

2024 - 2027

APPLIED VOCATIONAL CERTIFICATE IN  
**FASHION & TEXTILES**



Version 1: September 2024



**GOVERNMENT OF MALTA**  
MINISTRY FOR EDUCATION, SPORT, YOUTH,  
RESEARCH AND INNOVATION  
DIRECTORATE FOR STEM AND VET PROGRAMMES

## TABLE OF CONTENTS

<i>Applied Vocational Certificate Programme</i> .....	2
<i>Subject Programme</i> .....	3
<i>Programme Certification</i> .....	6
<i>Quality Assurance</i> .....	7
<i>Assessment</i> .....	8
<i>Portfolio</i> .....	9
<i>Unit 1</i> .....	10
<i>Unit 1 Syllabus Content</i> .....	12
<i>Unit 1 Syllabus Criteria</i> .....	24
<i>Unit 1 Rubric of Expected Answers</i> .....	26
<i>Unit 1 Assessment Criteria</i> .....	29
<i>Unit 2</i> .....	30
<i>Unit 2 Syllabus Content</i> .....	32
<i>Unit 2 Syllabus Criteria</i> .....	43
<i>Unit 2 Rubric of Expected Answers</i> .....	45
<i>Unit 2 Assessment Criteria</i> .....	47
<i>Front Sheet</i> .....	48
<i>Observation Sheets</i> .....	49
<i>List of Recommended Books</i> .....	69
<i>Required List of Equipment</i> .....	70
<i>Appendix</i> .....	71
<i>Portfolio Scoresheet Year 9</i> .....	72
<i>Portfolio Scoresheet Year 10</i> .....	73
<i>Portfolio Scoresheet Year 11</i> .....	74
<i>Unit Distribution Plan sample</i> .....	75

## APPLIED VOCATIONAL CERTIFICATE PROGRAMME

The Applied Vocational Certificate (AVC) programme is designed to emphasize the practical application of vocational subjects, providing students with hands-on experience directly related to the workplace. This programme is aligned with the Malta Qualifications Framework (MQF) and offers a final certification at MQF Level 3, with exit points at MQF Levels 1 and 2. To earn the final certificate, candidates must complete all three units over the secondary cycle and meet the requirements for coursework and controlled assessments as outlined in the specific subject syllabi.



The AVC programme focuses on equipping candidates with both theoretical knowledge and practical skills relevant to specific industries, preparing them for future employability or education. This skills-based approach ensures that students develop the competencies necessary for the workforce while also providing a clear pathway for academic progression. The programme supports continuous learning, with opportunities to advance to post-secondary institutions that offer courses at MQF Levels 1-3, and potentially even higher, such as MQF Level 4. Recognized and accredited by various educational institutions, the AVC programme represents a vital step in the lifelong learning journey, aligning with both industry needs and educational standards.

Spanning over three scholastic years (Years 9, 10 and 11) and comprising 10 credits, the AVC programme fosters the development of technical and vocational skills in specific industries. This structure supports the holistic growth of candidates, preparing them not only for future employment but also for future academic pursuits in line with this policy's objectives and the relevant subject syllabi.

## SUBJECT PROGRAMME

The aim of the applied vocational certificate programme in Fashion and Textiles is to provide students with the underpinning knowledge related to the world of Fashion and Textiles. By the end of the programme, students are expected to have gained sufficient skills and be able to apply them.

### Programme Learning Outcomes

At the end of the programme, I can:

- Provide the best customer service in a fashion and textiles environment.
- Explore different fibres and fabrics, their properties, use and care.
- Calculate fabric needed for different projects.
- Follow Health and Safety procedures when using various sewing and design tools, and equipment found in the fashion studio.
- Create original items using various creative textile techniques and embellish the items to enhance their appearance.
- Produce mood boards for various creative textile items.
- Sketch various fashion drawings.
- Use digital software to design an outfit.
- Choose garments for different body shapes, age and occasions.
- Understand the colour wheel and be able to design a complete living space according to chosen colour schemes.

- Experiment on fabrics to identify different properties.
- Produce garments and soft furnishings using basic sewing skills.
- Create a portfolio of samples of work.

## Unit Learning Outcomes

### **Unit 1: Working in a Fashion and Textiles Environment.**

#### **At the end of the unit, I can:**

LO 1. Work with a positive attitude in a team to provide the best customer service whilst keeping to the work environment dress code.

LO 2. Demonstrate an understanding of different types of fibres and fabric care.

LO 3. Calculate the fabric needed for soft furnishings.

LO 4. Use sewing equipment and sewing techniques to create samples following health and safety procedures.

LO 5. Use a creative textile technique to create an original item.

### **Unit 2: The World of Fashion and Clothing.**

#### **At the end of the unit, I can:**

LO 6. Use digital media to design ideas for fashion and textiles.

LO 7. Design fashionable outfits suitable for different occasions.

LO 8. Use commercial patterns effectively.



LO 9. Use sewing techniques for constructing samples.

LO 10. Prepare fabric for layout and cutting out to construct a pair of shorts.

### **Unit 3: Experimenting with Interiors.**

#### **At the end of the unit, I can:**

LO 11. Show an understanding of how to enhance interiors through colours and fabrics.

LO 12. Carry out experiments on fabrics to determine suitability for interiors whilst abiding by Health and Safety regulations.

LO 13. Create a cushion cover for a living space using a range of sewing techniques.

LO 14. Create a sheer for a living space.

LO 15. Demonstrate skills in caring for different interiors.



## PROGRAMME CERTIFICATION

Upon completion of the three-year programme, candidates will receive a certificate and a certificate supplement indicating the MQF Level achieved. Each applied vocational subject within the AVC programme is structured to be qualified at MQF Level 3, with possible exit points at MQF Level 2 or MQF Level 1. MQF Level 3 can only be achieved over a period of three scholastic years. The final qualification level depends on the total marks obtained by the candidate over the three years (with a maximum of 300 marks) as indicated in the table below.

Candidates who are absent for an entire year of the programme can qualify up to a maximum of MQF Level 2, while those absent for two full years can qualify up to a maximum of MQF Level 1.

<b>Award</b>	<b>Marks throughout the Subject</b>	<b>Grade</b>
<b>MQF Level 3</b>	<i>270- 300</i>	<i>1</i>
	<i>240 - 269</i>	<i>2</i>
	<i>210 - 239</i>	<i>3</i>
	<i>180 - 209</i>	<i>4</i>
	<i>150 - 179</i>	<i>5</i>
<b>MQF Level 2</b>	<i>120 - 149</i>	<i>6</i>
	<i>90 - 119</i>	<i>7</i>
<b>MQF Level 1</b>	<i>60 - 89</i>	<i>8</i>
	<i>0 - 59</i>	<i>Fail</i>

## QUALITY ASSURANCE

Assessment is a fundamental component of the learning process. It provides candidates with feedback on their progress and achievements while adhering to key standards of reliability, validity, and fairness. To maintain these standards, it is crucial to follow established rules and procedures. The assessment guidelines ensure that all evaluations are:

- Aligned with the appropriate standards, quality, and level.
- Fair and equitable to all students.
- Valid and reliable.

In order to ensure quality, assignment briefs and assessment decisions undergo internal verification by the designated internal verifier. This process ensures that assessments align with the intended learning outcomes and comply with established policy procedures. Furthermore, moderation will be conducted each academic year by moderators that will evaluate candidates work based on a specified rubric and moderation criteria ensuring that work has been fairly, accurately and consistently graded. During both internal verification and moderation, candidates marks are subject to change.



## ASSESSMENT

Students will be assessed on the following components:

	<b>Assessment Components</b>	<b>Marks</b>
<b>Year 9</b>	<i>Coursework</i>	<i>66 marks</i>
	<i>Controlled Assessment</i>	<i>34 marks</i>
	<i>Social responsibility project *</i>	<i>5 marks</i>
<b>Year 10</b>	<i>Coursework</i>	<i>76 marks</i>
	<i>Controlled Assessment</i>	<i>24 marks</i>
	<i>Social responsibility project*</i>	<i>5 marks</i>
<b>Year 11</b>	<i>Coursework</i>	<i>80 marks</i>
	<i>Self-Reflection *</i>	<i>5 marks</i>
	<i>Student's work *</i>	<i>5 marks</i>

*\*These components will add up to the 20 marks dedicated to the Portfolio in Year 11*

### Coursework

Coursework in year 9 and year 10 is made up of two assignments which should be set by teachers and internally verified. Coursework in year 11 is made up of one assignment which should be set by teachers and internally verified. Assignment marks shall range between 24 and 42 marks and should contain a front sheet (SEE PAGE 47).

### Controlled Assessment

This refers to the assessment set by the Director and issued through the Education Assessment Unit (EAU) during the last term of the scholastic year. This assessment includes both written and practical tasks and covers the grading criteria indicated in the Assessment Criteria section of each unit. The controlled grading criteria are highlighted in grey and set to bold and italics for ease of reference. It should be noted that for this assessment the Assessment Front Sheet is to be filled in and assessment decisions should be internally verified.

## Portfolio

Each student is expected to keep a portfolio of his/her work over three years. The portfolio carries a total of 20 marks. The breakdown of marks can be found in the appendix. The portfolio should include:

<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>
<ul style="list-style-type: none"><li>• Students work including artefacts, activity sheets, photos etc...</li><li>• Social responsibility project</li></ul>	<ul style="list-style-type: none"><li>• Students work including artefacts, activity sheets, photos etc...</li><li>• Social responsibility project</li></ul>	<ul style="list-style-type: none"><li>• Students work including artefacts, activity sheets, photos etc...</li><li>• Self Evaluation/Reflection of student's work</li></ul>
5 marks (Social Responsibility Project)	5 marks (Social Responsibility Project)	5 marks (Student's work) 5 marks (Self-reflection)

The social responsibility project should take form of an organised event under the guidance of the teacher where the students undertake part in a project to give something back to the community using the knowledge and skills gained during Fashion and Textiles lessons.

It is suggested that a minimum of **ONE** project is done in Year 9 (UNIT 1) and another minimum of **ONE** project is done in Year 10 (UNIT 2)

Some ideas of possible projects are listed below:

- Selling items made from textiles to collect money for charity.
- Producing an item made from textiles to be donated to the school community.
- Liaising with NGO's or other entities to take part in community projects.

Evidence of such project or initiatives undertaken by the students must be presented in the portfolio in the form of photos, artefacts, samples, small write-up etc...

# Unit 1

## Working in the Fashion and Textiles Industry



## Unit 1: Working in a Fashion and Textiles Environment

### Unit Description:

The fashion industry is constantly evolving and requires people with specific related skills.

This unit helps candidates develop a creative flair and ability to generate ideas and concepts to help customers in making the right choice in the fashion and textiles work environment. It introduces candidates to good communication and customer service skills which are important in retail positions to be able to speak with customers, buyers and other employees. Good dress sense when working in different fashion and textiles environment is also explored through this unit.

Candidates will become familiar with calculating the amount of fabric needed for the customers' different scenarios whilst using appropriate tools safely. They will also gain practical knowledge of basic sewing skills whilst producing a portfolio of their work. Basic understanding of the fabric type and care will also be tackled in this unit.

Finally, candidates will be using different textile techniques inspired by the interaction of colours, imagination and creativity, in producing an embellished original item.

### Learning Outcomes

At the end of the unit, I can:

LO 1. Work with a positive attitude in a team to provide the best customer service whilst keeping to the work environment dress code.

LO 2. Demonstrate an understanding of different types of fibres and fabric care. Calculate the fabric needed for soft furnishings.

LO 3. Calculate the fabric needed for soft furnishings.

LO 4. Use sewing equipment and sewing techniques to create samples following Health and Safety procedures.

LO 5. Use a creative textile technique to create an original item.

<b>Subject focus:</b>	<b>Customer Service</b>
<b>Learning Outcome 1:</b>	<i>Work with a positive attitude in a team to provide the best customer service whilst keeping to the work environment dress code.</i>

<b>K-1</b>	<b>Dealing with Customers</b>	
<b>LEVEL 1</b>	<i>Name <b>FOUR</b> elements required to create good first impressions with customers when selling a product.</i>	<i>4 x 0.25 marks = <b>1 mark</b></i>
	<i>Elements required to create a good impression with customers: e.g. eye contact, nice warm smile, friendly greeting, pay attention to customer, dress to impress, hair and dress well groomed, be respectful, do your part, try to help co-workers.</i>	
<b>LEVEL 2</b>	<i>List <b>TWO</b> verbal and <b>TWO</b> non-verbal communication skills needed when dealing with customers</i>	<i>4 x 0.25 marks = <b>1 mark</b></i>
	<i>Communication skills needed when dealing with customers:</i> <ul style="list-style-type: none"> <li><i>Verbal skills: e.g. questioning skills (open-ended questions/closed-ended questions/probing questions/confirming questions), conversational skills, vocal skills;</i></li> <li><i>Non-verbal skills: e.g. good listening skills, understanding non-verbal cues (facial expressions/eye contact/smile/hand gestures/postures/position).</i></li> </ul>	
<b>LEVEL 3</b>	<i>Describe <b>TWO</b> skills employees should master to satisfy customers' needs.</i>	<i>2 x 1 mark = <b>2 marks</b></i>
	<i>Skills to satisfy customers' needs: e.g. patience, attentiveness, clear communication, knowledge of the product, ability to use positive language, time management, calming presence, persuasion, empathy.</i>	

<b>C-1</b>	<b>Customers' Complaints</b>	
<b>LEVEL 1</b>	Describe <b>TWO</b> different complaints that customers might have in a fashion and textiles environment.	2 x 1 mark = <b>2 marks</b>
	Customer complaints: e.g. goods not up to their expectations, unhappy with service provided by sales personnel, damaged product.	
<b>LEVEL 2</b>	Explain <b>TWO</b> strategies used in dealing with customer complaints in a fashion and textiles environment.	2 x 1 mark = <b>2 marks</b>
<b>LEVEL 3</b>	Discuss <b>ONE</b> strategy in dealing with a given customer complaint in a fashion and textiles environment.	1 x 2 marks = <b>2 marks</b>
	Strategies used in dealing with customer complaints: e.g. stay calm, listen well, acknowledge the problem, get the facts, offer a solution, follow up, exceed expectation.	

<b>A-1</b>	<b>Dealing with a Customer's Complaint in a Fashion and Textiles Scenario</b>	
<b>LEVEL 1</b>	Prepare yourself to meet a complaining customer in a given fashion and textiles situation.	3 x 1 mark = <b>3 marks</b>
	Preparation for meeting a complaining customer: wearing appropriate attire; sit/stand-up straight with a nice smile; be well-groomed.	
<b>LEVEL 2</b>	Use appropriate verbal and non-verbal communication skills when dealing with a customer.	<b>Verbal skill:</b> 3 x 0.5 marks = <b>1.5 marks</b> <b>Non-Verbal Skills:</b> 5 x 0.3 marks = <b>1.5 marks</b>
	Using appropriate communication skills when dealing with a customer: <ul style="list-style-type: none"> <li>• Verbal: good questioning skills; good conversational skills; good vocal skills;</li> </ul>	



	<ul style="list-style-type: none"> <li>• <i>Non-verbal: good listening skills; facial expressions; eye contact; gestures; posture position.</i></li> </ul>	
<b>LEVEL 3</b>	Deal effectively with a customer complaint related to fashion and textiles.	4 x 1 mark = <b>4 marks</b>
	Dealing with a customer complaint: acknowledge the complaint; inform the customer that action shall be taken; record and categorise the customer complaint; resolve the complaint according to company policy.	

<b>Subject focus:</b>	<b>Fibres and Fabric</b>
<b>Learning Outcome 2:</b>	Demonstrate an understanding of different types of fibres and fabric care.

<b>K-2</b>	<b>Classification of fibres</b>	
<b>LEVEL 1</b>	Classify <b>FOUR</b> fibres and fabric into natural and manufactured.	4 x 0.25 marks = <b>1 mark</b>
	Fibres and fabrics classification: cotton; linen; wool; silk; viscose; acetate; polyamide; polyester; acrylic; elastane.	
<b>LEVEL 2</b>	State the source of <b>FOUR</b> natural fibres.	4 x 0.25 marks = <b>1 mark</b>
	Sources of natural fibres: <ul style="list-style-type: none"> <li>• Cotton: cotton boll;</li> <li>• Linen: linen flax;</li> <li>• Wool: sheep;</li> <li>• Silk: silk worm.</li> </ul>	
<b>LEVEL 3</b>	Determine <b>TWO</b> different end-uses of fabrics through examples.	2 x 1 mark = <b>2 marks</b>
	End-uses of fabrics <b>N.B. For assessment purposes, students should provide ONE different end-use example for each of the TWO fabrics provided.</b>	

<b>C-2</b>	<b>Care Labelling and fabric care</b>	
<b>LEVEL 1</b>	Outline <b>FOUR</b> different care label symbols.	4 x 0.5 marks = <b>2 marks</b>
	Care label symbols: washing; ironing; bleaching; drying; dry cleaning	
<b>LEVEL 2</b>	Outline the care needed for <b>ONE</b> fabric.	4 x 0.5 marks = <b>2 marks</b>
	Fabric care for different fabrics: cotton, linen, wool, silk, viscose, acetate, polyamide, polyester, or acrylic. <b>N.B. For assessment purposes, only ONE fabric should be used in the outline. The outline must be based on FOUR different care labels.</b>	
<b>LEVEL 3</b>	Justify the use of <b>an</b> appropriate care label for a given textile item.	1 x 2 marks = <b>2 marks</b>
	Justification of care label for a given textile item: dark-coloured cotton or white linen or wool or silk or viscose or modal or acrylic or polyester.	

<b>A-2</b>	<b>Fabrics for different scenarios</b>	
<b>LEVEL 1</b>	Choose suitable fabrics for particular scenarios.	2 x 1.5 marks = <b>3 marks</b>
	Fabrics suitable for particular scenarios: uniforms and/or work wear and/or sport and leisure clothing and/or interiors and/or cultural costumes. <b>N.B. For assessment purposes, TWO scenarios should be presented requiring different fabrics.</b>	
<b>LEVEL 2</b>	Produce a care label for a chosen fabric.	5 x 0.6 marks = <b>3 marks</b>
	Care label: washing; ironing; bleaching; drying; dry cleaning. <b>N.B. For assignment purposes, full marks should be awarded for accuracy and clearly drawn symbols.</b>	
<b>LEVEL 3</b>	Explain to a customer how to care for the fabric chosen based on its care label.	5 x 0.8 marks = <b>4 marks</b>

	Explanation of care label: washing including correct temperature; ironing including accurate ironing temperature; bleaching; drying including setting of tumble dryer if applicable; dry cleaning.
--	--

<b>Subject focus:</b>	<b>Soft Furnishings</b>
<b>Learning Outcome 3:</b>	Calculate the fabric needed for soft furnishings

<b>K-3</b>	<b>Tools needed to cut and measure soft furnishings.</b>	
<b>LEVEL 1</b>	List <b>TWO</b> tools required to measure and cut fabrics.	2 x 0.5 marks = <b>1 mark</b>
	Tools required to measure and cut fabrics: <ul style="list-style-type: none"> <li>• Measuring: tape measure or ruler;</li> <li>• Cutting: dressmaker's shears.</li> </ul>	
<b>LEVEL 2</b>	Outline the use of <b>TWO</b> tools required in measuring and cutting fabrics.	2 x 0.5 marks = <b>1 mark</b>
<b>LEVEL 3</b>	Describe <b>TWO</b> characteristics which should feature in measuring and cutting tools.	<b>Measuring Tools:</b> 2 x 0.5 marks = <b>1 mark</b> <b>Cutting Tools:</b> 2 x 0.5 marks = <b>1 mark</b>
	Tool characteristics: <ul style="list-style-type: none"> <li>• Tape measure: e.g. non-stretch, metal ends, clearly marked in inches and cm, <b>OR</b></li> <li>• Ruler: e.g. straight, clearly marked digits, hash marks,</li> </ul> <b>AND</b> <ul style="list-style-type: none"> <li>• Dressmaker's shears: e.g. long blades; sharp blades; bent handle.</li> </ul> <p><b>N.B. For assessment purposes, the explanation should be provided for a measuring tool (tape measure or ruler) and a cutting tool (dressmaker's shears).</b></p>	

<b>K-4</b>		<b>Soft furnishings and fabric calculations</b>	
<b>LEVEL 1</b>	Name <b>FOUR</b> different soft furnishings that can be made in different rooms.	4 x 0.25 marks = <b>1 mark</b>	
	Soft furnishings: • Sitting room: e.g. cushion covers, fabric sofa cover, fabric throw-over, fabric lampshade, fabric collage, sheer curtains, fabric blinds, table runners; • Bedroom: e.g. pillow cases, bed linen, duvet/quilt cover, cushion covers, curtains, fabric blinds, doilies, soft toys.		
<b>LEVEL 2</b>	State <b>FOUR</b> different widths of fabric suitable for soft furnishings.	4 x 0.25 marks = <b>1 mark</b>	
	Widths of fabric: e.g. 90 cm, 100 cm, 115 cm, 140 cm, 150 cm, 200 cm, 280 cm.		
<b>LEVEL 3</b>	Describe <b>TWO</b> factors required to calculate the amount of fabric needed for soft furnishings economically.	2 x 1 mark = <b>2 marks</b>	
	Factors required to calculate amount of fabric needed for soft furnishings economically: dimensions; fabric design; width of fabric; edge finishing.		

<b>A-3</b>		<b>Cutting and measuring the fabric for a soft furnishing</b>	
<b>LEVEL 1</b>	Prepare the appropriate tools to measure and cut fabrics	3 x 1 mark = <b>3 marks</b>	
	Preparation to measure and cut fabrics: tape measure; ruler; dressmaker's shears.		
<b>LEVEL 2</b>	Calculate the fabric needed for a given soft furnishing based on valid considerations.	5 x 0.6 marks = <b>3 marks</b>	

	<p>Calculation of fabric needed for a soft furnishing based on valid considerations: dimensions; fabric design; edge finishing; width of fabric; reduction of fabric waste.</p> <p><b>N.B. For assessment purposes the soft furnishing presented to candidates should be a cushion or a table runner.</b></p>	
<b>LEVEL 3</b>	<p>Cut the fabric taking into consideration the reduction of fabric waste.</p>	<p>4 x 1 mark = <b>4 marks</b></p>
	<p>Cutting of fabric: cutting out using appropriate tools; accurate measurement; cutting out straight; do not cut out extra fabric.</p>	

<b>Subject focus:</b>	<b>Sewing equipment and techniques</b>
<b>Learning Outcome 4:</b>	Use sewing equipment and sewing techniques to create samples following Health and Safety procedures

<b>K-5</b>	<b>Tools and Equipment required for Sewing</b>	
<b>LEVEL 1</b>	<p>List <b>FOUR</b> tools and equipment needed for basic sewing.</p>	<p>4 x 0.25 marks = <b>1 mark</b></p>
<b>LEVEL 2</b>	<p>Outline the functions of <b>TWO</b> tools and equipment required for sewing</p>	<p>2 x 0.5 marks = <b>1 mark</b></p>
	<p>Tools and equipment:</p> <ul style="list-style-type: none"> <li>• Marking and sewing: e.g. tailor's chalk, coloured marking pen/pencils, tracing wheel and carbon paper, hand sewing needles, embroidery needles, sewing machine, thimble, needle threader;</li> <li>• Pressing: e.g. steam/dry iron, ironing board, sleeve board.</li> </ul>	

<b>LEVEL 3</b>	Outline <b>FOUR</b> Health and Safety procedures that must be followed when using particular equipment.	4 x 0.5 mark = <b>2 marks</b>
	<p>Health and Safety procedures when using:</p> <ul style="list-style-type: none"> <li>• Sewing/overlock machine: never use sewing machine with wet hands; keep fingers away from the needle while sewing; wear safety glasses; wear a pair of shoes with rubber soles;</li> <li>• Steam iron: avoid overloading power socket; avoid physical contact with the sole plate; turn the iron off and unplug after use; leave iron to cool before storing.</li> </ul>	

<b>K-6</b>	<b>Using the Sewing Machine</b>	
<b>LEVEL 1</b>	Label <b>FOUR</b> different parts of a sewing machine.	4 x 0.25 marks = <b>1 mark</b>
<b>LEVEL 2</b>	Match <b>FOUR</b> different parts of the sewing machine with their function.	4 x 0.25 marks = <b>1 mark</b>
	<p>Different parts of a sewing machine: e.g. spool pin, bobbin winder, stitch width/length regulator, stitch/pattern selector, tension disk, thread take-up level, thread guide, reverse lever, needle threader, needle position selector, feed dog, throat plate, needle and needle clamp, presser foot lever, balance wheel, bobbin and bobbin case, free arm, power switch, foot pedal.</p>	
<b>LEVEL 3</b>	Describe a remedy for <b>TWO</b> common faults when using a sewing machine.	2 x 1 mark = <b>2 marks</b>
	<p>Common faults when using a sewing machine: loops on wrong side of stitching, loops on right side of stitching, stitches not interlocking, thread</p>	



	<p><i>breaking, missed stitches, puckered seams, broken needle, material not moving under presser foot.</i></p> <p><b>N.B. For assessment purposes, a remedy for EACH fault should be provided by candidates.</b></p>
--	---

<b>K-7</b>	<b>Sewing Techniques used in Fashion</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	<i>Label <b>FOUR</b> different sewing techniques used in fashion.</i>	<i>4 x 0.25 marks = <b>1 mark</b></i>
<b>LEVEL 2</b>	<i>Classify <b>FOUR</b> different sewing techniques used in fashion into different categories.</i>	<i>4 x 0.25 marks = <b>1 mark</b></i>
	<p><i>Sewing techniques classified by category:</i></p> <ul style="list-style-type: none"> <li><i>• Temporary stitches: even tacking; tailor’s tacking;</i></li> <li><i>• Permanent stitches: machine stitch; back stitch;</i></li> <li><i>• Decorative stitches: chain stitch; stem stitch;</i></li> <li><i>• Seams and neatening: e.g. open seam with zigzag finish or with bound edges, French seam, run and fell;</i></li> <li><i>• Fasteners: button and buttonhole; snaps.</i></li> </ul>	
<b>LEVEL 3</b>	<i>State the use of <b>FOUR</b> different sewing techniques used in fashion.</i>	<i>4 x 0.5 marks = <b>2 marks</b></i>
	<i>Use of sewing techniques: e.g. even tacking, tailor’s tacking, machine stitch, back stitch, open seam with zigzag finish or with bound edges, French seam, run and fell.</i>	

<b>A-4</b>	<b>The Sewing Machine and Sewing Techniques</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	<i>Prepare the basic parts of the sewing machine.</i>	<i>4 x 0.75 marks = <b>3 marks</b></i>

	<i>Preparing the basic parts of the sewing machine: inserting the adequate needle in the needle clamp correctly; winding the bobbin; inserting the bobbin in the bobbin case; attaching the appropriate sewing machine foot.</i>	
<b>LEVEL 2</b>	<i>Prepare the sewing machine for stitching.</i>	<b>4 x 0.75 marks = 3 marks</b>
	<i>Preparing the sewing machine for stitching: using the correct thread; threading; selecting the correct stitch and length; testing the sewing machine.</i>	
<b>LEVEL 3</b>	<i>Prepare a set of samples using different sewing techniques following Health and Safety procedures.</i>	<b>2 x 2 marks = 4 marks</b>
	<p><i>Samples using different techniques:</i></p> <ul style="list-style-type: none"> <li>• <i>Hand stitching: even tacking or tailor’s tacking or back stitch or chain stitch or stem stitch or button or snaps;</i></li> <li>• <i>Machine stitching: open seam with zigzag finish or open seam with bound edges or French seam or run and fell or buttonhole.</i></li> </ul> <p><b><i>N.B. For assessment purposes, neatness should be taken into consideration when awarding marks. No marks should be awarded unless all Health and Safety procedures are followed.</i></b></p>	

<b>Subject focus:</b>	<b>Creative Textiles Techniques</b>
<b>Learning Outcome 5:</b>	<i>Use a creative textile technique to create an original item.</i>

<b>K-8</b>	<b>Creative Textile Techniques</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	<i>Label <b>FOUR</b> creative textile techniques.</i>	<b>4 x 0.25 marks = 1 mark</b>
	<i>Creative textile techniques: e.g. batik, tie-dye, printing, hand and machine embroidery, appliqué, weaving, crochet, knitting.</i>	
<b>LEVEL 2</b>	<i>State <b>FOUR</b> materials and tools required for a given textile technique.</i>	<b>4 x 0.25 marks = 1 mark</b>

<b>LEVEL 3</b>	Outline <b>FOUR</b> steps involved in making a given creative textile technique keeping in mind Health and Safety procedures.	<b>4 x 0.5 marks = 2 marks</b>
	<p>Materials and tools for each creative textile technique:</p> <ul style="list-style-type: none"> <li>• Batik: e.g. wax pot/saucepan, wax, hob, tjanting, iron and ironing board, rubber gloves, stirrer <b>OR</b></li> <li>• Tie-dye: e.g. stainless steel bucket/saucepan, hob, kettle, wooden spoon, jug, iron and ironing board, rubber gloves, tongs, stirrer <b>OR</b></li> <li>• Printing: e.g. potato, leaves, sponge, crafts knife, acrylic paint, paint brush, palette, moulds <b>OR</b></li> <li>• Hand embroidery: e.g. embroidery thread, embroidery needle, embroidery hoop, thread cutter, embroidery scissors, interfacing <b>OR</b></li> <li>• Appliqué: e.g. fabric, hessian, embroidery thread, embroidery needle, embroidery hoop, interfacing.</li> </ul>	

<b>C-3</b>	<b>Mood boards</b>	<b>CONTROLLED</b>
	Outline <b>FOUR</b> differences between digital and physical mood boards.	<b>4 x 0.5 marks = 2 marks</b>
<b>LEVEL 1</b>	<p>Difference between digital and physical mood boards:</p> <ul style="list-style-type: none"> <li>• Digital: software; digital images;</li> <li>• Physical: foam board; fabric swatches/notions and hard-copy pictures/sketches.</li> </ul>	
	State <b>FOUR</b> reasons for creating a mood board.	<b>4 x 0.5 marks = 2 marks</b>
<b>LEVEL 2</b>	<p>Reasons for creating mood boards: e.g. getting inspiration, focusing on a theme, organising ideas, communicating ideas, increasing time efficiency, providing guidance.</p>	
	Discuss <b>ONE</b> consideration to be taken to create an effective mood board.	<b>1 x 2 marks = 2 marks</b>
<b>LEVEL 3</b>	<p>Considerations for an effective mood board: clarity; focal point; proportions of different elements; materials used; audience.</p>	

<b>A-5</b>	<b>Creative Textile Technique on a Ready-Made Item</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	<i>Create a physical mood board for a given textile item.</i>	<i>5 x 0.6 marks = 3 marks</i>
	<i>Physical mood board creation: focal point; well-presented; including creative textile techniques; related to textile item; swatches.</i>	
<b>LEVEL 2</b>	<i>Design an original item using a creative textile technique.</i>	<i>5 x 0.6 marks = 3 marks</i>
	<i>Design of an original item: colour; labelling; clarity; originality; suitability of techniques.</i>	
<b>LEVEL 3</b>	<i>Produce an original item embellishing it using a creative textile technique keeping in mind health and safety procedures.</i>	<i>4 x 1 marks = 4 marks</i>
	<p><i>Original textile item production: neatness; aesthetically pleasing; followed correct procedure for the creative textile technique; correct finishing of the specific creative textile techniques. <b>N.B. For assessment purposes, neatness should be taken into consideration when awarding marks. No marks should be awarded unless all Health and Safety procedures are followed.</b></i></p> <p><i><b>*N.B. For assessment purposes of A-5, ONE of the following creative textile techniques, should be used in the creation of a physical mood board, the design, the production and the embellishment of the item: Batik or Tie-dye or Printing or Hand embroidery or Appliqué. The original item to be produced by students using ONE of these five creative textile techniques, should be ONE of the following: creative collage or ready-made t-shirt or ready-made cloth bag or ready-made cushion cover or table runner.</b></i></p>	

## AVC in FASHION AND TEXTILES Criteria

UNIT 1									
	Knowledge Criteria			Comprehension Criteria			Application Criteria		
	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<b>LO 1</b>	K-1. Name <b>FOUR</b> elements required to create good first impressions with customers when selling a product	K-1. List <b>TWO</b> verbal and <b>TWO</b> non-verbal communication skills needed when dealing with customers	K-1. Describe <b>TWO</b> skills employees should master to satisfy customers' needs	C-1. Describe <b>TWO</b> different complaints that customers might have in a fashion and textiles environment	C-1. Explain <b>TWO</b> strategies used in dealing with customer complaints in a fashion and textiles environment	C-1. Discuss <b>ONE</b> strategy in dealing with a given customer complaint in a fashion and textiles environment	A-1. Prepare yourself to meet a complaining customer in a given fashion and textiles situation	A-1. Use appropriate verbal and non-verbal communication skills when dealing with a customer	A-1. Deal effectively with a customer complaint related to fashion and textiles
<b>LO 2</b>	K-2. Classify <b>FOUR</b> fibres and fabric into natural and manufactured	K-2. State the source of <b>FOUR</b> natural fibres	K-2. Determine <b>TWO</b> different end-uses of fabrics through examples	C-2. Outline <b>FOUR</b> different care label symbols	C-2. Outline the care needed for <b>ONE</b> fabric.	C-2. Justify the use of an appropriate care label for a given textile item	A-2. Choose suitable fabrics for particular scenarios	A-2. Produce a care label for a chosen fabric	A-2. Explain to a customer how to care for the fabric chosen based on its care label
<b>LO 3</b>	K-3. List <b>TWO</b> tools required to measure and cut fabrics	K-3. Outline the use of <b>TWO</b> tools required in measuring and cutting fabrics.	K-3. Describe <b>TWO</b> characteristics which should feature in measuring and cutting tools						
	K-4. Name <b>FOUR</b> different soft furnishings that can be made in different rooms	K-4. State <b>FOUR</b> different widths of fabric suitable for soft furnishings	K-4. Describe <b>TWO</b> factors required to calculate the amount of fabric needed for soft furnishings economically				A-3. Prepare the appropriate tools to measure and cut fabrics	A-3. Calculate the fabric needed for a given soft furnishing based on valid considerations	A-3. Cut the fabric taking into consideration the reduction of fabric waste
<b>LO 4</b>	K-5. List <b>FOUR</b> tools and	K-5. Outline the functions of <b>TWO</b> tools	K-5. Outline <b>FOUR</b> Health and Safety						

	equipment needed for basic sewing	and equipment required for sewing	procedures that must be followed when using particular equipment						
	K-6. Label <b>FOUR</b> different parts of a sewing machine	K-6. Match <b>FOUR</b> different parts of the sewing machine with their function	K-6. Describe <b>TWO</b> remedies for common faults when using a sewing machine						
	K-7. Label <b>FOUR</b> different sewing techniques used in fashion	K-7. Classify <b>FOUR</b> different sewing techniques used in fashion into different categories	K-7. State the use of <b>FOUR</b> different sewing techniques used in fashion				A-4. Prepare the basic parts of the sewing machine	A-4. Prepare the sewing machine for stitching	A-4. Prepare a set of samples using different sewing techniques following Health and Safety procedures
LO 5	K-8. Label <b>FOUR</b> creative textile techniques	K-8. State <b>FOUR</b> materials and tools required for a given textile technique	K-8. Outline <b>FOUR</b> steps involved in making a given creative textile technique keeping in mind Health and Safety procedures	C-3. Outline <b>FOUR</b> differences between digital and physical mood boards	C-3. State <b>FOUR</b> reasons for creating a mood board	C-3. Discuss <b>ONE</b> consideration to be taken to create an effective mood board	A-5. Create a physical mood board for a given creative textile item	A-5. Design an original item using a creative textile technique	A-5. Produce an original item embellishing it using a creative textile technique keeping in mind health and safety procedures

**MARK ALLOCATION FOR EACH CRITERIA:**

	KNOWLEDGE CRITERIA			COMPREHENSION CRITERIA			Application Criteria		
	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
	1 MARK	1 MARK	2 MARKS	2 MARKS	2 MARKS	2 MARKS	3 MARKS	3 MARKS	4 MARKS



## Award in Fashion and Textiles UNIT 1

### Rubric - Expected Answers and Marks awarded:

	LEVEL 1		LEVEL 2		LEVEL 3	
<b>K1</b>	<b>FOUR</b> elements need to be named	<b>0.25 marks</b> each element named	<b>TWO</b> examples of skills from verbal and non-verbal	<b>0.25 marks</b> each skill listed	<b>TWO</b> skills should be described	<b>1 mark</b> for each description
<b>C1</b>	<b>TWO</b> complaints need to be described	<b>1 mark</b> for each description	<b>TWO</b> strategies need to be described	<b>1 mark</b> for each description	<b>ONE</b> strategy needs to be discussed	<b>2 marks</b> for a good discussion
<b>A1</b>	As per observation sheet <b>A1</b>	<b>1 mark</b> for each preparation required to meet a customer's complaint situation	As per observation sheet <b>A1</b>	<b>0.5 marks</b> for each verbal skill demonstrated during the customer's complaint situation  <b>0.3 marks</b> for each non-verbal skill demonstrated during the customer's complaint situation	As per observation sheet. <b>A1</b>	<b>1 mark</b> for each strategy demonstrated during the customer's complaint
<b>K2</b>	<b>FOUR</b> fibres and fabrics are to be classified into natural and manufactured	<b>0.25 marks</b> each for correctly classified fibre	<b>FOUR</b> sources of natural fibres are to be stated	<b>0.25 marks</b> each for each source stated.	<b>TWO</b> different end-uses of fabrics are to be determined	<b>1 mark</b> for each end use determined
<b>C2</b>	<b>FOUR</b> care label symbols need to be outlined	<b>0.5 marks</b> for each care label symbol outlined	<b>ONE</b> fabric is outlined through their care	<b>0.5 marks</b> for each care outlined	A care label is provided for justification	<b>2 marks</b> for a good justification of an appropriate

						care label provided.
<b>A2</b>	As per observation sheet <b>A2</b>	<b>1.5 marks</b> for each suitable fabric chosen	As per observation sheet <b>A2</b>	<b>0.6 marks</b> for each correctly drawn care label symbol for the fabric provided	As per observation sheet. <b>A2</b>	<b>0.8 marks</b> for each correctly explained care label symbol
<b>K3</b>	<b>TWO</b> tools required for measuring and cutting need to be listed	<b>0.5 marks</b> for each tool listed	<b>TWO</b> tools required for measuring and cutting need to be outlined	<b>0.5 marks</b> for each tool outlined	Describe <b>TWO</b> characteristics that should be featured in a measuring tool and <b>TWO</b> characteristics that should be featured in a cutting tool	<b>0.5 marks</b> for each description
<b>K4</b>	<b>FOUR</b> different soft furnishings should be named	<b>0.25 marks</b> for each soft furnishings named	<b>FOUR</b> different widths of fabric suitable for soft furnishings need to be stated	<b>0.25 marks</b> for each width stated	<b>TWO</b> factors required to calculate the amount of fabric needed for soft furnishings economically need to be described	<b>1 mark</b> for each description
<b>A3</b>	As per observation sheet <b>A3</b>	<b>1 mark</b> for each correctly chosen tool	As per observation sheet <b>A3</b>	<b>0.6 marks</b> for each valid consideration to calculate fabric for a soft furnishing	As per observation sheet. <b>A3</b>	<b>1 mark</b> for each feature to cut fabric
<b>K5</b>	<b>TWO</b> marking and sewing tools and <b>TWO</b> pressing tools need to be listed	<b>0.25 marks</b> for each listed tool	<b>ONE</b> function for <b>each type</b> of tool needs to be outlined	<b>0.5 marks</b> for each outline	<b>FOUR</b> Health and Safety procedures that must be followed when using a particular equipment need to be outlined	<b>0.5 marks</b> for each outline
<b>K6</b>	<b>FOUR</b> different parts of the sewing machine need to be labelled	<b>0.25 marks</b> for each	<b>FOUR</b> different parts of the sewing machine with their function	<b>0.25 marks</b> for each matched part	<b>TWO</b> remedies for common faults when	<b>1 mark</b> for each description

		<i>correctly labelled part</i>			<i>using a sewing machine are described</i>	
<b>K7</b>	<b>FOUR different sewing techniques used in fashion need to be labelled</b>	<b>0.25 marks for each correctly labelled part</b>	<b>FOUR different sewing techniques used in fashion into different categories. Are classified</b>	<b>0.25 marks for each correctly classified</b>	<b>FOUR different sewing techniques used in fashion are stated</b>	<b>0.5 marks for each stated sewing technique</b>
<b>A4</b>	<b>As per observation sheet A4</b>	<b>0.75 mark for each correctly prepared basic part of the sewing machine</b>	<b>As per observation sheet A4</b>	<b>0.75 marks for each prepared part of the sewing machine for stitching</b>	<b>As per observation sheet. A4</b>	<b>2 marks for each type of sample</b>
<b>K8</b>	<b>FOUR creative textile techniques are labelled</b>	<b>0.25 marks for each correctly labelled creative textile technique</b>	<b>FOUR materials and tools required for a given textile technique are stated</b>	<b>0.25 marks materials and tools correctly stated</b>	<b>FOUR steps involved in making a given creative textile technique keeping in mind Health and Safety procedures are outlined</b>	<b>0.5 marks for each stated sewing technique</b>
<b>C3</b>	<b>FOUR differences between digital and physical mood boards are outlined</b>	<b>0.5 marks for each difference outlined</b>	<b>FOUR reasons for creating a mood board are stated</b>	<b>0.5 marks for each stated reason</b>	<b>ONE consideration to be taken to create an effective mood board is discussed</b>	<b>2 marks for a consideration discussed</b>
<b>A5</b>	<b>As per observation sheet A5</b>	<b>0.6 marks for each correctly demonstrated part in the mood board</b>	<b>As per observation sheet A5</b>	<b>0.6 marks for each correctly designed part in the design</b>	<b>As per observation sheet. A5</b>	<b>1 mark for each feature of the original textile item</b>

## Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

### Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

<i>Assignment Number</i>	<i>Assignment Type</i>	<i>Percentage distribution</i>
<b>1</b>	<i>Coursework</i>	<i>24-42%</i>
<b>2</b>	<i>Coursework</i>	<i>24-42%</i>
<b>3</b>	<i>Controlled</i>	<i>24-42%</i>

### Distribution of marks

<i>Criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Totals</i>
<b>Knowledge</b>	1	1	2	4
<b>Comprehension</b>	2	2	2	6
<b>Application</b>	3	3	4	10

# Unit 2

## The World of Fashion and Clothing



## Unit 2: The World of Fashion and Clothing

### **Unit Description:**

This unit will help candidates become familiar with the basics of sewing and related equipment used whilst developing a range of designing and sewing skills.

The unit introduces candidates to digital software used in designing fashionable garments. Through the use of commercial patterns, candidates will be able to adapt patterns according to their individual needs. They will also have the opportunity to develop their sewing skills through pattern layout, cutting out and constructing a basic pair of shorts.

Candidates will be given the opportunity to design various fashionable outfits keeping in mind several factors, including suitability for the occasion, various sizes and shapes of body, and matching fashionable accessories with different styles.

### **Learning Outcomes**

At the end of the unit, I can:

LO 6. Use digital media to design ideas for fashion and textiles.

LO 7. Design fashionable outfits suitable for different occasions.

LO 8. Use commercial patterns effectively.

LO 9. Use sewing techniques for constructing samples.

LO 10. Prepare fabric for layout and cutting out to construct a pair of shorts.

<b>Subject focus:</b>	<b>Digital Media</b>
<b>Learning Outcome 6:</b>	Use digital media to design ideas for fashion and textiles.

<b>K-9</b>	<b>CAD Functions</b>	
<b>LEVEL 1</b>	List <b>FOUR</b> functions of CAD	4 x 0.25 marks = <b>1 mark</b>
<b>LEVEL 2</b>	Outline <b>TWO</b> functions of CAD	2 x 0.5 marks = <b>1 mark</b>
	CAD functions: image and pattern manipulation; effects with filters and colours; fitting proportions and sizing; stylising and drafting; 2D and 3D modelling.	
<b>LEVEL 3</b>	Describe <b>TWO</b> examples of digital technology in the fashion and textiles industry	2 x 1 mark = <b>2 marks</b>
	<p>The importance of digital technology in the fashion and textiles industry: e.g.</p> <ul style="list-style-type: none"> <li>• design and illustration of fabrics, patterns and styles,</li> <li>• garment, textiles and accessory construction,</li> <li>• apparel and collection design,</li> <li>• preparation of toiles,</li> <li>• visualisation and presentation,</li> <li>• sizing and costings,</li> <li>• pattern drafting,</li> <li>• research.</li> </ul>	

<b>A-6</b>	<b>Sketching a digital image using CAD</b>	
<b>LEVEL 1</b>	Use CAD to create the basic layer outline for an existing digital image of a garment.	3 x 1 mark = <b>3 marks</b>
	An outline of a digital image of a garment: sharp; true to original image; good use of CAD tools.	
<b>LEVEL 2</b>	Use CAD to create separate layers of a garment with features.	3 x 1 mark = <b>3 marks</b>
	Using CAD to create separate layers of a garment with different features: clearly labelled layers; good use of CAD tools; neatly drawn features of the garment.	
<b>LEVEL 3</b>	Produce a complete sketch using CAD for a given garment.	5 x 0.8 marks = <b>4 marks</b>



	Sketch of a given garment using CAD: coherent; sharp; different colours for particular features; neat; digital copy saved according to requested file format.
--	---

<b>Subject focus:</b>	<b>Fashion drawings</b>
<b>Learning Outcome 7:</b>	Design fashionable outfits suitable for different occasions.

<b>K-10</b>	<b>Body Shapes</b>	
<b>LEVEL 1</b>	List the <b>FOUR</b> different body shapes.	4 x 0.25 marks = <b>1 mark</b>
	Body shapes: pear shape; apple or inverted triangle; straight or rectangle; hourglass.	
<b>LEVEL 2</b>	Outline <b>TWO</b> different body shapes.	2 x 0.5 marks = <b>1 mark</b>
	<p>Outline of body shapes:</p> <ul style="list-style-type: none"> <li>• Pear shape: e.g. wider waist than bust, fuller hips, fuller rear <b>AND/OR</b></li> <li>• Apple or inverted triangle: e.g. generally well-proportioned, shoulders are broader than hips, do not have a well-defined waistline <b>AND/OR</b></li> <li>• Straight or Rectangle: e.g. not particularly curvy, shoulders and hip measurements are nearly the same, waist is not very small or well-defined <b>AND/OR</b></li> <li>• Hourglass: e.g. well-defined waist, bust and hip measurements are roughly even, fuller bust-hips-thighs.</li> </ul> <p><b>N.B. For assessment purposes, only TWO different body shapes should be considered.</b></p>	
<b>LEVEL 3</b>	Describe how to dress people with <b>TWO</b> different body shapes to enhance their appearance.	2 x 1 mark = <b>2 marks</b>



	<p>Dressing according to body shape:</p> <ul style="list-style-type: none"> <li>• Pear shape: <ul style="list-style-type: none"> <li>-Tops: plunging V-necklines <b>or</b> cowl necklines <b>or</b> bell-sleeves <b>or</b> scoop necklines; o Jacket: waist length <b>or</b> mid-thigh length;</li> <li>-Dresses: princess cut dress <b>or</b> A-line dress <b>or</b> maxi dress (with embellished necklines/open backs/dramatic sleeves/belted styles/length below the knee);</li> <li>-Trousers: bootcut <b>or</b> flare styles <b>AND/OR</b></li> </ul> </li> <li>• Apple or inverted triangle: <ul style="list-style-type: none"> <li>-Tops: flowy tunics <b>or</b> relaxed <b>or</b> boyfriend button-ups <b>or</b> V-necklines;</li> <li>-Jackets: any coat/jacket that sits at the hip or upper thigh;</li> <li>-Dresses: strapless dresses <b>or</b> maxi styles with lower necklines <b>or</b> wrap-over dresses;</li> <li>-Trousers: classic trousers <b>or</b> cropped trousers <b>AND/OR</b></li> </ul> </li> <li>• Straight or rectangle: <ul style="list-style-type: none"> <li>-Tops: halter styles <b>or</b> scoop/round necklines <b>or</b> strapless;</li> <li>-Jackets: peacoats <b>or</b> dusters <b>or</b> bomber jackets <b>or</b> flowy jackets;</li> <li>-Dresses: bias cut dresses <b>or</b> dresses with collars/ruffles/embellishment;</li> </ul> </li> <li>-Trousers: skinny <b>or</b> leggings <b>or</b> structured styles <b>AND/OR</b></li> <li>• Hourglass: <ul style="list-style-type: none"> <li>-Tops: tight-fitting jersey knits <b>or</b> wrap-over <b>or</b> peplum <b>or</b> tailored with ample room in the chest <b>or</b> anything with a V-necklines/round necklines/boat necklines;</li> <li>-Jackets: classic trench <b>or</b> fitted blazers <b>or</b> cropped/bomber jackets with elastic waistbands;</li> <li>-Dresses: wrap-over dresses <b>or</b> empire dresses;</li> <li>-Trousers: stretchy <b>or</b> leggings <b>or</b> fitted jumpsuits.</li> </ul> </li> </ul> <p><b>N.B. For assessment purposes, only TWO different body shapes should be considered.</b></p>
--	---

<b>K-11</b>	<b>Body portions and head proportions.</b>	
<b>LEVEL 1</b>	Name <b>FOUR</b> different body portions in figure drawings when using the nine heads.	4 x 0.25 marks = <b>1 mark</b>
<b>LEVEL 2</b>	Label <b>FOUR</b> different body portions in the nine heads figure drawing.	4 x 0.25 marks = <b>1 mark</b>
	Body portions for fashion design in nine head figure drawings: e.g. head, neck to bust/chest, bust/chest to waist, waist to hips, hips to thighs, thighs to knees, knees to calves, calves to heels, feet.	

<b>LEVEL 3</b>	Describe <b>TWO</b> purposes of using different head proportions in figure drawings.	<b>2 x 1 mark = 2 marks</b>
	Purpose of using different head proportions: stylish; chic; sophisticated; fashionable; exaggerated.	

<b>C-4</b>	<b>Fashionable accessories</b>	
<b>LEVEL 1</b>	Match <b>FOUR</b> suitable accessories to a given outfit.	<b>4 x 0.5 marks = 2 marks</b>
	<p>Fashionable accessories:</p> <ul style="list-style-type: none"> <li>• <i>Headgear: beanie or baseball cap or bandana or cowboy hat or sun hat or panama hat or beret or cloche or top hat or pillbox hat or fascinator;</i></li> <li>• <i>Bags: athletic bag or backpack or drawstring bag or beach bag or messenger bag or satchel or cross-body bag or tote bag or briefcase or shoulder bag or clutch bag;</i></li> <li>• <i>Neckwear: tie or bow tie or cravat or square scarf or rectangle scarf or infinity scarf or pashmina scarf or detachable collar or fabric choker;</i></li> <li>• <i>Shoes: flip-flops or clogs or espadrilles or trainers or sneakers or lace-ups or brogue or loafers or ballerina or sling-back or peep-toe or court or wedges or stilettos or boots.</i></li> </ul>	
<b>LEVEL 2</b>	Explain how <b>TWO</b> accessories can enhance a particular body shape.	<b>2 x 1 mark = 2 marks</b>
	Enhancing body shapes through accessories: pear shape or apple or inverted triangle or straight or rectangle or hourglass.	
<b>LEVEL 3</b>	Justify the use of <b>ONE</b> accessory for a particular occasion.	<b>1 x 2 marks = 2 marks</b>
	Use of accessories for a particular occasion: attending a sports event or participating in a sports event or shopping or going to the cinema or job interview or office work or morning wedding or evening wedding or party or graduation.	

<b>A-7</b>	<b>Mood Boards and fashion sketches</b>	
<b>LEVEL 1</b>	Create a digital mood board on a given theme.	4 x 0.75 marks = <b>3 marks</b>
	Digital mood board creation: focal point; well-presented, related to theme; virtual swatches.	
<b>LEVEL 2</b>	Design a complete outfit using a provided fashion figure template based on the digital mood board.	6 x 0.5 marks = <b>3 marks</b>
	Design of an outfit using a fashion figure template: relation to digital mood board; colour*; clarity; originality; neatness; detailed cuts.  <b>*N.B. For assessment purposes, marks related to colour should only be awarded if it is influenced by the digital mood board.</b>	
<b>LEVEL 3</b>	Sketch a complete outfit based on a given theme using the nine heads.	8 x 0.5 marks = <b>4 marks</b>
	Sketch of complete outfit using the nine heads: relation to theme; proportions; appropriateness; colour; labelling; clarity; originality; neatness.	

<b>Subject focus:</b>	<b>Commercial Patterns</b>
<b>Learning Outcome 8:</b>	Use commercial patterns effectively

<b>K-12</b>	<b>Fashion patterns and body measurements</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	List <b>FOUR</b> different types of fashion patterns.	4 x 0.25 marks = <b>1 mark</b>
	Fashion patterns: individual ready-made patterns in standard sizes; multi-sized patterns in commercial magazines; bespoke; software-created.	
<b>LEVEL 2</b>	Label <b>FOUR</b> different pattern markings in a given fashion pattern.	4 x 0.25 marks = <b>1 mark</b>
	Fashion pattern markings: e.g. fold line, grain line, darts/pleats, matching numbers/ notches, button and button hole, zipper marking, centre front or back, cutting line/ stitching line, adjustment line.	
<b>LEVEL 3</b>	Outline <b>FOUR</b> different body measurements required in making patterns.	4 x 0.5 marks = <b>2 marks</b>

	<p>Body measurements for making patterns:</p> <ul style="list-style-type: none"> <li>Upper garment: e.g. bust/chest, waist, shoulder, back (waist) length, sleeve length, neck;</li> <li>Lower garment: e.g. waist, hips, length.</li> </ul>
--	--

<b>K-13</b>	<b>Paper pattern alterations</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	List <b>TWO</b> purposes of altering paper pattern alterations.	2 x 0.5 marks = <b>1 mark</b>
	Purpose for paper pattern alteration: to fit the size of an individual; to change the style of a pattern.	
<b>LEVEL 2</b>	Outline <b>TWO</b> basic rules that must be followed when carrying out paper pattern alterations.	2 x 0.5 marks = <b>1 mark</b>
	Basic rules to follow when carrying out pattern alterations: e.g. each alteration must be tackled on its own, changes in size require alteration lines to be always parallel to the grain line, avoid altering darts or pleats.	
<b>LEVEL 3</b>	Describe the procedures of altering <b>ONE</b> paper pattern according to size and <b>ONE</b> paper pattern according to style.	1 x 2 marks = <b>2 marks</b>
	Paper pattern alteration: <ul style="list-style-type: none"> <li>Size: alter length of trousers or skirt or alter width of skirt or trousers;</li> <li>Style: changing position of a dart or adding a collar or adding fullness and a yoke or making a kimono sleeve or changing shape of a sleeve or changing a plain skirt into a flared skirt or adding a central pleat to a plain skirt.</li> </ul>	

<b>C-5</b>	<b>Body measurements and commercial paper patterns</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	Outline <b>TWO</b> ways how body measurements should be taken for a given skirt/trousers.	2 x 1 mark = <b>2 marks</b>
	Ways of taking body measurements for skirt or trousers: e.g. around waist, around hips, from waist to required length.	
<b>LEVEL 2</b>	Describe <b>TWO</b> ways how to transfer a commercial paper pattern onto paper.	2 x 1 mark = <b>2 marks</b>

	<i>Transferring a commercial paper pattern: choose size according to given measurements; trace all pattern pieces onto paper and copy all pattern markings.</i>	
<b>LEVEL 3</b>	<i>Explain <b>TWO</b> procedures that need to be adopted before using a flat pattern.</i>	<b>2 x 1 mark = 2 marks</b>
	<i>Procedure before using a flat pattern: adapt pattern to measurements; gather necessary notions; purchase correct amount of fabric; prepare fabric.</i>	

<b>A-8</b>	<b>Body measurements and paper pattern alterations</b>	<b>CONTROLLED</b>
<b>LEVEL 1</b>	<i>Take <b>THREE</b> body measurements accurately to make a skirt or trousers.</i>	<b>3 x 1 mark = 3 marks</b>
	<i>Taking accurate body measurements to make a skirt or trousers: around waist; around hips; skirt or trousers length.</i>	
<b>LEVEL 2</b>	<i>Transfer an appropriate paper pattern according to given specific measurements using commercial magazines.</i>	<b>3 x 1 mark = 3 marks</b>
	<i>Transfer a commercial paper pattern: choose size according to given measurements; trace all pattern pieces onto paper; transfer all pattern markings.</i>  <b>N.B. For assessment purposes, the paper patterns to be used should be suitable for toddlers or young children or adults.</b>	
<b>LEVEL 3</b>	<i>Alter a commercial pattern according to a given size and style.</i>	<b>2 x 2 marks = 4 marks</b>
	<i>Altering a commercial pattern:</i> <ul style="list-style-type: none"> <li>• <b>Size:</b> lengthen a pair of trousers or lengthen a skirt or shorten a pair of trousers or shorten a skirt or alter width of a pair of trousers or alter width of a skirt;</li> <li>• <b>Style:</b> changing position of the underarm dart into a princess style or changing position of the underarm dart into a waist dart or changing position of the underarm dart in the neck into the form of gathers or adding a Peter Pan collar or adding a shirt collar or adding fullness and a yoke or making a kimono sleeve or changing shape of a sleeve into a full crown sleeve or changing shape of a sleeve into a puffed sleeve or changing a plain skirt into a flared skirt or adding a central pleat to a plain skirt.</li> </ul>	

	<b>N.B. For assessment purposes at Level 3, a different paper pattern could be provided for alterations, other than the one created at Level 2.</b>
--	---

<b>Subject focus:</b>	<b>Sewing Techniques</b>
<b>Learning Outcome 9:</b>	Use sewing techniques for constructing samples.

<b>K-14</b>	<b>Tools and Equipment required for Sewing</b>	
<b>LEVEL 1</b>	Identify <b>FOUR</b> different fasteners that can be used on trousers.	4 x 0.25 marks = <b>1 mark</b>
	Fasteners that can be used on trousers: e.g. zip, button and buttonhole, press studs/snap fasteners, hook and eye, hook and bar, hook and loop (Velcro®).	
<b>LEVEL 2</b>	Match <b>TWO</b> appropriate fasteners to garments used at particular life stages.	2 x 0.5 marks = <b>1 mark</b>
	Particular life stages: e.g. babies and toddlers, children, elderly.	
<b>LEVEL 3</b>	Outline the process of attaching a fastener on a waistband in <b>FOUR</b> steps.	4 x 0.5 mark = <b>2 marks</b>

<b>K-15</b>	<b>Pockets</b>	
<b>LEVEL 1</b>	Identify <b>FOUR</b> different pockets.	4 x 0.25 marks = <b>1 mark</b>
	Pockets: e.g. square patch pocket*, hip pocket*, seam pocket, flap pocket, welt pocket, zippered pocket.  <b>*N.B. For assessment purposes these pockets must be provided for identification together with any other two.</b>	
<b>LEVEL 2</b>	Match <b>FOUR</b> given diagrams to the steps in constructing a particular pocket.	4 x 0.25 marks = <b>1 mark</b>
	<b>N.B. For assessment purposes, diagrams depicting the construction of a square patch pocket, together with the steps, should be provided without revealing the name of the pocket.</b>	

<b>LEVEL 3</b>	Describe <b>TWO</b> steps of how to construct a given pocket.	2 x 1 mark = <b>2 marks</b>
	<b>N.B. For assessment purposes, the process of constructing a hip pocket should be described by candidates, without revealing the name of the pocket.</b>	

<b>A-9</b>	<b>Fabric samples</b>	
<b>LEVEL 1</b>	Prepare the fabric for cutting a sample.	3 x 1 mark = <b>3 marks</b>
	Preparation of fabric for cutting a sample: correct pinning; accurate seam allowance; cutting-out neatly.	
<b>LEVEL 2</b>	Prepare fabric pieces for constructing a sample.	3 x 1 mark = <b>3 marks</b>
	Preparation of pieces for constructing a sample: transfer pattern markings; neaten edges, cutting and attaching interfacing onto waistband using the iron.	
<b>LEVEL 3</b>	Sew a sample including a pocket and a waistband with a fastener	2 x 2 marks = <b>4 marks</b>
	Sewing a sample: construct a hip yoke pocket; attach a sample of a waistband working a button with a shank.	

<b>Subject focus:</b>	<b>Sewing a pair of shorts.</b>
<b>Learning Outcome 10:</b>	Prepare fabric for layout and cutting out to construct a pair of shorts.

<b>K-16</b>	<b>Cutting and measuring the fabric for soft furnishing</b>	
<b>LEVEL 1</b>	Label <b>FOUR</b> different fabrics suitable for trousers/shorts.	4 x 0.25 marks = <b>1 mark</b>
	Suitable fabric for trousers: e.g. denim, linen, viscose, polyester, wool.	

<b>LEVEL 2</b>	State <b>FOUR</b> different widths of fabric suitable for trousers/shorts.	4 x 0.25 marks = <b>1 mark</b>
	Widths of fabric for trousers/shorts: 90 cm; 100 cm; 115 cm; 140 cm; 150 cm.	
<b>LEVEL 3</b>	Describe <b>TWO</b> properties of fabric suitable for trousers/shorts.	2 x 1 mark = <b>2 marks</b>

<b>C-6</b>	<b>Pattern pieces and fabric lengths.</b>	
<b>LEVEL 1</b>	State <b>FOUR</b> pattern pieces required for a particular style of trousers.	4 x 0.5 marks = <b>2 marks</b>
	Pattern pieces: front; back; pocket; waistband/facing.	
<b>LEVEL 2</b>	Estimate <b>ONE</b> fabric length required for a particular trousers in a given scenario.	1 x 2 marks = <b>2 marks</b>
	<p>Estimation of fabric length for a pair of trousers taking into consideration: fabric widths of 90 cm; fabric width of 150 cm.</p> <p><b>N.B. For assessment purposes, the estimate should be based on the number of pattern pieces, the length of the trousers, the particular fashion features, and one-way fabric design provided in the scenario.</b></p>	
<b>LEVEL 3</b>	Give <b>ONE</b> justification for the estimated fabric length required for a particular trousers in a given scenario.	1 x 2 marks = <b>2 marks</b>

<b>A-10</b>	<b>Sewing a pair of shorts</b>	
<b>LEVEL 1</b>	Prepare the fabric for laying out the pattern of a pair of shorts.	3 x 1 mark = <b>3 marks</b>
	Preparation for laying out the pattern of a pair of shorts: cutting out paper-pattern; placing right sides of fabric together; pin selvages.	



	<b><i>N.B. For assessment purposes, the pattern provided should include a patch pocket and a casing for elastication.</i></b>	
<b>LEVEL 2</b>	<i>Cut out fabric and transfer all pattern markings to construct a pair of shorts.</i>	<i>5 x 0.6 marks = 3 marks</i>
	<i>Cutting out fabric and transferring pattern markings to construct a pair of shorts: correct placement of pattern pieces; correct pinning; leaving accurate seam allowance; neatness in cutting; correct transfer of pattern markings.</i>	
<b>LEVEL 3</b>	<i>Sew a pair of shorts.</i>	<i>5 x 0.8 marks = 4 marks</i>
	<i>Sewing a pair of shorts: pin and tack the right pattern pieces; work seams and neaten by hand and/or sewing machine; attach a patch pocket; work the elastic casing and thread the elastic; work hem by hand or machine.</i>	

**AVC in FASHION AND TEXTILES Criteria**

UNIT 2									
	Knowledge Criteria			Comprehension Criteria			Application Criteria		
	Criteria Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Criteria Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
<b>LO 6</b>	K-9. List <b>FOUR</b> functions of CAD	K-9. Outline <b>TWO</b> functions of CAD	K-9. Describe <b>TWO</b> examples of the importance of digital technology in the fashion and textiles industry				A-6. Use CAD to create the basic layer outline for an existing digital image of a garment	A-6. Use CAD to create separate layers of a garment with features	A-6. Produce a complete sketch using CAD for a given garment
<b>LO 7</b>	K-10. List the <b>FOUR</b> different body shapes	K-10. Outline <b>TWO</b> different body shapes	K-10. Describe how to dress people with <b>TWO</b> different body shapes to enhance their appearance	C-4. Match <b>FOUR</b> suitable accessories to a particular outfit	C-4. Explain how <b>TWO</b> accessories can enhance a particular body shape	C-4. Justify the use of <b>ONE</b> accessory from each category for a particular occasion	A-7. Create a digital mood board on a given theme	A-7. Design a complete outfit using a provided fashion figure template based on the digital mood board	A-7. Sketch a complete outfit based on a given theme using the nine heads
	K-11. Name <b>FOUR</b> different body portions in figure drawings when using the nine heads	K-11. Label <b>FOUR</b> different body portions in the nine heads figure drawing	K-11. Describe <b>TWO</b> purposes of using different head proportions in figure drawings						
<b>LO 8</b>	K-12. List the <b>FOUR</b> different types of fashion patterns	K-12. Label <b>FOUR</b> different pattern markings in a given fashion pattern	K-12. Outline <b>FOUR</b> body measurements required in making patterns	C-5. Outline how <b>TWO</b> body measurements should be taken for a given skirt or trousers	C-5. Describe in <b>TWO</b> steps how to transfer a commercial paper pattern onto paper	C-5. Explain <b>TWO</b> procedures that need to be adopted before using a flat pattern	A-8. Take <b>THREE</b> body measurements accurately to make a skirt or trousers	A-8. Transfer an appropriate paper pattern according to given specific measurements using commercial patterns	A-8. Alter a commercial pattern according to a given size and style

	<b>K-13. List TWO purposes of altering paper patterns</b>	<b>K-13. Outline TWO basic rules that must be followed when carrying out pattern alterations</b>	<b>K-13. Describe procedures of altering a ONE paper pattern according to size and ONE paper pattern according to style</b>						
<b>LO 9</b>	K-14. Identify <b>FOUR</b> different fasteners that can be used on trousers	K-14. Match <b>TWO</b> appropriate fasteners to garments used at two particular life stages	K-14. Outline the process of attaching a fastener on a waistband in <b>FOUR</b> steps						
	K-15. Identify <b>FOUR</b> different pockets	K-15. Match <b>FOUR</b> given diagrams to the steps in constructing a particular pocket	K-15. Describe the process of constructing a given pocket in <b>TWO</b> steps				A-9. Prepare the fabric for cutting a sample	A-9. Prepare fabric pieces for constructing a sample	A-9. Sew a sample including a pocket and a waistband with a fastener
<b>LO 10</b>	K-16. List <b>FOUR</b> different fabrics suitable for trousers	K-16. State the <b>FOUR</b> different widths of fabric suitable for trousers	K-16. Describe <b>TWO</b> properties of different fabrics used for trousers	C-6. State the <b>FOUR</b> pattern pieces required for a particular style of trousers	C-6. Estimate <b>ONE</b> fabric length required for a particular trousers in a given scenario	C-6. Justify the estimated fabric length required for a particular trousers in a given scenario	A-10. Prepare the fabric for laying out the pattern of a pair of shorts	A-10. Cut out fabric and transfer all pattern markings to construct a pair of shorts	A-10. Sew a pair of shorts

**MARK ALLOCATION FOR EACH CRITERIA:**

<b>MARK ALLOCATION FOR EACH CRITERIA:</b>									
	<b>KNOWLEDGE CRITERIA</b>			<b>COMPREHENSION CRITERIA</b>			<b>APPLICATION CRITERIA</b>		
	<b>Criteria Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>	<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>	<b>Assessment Criteria (Level 1)</b>	<b>Assessment Criteria (Level 2)</b>	<b>Assessment Criteria (Level 3)</b>
	<b>1 MARK</b>	<b>1 MARK</b>	<b>2 MARKS</b>	<b>2 MARKS</b>	<b>2 MARKS</b>	<b>2 MARKS</b>	<b>3 MARKS</b>	<b>3 MARKS</b>	<b>3 MARKS</b>

## Award in Fashion and Textiles UNIT 2

### Rubric - Expected Answers and Marks awarded:

	LEVEL 1		LEVEL 2		LEVEL 3	
<b>K9</b>	<b>FOUR</b> functions need to be listed	<b>0.25 marks</b> each function listed	<b>TWO</b> functions of CAD should be outlined	<b>0.5 marks</b> for each function	<b>TWO</b> examples should be described	<b>1 mark</b> for each description
<b>A6</b>	As per observation sheet <b>A1</b>	<b>1 mark</b> for each part of the outline	As per observation sheet <b>A1</b>	<b>1 mark</b> for each correct part of the CAD garment	As per observation sheet <b>A1</b>	<b>0.8 marks</b> for each part of the CAD sketch
<b>K10</b>	<b>FOUR</b> different body shapes should be listed	<b>0.25 marks</b> each for correctly listed body shape	<b>TWO</b> different body shapes should be outlined	<b>0.5 marks</b> each for each outline	<b>TWO</b> descriptions of dressing people with two different body shape	<b>1 mark</b> for each description
<b>K11</b>	<b>FOUR</b> different body portions in figure drawings should be named	<b>0.25</b> for each correctly named body portion	<b>FOUR</b> different body portions should be labelled	<b>0.25 marks</b> for each correct label	<b>TWO</b> purposes of using different head proportions should be described	<b>1 mark</b> for each description
<b>C4</b>	<b>FOUR</b> suitable accessories should be matched	<b>0.5</b> for each correctly matched accessory	<b>TWO</b> accessories should be explained	<b>1 mark</b> for each explanation	<b>ONE</b> accessory should be justified	<b>2 marks</b> for a correct justification
<b>A7</b>	As per observation sheet <b>A2</b>	<b>0.75 marks</b> for each feature of the mood board	As per observation sheet <b>A2</b>	<b>0.5 marks</b> for each correct part of the design	As per observation sheet <b>A2</b>	<b>0.5 marks</b> for each correct part of the sketch
<b>K12</b>	<b>FOUR</b> different types of fashion patterns should be listed	<b>0.25 marks</b> for each fashion pattern listed	<b>FOUR</b> different pattern markings should be labelled	<b>0.25 marks</b> for each correct pattern marking labelled	<b>FOUR</b> different body measurements should be outlined	<b>0.5 marks</b> for correct outline
<b>K13</b>	<b>TWO</b> purposes of altering paper	<b>0.5 marks</b> for each correct purpose listed	<b>TWO</b> basic rules should be outlined	<b>0.5 marks</b> for each outline	<b>ONE</b> paper pattern should be described. The description	<b>2 marks</b> for a correct description

	<b>patterns should be listed</b>				<b>should include the procedures</b>	
<b>C5</b>	<b>TWO body measurements should be outlined</b>	<b>1 mark for each correct outline</b>	<b>TWO steps should be described of how to transfer a commercial paper pattern</b>	<b>1 mark for each correct step</b>	<b>TWO procedures should be explained</b>	<b>1 mark for each correct explanation</b>
<b>A8</b>	<b>As per observation sheet A3</b>	<b>1 mark for each correct body measurement taken</b>	<b>As per observation sheet A3</b>	<b>1 mark for each correct part of the pattern transfer</b>	<b>As per observation sheet A3</b>	<b>2 marks for each paper pattern correctly altered</b>
<b>K14</b>	<b>FOUR different fasteners should be identified</b>	<b>0.25 marks for each correct fastener identified</b>	<b>TWO appropriate fasteners should be matched</b>	<b>0.5 marks for each correctly matched fastener</b>	<b>FOUR steps of attaching a fastener should be outlined</b>	<b>0.5 marks for each step outlined</b>
<b>K15</b>	<b>FOUR different pockets should be identified</b>	<b>0.25 marks for each correctly identified pocket</b>	<b>FOUR given diagrams should be matched</b>	<b>0.25 marks for each correctly matched diagram</b>	<b>TWO steps of how the construct a given pocket should be described</b>	<b>1 mark for each correct step</b>
<b>A9</b>	<b>As per observation sheet A4</b>	<b>1 mark for each correct step of the preparation</b>	<b>As per observation sheet A4</b>	<b>1 mark for each correct step</b>	<b>As per observation sheet A4</b>	<b>2 marks for each correct sample sewn</b>
<b>K16</b>	<b>FOUR fabrics should be listed</b>	<b>0.25 marks for each correct fabric listed</b>	<b>FOUR different widths should be stated</b>	<b>0.25 marks for each correct width stated</b>	<b>TWO properties should be described</b>	<b>1 mark for each description stated</b>
<b>C6</b>	<b>FOUR pattern pieces should be stated</b>	<b>0.5 marks for each correct piece stated</b>	<b>ONE fabric length should be estimated</b>	<b>2 marks for a correct estimation</b>	<b>ONE justification should be given</b>	<b>2 marks for a correct justification</b>
<b>A10</b>	<b>As per observation sheet A5</b>	<b>1 mark for each correct step of the preparation</b>	<b>As per observation sheet A5</b>	<b>0.6 marks for each correct step of cutting out</b>	<b>As per observation sheet A5</b>	<b>0.8 marks for each correct step of sewing</b>

## Assessment Criteria

Assessment criteria provide guidance on how the candidates will be assessed in order to ensure that the learning outcomes have been achieved.

To achieve each outcome a candidate must satisfy the assessment criteria listed in the previous table. The assessment criteria which will be assessed in the controlled assessment have been highlighted.

### Scheme of Assessment

Every assignment should include at least **ONE** knowledge criterion and **ONE** application criterion.

<i>Assignment Number</i>	<i>Assignment Type</i>	<i>Percentage distribution</i>
<b>1</b>	<i>Coursework</i>	24-42%
<b>2</b>	<i>Coursework</i>	24-42%
<b>3</b>	<i>Controlled</i>	24-42%

### Distribution of marks

<i>Criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Totals</i>
<b>Knowledge</b>	1	1	2	4
<b>Comprehension</b>	2	2	2	6
<b>Application</b>	3	3	4	10

<b>APPLIED VOCATIONAL CERTIFICATE</b>			
<b>ASSESSMENT FRONT SHEET</b>			
<b>Subject</b>		<b>Cohort</b>	
<b>Unit Number</b>		<b>Assessment Number</b>	
<b>Assessment Title</b>			
<b>Date Set</b>		<b>Date Due</b>	
<b>Class/Group</b>		<b>Student ID</b>	
<b>Student Name</b>		<b>Student Signature</b>	
<b>School</b>			

<b>Criteria</b>									<b>TOTAL</b>
<i>Maximum Mark</i>									
<i>Mark Achieved</i>									

<b>Assessor's feedback</b>

	<b>Name and Surname</b>	<b>Signature</b>	<b>Date</b>
<b>Internal Verifier</b> <i>Assignment Brief Approval</i>			
<b>Teacher / Assessor</b> <i>Confirmation of Mark</i>			
<b>Internal Verifier</b> <i>Assessment Decision Approval (if sampled)</i>			
<b>Student's Signature</b> <i>Upon receiving marks and feedback on corrected work</i>			

### OBSERVATION SHEET A-1

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>1 – Working in a Fashion and Textiles Environment</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-1

#### Activity requirements to meet grading criterion

<b>A-1</b>	<b>LEVEL 1</b>	<i>Prepare yourself to meet a complaining customer in a given fashion and textiles situation.</i>	<b>3 Marks</b>
------------	----------------	---	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Wearing appropriate attire.</i>	<input type="checkbox"/>		1
<i>Sit/Stand-up straight with a nice smile.</i>	<input type="checkbox"/>		1
<i>Be well groomed.</i>	<input type="checkbox"/>		1

#### **Student's accumulated mark for A-1 [LEVEL1]:**

<b>A-1</b>	<b>LEVEL 2</b>	<i>Use appropriate verbal and non-verbal communication skills when dealing with a customer.</i>	<b>3 Marks</b>
------------	----------------	---	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Verbal: Good questioning skills</i>	<input type="checkbox"/>		0.5
<i>Verbal: Good conversational skills</i>	<input type="checkbox"/>		0.5
<i>Verbal: Good vocal skills</i>	<input type="checkbox"/>		0.5



<i>Non-verbal: Good listening skills</i>		<input type="checkbox"/>		0.3
<i>Non-verbal: Facial Expressions</i>		<input type="checkbox"/>		0.3
<i>Non-verbal: Eye-contact</i>		<input type="checkbox"/>		0.3
<i>Non-verbal: Gestures</i>		<input type="checkbox"/>		0.3
<i>Non-verbal: Posture Position</i>		<input type="checkbox"/>		0.3
<b>Student's accumulated mark for A-1 [LEVEL2]:</b>				
<b>A-1</b>	<b>LEVEL 3</b>	<i>Deal effectively with a customer complaint related to fashion and textiles.</i>		<b>4 Marks</b>
			<b>Comments</b>	<b>Mark</b>
		<input type="checkbox"/>	<i>Acknowledge the complaint</i>	1
		<input type="checkbox"/>	<i>Inform the customer that action shall be taken</i>	1
		<input type="checkbox"/>	<i>Record and categorise the customer complaint</i>	1
		<input type="checkbox"/>	<i>Resolve the complaint according to company policy</i>	1
<b>Student's accumulated mark for A-1 [LEVEL3]:</b>				
<b>TOTAL MARK FOR A-1 (OUT OF 10 MARKS):</b>				

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

### OBSERVATION SHEET A-2

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>1 – Working in a Fashion and Textiles Environment</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-2

#### Activity requirements to meet grading criterion

<b>A-2</b>	<b>LEVEL 1</b>	Choose suitable fabrics for particular scenarios.	<b>3 Marks</b>
------------	----------------	---	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Workwear</i>	<input type="checkbox"/>		1.5
<i>Interiors</i>	<input type="checkbox"/>		1.5

#### Student's accumulated mark for A-2 [LEVEL1]:

<b>A-2</b>	<b>LEVEL 2</b>	Produce a care label for a chosen fabric.	<b>3 Marks</b>
------------	----------------	---	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Washing</i>	<input type="checkbox"/>		0.6
<i>Ironing</i>	<input type="checkbox"/>		0.6
<i>Bleaching</i>	<input type="checkbox"/>		0.6
<i>Drying</i>	<input type="checkbox"/>		0.6
<i>Dry Cleaning</i>	<input type="checkbox"/>		0.6

#### Student's accumulated mark for A-2 [LEVEL2]:

<b>A-2</b>	<b>LEVEL 3</b>	<i>Explain to a customer how to care for the fabric chosen based on its care label.</i>	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
<i>Washing including correct temperature</i>		<input type="checkbox"/>	<i>0.8</i>
<i>Ironing including correct ironing temperature</i>		<input type="checkbox"/>	<i>0.8</i>
<i>Bleaching</i>		<input type="checkbox"/>	<i>0.8</i>
<i>Ironing including setting of tumble dryer if applicable.</i>		<input type="checkbox"/>	<i>0.8</i>
<i>Dry Cleaning</i>		<input type="checkbox"/>	<i>0.8</i>
<b>Student's accumulated mark for A-2 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-2 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

## OBSERVATION SHEET A-3

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>1 – Working in a Fashion and Textiles Environment</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-3

<i>Activity requirements to meet grading criterion</i>			
<b>A-3</b>	<b>LEVEL 1</b>	<i>Prepare the appropriate tools to measure and cut fabrics.</i>	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Tape measure</i>	<input type="checkbox"/>  <i>1</i>
		<i>Ruler</i>	<input type="checkbox"/>  <i>1</i>
		<i>Dressmakers' shears</i>	<input type="checkbox"/>  <i>1</i>
<b>Student's accumulated mark for A-3 [LEVEL1]:</b>			
<b>A-3</b>	<b>LEVEL 2</b>	<i>Calculate the fabric needed for a given soft furnishing based on valid considerations.</i>	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Dimensions</i>	<input type="checkbox"/>  <i>0.6</i>

<i>Fabric Design</i>		<input type="checkbox"/>		0.6
<i>Edge finishing</i>		<input type="checkbox"/>		0.6
<i>Width of fabric</i>		<input type="checkbox"/>		0.6
<i>Reduction of fabric waste</i>		<input type="checkbox"/>		0.6
<b>Student's accumulated mark for A-3 [LEVEL2]:</b>				
<b>A-3</b>	<b>LEVEL 3</b>	<i>Cut the fabric taking into consideration the reduction of fabric waste.</i>		<b>4 Marks</b>
			<b>Comments</b>	<b>Mark</b>
<i>Cutting out using the appropriate tools</i>		<input type="checkbox"/>		1
<i>Accurate measurement</i>		<input type="checkbox"/>		1
<i>Cutting out straight</i>		<input type="checkbox"/>		1
<i>Do not cut extra fabric</i>		<input type="checkbox"/>		1
<b>Student's accumulated mark for A-3 [LEVEL3]:</b>				
<b>TOTAL MARK FOR A-3 (OUT OF 10 MARKS):</b>				

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

**OBSERVATION SHEET A-4**

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>1 – Working in a Fashion and Textiles Environment</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-4

*Activity requirements to meet grading criterion*

<b>A-4</b>	<b>LEVEL 1</b>	Prepare the basic parts of the sewing machine.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Inserting the adequate needle in the needle clamp correctly.</i>	0.75
		<i>Winding the bobbin.</i>	0.75
		<i>Inserting the bobbin in the bobbin case.</i>	0.75
		<i>Attaching the appropriate sewing machine foot.</i>	0.75
<b>Student's accumulated mark for A-4 [LEVEL1]:</b>			
<b>A-4</b>	<b>LEVEL 2</b>	Prepare the sewing machine for stitching.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
<i>A piece of fabric on which the sewing machine must be tested must be provided by the teacher.</i>			
		<i>Using the correct thread.</i>	0.75
		<i>Threading.</i>	0.75
		<i>Selecting the correct stitch and length.</i>	0.75

<i>Testing the sewing machine.</i>		<input type="checkbox"/>		<i>0.75</i>
<b>Student's accumulated mark for A-4 [LEVEL2]:</b>				
<b>A-4</b>	<b>LEVEL 3</b>	<i>Prepare a set of samples using different sewing techniques following Health and Safety procedures.</i>		<b>4 Marks</b>
			<b>Comments</b>	<b>Mark</b>
<i>Award marks only if neatness and Health and Safety procedures are followed.</i>				
<i>Chain stitch</i>		<input type="checkbox"/>		<i>2</i>
<i>French seam</i>		<input type="checkbox"/>		<i>2</i>
<b>Student's accumulated mark for A-4 [LEVEL3]:</b>				
<b>TOTAL MARK FOR A-4 (OUT OF 10 MARKS):</b>				

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

<b>OBSERVATION SHEET A-5</b>			
<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>1 – Working in a Fashion and Textiles Environment</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-5
<b>Activity requirements to meet grading criterion</b>			
<b>A-5</b>	<b>LEVEL 1</b>	Create a physical mood board for a given creative textile item.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
<i>Award marks only if neatness is taken into consideration when creating the physical mood board.</i>			
		<i>Focal point</i>	<input type="checkbox"/> 0.6
		<i>Well-presented</i>	<input type="checkbox"/> 0.6
		<i>Including hand embroidery as a creative textile technique</i>	<input type="checkbox"/> 0.6
		<i>Related to textile item</i>	<input type="checkbox"/> 0.6
		<i>Swatches</i>	<input type="checkbox"/> 0.6
<b>Student's accumulated mark for A-5 [LEVEL1]:</b>			
<b>A-5</b>	<b>LEVEL 2</b>	Design an original item using different creative textile techniques.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Colour</i>	<input type="checkbox"/> 0.6
		<i>Labelling</i>	<input type="checkbox"/> 0.6



Clarity	<input type="checkbox"/>		0.6
Originality	<input type="checkbox"/>		0.6
Suitability of Technique	<input type="checkbox"/>		0.6
<b>Student's accumulated mark for A-5 [LEVEL2]:</b>			
<b>A-5</b>	<b>LEVEL 3</b>	Produce an original item embellishing it using different creative textile techniques whilst following Health and Safety procedures.	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
Award marks only if Health and Safety procedures are followed when producing the original textile item.			
Neatness	<input type="checkbox"/>		1
Aesthetically pleasing	<input type="checkbox"/>		1
Followed correct procedure for the creative textile technique	<input type="checkbox"/>		1
Correct finishing of the specific creative textile technique	<input type="checkbox"/>		1
<b>Student's accumulated mark for A-5 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-5 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

**OBSERVATION SHEET A-6**

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>2 – The World of Fashion and Clothing</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-6

*Activity requirements to meet grading criterion*

<b>A-6</b>	<b>LEVEL 1</b>	<i>Use CAD to create the basic layer outline for an existing digital image of a garment.</i>	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Sharp</i>	<input type="checkbox"/> 1
		<i>True to original image</i>	<input type="checkbox"/> 1
		<i>Good use of CAD tools</i>	<input type="checkbox"/> 1
<b>Student's accumulated mark for A-6 [LEVEL1]:</b>			
<b>A-6</b>	<b>LEVEL 2</b>	<i>Use CAD to create separate layers of a garment with features.</i>	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Clearly labelled layers</i>	<input type="checkbox"/> 1
		<i>Good use of CAD tools</i>	<input type="checkbox"/> 1
		<i>Neatly drawn features of the garment</i>	<input type="checkbox"/> 1
<b>Student's accumulated mark for A-6 [LEVEL2]:</b>			
<b>A-6</b>	<b>LEVEL 3</b>	<i>Produce a complete sketch using CAD for a given garment.</i>	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Coherent</i>	<input type="checkbox"/> 0.8
		<i>Sharp</i>	<input type="checkbox"/> 0.8

<i>Different colours for particular features</i>	<input type="checkbox"/>		<i>0.8</i>
<i>Neat</i>	<input type="checkbox"/>		<i>0.8</i>
<i>Digital copy saved according to requested file format</i>	<input type="checkbox"/>		<i>0.8</i>
<b>Student's accumulated mark for A-6 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-6 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

<b>OBSERVATION SHEET A-7</b>			
<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>2 – The World of Fashion and Clothing</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-7
<b>Activity requirements to meet grading criterion</b>			
<b>A-7</b>	<b>LEVEL 1</b>	Create a digital mood board on a given theme.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Focal point</i>	<input type="checkbox"/> 0.75
		<i>Well presented</i>	<input type="checkbox"/> 0.75
		<i>Related to theme</i>	<input type="checkbox"/> 0.75
		<i>Virtual swatches</i>	<input type="checkbox"/> 0.75
<b>Student's accumulated mark for A-7 [LEVEL1]:</b>			
<b>A-7</b>	<b>LEVEL 2</b>	Design a complete outfit using a provided fashion figure template based on the digital mood board.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Relation to digital mood board</i>	<input type="checkbox"/> 0.5
		<i>Colour</i>	<input type="checkbox"/> 0.5
		<i>Clarity</i>	<input type="checkbox"/> 0.5
		<i>Originality</i>	<input type="checkbox"/> 0.5
		<i>Neatness</i>	<input type="checkbox"/> 0.5
		<i>Detailed cuts</i>	<input type="checkbox"/> 0.5
<b>Student's accumulated mark for A-7 [LEVEL2]:</b>			

<b>A-7</b>	<b>LEVEL 3</b>	<i>Sketch a complete outfit based on a given theme including accessories using the nine heads.</i>	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
			<i>0.5</i>
<i>Related to theme</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Proportions</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Appropriateness</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Colour</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Labelling</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Clarity</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Originality</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Neatness</i>	<input type="checkbox"/>		<i>0.5</i>
<b>Student's accumulated mark for A-7 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-7 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

### OBSERVATION SHEET A-8

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>2 – The World of Fashion and Clothing</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-8

#### Activity requirements to meet grading criterion

<b>A-8</b>	<b>LEVEL 1</b>	Take body measurements accurately to make skirt or trousers.	<b>3 Marks</b>
------------	----------------	--	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Around waist</i>	<input type="checkbox"/>		1
<i>Around Hips</i>	<input type="checkbox"/>		1
<i>Skirt Length</i>	<input type="checkbox"/>		1

#### **Student's accumulated mark for A-8 [LEVEL1]:**

<b>A-8</b>	<b>LEVEL 2</b>	Transfer an appropriate paper pattern according to given specific measurements using commercial magazines.	<b>3 Marks</b>
------------	----------------	--	----------------

		<b>Comments</b>	<b>Mark</b>
<i>Choose size according to given measurements</i>	<input type="checkbox"/>		1
<i>Trace all pattern pieces onto paper</i>	<input type="checkbox"/>		1

Transfer all pattern markings.	<input type="checkbox"/>	1
<b>Student's accumulated mark for A-8 [LEVEL2]:</b>		

<b>A-8</b>	<b>LEVEL 3</b>	Describe procedures of altering a paper pattern according to size and style.	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		Lengthening trousers by 4cm	<input type="checkbox"/> 2
		Changing a plain skirt into a flared skirt	<input type="checkbox"/> 2
<b>Student's accumulated mark for A-8 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-8 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

### OBSERVATION SHEET A-9

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>2 – The World of Fashion and Clothing</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-9

#### Activity requirements to meet grading criterion

<b>A-9</b>	<b>LEVEL 1</b>	Prepare the fabric for cutting a sample.	<b>3 Marks</b>
------------	----------------	--	----------------

		Comments	Mark
Correct pinning	<input type="checkbox"/>		1
Accurate seam allowance	<input type="checkbox"/>		1
Cutting out neatly.	<input type="checkbox"/>		1

**Student's accumulated mark for A-9 [LEVEL1]:**

<b>A-9</b>	<b>LEVEL 2</b>	Prepare fabric pieces for constructing a sample.	<b>3 Marks</b>
------------	----------------	--	----------------

		Comments	Mark
Transfer pattern markings	<input type="checkbox"/>		1
Neaten edges	<input type="checkbox"/>		1
Cutting and attaching interfacing onto waistband using the iron.	<input type="checkbox"/>		1

**Student's accumulated mark for A-9 [LEVEL2]:**



<b>A-9</b>	<b>LEVEL 3</b>	<i>Sew a sample including a pocket and a waistband.</i>	<b>4 Marks</b>
		<b>Comments</b>	<b>Mark</b>
<i>Construct a hip yoke pocket</i>		<input type="checkbox"/>	2
<i>Attach a sample of a waistband working a button with a shank.</i>		<input type="checkbox"/>	2
<b>Student's accumulated mark for A-9 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-9 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

### OBSERVATION SHEET A-10

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Unit:</b>	<i>2 – The World of Fashion and Clothing</i>	<b>Assignment:</b>	
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>Task &amp; Question:</b>		<b>Criterion:</b>	A-10

#### Activity requirements to meet grading criterion

<b>A-10</b>	<b>LEVEL 1</b>	Prepare the fabric for laying out the pattern of a pair of shorts.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Cutting out paper-pattern</i> <input type="checkbox"/>	1
		<i>Placing right sides of fabric together</i> <input type="checkbox"/>	1
		<i>Pin selvages.</i> <input type="checkbox"/>	1
<b>Student's accumulated mark for A-10 [LEVEL1]:</b>			
<b>A-10</b>	<b>LEVEL 2</b>	Cut out fabric and transfer all pattern markings to construct a pair of shorts.	<b>3 Marks</b>
		<b>Comments</b>	<b>Mark</b>
		<i>Correct placement of pattern pieces</i> <input type="checkbox"/>	0.6
		<i>Correct pinning</i> <input type="checkbox"/>	0.6
		<i>Leaving accurate seam allowance</i> <input type="checkbox"/>	0.6
		<i>Neatness in cutting</i> <input type="checkbox"/>	0.6

Correct transfer of pattern markings	<input type="checkbox"/>		0.6
<b>Student's accumulated mark for A-10 [LEVEL2]:</b>			

A-10	LEVEL 3	Sew a pair of shorts.	4 Marks
		Comments	Mark
Pin and tack the right pattern pieces	<input type="checkbox"/>		0.8
Work seams and neaten by hand and/or sewing machine	<input type="checkbox"/>		0.8
Attach a patch pocket	<input type="checkbox"/>		0.8
Work the elastic casing and thread the elastic	<input type="checkbox"/>		0.8
Work hem by hand or machine.	<input type="checkbox"/>		0.8
<b>Student's accumulated mark for A-10 [LEVEL3]:</b>			
<b>TOTAL MARK FOR A-10 (OUT OF 10 MARKS):</b>			

**Other comments:**

---



---

<b>Assessor's Signature:</b>		<b>Date:</b>	
------------------------------	--	--------------	--

## List of books recommended for Applied Vocational Certificate in Fashion and Textiles

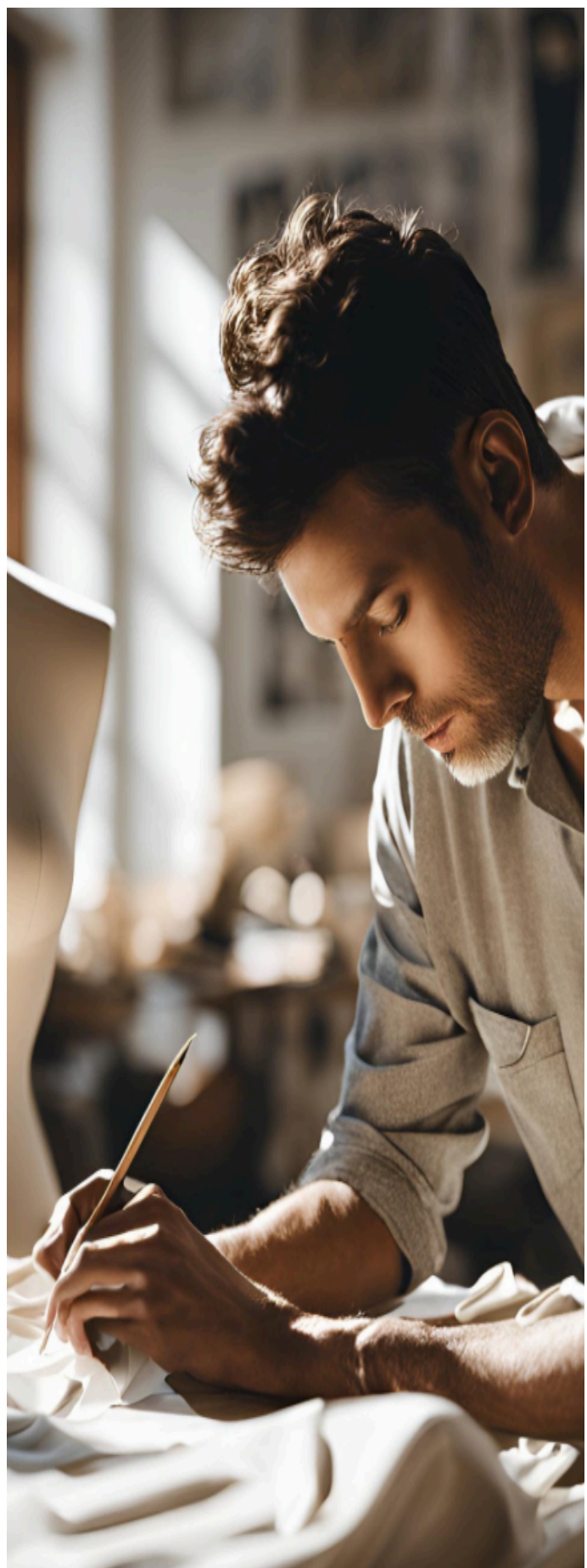
**\*N.B One copy of each book is recommended to be bought and kept in the Fashion and textiles studio as reference.**

<b>BOOK</b>	<b>ISBN NO.</b>
<i>Dressmaking Step by Step Paperback – Alison Smith</i>	ISBN-10 : 1465429816 ISBN-13 : 978-1465429810
<i>New Complete Guide to Sewing: Step-by-Step Techniques for Making Clothes and Home Accessories – Reader’s Digest</i>	ISBN-10 : 1606522086 ISBN-13 : 978-1606522080
<i>Sewing machine basics jane bolsover</i>	ISBN-10 : 1907030735 ISBN-13 : 978-1907030734
<i>AQA AS/A-Level Design and Technology: Fashion and Textiles Paperback by <u>Pauline Treuherz</u> (Author)</i>	ISBN-10 : 1510413499 ISBN-13 : 978-1510413498
<i>Fashion Sketchbook <u>Bina Abling</u> (Author) 8TH Edition</i>	ISBN: 9781501387951
<i>Living with Color: Inspiration and How-Tos to Brighten Up Your Home Hardcover – August 27, 2019 by <u>Rebecca Atwood</u> (Author)</i>	ISBN-10 : 1524763454 ISBN-13 : 978-1524763459
<i>Universal Principles of Interior Design: 100 Ways to Develop Innovative Ideas, Enhance Usability, and Design Effective Solutions (Volume 3) (Rockport Universal, 3) Hardcover – January 25, 2022 by <u>Chris Grimley</u> (Author), <u>Kelly Harris Smith</u> (Author)</i>	ISBN-10 : 0760372128 ISBN-13 : 978-0760372128

## Minimum required list of equipment for Applied Vocational Certificate in Fashion and Textiles

<b>General resources for all units</b>
Sewing machines (electronic and mechanical)
Steam Iron and iron boards
Overlock machine
Interactive whiteboard/Digital panel/Projector
Digital camera with memory card
External hard disk (for retention of proof)
Access to computers in school with CAD software
Computer with monitor with CAD software
Fire extinguishers and fire blankets
Fully equipped first Aid box
Dressmakers shears
Pinking shears
Rotary cutter
Cutting Mat A3
Seam ripper
Clipper
Embroidery scissors
Tracing wheel
Carbon paper
Metre ruler
Measuring tape

# Appendix



## AVC in Fashion and Textiles Portfolio Scoresheet

Portfolio Scoresheet Year 9			
<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
YEAR 9			
Social responsibility Project Year 9			
<i>Poor/No evidence of student's work in the social responsibility project.</i>  (0-1 mark)	<i>Good evidence of student's work as part of the social responsibility project</i>  (2-3 marks)	<i>Excellent evidence of student's work as part of the social responsibility project</i>  (4-5 marks)	
<b>Total mark For Year 9 out of 5 marks:</b>			

**Other comments:**

---



---

<b>Teacher Signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--

<b>Portfolio Scoresheet Year 10</b>			
<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			
<b>YEAR 10</b>			
Social responsibility Project Year 10			
<i>Poor/No evidence of student's work in the social responsibility project. (0-1 mark)</i>	<i>Good evidence of student's work as part of the social responsibility project (2-3 marks)</i>	<i>Excellent evidence of student's work as part of the social responsibility project (4-5 marks)</i>	
<b>Total mark For Year 10 out of 5 marks:</b>			

**Other comments:**

---



---

<b>Teacher Signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--



**Portfolio Scoresheet Year 11**

<b>School:</b>		<b>Cohort:</b>	
<b>Subject:</b>	<i>Fashion and Textiles</i>	<b>Level:</b>	AVC
<b>Student's Name/ID:</b>			
<b>Teacher's Name:</b>			

**YEAR 11**

<b>Part A</b>	<i>Student's work</i>		
<i>Poor evidence of student's work. Lack/missing or no evidence of students work. (0-1 mark)</i>	<i>Good evidence of student's work demonstrating a good quality of artefacts, activity sheets, photos and other relevant material.  (2-3 marks)</i>	<i>Excellent evidence of student's work demonstrating a high quality of artefacts, activity sheets, photos and other relevant material.  (4-5 marks)</i>	

**Total mark For Part A Year 11 out of 5 marks:**

<b>Part B</b>	<i>Self Evaluation/Reflection</i>		
<i>Poor evidence of student's evaluation of work Lack/missing evaluation sheets. (0-1 mark)</i>	<i>Good evidence of student's evaluation of work through ticking.  (2-3 marks)</i>	<i>Excellent evidence of student's Evaluations/Reflections through ticking (year 9 and 10 and written reflection.(year 11)  (4-5 marks)</i>	

**Total mark For Part B Year 11 out of 5 marks:**

**Total mark for Part A and Part B out of 10 marks:**

**Other comments:**

---



---

<b>Teacher Signature:</b>		<b>Date:</b>	
---------------------------	--	--------------	--

## Unit Distribution Plan Sample

### **Unit \_\_\_\_\_ Distribution Plan**

Teacher/Assessor: \_\_\_\_\_ Quality Nominee: \_\_\_\_\_

Internal Verifier: \_\_\_\_\_ Date: \_\_\_\_\_

Period	Activity	Person Responsible
	<i>Writing Assignment Brief 1</i>	
	<i>Internal Verification of Brief 1</i>	
	<i>Date Issued</i>	
	<i>Date Due</i>	
	<i>Correction of Assignment 1</i>	
	<i>Internal Verification of corrected assignment 1</i>	
	<i>Feedback to students who also sign the frontsheet</i>	
	<i>Writing Assignment Brief 2</i>	
	<i>Internal Verification of Brief 2</i>	
	<i>Moderation</i>	
	<i>Date Issued</i>	
	<i>Date due</i>	
	<i>Correction of Assignment 2</i>	
	<i>Internal Verification of corrected assignment 2</i>	
	<i>Feedback to students who also sign the frontsheet</i>	
	<i>Controlled Assignment</i>	
	<i>Correction of controlled Assessment</i>	
	<i>Moderation</i>	
	<i>Inputting of results on Myschool</i>	