assembling process</p> <p>Learners will use the correct tools and follow the correct</p>

		<p>and the operation is carried out safely</p> <ul style="list-style-type: none"> • Select equipment and tools for upholstery operations <ul style="list-style-type: none"> ○ Equipment and tools are identified and selected according to instructions ○ Equipment and tools should be explained to be in a safe and effective working condition ○ Any faults must be reported to the relevant • Prepare workstation for upholstery operations <ul style="list-style-type: none"> ○ The work area is prepared to the work requirements and is kept clean, tidy and hazard ○ Preparation is carried out safely within the time allocated • Prepare equipment, tools and workstation <ul style="list-style-type: none"> ○ Check specification and confirm that it is correct ○ Check whether the tools are operational in the required condition for safe use and to report any faulty equipment. ○ Carry out preparation safely in the time allocated • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics, templates and lays are to the correct specification ○ Roll out fabric in a square flat position for cutting on a 	<p>safety procedures</p> <p>The learners will prepare material for final covering</p>
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		<p>cutting table</p> <ul style="list-style-type: none"> ○ Employ working methods and material damage is minimised for cost effectiveness ○ Maintain neat, clean and safe carpentry work areas in accordance with organisational policies and procedures <p>Plan and mark fabric for cutting</p> <ul style="list-style-type: none"> • Plan and mark fabric for cutting and use a specific marker to mark out fabric • Keep work area clean and tidy <p>Cut out upholstery components</p> <ul style="list-style-type: none"> • Select correct equipment and mark sizes and shapes with the given tolerance • Use the cutting equipment correctly and safely and report problems in cutting equipment and return and store it promptly <p>Mark and sort upholstery components</p> <p>Return templates and fabrics to the designated area and dispose any waste fabric</p>	
	Sewing machine stitching	<p>Prepare final covering for upholstery fabric</p> <ul style="list-style-type: none"> • Prepare Fabric <ul style="list-style-type: none"> ○ Check that fabrics are to the correct specification 	<p>Formal assessment- record keeping</p> <p>Learners will use the correct measurements for each component that must be cut and sewn</p>

		<ul style="list-style-type: none"> ○ Roll out fabric in a square flat position for cutting on the cutting table ○ Maintain neat, clean and safe work area • Plan, mark and cut fabric components <ul style="list-style-type: none"> ○ Select correct equipment and mark sizes and shapes with the given tolerance ○ Use the cutting equipment correctly and safely and report any problems ○ Cut components accurately and dispose of waste fabrics • Use industrial sewing machine to meet product specifications <ul style="list-style-type: none"> ○ Place cut fabric on sewing machine and close the fabric as per instruction ○ Report any defaults in sewing operation 	<p>Learners will use the sewing machine to close all components that must be stitched and leaving an opening for stuffing</p> <p>Learners will use the correct tools for the stitching process Learners will check for any defaults in the sewing process</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>Activity 1: Demonstration: Learners are shown how to care and use of tools and safety rules and do calculations (25%) -Assess using a rubric.</p> <p>Activity 2: Models :(In weeks 4-8) Learners must be able to Stitch, upholstery and complete the box- cushion (50%)- Assess using a rubric</p> <p>Activity 3: Pen and paper test (25%)- Assess using a memorandum</p> <p>Learners respond to questions covering the aspects listed below</p> <ol style="list-style-type: none"> 1. Good house- keeping practices. 2. Health and safety 3. Calculations and measurements 4. Cutting list 5. Produce basic Box- Cushion 		

Year4 Term 4

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		Revision and consolidation	
1-2	Workshop Safety	<ul style="list-style-type: none"> • Explain accord to legal, health and safety legislation, the range or equipment and protective clothing which must be used while working • Procedures in the event of an accident or hazards events and procedures • Explain the outlines all requirements related to colour coding system • Demonstrate the preventive measures to be taken with any equipment and machinery and applying fire-fighting equipment used in according to laid down to procedures. • Demonstration health and safety requirements and the application of housekeeping practises and procedures • Demonstration the correct usage and disposal of cleaning equipment • Explain the ability to maintain cleanliness in the work area and its importance by applying 	<u>Revise using different strategies</u> Discussions, demonstration.
	Revision of Mathematics and technical drawings	Revision and consolidation <ul style="list-style-type: none"> • Use basic units of measurements; meters, centimetres and 	Informal assessment:- Learners will do and revise how to calculate, measure and to use the correct measuring tools correctly and explain

		millimetres to measure length, width and height and calculate the area of surfaces <ul style="list-style-type: none"> • Explain basic units of measurements and convert millimetres to centimetres • Understand the aspects of the technical drawings 	different measuring symbols and to calculate the different sizes of the given task and discuss the different aspects of the technical drawings Theory notes
3-4	Revision of Hand, air and machine tools	Revision and consolidation <ul style="list-style-type: none"> • Identify the different upholstery hand, air and machine tools and their uses • Clean, maintain and storing of the tools 	Informal assessment-: Learners will demonstrate how to use the specific tool to its specific operation Theory notes
	Revision of Different types of upholstery materials Sewing Methods Frame Construction Upholstery techniques and methods	<ul style="list-style-type: none"> • Revision and consolidation • Identify the different upholstery materials • Identify the sewing machinery and hand sewing tools to use for any specific upholstery operation. • To construct a wooden frame for upholstery purpose, Understand the different upholstery techniques and method to be used in the upholstery process 	Informal assessment-: The learners will discuss and demonstrate the different upholstery materials, sewing methods, frame construction and the different upholstery techniques Theory notes
5-10	External examination	External moderation of school assessment over terms 1, 2 and 3 = 50% of qualification Complete external Practical Assessment Task (PAT) = 25% of qualification Formal external assessment written test or oral = 25% of qualification	

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.

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

GROUP ASSESSMENT	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.

Projects

Suggested practical models: These are examples only and products of a similar complexity may be used as projects for Upholstery per year and per term.

Years	Term 1	Term 2	Term 3	Term 4
Year 1	Ironing board (10-week orientation)			
Year 2	Foot-stool	Otter-man	Sewing machine task	Scatter Cushion or a Pillow
Year 3	Construction of Children`s chair frame	Children`s chair upholstery process	Construction and upholstery process of the Toy-box with deep-diamond buttoning lid	Construction and upholstery process of the Single Bed Head-board with deep-diamond buttoning
Year 4	Lounge Suite: Drawing, cutting lists design and frame assembling	Lounge Suite: Frame upholstery process	Material measuring, cutting, sewing and upholstery process of a Box-cushion	Upholstery theory revision

Assessment across the four years

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

The GCE: Technical Occupational Qualification at NQF Level 1 is a four-year Learning Programme. In year one a learner is exposed to a number of Occupational 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	Formal School-Based Assessments
	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	Formal School-Based Assessments			Final End-of-Year Assessments
	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	SBA 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 Pen and Paper Test 25%
Term Report	100%	100%	100%	
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 Upholstery

Year 1					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
Term (10 Weeks)	Practical model; Ironing board <ul style="list-style-type: none"> • Introduction to furniture upholstery • Identify the basic hand tools and workshop safety signs • Measuring of materials • Select and use tools • Upholstery techniques 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2: Model: Suggested- Ironing board and jewellery box	Practical	50%	
		Activity 3 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	<ul style="list-style-type: none"> Workshop and personal safety rules Different types of materials used Different methods of measurement of materials Different upholstery methods Methods of frame Construction 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2: Model: Suggested: - Foot-stool	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> Workshop and personal safety rules Different types of materials used Different methods of measurement of materials Different upholstery methods 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 2
		Activity 2: Model: Suggested- Ottoman	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	<ul style="list-style-type: none"> • Different types of materials used • Identify different types of sewing machines • Their uses and safety procedures • Different types of stitching • Different methods of measurement of materials • Different upholstery methods • (Paper sewing task) 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 3
		Activity 2: Model: Suggested- Hand stitching +sewing machine task	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	<ul style="list-style-type: none"> • Different types of materials used • Different types of cushions • Different types of cotton and colours and their uses • Different methods of measurements 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 4
		Activity 2: Model: Suggested- Scatter cushion or pillow	Practical	50%	
		Activity 3 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	<ul style="list-style-type: none"> Different methods of measurement Identify power and pneumatic tools and their uses Construction of frame Make and use of templates Different types of materials used 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2: Model: Suggested- Children's chair preparation and assembling	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> Different methods of measurements Identify power and pneumatic tools and their uses Construction of frame Make and use of templates Different types of materials used 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 2
		Activity 2: Model: Suggested- Upholstery of children's chair	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	<ul style="list-style-type: none"> • Different types of buttoning • Different types of materials • Different types of tools • Different types of upholstery methods 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 3
		Activity 2: Model: Suggested- Toy box with deep diamond Buttoning top	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 4	<ul style="list-style-type: none"> • Different types of buttoning • Different types of materials • Different types of tools • Different types of upholstery methods 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 4
		Activity 2: Model: Suggested- Head board with deep diamond Buttoning	Practical	50%	
		Activity 3 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	<ul style="list-style-type: none"> • Different types of materials used • Different methods of measurement • Different types of measuring tools • Calculations • Different types of designs • Construction of frame • Make and use of templates 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 1
		Activity 2: Model: Suggested- Lounge Suite (Drawing, cutting lists and design Frame assembling	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	
Term 2	<ul style="list-style-type: none"> • Frame assembling and cutting using different types of tools and materials 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 2
		Activity 2: Model: Suggested- Upholstery process of lounge suite frame	Practical	50%	
		Activity 3 Respond to questions	Pen and paper test (Oral or written)	25%	

Term 3	<ul style="list-style-type: none"> Material cutting and sewing Making of templates Marking out of materials 	Activity 1 Practical Demonstration	Demonstration	25%	FAT 3
		Activity 2: Model: Suggested- Material cutting and sewing and upholstery process of Box-Cushion	Practical	50%	
		Activity 3 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)*.

RESOURCES

PUBLIC COMMENT