

SEC SYLLABUS (2015)

**TEXTILES AND DESIGN**

**SEC 30**

***SYLLABUS***

**Textiles and Design SEC 30**

September)

**Syllabus**

(Not available in

Paper I(2 hrs) + Paper II (2hrs) + Coursework

This syllabus is designed for both male and female candidates with different needs and abilities. It comprises a **core compulsory** section and an **option** section which allows for a range of interests and expertise among candidates and teachers making possible a personalised course of study. The **core** includes common elements found in different aspects of the study of Textiles and Design. Candidates must also choose **one** of the options.

The syllabus offers opportunities for further studies related to Home Economics and to careers in the Textile, Fashion and Hospitality Services / Industries, Hairdressing, Interior Design and the Teaching Profession.

**Common Core (compulsory)**

- Textiles and Fashion
- Textiles Equipment and Sewing Notions
- Consumer Awareness
- Garment Making

**Options (to choose one)**

- Creative Work
- Soft Furnishings

**1. General Aims**

The aims listed below help the candidate to acquire a useful range of relevant and transferable skills which include knowledge, comprehension and application, investigation and evaluation, appreciation of design and practical work.

The syllabus aims:

- to develop and stimulate the creative abilities of candidates and to give them the opportunity to respond to design through exploration of materials and processes
- to promote an awareness of design and to develop aesthetic appreciation and originality
- to foster an appreciation of the physical, social, emotional, intellectual and aesthetic needs of people at various stages in life and to study ways by which various aspects of Textiles and Design can contribute to achieve these needs
- to develop taste and appreciation of quality and suitability of clothes and fabric
- to increase candidates' awareness and effective response to the impact of technological changes including the use of I.T. and the growth of scientific knowledge
- to encourage candidates to become discerning consumers able to find and evaluate information as a basis for making informed choices
- to develop the knowledge and skills required for the effective and safe organisation and management of relevant resources
- to develop an awareness of the impact of textiles on the environment
- to develop an awareness of the cultural differences in dress and textile products
- to develop knowledge and competence in practical skills
- to foster a critical and analytical approach to decision making and problem solving

\*\*\* It is to be noted that the above aims are not in a hierarchical order of importance.

## 2. Main Assessment Objectives

1. To analyse situations in which aspects of Textiles and Design are used to satisfy the various human needs, making use of available material resources
2. To recall, research, select, record and apply knowledge which is relevant to the needs and factors identified
3. To apply knowledge of the principles of design and properties of materials to the solution of problems through:
  - analysis of the problem
  - understanding of functional needs
  - application of aesthetic consideration: creativity, originality and inventiveness
  - selection of appropriate materials
4. To use investigative procedures:
  - to test and compare methods, materials and equipment
  - to observe, measure and record findings accurately and systematically
  - to interpret evidence in its various forms as a basis for making judgement and choices
  - to justify judgement and choices in the light of evidence
5. To decide upon and plan a course of action which takes into account the priorities identified
6. To carry out a planned course of action by applying the required skill to an acceptable level of craftsmanship
7. To assess and evaluate the effectiveness of the course of action.

It is important that the above forms an **integral** part of the teaching strategies of the syllabus.

## 3. Scheme of Assessment

The examination consists of:

- ◆ **Coursework** (40% of the total marks)
- ◆ **Written Examination Papers** (60% of the total marks)

Candidates can only qualify for Grades 1 to 5 if they obtain at least 45% of the mark allotted to each of Coursework and Written Examination.

### **Coursework (40% of total marks)**

Coursework consists of :

- \* **Prepared Practical Work**

It should consist of the following **two items**:

- **one simple garment** made during the course of studies showing both hand and machine work as well as a variety of processes and
- **one of the chosen options**, that is either **one creative piece of work** or **one item of soft furnishings** of the candidates' own choice.

\* **The Investigation**

The investigation should be based on either **the garment** or **the chosen option**.

In the investigation, candidates are expected to:

- a) analyse
- b) recall, seek out and apply knowledge
- c) make justified choices
- d) plan a course of action
- e) carry out the course of action
- f) evaluate

\* **The Portfolio**

The Portfolio should show evidence of :

- ◇ a varied collection of samples of **five main areas of processes and techniques** involved in garment making, e.g. hems, facings, methods of disposing of fullness, openings, sleeves, collars, pockets, frills, yokes, etc.
- ◇ one practical assignment carried out under time-controlled conditions and which would take place during the scholastic year of the examination.

The nature of this practical assignment will include making part of a garment to demonstrate skills and processes covered during the course of studies. This assignment which should form part of normal school activity will be teacher-set and marked according to the marks' allocation criteria of Part two of Appendix 3

\* **The Practical assignment**

The practical assignment will include:

⇒ the preparation session ( one and a half hours)

During this time, the students will cut out the paper pattern, lay and pin pattern pieces on fabric, cut out and transfer pattern markings to fabric pieces and begin some preliminary work in tacking and stitching.

⇒ the realisation session ( one and a half hours)

This session which will also be carried out during a double period will be used to continue and complete the item according to the Instruction Sheet given for the Assignment.

⇒ the evaluation session ( half an hour)

For this written exercise, students are expected to review their own progress in the making of the item and to identify their strengths and weaknesses in implementing the work.

Candidates are required to present work in English.

It is to be noted that all coursework is assessed by the teacher and is subject to moderation by the Markers' Panel. It should be ready for moderation on a date and as per instructions stipulated by the Matsec Examination Board.

■ **Private Candidates**

(a) Candidates who studied the subject at school and are re-sitting the subject may carry forward the coursework mark from a previous session.

(b) Candidates who have never studied the subject at school but have covered the coursework privately will be expected to present their coursework (practical work; investigation and portfolio work) to the MATSEC Board by the date determined by the board. Candidates will be asked to attend for an oral examination about their practical work.

### **Written Examination Papers (60% of the total marks)**

These consist of **two** examination papers, each of two hours' duration. Questions will be set in English and must be answered in English.

The papers are **Paper 1** which is taken by all candidates & **Paper 2A** or **Paper 2B**. Candidates are required to indicate on the registration form which of **Paper 2** they would like to take. It is to be noted that questions in **Paper 2A** will be more demanding than those in **Paper 2B**. No change in the choice of paper will be allowed after the registration period.

#### Paper 1 (100 marks, 30% of the total marks)

This written examination paper will consist of a number of compulsory questions.

The questions are designed to demonstrate the candidates' ability to recall, understand and apply the knowledge and skills developed through the course of study within the **Garment Making** context unit of the syllabus.

#### Paper 2A & Paper 2B (100 marks, 30% of the total marks)

Paper 2A & Paper 2B will each be divided into two sections. Section one (40 marks) will consist of compulsory short answer questions and Section two (60 marks) will of a number of longer structured questions.

Questions will be based on the content of the syllabus.

### **4. Grade Descriptions**

Candidates taking **Paper 1** and **Paper 2A** may qualify for **Grades 1, 2, 3, 4 or 5**.  
Candidates who do not obtain at least a **Grade 5** remain **Unclassified (U)**.

Candidates sitting for **Paper 1** and **Paper 2B** may qualify for **Grades 4, 5, 6, or 7**.  
Candidates who do not obtain at least a **Grade 7** remain **Unclassified (U)**.

The following **grade descriptors** indicate the level of attainment characteristic of the given grade at **SEC** level. They provide a general indication of the required learning outcomes. The descriptors should be interpreted in relation to the content outlined in the syllabus.

#### Grade 1

Candidates demonstrate:

- a critical awareness and thorough understanding of the scientific and practical concepts within the syllabus
- the ability to recall and apply knowledge relevant to different situations
- the ability to select appropriate material, plan and implement a course of action, interpret their findings and draw relevant, justified conclusions
- a high level of competence in the selection and control of a wide variety of resources, including tools and equipment
- the use of appropriate terminology, confidently and accurately, in a concise, logical and relevant manner

#### Grade 5

Candidates demonstrate:

- a basic awareness and understanding of the general concepts within the syllabus
- the ability to recall and apply knowledge with some references to the local situation
- the ability to select appropriate material with limited guidance, plan and implement a basic course of action, present findings in a satisfactory manner and draw some conclusions
- show adequate competence in the selection and use of a variety of resources, including tools and equipment
- the use of basic terminology, fairly accurately

Grade 7

Candidates demonstrate:

- a fairly limited awareness and understanding of the basic concepts within the syllabus
- a fairly limited ability to recall and apply knowledge with only the most obvious references to the local situation
- the ability to select material, plan and implement a course of action, present findings leading to restricted conclusions, with continuous guidance and support
- limited competence in the selection and use of a limited variety of resources, including tools and equipment
- the use of terminology in a restricted manner

**5. Subject Content**

**Core**

Textiles and Fashion

**Objectives:**

Candidates will be able to:

- describe various uses of textiles for dress, personal and household items and suggest ways to enhance and extend their use
- identify and assess the properties of a given fabric for use for a specific purpose
- identify and describe basic fabric constructions
- analyse the structure of a given fabric and describe the contribution this structure makes to the properties, colour, texture and pattern of the fabric
- identify fibres in common use and describe their contribution to fabric properties.
- describe the nature, care and use of different cleaning materials, detergents and dry cleaning agents and other chemicals commonly used for the routine maintenance of textiles items
- interpret Textiles Care Labels
- show awareness of the influence of fashion on consumers
- identify and assess the impact of textiles on the environment

**Content**

- ⇒ The uses of textiles for a variety of end purposes: dress, personal and household items and the decoration and/or enhancement of these constructed items to further extend their use e.g. using paints, tie-and-dye, applique', embroidery, quilting, batik.
- ⇒ The properties of natural, regenerated and synthetic fibres for the identification and suitability of textiles for specific end purposes such as for uniforms, sportswear, leisure, work, etc.
- ⇒ The properties of textiles and fabrics to meet human needs and material factors at the different stages of the life cycle such as for toddlers, the elderly, people with special needs, etc.
- ⇒ The characteristics to be considered when purchasing fabric: suitability, strength, handle, drape, elasticity, cost, care, finishes
- ⇒ Basic methods of fabric construction (woven, knitted, lace, bonded, non-woven) and their contribution to fabric properties, colour, texture and pattern. The recognition of how fabric construction relates to properties effecting strength, resistance to abrasion, stretch and recovery, appearance, comfort, handle and drape of fabrics
- ⇒ The identification of the right and wrong side of fabric, grain, selvedge, bias, warp, weft, one way design, nap, pile, looped
- ⇒ A knowledge of the nature and properties of natural (cotton, linen, wool and silk), regenerated (the rayons) and synthetic (polyamide, polyester, acrylic, elastomeric, and common new developments). The physical and chemical properties of each fibre type and the contribution they make to the properties of fabrics
- ⇒ The benefits of blending and mixing fibres
- ⇒ The application of mechanical and chemical finishes to fabrics resulting in improved properties such as easy-care, permanent pleating or creasing, mercerisation, crease resistance, antistatic, water resistance, shrink resistance, brushing, etc. Trade names of common finishes
- ⇒ The interpretation of symbols and instructions on textile labels regarding fibre content, safety and care
- ⇒ Various methods of care (laundering and dry cleaning) needed for different textile clothing and items
- ⇒ Household chemicals used in the care and maintenance of textiles items such as detergents, bleach, stain removal agents

- ⇒ The influence of the clothing industry and the media on Fashion. The market forces (trend setters) and the range of fashion outlets
- ⇒ The impact of textiles on the environment. Feasible ways to reapply and reuse textiles such as making small creative items or other items from the 'saved' fabric

### Textile Equipment and Sewing Notions

#### **Objectives**

Candidates will be able to:

- show competence in the appropriate selection, use, care and safety of sewing tools and equipment, and other related materials used for creative work
- select and justify the choice of a sewing machine for specific individual needs
- name and identify the different parts of the sewing machine
- select and use appropriate threads, needles, tension, stitch length, and techniques for different situations encountered during machine sewing
- identify causes and common faults in machine stitching and suggest remedies
- choose pressing equipment appropriate for specific domestic purposes
- demonstrate basic skills in pressing
- identify the use of IT in textiles

#### **Content**

- ⇒ The choice, purchase, use, care and safety of sewing tools and equipment used for the construction of sewing items and other related materials (such as paints, dyes etc) used for creative work
- ⇒ The choice, safe use and care of the different types of sewing machines. The identification of different parts and attachments of the sewing machine. The adjustments required to give the correct stitch length, tension and to work out the correct techniques when sewing different types of fabrics such as stretch and knitted fabrics, sheer, pile, bonded, etc.
- ⇒ Common faults, causes and remedies encountered in machine stitching.
- ⇒ The selection, safe use, care and storage of different items used for pressing
- ⇒ Different ironing and pressing techniques for different types of fabrics
- ⇒ Use of IT in textiles (through the use of computerized sewing machines and personal computers)

### Consumer Awareness

#### **Objectives**

The candidates will be able to:

- manage money effectively when shopping
- list various ways of shopping and outline their advantages and disadvantages
- plan a wardrobe for different occasions for people with different budgets
- analyse the advantages and disadvantages of making your own garments and household items and of purchasing ready-made ones
- give an outline of consumers' rights and means of protection
- identify sources of consumer related information and advice
- state ways in which the media attempts to influence consumers' choice and purchases of textile items

#### **Content**

- ⇒ Money management
- ⇒ Various ways of shopping such as mail-order, shops, boutiques, chain stores, end-of-season and warehouse sales
- ⇒ Wardrobe planning for specific needs, different occasions and for different budgets, e.g. formal and informal, leisure wear, uniforms, etc. Criteria for choosing clothes, e.g. status in society, personality, age, physical features, lifestyle, quality, available sizing. Clothing for special groups, e.g. children, wheelchair users, elderly people, etc.
- ⇒ Advantages and disadvantages of making your own garments and of purchasing ready made clothes
- ⇒ Consumers' rights and responsibilities. Means of protection and redress
- ⇒ Reliable sources of information and advice for consumers
- ⇒ Ways of coping with highly persuasive advertisements: avoiding impulsive shopping, checking clothing needs and statements on advertisements, etc.

## Garment Making

### **Objectives**

Candidates will be able to:

- analyse a given brief, carry out investigative work and evaluate the effectiveness of the design to meet the required specifications
- use a range of sewing techniques to construct textile items
- identify basic design ideas relating to: line, shape, colour, texture, pattern
- describe figure types and choose styles, colour and fabrics most suited to a particular figure type, human needs and the occasion
- select and use commercial patterns; carry out simple alterations on size and style of pattern
- list the standard widths of fabric and estimate the amount of fabric required and the cost of making a given garment
- show ability to place pattern pieces correctly and economically, cut and transfer pattern markings to fabric
- use suitable construction processes and techniques according to the type of fabric, the style chosen and the overall desired effect in the realisation of the garment
- repair, maintain and care for items of clothing, own clothes
- suggest possible alternative ways of renovating garments

### **Content**

- ⇒ Investigation of a given brief to include analysis, research, plan of work, implementation and evaluation
- ⇒ Selection of pattern and fabric in relation to human needs, figure type, style, occasion, climate, colour, etc.
- ⇒ The use of commercial patterns. Simple basic pattern alterations re size and style
- ⇒ The selection and estimation of fabric and sewing notions. Costing
- ⇒ The economical and correct layout of pattern pieces in relation to grain and different types of fabric, e.g. two-way design, nap or one-way design, checks, stripes, even or uneven plaids
- ⇒ The cutting out of garments and interlinings
- ⇒ The different methods of transferring pattern markings to fabrics
- ⇒ Basic sewing processes used to construct textile items including: stitches, seams, different methods of controlling fullness, edge finishes, fastenings, waistbands, sleeves, cuffs, faced and continuous wrap openings, patch and seam pockets, flat and stand collars
- ⇒ Methods of making up different garments
- ⇒ The correct fitting of garments during construction. Pressing in relation to shape of garment and the correct working procedure
- ⇒ The care, simple repair and renovation of garments.

### Options ( to choose one)

- \* Option one - Creative Textiles / Work

### **Objectives**

The candidates will be able to:

- design, plan, implement and evaluate according to the given brief
- identify and explore different sources of inspiration for design
- show competence in using different techniques for developing a design
- experiment with different textures, colours, fabric decoration techniques to create various effects
- have a working knowledge of different methods of fabric embellishment
- choose the most suitable materials and the correct method of production
- show creativity by using the traditional methods of embroidery and dyeing together other textile media
- explore different ways of using the sewing machine creatively
- finish or mount the work to an acceptable level of craftsmanship

### **Suggestions and Ideas**

- ⇒ Investigation of the given brief to include analysis, research, plan of work, implementation and evaluation
- ⇒ The use of books, pictures and other media as sources of reference and as an inspiration in the design process
- ⇒ Different techniques for developing a design (e.g. paper cutting, enlarging, sketching, etc.)
- ⇒ A basic knowledge of the use of the colour wheel and the combination of different colours and textures
- ⇒ Hand and machine embroidery stitches, different methods of dyeing and other techniques . used for decorative purposes such as applique, quilting, etc
- ⇒ The use of modern commercial fabric markers, dyes, paste, beads, sequins, novelty yarns, and jewels to embellish decorations creatively
- ⇒ The production and finishing of an article of interest, e.g. bags, T-shirts, fabric collages, items for children's rooms, living rooms, kitchens, dining rooms, etc

\* Option two - Soft Furnishings

### **Objectives**

The candidates will be able to:

- design, plan, implement and evaluate according to the given brief
- list and describe briefly various items of home furnishings
- identify the different fabric properties required for specific items of soft furnishing
- list and describe traditional and fashionable fabrics for soft furnishing and the correct method of construction
- choose the most suitable materials and the correct method of construction
- embellish fabrics for soft furnishing in a variety of ways
- finish the work to an acceptable level of craftsmanship

### **Suggestion and Ideas**

- ⇒ Investigation of the given brief to include analysis, research, plan of work, implementation and evaluation
- ⇒ The use of books, pictures and other media as sources of reference and inspiration in the design process for making various items of home furnishings
- ⇒ The selection of traditional and fashionable soft furnishing fabrics and linings such as moire, damask, net, velvet, taffetta, satin, brocade, chintz, lace, etc. according to their method of construction, particular fabric properties, and their specific end use
- ⇒ Finishes for fabrics used for soft furnishings: crease-resistant, flame-retardant, stain-repellant, water-repellent, shrink-resistant, drip-dry, mothproof, glazed and embossed effects, etc.
- ⇒ The embellishment of fabrics to include the experimentation with new fabrics and products such as: special tapes, weighting for curtains, braids, laces, adhesive haberdashery, etc.
- ⇒ A basic knowledge of the processes involved such as seams, hems, attaching fasteners, frills, pleating, gathering, attaching cords, making tassels including basic hand and machine-stitching and special machine stitches for difficult fabrics.
- ⇒ The production and finishing of a specific item of soft furnishing such as items for children's rooms, rooms for teenagers, sitting rooms, bedrooms, kitchens, hairdressers' salon, offices, etc. and taking into consideration factors regarding safety, environmental and human needs

**Appendix 1**

Assessment Criteria for Garment

Total = 12 marks

**Maximum Mark 3** to be awarded accordingly for each area of assessment:  
3 marks, 2 marks, 1 mark or 0 marks

( 3 or 2 marks)

( 1 or 0 marks)

		Marks
<p>• <b>Disposing of Fullness - Darts, Gathers, Pleats, Tucks,</b></p> <p>darts - even and gradually tapered, appropriate length, well finished gathers - properly distributed pleats - regular, even with a good hand Tucks - straight, even width, smooth and unpuckered</p>	<p>uneven or abruptly tapered badly finished  unevenly distributed irregular, uneven width, puckered crooked, uneven width, puckered</p>	
<p>• <b>Stitching, Seams, Hems</b></p> <p>stitching - even, proper length, straight Seams - suitable, properly finished hems - suitable, inconspicuous, even, proper width, well pressed</p>	<p>Uneven, incorrect length, crooked, careless Unsuitable, puckered, improperly finished Unsuitable, conspicuous, uneven, incorrect width, bulky, poorly pressed</p>	
<p>• <b>Openings, Fasteners Bindings, Facings,</b></p> <p>Openings, Fasteners - right choice, unpuckered, neat Bindings - cut on the bias where necessary, properly joint, neatly sewn Facings - smooth, graded, understitched, well turned and finished</p>	<p>Incorrect choice of openings, puckered, untidy  Not cut on the bias, improperly drawn or bulky, poorly finished Not clipped, drawn, bulky, poorly finished</p>	
<p>• <b>Collar, Sleeves, Pockets, Waistbands</b></p> <p>Collars - Cut along the correct grain, suitably interfaced, graded, clipped and well finished, alike on both sides Sleeves - good fit, proper hand, neatened, well finished side pockets – neatly inserted into seam, well finished patch pockets – even in size, well rounded or squared, neatly tapered or mitred waistbands – correctly fitted, suitably interlined, graded, flat, neatened and well finished</p>	<p>Grain direction ignored, not suitable interfaced, drawn or bulky Pulled, puckered, improper hang Improperly inserted into seam, bulky  Uneven in size, corner incorrectly rounded or squared Incorrectly fitted, unsuitably interlined, bulky, unlayered, puckered, improperly finished</p>	
<b>Total =</b>		

**Appendix 1**

cont/...

Assessment Criterion for Option Choice

Total = 18 marks

Option Choice – Creative piece of work  
or Soft furnishing item

( 3 or 2 marks)

( 1 or 0 marks)

( 3 or 2 marks)	( 1 or 0 marks)	Marks
<ul style="list-style-type: none"> <li><b>Design</b> original, harmonious</li> </ul>	Copied, untastefully arranged, lacks harmony	
<ul style="list-style-type: none"> <li><b>Preparation</b> material suitably chosen, fabric adequately prepared, appropriate selection of decorative techniques and embroidery</li> </ul>	Unsuitable material, fabric inadequately prepared, inappropriate selection of decorative techniques and embroidery	
<ul style="list-style-type: none"> <li><b>Hand and Machine Stitching</b> Regular, neat, correct tension, starting and finishing off neatly</li> </ul>	Irregular, untidy, incorrect tension, starting and finishing off carelessly	
<ul style="list-style-type: none"> <li><b>Sewing Processes and Other Techniques</b> Correct sewing processes, varied, neat, effective, correct method of application of braids, cords, etc.</li> </ul>	Incorrect sewing processes, lacks variety, ineffective, incorrect method of application	
<ul style="list-style-type: none"> <li><b>Visual Effect</b> interesting texture and colour choice, aesthetically pleasing, harmonious and balanced</li> </ul>	Untastefully arranged and poor colour choice, lacks harmony and balance	
<ul style="list-style-type: none"> <li><b>Presentation</b> converted into an item, neatly presented and well finished</li> </ul>	Not neatly finished or unfinished , not converted into item originally planned	
<b>Total =</b>		

**Appendix 2**Assessment Criteria for Investigation Work

Total = 15 marks

The following criteria are to be used for Matsec purposes.

<b>Section</b>	<b>Criteria for Mark Allocation</b>	<b>Maximum Marks</b>	<b>Marks</b>
Research & Analysis	A simple analysis, indicating limited research and interpretation of ideas	0 - 1	
	Clearly explained analysis of the design brief, supported by well presented illustrations, research and evidence	2 - 3	
Investigation & Testing	Limited investigation into some aspects with no testing	0 - 1	
	Evidence of investigation into all aspects of the design brief, with clearly explained methods of testing and experimental work	2 - 3	
Organisation & Planning a course of action	A limited outline of planning giving little or no detail	0 - 1	
	A well presented detailed outline of proposed course of action, illustrated clearly with sketches	2 - 3	
Application of Knowledge & Skills	A basic understanding of material properties showing little consideration for function, technique and the skills involved	0 - 1	
	A detailed, well presented understanding of the properties, cost and availability of materials, with investigation into function and suitable methods of construction	2 - 3	
Evaluation	Poor analysis and limited comments on planning, organisation, costs, techniques and construction.	0 - 1	
	A comprehensive analysis and justification of planning decisions, organisation, resources, costs and outcomes, techniques and construction giving suggestions for future developments.	2 - 3	
<b>Total =</b>			

**Appendix 3**

Assessment Criteria of Portfolio

- ◇ Part one - the varied collection of samples of **five** main areas of processes and techniques
- ◇ Part two - the practical assignment

For part one, the number of occasions on which marks are allocated for each task is left to the discretion of the individual teacher.

However, an overall assessment mark is required for the portfolio with a maximum of 10 marks.

Assessment Criteria of Part one of Portfolio

Total = 15 marks

Candidate has:

Overall Assessment Level	Maximum Marks	Marks
Carried out work independently and in a competent manner; used a variety of appropriate skills to a high standard showing evidence of logical planning; showed a high level of ongoing evaluation; drawn detailed conclusions linked to work.	15 - 13	
carried out the work in a well organised and thorough manner; used a range of skills to a good standard; identified some strengths and weaknesses; drawn simple conclusions with assistance.	12 - 10	
Carried out planned work mainly independently; used an range of skills to a good standard; identified some strengths and weaknesses; drawn simple conclusions with assistance.	9 - 7	
Carried out the planned work with occasional assistance; showed evidence of some research; used a range of skills in a satisfactory manner; needed assistance to identify strengths and weaknesses.	6 - 4	
Carried out the planned work with continuous assistance; used simple skills in a limited way; produced only a general appraisal of the work	3 - 0	
	<b>Total =</b>	

Assessment Criteria of Part two of PortfolioPractical Assignment

The following scale award is based on 5 graded levels.  
Teachers are required to use these criteria when assessing work

- Level 1 - very basic and limited = 1 mark
- Level 2 - basic to marginally competent = 2 marks
- Level 3 - competent = 3 marks
- Level 4 - very competent to good = 4 marks
- Level 5 - very good to excellent = 5 marks

- It is to be noted that 0 marks can also be given and that for Area D hereunder, each mark band is tripled.

Area	Ability to:	Maximum Marks	Marks
A	place pattern pieces with grain, pin and cut out	5	
B	transfer pattern markings, pin and tack	5	
C	hand and machine stitch	5	
D	proceed with at least three different sewing processes	15	
E	follow instructions, press and finish	5	
F	evaluate strengths and weakness of work	5	
<b>Total =</b>			