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APPLIED VOCATIONAL CERTIFICATE IN

FASHION & TEXTILES



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

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APPLIED VOCATIONAL CERTIFICATE PROGRAMME

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



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

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

SUBJECT PROGRAMME

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

Programme Learning Outcomes

At the end of the programme, I can:

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

- Produce garments and soft furnishings using basic sewing skills.
- Create a portfolio of samples of work.

Unit Learning Outcomes

Unit 1: Working in a Fashion and Textiles Environment.

At the end of the unit, I can:

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

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

LO 3. Calculate the fabric needed for soft furnishings.

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

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

Unit 2: The World of Fashion and Clothing.

At the end of the unit, I can:

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

LO 7. Design fashionable outfits suitable for different occasions.

LO 8. Use commercial patterns effectively.

LO 9. Use sewing techniques for constructing samples.

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

Unit 3: Experimenting with Interiors.

At the end of the unit, I can:

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

LO 12. Create a cushion cover for a living space using a range of sewing techniques.

LO 13. Create an unlined curtain for a living space.

LO 14. Demonstrate skills in caring for different interiors.



PROGRAMME CERTIFICATION

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

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

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

QUALITY ASSURANCE

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

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

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

ASSESSMENT

Students will be assessed on the following components:

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

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

Coursework

Coursework in year 9 and year 10 is made up of two assignments which should be set by teachers and internally verified. Coursework in year 11 is made up of TWO assignments which should be set by teachers and internally verified. Assignment marks shall range between 24 and 42 marks and should contain a front sheet (SEE PAGE 64).

Controlled Assessment

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

Portfolio

Each student is expected to keep a portfolio of his/her work compiled over three years. The portfolio carries a total of 20 marks. The portfolio should include:

Year 9	Year 10	Year 11
<ul style="list-style-type: none"> Portfolio: <ul style="list-style-type: none"> ○Samples/photo evidence including write-up ○Self-Reflection per assignment (<i>covering all Application criteria</i>) ○Social Responsibility Project 	<ul style="list-style-type: none"> Portfolio: <ul style="list-style-type: none"> ○Samples/photo evidence including write-up ○Self-Reflection per assignment (<i>covering all Application criteria</i>) ○Social Responsibility Project 	<ul style="list-style-type: none"> Portfolio: <ul style="list-style-type: none"> ○Samples/photo evidence including write-up ○Self-Reflection per assignment (<i>covering all Application criteria</i>)
Marks should be given as follows:		
5 marks (Social Responsibility Project)	5 marks (Social Responsibility Project)	5 marks (sample/photo evidence including write-up)* 5 marks (Self-Reflection)* *Compiled over the 3 years

The Appendix (on page 95) includes: Portfolio scoresheet for Year 9, 10 and 11, Minimum list of samples required for portfolio (for Unit 1, 2, and 3), Sample of portfolio, Sample of Self-Reflection and Sample of Social Responsibility Project.

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

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

Some ideas of possible projects are listed below:

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

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

Unit 1

Working in the Fashion and Textiles Industry



Unit 1: Working in a Fashion and Textiles Environment

Unit Description:

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

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

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

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

Learning Outcomes

At the end of the unit, I can:

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

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

LO 3. Calculate the fabric needed for soft furnishings.

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

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

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

K-1	Dealing with Customers	
LEVEL 1	Name FOUR elements required to create good first impressions with customers when selling a product.	4 x 0.25 marks = 1 mark
	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.	
LEVEL 2	List TWO verbal and TWO non-verbal communication skills needed when dealing with customers	4 x 0.25 marks = 1 mark
	<p>Communication skills needed when dealing with customers:</p> <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). 	
LEVEL 3	Describe TWO skills employees should master to satisfy customers' needs.	2 x 1 mark = 2 marks
	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	Customers' Complaints	
LEVEL 1	Describe TWO different complaints that customers might have in a fashion and textiles environment.	2 x 1 mark = 2 marks
	Customer complaints: e.g. goods not up to their expectations, unhappy with service provided by sales personnel, damaged product.	
LEVEL 2	Explain TWO strategies used in dealing with customer complaints in a fashion and textiles environment.	2 x 1 mark = 2 marks
LEVEL 3	Discuss ONE strategy in dealing with a given customer complaint in a fashion and textiles environment.	1 x 2 marks = 2 marks
	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	Dealing with a Customer's Complaint in a Fashion and Textiles Scenario	
LEVEL 1	Prepare yourself to meet a complaining customer in a given fashion and textiles situation.	3 x 1 mark = 3 marks
	Preparation for meeting a complaining customer: wearing appropriate attire; sit/stand-up straight with a nice smile; be well-groomed.	
LEVEL 2	Use appropriate verbal and non-verbal communication skills when dealing with a customer.	Verbal skill: 3 x 0.5 marks = 1.5 marks Non-Verbal Skills: 5 x 0.3 marks = 1.5 marks
	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. 	

LEVEL 3	<i>Deal effectively with a customer complaint related to fashion and textiles.</i>	4 x 1 mark = 4 marks
	<i>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.</i>	

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

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

C-2	Care Labelling and Fabric Care	
	<i>Outline FOUR different care label symbols.</i>	4 x 0.5 marks = 2 marks

LEVEL 1	Care label symbols: washing; ironing; bleaching; drying; dry cleaning	
LEVEL 2	Outline the care needed for ONE fabric.	4 x 0.5 marks = 2 marks
	Fabric care for different fabrics: cotton, linen, wool, silk, viscose, acetate, polyamide, polyester, or acrylic. N.B. For assessment purposes, only ONE fabric should be used in the outline. The outline must be based on FOUR different care label symbols.	
LEVEL 3	Justify the use of ONE appropriate care label for a given textile item.	1 x 2 marks = 2 marks
	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 for different scenarios	
LEVEL 1	Choose suitable fabrics for particular scenarios.	2 x 1.5 marks = 3 marks
	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.	
LEVEL 2	Produce a care label for a chosen fabric.	5 x 0.6 marks = 3 marks
	Care label: washing; ironing; bleaching; drying; dry cleaning. N.B. For assignment purposes, full marks should be awarded for accuracy and clearly drawn symbols.	
LEVEL 3	Explain to a customer how to care for the fabric chosen based on its care label.	5 x 0.8 marks = 4 marks
	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
Learning Outcome 3:	Calculate the fabric needed for soft furnishings

K-3	Tools needed to cut and measure soft furnishings.	
LEVEL 1	List TWO tools required to measure and cut fabrics.	2 x 0.5 marks = 1 mark
	Tools required to measure and cut fabrics: <ul style="list-style-type: none"> • Measuring: tape measure or ruler; • Cutting: dressmaker's shears. 	
LEVEL 2	Outline the use of TWO tools required in measuring and cutting fabrics.	2 x 0.5 marks = 1 mark
LEVEL 3	Describe TWO characteristics which should feature in measuring and cutting tools.	Measuring Tools: 2 x 0.5 marks = 1 mark Cutting Tools: 2 x 0.5 marks = 1 mark
	Tool characteristics: <ul style="list-style-type: none"> • Tape measure: e.g. non-stretch, metal ends, clearly marked in inches and cm, OR • Ruler: e.g. straight, clearly marked digits, hash marks, AND • 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 and fabric calculations	
LEVEL 1	Name FOUR different soft furnishings that can be made in different rooms.	4 x 0.25 marks = 1 mark
	Soft furnishings: <ul style="list-style-type: none"> • Sitting room: cushion covers, fabric sofa cover, fabric throw-over, fabric lampshade, fabric collage, sheer curtains, fabric blinds, table runners. 	

	• Bedroom: pillow cases, bed linen, duvet/quilt cover, cushion covers, curtains, fabric blinds, doilies, soft toys.	
LEVEL 2	State FOUR different widths of fabric suitable for soft furnishings.	4 x 0.25 marks = 1 mark
	Widths of fabric: e.g. 90 cm, 100 cm, 115 cm, 140 cm, 150 cm, 200 cm, 280 cm.	
LEVEL 3	Describe TWO factors required to calculate the amount of fabric needed for soft furnishings economically.	2 x 1 mark = 2 marks
	Factors required to calculate amount of fabric needed for soft furnishings economically: dimensions; fabric design; width of fabric; edge finishing.	

A-3	Cutting and measuring the fabric for a soft furnishing.	
LEVEL 1	Prepare the appropriate tools to measure and cut fabrics.	3 x 1 mark = 3 marks
	Preparation to measure and cut fabrics: tape measure; ruler; dressmaker's shears.	
LEVEL 2	Calculate the fabric needed for a given soft furnishing based on valid considerations.	5 x 0.6 marks = 3 marks
	Calculation of fabric needed for a soft furnishing based on valid considerations: dimensions; fabric design; edge finishing; width of fabric; reduction of fabric waste. N.B. For assessment purposes the soft furnishing presented to candidates should be a cushion or a table runner.	
LEVEL 3	Cut the fabric taking into consideration the reduction of fabric waste.	4 x 1 mark = 4 marks

	<i>Cutting of fabric: cutting out using appropriate tools; accurate measurement; cutting out straight; do not cut out extra fabric.</i>
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Subject focus:	Sewing equipment and techniques
Learning Outcome 4:	<i>Use sewing equipment and sewing techniques to create samples following Health and Safety procedures.</i>

K-5	Tools and Equipment required for Sewing	
LEVEL 1	<i>List FOUR tools and equipment needed for basic sewing.</i>	<i>4 x 0.25 marks = 1 mark</i>
LEVEL 2	<i>Outline the functions of TWO tools and equipment required for sewing.</i>	<i>2 x 0.5 marks = 1 mark</i>
	<i>Tools and equipment:</i> <ul style="list-style-type: none"> • <i>Marking and sewing: tailor's chalk, coloured marking pen/pencils, tracing wheel and carbon paper, hand sewing needles, embroidery needles, sewing machine, thimble, needle threader;</i> • <i>Pressing: e.g. steam/dry iron, ironing board, sleeve board.</i> 	
LEVEL 3	<i>Outline FOUR Health and Safety procedures that must be followed when using the sewing/overlock machine and steam iron.</i>	<i>4 x 0.5 mark = 2 marks</i>
	<i>Health and Safety procedures when using:</i> <ul style="list-style-type: none"> • <i>Sewing/overlock machine: never use sewing machine with wet hands; keep fingers away from the needle while sewing; wear safety glasses; wear a pair of shoes with rubber soles;</i> • <i>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.</i> 	

K-6	Using the Sewing Machine	
LEVEL 1	Label FOUR different parts of a sewing machine.	4 x 0.25 marks = 1 mark
LEVEL 2	Match FOUR different parts of the sewing machine with their function.	4 x 0.25 marks = 1 mark
	Different parts of a sewing machine: 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.	
LEVEL 3	Describe a remedy for TWO common faults when using a sewing machine.	2 x 1 mark = 2 marks
	Common faults when using a sewing machine: 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. N.B. For assessment purposes, a remedy for EACH fault should be provided by candidates.	

K-7	Sewing Techniques used in Fashion	CONTROLLED
LEVEL 1	Label FOUR different sewing techniques used in fashion.	4 x 0.25 marks = 1 mark
LEVEL 2	Classify FOUR different sewing techniques used in fashion into different categories.	4 x 0.25 marks = 1 mark

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

A-4	The Sewing Machine and Sewing Techniques	CONTROLLED
LEVEL 1	Prepare the basic parts of the sewing machine.	4 x 0.75 marks = 3 marks
	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.	
LEVEL 2	Prepare the sewing machine for stitching.	4 x 0.75 marks = 3 marks
	Preparing the sewing machine for stitching: using the correct thread; threading; selecting the correct stitch and length; testing the sewing machine.	

LEVEL 3	Prepare a set of samples using different sewing techniques following Health and Safety procedures.	2 x 2 marks = 4 marks
	<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 Textiles Techniques
Learning Outcome 5:	Use a creative textile technique to create an original item.

K-8	Creative Textile Techniques	CONTROLLED
LEVEL 1	Label FOUR creative textile techniques.	4 x 0.25 marks = 1 mark
	Creative textile techniques: batik, tie-dye, printing, hand embroidery, machine embroidery, appliqué, weaving, crochet, knitting.	
LEVEL 2	State FOUR materials and tools required for a given textile technique.	4 x 0.25 marks = 1 mark
LEVEL 3	Outline FOUR steps involved in making a given creative textile technique keeping in mind Health and Safety procedures.	4 x 0.5 marks = 2 marks

	<p><i>Materials and tools for each creative textile technique:</i></p> <ul style="list-style-type: none"> • <i>Batik: e.g. wax pot/saucepan, wax, hob, tjanting, iron and ironing board, rubber gloves, stirrer</i> OR • <i>Tie-dye: e.g. stainless steel bucket/saucepan, hob, kettle, wooden spoon, jug, iron and ironing board, rubber gloves, tongs, stirrer</i> OR • <i>Printing: e.g. potato, leaves, sponge, crafts knife, acrylic paint, paint brush, palette, moulds</i> OR • <i>Hand embroidery: e.g. embroidery thread, embroidery needle, embroidery hoop, thread cutter, embroidery scissors, interfacing</i> OR • <i>Appliqué: e.g. fabric, hessian, embroidery thread, embroidery needle, embroidery hoop, interfacing.</i>
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C-3	Mood boards	CONTROLLED
LEVEL 1	Outline FOUR differences between digital and physical mood boards.	4 x 0.5 marks = 2 marks
	<p>Difference between digital and physical mood boards:</p> <ul style="list-style-type: none"> • Digital: software; digital images; • Physical: foam board; fabric swatches/notions and hard-copy pictures/sketches. 	
LEVEL 2	State FOUR reasons for creating a mood board.	4 x 0.5 marks = 2 marks
	Reasons for creating mood boards: e.g. getting inspiration, focusing on a theme, organising ideas, communicating ideas, increasing time efficiency, providing guidance.	
LEVEL 3	Discuss ONE consideration to be taken to create an effective mood board.	1 x 2 marks = 2 marks
	Considerations for an effective mood board: clarity; focal point; proportions of different elements; materials used; audience.	

A-5*	Creative Textile Technique on a Ready-Made Item	CONTROLLED
LEVEL 1	Create a physical mood board for a given creative textile item.	5 x 0.6 marks = 3 marks
	Physical mood board creation: focal point; well-presented; including creative textile techniques; related to textile item; colour swatches.	
LEVEL 2	Design an original item using a creative textile technique.	5 x 0.6 marks = 3 marks
	Design of an original item: colour; labelling; clarity; originality; suitability of techniques.	
LEVEL 3	Produce an original item embellishing it using a creative textile technique keeping in mind health and safety procedures.	4 x 1 marks = 4 marks
	<p>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.</p> <p>*N.B. For assessment purposes of A-5, ONE of the following creative textile techniques, should be used in the creation of a physical mood board, the design, the production and the embellishment of the item: Batik or Tie-dye or Printing or Hand embroidery or Appliqué.</p> <p>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.</p>	

AVC in FASHION AND TEXTILES Criteria

UNIT 1									
	Knowledge Criteria			Comprehension Criteria			Application Criteria		
	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
LO 1	K-1. Name FOUR elements required to create good first impressions with customers when selling a product	K-1. List TWO verbal and TWO non-verbal communication skills needed when dealing with customers	K-1. Describe TWO skills employees should master to satisfy customers' needs	C-1. Describe TWO different complaints that customers might have in a fashion and textiles environment	C-1. Explain TWO strategies used in dealing with customer complaints in a fashion and textiles environment	C-1. Discuss ONE strategy in dealing with a given customer complaint in a fashion and textiles environment	A-1. Prepare yourself to meet a complaining customer in a given fashion and textiles situation	A-1. Use appropriate verbal and non-verbal communication skills when dealing with a customer	A-1. Deal effectively with a customer complaint related to fashion and textiles
LO 2	K-2. Classify FOUR fibres and fabrics into natural and manufactured	K-2. State the source of FOUR natural fibres	K-2. Determine a different end-use for TWO fabrics through examples	C-2. Outline FOUR different care label symbols	C-2. Outline the care needed for ONE fabric.	C-2. Justify the use of ONE 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
LO 3	K-3. List TWO tools required to measure and cut fabrics	K-3. Outline the use of TWO tools required in measuring and cutting fabrics.	K-3. Describe TWO 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 FOUR different soft furnishings that can be made in different rooms	K-4. State FOUR different widths of fabric suitable for soft furnishings	K-4. Describe TWO factors required to calculate the amount of fabric needed for soft furnishings economically						
LO 4	K-5. List FOUR tools and	K-5. Outline the functions	K-5. Outline FOUR Health				A-4. Prepare the basic parts	A-4. Prepare the sewing	A-4

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

MARK ALLOCATION FOR EACH CRITERIA:									
	KNOWLEDGE CRITERIA			COMPREHENSION CRITERIA			Application Criteria		
	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
	1 MARK	1 MARK	2 MARKS	2 MARKS	2 MARKS	2 MARKS	3 MARKS	3 MARKS	4 MARKS

Award in Fashion and Textiles UNIT 1

Rubric - Expected Answers and Marks awarded:

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

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

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

Assessment Criteria

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

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

Scheme of Assessment

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

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

Distribution of marks

<i>Criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Totals</i>
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

Unit Description:

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

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

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

Learning Outcomes

At the end of the unit, I can:

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

LO 7. Design fashionable outfits suitable for different occasions.

LO 8. Use commercial patterns effectively.

LO 9. Use sewing techniques for constructing samples.

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

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

K-9	CAD Functions	
LEVEL 1	List FOUR functions of CAD.	4 x 0.25 marks = 1 mark
LEVEL 2	Outline TWO functions of CAD.	2 x 0.5 marks = 1 mark
	CAD functions: image and pattern manipulation; effects with filters and colours; fitting proportions and sizing; stylising and drafting; 2D and 3D modelling.	
LEVEL 3	Describe TWO examples of digital technology in the fashion and textiles industry.	2 x 1 mark = 2 marks
	<p>The importance of digital technology in the fashion and textiles industry:</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-6*	Sketching a digital image using CAD	
LEVEL 1	Use CAD to create the basic layer outline for an existing digital image of a garment.	3 x 1 mark = 3 marks
	An outline of a digital image of a garment: sharp; true to original image; good use of CAD tools.	
LEVEL 2	Use CAD to create separate layers of a garment with features.	3 x 1 mark = 3 marks
	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.	
LEVEL 3	Produce a complete sketch using CAD for a given garment.	5 x 0.8 marks = 4 marks

	<p>Sketch of a given garment using CAD: coherent; sharp; different colours for particular features; neat; digital copy saved according to requested file format.</p> <p>*N.B. For assessment purposes of A-6 the digital image of the garment chosen should feature: A type of pocket, stitching lines, seam lines and two other fashion features such as: waistband, buttons, darts, front fly etc...</p>
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Subject focus:	Fashion drawings
Learning Outcome 7:	Design fashionable outfits suitable for different occasions.

K-10	Body Shapes	
LEVEL 1	List the FOUR different body shapes.	4 x 0.25 marks = 1 mark
	Body shapes: pear shape; apple or inverted triangle; straight or rectangle; hourglass.	
LEVEL 2	Outline TWO different body shapes.	2 x 0.5 marks = 1 mark
	<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>	
LEVEL 3	Describe how to dress people with TWO different body shapes to enhance their appearance.	2 x 1 mark = 2 marks

	<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; o 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>
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K-11	Body Portions and Head Proportions.	
LEVEL 1	Name FOUR different body portions in figure drawings when using the nine heads.	4 x 0.25 marks = 1 mark
LEVEL 2	Label FOUR different body portions in the nine heads figure drawing.	4 x 0.25 marks = 1 mark
	Body portions for fashion design in nine head figure drawings: 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.	

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

C-4	Fashionable accessories	
LEVEL 1	Match FOUR suitable accessories to a given outfit for a particular occasion.	4 x 0.5 marks = 2 marks
	<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. 	
LEVEL 2	Explain how TWO accessories can enhance a particular body shape.	2 x 1 mark = 2 marks
	Enhancing body shapes through accessories: pear shape or apple or inverted triangle or straight or rectangle or hourglass.	
LEVEL 3	Justify the use of ONE accessory for a particular occasion.	1 x 2 marks = 2 marks
	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-7	Mood Boards and Fashion Sketches	
LEVEL 1	Create a digital mood board on a given theme.	4 x 0.75 marks = 3 marks
	Digital mood board creation: focal point; well-presented, related to theme; virtual swatches.	
LEVEL 2	Design a complete outfit using a provided fashion figure template based on the digital mood board.	6 x 0.5 marks = 3 marks
	Design of an outfit using a fashion figure template: relation to digital mood board; colour*; clarity; originality; neatness; detailed cuts. *N.B. For assessment purposes, marks related to colour should only be awarded if it is influenced by the digital mood board.	
LEVEL 3	Sketch a complete outfit based on the given theme using the nine heads.	8 x 0.5 marks = 4 marks
	Sketch of complete outfit using the nine heads: relation to theme; proportions; appropriateness; colour; labelling; clarity; originality; neatness.	

Subject focus:	Commercial Patterns
Learning Outcome 8:	Use commercial patterns effectively

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

	<p>Body measurements for making patterns:</p> <ul style="list-style-type: none"> Upper garment: bust/chest, waist, shoulder, back (waist) length, sleeve length, neck; Lower garment: waist, hips, length.
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K-13	Paper Pattern Alterations	CONTROLLED
LEVEL 1	List TWO purposes of altering paper patterns.	2 x 0.5 marks = 1 mark
	Purpose for paper pattern alteration: to fit the size of an individual; to change the style of a pattern.	
LEVEL 2	Outline TWO basic rules that must be followed when carrying out paper pattern alterations.	2 x 0.5 marks = 1 mark
	Basic rules to follow when carrying out pattern alterations: 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.	
LEVEL 3	Describe the procedures of altering ONE paper pattern according to size and ONE paper pattern according to style.	2 x 1 mark = 2 marks
	<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-5	Body Measurements and Commercial Paper Patterns	CONTROLLED
LEVEL 1	Outline TWO ways how body measurements should be taken for a given skirt/trousers.	2 x 1 mark = 2 marks
	Ways of taking body measurements for skirt or trousers: e.g. around waist, around hips, from waist to required length.	
LEVEL 2	Describe in TWO steps how to transfer a commercial paper pattern onto paper.	2 x 1 mark = 2 marks

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

A-8	Body Measurements and Paper Pattern Alterations	CONTROLLED
LEVEL 1	<i>Take THREE body measurements accurately to make a skirt or trousers.</i>	3 x 1 mark = 3 marks
	<i>Taking accurate body measurements to make a skirt or trousers: around waist; around hips; skirt or trousers length.</i>	
LEVEL 2	<i>Transfer an appropriate paper pattern according to given specific measurements using commercial magazines.</i>	3 x 1 mark = 3 marks
	<i>Transfer a commercial paper pattern: choose size according to given measurements; trace all pattern pieces onto paper; transfer all pattern markings.</i> N.B. For assessment purposes, the paper patterns to be used should be suitable for toddlers or young children or adults.	
LEVEL 3	<i>Alter a commercial paper pattern according to a given size and style.</i>	2 x 2 marks = 4 marks
	<i>Altering a commercial paper pattern:</i> <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. 	

	N.B. For assessment purposes at Level 3, a different paper pattern could be provided for alterations, other than the one created at Level 2.
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Subject focus:	Sewing Techniques
Learning Outcome 9:	Use sewing techniques for constructing samples.

K-14	Fasteners	
LEVEL 1	Identify FOUR different fasteners that can be used on trousers.	4 x 0.25 marks = 1 mark
	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®).	
LEVEL 2	Match ONE appropriate fastener to garments used at TWO particular life stages.	2 x 0.5 marks = 1 mark
	Particular life stages: e.g. babies and toddlers, children, elderly.	
LEVEL 3	Outline in FOUR steps the process of attaching a fastener on a waistband.	4 x 0.5 mark = 2 marks

K-15	Pockets	
LEVEL 1	Identify FOUR different pockets.	4 x 0.25 marks = 1 mark
	Pockets: e.g. square patch pocket*, hip pocket*, seam pocket, flap pocket, welt pocket, zippered pocket. *N.B. For assessment purposes these pockets must be provided for identification together with any other two.	
LEVEL 2	Match FOUR given diagrams to the steps in constructing a particular pocket.	4 x 0.25 marks = 1 mark
	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.	

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

A-9	Fabric Samples	
LEVEL 1	Prepare the fabric for cutting a sample.	3 x 1 mark = 3 marks
	Preparation of fabric for cutting a sample: correct pinning; accurate seam allowance; cutting-out neatly.	
LEVEL 2	Prepare fabric pieces for constructing a sample.	3 x 1 mark = 3 marks
	Preparation of pieces for constructing a sample: transfer pattern markings; neaten edges, cutting and attaching interfacing onto waistband using the iron.	
LEVEL 3	Sew a sample including a pocket and a waistband with a fastener.	2 x 2 marks = 4 marks
	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 Shorts.
Learning Outcome 10:	Prepare fabric for layout and cutting out to construct a pair of shorts.

K-16	Fabrics Suitable for Shorts	
LEVEL 1	List FOUR different fabrics suitable for trousers/shorts.	4 x 0.25 marks = 1 mark
	Suitable fabric for trousers: denim, linen, viscose, polyester, wool.	

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

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

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

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

AVC in FASHION AND TEXTILES Criteria

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

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

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

Award in Fashion and Textiles UNIT 2

Rubric - Expected Answers and Marks awarded:

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

K13	TWO purposes of altering paper patterns should be listed	0.5 marks for each correct purpose listed	TWO basic rules should be outlined	0.5 marks for each outline	ONE paper pattern according to size and ONE paper pattern according to style should be described.	1 marks for each correct description
C5	TWO body measurements should be outlined	1 mark for each correct outline	TWO steps should be described of how to transfer a commercial paper pattern	1 mark for each correct step	TWO procedures should be explained	1 mark for each correct explanation
A8	As per observation sheet A8	1 mark for each correct body measurement taken	As per observation sheet A8	1 mark for each correct criteria	As per observation sheet A8	2 marks for each paper pattern correctly altered
K14	FOUR different fasteners should be identified	0.25 marks for each correct fastener identified	ONE appropriate fastener should be matched to TWO particular life stages	0.5 marks for each correctly matched fastener	FOUR steps of attaching a fastener should be outlined	0.5 marks for each step outlined
K15	FOUR different pockets should be identified	0.25 marks for each correctly identified pocket	FOUR given diagrams should be matched to the steps in constructing a particular pocket	0.25 marks for each correctly matched diagram	TWO steps of how to construct a given pocket should be described	1 mark for each correct step
A9	As per observation sheet A9	1 mark for each correct step of the preparation for a sample	As per observation sheet A9	1 mark for each correct step	As per observation sheet A9	2 marks for each correct sample sewn
K16	FOUR fabrics should be listed	0.25 marks for each correct fabric listed	FOUR different widths should be stated	0.25 marks for each correct width stated	TWO properties of a fabric should be described	1 mark for each correct description
C6	FOUR pattern pieces should be stated	0.5 marks for each correct piece stated	ONE fabric length should be estimated	2 marks for a correct estimation	ONE justification should be given	2 marks for a correct justification
A10	As per observation sheet A10	1 mark for each correct step of the preparation	As per observation sheet A10	0.6 marks for each correct step	As per observation sheet A10	0.8 marks for each correct step

Assessment Criteria

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

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

Scheme of Assessment

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

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

Distribution of marks

<i>Criteria</i>	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Totals</i>
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

Unit Description:

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, students will find out the most appropriate properties for specific interiors.

Through this unit candidates will be able to design, plan and choose appropriate fabrics in creating a cushion and an unlined curtain for a living space. They will be eventually equipped with the basic knowledge and confidence required to undertake their own bespoke interiors enterprise.

Learning Outcomes

At the end of the unit, I can:

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

LO 12. Create a cushion cover for a living space using a range of sewing techniques.

LO 13. Create an unlined curtain for a living space.

LO 14. Demonstrate skills in caring for different interiors.

Subject focus:	Enhancing a living space
Learning Outcome 11:	Show an understanding of how to enhance interiors through colours and fabrics.

K-17	The Colour Wheel	
LEVEL 1	List TWO primary colours.	2 x 0.5 marks = 1 mark
	Primary colours: e.g. red, yellow, blue.	
LEVEL 2	Outline how TWO secondary colours can be obtained.	2 x 0.5 marks = 1 mark
	Obtaining secondary colours: e.g. green, orange, violet.	
LEVEL 3	Describe TWO ways of obtaining tertiary colours.	2 x 1 mark = 2 marks
	Tertiary colours: e.g. red-orange, yellow-orange, yellow-green, blue-green, blue-purple, red-purple	

K-18	Warm and Cool Colours, Tints and Shades, and Colour Schemes.	
LEVEL 1	Name TWO warm and TWO cool colours.	4 x 0.25 marks = 1 mark
	Warm and cool colours: <ul style="list-style-type: none"> • Warm colours: e.g. red, orange, yellow; • Cool colours: e.g. green, blue, violet. 	
LEVEL 2	Outline the use of ONE tint and ONE shade in enhancing a living space.	2 x 0.5 marks = 1 mark
	Use of tints and shades in enhancing a living space: <ul style="list-style-type: none"> • Tints: increases lightness; • Shades: reduces lightness. 	

LEVEL 3	Describe TWO different colour schemes.	2 x 1 mark = 2 marks
	Colour schemes: e.g. analogous, complementary, monochromatic.	

C-7	Colours To Enhance A Living Space	
LEVEL 1	Outline how TWO different colours affect a person's mood.	2 x 1 mark = 2 marks
	Colours used in creating different moods: white, red, yellow, green, orange, blue.	
LEVEL 2	Explain how a given living space can be enhanced using complementary colours on TWO decorative features according to a given mood.	2 x 1 mark = 2 marks
	Enhancing a living space through choice of complementary colours for: walls, curtains, ceiling, sofa, throw-overs, wall-hanging, cushion covers, runners, place mats	
LEVEL 3	Discuss how monochromatic colour schemes could be used in enhancing ONE decorative feature in a given living space.	1 x 2 marks = 2 marks
	Enhancing a living space through a monochromatic colour scheme: walls, curtains, ceiling, sofa, throw-overs, wall-hanging, cushion covers, runners, place mats.	

K-19	Fabric Properties For Soft Furnishings	
LEVEL 1	Name FOUR fabric properties to be considered for interiors.	4 x 0.25 marks = 1 mark
	Fabric properties to be considered for interiors: durability; aesthetic; comfort; protection; maintenance.	
LEVEL 2	Outline TWO differences between mechanical and chemical finishes.	2 x 0.5 marks = 1 marks

LEVEL 3	Describe how TWO different fabric finishes improve fabric functionality or aesthetics.	2 x 1 mark = 2 marks
	Fabric finishes: brushing or raising, calendering, mercerising, flame retardancy, water resistance, crease resistance, shrink resistance, mothproofing, anti-pilling.	

A-11 Physical mood board for a living space		
LEVEL 1	Create a physical mood board for a living space following a specific colour scheme.	4 x 0.75 marks = 3 marks
	<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 a non-adhesive A3 size foam board and based on one of the following colour schemes: analogous or complementary or monochromatic.</p>	
LEVEL 2	Choose a suitable fabric to be presented with a physical mood board for TWO different soft furnishings used in a living space following the specific colour scheme.	<p>Soft furnishing 1: 2 x 0.75 marks = 1.5 marks</p> <p>Soft furnishing 2: 2 x 0.75 marks = 1.5 marks</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>	
LEVEL 3	Present a physical mood board including fabrics for a living space following a specific colour scheme.	4 x 1 mark = 4 marks

	<i>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.</i>
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Subject focus:	Creating a Cushion For a Living Space
Learning Outcome 12:	<i>Create a cushion cover for a living space using a range of sewing techniques.</i>

K-20	Cushions' Shapes, Fillings, and Suitable Fasteners	
LEVEL 1	Name FOUR different shapes of cushions that can be used for a living space.	4 x 0.25 marks = 1 mark
	<i>Cushion shapes for a living space: square, rectangular, round, nursing cushion, heart, cylindrical (bolster).</i>	
LEVEL 2	List FOUR various fillings used in cushions.	4 x 0.25 marks = 1 mark
	<i>Fillings used in cushions: foam and latex; chopped or minced foam; man-made hollow fibre or ball fibre; natural feathers and down.</i>	
LEVEL 3	Outline TWO ways of constructing cushion covers which facilitate removal for cleaning.	2 x 1 mark = 2 marks
	<i>Cushion construction facilitating removal for cleaning: with a zip; with button and buttonholes; with hook and loop (Velcro®); sewn as an envelope.</i>	

K-21	Cushion Edge Finishes	
LEVEL 1	Match FOUR different pictures of cushion edge finishes to their names.	4 x 0.25 marks = 1 mark
	<i>Cushion edge finishes: gathered frill; pleated frill; flanged edge/oxford; piping.</i>	
LEVEL 2	Outline TWO steps of creating a frill for a cushion cover.	2 x 0.5 marks = 1 mark

	Steps in creating a frill for a cushion cover: cut fabric for frill and join frill pieces together; tack or machine stitch along the raw edge of the frill and pull thread to form the frill.	
LEVEL 3	Describe, in TWO steps, the procedure required for creating a piped edge on one side of a cushion cover.	2 x 1 mark = 2 marks
	Procedure required for creating a piped edge on one side of a cushion cover: make and attach the piping; starting and finishing-off a piping.	

A-12	Sewing a cushion cover for a living space	
LEVEL 1	Design a removable cushion cover including edge finishing for a given living space.	5 x 0.6 marks = 3 marks
	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.	
LEVEL 2	Prepare the fabric for laying and cutting out a removable cushion cover.	5 x 0.6 marks = 3 marks
	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.	
LEVEL 3	Construct a removable cushion cover including edge finishing for a living space.	5 x 0.8 marks = 4 marks
	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 Unlined Curtains
Learning Outcome 13:	Create an unlined curtain for a living space

K-22	Unlined Curtain Heading Types	
LEVEL 1	Name the FOUR different types of curtain headings used for curtains.	4 x 0.25 marks = 1 mark
LEVEL 2	Match FOUR different pictures of curtain headings used for curtains to their names.	4 x 0.25 marks = 1 mark
	Types of curtain headings used for sheers: rod pocket; pencil pleat; tab top; box pleat; eyelet.	
LEVEL 3	Outline FOUR considerations required when taking basic measurements in creating a curtain for a window or a door.	4 x 0.5 marks = 2 marks
	Taking basic measurements for a curtain: height of window/door; width of window/door; width of rod/pole; fitting height of rod/pole.	

C-8	Preparation of Unlined Curtains	
LEVEL 1	Outline TWO uses of curtains in a given living space.	2 x 1 mark = 2 marks
	Use of curtains in a given living space: e.g. privacy, protection, aesthetics.	
LEVEL 2	Describe, in FOUR steps, the preparation required before working/ attaching a curtain heading.	4 x 0.5 marks = 2 marks
	Preparation required before working/attaching a curtain heading to a curtain: measurements; folding/pressing; pinning; hand/machine stitching of sides.	
LEVEL 3	Explain, in FOUR steps, how to work/ attach a given curtain heading for a particular living space.	4 x 0.5 marks = 2 marks
	N.B. For assessment purposes, any type of curtain headings should be considered	

A-13	Preparation of Unlined Curtains	
LEVEL 1	Design an unlined curtain for a given living space.	4 x 0.75 marks = 3 marks
	Designing an unlined curtain 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.	
LEVEL 2	Prepare the fabric to produce an unlined curtain for the given living space.	3 x 1 mark = 3 marks
	Preparation of fabric to produce an unlined curtain: iron fabric; mark fabric accurately; cut out fabric neatly according to dimensions.	
LEVEL 3	Construct an unlined curtain for the given living space.	4 x 1 mark = 4 marks
	Construction of an unlined curtain: neat folding of hems using an iron; neat hand and machine stitching; attaching curtain heading; pressing and finishing.	

Subject focus:	Caring for Interiors
Learning Outcome 14:	Demonstrate skills in caring for different interiors.

K-23	Detergents Suitable For Soft Furnishings	
LEVEL 1	Name FOUR different detergents that can be used to launder a soft furnishing.	4 x 0.25 marks = 1 mark
	Detergents used to launder a soft furnishing: synthetic, soap powders, biological (Enzyme), low lather, light duty/soft, cool water.	

LEVEL 2	Outline an aspect related to TWO different detergents.	2 x 0.5 marks = 1 mark
	<p>Aspects related to different detergents:</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 level 1 should be outlined.</p>	
LEVEL 3	Outline in FOUR steps the process of hand washing a soft furnishing.	4 x 0.5 marks = 2 marks
	Hand-washing a soft furnishing: read the care label and fill basin with water at right temperature; add the right detergent to water and immerse item in water and agitate; rinse out the detergent and replace water adding fabric conditioner; rinse item and squeeze out water and hang on drying rack.	

A-14 Hand Washing a Soft Furnishing		
LEVEL 1	Prepare the appropriate equipment and products to launder a soft furnishing.	6 x 0.5 marks = 3 marks
	Preparation of equipment and products to launder a soft furnishing: rubber gloves; basin; pegs; clothes drying rack; laundry detergent; fabric conditioner.	
LEVEL 2	Hand wash a soft furnishing according to its care label.	6 x 0.5 marks = 3 marks
	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.	

LEVEL 3	<i>Iron a soft furnishing according to its care label following Health and Safety procedures.</i>	<i>5 x 0.8 marks = 4 marks</i>
	<i>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.</i>	

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

AVC in FASHION AND TEXTILES Criteria

UNIT 3									
	Knowledge Criteria			Comprehension Criteria			Application Criteria		
	Criteria Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)	Criteria Assessment Criteria (LEVEL 1)	Assessment Criteria (LEVEL 2)	Assessment Criteria (LEVEL 3)
LO 11	K-17. List TWO primary colours.	K-17. Outline how TWO secondary colours can be obtained.	K-17. Describe TWO ways of obtaining tertiary colours.	C-7. Outline how TWO different colours affect a person's mood.	C-7. Explain how a given living space can be enhanced using complementary colours on TWO decorative features according to a given mood.	C-7. Discuss how monochromatic colour schemes could be used in enhancing ONE decorative feature in a given living space.	A-11. Create a physical mood board for a living space following a specific colour scheme.	A-11. Choose a suitable fabric to be presented with a physical mood board for TWO different soft furnishings used in a living space following the specific colour scheme.	A-11. Present a physical mood board including fabrics for a living space following a specific colour scheme.
	K-18. Name TWO warm and TWO cool colours.	K-18. Outline the use of ONE tint and ONE shade in enhancing a living space.	K-18. Describe TWO different colour schemes.						
	K-19. Name FOUR fabric properties to be considered for interiors.	K-19. Outline TWO differences between mechanical and chemical finishes giving an example of each.	K-19. Describe how TWO different fabric finishes improve fabric functionality or aesthetics.						
LO 12	K-20. Name FOUR different shapes of cushions that can be made for a living space.	K-20. List FOUR various fillings used in cushions.	K-20. Outline TWO ways of constructing cushion covers which facilitate removal for cleaning.				A-12. Design a removable cushion cover including edge finishing for a given living space.	A-12. Prepare the fabric for laying and cutting out a removable cushion cover.	A-12. Construct a removable cushion cover including edge finishing for a living space.

	K-21. Match FOUR different pictures of cushion edge finishes to their names.	K-21. Outline TWO steps of creating a frill for a cushion cover.	K-21. Describe, in TWO steps, the procedure required for creating a piped edge on one side of a cushion cover.						
LO 13	K-22. Name the FOUR different types of curtain headings used for curtains.	K-22. Match FOUR different pictures of curtain headings used for curtains to their names.	K-22. Outline FOUR considerations required when taking basic measurements in creating a curtain for a window or a door.	C-8. Outline TWO uses of curtains in a given living space.	C-8. Describe, in FOUR steps, the preparation required before working/ attaching a curtain heading.	C-8. Explain, in FOUR steps how to work/ attach a given curtain heading for a particular living space.	A-13. Design an unlined curtain for a given living space.	A-13. Prepare the fabric to produce an unlined curtain for the given living space.	A-13. Construct an unlined curtain for the given living space.
LO 14	K-23. Name FOUR different detergents that can be used to launder a soft furnishing.	K-23. Outline an aspect related to TWO different detergents.	K-23. Outline in FOUR steps the process of hand washing a soft furnishing.				A-14. Prepare the appropriate equipment and products to launder a soft furnishing.	A-14. Hand wash a soft furnishing according to its care label.	A-14. Iron a soft furnishing according to its care label following Health and Safety procedures.

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

Award in Fashion and Textiles UNIT 3

Rubric - Expected Answers and Marks awarded:

	LEVEL 1		LEVEL 2		LEVEL 3	
K17	TWO primary colours should be listed	0.5 marks for each colour listed	TWO secondary colours should be outlined	0.5 marks for each outline	TWO ways of obtaining tertiary colours should be described	1 mark for each description
K18	TWO warm colours and TWO cool colours should be named	0.25 marks for each correctly named colour	The use of ONE tint and ONE shade in enhancing a living space should be outlined	0.5 marks for each outline	TWO different colour schemes should be described	1 mark for each description
C7	TWO different colours should be outlined	1 mark for each correct outline	TWO decorative features should be explained on how to enhance a given living space using complimentary colours	1 mark for each explanation	ONE decorative feature should be discussed on how to enhance a given living space through a monochromatic colour scheme	2 marks for a correct discussion
K19	FOUR fabric properties should be named	0.25 marks for each property named	TWO differences between mechanical and chemical finishes should be outlined	0.5 marks for each outline	TWO different finishes that improve functionality and aesthetics should be described	1 mark for each description
A11	As per observation sheet A11	0.75 marks for each part of the mood board	As per observation sheet A11	0.75 marks for each criteria	As per observation sheet A11	1 mark for each criteria
K20	FOUR different shapes of cushions should be named	0.25 marks for each shape named correctly	FOUR cushion fillings should be listed	0.25 marks for each filling listed	TWO ways of constructing cushion covers should be outlined	1 mark for each outline
K21	FOUR different cushion edge finishes should be matched to their names	0.25 marks for each correctly matched edge	TWO steps should be outlined	0.5 marks for each correct outline	TWO steps of the procedure required to create a piped edge on one side of a	1 mark for each description

		<i>finish to their name</i>			<i>cushion cover should be described</i>	
A12	<i>As per observation sheet A12</i>	0.6 marks for each criteria	<i>As per observation sheet A12</i>	0.6 marks for each criteria	<i>As per observation sheet A12</i>	0.8 marks for each correct criteria
K22	FOUR different types of curtain headings should be named	0.25 marks for each heading named	FOUR different curtain headings should be matched to their names	0.25 marks for each heading correctly matched	FOUR considerations should be outlined	0.5 marks for correct outline
C8	TWO uses of curtains should be outlined	1 mark for each correct outline	FOUR steps of the preparation required should be described	0.5 marks for each correct step described	FOUR steps of how to work a curtain heading should be explained	0.5 marks for each correct step explained
A13	<i>As per observation sheet A13</i>	0.75 marks for each criteria	<i>As per observation sheet A13</i>	1 mark for each correct criteria	<i>As per observation sheet A13</i>	1 mark for each correct criteria
K23	FOUR different detergents should be named	0.25 marks for each correct detergent named	TWO aspects should be outlined	0.5 marks for each correctly outlined aspect	FOUR steps should be outlined	0.5 marks for each step outlined
A14	<i>As per observation sheet A14</i>	0.5 marks for each criteria	<i>As per observation sheet A14</i>	0.5 marks for each criteria	<i>As per observation sheet A14</i>	0.8 marks for each correct criteria

Assessment Criteria

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

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

Scheme of Assessment

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

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

Distribution of marks

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

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

Criteria									TOTAL
Maximum Mark									
Mark Achieved									

Assessor's feedback

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

OBSERVATION SHEET A-1			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	1 – Working in a Fashion and Textiles Environment	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-1
Activity requirements to meet grading criterion			
A-1	LEVEL 1	Prepare yourself to meet a complaining customer in a given fashion and textiles situation.	3 Marks
		Comments	Mark
		Wearing appropriate attire.	1
		Sit/Stand-up straight with a nice smile.	1
		Be well groomed.	1
Student's accumulated mark for A-1 [LEVEL1]:			
A-1	LEVEL 2	Use appropriate verbal and non-verbal communication skills when dealing with a customer.	3 Marks
		Comments	Mark
		Verbal: Good questioning skills	0.5
		Verbal: Good conversational skills	0.5
		Verbal: Good vocal skills	0.5

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-2			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	1 – Working in a Fashion and Textiles Environment	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-2
Activity requirements to meet grading criterion			
A-2	LEVEL 1	Choose suitable fabrics for particular scenarios.	3 Marks
		Comments	Mark
Workwear	<input type="checkbox"/>		1.5
Interiors	<input type="checkbox"/>		1.5
Student's accumulated mark for A-2 [LEVEL1]:			
A-2	LEVEL 2	Produce a care label for a chosen fabric.	3 Marks
		Comments	Mark
Washing	<input type="checkbox"/>		0.6
Ironing	<input type="checkbox"/>		0.6
Bleaching	<input type="checkbox"/>		0.6
Drying	<input type="checkbox"/>		0.6
Dry Cleaning	<input type="checkbox"/>		0.6
Student's accumulated mark for A-2 [LEVEL2]:			

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-3

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

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

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-4			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	1 – Working in a Fashion and Textiles Environment	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-4
Activity requirements to meet grading criterion			
A-4	LEVEL 1	Prepare the basic parts of the sewing machine.	3 Marks
		Comments	Mark
		Inserting the adequate needle in the needle clamp correctly.	0.75
		Winding the bobbin.	0.75
		Inserting the bobbin in the bobbin case.	0.75
		Attaching the appropriate sewing machine foot.	0.75
Student's accumulated mark for A-4 [LEVEL1]:			
A-4	LEVEL 2	Prepare the sewing machine for stitching.	3 Marks
		Comments	Mark
A piece of fabric on which the sewing machine must be tested must be provided by the teacher.			
		Using the correct thread.	0.75
		Threading.	0.75
		Selecting the correct stitch and length.	0.75

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

Other comments:

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

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-6			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	2 – The World of Fashion and Clothing	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-6
Activity requirements to meet grading criterion			
A-6	LEVEL 1	Use CAD to create the basic layer outline for an existing digital image of a garment.	3 Marks
		Comments	Mark
		Sharp	<input type="checkbox"/> 1
		True to original image	<input type="checkbox"/> 1
		Good use of CAD tools	<input type="checkbox"/> 1
Student's accumulated mark for A-6 [LEVEL1]:			
A-6	LEVEL 2	Use CAD to create separate layers of a garment with features.	3 Marks
		Comments	Mark
		Clearly labelled layers	<input type="checkbox"/> 1
		Good use of CAD tools	<input type="checkbox"/> 1
		Neatly drawn features of the garment	<input type="checkbox"/> 1
Student's accumulated mark for A-6 [LEVEL2]:			
A-6	LEVEL 3	Produce a complete sketch using CAD for a given garment.	4 Marks
		Comments	Mark
		Coherent	<input type="checkbox"/> 0.8
		Sharp	<input type="checkbox"/> 0.8
		Different colours for particular features	<input type="checkbox"/> 0.8

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-7			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	2 – The World of Fashion and Clothing	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-7
Activity requirements to meet grading criterion			
A-7	LEVEL 1	Create a digital mood board on a given theme.	3 Marks
		Comments	Mark
		Focal point	<input type="checkbox"/> 0.75
		Well presented	<input type="checkbox"/> 0.75
		Related to theme	<input type="checkbox"/> 0.75
		Virtual swatches	<input type="checkbox"/> 0.75
Student's accumulated mark for A-7 [LEVEL1]:			
A-7	LEVEL 2	Design a complete outfit using a provided fashion figure template based on the digital mood board.	3 Marks
		Comments	Mark
		Relation to digital mood board	<input type="checkbox"/> 0.5
		Colour	<input type="checkbox"/> 0.5
		Clarity	<input type="checkbox"/> 0.5
		Originality	<input type="checkbox"/> 0.5
		Neatness	<input type="checkbox"/> 0.5
		Detailed cuts	<input type="checkbox"/> 0.5
Student's accumulated mark for A-7 [LEVEL2]:			
A-7	LEVEL 3	Sketch a complete outfit based on a given theme including accessories using the nine heads.	4 Marks

		Comments	Mark
<i>Related to theme</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Proportions</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Appropriateness</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Colour</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Labelling</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Clarity</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Originality</i>	<input type="checkbox"/>		<i>0.5</i>
<i>Neatness</i>	<input type="checkbox"/>		<i>0.5</i>
Student's accumulated mark for A-7 [LEVEL3]:			
TOTAL MARK FOR A-7 (OUT OF 10 MARKS):			

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-8

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

Activity requirements to meet grading criterion

A-8	LEVEL 1	Take body measurements accurately to make skirt or trousers.	3 Marks
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		Comments	Mark
Around waist	<input type="checkbox"/>		1
Around Hips	<input type="checkbox"/>		1
Skirt Length	<input type="checkbox"/>		1

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

A-8	LEVEL 2	Transfer an appropriate paper pattern according to given specific measurements using commercial magazines.	3 Marks
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		Comments	Mark
Choose size according to given measurements	<input type="checkbox"/>		1
Trace all pattern pieces onto paper	<input type="checkbox"/>		1
Transfer all pattern markings.	<input type="checkbox"/>		1

Student's accumulated mark for A-8 [LEVEL2]:	
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A-8	LEVEL 3	Describe procedures of altering a paper pattern according to size and style.	4 Marks
		Comments	Mark
Lengthening trousers by 4cm	<input type="checkbox"/>		2
Changing a plain skirt into a flared skirt	<input type="checkbox"/>		2
Student's accumulated mark for A-8 [LEVEL3]:			
TOTAL MARK FOR A-8 (OUT OF 10 MARKS):			

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-9			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Unit:	2 – The World of Fashion and Clothing	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-9
Activity requirements to meet grading criterion			
A-9	LEVEL 1	Prepare the fabric for cutting a sample.	3 Marks
		Comments	Mark
		Correct pinning	1
		Accurate seam allowance	1
		Cutting out neatly.	1
Student's accumulated mark for A-9 [LEVEL1]:			
A-9	LEVEL 2	Prepare fabric pieces for constructing a sample.	3 Marks
		Comments	Mark
		Transfer pattern markings	1
		Neaten edges	1
		Cutting and attaching interfacing onto waistband using the iron.	1
Student's accumulated mark for A-9 [LEVEL2]:			

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-10

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

Activity requirements to meet grading criterion

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

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

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

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-11

School:		Cohort:	
Subject:	<i>Fashion and Textiles</i>	Level:	AVC
Unit:	<i>3 – Experimenting with Interiors</i>	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-11

Activity requirements to meet grading criterion

A-11	LEVEL 1	Create a physical mood board for a living space following a specific colour scheme.	3 Marks
		Comments	Mark
		<i>Focal point</i>	0.75
		<i>Well-presented.</i>	0.75
		<i>Related to the living space</i>	0.75
		<i>Annotated colour scheme for the living space</i>	0.75
Student's accumulated mark for A-11 [LEVEL1]:			

A-11	LEVEL 2	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.	3 Marks
		Comments	Mark
Soft furnishing 1:			
		<i>Following colour scheme</i>	0.75
		<i>Appropriate for soft furnishings</i>	0.75

Soft furnishing 2:			
Following colour scheme	<input type="checkbox"/>		0.75
Appropriate for soft furnishings	<input type="checkbox"/>		0.75
Student's accumulated mark for A-11 [LEVEL2]:			

A-11	LEVEL 3	Present a physical mood board including fabrics for a living space following a specific colour scheme.	4 Marks
		Comments	Mark
	<input type="checkbox"/>	Clear justification of colour	1
	<input type="checkbox"/>	Proper explanation of images	1
	<input type="checkbox"/>	Valid reasons for choice of fabric for the living space	1
	<input type="checkbox"/>	Valid justification for fabric care	1
Student's accumulated mark for A-11 [LEVEL3]:			
TOTAL MARK FOR A-11 (OUT OF 10 MARKS):			

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-12

School:		Cohort:	
Subject:	<i>Fashion and Textiles</i>	Level:	AVC
Unit:	<i>3 – Experimenting with Interiors</i>	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-12

Activity requirements to meet grading criterion

A-12	LEVEL 1	Design a removable cushion cover including edge finishing for a given living space.	3 Marks
		Comments	Mark
	<input type="checkbox"/>		0.6
colour	<input type="checkbox"/>		0.6
Labelling	<input type="checkbox"/>		0.6
Neatness	<input type="checkbox"/>		0.6
Suitability of design	<input type="checkbox"/>		0.6
Edge-finishing (frill or piping).	<input type="checkbox"/>		0.6
Student's accumulated mark for A-12 [LEVEL1]:			

A-12	LEVEL 2	Prepare the fabric for laying and cutting out a removable cushion cover.	3 Marks
		Comments	Mark
	<input type="checkbox"/>		0.6
Place all pattern pieces correctly onto the fabric	<input type="checkbox"/>		0.6
Pin and mark correctly	<input type="checkbox"/>		0.6
Leave accurate seam allowance	<input type="checkbox"/>		0.6

Cut out fabric for the cushion according to size	<input type="checkbox"/>		0.6
Cut out fabric for the edge finishing	<input type="checkbox"/>		0.6
Student's accumulated mark for A-12 [LEVEL2]:			

A-12	LEVEL 3	Construct a removable cushion cover including edge finishing for a living space.	4 Marks
		Comments	Mark
Prepare frill or piped edge	<input type="checkbox"/>		0.8
Attach frill or piped edge	<input type="checkbox"/>		0.8
Pin and tack the correct pattern pieces together	<input type="checkbox"/>		0.8
Neat hand and machine stitches	<input type="checkbox"/>		0.8
Press and finish.	<input type="checkbox"/>		0.8
Student's accumulated mark for A-12 [LEVEL3]:			
TOTAL MARK FOR A-12 (OUT OF 10 MARKS):			

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-13

School:		Cohort:	
Subject:	<i>Fashion and Textiles</i>	Level:	AVC
Unit:	<i>3 – Experimenting with Interiors</i>	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-13

Activity requirements to meet grading criterion

A-13	LEVEL 1	<i>Design an unlined curtain for a given living space.</i>	3 Marks
		Comments	Mark
	<input type="checkbox"/>		0.75
	<input type="checkbox"/>		0.75
	<input type="checkbox"/>		0.75
	<input type="checkbox"/>		0.75
Student's accumulated mark for A-13 [LEVEL1]:			

A-13	LEVEL 2	<i>Prepare the fabric to produce an unlined curtain for the given living space.</i>	3 Marks
		Comments	Mark
	<input type="checkbox"/>		1
	<input type="checkbox"/>		1
	<input type="checkbox"/>		1
Student's accumulated mark for A-13 [LEVEL2]:			

A-13	LEVEL 3	<i>Construct an unlined curtain for the given living space.</i>	4 Marks
		Comments	Mark
<i>Neat folding of hems using an iron</i>	<input type="checkbox"/>		<i>1</i>
<i>Neat hand and machine stitching</i>	<input type="checkbox"/>		<i>1</i>
<i>Attaching curtain heading</i>	<input type="checkbox"/>		<i>1</i>
<i>Pressing and finishing</i>	<input type="checkbox"/>		<i>1</i>
Student's accumulated mark for A-13 [LEVEL3]:			
TOTAL MARK FOR A-13 (OUT OF 10 MARKS):			

Other comments:

Assessor's Signature:		Date:	
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OBSERVATION SHEET A-14

School:		Cohort:	
Subject:	<i>Fashion and Textiles</i>	Level:	AVC
Unit:	<i>3 – Experimenting with Interiors</i>	Assignment:	
Student's Name/ID:			
Teacher's Name:			
Task & Question:		Criterion:	A-14

Activity requirements to meet grading criterion

A-14	LEVEL 1	Prepare the appropriate equipment and products to launder a soft furnishing.	3 Marks
		Comments	Mark
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
Student's accumulated mark for A-14 [LEVEL1]:			
A-14	LEVEL 2	Hand wash a soft furnishing according to its care label.	3 Marks
		Comments	Mark
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5
	<input type="checkbox"/>		0.5

Replace water adding fabric conditioner			0.5
Rinse item and squeeze out water			0.5
Hang on drying rack			0.5
Student's accumulated mark for A-14 [LEVEL2]:			

A-14	LEVEL 3	Iron a soft furnishing according to its care label following Health and Safety procedures.		4 Marks
			Comments	Mark
Set iron temperature according to care label	<input type="checkbox"/>			0.8
Do not touch soleplate	<input type="checkbox"/>			0.8
Do not leave iron standing on fabric	<input type="checkbox"/>			0.8
Check for crease-free result	<input type="checkbox"/>			0.8
Switch off iron after use.	<input type="checkbox"/>			0.8
Student's accumulated mark for A-14 [LEVEL3]:				
TOTAL MARK FOR A-14 (OUT OF 10 MARKS):				

Other comments:

Assessor's Signature:		Date:	
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List of books recommended for Applied Vocational Certificate in Fashion and Textiles

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

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

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

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

Appendix





Portfolio Scoresheets

AVC in Fashion and Textiles Portfolio Scoresheet

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

Other comments:

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

Other comments:

Teacher Signature:		Date:	
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Portfolio Scoresheet Year 11			
School:		Cohort:	
Subject:	Fashion and Textiles	Level:	AVC
Student's Name/ID:			
Teacher's Name:			
YEAR 11			
Part A	Student's work		
Poor evidence of student's work. Lack/missing or no evidence of students work. (0-1 mark)	Good evidence of student's work demonstrating a good quality of artefacts, activity sheets, photos and other relevant material. (2-3 marks)	Excellent evidence of student's work demonstrating a high quality of artefacts, activity sheets, photos and other relevant material. (4-5 marks)	
Total mark For Part A Year 11 out of 5 marks:			
Part B	Self-Reflection		
Poor evidence of student's reflection of work Lack of/missing Self-Reflection sheets. (0-1 mark)	Good evidence of student's reflection of work through ticking. (2-3 marks)	Excellent evidence of students' Self-Reflections, both through checklist and written responses. (4-5 marks)	
Total mark For Part B Year 11 out of 5 marks:			
Total mark for Part A and Part B out of 10 marks:			

Other comments:

Teacher Signature:		Date:	
---------------------------	--	--------------	--



Minimum List of Samples Required for Portfolio

MINIMUM LIST OF SAMPLES REQUIRED FOR PORTFOLIO

UNIT 1

A-1	<i>Photos of the role-play held at school.</i>
A-2	<ul style="list-style-type: none"> • <i>Samples of fabrics/photo of fabrics chosen for the scenario mentioned in the assignment brief.</i> • <i>Care label produced according to assignment brief issued by teacher.</i>
A-3	<ul style="list-style-type: none"> • <i>Fabric sample cut according to the assignment issued by the teacher.</i>
A-4	<ul style="list-style-type: none"> • <u>Hand stitches:</u> <ul style="list-style-type: none"> ✓ <i>even tacking,</i> ✓ <i>tailor's tacking,</i> ✓ <i>back stitch,</i> ✓ <i>chain stitch</i> ✓ <i>stem stitch,</i> ✓ <i>button,</i> ✓ <i>snap</i> • <u>Machine stitching:</u> <ul style="list-style-type: none"> ✓ <i>open seam with zigzag finish,</i> ✓ <i>open seam with bound edges,</i> ✓ <i>French seam,</i> ✓ <i>run and fell,</i> ✓ <i>buttonhole.</i>
A-5	<ul style="list-style-type: none"> • <i>Physical mood board/photo of physical mood board for a given creative textile item.</i> • <i>Design of an original item using a creative textile technique.</i> • <i>Samples of the following:</i> <ul style="list-style-type: none"> ✓ <i>Batik</i> ✓ <i>Tie-dye</i> ✓ <i>Printing</i> ✓ <i>Hand embroidery</i> ✓ <i>Appliqué.</i>

***One Self-Reflection should be presented for each assignment covering all application criteria per Unit including the application criteria covered in the controlled assessment.**

**** Social Responsibility Project Write-up for Year 9 should be presented in the Portfolio.**

*****N.B. OTHER ITEMS INCLUDING WORKSHEETS OR ANY OTHER SAMPLES CAN BE PLACED IN THE PORTFOLIO.**

MINIMUM LIST OF SAMPLES REQUIRED FOR PORTFOLIO

UNIT 2

A-6	<p><i>The digital image of the garment chosen should feature: A type of pocket, stitching lines, seam lines and two other fashion features such as: waistband, buttons, darts, front fly etc.</i></p> <p><i>A print of the digital image should be placed in this section.</i></p>
A-7	<ul style="list-style-type: none"> • <i>A print of a digital mood board on the given theme.</i> • <i>Different designed outfits on the given template based on the digital mood board.</i> • <i>Sketch of a complete outfit based on the given theme using the nine heads.</i>
A-8	<ul style="list-style-type: none"> • <i>Transfer of an appropriate paper pattern according to given specific measurements using commercial magazines.</i> <p><i>Alteration of paper pattern:</i></p> <ul style="list-style-type: none"> • <i>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;</i> • <i>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.</i>
A-9	<i>A sample including a hip yoke pocket and a waistband with a shank button.</i>
A-10	<i>Sample/photos of shorts: sewing a pair of shorts with a patch pocket; elastic casing and hem finished by hand or machine stitch. Seams should be neaten with zigzag or overlock stitch.</i>

***One Self-Reflection should be presented for each assignment covering all application criteria per Unit including the application criteria covered in the controlled assessment.**

**** Social Responsibility Project Write-up for Year 10 should be presented in the Portfolio.**

*****N.B. OTHER ITEMS INCLUDING WORKSHEETS OR ANY OTHER SAMPLES CAN BE PLACED IN THE PORTFOLIO**

MINIMUM LIST OF SAMPLES REQUIRED FOR PORTFOLIO

UNIT 3

A-11	<p><i>A physical mood board (non-adhesive A3 size foam board)/photo, based on one of the following colour schemes: analogous or complementary or monochromatic. It should consist of two fabric samples for two soft furnishings.</i></p> <p><i>One of the following living spaces is to be considered for the physical mood board: kitchen or sitting or dining or bedroom.</i></p>
A-12	<ul style="list-style-type: none"> • <i>A design of a removable cushion cover: Piped edge or frilled edge</i> • <i>Sample/photo of the cushion cover: Piped edge or frilled edge</i>
A-13	<ul style="list-style-type: none"> • <i>A design of an unlined curtain: Eyelet, or rod pocket or pencil pleat curtain.</i> • <i>Sample/photo of an unlined curtain: Eyelet, or rod pocket or pencil pleat curtain.</i>
A-14	<ul style="list-style-type: none"> • <i>Photo of handwashing a soft furnishing item.</i>

****One Self-Reflection should be presented for each assignment covering all application criteria per Unit.***

*****N.B. OTHER ITEMS INCLUDING WORKSHEETS OR ANY OTHER SAMPLES CAN BE PLACED IN THE PORTFOLIO.***



Portfolio Layout

TITLE OF SAMPLE

Sample/photo evidence.

Write-up:

*In the write-up students should include a **brief outline** of the sample/photo evidence.*

N.B. The description can be presented in bullet form.







Self-Reflection Sample

SAMPLE OF SELF-REFLECTION

Task Title	
Unit	1
Criteria	A-1 and A-2 <i>N.B. The Application criteria chosen for the Self-Reflections sample, are ONLY presented to guide the teachers. Teachers are free to group different Application criteria from the Unit as necessary.</i>
Date	

Evidence

Evidence for each Application criteria.

Skills				
A-1				
<i>I wore the appropriate clothing suitable for a fashion and textiles scenario.</i>				
<i>I prepared myself to meet a customer complaining about a given fashion and textiles situation.</i>				
<i>I understood the complaint provided by the customer.</i>				
<i>I used the appropriate verbal communication skills when dealing with a customer.</i>				
<i>I used the appropriate non-verbal communication skills when dealing with a customer.</i>				
<i>I dealt effectively with a customer complaint related to fashion and textiles.</i>				
A-2				
<i>I chose suitable fabrics for the scenarios provided.</i>				
<i>I produced a care label an appropriate care label for the chosen fabric.</i>				

<i>I explained to a customer how to care for the fabric chosen based on its care label.</i>				
---------------------------------------------------------------------------------------------	--	--	--	--

Answer the following questions:

1. What did you learn from these tasks?

2. What did you find most challenging about these tasks?





3. Explain what you would do differently next time.

SAMPLE OF SELF-REFLECTION

Task Title	
Unit	2
Criteria	A-6 and A-7 <i>N.B. The Application criteria chosen for the Self-Reflections sample, are ONLY presented to guide the teachers. Teachers are free to group different Application criteria from the Unit as necessary.</i>
Date	

Evidence

Evidence

Skills				
A-6				
<i>I was proficient in using the CAD software.</i>				
<i>I used CAD to create the basic layer outline for the given digital image.</i>				
<i>I used CAD to create separate layers for the given garment with features.</i>				
<i>I produced a complete sketch using CAD for the given garment.</i>				
A-7				
<i>I found pictures suitable for the provided theme through the internet and /or magazines.</i>				
<i>I was able to use the provided software to create the digital mood board.</i>				
<i>I presented the mood board in a well-presented layout.</i>				

<i>I created a digital mood board which is related to the theme.</i>				
<i>I designed a complete outfit using the fashion template provided, according to the digital mood board.</i>				
<i>I designed a complete outfit using the nine heads on a given theme.</i>				
<i>I clearly labelled my sketch keeping in mind, colour, neatness and clarity.</i>				

Answer the following questions:

1. What did you learn from these tasks?

2. What did you find most challenging about these tasks?





3. Explain what you would do differently next time.

SAMPLE OF SELF-REFLECTION

Task Title	
Unit	3
Criteria	A-13 and A-14 <i>N.B. The Application criteria chosen for the Self-Reflections sample, are ONLY presented to guide the teachers. Teachers are free to group different Application criteria from the Unit as necessary.</i>
Date	

Evidence

Evidence

Skills				
A-13				
<i>I was able to design an unlined curtain for a given living space.</i>				
<i>I prepared the fabric to produce an unlined curtain for the given living space.</i>				
<i>I cut the fabric required for the unlined curtain.</i>				
<i>I ironed the side hems, bottom and top hems in preparation before sewing the curtain.</i>				
<i>I prepared the heading before attaching it to the curtain.</i>				
<i>I used the sewing machine to machine stitch the side seams and the heading.</i>				
<i>I used the slip stitch to hand-stitch the bottom hem.</i>				

A-14

<i>I wore the appropriate attire to hand wash the given soft furnishing.</i>				
<i>I prepared the appropriate equipment and products to launder the given soft furnishing.</i>				
<i>I hand washed the soft furnishing according to its care label.</i>				
<i>I ironed the soft furnishing according to its care label.</i>				
<i>I followed Health and Safety procedures when hand washing and ironing the soft furnishing.</i>				

Answer the following questions:

1. What did you learn from these tasks?

2. What did you find most challenging about these tasks?

3. Explain what you would do differently next time.



Social Responsibility Project Sample

SAMPLE of Social Responsibility Project

Community	
Year	
Activity	
Date	

Evidence

Evidence for the Social Responsibility Project.

Answer the following questions:

1. What was the Social Responsibility Project about?

2. What did you find most challenging about the Social Responsibility Project?

3. What did you learn from this activity?

4. Suggest other examples of Social Responsibility Projects to be carried out in the future.



Assignment 1 Sample

ASSIGNMENT 1 SAMPLE

<u>Unit Title:</u>	<i>Unit 1 - Working in a Fashion and Textiles Environment</i>
<u>Qualification:</u>	AVC
<u>Start Date:</u>	
<u>Deadline Date:</u>	
<u>Assessor:</u>	
<u>Assignment Title:</u>	<i>Exploring the world of the fashion and textiles industry</i>

Criteria Reference	The Purpose of this assignment is to:	Question No.	Material Required & Marks	Deadline dates
K-1	Level 1 Name FOUR elements required to create good first impressions with customers when selling a product.	Task 1 1	Worksheet 1 mark	
	Level 2 List TWO verbal and TWO non-verbal communication skills needed when dealing with customers.	1	1 mark	
	Level 3 Describe TWO skills employees should master to satisfy customers' needs.	1	2 marks	
C-1	Level 1 Describe TWO different complaints that customers might have in a fashion and textiles environment.	Task 1 2	Worksheet 2 marks	
	Level 2 Explain TWO strategies used in dealing with customer complaints in a fashion and textiles environment.	2	2 marks	
	Level 3 Discuss ONE strategy in dealing with a given customer complaint in a fashion and textiles environment.	2	2 marks	
A-1	Level 1 Prepare yourself to meet a complaining customer in a given fashion and textiles situation.	Task 2: 1	Practical 3 marks	

	Level 2 <i>Use appropriate verbal and non-verbal communication skills when dealing with a customer.</i>	1	3 marks	
	Level 3 <i>Deal effectively with a customer complaint related to fashion and textiles.</i>	1	4 marks	
K-2	Level 1 <i>Classify FOUR fibres and fabric into natural and manufactured.</i>	Task 1 3	Worksheet 1 mark	
	Level 2 <i>State the source of FOUR natural fibres.</i>	3	1 mark	
	Level 3 <i>Determine TWO different end-uses of fabrics through examples.</i>	3	2 marks	
C-2	Level 1 <i>Outline FOUR different care label symbols.</i>	Task 1 4	Worksheet 2 marks	
	Level 2 <i>Outline the care needed for ONE fabric.</i>	4	2 marks	
	Level 3 <i>Justify the use of ONE appropriate care label for a given textile item.</i>	4	2 marks	
A-2	Level 1 <i>Choose suitable fabrics for particular scenarios.</i>	Task 3: 1	Practical 3 marks	
	Level 2 <i>Produce a care label for a chosen fabric.</i>	1	3 marks	

	Level 3 <i>Explain to a customer how to care for the fabric chosen based on its care label.</i>	1	4 marks	
--	-----------------------------------------------------------------------------------------------------------	---	---------	--

Total Marks full for assignment:	40 marks
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General Scenario

- ♦ Mark has started working in a Fashion Retail Outlet.
- ♦ He is undergoing some training in dealing with customers effectively.
- ♦ Mark needs to fill-in the worksheet.

Task 1:

Deadline Date:

On the worksheet answer these questions:

Question 1

K-1 | 4 marks

- A) Name **FOUR** elements required to create good first impressions with customers when selling a product. 1 mark
- B) List **TWO** verbal and **TWO** non-verbal communication skills needed when dealing with customers. 1 mark
- C) Describe **TWO** skills employees should master to satisfy customers' needs. 2 marks

Question 2

C-1 | 6 marks

- A) Describe **TWO** different complaints that customers might have in a fashion and textiles environment. 2 marks
- B) Explain **TWO** strategies used in dealing with customer complaints in a fashion and textiles environment. 2 marks
- C) Discuss **ONE** strategy in dealing with a given customer complaint in a fashion and textiles environment. 2 marks

Question 3

K-2 | 4 marks

- A) Classify **FOUR** fibres and fabric into natural and manufactured. 1 mark
- B) State the source of the **FOUR** natural fibres. 1 mark
- C) Determine **TWO** different end-uses of fabrics through examples. 2 marks

Question 4

C-2 | 6 marks

- A) Outline **FOUR** different care label symbols. 2 marks
- B) Outline the care needed for ONE fabric. 2 marks
- C) Justify the use of **ONE** appropriate care label for a given textile item. 2 marks

Task 2:**Deadline Date:**

Scenario continued: Through a practical session, you need to carry out the following tasks and perform a role-play:

Question 1

A-1 | 10 marks

A) Prepare yourself to meet a complaining customer about a defected zip of a pair of trousers. 3 marks

B) Use appropriate verbal and non-verbal communication skills when dealing with a customer. 3 marks

C) Deal effectively with a customer complaint related to fashion and textiles. 4 marks

Task 3:**Deadline Date:**

Scenario continued: You will be assisting a client in the store to help pick out some fabrics. Through a practical session, you need to carry out the following tasks

Question 4

A-2 | 10 marks

A) Choose suitable fabrics for:

- A kitchen curtain
- A sweatshirt 3 marks

B) Produce a care label for a chosen fabric. 3 marks

C) Explain to a customer how to care for the fabric chosen in question B based on its care label. 4 marks

Submission Formats:

Task 1: Worksheet

Task 2: Practical Session

Task 3: Practical Session

Name: _____

Class: _____

Worksheet

Question 1

K-1 | 4 marks

A) Name **FOUR** elements required to create good first impressions with customers when selling a product. 1 mark

- _____
- _____
- _____
- _____

B) List **TWO** verbal and **TWO** non-verbal communication skills needed when dealing with customers. 1 mark

Verbal

➤ _____

➤ _____

Non-Verbal

➤ _____

➤ _____

C) Describe **TWO** skills employees should master to satisfy customers' needs.

2 marks

- _____

- _____

Question 2

C-1 | 6 marks

A) Describe **TWO** different complaints that customers might have in a fashion and textiles environment. 2 marks

➤ _____

➤ _____

B) Explain **TWO** strategies used in dealing with customer complaints in a fashion and textiles environment. 2 marks

➤ _____

➤ _____

C) Discuss **ONE** strategy in dealing with a given customer complaint in a fashion and textiles environment. 2 marks

➤ _____

Question 3

K-2 | 4 marks

A) Classify **FOUR** fibres and fabric into natural and manufactured. 1 mark

Cotton, Nylon, Polyester, Silk	
Natural	Manufactured

B) State the source of the **FOUR** natural fibres. 1 mark

Fibre	Source

C) Determine **TWO** different end-uses of fabrics through examples. 2 marks


Fibre	End-Use
Polyester	
Linen	

Question 4


C-2 | 6 marks

A) Outline **FOUR** different care label symbols.


2 marks



Four horizontal lines for writing.



Four horizontal lines for writing.



Four horizontal lines for writing.



Four horizontal lines for writing.

B) Outline the care needed for wool.

2 marks

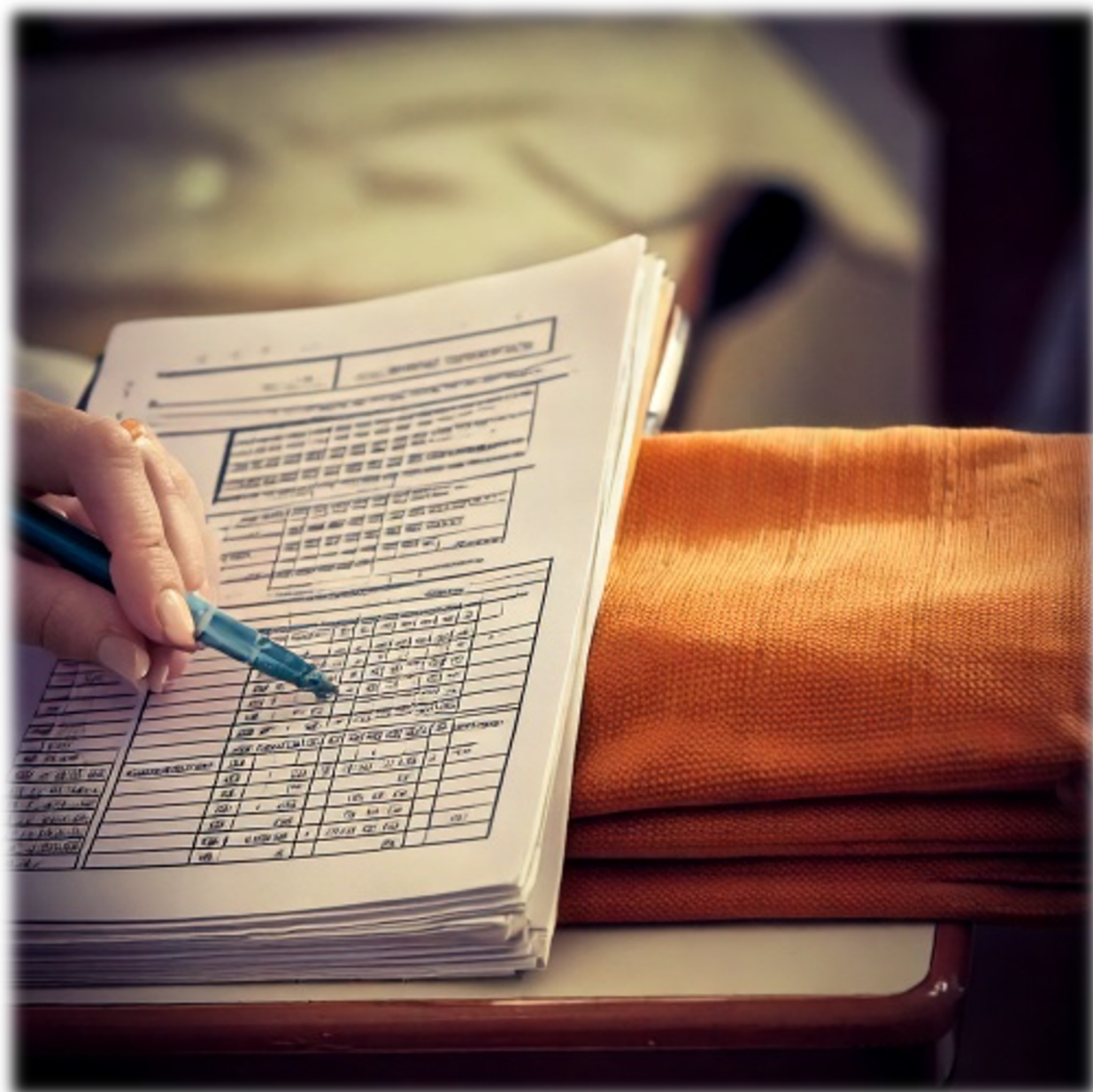
➤ _____

C) Justify the use of **ONE** appropriate care label for a given textile item.

2 marks

Dark coloured denim jeans





Past Controlled Examination Paper

Can be accessed from: <https://curriculum.gov.mt/past-exam-papers/>

APPLIED VOCATIONAL CERTIFICATE
YEAR 9 **in**
FASHION AND TEXTILES

Name: _____ Class: _____

UNIT: 1
ASSIGNMENT: 3 of 3
TITLE: Exploring Skills in Sewing and Creative Textile Techniques
ISSUE DATE: 8th April 2024
DEADLINE: 17th May 2024

GENERAL INSTRUCTIONS

Application criteria will be assessed in class.
The time required to complete practical tasks will be communicated by the teacher.
Students can answer either in English or in Maltese.

General Scenario

- Max owns a shop selling fabrics and haberdashery.
- He is going to organise a basic sewing course for the general public.
- He is preparing some materials to help the participants test the knowledge they acquired during the course.

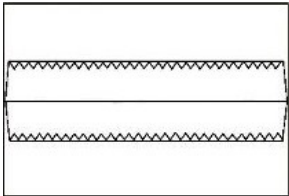
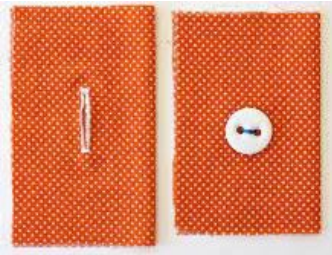
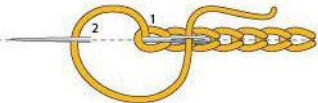
SECTION A – WRITE-ON

Question 1

K-7 (4 marks)

Label the sewing techniques shown below, which are used in dressmaking. (1)

Classify each sewing technique shown below, by ticking the correct category.(1)

Sewing Technique	Label (a)	Category (b)	(Tick <input checked="" type="checkbox"/> the correct answer)
i.		_____	<div>Temporary <input type="checkbox"/></div> <div>Permanent <input type="checkbox"/></div> <div>Decorative <input type="checkbox"/></div> <div>Seams and Neatening <input type="checkbox"/></div> <div>Fasteners <input type="checkbox"/></div>
(Source: sewing support.com)			
ii.		_____	<div>Temporary <input type="checkbox"/></div> <div>Permanent <input type="checkbox"/></div> <div>Decorative <input type="checkbox"/></div> <div>Seams and Neatening <input type="checkbox"/></div> <div>Fasteners <input type="checkbox"/></div>
(Source: made everyday.com)			
iii.		_____	<div>Temporary <input type="checkbox"/></div> <div>Permanent <input type="checkbox"/></div> <div>Decorative <input type="checkbox"/></div> <div>Seams and Neatening <input type="checkbox"/></div> <div>Fasteners <input type="checkbox"/></div>
(Source: fastvoicemedia.de)			

iv.



(Source: theruffledpurse.com)

Temporary

☐

Permanent

☐

Decorative

☐

Seams and Neatening

☐

Fasteners

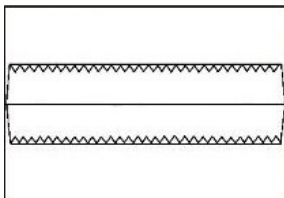
☐

a. State the use of the following sewing techniques:

(2)

Use of sewing technique

i.



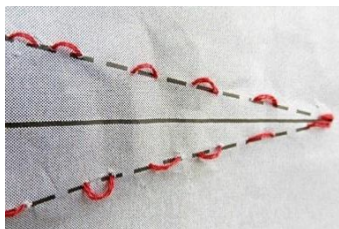
(Source: sewing.support.com)

ii.



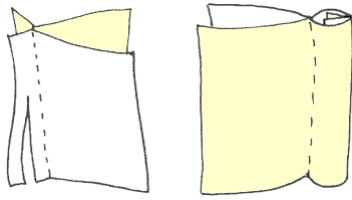
(Source: theruffledpurse.com)

iii.



(Source: sewguide.com)

iv.



(Source: sewsweetness.com)

Question 2

K-8 (4 marks)

Max would also like to give his participants some information on creative textile techniques which can be applied to their sewing projects.

- a. Label the FOUR creative textile techniques shown underneath. (1)

i.



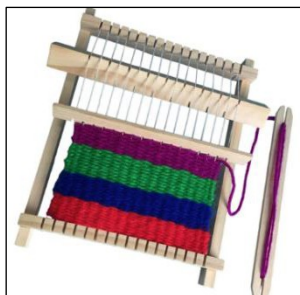
(Source: thesewingdirectory.co.uk)

ii.



(Source: nimle-needles.com)

iii.



(Source: Walmart.ca)

iv.



(Source: pinterest.com)

- b. State **FOUR** materials and tools required for the textile technique shown in Figure 1. (1)



Figure 1: Creative textile technique

(Source: georgeweil.com)

Materials and tools required for the above textile technique:

Material/Tool 1: _____

Material/Tool 2: _____

Material/Tool 3: _____

Material/Tool 4: _____

- c. Outline **FOUR** steps involved in making the creative textile technique shown in Figure 2. In your outline you should include **TWO** Health and Safety procedures. (2)



Figure 2: Creative Textile Technique

(Source: georgeweil.com)

- _____

- _____

- _____

- _____

During one of the lessons, Max explained how effective mood boards can help when doing sewing projects.

- a. Outline the difference between digital and physical mood boards.

In your outline, you should provide **TWO** features for each mood board.

- i. Digital Mood Board (1)

- ii. Physical Mood Board (1)

- b. State **FOUR** reasons for creating a mood board. (2)

Reason 1:

Reason 2:

Reason 3:

Reason 4:

-
- This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Controlled Assessment for Secondary Schools 2024

APPLIED VOCATIONAL CERTIFICATE
in
FASHION AND TEXTILES YEAR 9

Name: _____

Class: _____

SECTION B - PRACTICAL

QUESTION 1

A-4 (10 marks)

Background Information

- You are being assigned to carry out some practical work.
- During this practical session, you are being requested to prepare the sewing machine and produce different samples using different sewing techniques following Health and Safety procedures.
- You will be provided with the necessary fabrics, tools and equipment required to prepare the samples. However, you need to bring along your own sewing box.

- a) Prepare the basic parts of the sewing machine. (3 marks)
- b) Prepare the sewing machine for stitching. (3 marks)
- c) Prepare samples using the following **TWO** sewing techniques while following Health and Safety procedures. (4 marks)

You are requested to work **ONE** row of stitches for each sewing technique on the pieces of the fabric samples provided by the teacher.

- i. Hand Stitching: **Back stitch.**
- ii. Machine Stitching: **Open seam with zigzag finish.**

For machine stitching, your teacher will be providing a sewing machine which has already been set up.

*THIS SHEET SHOULD BE RETURNED TO THE TEACHER AFTER THE PRACTICAL
SESSION/S*

Background Information

In the second practical session, you are being requested to create a mood board and produce an original appliqué on a ready-made cloth bag.

- The embellished cloth bag will be used for day-to-day shopping.
- The appliqué applied on the ready-made cloth bag should be based on a **'Fruit in Summer'** theme.
- You will be provided with the necessary materials, tools and equipment required to carry out the tasks. However, you need to bring along your own sewing box, design templates according to the theme and colouring pencils or wax crayons.

- a) Create an A3 physical mood board for the embellished ready-made cloth bag, including appliqué as the creative textile technique. Your teacher will provide you with an A3 size foam board and pins. The mood board should be created in class. However, all necessary planning including the preparation of pictures should be done at home. (3 marks)
- b) On an A4 paper, design an original bag using appliqué, keeping in mind the theme. Ensure that you clearly label your design. (3 marks)
- c) Produce an original appliqué on a ready-made cloth bag as designed in (b) whilst following the necessary Health and Safety procedures. (4 marks)

Your teacher will provide you with a ready-made cloth bag measuring approximately 40cm x 30cm and a piece of fusible interfacing, embroidery thread, embroidery needles, fabric scraps and tracing paper.

However, you also need to use your own sewing box.

For machine appliqué, your teacher will be providing a sewing machine which has already been set up.

THIS SHEET SHOULD BE RETURNED TO THE TEACHER AFTER THE PRACTICAL SESSION/S

Unit Distribution Plan Sample

Unit _____ Distribution Plan

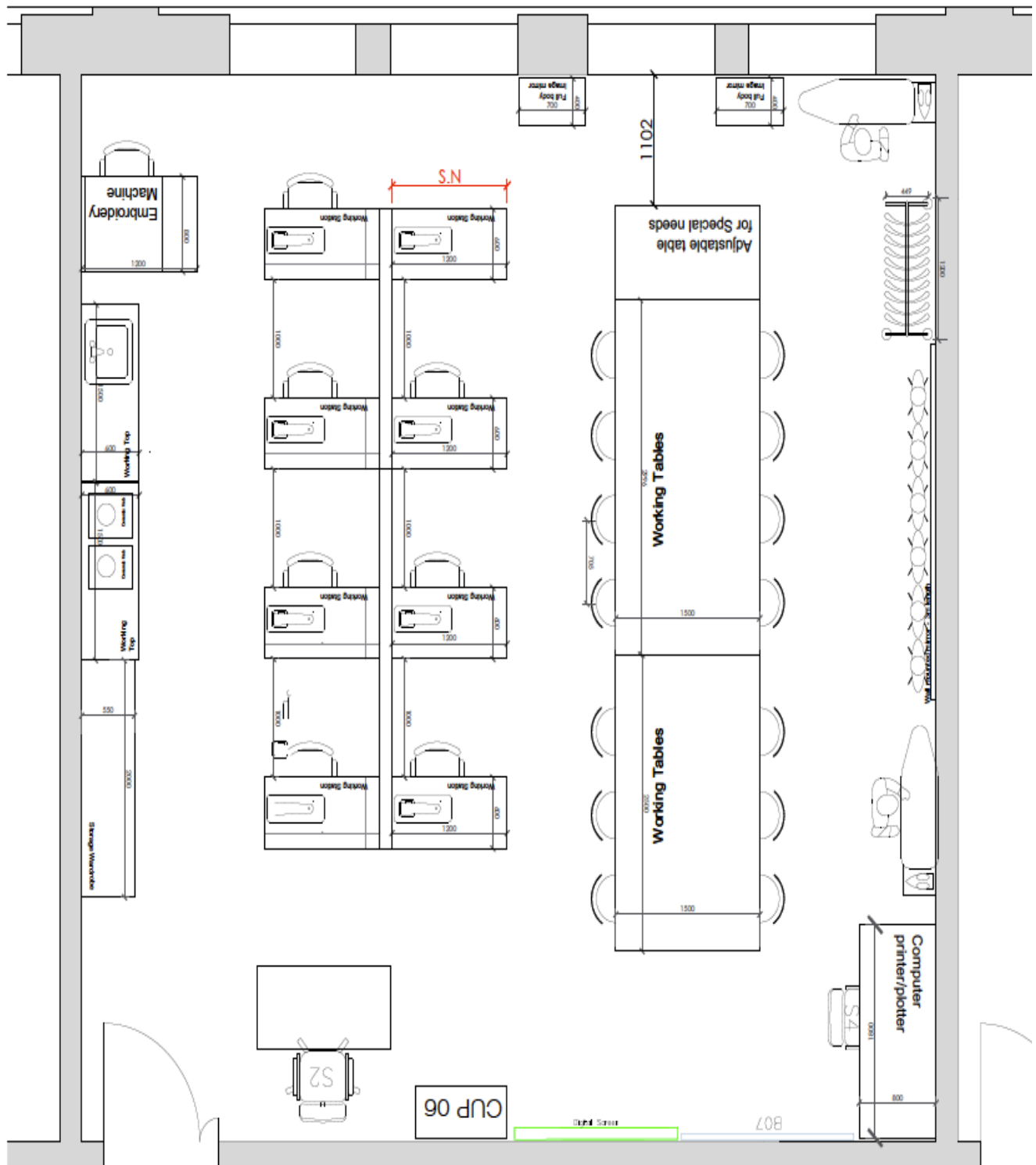
Teacher/Assessor: _____ Quality Nominee: _____

Internal Verifier: _____ Date: _____

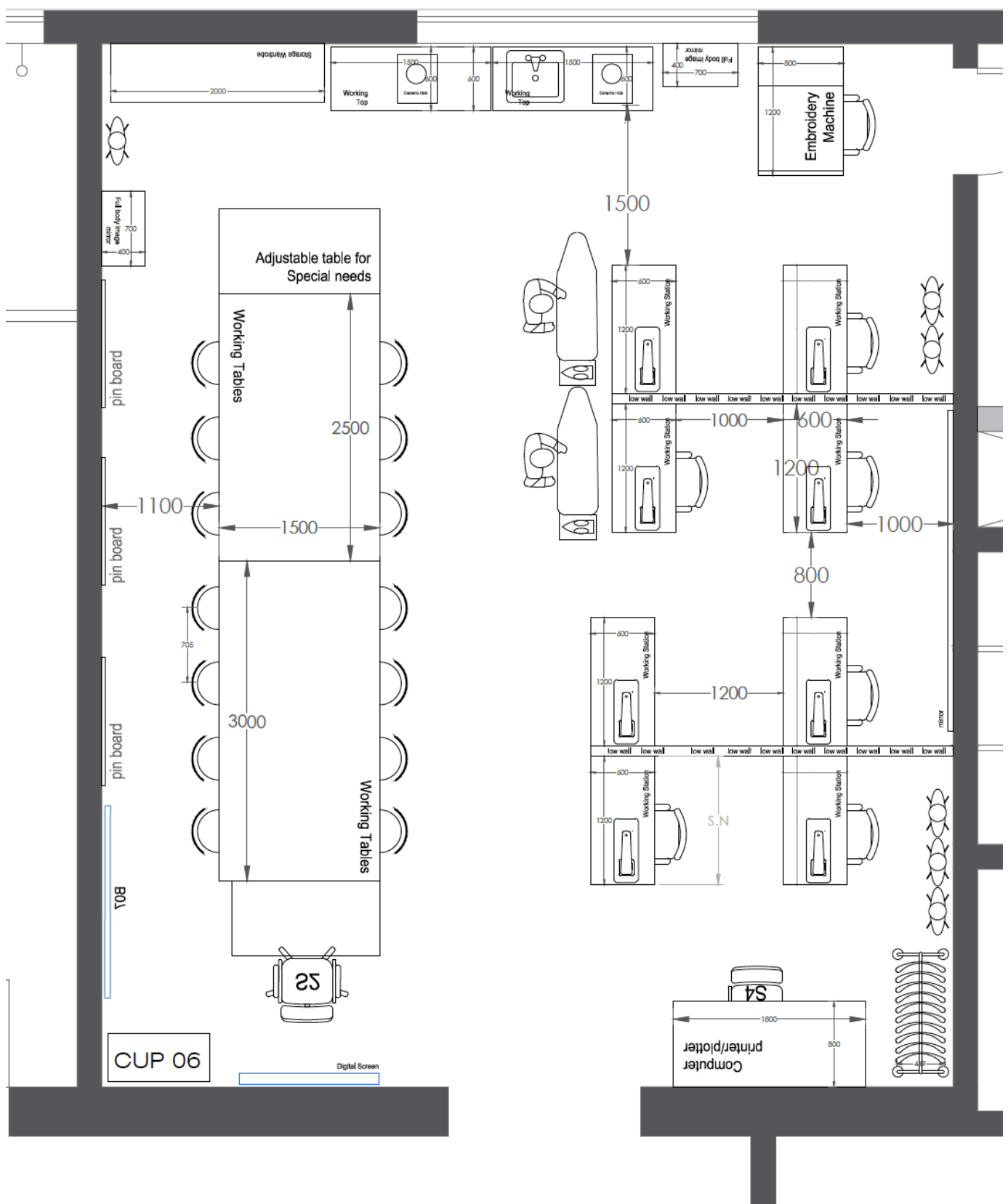
<i>Period</i>	<i>Activity</i>	<i>Person Responsible</i>
	<i>Writing Assignment Brief 1</i>	
	<i>Internal Verification of Brief 1</i>	
	<i>Date Issued</i>	
	<i>Date Due</i>	
	<i>Correction of Assignment 1</i>	
	<i>Internal Verification of corrected assignment 1</i>	
	<i>Feedback to students who also sign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



Fashion and Textiles Studio Plan



An example of a spacious, purpose-built Fashion and Textiles Studio plan



An example of a compact, purpose-built Fashion and Textiles Studio plan with limited space