

**L-Università
ta' Malta**

**MATSEC
Examinations Board**



SEAC 09 Syllabus

Fashion and Textiles

2022

Updated on 15th October, 2021

SEAC09 Fashion and Textiles
Syllabus Addendum

Mitigating factors for 2022 MATSEC Examinations Session

Changes in Subject Content	<p>Content in Unit 1 has been reduced to what was covered in Assignment 1. Remaining content is not expected to be delivered.</p> <p>Content of Unit 2 K8, C3, A4 and A5 may not be covered.</p> <p>Content of Unit 3 K3, C3 and A2 may not be covered.</p>
Changes in Coursework	<p>Unit 1 Assignment 2 will not be carried out. Marks for this component will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>All criteria in Unit 2 (including those highlighted for the Controlled assessment), except for K8, C3, A4 and A5, will be assessed in Assignment 1 and Assignment 2.</p> <p>All criteria in Unit 3 (including those highlighted for the Controlled assessment), except for K3, C3 and A2, will be assessed in Assignment 1 and Assignment 2.</p>
Changes in Exam Paper(s)	<p>The Unit 1 Controlled assessment (Assignment 3) will not be carried out. Marks for Unit 1 Controlled assessment will be prorated at the end of the programme based on the performance in the other assessments of the qualification.</p> <p>The Unit 2 Controlled assessment (Assignment 3) will not be carried out. Although K8, C3, A4 and A5 will not be assessed, these criteria will be the only ones included on this Assignment's front sheet. Marks for these knowledge and/or comprehension criteria, will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria within the same unit. The application criteria not being assessed shall be awarded full marks.</p> <p>The Unit 3 Controlled assessment (Assignment 3) will not be carried out. K3, C3 and A2 will not be assessed and these will be prorated at the end of the unit based on the combined performance in knowledge and comprehension criteria, and application criteria respectively, within the same unit.</p>

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Introduction

The aim of this learning and assessment programme is to assist secondary schools to manage applied vocational programmes, specifically in the planning and implementation of the programme delivery.

This learning and assessment programme is structured in two parts, namely:

Part A: General Policies

Part B: Unit Specifications

In Part A, the Learning Outcomes of the programme are explained. Important terms used in the Learning and Assessment Programme (LAP) are defined.

In Part B, the content to be covered in each unit is provided. The learning outcomes together with a brief description are also specified. The assessment criteria together with the scheme of assessment are presented in this part of the document.

In order to ensure effective implementation of the programme, adequate standards, quality assurance processes and procedures have to be adopted. Additionally, policies, guidelines and strategies related to assessment practices are documented in the SEAC Vocational Subjects Policy Document. Standard templates will also be provided and will be structured as follows:

List of Templates
Teacher's Timeframe
Assignment Brief Front Sheet
Record of Internal Verification – Assignment Brief
Record of Internal Verification – Assessment Decision
External Verification Report Template
Unit Tracking Sheet Template

Part A: General Policies

Introduction

The aim of the applied vocational programme in Fashion and Textiles is to provide candidates with the underpinning knowledge related to the world of Fashion and Textiles. By the end of the programme, candidates 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 a portfolio 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 1.** Use digital media to design ideas for fashion and textiles.
- LO 2.** Design fashionable outfits suitable for different occasions.
- LO 3.** Use commercial patterns effectively.
- LO 4.** Use sewing techniques for constructing samples.
- LO 5.** Prepare fabric for layout and cutting out to construct a pair of trousers.

Unit 3: Experimenting with Interiors

At the end of the unit, I can:

- LO 1.** Show an understanding of how to enhance interiors through colours and fabrics.
- LO 2.** Carry out experiments on fabrics to determine suitability for interiors whilst abiding by Health and Safety regulations.
- LO 3.** Create a cushion cover for a living space using a range of sewing techniques.
- LO 4.** Create a sheer for a living space.
- LO 5.** Demonstrate skills in caring for different interiors.

Programme Descriptors

Programme descriptors are understood as outcome statements of what a candidate is expected to have achieved by the end of the programme. These are an adaptation of MQF level descriptors for the specific programme.

Overview

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic general knowledge</p> <ol style="list-style-type: none"> 1. Acquires basic general knowledge related to fashion and textiles environments and expressed through a variety of simple tools and contexts as an entry point to lifelong learning; 2. Knows and understands the steps needed to complete simple tasks and activities in fashion and textiles settings; 3. Is aware and understands basic tasks and instructions; 4. Understands basic fashion and textiles textbooks. 	<p>Basic factual knowledge of fashion and textiles.</p> <ol style="list-style-type: none"> 1. Possesses good knowledge of fashion and textiles; 2. Is aware and interprets information and ideas; 3. Understands facts and procedures in the application of basic fashion and textiles tasks and instructions; 4. Selects and uses relevant knowledge to accomplish specific actions for self and others. 	<p>Knowledge of facts, principles, processes and general concepts in fashion and textiles.</p> <ol style="list-style-type: none"> 1. Understands the relevancy of theoretical knowledge and information related to fashion and textiles; 2. Assesses, evaluates and interprets facts, establishing basic principles and concepts in fashion and textiles; 3. Understands facts and procedures in the application of more complex fashion and textiles tasks and instructions; 4. Selects and uses relevant fashion and textiles knowledge acquired on one's own initiative to accomplish specific actions for self and others.

MQF Level 1	MQF Level 2	MQF Level 3
<p>Basic skills required to carry out simple tasks.</p> <ol style="list-style-type: none"> 1. Has the ability to apply basic knowledge and carry out a limited range of simple tasks related to fashion and textiles; 2. Has basic repetitive communication skills to complete well defined routine tasks and identifies whether actions have been accomplished; 3. Follows instructions and is aware of consequences of basic actions for self and others. 	<p>Basic cognitive and practical skills required to use relevant information in order to carry out fashion and textiles related tasks and to solve routine problems using simple rules and tools.</p> <ol style="list-style-type: none"> 1. Has the ability to demonstrate a range of skills by carrying out a range of complex tasks in fashion and textiles; 2. Communicates basic information; 3. Ensures tasks are carried out effectively. 	<p>A range of cognitive and practical skills required to accomplish fashion and textiles tasks and solve problems by selecting and applying basic methods, tools, materials and information.</p> <ol style="list-style-type: none"> 1. Demonstrates a range of developed skills to carry out more than one complex task effectively and in unfamiliar and unpredictable contexts related to fashion and textiles; 2. Communicates more complex information; 3. Solves basic problems by applying basic methods, tools, materials and information given in a restricted fashion and textiles learning environment.
<p>Work out or study under direct supervision in a structured context.</p> <ol style="list-style-type: none"> 1. Applies basic fashion and textiles knowledge and skills to do simple, repetitive and familiar tasks; 2. Participates in and takes basic responsibility for the action of simple fashion and textiles tasks; 3. Activities are carried out under guidance and within simple defined timeframes; 4. Acquires and applies basic key competences related to fashion and textiles at this level. 	<p>Work or study under supervision with some autonomy.</p> <ol style="list-style-type: none"> 1. Applies factual knowledge and practical skills to do some structured fashion and textiles tasks; 2. Ensures s/he acts pro-actively; 3. Carries out fashion and textiles activities under limited supervision and with limited responsibility in a quality controlled context; 4. Acquires and applies basic key fashion and textiles competences at this level. 	<p>Take responsibility for completion of fashion and textiles tasks in work or study and adapt own behaviour to circumstances in solving problems.</p> <ol style="list-style-type: none"> 1. Applies fashion and textiles knowledge and skills to do some tasks systematically; 2. Adapts own behaviour to circumstances in solving problems by participating pro-actively in structured learning environments; 3. Uses own initiative with established responsibility and autonomy, but is supervised in quality-controlled learning environments, normally in a fashion and textiles environment; 4. Acquires key fashion and textiles competences at this level as a basis for lifelong learning.

Definitions/Terminology

Term	Definition
Assessment Criteria	A description of what a candidate is expected to do in order to demonstrate that a learning outcome has been achieved.
Assessor	The person responsible to grade the candidate's work, issue a mark and determine the candidate's final grade.
Competences	Each competence is defined as a combination of knowledge and skills and is associated with the level of autonomy and responsibility that the person is expected to have at that level.
Controlled Assessment	An assessment set by MATSEC which may include written and/or practical tasks as specified in the syllabus. This may be a take-home assessment or carried out under controlled conditions.
Coursework	A number of assignments set by teachers and given to the candidate during the course as specified in the syllabus.
Knowledge	Knowledge refers to the understanding of basic, factual and theoretical information, which is traditionally associated with formal learning but can also be acquired from informal and non-formal learning.
Learning Outcome	Learning Outcomes are statements which describe what a qualification represents in terms of knowledge, skills and competences. The Malta Qualifications Framework (MQF) defines a learning outcome as what the candidate understands and is capable of doing at the end of the learning process.
Malta Qualification Framework	The Malta Qualifications Framework (MQF) provides an indication of the level of difficulty as a benchmark for a qualification, which needs to be assigned a level and mapped to the framework. The MQF has level descriptors from Level 1 to 8. The level descriptors are useful for education and training providers as they describe the Knowledge, Skills and Competences and a set of Learning Outcomes, which indicate to the candidate the end of a learning process.
Quality Assurance	A continuous process to assure the standards and quality of the learning assessment programme.
Sample of Work	A sample of work is a percentage of the candidate's work gathered as a representative sample for the internal or external verifier.
Skills	Skills imply the application of acquired knowledge and understanding in different contexts. A skill may be the result of formal learning or of repetitive work in an informal setting.
Synoptic Assessment	An assessment in the form of a written examination and conducted under controlled conditions covering all learning outcomes and the majority of Knowledge and Comprehension assessment criteria in a given unit.
Unit Content	The unit content is the content required to be communicated and given to the candidate per learning outcome. Each learning outcome must have content related to it, which content must be delivered to provide the candidate with the tools necessary to achieve that outcome.

Assessment Scope

Assessment is an important element in any learning process. This should inform candidates about their achievements and at the same time it should meet important conditions of reliability, validity and fairness. Thus, important rules and procedures must be adhered-to. In particular, the assessment regulations and procedures that are explained in this section will ensure that assessments are:

- Of the required standard, quality and level;
- Fair for all candidates;
- Valid and reliable.

Each unit will be assessed through three assignments. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

Quality Assurance

An important aspect of this programme is the quality assurance process that must be conducted throughout the implementation of the programme. Three main processes are to be conducted as stipulated in the table below.

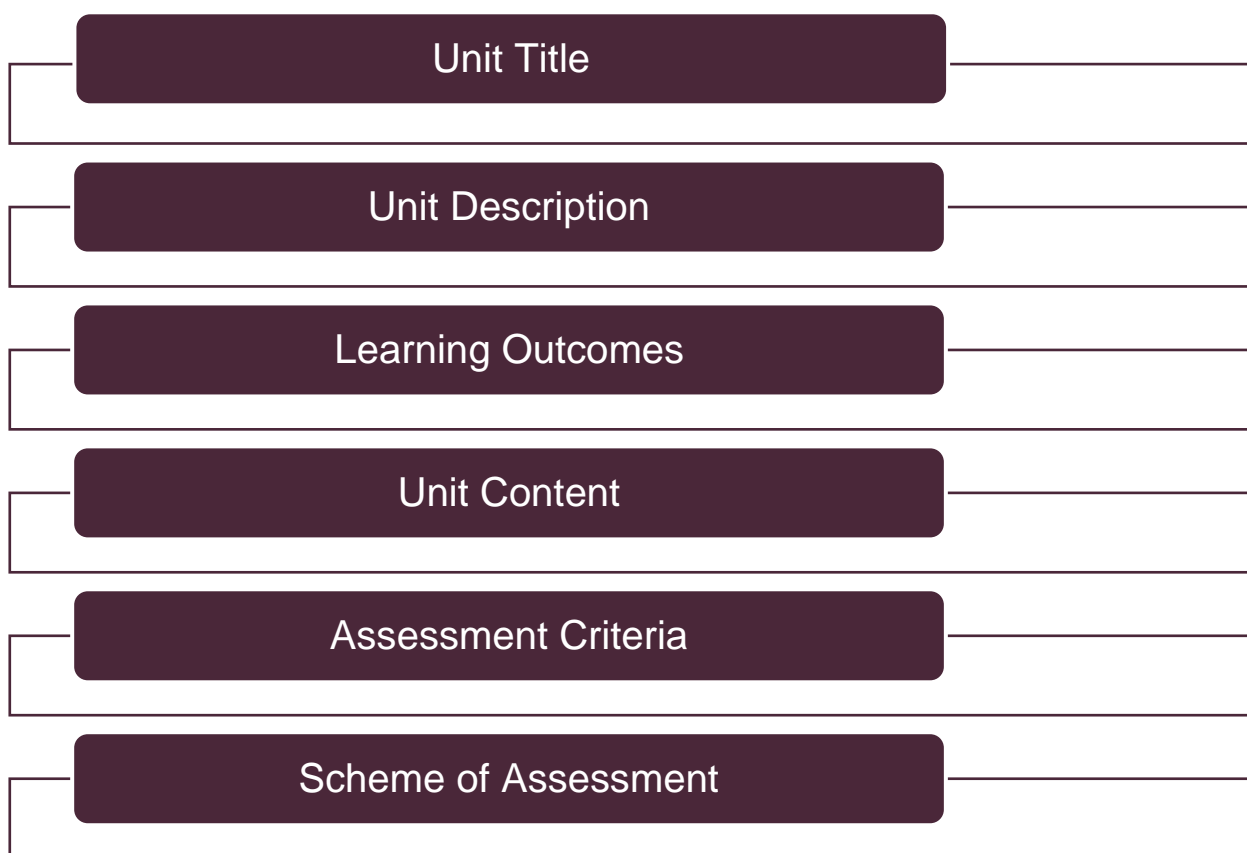
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment Decisions	Once candidates complete their work, and their assessments have been corrected, a representative sample of candidates' work is to be internally verified.
External Verification	The process of external verification will ensure that programme quality and standards are met.

Part B: Unit Specifications

Introduction

This part of the programme guide provides detailed specification for each of the 3 units that are to be implemented for the successful completion of the programme. The curriculum design adopted for the development of the units of study is based on the learning outcomes approach. The latter can be defined as “written statements of what a candidate should be able to do/know/apply by the end of the learning process.”¹

The structure of the unit specifications is presented below:



Interpreting the Unit Specifications

The syllabus is written in a way whereby the knowledge criteria at MQF level 3 build upon the knowledge criteria at MQF level 2 and in the same manner the knowledge criteria at MQF level 2 build upon the knowledge criteria at MQF level 1. The same applies for the comprehension and application criteria. The comprehension criteria also build upon the knowledge criteria and the application criteria build upon the knowledge and the comprehension criteria.

¹ http://www.cedefop.europa.eu/files/4156_en.pdf

The document is an assessment syllabus; therefore any other examples or information apart from those written in the unit content should be taught so that candidates will enjoy the learning process and get a general overview of the subject. Under each grading criterion, only the **minimum** content that has to be covered is listed. The material covered in class must at least reflect **both** the unit content and grading criteria.

Examples (e.g.), commas, semi-colons, bullets, or, and N.B. are used in the Learning and Assessment Programme. When semi-colons are used the candidates should be assessed on all the content prescribed. However, when the list is headed with example (e.g.), all the content is to be covered but candidates are to be assessed on more than 50% of the content prescribed for that grading criterion. Where bullets are present, marks allocated for the criterion should be equally distributed. Where 'or' is present, only one of the listed items should be assessed. Where an 'N.B.' is present, important information regarding the assessment is given.

Where the plural is used in grading criteria (e.g. types, aspects, etc.), at least two answers are expected. Unless indicated otherwise in the unit content, when assignments are written, the criteria assessed should build on each other.

In each grading criterion there is a command verb which determines the type of answers expected by the student, such as list, identify, outline, describe, explain, etc... These verbs are defined in the glossary of verbs available on the MATSEC website. It is of vital importance that the command verbs specified in the grading criteria remain unchanged in the assignment brief.

Unit 1: Working in a Fashion and Textiles Environment

Unit 1	Working in a Fashion and Textiles Environment
<p>Unit Description</p>	<p>The fashion industry is constantly evolving and requires people with specific related skills.</p> <p>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.</p> <p>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.</p> <p>Finally, candidates will be using different textile techniques inspired by the interaction of colours, imagination and creativity, in producing an embellished original item.</p>

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.
- LO 3.** Calculate the fabric needed for soft furnishings.
- LO 4.** Use sewing equipment and sewing techniques to create a portfolio following Health and Safety procedures.
- LO 5.** Use a creative textile technique to create an original item.

Unit Content

Subject Focus	Customer service
LO 1.	Work with a positive attitude in a team to provide the best customer service whilst keeping to the work environment dress code.
K-1.	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.
	Communication skills needed when dealing with customers: <ul style="list-style-type: none"> • Verbal skills: e.g. questioning skills (open-ended questions/closed-ended questions/probing questions/confirming questions), conversational skills, vocal skills; • Non-verbal skills: e.g. good listening skills, understanding non-verbal cues (facial expressions/eye contact/smile/hand gestures/postures/position).
	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.
C-1.	Customer complaints: e.g. goods not up to their expectations, unhappy with service provided by sales personnel, damaged product.
	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.
A-1.*	Preparation for meeting a complaining customer: wearing appropriate attire; sit/stand-up straight with a nice smile; be well-groomed.
	Using appropriate communication skills when dealing with a customer: <ul style="list-style-type: none"> • Verbal: good questioning skills; good conversational skills; good vocal skills; • Non-verbal: good listening skills; facial expressions; eye contact; gestures; posture position.
	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.

***N.B.** For assessment purposes, in a role-play a candidate acts out a **spontaneous** imaginary scenario that closely mirrors a situation that could occur in a fashion and textiles setting. The role play should involve interacting with 'an actor' posing as a customer. Candidates should not write and/or be given a transcript.

Subject Focus	Fibres and fabric care
LO 2.	Demonstrate an understanding of different types of fibres and fabric care.
K-2.	Fibres and fabrics classification: cotton; linen; wool; silk; viscose; acetate; polyamide; polyester; acrylic; elastane.
	Sources of natural fibres: <ul style="list-style-type: none"> • Cotton: cotton boll; • Linen: linen flax; • Wool: sheep; • Silk: silk worm.
	N.B. For assessment purposes, students should provide ONE different end-use example for each of the FOUR fabrics provided.
C-2.	Care label symbols: washing; ironing; bleaching; drying; dry cleaning.
	Fabric care for different fabrics: cotton and/or linen and/or wool and/or silk and/or viscose and/or acetate and/or polyamide and/or polyester and/or acrylic. N.B. For assessment purposes, only TWO fabrics should be used in the outline.
	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.
A-2.	Fabrics suitable for particular scenarios: uniforms and/or work wear and/or sport and leisure clothing and/or interiors and/or cultural costumes. N.B. For assessment purposes, TWO scenarios should be presented requiring different fabrics.
	Care label: washing; ironing; bleaching; drying; dry cleaning. N.B. For assignment purposes, full marks should be awarded for accuracy and clearly drawn symbols.
	Explanation of care label: washing including correct temperature; ironing including accurate ironing temperature; bleaching; drying including setting of tumble dryer if applicable; dry cleaning.

Subject Focus	Soft furnishings
LO 3.	Calculate the fabric needed for soft furnishings.
K-3.	Tools required to measure and cut fabrics: <ul style="list-style-type: none"> • Measuring: tape measure or ruler; • Cutting: dressmaker's shears.
	Tool characteristics: e.g. <ul style="list-style-type: none"> • Tape measure: e.g. non-stretch, metal ends, clearly marked in inches and cm, • Ruler: e.g. straight, clearly marked digits, hash marks, • Dressmaker's shears: e.g. long blades; sharp blades; bent handle. <p>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).</p>
K-4.	Soft furnishings: <ul style="list-style-type: none"> • 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.
	Widths of fabric: e.g. 90 cm, 100 cm, 115 cm, 140 cm, 150 cm, 200 cm, 280 cm.
	Factors required to calculate amount of fabric needed for soft furnishings economically: dimensions; fabric design; width of fabric; edge finishing.
A-3.	Preparation to measure and cut fabrics: tape measure; ruler; dressmaker's shears.
	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>N.B. For assessment purposes the soft furnishing presented to candidates should be a cushion or a table runner.</p>
	Cutting of fabric: cutting out using appropriate tools; accurate measurement; cutting out straight; do not cut out extra fabric.

Subject Focus	Sewing equipment and techniques
LO 4.	Use sewing equipment and sewing techniques to create a portfolio following Health and Safety procedures.
K-5.	<p>Tools and equipment:</p> <ul style="list-style-type: none"> • 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; • Pressing: e.g. steam/dry iron, ironing board, sleeve board.
K-5.	<p>Health and Safety procedures when using:</p> <ul style="list-style-type: none"> • Sewing machine/overlock: 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; • 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.
K-6.	<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> <p>Common faults when using a sewing machine: e.g. loops on wrong side of stitching, loops on right side of stitching, stitches not interlocking, thread breaking, missed stitches, puckered seams, broken needle, material not moving under presser foot.</p> <p>N.B. For assessment purposes, a remedy for EACH fault should be provided by candidates.</p>
K-7.	<p>Sewing techniques classified by category:</p> <ul style="list-style-type: none"> • Temporary stitches: even tacking; tailor's tacking; • Permanent stitches: machine stitch; back stitch; • Decorative stitches: chain stitch; stem stitch; • Seams and neatening: e.g. open seam with zigzag finish or with bound edges, French seam, run and fell; • Fasteners: button and button hole; snaps. <p>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.</p>
A-4.	<p>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.</p> <p>Preparing the sewing machine for stitching: using the correct thread; threading; selecting the correct stitch and length; testing the sewing machine.</p> <p>Samples using different techniques:</p> <ul style="list-style-type: none"> • Hand stitching: even tacking or tailor's tacking or back stitch or chain stitch or stem stitch or button or snaps; • Machine stitching: open seam with zigzag finish or open seam with bound edges or French seam or run and fell or buttonhole. <p>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.</p>

Subject Focus	Creative textile techniques
LO 5.	Use a creative textile technique to create an original item.
K-8.	Creative textile techniques: e.g. batik, tie-dye, printing, hand and machine embroidery, appliqué, weaving, crochet, knitting.
	Materials and tools for each creative textile technique: <ul style="list-style-type: none"> • Batik: e.g. wax pot/saucepan, wax, hob, tjanting, iron and ironing board, rubber gloves, stirrer OR • Tie-dye: e.g. stainless steel bucket/saucepan, hob, kettle, old metal spoon, jug, iron and ironing board, rubber gloves, thongs, stirrer OR • Printing: e.g. potato, leaves, sponge, crafts knife, acrylic paint, paint brush, palette, moulds OR • Hand embroidery: e.g. embroidery thread, embroidery needle, embroidery hoop, thread cutter, embroidery scissors, interfacing OR • Appliqué: e.g. fabric, hessian, embroidery thread, embroidery needle, embroidery hoop, interfacing.
C-3.	Difference between digital and physical mood boards: <ul style="list-style-type: none"> • Digital: software; digital images; • Physical: foam board; fabric swatches/notions and hard-copy pictures/sketches.
	Reasons for creating mood boards: e.g. getting inspiration, focusing on a theme, organising ideas, communicating ideas, increasing time efficiency, providing guidance. Considerations for an effective mood board: clarity; focal point; proportions of different elements; materials used; audience.
A-5.*	Physical mood board creation: focal point; well-presented; including creative textile techniques; related to textile item; swatches.
	Design of an original item: colour; labelling; clarity; originality; suitability of techniques.
	Original textile item production: neatness; aesthetically pleasing; followed correct procedure for the creative textile technique; correct finishing of the specific creative textile techniques. 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.

***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-die **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.

Learning Outcomes and Assessment Criteria

Subject Focus:	Customer service
Learning Outcome 1:	Work with a positive attitude in a team to provide the best customer service whilst keeping to the work environment dress code.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. Name the elements required to create good first impressions with customers when selling a product.	K-1. List the verbal and non-verbal communication skills needed when dealing with customers.	K-1. Describe the skills employees should master to satisfy customers' needs.	C-1. Describe different complaints that customers might have in a fashion and textiles environment.	C-1. Explain strategies used in dealing with customer complaints in a fashion and textiles environment.	C-1. Discuss strategies 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.

Subject Focus:	Fibres and fabric care
Learning Outcome 2:	Demonstrate an understanding of different types of fibres and fabric care.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-2. Classify fibres and fabric into natural and manufactured.	K-2. State the source of natural fibres.	K-2. Determine different end-use of fabrics through examples.	C-2. Outline the different care label symbols.	C-2. Outline the care needed for different fabrics.	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.

Subject Focus:	Soft furnishings
Learning Outcome 3:	Calculate the fabric needed for soft furnishings.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. List the tools required to measure and cut fabrics.	K-3. Outline the use of tools required in measuring and cutting fabrics.	K-3. Describe characteristics which should feature in measuring and cutting tools.				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.
K-4. Name different soft furnishings that can be made in different rooms.	K-4. State the different widths of fabric suitable for soft furnishings.	K-4. Describe the factors required to calculate the amount of fabric needed for soft furnishings economically.						

Subject Focus:	Sewing equipment and techniques
Learning Outcome 4:	Use sewing equipment and sewing techniques to create a portfolio following Health and Safety procedures.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. List tools and equipment needed for basic sewing.	K-5. Outline the functions of tools and equipment required for sewing.	K-5. Outline Health and Safety procedures that must be followed when using particular equipment.						
K-6. Label different parts of a sewing machine.	K-6. Match different parts of the sewing machine with their function.	K-6. Describe a remedy for common faults when using a sewing machine.				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.
K-7. Label different sewing techniques used in fashion.	K-7. Classify different sewing techniques used in fashion into different categories.	K-7. State the use of different sewing techniques used in fashion.						

Subject Focus:	Creative textile techniques
Learning Outcome 5:	Use a creative textile technique to create an original item.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. Label various creative textile techniques.	K-8. State the materials and tools required for a given textile technique.	K-8. Outline the process involved for a given creative textile technique keeping in mind Health and Safety procedures.	C-3. Outline the difference between digital and physical mood boards.	C-3. State reasons for creating a mood board.	C-3. Discuss the considerations 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 whilst following Health and Safety procedures.

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.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 2: The World of Fashion and Clothing

Unit 2	The World of Fashion and Clothing
<p>Unit Description</p>	<p>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.</p> <p>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 trousers.</p> <p>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.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Use digital media to design ideas for fashion and textiles.
- LO 2.** Design fashionable outfits suitable for different occasions.
- LO 3.** Use commercial patterns effectively.
- LO 4.** Use sewing techniques for constructing samples.
- LO 5.** Prepare fabric for layout and cutting out to construct a pair of trousers.

Unit Content

Subject Focus	Digital media
LO 1.	Use digital media to design ideas for fashion and textiles.
K-1.	CAD functions: image and pattern manipulation; effects with filters and colours; fitting proportions and sizing; stylising and drafting; 2D and 3D modelling.
	<p>The importance of digital technology in the fashion and textiles industry: e.g.</p> <ul style="list-style-type: none"> • design and illustration of fabrics, patterns and styles, • garment, textiles and accessory construction, • apparel and collection design, • preparation of toiles, • visualisation and presentation, • sizing and costings, • pattern drafting, • research.
A-1.*	An outline of a digital image of a garment: sharp; true to original image; good use of CAD tools.
	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.
	Sketch of a given garment using CAD: coherent; sharp; different colours for particular features; neat; digital copy saved according to requested file format.

***N.B.** For assessment purposes, the garment should be the front **or** the back of a pair of trousers.

Subject Focus	Fashion drawings
LO 2.	Design fashionable outfits suitable for different occasions.
K-2.	Body shapes: pear shape; apple or inverted triangle; straight or rectangle; hourglass.
	<p>Outline of body shapes:</p> <ul style="list-style-type: none"> • Pear shape: e.g. wider waist than bust, fuller hips, fuller rear AND/OR • Apple or inverted triangle: e.g. generally well-proportioned, shoulders are broader than hips, do not have a well-defined waistline AND/OR • Straight or Rectangle: e.g. not particularly curvy, shoulders and hip measurements are nearly the same, waist is not very small or well-defined AND/OR • Hourglass: e.g. well-defined waist, bust and hip measurements are roughly even, fuller bust-hips-thighs. <p>N.B. For assessment purposes, only TWO different body shapes should be considered.</p> <p>Dressing according to body shape:</p> <ul style="list-style-type: none"> • Pear shape: <ul style="list-style-type: none"> ○ Tops: plunging V-necklines or cowl necklines or bell-sleeves or scoop necklines; ○ Jacket: waist length or mid-thigh length; ○ Dresses: princess cut dress or A-line dress or maxi dress (with embellished necklines/open backs/dramatic sleeves/belted styles/length below the knee); ○ Trousers: bootcut or flare styles AND/OR • Apple or inverted triangle: <ul style="list-style-type: none"> ○ Tops: flowy tunics or relaxed or boyfriend button-ups or V-necklines; ○ Jackets: any coat/jacket that sits at the hip or upper thigh; ○ Dresses: strapless dresses or maxi styles with lower necklines or wrap-over dresses; ○ Trousers: classic trousers or cropped trousers AND/OR • Straight or rectangle: <ul style="list-style-type: none"> ○ Tops: halter styles or scoop/round necklines or strapless; ○ Jackets: peacoats or dusters or bomber jackets or flowy jackets; ○ Dresses: bias cut dresses or dresses with collars/ruffles/embellishment; ○ Trousers: skinny or leggings or structured styles AND/OR • Hourglass: <ul style="list-style-type: none"> ○ Tops: tight-fitting jersey knits or wrap-over or peplum or tailored with ample room in the chest or anything with a V-necklines/round necklines/boat necklines; ○ Jackets: classic trench or fitted blazers or cropped/bomber jackets with elastic waistbands; ○ Dresses: wrap-over dresses or empire dresses; ○ Trousers: stretchy or leggings or fitted jumpsuits. <p>N.B. For assessment purposes, only TWO different body shapes should be considered.</p>

K-3.	Body portions for fashion design in eight and a half 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.
	Purpose of using different head proportions: stylish; chic; sophisticated; fashionable; exaggerated.
C-1.	<p>Fashionable accessories:</p> <ul style="list-style-type: none"> • 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; • 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; • 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; • 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.
	Enhancing body shapes through accessories: pear shape or apple or inverted triangle or straight or rectangle or hourglass.
	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.
A-2.	Digital mood board creation: focal point; well-presented, related to theme; virtual swatches.
	<p>Design of an outfit using a fashion figure template: relation to digital mood board; colour*; clarity; originality; neatness; detailed cuts.</p> <p><i>*N.B. For assessment purposes, marks related to colour should only be awarded if it is influenced by the digital mood board.</i></p>
	Sketch of complete outfit using the eight and a half heads: relation to theme; proportions; appropriateness; colour; labelling; clarity; originality; neatness.

Subject Focus	Commercial patterns
LO 3.	Use commercial patterns effectively.
K-4.	Fashion patterns: individual ready-made patterns in standard sizes; multi-sized patterns in commercial magazines; bespoke; software-created.
	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.
	<p>Body measurements for making patterns:</p> <ul style="list-style-type: none"> • Upper garment: e.g. bust/chest, waist, shoulder, back (waist) length, sleeve length, neck; • Lower garment: e.g. waist, hips, length.

K-5.	Purpose for paper pattern alteration: to fit the size of an individual; to change the style of a pattern.
	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.
	<p>Paper pattern alteration:</p> <ul style="list-style-type: none"> • Size: alter length of trousers or skirt or alter width of skirt or trousers; • 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.
C-2.	Ways of taking body measurements for skirt or trousers: e.g. around waist, around hips, from waist to required length.
	Transferring a commercial paper pattern: choose size according to given measurements; trace all pattern pieces onto paper and copy all pattern markings.
	Procedure before using a flat pattern: adapt pattern to measurements; gather necessary notions; purchase correct amount of fabric; prepare fabric.
A-3.*	Taking accurate body measurements to make a skirt or trousers: around waist; around hips; skirt or trousers length.
	Transfer a commercial paper pattern: choose size according to given measurements; trace all pattern pieces onto paper; transfer all pattern markings.
	<p>Altering a commercial pattern:</p> <ul style="list-style-type: none"> • Size: 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; • Style: 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. <p>N.B. For assessment purposes at MQF 3, a different paper pattern could be provided for alterations, other than the one created at MQF 2.</p>

***N.B.** For assessment purposes, the paper patterns to be used should be suitable for toddlers **or** young children **or** adults.

Subject Focus	Sewing techniques
LO 4.	Use sewing techniques for constructing samples.
K-6.	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®).
	Particular life stages: e.g. babies and toddlers, children, elderly.
K-7.	Pockets: e.g. square patch pocket*, hip pocket*, seam pocket, flap pocket, welt pocket, zippered pocket. <i>*N.B. For assessment purposes these pockets must be provided for identification together with any other two.</i>
	<i>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.</i>
	<i>N.B. For assessment purposes, the process of constructing a hip pocket should be described by candidates, without revealing the name of the pocket.</i>
A-4.	Preparation of fabric for cutting a sample: correct pinning; accurate seam allowance; cutting-out neatly.
	Preparation of pieces for constructing a sample: transfer pattern markings; neaten edges, cutting and attaching interfacing onto waistband using the iron.
	Sewing a sample: construct a hip yoke pocket; attach a sample of a waistband working a button with a shank.

Subject Focus	Sewing a pair of trousers
LO 5.	Prepare fabric for layout and cutting out to construct a pair of trousers.
K-8.	Suitable fabric for trousers: e.g. denim, linen, voile, viscose, polyester, wool.
	Widths of fabric for trousers: 90 cm; 100 cm; 115 cm; 140 cm; 150 cm.
C-3.	Pattern pieces: front; back; pocket; waistband/facing.
	<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>N.B. For assessment purposes, the estimates 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.</p>
A-5.	<p>Preparation for laying out the pattern of a pair of trousers: cutting out paper-pattern; placing right sides of fabric together; pin selvages.</p> <p>N.B. For assessment purposes, the pattern provided should include a patch pocket and a casing for elastication.</p>
	Cutting out fabric and transferring pattern markings to construct a pair of trousers: correct placement of pattern pieces; correct pinning; leaving accurate seam allowance; neatness in cutting; correct transfer of pattern markings.
	Sewing a pair of trousers: 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.

Learning Outcomes and Assessment Criteria

Subject Focus:			Digital media					
Learning Outcome 1:			Use digital media to design ideas for fashion and textiles.					
Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List the functions of CAD.	K-1. Outline the functions of CAD.	K-1. Describe the importance of digital technology in the fashion and textiles industry.				A-1. Use CAD to create the basic layer outline for an existing digital image of a garment.	A-1. Use CAD to create separate layers of a garment with features.	A-1. Produce a complete sketch using CAD for a given garment.

Subject Focus:			Fashion drawings					
Learning Outcome 2:			Design fashionable outfits suitable for different occasions.					
Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-2. List the different body shapes.	K-2. Outline different body shapes.	K-2. Describe how to dress people with different body shapes to enhance their appearance.	C-1. Match suitable accessories to a particular outfit.	C-1. Explain how accessories can enhance a particular body shape.	C-1. Justify the use of accessories for a particular occasion.	A-2. Create a digital mood board on a given theme.	A-2. Design a complete outfit using a provided fashion figure template based on the digital mood board.	A-2. Sketch a complete outfit based on a given theme including accessories using the eight and a half heads.
K-3. Name different body portions in figure drawings when using the eight and a half heads.	K-3. Label different body portions in the eight and a half heads figure drawing.	K-3. Describe the purpose of using different head proportions in figure drawings.						

Subject Focus:	Commercial patterns
Learning Outcome 3:	Use commercial patterns effectively.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-4. List the different types of fashion patterns.	K-4. Label the different pattern markings in a given fashion pattern.	K-4. Outline body measurements required in making patterns.	C-2. Outline how body measurements should be taken for a given skirt or trousers.	C-2. Describe how to transfer a commercial paper pattern onto paper.	C-2. Explain the procedure that needs to be adopted before using a flat pattern.	A-3. Take body measurements accurately to make a skirt or trousers.	A-3. Transfer an appropriate paper pattern according to given specific measurements using commercial magazines.	A-3. Alter a commercial pattern according to a given size and style.
K-5. List the purposes of altering paper patterns.	K-5. Outline basic rules that must be followed when carrying out pattern alterations.	K-5. Describe procedures of altering a paper pattern according to size and style.						

Subject Focus:	Sewing techniques
Learning Outcome 4:	Use sewing techniques for constructing samples.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-6. Identify different fasteners that can be used on trousers.	K-6. Match appropriate fasteners to garments used at particular life stages.	K-6. Outline the process of attaching a fastener on a waistband.				A-4. Prepare the fabric for cutting a sample.	A-4. Prepare fabric pieces for constructing a sample.	A-4. Sew a sample including a pocket and a waistband with a fastener.
K-7. Identify different pockets.	K-7. Match given diagrams to the steps in constructing a particular pocket.	K-7. Describe the process of constructing a given pocket.						

Subject Focus:	Sewing a pair of trousers
Learning Outcome 5:	Prepare fabric for layout and cutting out to construct a pair of trousers.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. List different fabrics suitable for trousers.	K-8. State the different widths of fabric suitable for trousers.	K-8. Describe the properties of different fabrics used for trousers.	C-3. State the pattern pieces required for a particular style of trousers.	C-3. Estimate the fabric lengths required for a particular trousers in a given scenario.	C-3. Justify the estimated fabric lengths required for a particular trousers in a given scenario.	A-5. Prepare the fabric for laying out the pattern of a pair of trousers.	A-5. Cut out fabric and transfer all pattern markings to construct a pair of trousers.	A-5. Sew a pair of trousers.

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.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Unit 3: Experimenting with Interiors

Unit 3	Experimenting with Interiors
<p>Unit Description</p>	<p>This unit introduces candidates to the design of a range of textile-based items to create bespoke interiors for living spaces that are aesthetically pleasing and functional. Candidates will create mood boards for their creative ideas on textiles for interiors. To be able to make the right choice of fabric for interiors, candidates will conduct various hands-on experiments on fabrics to find out the most appropriate properties for specific interiors. Health and Safety measures will be taken into consideration when experimenting with fabrics.</p> <p>Through this unit candidates will be able to design, plan and choose appropriate fabrics in creating a cushion and a sheer curtain for a living space. They will be eventually equipped with the basic knowledge and confidence required to undertake their own bespoke interiors enterprise.</p>

Learning Outcomes

At the end of the unit, I can:

- LO 1.** Show an understanding of how to enhance interiors through colours and fabrics.
- LO 2.** Carry out experiments on fabrics to determine suitability for interiors whilst abiding by Health and Safety regulations.
- LO 3.** Create a cushion cover for a living space using a range of sewing techniques.
- LO 4.** Create a sheer for a living space.
- LO 5.** Demonstrate skills in caring for different interiors.

Unit Content

Subject Focus	Enhancing a living space
LO 1.	Show an understanding of how to enhance interiors through colours and fabrics.
K-1.	Primary colours: e.g. red, yellow, blue.
	Obtaining secondary colours: e.g. green, orange, violet.
	Tertiary colours: e.g. red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple.
K-2.	Warm and cool colours: <ul style="list-style-type: none"> • Warm colours: e.g. red, orange, yellow; • Cool colours: e.g. green, blue, violet.
	Use of tints and shades in enhancing a living space: <ul style="list-style-type: none"> • Tints: increases lightness; • Shades: reduces lightness.
	Colour schemes: e.g. analogous, complementary, monochromatic.
C-1.	Colours used in creating different moods: e.g. white, red, yellow, green, orange, blue.
	Enhancing a living space through choice of complementary colours for: e.g. walls, curtains, ceiling, sofa, throw-overs, wall-hanging, cushion covers, runners, place mats.
	Enhancing a living space through a monochromatic colour scheme: e.g. walls, curtains, ceiling, sofa, throw-overs, wall-hanging, cushion covers, runners, place mats.
A-1.	<p>Creating a physical mood board for a living space: focal point; well-presented; related to the living space; annotated colour scheme for the living space.</p> <p>N.B. For assessment purposes, ONE of the following living spaces is to be considered: kitchen or sitting or dining or bedroom.</p> <p>N.B. For assessment purposes, the physical mood board should be based on one of the following colour schemes: analogous or complementary or monochromatic.</p>
	<p>Suitability of fabrics: following colours scheme; appropriate for soft furnishings.</p> <p>N.B. For assessment purposes, TWO soft furnishing should be considered.</p> <p>N.B. For assessment purposes, samples should be presented together with the physical mood board for marks to be awarded.</p>
	Presentation of a physical mood board: clear justification of colour; proper explanation of images; valid reasons for choice of fabric for the living space; valid justification for fabric care.

Subject Focus	Fabric experiments
LO 2.	Carry out experiments on fabrics to determine suitability for interiors whilst abiding by Health and Safety regulations.
K-3.	Fabric properties to be considered for interiors: durability; aesthetic; comfort; protection; maintenance.
	<p>Fabric qualities of fabric properties:</p> <ul style="list-style-type: none"> • Durability: e.g. strength, abrasion, resistance; • Aesthetic: e.g. drape, colour, lustre; • Comfort: e.g. how the fabric feels, elasticity, breathability; • Protection: e.g. water repellence, wind resistance, insulation; • Maintenance: e.g. easy care, mildew resistance, stain resistance. <p>N.B. For assessment purposes, TWO fabric qualities for TWO different end-uses should be described.</p>
K-4.	Fabric finishes: e.g. brushing or raising, heat-setting, mercerising, flame retardancy, water resistance, crease resistance, shrink resistance, mothproofing, anti-pilling.
A-2.	<p>Preparation for testing the properties of fabrics: materials for test; selection of adequate equipment; set up of equipment for the test.</p> <p>N.B. For assessment purposes, ONE of the following tests should be considered for TWO fabrics: bleaching or abrasion resistance or crease recovery or elasticity or absorbency or shrinkage or colourfastness.</p> <p>N.B. It is highly suggested that delivery includes flammability and resistance to sunlight tests.</p>
	<p>Health and Safety precautions: use of personal protection equipment; avoid Health and Safety hazards.</p> <p>Suitability of a fabric for the given scenario: completion of experiment on the first fabric; completion of experiment on the second fabric; recording of results; evaluation of results for suitability of fabric.</p> <p>N.B. For assessment purposes, ONE of the following tests should be considered for TWO fabrics: bleaching or abrasion resistance or crease recovery or elasticity or absorbency or shrinkage or colourfastness.</p>

Subject Focus	Creating a cushion for a living space
LO 3.	Create a cushion cover for a living space using a range of sewing techniques.
K-5.	Cushion shapes for a living space: e.g. square, rectangular, round, nursing cushion, heart, cylindrical (bolster).
	Fillings used in cushions: foam and latex; chopped or minced foam; man-made hollow fibre or ball fibre; natural feathers and down.
	Cushion construction facilitating removal for cleaning: with a zip; with button and buttonholes; with hook and loop (Velcro®); sewn as an envelope.
K-6.	Cushion edge finishes: gathered frill; pleated frill; flanged edge/oxford; piping.
	Steps in creating a frill for a cushion cover: cut fabric for frill; join frill pieces together; tack or machine stitch along the raw edge of the frill; pull thread to form the frill.
	Procedure required for creating a piped edge on one side of a cushion cover: make the piping; attach the piping; starting and finishing-off a piping.
C-2.	Purposes of cushions: functional; decorative.
	Embellishing a plain cushion cover: e.g. appliqué, sequins, embroidery. Attaching fasteners to cushion covers: button and buttonhole or zip or hook and loop (Velcro®).
A-3.	Design of a removable cushion cover for a given living space: colour; labelling; neatness; suitability of design; edge-finishing (frill or piping). N.B. For assessment purposes, the living space given could be a sitting or a bedroom. N.B. For assessment purposes, the size of the cushion should be provided to candidates.
	Preparation of fabric for laying and cutting: place all pattern pieces correctly onto the fabric; pin and mark correctly; leave accurate seam allowance; cut out fabric for the cushion according to size; cut out fabric for the edge finishing.
	Construction of a removable cushion cover: prepare frill or piped edge; attach frill or piped edge; pin and tack the correct pattern pieces together; neat hand and machine stitches; press and finish.

Subject Focus	Creating sheers
LO 4.	Create a sheer for a living space.
K-7.	Types of curtain headings used for sheers: rod pocket; pencil pleat; tab top; box pleat; eyelet.
	Taking basic measurements for a sheer: height of window/door; width of window/door; width of rod/pole; fitting height of rod/pole.
C-3.	Use of sheers in a given living space: e.g. privacy, protection, aesthetics.
	Preparation required before working/attaching a curtain heading to a sheer: measurements; folding/pressing; pinning; hand/machine stitching of sides.
	N.B. For assessment purposes, any type of curtain headings should be considered.
A-4.*	Designing a sheer for a given living space: colour; labelling; neatness; suitability of design. N.B. For assessment purposes, the living spaces to be considered should include a bathroom or a bedroom or a kitchen, with given aperture/s dimensions.
	Preparation of fabric to produce a sheer: iron fabric; mark fabric accurately; cut out fabric neatly according to dimensions.
	Construction of a sheer: neat folding of hems using an iron; neat hand and machine stitching; attaching curtain heading; pressing and finishing.

***N.B.** For assessment purposes at all MQF levels, only **ONE** of the following sheers should be considered: rod pocket **or** pencil pleat **or** eyelet.

Subject Focus	Caring for interiors
LO 5.	Demonstrate skills in caring for different interiors.
K-8.	<p>Detergents used to launder a soft furnishing: e.g. synthetic, soap powders, biological (Enzyme), low lather, light duty/soft, cool water.</p> <p>Aspects related to different detergents: e.g.</p> <ul style="list-style-type: none"> • Synthetic detergents: general washing by hand or machine, • Soap powders: general washing by hand or machine but produce a scum when using hard water, • Biological (Enzyme) detergents: soaking out protein stains before washing, • Low lather detergents: preventing damage to automatic washing machines from over-foaming, • Light duty/soft detergents: hand washing lightly soiled clothes or delicate fabrics and wool, • Cool water detergents: used in low-temperature cycles. <p>N.B. For assessment purposes, only ONE aspect related to each detergent named at MQF 1 should be outlined.</p> <p>Hand-washing a soft furnishing: read the care label; fill basin with water at right temperature; add the right detergent to water; immerse item in water and agitate; rinse out the detergent; replace water adding fabric conditioner; rinse item and squeeze out water; hang on drying rack.</p>
A-5.	<p>Preparation of equipment and products to launder a soft furnishing: rubber gloves; basin; pegs; clothes drying rack; laundry detergent; fabric conditioner.</p> <p>Hand washing a soft furnishing according to its care label: fill basin with water at right temperature and add the right detergent; immerse item in water and agitate; rinse out the detergent; replace water adding fabric conditioner; rinse item and squeeze out water; hang on drying rack.</p> <p>Ironing a soft furnishing following Health and Safety procedures: set iron temperature according to care label; do not touch soleplate; do not leave iron standing on fabric; check for crease-free result; switch off iron after use.</p>

N.B. No marks should be awarded in any application criteria unless Health and Safety practices are strictly abided to, including proper attire!

Learning Outcomes and Assessment Criteria

Subject Focus:	Enhancing a living space
Learning Outcome 1:	Show an understanding of how to enhance interiors through colours and fabrics.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List primary colours.	K-1. Outline how secondary colours can be obtained.	K-1. Describe the way of obtaining tertiary colours.	C-1. Outline how different colours affect a person's mood.	C-1. Explain how a given living space can be enhanced using complementary colours according to a given mood.	C-1. Discuss how monochromatic colour schemes could be used in enhancing a given living space.	A-1. Create a physical mood board for a living space following a specific colour scheme.	A-1. Choose suitable fabrics to be presented with a physical mood board for different soft furnishings used in a living space following the specific colour scheme.	A-1. Present a physical mood board including fabrics for a living space following a specific colour scheme.
K-2. Name warm and cool colours.	K-2. Outline the use of tints and shades in enhancing a living space.	K-2. Describe different colour schemes.						

Subject Focus:	Fabric experiments
Learning Outcome 2:	Carry out experiments on fabrics to determine suitability for interiors whilst abiding by Health and Safety regulations.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-3. Name fabric properties to be considered for interiors.	K-3. List qualities of different fabric properties.	K-3. Describe fabric qualities for different interiors end-uses.				A-2. Prepare the necessary materials and equipment to test the properties of fabrics for a given scenario.	A-2. Take the necessary Health and Safety precautions in order to test the properties of fabrics for the given scenario.	A-2. Carry out experiments to determine the suitability of a fabric for the given scenario.
K-4. Name different finishes that can be applied to fabric.	K-4. Outline the difference between mechanical and chemical finishes giving an example of each.	K-4. Describe how different finishes improve fabric functionality or aesthetics.						

Subject Focus:	Creating a cushion for a living space
Learning Outcome 3:	Create a cushion for a living space using a range of sewing techniques.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-5. Name different shapes of cushions that can be made for a living space.	K-5. List the various fillings used in cushions.	K-5. Outline ways of constructing cushion covers which facilitate removal for cleaning.						
			C-2. Outline different purposes of cushions.	C-2. Describe how to embellish a plain cushion cover.	C-2. Explain the process of attaching a fastener to a cushion cover.	A-3. Design a removable cushion cover including edge finishing for a given living space.	A-3. Prepare the fabric for laying and cutting out a removable cushion cover.	A-3. Construct a removable cushion cover including edge finishing for a living space.
K-6. Match different pictures of cushion edge finishes to their names.	K-6. Outline the steps of creating a frill for a cushion cover.	K-6. Describe the procedure required for creating a piped edge on one side of a cushion cover.						

Subject Focus:	Creating sheers
Learning Outcome 4:	Create a sheer for a living space.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-7. Name the different types of curtain headings used for sheers.	K-7. Match different pictures of curtain headings used for sheers to their names.	K-7. Outline considerations required when taking basic measurements in creating a sheer for a window or a door.	C-3. Outline the use of sheers in a given living space.	C-3. Describe the preparation required before working/ attaching a curtain heading to a sheer.	C-3. Explain how to work/ attach a given sheer heading for a particular living space.	A-4. Design a sheer for a given living space.	A-4. Prepare the fabric to produce a sheer for the given living space.	A-4. Construct a sheer for the given living space.

Subject Focus:	Caring for interiors
Learning Outcome 5:	Demonstrate skills in caring for different interiors.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. Name different detergents that can be used to launder a soft furnishing.	K-8. Outline aspects related to different detergents.	K-8. Describe the process of hand washing a soft furnishing.				A-5. Prepare the appropriate equipment and products to launder a soft furnishing.	A-5. Hand wash a soft furnishing according to its care label.	A-5. Iron a soft furnishing according to its care label following Health and Safety procedures.

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.

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	24 – 42%
2	Coursework	24 – 42%
3	Controlled	24 – 42%

Distribution of Marks

Criteria	MQF Level 1 Marks	MQF Level 2 Marks	MQF Level 3 Marks	Totals
Knowledge	1	1	2	4
Comprehension	2	2	2	6
Application	3	3	4	10

Appendix 1 – Minimum required resources

This list is not intended to be exhaustive. These resources should be available for use by 16 candidates.

General resources for all units

- Classroom area (maximum of 16 students).
- Availability of internet access connection.
- Book cabinet in class with textile and fashion books.
- 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.
- Plotter.
- Fire extinguishers and fire blankets.
- Fully equipped First Aid box.

- Mechanical sewing machine.
- Electronic sewing machine.
- Computerised sewing machine.
- Overlock sewing machine.
- Embroidery sewing machine.
- Electric water heater.
- Steam irons.
- Dry irons.
- Heavy duty ironing boards.
- Sprinklers.
- Pressing cloths.
- Cutting out shears.
- Pinking shears.
- Embroidery shears.
- Clipper.
- Seams ripper.
- Tracing wheel.
- Tape measure.
- Curved rulers of various sizes.
- Sliding gauge ruler.
- T-square (full size and $\frac{1}{4}$).
- Metre ruler.
- Fabric roll display stands.
- Roll of coloured cotton fabric.
- Roll of fabric suitable for soft furnishings such as cushion.
- Roll of hessian fabric.
- Roll of sheer fabric.

Unit 1

- Fabric samples suitable for uniforms, office wear, sport and leisure clothing, interiors, cultural costumes.
- Sewing machine needles.
- Bobbin cases.
- Different coloured machine threads.
- Different coloured embroidery thread.
- Buttons with shank and without shank.
- Zips.
- Press studs/snap fasteners.
- Hook and eye.
- Hook and bar.
- Hook and loop (Velcro®).
- Bias binding.
- Fabric dyes.
- Wax pot.
- Induction hob.
- Tjanting.
- Rubber gloves.
- Stirrer.
- Stainless steel pots.
- Electric kettles.
- Metal spoons.
- Jugs.
- Thongs.
- Strings.
- Crafts knife.
- Sponges.
- Acrylic paint.
- Paint brush.
- Palette.
- Moulds.
- Embroidery hoops and frames.
- Thread cutter.
- Interfacing.
- Knitting needles.
- Row counter.
- Crotchet hooks.
- Weaving tools and frame.

Unit 2

- CAD software.
- Commercial Pattern magazines.
- Elastic.
- Bodkins.

Unit 3

- A2 Foam boards.
- Retort stands with base, metal rod and clamps.
- Stopwatch.
- Eye shield.
- Tweezer set.
- Slotted masses.
- Magnifying glass.
- Digital thermometer.
- Flameproof mat.
- Flexible arm lamp with magnifying glass.
- Glasses.
- Bleach.
- Fine, medium and heavy duty sand paper.
- Blocks of wood and stapler.
- Dropper.
- Stop watch.
- Clearly marked laboratory beaker.
- Small bowls
- Piping cord.
- Curtain heading tapes for sheer.
- Curtain eyelets.
- Clothes drying rack.
- Laundry detergents and fabric conditioner.
- Basins.

Other equipment

- Large adjustable working tables.
- Large mirrors.
- Heavy duty clothes railing.
- Mannequins.