



L-Università  
ta' Malta

MATSEC  
Examinations Board



# SEC 44 Syllabus

## Fashion and Textiles

**2025**

Updated July 2023

**SEC44 Fashion and Textiles**  
**Syllabus Addendum**

*Updates for the 2025 MATSEC Examinations Session*

Changes in Subject Content	Content of Unit 3 <b>K4, K5, K7</b> and <b>C4</b> may not be covered.
Changes in Coursework	Unit 3: No changes.
Changes in Exam Paper(s)	The Unit 3 Controlled assessment will not include <b>K4, K5, K7</b> and <b>C4</b> . Marks for these criteria, which shall not be assessed, will be prorated at the end of the unit based on the combined performance in Knowledge and Comprehension criteria within the same unit.

## Table of Contents

Introduction .....	3
Part A: General Policies.....	4
Introduction.....	4
Programme Learning Outcomes.....	4
Unit Learning Outcomes .....	5
Programme Descriptors .....	6
Overview .....	6
Definitions/Terminology .....	8
Assessment Scope .....	9
Quality Assurance.....	9
Part B: Unit Specifications .....	10
Introduction.....	10
Interpreting the Unit Specifications.....	10
Unit 1: The World of Fashion and Textiles.....	12
Learning Outcomes.....	12
Unit Content .....	13
Learning Outcomes and Assessment Criteria .....	18
Assessment Criteria .....	22
Scheme of Assessment .....	22
Distribution of Marks.....	22
Unit 2: Fashion Design and Clothing .....	23
Learning Outcomes.....	23
Unit Content .....	24
Learning Outcomes and Assessment Criteria .....	29
Assessment Criteria .....	33
Scheme of Assessment .....	33
Distribution of Marks.....	33
Unit 3: Ethical Fashion, the Consumer and Soft Furnishings.....	34
Learning Outcomes.....	34
Unit Content .....	35
Learning Outcomes and Assessment Criteria .....	39
Assessment Criteria .....	43
Scheme of Assessment .....	43
Distribution of Marks.....	43
Appendix 1 – Minimum required resources .....	44

## Introduction

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

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

Part A: General Policies

Part B: Unit Specifications

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

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

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

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

## Part A: General Policies

### Introduction

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

### Programme Learning Outcomes

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

- Appreciate various careers in the fashion and textiles industry.
- Follow Health and Safety procedures when using various sewing and design tools, and equipment found in the fashion studio.
- Create a portfolio of samples of work.
- Explore different fibres and fabrics, their properties, use, care and the impact on the environment.
- Experiment on fabrics to identify different properties.
- Create original items using various creative textile techniques and embellish the items to enhance their appearance.
- Recognise traditional and contemporary fashion.
- Design outfits using the elements and principles of design.
- Choose garments for different body shapes, age and occasions.
- Sketch various fashion drawings.
- Use digital software to design an outfit.
- Calculate fabric needed for different projects.
- Produce mood boards for various textile items.
- Become aware of ethical fashion.
- Create an innovative item from garments no longer in use.
- Understand basic consumer rights and responsibilities.
- Deal with customer complaints in a fashion and textiles environment.
- Produce garments and soft furnishings using basic sewing skills.
- Care for various soft furnishings in a living space.

## Unit Learning Outcomes

### **Unit 1:** The World of Fashion and Textiles

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

- LO 1.** Demonstrate an understanding of the various careers within the fashion industry.
- LO 2.** Use sewing equipment and techniques to produce a portfolio following Health and Safety procedures.
- LO 3.** Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.
- LO 4.** Demonstrate knowledge of the basic properties of fibres and fabrics.
- LO 5.** Use various creative textile techniques to create an original item following Health and Safety procedures.

### **Unit 2:** Fashion Design and Clothing

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

- LO 1.** Recognise traditional and contemporary fashion.
- LO 2.** Use the elements and principles of design.
- LO 3.** Understand the purpose of paper patterns and the use of appropriate software in clothing.
- LO 4.** Construct an outer garment.

### **Unit 3:** Ethical Fashion, the Consumer and Soft Furnishings

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

- LO 1.** Explore issues related to ethical fashion.
- LO 2.** Demonstrate an understanding of the consumer in the fashion world.
- LO 3.** Create a cushion and a curtain for a living space.
- LO 4.** Care for soft furnishings used in a living space.

## Programme Descriptors

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

## Overview

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

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



## Definitions/Terminology

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

## Assessment Scope

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

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

Each unit will be assessed by means of three assignments, one of which must be an assessment conducted within a controlled school environment. The assessment mode/type, criteria to be assessed and the distribution of marks are explained in Part B of the programme as part of the unit specifications.

## Quality Assurance

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

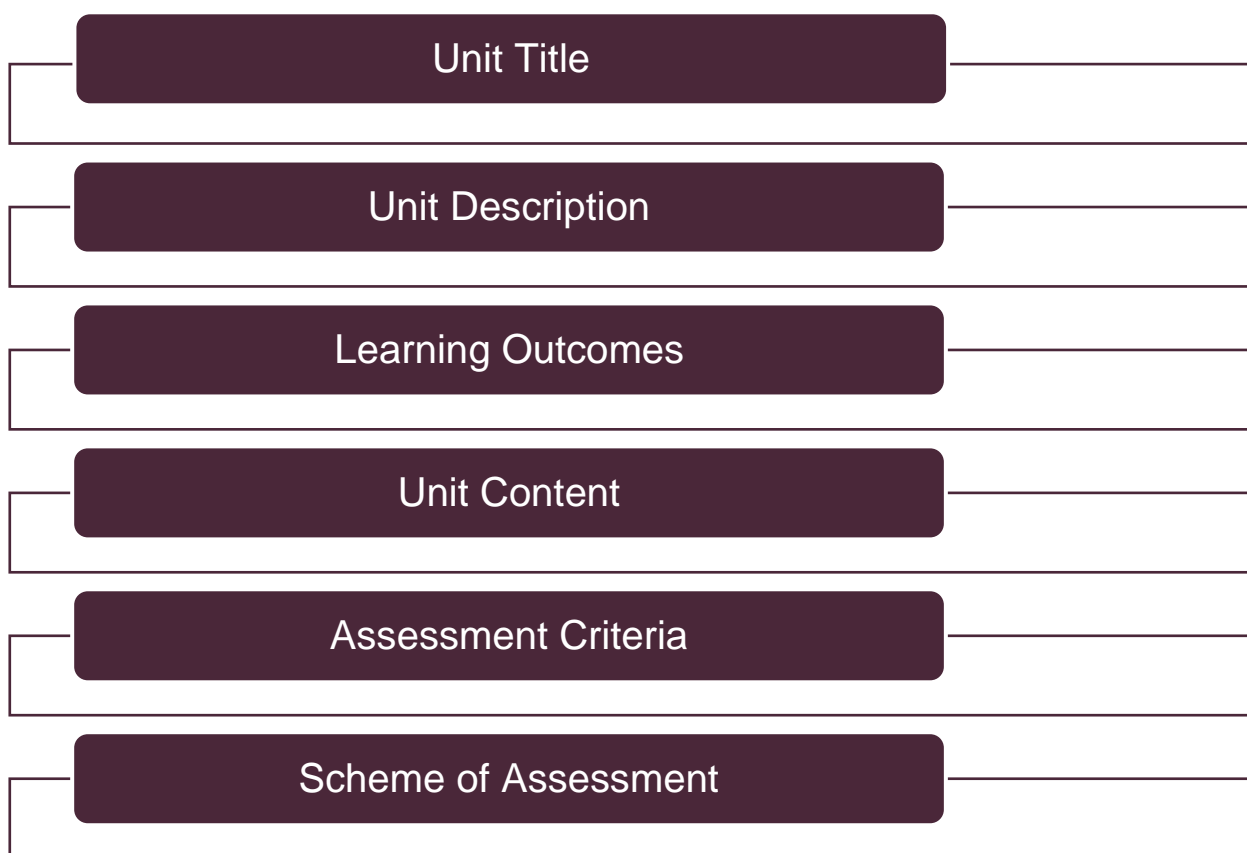
Internal Verification of Assessment Briefs	All assessment briefs are to be internally verified before being issued to the candidates. Within this process, important checks relating to learning outcomes, criteria to be assessed, validity and reliability are to be performed.
Internal Verification of Assessment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

## Part B: Unit Specifications

### Introduction

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

The structure of the unit specifications is presented below:



### Interpreting the Unit Specifications

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

<sup>1</sup> [http://www.cedefop.europa.eu/files/4156\\_en.pdf](http://www.cedefop.europa.eu/files/4156_en.pdf)

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

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

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

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

## Unit 1: The World of Fashion and Textiles

Unit 1	The World of Fashion and Textiles
<p><b>Unit Description</b></p>	<p>This unit will enable candidates to gain knowledge and understanding of the fashion and textiles industry. The unit presents the various careers available in the different sectors of the fashion world to eventually help candidates choose their future career. They will have the opportunity to explore the different roles available in the fashion and textiles industry, and in specific sectors including design, manufacturing, marketing and promotion, and retail.</p> <p>Candidates will become familiar with the use and classification of fibres and fabrics. They will also explore the various processes of fibre and fabric production, and properties according to specific end uses.</p> <p>The unit delves into the specific equipment and basic sewing techniques, as a result of which candidates will also gain basic construction skills necessary in the fashion and textiles industry.</p> <p>Elementary Health and Safety procedures to be followed within the fashion and textiles industry will be tackled in this unit.</p> <p>Finally, candidates will acquire a basic understanding of the various fashion industry-based presentation techniques in the form of mood boards and illustrations.</p>

### Learning Outcomes

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

- LO 1.** Demonstrate an understanding of the various careers within the fashion industry.
- LO 2.** Use sewing equipment and techniques to produce a portfolio following Health and Safety procedures.
- LO 3.** Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.
- LO 4.** Demonstrate knowledge of the basic properties of fibres and fabrics.
- LO 5.** Use various creative textile techniques to create an original item following Health and Safety procedures.

## Unit Content

Subject Focus	Careers in the fashion industry
LO 1.	Demonstrate an understanding of the various careers within the fashion industry.
K-1.	Careers in the fashion industry: e.g. designers, pattern makers, sketching assistants, pattern graders, apparel workers, dressmakers, textile workers, sewing machine operators, marketers, photographers, models, stylists, buyers, merchandise planners, sales personnel, retail managers, customer service manager, quality assurance manager, visual merchandiser.
	Sectors and careers found in the fashion industry: <ul style="list-style-type: none"> <li>• Design: designers <b>or</b> pattern makers <b>or</b> sketching assistants <b>or</b> pattern graders;</li> <li>• Manufacture: apparel workers <b>or</b> dressmakers <b>or</b> textile workers <b>or</b> sewing machine operators;</li> <li>• Marketing and promotion: marketers <b>or</b> photographers <b>or</b> models <b>or</b> stylists;</li> <li>• Retail: buyers <b>or</b> merchandise planners <b>or</b> sales personnel <b>or</b> retail managers <b>or</b> customer service manager <b>or</b> quality assurance manager <b>or</b> visual merchandiser.</li> </ul>
C-1.	Competences required by various fashion personnel within the fashion industry: <ul style="list-style-type: none"> <li>• Design: e.g. communication, creativity, technological, time management, drawing, visualisation, teamwork, accuracy;</li> <li>• Manufacture: accuracy and time management; critical thinking; communication; technological; accountability;</li> <li>• Marketing and promotion: analytical; public speaking; communication; creativity; technological;</li> <li>• Retail: customer care skills; teamwork; problem-solving skills; business awareness; initiative.</li> </ul>

Subject Focus	Sewing equipment and techniques
LO 2.	Use sewing equipment and techniques to produce a portfolio following Health and Safety procedures.
K-2.	Sewing tools and equipment categorised by function: <ul style="list-style-type: none"> <li>• Cutting: e.g. dressmaker's shears, pinking shears, rotary cutter and mat;</li> <li>• Sewing: e.g. hand sewing needles, embroidery needles, sewing machine;</li> <li>• Measuring: e.g. tape measure, ruler, T-square;</li> <li>• Marking: e.g. tailor's chalk, coloured marking pen/pencils, tracing wheel and carbon paper;</li> <li>• Pressing: e.g. steam/dry iron, ironing board, sleeve board.</li> </ul>
K-3.	Different parts of a sewing machine: e.g. spool pin, bobbin winder, stitch width/length regulator, stitch/pattern selector, tension disk, thread take-up level, thread guide, reverse lever, needle threader, needle position selector, feed dog, throat plate, needle and needle clamp, presser foot lever, balance wheel, bobbin and bobbin case, free arm, power switch, foot pedal.
	Common faults when using a sewing machine: e.g. loops on wrong side of stitching, loops on right side of stitching, stitches not interlocking, thread breaking, missed stitches, puckered seams, broken needle, material not moving under presser foot. <b>N.B.</b> For assessment purposes, a remedy for <b>EACH</b> fault should be provided by candidates.

<p><b>K-4.</b></p>	<p>Sewing techniques classified by category:</p> <ul style="list-style-type: none"> <li>• Stitches: e.g. temporary, permanent, decorative;</li> <li>• Seams: e.g. plain, French, run and fell;</li> <li>• Neatening: e.g. zigzag, overlocked, bound;</li> <li>• Fasteners: e.g. buttons and button holes, Velcro®, snaps;</li> <li>• Hems: e.g. machine stitched, herringbone stitched, slip stitched hamming.</li> </ul> <p><b>N.B.</b> For assessment purposes, the following stitches should be covered: tailor’s tacking; basting or diagonal tacking; machine stitching; zig-zag; chain-stitch; stem-stitch.</p>
<p><b>C-2.</b></p>	<p>Hazards when using sewing tools and equipment: e.g. electrical cables, poor ambient light, incorrect storage of equipment, causes of fire, incorrect posture, unsafe equipment, misuse of equipment, lack of maintenance to equipment, inadequate personal precautions/clothing.</p> <p>Health and Safety legislation: e.g.</p> <ul style="list-style-type: none"> <li>• Act 27 of 2000: Occupational Health and Safety Authority Act,</li> <li>• LN 44 of 2002: Work Place (Minimum Health and Safety Requirements) Regulations,</li> <li>• LN 35 of 2003: Protection against Risks of Back Injury at Work Places Regulations,</li> <li>• LN 36 of 2003: General Provisions for Health and Safety at Work Places Regulations,</li> <li>• LN 45 of 2002: Work Places (Provision of Health and/or Safety Signs) Regulations,</li> <li>• LN 121 of 2003: Minimum Requirements for the Use of Personal Protective Equipment at Work Regulations.</li> </ul>
<p><b>A-1.</b></p>	<p>Preparing the basic parts of the sewing machine: inserting the adequate needle in the needle clamp correctly; winding the bobbin; inserting the bobbin in the bobbin case; attaching the appropriate sewing machine foot.</p> <p>Preparing the sewing machine for stitching: using the correct thread; threading; selecting the correct stitch and length; testing the sewing machine.</p> <p>Samples using different techniques:</p> <ul style="list-style-type: none"> <li>• Temporary stitches: even tacking; tailor’s tacking;</li> <li>• Permanent stitches: machine stitch; back stitch;</li> <li>• Decorative stitches: chain stitch; stem stitch;</li> <li>• Seams and neatening: e.g. open seam with zigzag finish or with bound edges, French seam, run and fell;</li> <li>• Fasteners: button and button hole; snaps.</li> </ul> <p><b>N.B.</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	Fibres and fabrics
LO 3.	Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.
K-5.	Purposes of textile use: clothing; manufacturing; interiors; leisure activities.
	Use of textiles in living spaces: kitchen and dining room; bedroom; living room; bathroom.
	Uses of textiles outside the home: transportation upholstery; health care; events and entertainment; hospitality industry.
K-6.	Fibres classification: <ul style="list-style-type: none"> <li>• Natural: cotton; linen; bamboo; wool; silk;</li> <li>• Manufactured: viscose; acetate; nylon; polyester; acrylic.</li> </ul>
	Sources of natural fibres: <ul style="list-style-type: none"> <li>• Cotton: cotton boll;</li> <li>• Linen: linen flax;</li> <li>• Bamboo: pulp of bamboo grass;</li> <li>• Wool: sheep;</li> <li>• Silk: silk worm.</li> </ul>
	Description and benefits of smart textiles: <ul style="list-style-type: none"> <li>• Description: respond to external stimuli; activated by internal and/or external power sources;</li> <li>• Benefits of smart textiles: e.g. power-assisting other devices, communication through textile-embedded devices, health monitoring and aided healing.</li> </ul>
K-7.	Fibres: staple; filaments.
	Yarn: 'Z' twist; 'S' twist.
	Fabric construction processes: e.g. <ul style="list-style-type: none"> <li>• Woven: e.g. plain, satin, twill,</li> <li>• Non-woven: felted; bonded,</li> <li>• Knitted: warp; weft.</li> </ul>
C-3.	Impact on the environment: <ul style="list-style-type: none"> <li>• Production: waste; human exploitation;</li> <li>• Manufacturing: animal cruelty; unsustainability;</li> <li>• Transportation: carbon footprint; illnesses;</li> <li>• Use: unsustainability; waste.</li> </ul>
	Ways to minimise the negative impact of the fashion industry on the environment: e.g. reduce consumption, reuse, repair, recycle, eco-friendly manufacturing plants, avoid animal cruelty, use Oeko-Tex® certified fabrics and garments, fair trade.



Subject Focus	The properties of fibres and fabrics
LO 4.	Demonstrate knowledge of the basic properties of fibres and fabrics.
K-8.	Fabric properties: durability; aesthetic; comfort; protection; maintenance. <b>N.B.</b> <i>It is highly suggested that the function of each property should be explained.</i>
	Fabric finishes: <ul style="list-style-type: none"> <li>• Mechanical: brushing; raising; calendaring; embossing; heat-setting;</li> <li>• Chemical: e.g. mercerising, flame retardancy, water resistance, crease resistance, shrink resistance, mothproofing, anti-pilling, hygienic (sanitised).</li> </ul>
K-9.	Basic care of textile items: daily; seasonal; occasional maintenance; storage.
	Care labels: washing; bleaching; drying; dry cleaning; ironing.
C-4.	Fabric properties based on clothing requirements: <ul style="list-style-type: none"> <li>• Uniforms: e.g. durability, protection, comfort;</li> <li>• Work wear: e.g. comfort, aesthetic, maintenance;</li> <li>• Sport and leisure clothing: e.g. comfort, maintenance, protection;</li> <li>• Interiors: e.g. maintenance, aesthetics, durability;</li> <li>• Cultural customs: e.g. aesthetics, maintenance, durability.</li> </ul>
	Fabric finishes: mechanical; chemical. <b>N.B.</b> <i>For assessment purposes at MQF 2, <b>ONE</b> type of each finish should be explained.</i>
A-2.	Preparation for testing the properties of fabrics: materials for test; selection of adequate equipment; set up of equipment for the test. <b>N.B.</b> <i>For assessment purposes, <b>ONE</b> of the following tests should be considered for <b>TWO</b> fabrics: bleaching <b>or</b> abrasion resistance <b>or</b> crease recovery <b>or</b> elasticity <b>or</b> absorbency <b>or</b> shrinkage <b>or</b> colourfastness.</i> <b>N.B.</b> <i>It is highly suggested that delivery includes flammability and resistance to sunlight tests.</i>
	Health and Safety precautions: use of personal protection equipment; avoid Health and Safety hazards.  Suitability of a fabric for the given scenario: completion of experiment on the first fabric; completion of experiment on the second fabric; recording of results; evaluation of results for suitability of fabric. <b>N.B.</b> <i>For assessment purposes, <b>ONE</b> of the following tests should be considered for <b>TWO</b> fabrics: bleaching <b>or</b> abrasion resistance <b>or</b> crease recovery <b>or</b> elasticity <b>or</b> absorbency <b>or</b> shrinkage <b>or</b> colourfastness.</i>

Subject Focus	Creative textile techniques
LO 5.	Use various creative textile techniques to create an original item following Health and Safety procedures.
K-10.	<p>Creative textile techniques: batik; tie-dye; printing; felting; hand and machine embroidery; weaving; patchwork; appliqué; crochet; knitting.</p> <p>Materials and tools for each creative textile technique:</p> <ul style="list-style-type: none"> <li>• Batik: e.g. wax pot/saucepan, wax, hob, tjanting, iron and ironing board, rubber gloves, stirrer <b>OR</b></li> <li>• Tie-dye: e.g. stainless steel bucket/saucepan, hob, kettle, old metal spoon, jug, iron and ironing board, rubber gloves, thongs, stirrer <b>OR</b></li> <li>• Printing: e.g. potato, leaves, sponge, crafts knife, acrylic paint, paint brush, palette, moulds <b>OR</b></li> <li>• Hand embroidery: e.g. embroidery thread, embroidery needle, embroidery hoop, thread cutter, embroidery scissors, interfacing <b>OR</b></li> <li>• Appliqué: e.g. fabric, hessian, embroidery thread, embroidery needle, embroidery hoop, interfacing.</li> </ul>
C-5.	<p>Creative techniques categorised by processes:</p> <ul style="list-style-type: none"> <li>• Applied: batik; tie-dye; printing; hand and machine embroidery; appliqué;</li> <li>• Constructed: felting; weaving; patchwork; crochet; knitting.</li> </ul>
	<p>Sketching an original creative design for a textile item: colour*; labelling; clarity; originality; suitability of techniques.</p> <p><b>N.B.</b> For assessment purposes, <b>TWO</b> creative techniques (<b>ONE</b> applied and <b>ONE</b> constructed) should be considered.</p> <p><b>*N.B.</b> For assessment purposes, the colour wheel should be covered.</p>
A-3.	<p>Preparation to create an original item: materials; equipment.</p> <p>Creation of an original textile item: neatness; aesthetically pleasing; following correct procedure for the applied creative textile technique; following correct procedure for the constructed creative textile technique; correct finishing of the specific creative textile techniques.</p> <p><b>N.B.</b> For assessment purposes, no marks should be awarded unless Health and Safety procedures are followed.</p>

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Careers in the fashion industry</b>
<b>Learning Outcome 1:</b>	Demonstrate an understanding of the various careers within the fashion industry.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-1. List careers available in the fashion industry.	K-1. Match a career to each sector in the fashion industry.	K-1. Describe the different sectors found in the fashion industry.	<b>C-1. Identify the competences required within different sectors of the fashion industry.</b>	<b>C-1. Describe the competences in a specific sector of the fashion industry.</b>	<b>C-1. Compare and contrast the different sectors found in the fashion industry.</b>			

<b>Subject Focus:</b>	<b>Sewing equipment and techniques</b>
<b>Learning Outcome 2:</b>	Use sewing equipment and techniques to produce a portfolio following Health and Safety procedures.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-2. Label tools and equipment required for basic sewing skills.	K-2. Match the tools and equipment required for sewing to their specific function.	K-2. Select specific tools for a particular sewing task.						
K-3. Label different parts of a sewing machine.	K-3. Match different parts of the sewing machine with their function.	K-3. Describe a remedy for common faults when using a sewing machine.	C-2. Outline hazards that could be encountered when using sewing tools and equipment.	C-2. Explain measures to prevent hazards that could be encountered when using sewing tools and equipment.	C-2. Discuss Health and Safety legislations which need to be considered in a Fashion and Textiles environment.	A-1. Prepare the basic parts of the sewing machine.	A-1. Prepare the sewing machine for stitching.	A-1. Prepare a set of samples using different sewing techniques following Health and Safety procedures.
<b>K-4. Label different sewing techniques used in fashion.</b>	<b>K-4. Classify different sewing techniques used in fashion into different categories.</b>	<b>K-4. State the use of different sewing techniques used in fashion.</b>						

<b>Subject Focus:</b>	<b>Fibres and fabrics</b>
<b>Learning Outcome 3:</b>	Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-5. List purposes of textile use in everyday life.</b>	<b>K-5. State the various use of textiles in different living spaces.</b>	<b>K-5. Outline the use of textiles outside the home.</b>						
<b>K-6. Classify the different types of fibres into natural and manufactured.</b>	<b>K-6. Name the source of different types of natural fibres.</b>	<b>K-6. Describe smart textiles and their benefits.</b>	<b>C-3. Identify the impact of the fashion industry on the environment.</b>	<b>C-3. Describe the impact of the fashion industry on the environment.</b>	<b>C-3. Explain ways to minimise the negative impact of the fashion industry on the environment.</b>			
K-7. Define staple and filament fibres.	K-7. Outline the difference between 'Z' and 'S' twists.	K-7. Describe the construction process of different fabrics.						

<b>Subject Focus:</b>	<b>The properties of fibres and fabrics</b>
<b>Learning Outcome 4:</b>	Demonstrate knowledge of the basic properties of fibres and fabrics.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
K-8. Name the different properties of fabrics.	K-8. List the different mechanical and chemical fabric finishes.	K-8. Describe the functions of mechanical and chemical finishes.	<b>C-4. Identify different fabric properties for specific clothing requirements.</b>	<b>C-4. Explain particular fabric finishes applied to different fabrics.</b>	<b>C-4. Justify the different fabric finishes for specific clothing requirements.</b>	A-2. Prepare the necessary materials and equipment to test the properties of fabrics for a given scenario.	A-2. Take the necessary Health and Safety precautions in order to test the properties of fabrics for the given scenario.	A-2. Carry out experiments to determine the suitability of a fabric for the given scenario.
<b>K-9. List the basic forms of care for textile items.</b>	<b>K-9. State the meaning of different care label symbols.</b>	<b>K-9. Describe the care of a textile item in relation to its care label.</b>						

<b>Subject Focus:</b>	<b>Creative textile techniques</b>
<b>Learning Outcome 5:</b>	Use various creative textile techniques to create an original item following Health and Safety procedures.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-10. Label various creative textiles techniques.</b>	<b>K-10. State the materials and tools required for a given textile technique.</b>	<b>K-10. Outline the process involved for a given creative textile technique keeping in mind Health and Safety procedures.</b>	C-5. Categorise the different creative techniques into applied and constructed.	C-5. Explain the difference between applied and constructed processes of creative textile techniques.	C-5. Describe the process of an applied and a constructed creative textile technique.	A-3. Sketch an original creative design for a textile item using various creative textile techniques.	A-3. Prepare the necessary materials and equipment in order to create an original item using various creative textile techniques.	A-3. Create an original item using various creative textile techniques taking into consideration Health and Safety issues.

## 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

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

## Unit 2: Fashion Design and Clothing

Unit 2	Fashion Design and Clothing
<p><b>Unit Description</b></p>	<p>This unit will introduce candidates to the knowledge and understanding of the whole fashion and textiles design spectrum.</p> <p>Candidates will be introduced to the History of costumes in fashion design, and the importance of being informed to be creative. They will explore the importance of the formal elements and how these are applied in fashion design.</p> <p>The unit also introduces candidates to pattern drafting and the importance this carries in the whole fashion design and production process, being bespoke or mass produced. Candidates will learn about a range of digital software that is used to create surface designs and garment designs in the specialisation.</p>

### Learning Outcomes

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

- LO 1.** Recognise traditional and contemporary fashion.
- LO 2.** Use the elements and principles of design.
- LO 3.** Understand the purpose of paper patterns and the use of appropriate software in clothing.
- LO 4.** Construct an outer garment.



## Unit Content

Subject Focus	Costume history and contemporary fashion
LO 1.	Recognise traditional and contemporary fashion.
K-1.	<p>Different fashion periods: e.g. Ancient Egypt at about 3000 BC, The Ancient World c. 3000 BC – 400 AD, The Middle Ages c. 300 - 1500, The Renaissance c. 1400 – 1800, Baroque and Rococo c. 1600 – 1800, The Nineteenth Century 1800 – 1899, The Twentieth Century 1900 – 2000, The Twenty-first Century 2000 – to date.</p> <p><b>N.B.</b> For assessment purposes at MQF 2, students should be able to match a fashion style to each historic fashion period listed at MQF 1.</p> <p>Key styles throughout different periods in fashion history: e.g. dress, colour, fabric.</p>
K-2.	<p>Fashion designers grouped by country of origin:</p> <ul style="list-style-type: none"> <li>• France: Coco Chanel <b>or</b> Christian Dior <b>or</b> Yves Saint Laurent;</li> <li>• Italy: Dolce Gabbana <b>or</b> Versace <b>or</b> Miuccia Prada;</li> <li>• United Kingdom: Alexander McQueen <b>or</b> Vivienne Westwood <b>or</b> Mary Quant;</li> <li>• USA: Calvin Klein <b>or</b> Tom Ford <b>or</b> Oscar de la Renta;</li> <li>• Asia: Elie Saab <b>or</b> Yamamoto <b>or</b> Sabyasachi Mukherjee.</li> </ul> <p><b>N.B.</b> It is highly recommended that during delivery candidates are made aware of the following terminologies used in the fashion industry: toile; trendsetters; haute couture; prêt-à-porter; mass marketing; fashion trends; fad fashion; fashion forecasting.</p> <p>Key styles of different fashion designers: e.g. dress, colour, fabric.</p> <p><b>N.B.</b> For assessment purposes, the difference in style of <b>TWO</b> fashion designers should be described.</p>
C-1.	<p>Fashionable accessories:</p> <ul style="list-style-type: none"> <li>• Headgear: beanie <b>or</b> baseball cap <b>or</b> bandana <b>or</b> cowboy hat <b>or</b> sun hat <b>or</b> panama hat <b>or</b> beret <b>or</b> cloche <b>or</b> top hat <b>or</b> pillbox hat <b>or</b> fascinator;</li> <li>• Bags: athletic bag <b>or</b> backpack <b>or</b> drawstring bag <b>or</b> beach bag <b>or</b> messenger bag <b>or</b> satchel <b>or</b> cross-body bag <b>or</b> tote bag <b>or</b> briefcase <b>or</b> shoulder bag <b>or</b> clutch bag;</li> <li>• Neckwear: tie <b>or</b> bow tie <b>or</b> cravat <b>or</b> square scarf <b>or</b> rectangle scarf <b>or</b> infinity scarf <b>or</b> pashmina scarf <b>or</b> detachable collar <b>or</b> fabric choker;</li> <li>• Shoes: flip-flops <b>or</b> clogs <b>or</b> espadrilles <b>or</b> trainers <b>or</b> sneakers <b>or</b> lace-ups <b>or</b> brogue <b>or</b> loafers <b>or</b> ballerina <b>or</b> sling-back <b>or</b> peep-toe <b>or</b> court <b>or</b> wedges <b>or</b> stilettos <b>or</b> boots.</li> </ul>

Subject Focus	Elements and principles of design
LO 2.	Use the elements and principles of design.
K-3.	Body shapes: pear shape; apple or inverted triangle; straight or rectangle; hourglass.
	Formal elements and design principles: <ul style="list-style-type: none"> <li>Formal elements: e.g. line, shape, colour, value, form, proportion, texture, volume;</li> <li>Design principles: balance; movement; emphasis; proportion; unity.</li> </ul>
	Formal elements with reference to a particular body shape: line; shape; colour; form; texture.
K-4.	Body portions for fashion design in eight and a half figure drawings: e.g. head, neck to bust/chest, bust/chest to waist, waist to hips, hips to thighs, thighs to knees, knees to calves, calves to heels, feet.
	Purpose of using different head proportions: stylish; chic; sophisticated; fashionable; exaggerated.
K-5.	Fashion presentation techniques: mood boards; theme boards.
	Characteristics of fashion presentation technique: annotations; highlighted main points and key words; focal point; analysis and explanation of images. <b>N.B.</b> For assessment purposes physical/digital mood boards <b>or</b> physical/digital theme boards should be considered.
C-2.	Styles in fashion: sports; casual; business; elegant; evening.
	Factors influencing dress etiquette: dress code; physical environment; occasion; season; trends.
	Occasions: attending a sports event <b>or</b> participating in a sport event <b>or</b> shopping <b>or</b> going to the cinema <b>or</b> job interview <b>or</b> office work <b>or</b> morning wedding <b>or</b> evening wedding <b>or</b> party <b>or</b> graduation.
A-1.	Sketching outfits for a given occasion: proportions; appropriateness; clarity and neatness. <b>N.B.</b> For assessment purposes, <b>TWO</b> outfits should be sketched for the given occasion based on <b>ONE</b> provided pose using the eight and a half heads. Other head proportions should not be considered.
	Design for an outfit: proportions; appropriateness; clarity and neatness.
	Presentation of a design through a physical mood board: annotations; swatches; highlighted main points and key words; focal point; analysis and explanation of images.

Subject Focus	Fashionable paper patterns and digital media
LO 3.*	Understand the purpose of paper patterns and the use of appropriate software in clothing.
K-6.	Fashion patterns: individual ready-made commercial patterns in standard sizes; multi-sized patterns in commercial magazine; bespoke; software-created pattern.
	Fashion pattern markings: e.g. fold, straight grain, dart, pleats, numbers, button and button hole, zip fastener, notches.
	Body measurements for making patterns: <ul style="list-style-type: none"> <li>• Upper garment: e.g. bust/chest, waist, shoulder, length, arm length, neck;</li> <li>• Lower garment: e.g. waist, hips, length.</li> </ul>
K-7.	CAD functions: image and pattern manipulation; effects with filters and colours; fitting proportions and sizing; stylising and drafting; 2D and 3D modelling.
	Importance of digital technology in the fashion and textiles industry: e.g. <ul style="list-style-type: none"> <li>• design and illustration of fabrics, patterns and styles,</li> <li>• garment, textiles and accessory construction,</li> <li>• apparel and collection design,</li> <li>• preparation of toiles,</li> <li>• visualisation and presentation,</li> <li>• sizing and costings,</li> <li>• pattern drafting,</li> <li>• research.</li> </ul>
C-3.	Ways of taking body measurements: <ul style="list-style-type: none"> <li>• Shirt: e.g. bust/chest, waist, shoulder, arm length, back length, neck <b>OR</b></li> <li>• Skirt: e.g. waist, hips, length.</li> </ul> <p><b>N.B.</b> For assessment purposes, a shirt <b>or</b> a skirt should be considered as.</p>
	Importance of pattern markings: perfect fitting; avoidance of material being wrongly-cut; guidance for sewing; interpretation of style.
	Procedures before using a flat pattern: adapt pattern to measurements; gather necessary notions; purchase the correct amount of fabric; prepare fabric.
C-4.	Pattern pieces: e.g. front, back, sleeve, yoke, pocket, collar, facing, waistband. <b>N.B.</b> For assessment purposes, <b>TWO</b> different garments, not styles, should be used.
	Estimation of fabric lengths taking into consideration: number of pattern pieces; length of the provided garment; style of garment; particular fashion features, fabric design. <b>N.B.</b> For assessment purposes, <b>TWO</b> estimates should be provided based on fabric-widths of 90cm and 150cm, and having a plain fabric without nap.
	Justification of fabric lengths taking into consideration: number of pattern pieces; length of the provided garment; style of garment; particular fashion features; fabric design. <b>N.B.</b> For assessment purposes <b>TWO</b> estimates should be provided based on fabric-widths of 90cm and 150cm, and having a one-way fabric design (not using plaid or striped fabric).

<b>A-2.</b>	Transferring of a flat paper pattern of a four-panel skirt: choose size according to given measurements; trace all pattern pieces onto paper; transfer all pattern markings.
	Drafting a paper pattern of a four-panel skirt using a T-square: use of proper scale; correct use of formulas and calculations; accurate drawing.
	Producing a pattern of a four-panel skirt using CAD: setting correct dimensions; use of adequate paths and properties in drawing the pattern; inclusion of all markings; accuracy and neatness.  <b>N.B.</b> For assessment purposes, students should present a soft copy and a hard copy of the pattern in the indicated file format.  <b>N.B.</b> It is highly suggested that a demonstration of printing to-scale CAD patterns using a plotter should be provided during delivery.

**\*N.B.** It is imperative that in order to teach and assess this learning outcome students and teachers have access to computers which support fashion and design software.

Subject Focus	Garment making techniques
<b>LO 4.</b>	Construct an outer garment.
<b>K-8.</b>	<p>Styles of lower body outer garments:</p> <ul style="list-style-type: none"> <li>• Trousers: e.g. straight leg, cropped, culottes, skinny, boot cut, palazzo pants, skort, drop crotch pants;</li> <li>• Skirts: e.g. pencil, A-line, panelled, wrap-over, flare, circle, balloon, godet.</li> </ul> <p><b>N.B.</b> For assessment purposes, pictures of trousers and skirts including the above-mentioned styles should be provided to candidates.</p>
	<p>Fashion Features found on trousers/skirts:</p> <ul style="list-style-type: none"> <li>• Pockets: patch <b>or</b> hip <b>or</b> welt <b>or</b> seam;</li> <li>• Zips: invisible zip <b>or</b> lapped zip <b>or</b> front fly;</li> <li>• Fasteners: button and buttonhole <b>or</b> hook and eye <b>or</b> hook and bar <b>or</b> press stud;</li> <li>• Edge finishing: top-stitched hem <b>or</b> turn up.</li> </ul> <p><b>N.B.</b> For assessment purposes, pictures of trousers and skirts including the above-mentioned features should be provided to candidates.</p>
	<p><b>N.B.</b> For assessment purposes at MQF 3, <b>ONE</b> style and <b>TWO</b> fashion features should be named from the ones identified and labelled in MQF 1 and MQF 2.</p>
<b>K-9.</b>	Methods of disposing fullness: e.g. darts, shirring, pleats, gathering, elasticsation, casing (drawstring).
	<p>Labelling different methods of disposing fullness: darts; pleats (accordion pleats/inverted pleats/knife pleats/box pleat); elasticsation; drawstring.</p> <p>Description of process of working gathers: by hand; using the sewing machine.</p>

<b>K-10.</b>	Waistline finishes: waistband; facing; elasticated; casing (drawstring).
<b>C-5.</b>	<b>N.B.</b> For assessment purposes, students are to explain the appropriateness of <b>ONE</b> style of trousers and <b>ONE</b> style of skirts for a given particular occasion only.
	Fashion features to enhance styles of lower body garments: give detail; embellish; emphasis a particular area of the garment; serves a function. <b>N.B.</b> For assessment purposes, each lower garment presented to candidates should show <b>TWO</b> different features from the ones listed in K-8.
	Upper body garments to complement lower body garments: adequate to lower body garment; appropriate to particular occasion; appropriate to season; appropriate colour.
<b>A-3.</b>	Preparation to construct plain trousers: cutting out paper-pattern; placing right sides of fabric together; pin selvages; <b>N.B.</b> For assessment purposes, only one pair of trousers should be considered.
	Preparation for laying and cutting out a pair of trousers: correct placement of pattern pieces; correct pinning; leaving accurate seam allowance; neatness in cutting; correct transfer of pattern markings.  Sewing a pair of trousers: pin and tack the correct pattern pieces; work seams and neaten by hand and/or sewing machine; attach a patch-pocket; work the elastic casing and thread the elastic; work hem by hand or machine.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Costume history and contemporary fashion</b>
<b>Learning Outcome 1:</b>	Recognise traditional and contemporary fashion.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b><i>K-1. List in order the historic fashion periods.</i></b>	<b><i>K-1. Match the fashion styles to the historic fashion periods.</i></b>	<b><i>K-1. Describe the key styles throughout different periods in fashion history.</i></b>	C-1. Match accessories to a particular fashion style.	C-1. Choose suitable accessories for a given scenario.	C-1. Justify the selected accessories for a given scenario.			
K-2. Name different fashion designers of the 20 <sup>th</sup> and 21 <sup>st</sup> century.	K-2. Match a fashion designer to each country of origin.	K-2. Describe the difference in style of different fashion designers.						

<b>Subject Focus:</b>	<b>Elements and principles of design</b>
<b>Learning Outcome 2:</b>	Use the elements and principles of design.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-3. List the different body shapes.</b>	<b>K-3. Name formal elements and design principles in fashion.</b>	<b>K-3. Describe formal elements in fashion with reference to a particular body shape.</b>						
K-4. Name different body portions in figure drawings when using the eight and a half heads.	K-4. Label different body portions in the eight and a half heads figure drawing.	K-4. Describe the purpose of using different head proportions in figure drawings.	C-2. Identify different clothing styles for particular situations.	C-2. Describe factors influencing dress etiquette.	C-2. Discuss a particular style appropriate for a given occasion.	A-1. Create design sketches of outfits for a given occasion using the eight and a half heads.	A-1. Design an outfit for the given occasion.	A-1. Present a design of an outfit through a physical mood board to an audience.
<b>K-5. Name different fashion presentation techniques.</b>	<b>K-5. State the purpose of different fashion presentation techniques.</b>	<b>K-5. Outline the characteristics of a fashion presentation technique.</b>						

<b>Subject Focus:</b>	<b>Fashionable paper patterns and digital media</b>
<b>Learning Outcome 3:</b>	Understand the purpose of paper patterns and the use of appropriate software in clothing.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-6. List the different types of fashion patterns.</b>	<b>K-6. Identify pattern markings in a given fashion pattern.</b>	<b>K-6. Outline body measurements required in making patterns.</b>	<b>C-3. Describe how body measurements should be taken for a given garment.</b>	<b>C-3. Explain the importance of pattern markings.</b>	<b>C-3. Discuss the procedure that needs to be adopted before using a flat pattern.</b>			
						A-2. Transfer a flat paper pattern of a four-panel skirt using a commercial magazine based on given measurements.	A-2. Draft a paper pattern of a four-panel skirt using a T-square based on the ¼ scale.	A-2. Produce a pattern of a four-panel skirt using CAD based on given measurements.
<b>K-7. List the functions of CAD.</b>	<b>K-7. Outline the functions of CAD.</b>	<b>K-7. Describe the importance of digital technology in the fashion and textiles industry.</b>	<b>C-4. Indicate the pattern pieces required for specific garments.</b>	<b>C-4. Estimate the lengths of fabric required for a specific garment.</b>	<b>C-4. Justify fabric length requirements for a specific garment when using a one-way fabric design.</b>			



<b>Subject Focus:</b>	<b>Garment making techniques</b>
<b>Learning Outcome 4:</b>	Construct an outer garment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-8. Identify different styles of lower body outer garments.</b>	<b>K-8. Label different fashion features found on lower body outer garments.</b>	<b>K-8. Name the style and fashion features located on a flat pattern of a lower body outer garment.</b>						
K-9. List different methods of disposing fullness on trousers or skirts.	K-9. Label different methods of disposing fullness on trousers or skirts.	K-9. Describe the process of working gathers by hand and a sewing machine.	<b>C-5. Explain why given styles of lower body garments are appropriate for a particular occasion.</b>	<b>C-5. Justify how fashion features enhance given styles of lower body garments.</b>	<b>C-5. Discuss chosen upper body garments to complement given styles of lower body garments for a particular occasion.</b>	A-3. Prepare the pattern and the fabric to construct plain trousers.	A-3. Prepare the fabric for laying and cutting out a pair of trousers.	A-3. Sew a pair of trousers based on given features.
K-10. List the various waistline finishes in trousers or skirts.	K-10. Identify the various waistline finishes.	K-10. Outline the process of working a waistline finish.						

## 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

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

## Unit 3: Ethical Fashion, the Consumer and Soft Furnishings

Unit 3	Ethical Fashion, the Consumer and Soft Furnishings
<p><b>Unit Description</b></p>	<p>This unit will provide students with the opportunity to understand issues related to ethical fashion and being an ethical consumer. The candidates will have the opportunity to create an upcycled item of textiles.</p> <p>Through this unit, candidates will understand the various consumer rights and responsibilities, with reference to Maltese legislation. They will also be able to identify the factors that influence consumers' choice and ways how to redress.</p> <p>Candidates will familiarise themselves with the design of a range of textile-based items to create bespoke interiors for living spaces that are aesthetically pleasing and functional. They will be eventually equipped with the basic knowledge and confidence required to undertake their own bespoke interiors enterprise.</p>

### Learning Outcomes

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

- LO 1.** Explore issues related to ethical fashion.
- LO 2.** Demonstrate an understanding of the consumer in the fashion world.
- LO 3.** Create a cushion and a curtain for a living space.
- LO 4.** Care for soft furnishings used in a living space.

## Unit Content

Subject Focus	Ethical fashion
LO 1.	Explore issues related to ethical fashion.
K-1.	<p>Ethical fashion: e.g. neither harmful nor exploitative of people, neither harmful nor exploitative of animals, neither harmful nor exploitative of the environment.</p> <p><b>N.B.</b> <i>It is highly suggested that during delivery candidates should be made aware that these considerations are to be taken at all stages (design, production and distribution).</i></p>
	<p>Ways of being an ethical consumer when purchasing textile items and clothing: e.g. buy less items, buy durable (higher quality) garments, buy second-hand clothes and textiles, hire clothes that would be worn only once (such as those for special occasions), choose products made from organic fibres grown without toxic chemicals, buy items that declare non-exploitation of workers, choose products made from recycled material, avoid buying dry-clean only garments.</p> <p>Ways of being an ethical consumer when using textile items and clothing: e.g. avoid washing clothes unnecessarily, use eco-friendly detergents, avoid tumble drying and ironing to conserve energy, use energy-efficient washing and drying equipment, wash at low temperatures, repair clothing and textiles products to extend their useful life, carefully store to extend product's life.</p>
K-2.	<p>Types of textile recycling: e.g.</p> <ul style="list-style-type: none"> <li>• Primary: the textile product can be reused in its current state (such as taking old clothes to charity shops or clothing bins/banks),</li> <li>• Secondary/physical: the textile product is torn, shredded, melted or ground before being reused (such as old woollen garments being shredded and reused for stuffing in bedding or industrial felting),</li> <li>• Tertiary/chemical: products can be broken down and reformulated (such as PET plastic bottles being broken down into fibres and then spun into polyester to make fleeces and duvets).</li> </ul>
K-3.	Fast fashion: inexpensive; disposable; shorter development time; based on current trends.
	Effects of slow fashion: e.g. deliberate choice to buy better-quality items less often, environmentally and ethically-conscious choice, transparency about clothes origin and production methods.
C-1.	Ways of re-using/reducing textile waste during manufacturing: e.g. use computerised lay planning and pattern cutting to reduce waste, develop by-products to be added to the company's own product mix, sell fabric scraps for use in other industries (such as, in transportation servicing departments).
	<p>Factors to be considered by a fashion designer when producing garments: e.g. product design for function (durability and comfort) instead of trend, fabric source, fabric colour, fabric finishing, fabric after-care, components material and quantity, reusable pattern blocks for production, minimisation of fabric wastage, energy consumption in the production process.</p> <p>Upcycling a given garment: e.g. viability of proposed changes, use of new or recycled material or components, functionality of upcycled item.</p>

<b>A-1.</b>	Designing a sketch of an upcycled textile item to be created: clear labelling; use of existing material and/or components only; dimensions; viability.
	Preparing items required to upcycle an existing textile item: e.g. equipment, materials (such as dye, brush, etc.), paper pattern, fabric coordination according to sketch.
	Creating an upcycled textile item: neatness; ease and simplicity to create the item/garment in time available; aesthetically pleasing; fitness for purpose.

<b>Subject Focus</b>	<b>Consumer rights and responsibilities</b>
<b>LO 2.</b>	Demonstrate an understanding of the consumer in the fashion world.
<b>K-4.</b>	Consumer protection legislation in Malta: e.g. Consumers Affairs Act, Trade Descriptions Act, Product Safety Act.
	<p>Basic consumer rights: the right to satisfaction of basic needs; the right to choose; right to safety; the right to be informed; the right to be heard; the right to redress or remedy; the right to a healthy and sustainable environment; the right to consumer education.</p> <p><b>N.B.</b> For assessment purposes at MQF 3, only <b>FIVE</b> consumer rights should be described.</p>
<b>K-5.</b>	Consumer responsibilities: identify own needs; be informed; understand any contracts made; be aware of the environmental impact of purchased product or service.
	Repercussions on consumers who do not abide by their responsibilities: e.g. paying more for products with higher specifications than those required, being coerced into buying unwanted products, purchasing products which do not satisfy their needs, purchasing products with unfavourable after-sales conditions, entering contracts which cannot be honoured, inconveniences in disposing of non-environmental-friendly products.
<b>K-6.</b>	Factors influencing consumers' choice: psychological; sociocultural; economic; legislation.
	<p>Outline of factors influencing consumers' choice:</p> <ul style="list-style-type: none"> <li>• Psychological* (motivation, perception, lifestyle, personality, learning, attitudes);</li> <li>• Sociocultural* (cultural, income, occupation, education, family, reference groups);</li> <li>• Economic* (income, savings, ability to borrow);</li> <li>• Legislation* (EU policies, local government policies).</li> </ul> <p><b>*N.B.</b> It is highly suggested that during delivery candidates should be made aware of the aspects in brackets related to each factor.</p>
	<b>N.B.</b> For assessment purposes at MQF 3, the <b>FOUR</b> factors should be described for the given scenario.
<b>C-2.</b>	Customer complaints: e.g. goods not up to their expectations, unhappy with service provided by sales personnel, damaged product.
	Strategies used in dealing with customer complaints: e.g. stay calm, listen well, acknowledge the problem, get the facts, offer a solution, follow up, exceed expectation.

Subject Focus	Living space furnishings
LO 3.	Create a cushion and a curtain for a living space.
K-7.	Cushion shapes for a living space: e.g. square, rectangular, round, nursing cushion, heart, cylindrical (bolster).
	Fillings used in cushions: foam and latex; chopped or minced foam; man-made hollow fibre or ball fibre; natural feathers and down.
	Cushion construction facilitating removal for cleaning: with a zip; with button and buttonholes; with hook and loop (Velcro®); sewn as an envelope.
K-8.	Cushion edge finishes: gathered frill; pleated frill; flanged edge/oxford; piping.
	Steps in creating a frill for a cushion cover: cut fabric for frill; join frill pieces together; tack or machine stitch along the raw edge of the frill; pull thread to form the frill.
	Procedure required for creating a piped edge on one side of a cushion cover: make the piping; attach the piping; starting and finishing-off a piping.
K-9.	Types of curtain headings used for sheers: rod pocket; pencil pleat; tab top; box pleat; eyelet.
	Taking basic measurements for a sheer: height of window/door; width of window/door; width of rod/pole; fitting height of rod/pole.
C-3.	Purposes of cushions: functional; decorative.
	Embellishing a plain cushion cover: e.g. appliqué, sequins, embroidery. Attaching fasteners to cushion covers: button and buttonhole <b>or</b> zip <b>or</b> hook and loop (Velcro®).
C-4.	Use of sheers in a given living space: e.g. privacy, protection, aesthetics.
	Preparation required before working/attaching a curtain heading to a sheer: measurements; folding/pressing; pinning; hand/machine stitching of sides.
	<b>N.B.</b> For assessment purposes, any type of curtain headings should be considered.
A-2.	Design of a removable cushion cover for a given living space: colour; labelling; neatness; suitability of design; edge-finishing (frill or piping). <b>N.B.</b> For assessment purposes, the living space given could be a sitting or a bedroom. <b>N.B.</b> For assessment purposes, the size of the cushion should be provided to candidates.
	Preparation of fabric for laying and cutting: place all pattern pieces correctly onto the fabric; pin and mark correctly; leave accurate seam allowance; cut out fabric for the cushion according to size; cut out fabric for the edge finishing.

	Construction of a removable cushion cover: prepare frill or piped edge; attach frill or piped edge; pin and tack the correct pattern pieces together; neat hand and machine stitches; press and finish.
A-3.*	Design of a sheer for a given living space: colour; labelling; neatness; suitability of design. <b>N.B.</b> For assessment purposes, the living spaces to be considered should include a bathroom <b>or</b> a bedroom <b>or</b> a kitchen, with given aperture/s dimensions.
	Preparation of fabric to produce a sheer: iron fabric; mark fabric accurately; cut out fabric neatly according to dimensions.
	Construction of a sheer: neat folding of hems using an iron; neat hand and machine stitching; attaching curtain heading; pressing and finishing.

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

<b>Subject Focus</b>	<b>Caring for interiors</b>
<b>LO 4.</b>	Care for soft furnishings used in a living space.
<b>K-10.</b>	Detergents used to launder a soft furnishing: e.g. synthetic, soap powders, biological (Enzyme), low lather, light duty/soft, cool water.
	Aspects related to different detergents: e.g. <ul style="list-style-type: none"> <li>• Synthetic detergents: general washing by hand or machine,</li> <li>• Soap powders: general washing by hand or machine but produce a scum when using hard water,</li> <li>• Biological (Enzyme) detergents: soaking out protein stains before washing,</li> <li>• Low lather detergents: preventing damage to automatic washing machines from over-foaming,</li> <li>• Light duty/soft detergents: hand washing lightly soiled clothes or delicate fabrics and wool,</li> <li>• Cool water detergents: used in low-temperature cycles.</li> </ul> <p><b>N.B.</b> For assessment purposes, only <b>ONE</b> aspect related to each detergent named at MQF 1 should be outlined.</p>
	Hand-washing a soft furnishing: read the care label; fill basin with water at right temperature; add the right detergent to water; immerse item in water and agitate water; rinse out the detergent; replace water adding fabric conditioner; rinse item and squeeze out water; hang on drying rack.
<b>C-5.</b>	Effects of climatic exposure on curtains: fading; fabric deterioration; mould; mildew.
	Reasons for regular cleaning of curtains: avoiding allergies; unpleasant smell; extended lifespan; sustaining a welcoming living space.
	Reasons for dry-cleaning lined curtains: e.g. fading, shrinking, loose drape, too bulky to handle, potential damage to embellishments, professional pressing.

## Learning Outcomes and Assessment Criteria

<b>Subject Focus:</b>	<b>Ethical fashion</b>
<b>Learning Outcome 1:</b>	Explore issues related to ethical fashion.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-1. Define ethical fashion.</b>	<b>K-1. State ways of being an ethical consumer when purchasing textile items and clothing.</b>	<b>K-1. Outline ways of being an ethical consumer when using textile items and clothing.</b>						
K-2. List types of textile recycling.	K-2. Outline types of textile recycling.	K-2. Describe types of textile recycling through an example.	C-1. Outline ways of reusing/reducing textile waste during manufacturing.	C-1. Explain aspects which an ethical fashion designer should consider in garment production.	C-1. Discuss possibilities of upcycling a given garment from a consumer's perspective.	A-1. Design a sketch of an upcycled textile item to be created.	A-1. Prepare the items required to upcycle an existing textile item.	A-1. Create an upcycled textile item.
<b>K-3. State aspects related to fast fashion.</b>	<b>K-3. Outline the aspects related to slow fashion.</b>	<b>K-3. Describe effects related to slow fashion.</b>						



<b>Subject Focus:</b>	<b>Consumer rights and responsibilities</b>
<b>Learning Outcome 2:</b>	Demonstrate an understanding of the consumer in the fashion world.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-4. List legislation protecting consumer rights in Malta.</b>	<b>K-4. Name the basic consumer rights in modern society.</b>	<b>K-4. Describe basic consumer rights in modern society.</b>						
<b>K-5. State consumers' responsibilities.</b>	<b>K-5. Outline consumers' responsibilities.</b>	<b>K-5. Describe potential repercussions on consumers who do not abide by their responsibilities, through examples.</b>	C-2. Describe different complaints that customers might have in a fashion and textiles environment.	C-2. Explain strategies used in dealing with customer complaints in a fashion and textiles environment.	C-2. Discuss strategies in dealing with a given customer complaint in a fashion and textiles environment.			
K-6. List the factors that influence consumers' choice.	K-6. Outline factors that influence consumers' choice.	K-6. Describe the factors influencing a consumer's choice in a given scenario.						

<b>Subject Focus:</b>	<b>Living space furnishings</b>
<b>Learning Outcome 3:</b>	Create a cushion and a curtain for a living space.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b>K-7. Name different shapes of cushions that can be made for a living space.</b>	<b>K-7. List the various fillings used in cushions.</b>	<b>K-7. Outline ways of constructing cushion covers which facilitate removal for cleaning.</b>	<b>C-3. Outline different purposes of cushions.</b>	<b>C-3. Describe how to embellish a plain cushion cover.</b>	<b>C-3. Explain the process of attaching a fastener to a cushion cover.</b>	A-2. Design a removable cushion cover including edge finishing for a given living space.	A-2. Prepare the fabric for laying and cutting out a removable cushion cover.	A-2. Construct a removable cushion cover including edge finishing for a living space.
<b>K-8. Match different pictures of cushion edge finishes to their names.</b>	<b>K-8. Outline the steps of creating a frill for a cushion cover.</b>	<b>K-8. Describe the procedure required for creating a piped edge on one side of a cushion cover.</b>		<b>C-4. Describe the preparation required before working/ attaching a curtain heading to a sheer.</b>	<b>C-4. Explain how to work/ attach a given sheer heading for a particular living space.</b>			
K-9. Name the different types of curtain headings used for sheers.	K-9. Match different pictures of curtain headings used for sheers to their names.	K-9. Outline considerations required when taking basic measurements in creating a sheer for a window or a door.	<b>C-4. Outline the use of sheers in a given living space.</b>			A-3. Design a sheer for a given living space.	A-3. Prepare the fabric to produce a sheer for the given living space.	A-3. Construct a sheer for the given living space.

<b>Subject Focus:</b>	<b>Caring for interiors</b>
<b>Learning Outcome 4:</b>	Care for soft furnishings used in a living space.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)	Assessment Criteria (MQF 1)	Assessment Criteria (MQF 2)	Assessment Criteria (MQF 3)
<b><i>K-10. Name different detergents that can be used to launder a soft furnishing.</i></b>	<b><i>K-10. Outline aspects related to different detergents.</i></b>	<b><i>K-10. Describe the process of hand washing a soft furnishing.</i></b>	C-5. Outline the effects of climatic exposure on curtains.	C-5. Explain reasons for regular cleaning of curtains.	C-5. Justify why lined curtains should be dry-cleaned in a given scenario.			

## 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

Assignment Number	Assignment Type	Percentage distribution
1	Coursework	26 - 34%
2	Coursework	26 - 34%
3	Controlled	38 - 42%

## Distribution of Marks

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

## Appendix 1 – Minimum required resources

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

### **General resources for all units**

---

- Classroom area (maximum of 16 students).
- Availability of internet access connection.
- Book cabinet in class with textile and fashion books.
- Interactive whiteboard/Digital panel/Projector.
- Digital camera with memory card.
- External hard disk (for retention of proof).
- Access to computers in school with CAD software.
- Computer with monitor with CAD software.
- Plotter.
- Fire extinguishers and fire blankets.
- Fully equipped First Aid box.
  
- Mechanical sewing machine.
- Electronic sewing machine.
- Computerised sewing machine.
- Overlock sewing machine.
- Embroidery sewing machine.
- Electric water heater.
- Steam irons.
- Dry irons.
- Heavy duty ironing boards.
- Sprinklers.
- Pressing cloths.
- Cutting out shears.
- Pinking shears.
- Embroidery shears.
- Clipper.
- Seams ripper.
- Tracing wheel.
- Tape measure.
- Curved rulers of various sizes.
- Sliding gauge ruler.
- T-squares (full size and  $\frac{1}{4}$ ).
- Metre rulers.
- Fabric roll display stands.
- Roll of coloured cotton fabric.

**Unit 1**

---

- Sewing machine needles.
- Bobbin cases.
- Different coloured machine threads.
- Different coloured embroidery thread.
- Buttons with shank and without shank.
- Zips.
- Press studs/snap fasteners.
- Hook and eye.
- Hook and bar.
- Hook and loop (Velcro®).
- Bias binding.
- Retort stands with base, metal rod and clamps.
- Stopwatch.
- Eye shield.
- Tweezer set.
- Slotted masses.
- Magnifying glass.
- Digital thermometer.
- Flameproof mat.
- Flexible arm lamp with magnifying glass.
- Glasses.
- Bleach.
- Fine, medium and heavy duty sand paper.
- Blocks of wood and stapler.
- Dropper.
- Stop watch.
- Clearly marked laboratory beaker.
- Small bowls
- Piping cord.
- Curtain heading tapes for sheer.
- Curtain eyelets.
- Clothes drying rack.
- Laundry detergents and fabric conditioner.
- Basins.
- Fabric dyes.
- Wax pot.
- Induction hob.
- Tjanting.
- Rubber gloves.
- Stirrer.
- Stainless steel pots.
- Electric kettles.
- Metal spoons.
- Jugs.
- Thongs.
- String.
- Crafts knife.
- Sponges.
- Acrylic paint.
- Paint brush.

- Palette.
- Moulds.
- Embroidery hoops and frames.
- Thread cutter.
- Interfacing.
- Knitting needles.
- Row counter.
- Crotchet hooks.
- Weaving tools and frame.

## **Unit 2**

---

- CAD software to both students and teacher.
- A2 Foam boards.
- Commercial Pattern magazines.
- Elastic.
- Bodkins.

## **Unit 3**

---

- Roll of fabric suitable for soft furnishings such as cushion.
- Roll of hessian fabric.
- Roll of sheer fabric.

## **Other equipment**

---

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