EXAMINATIONS COUNCIL OF ESWATINI

Fashion and Fabrics

EGCSE

Eswatini General Certificate of Secondary Education



Syllabus

For Examination in 2027-2029

What has changed in the EGCSE Fashion and Fabrics 6904 for 2027 to 2029

The 2024-2026 syllabus has been revised. There were changes which were made in the syllabus.

You are advised to read the whole syllabus before planning your teaching programme.

Changes made.

Content:

Topics which were added/ merged

Topic 1: Sewing Equipment and Notions

1.1.2 State functions of sewing equipment and attachments

1.1.3 Discuss the care of sewing equipment and attachments

1.17 Demonstrate safe use, care and problem-solving practices in using sewing equipment.

Topic 2: Fibre yarns and Fabrics

2.1.2 **Classify fibres**

Natural (cotton, linen, wool and silk) (natural fibres unpacked)

2.2.1 Identify and discuss the processes involved in producing yarns from fibres of:

Deleted flax, replaced with linen

2.6 **Fabric finishes**

2.6.3 Weighting and sizing (separated)

Topic 3: Choice of clothing

3.3 Justify the choice of clothing for children concerning:

(Separated the objective of children and young people)

-style

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ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION

Broad Guidelines

The Ministry of Education and Training is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education, learners will:

- be equipped to meet the changing needs of the Nation, and
- have attained internationally acceptable standards.

Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad learning experience which:

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g. health issues; global warming; maldistribution of wealth; and technological advances.

The National Curriculum for Form 4 and form 5

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

- Communication and language skills
- Numeracy skills: mathematical ideas, techniques and applications
- Problem-solving and innovation skills
- Technological awareness and applications
- Analytical thinking skills
- Work and study skills
- Resource management skills
- Independent learning
- Working with others

To develop these skills, learners **must be offered five compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

Compulsory Subjects

- SiSwati – either First language or Second Language
- English Language
- Mathematics
- Science
- Religious Education

Fields of Study

- Agriculture Field of Study
- Business Studies Field of Study
- Consumer Science Field of Study
- Social Sciences and Humanities Field of Study
- Technical Field of Study

INTRODUCTION

The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. Fashion and Fabrics allows learners to study both theoretical and practical aspects. It enables them to meet the needs of a changing society by being observant, self-reliant and, specifically, equipped with practical and theoretical skills. Their awareness is built up in a formal and non-formal learning environment like the family, school, media and community.

All EGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content

Fashion and Fabrics is an Elective Subject and falls into the Consumer Science Field of Study which include Food and Nutrition.

AIMS

The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in Fashion and Fabrics for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. develop qualities of personal management and organisation of resources;
2. advance skills for the creative use of leisure time;
3. encourage creative thinking skills;
4. develop appreciation of creative use of textiles in every-day life;
5. promote self-reliance;
6. develop entrepreneurial skills;
7. develop appreciation of cultural diversity in fashion;
8. encourage a discriminating decision-making approach to judging quality in the context of Fashion and Fabrics.

ASSESSMENT OBJECTIVES

Assessment Objectives in Fashion and Fabrics are:

A Knowledge with Understanding

B Handling Information and Solving Problems

C Practical Skills and their Application.

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate knowledge and understanding in relation to:

1. social, economic and environmental needs;
2. scientific, technical, technological ideas and terminology;
3. definitions, principles and theories;
4. the correct use of equipment and tools and their suitability for use;
5. techniques and methods of ensuring the need for accuracy;
6. artistic and creative designs;
7. rules and principles of garment construction.

B HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able to:

8. read and interpret textual and visual information;
9. translate information from one form to another;
10. generate data on which to base judgments and choices;
11. manipulate numerical and other data;
12 organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation;
13. estimate and measure area, shape, size, width, quantity, amount, weight, time, capacity;
14. follow and give verbal and written instructions;
15. communicate information accurately, systematically and appropriately.

C PRACTICAL SKILLS AND THEIR APPLICATION

Learners should be able to:

16. follow written and verbal given instructions;
17. test and compare techniques and methods, fabrics and equipment;
18. identify effective approaches to problem-solving;
19. assess and evaluate the effectiveness of the course of action;
20. propose further development on the information available;
21. apply information to justify the choice of clothing made.

SPECIFICATION GRID

The marks allocated to each of the assessment objectives in the assessment model are summarised in the table below.

Assessment Objectives	**Paper 1 (Theory)** **Marks**	**Paper 2 (Coursework)** **Marks**	**Nature of assessment**
Knowledge with understanding	30	10	Paper 1: Externally marked
Handling information and solving problems	40	20	
Practical skills and their application	30	70	Paper2: School-based/internally marked and externally moderated
Total Marks	100	100	

ASSESSMENT

Scheme of Assessment

All papers are compulsory. Candidates must enter for **Paper 1 (Theory) and Paper 2 (Coursework)** and are eligible for the award of Grades A* to G. A description of each paper follows.

Paper 1 Theory (2 hours) consisting of 100 marks.

This written paper consists of **three** sections to be answered on the question paper.

Section A (40 marks)
Compulsory short-answer questions.

Section B (40 marks)
Candidates will be required to answer **two** questions from a choice of t**hree** structured questions (20 marks x 2).

Section C (20 marks)
Candidates will be required to answer **one** question from a choice of **two** open-ended essay type questions.

(This paper will be weighted at 70% of the final total available marks).

Paper 2 Coursework consisting of 100 marks.

Second year
Garment (80 Marks)
Folder (20 Marks)

The Fashion and Fabrics Teacher will assess the candidates' work and thereafter submit the garment, folder, individual assessment sheets and summary sheets for all candidates to the Examination Council of Eswatini for moderation. Centres are requested to ensure that all labels are sewn onto garments with the candidate's name and number to avoid the use of pins on candidates' work.

The Folder will consist of: Illustration or description of garment, reasons for choice (style, pattern, fabric, colour), list of requirements (fabric, notions: buttons, zip, trimmings, interfacing, colour of threads, etc.) costing, plan of work and 3 photos showing: (a) lay out and cutting (b) sewing process (e.g. attaching collars/ sleeves) and (c) fitting of garment.

Note: The folder will be marked externally

Centres should keep copies of summary sheets until results have been issued.

(This paper will be weighted at 30% of the final total available marks).

Weighting of Papers

Paper	Weighting
1 (Theory)	**70%**
2 (Coursework)	**30%**

Resource Material:

1. Colourful Clothing NO. 6,7, 8 by C.M Nel
2. Focus on Fashion and Fabrics No.1 and 2 by Rachel Gardnier
3. All About Fabrics by Helen McGrath
4. EGCSE Fashion and Fabrics Learners Book by Eswatini Consumer Science Teachers Association (ESCSTA)
5. Consumer Science for Life Book 2 by ESCSTA.
6. A complete guide to sewing by Alison Smith

CURRICULUM CONTENT

Learners will study all topics in the Curriculum Content outlined below. The content is divided into 10 topics as follows. The main topic areas and concepts are indicated in **bold**. The left-hand column provides details of the general objectives of the topic and the right-hand column provides details of the specific objectives.

Appropriate teaching time for the Fashion and Fabrics syllabus should be equivalent to six (6) periods [of which two (2) are for theory and four (4) for practical skills] of forty (40) minutes per week/cycle.

Special Requirement for Teaching Fashion and Fabrics:
A full-fledged fashion and fabrics laboratory with cutting tables, sewing machines and relevant appliances to be used by students with a ratio of 2 students per sewing machine.

TOPIC 1 – SEWING EQUIPMENT/TOOLS AND NOTIONS	
GENERAL OBJECTIVES All learners will: 1.1 **Sewing Equipment** • Acquire knowledge and skill in the selection, use and care of sewing equipment. • Acquire knowledge in the use of notions.	**SPECIFIC OBJECTIVES** All learners should be able to: 1.1.1 Classify sewing equipment - cutting tools - measuring tools - marking tools - sewing tools (small and large) - pressing/ironing tools 1.1.2 State functions of sewing equipment and attachments 1.1.3 Discuss the care of sewing equipment and attachments 1.1.4 Discuss factors to consider when buying/selecting sewing equipment: - cutting tools - measuring tools - marking tools - sewing tools (small and large) - pressing/ironing tools 1.1.5 State the use of the following notions/ haberdashery: - Stabilisers - Tapes - threads 1.1.6 Justify factors influencing the selection of notions 1.1.7 Demonstrate safe use, care and problem-solving practices in using sewing equipment and attachments

TOPIC 2 – FIBRES, YARNS AND FABRICS	
GENERAL OBJECTIVES All learners will: **2.1 Fibres** • Acquire knowledge and understanding of the fibres. • Understand the skills and techniques used in the care and handling of fabrics.	**SPECIFIC OBJECTIVES** All learners should be able to: 2.1.1 Define the following terms: fibre, fabric, yarn, filament, staple, weft thread, warp thread, true bias, selvedge, thermoplastic, non-thermoplastic, fibre content, regenerated, synthetic 2.1.2 Classify fibres - Natural (cotton, wool, linen, silk) - **Man-made (synthetic, regenerated):** **Synthetic** (nylon, tricot, polyester, crepe, lycra, acrylic) **Regenerated** (viscose, acetate, triacetate)
2.2 Natural Fibres Acquire knowledge in processing fibres to produce yarns.	2.2.1 Identify and discuss the processes involved in producing yarn from fibres of: - Cotton - Linen - Wool - Silk 2.2.2 Give examples of fabrics made from natural fibres - **Cotton**: calico, denim, towelling, velvet, gabardine, gingham, corduroy, poplin, muslin, lawn, organdie, drill, seersucker, voile - **Linen:** Irish linen, damask - **Wool**: tweed, flannel, felt, jersey, tartan - **Silk:** chiffon, satin, shantung, organza, velvet 2.2.3 Describe the appearance and properties of natural fibres. 2.2.4 Compare the care and handling of the above fabrics (sewing and laundering)
2.3 Man–made Regenerated and synthetic fibres Develop knowledge and understanding of regenerated and synthetic fibres.	2.3.1 State the origin and outline the processing of regenerated fibres: - viscose rayon - acetate - triacetate 2.3.2 State the origin and outline the processing of synthetic fibres: - Nylon - Polyester - acrylic 2.3.3 Describe the properties of: - viscose rayon - acetate - triacetate - nylon - polyester - acrylic 2.3.4 Give examples of regenerated and synthetic fabrics - **Regenerated** such as viscose, acetate, triacetate, - **Synthetic,** such as nylon tricot, polyester crepe, vilene

2.4 Blends and Mixtures Acquire knowledge and understanding of blends and mixtures	2.4.1 Define blends and mixtures 2.4.2 State the advantages of using blends and mixtures 2.4.3 Give examples of fabrics made from blends and mixtures - **Blends and mixtures** such as polyester and cotton, wool and silk, cotton and linen, cotton and lycra
2.5 Fabric construction Understand fabric construction techniques.	2.5.1 Describe the following fabric constructions: - weaving: plain, satin and twill - knitting: weft and warp - Non-Woven: felting and bonding 2.5.2 Compare woven and knitted fabrics according to the following qualities: - comfort - durability - care - safety (flammability) - feel
2.6 Fabric finishes Understand the techniques used in the application of fabric finishes.	2.6.1 Define fabric finish 2.6.2 State reasons for applying fabric finishes 2.6.3 Describe the following fabric finishes: - anti-static - bleaching - crease resistant - easy care/wash and wear - flame-proof - durable press finish (heat setting) - water repellent - sanforising/pre-shrinking - weighting - sizing - brushing - mercerising - moth proofing - soil resistance 2.6.4 Explain how the application of the following finishes improves fabric presentation: - anti-static - bleaching - pre-shrinking/sanforising - weighting - sizing - soil resistance - crease resistant - brushing - mercerising

2.7 Colour in textiles Understand the application, elements and principles of colour in textiles.	2.7.1 Analyse the colour wheel - primary colours - secondary colours - tertiary/intermediate colours 2.7.2 Classify dye: - Natural - chemical 2.7.3 Describe the techniques of applying colour to fibres, yarns and fabrics - printing, e.g., stencilling, lino printing, screen printing - dyeing, e.g., tie-dyeing, batik 2.7.4 Discuss the effect of colour on clothing 2.7.5 Demonstrate the colour application techniques on a garment
TOPIC 3 – CHOICE OF CLOTHING	
GENERAL OBJECTIVES All learners will: Acquire knowledge and understanding of the choice of clothing	**SPECIFIC OBJECTIVES** All learners should be able to: 3.1 Define the following terms and their application in fashion: - style - fashion (fad, classic style, high fashion (haute couture) - fashion trend - design - silhouette 3.2 Analyse the influence that various factors have on fashion such as: - cultural - social - political - economic - technological - seasonal - environmental issues/concerns - marketing 3.3 Justify the choice of clothes for children in relation to: - Style - Fabric - Colour - embellishment 3.4 Justify the choice of clothes for young people and adults in relation to: - style - fashion /fashion trend - figure type - fabric - colour

TOPIC 4 – CARE OF CLOTHING	
GENERAL OBJECTIVES All learners will: Acquire knowledge and apply principles of clothing care.	**SPECIFIC OBJECTIVES** All learners should be able to: 4.1 Identify and illustrate care symbols 4.2 Discuss the importance of care labelling on garments 4.3 Describe the following repairs to clothes: - darning - print patch - hedge tear 4.4 Classify stains - vegetable stains, fruit stains - protein stain such as egg, blood - miscellaneous stains such as wax, gum, oil/ grease, ink, perspiration 4.5 Explain guidelines for removing stains 4.6 Describe methods of removing various types of stains.
TOPIC 5 – WARDROBE PLANNING	
GENERAL OBJECTIVES All learners will: Acquire knowledge, understanding and develop skills in wardrobe planning.	**SPECIFIC OBJECTIVES** All learners should be able to: 5.1 Define the following terms: - Wardrobe - Accessories - mix and match 5.2 State the importance of wardrobe planning 5.3 Explain factors to be considered when planning a wardrobe - to include recycling\ renovating clothing, budgeting 5.4 State guidelines for buying ready-made clothes and accessories 5.5 Discuss the advantages and disadvantages of buying ready-made clothes versus making your own clothes

TOPIC 6– PATTERNS FOR GARMENT MAKING	
GENERAL OBJECTIVES All learners will: • Acquire knowledge, understanding and skills in the selection, purchasing and use of commercial patterns. • Acquire an appreciation of skills in simple pattern drafting and adaptation.	**SPECIFIC OBJECTIVES** All learners should be able to: 6.1 Define the following terms: multi-size, with nap, one-way design, without nap, pattern adaptation, pattern drafting, draping 6.2 Compare patterns from various fashion houses that produce commercial patterns 6.3 State the advantages and disadvantages of using a commercial pattern 6.4 Interpret information on commercial patterns such as: - front of the envelope - back of an envelope - instruction sheet – handling of different fabrics during layout - pattern pieces 6.5 State rules for: - preparing fabric for layout - lay out - cutting different fabrics 6.6 Explain how to choose the right size when using a commercial pattern 6.7 Discuss the rules to be followed when taking body measurements 6.8 Demonstrate skills for taking accurate body measurements to determine the correct size for different body proportions 6.9 Apply simple adaptations of commercial patterns to: - Bodice - Skirt - sleeves 6.10 Compare and contrast the different methods of transferring pattern markings 6.11 Demonstrate drafting and adaptation of simple patterns from basic blocks.
TOPIC 7– TRADITIONAL ATTIRE	
GENERAL OBJECTIVES All learners will: Acquire skills and knowledge in the creative adaptation and use of traditional attire.	**SPECIFIC OBJECTIVES** All learners should be able to: 7.1 Discuss factors that influence change in Swazi traditional dress and clothing styles, such as: - social/ religion - changing times/trends - technological - economical - environmental 7.2 Analyse the wardrobe contents (traditional wear) for a contemporary Eswatini family 7.3 Demonstrate the use of traditional attire in contemporary style

TOPIC 8 – SEWING PROCESSES	
GENERAL OBJECTIVES All learners will: **8.1 Stitches** Acquire knowledge and skills in the construction of stitches.	**SPECIFIC OBJECTIVES** All learners should be able to: 8.1.1 Identify the different types of hand and machine stitches: **Hand stitches** - t**emporary**: even tacking, uneven tacking, tailor's tacking, diagonal tacking and running stitch - **permanent:** running, hemming, slip-hemming, blanket/loop stitch, over sewing/top sewing, buttonhole stitch, overcasting, back stitch, herring-bone stitch. - **embroidery/ decorative stitches**: stem, chain, french knots, satin, cross, lazy daisy, blanket and herringbone **Machine stitches** - single straight stitches - twin straight stitches - zigzag - decorative stitches - over-locking - buttonhole stitch 8.1.2 State functions of hand stitches 8.1.3 Demonstrate the use of the different types of stitches in garments
8.2 Seams Acquire knowledge and skills in the construction and use of seams.	8.2.1 Identify the following seams and discuss their suitability in garments: - single stitched seams: plain open seam and closed single seam (neatened seams) - double stitched seams: French seam, run and fell seam/flat seam, false fell seam and overlaid seam 8.2.2 Identify and describe ways of neatening seams, such as: - zig-zag, over-locking, pinking, binding, edge stitching, overcasting and blanket stitch 8.2.3 State the characteristics of a good seam 8.2.4 Describe the appropriate techniques of achieving a professional finish in garments: - Grading/ layering, trimming, clipping, snipping, notching, under stitching, stay stitching 8.2.5 Demonstrate the appropriate techniques of achieving a professional finish in garments: - Grading/ layering, trimming, clipping, snipping, notching, under stitching, stay stitching 8.2.6 Demonstrate appropriate use of seams on garments and articles
8.3 Control of fullness Acquire knowledge and skills of controlling fullness in the construction of garments and articles.	8.3.1 State the importance of controlling fullness in garments 8.3.2 List methods of controlling fullness - darts, pleats, tucks, easing, gathers, smocking, shirring and casing 8.3.3 Describe the methods of controlling fullness 8.3.4 Demonstrate control of fullness on garments

8.4 **Openings** Understand principles/techniques in the application of openings.	8.4.1 Identify openings used in garments - faced opening - continuous wrap opening - bound opening 8.4.2 Describe the above openings: 8.4.3 Demonstrate the use of openings on garments
8.5 Necklines Finishes **Collars and Facings** All learners will: Understand and apply principles of the construction of collars and neckline facings.	8.5.1 State ways of finishing necklines - Collar - Facing - binding: crossway strip and commercial/bias binding 8.5.2 Identify shapes of necklines 8.5.3 Identify parts of a collar on a pattern piece 8.5.4 Differentiate between these types of collars: - flat collar, e.g., peter pan collar, sailor's collar - roll collar, e.g., shawl collar, shirt collar - stand collar, e.g., mandarin/ Chinese collar 8.5.5 Explain how to prepare and attach the given collars 8.5.6 Describe types of facings: - Straight facing - Shaped facing - Extended facing 8.5.7 Describe the types of binding - crossway strip - bias binding/commercial 8.5.8 Describe cutting and joining of crossway strips 8.5.9 Demonstrate how to prepare, construct and apply neckline facings on garments 8.5.10 Demonstrate the use of neckline finishes on garments
8.6 Sleeves and armhole finishes Understand and apply the principles of constructing sleeves and armhole finishes.	8.6.1 List methods of finishing an armhole: - sleeve - facing - binding: crossway strip and commercial 8.6.2 Differentiate sleeve types: - set in - raglan - kimono/ magyar 8.6.3 Describe the preparation and attaching of sleeves 8.6.4 Describe the attaching of armhole finishes on garments using: - bindings/ crossway - armhole facings 8.6.5 Describe sleeve finishes on garments: - self-hem - casing - cuff 8.6.6 Demonstrate the use of armhole finishes on garments

8.7 Waistline finishes Acquire knowledge and skills in finishing waistlines.	8.7.1 Identify types of waistline finishes: - waistband - facing - elasticated casing 8.7.2 Describe the following waistbands: - straight waistband - contour waistband - faced waistband - stretch waistband 8.7.3 Demonstrate the use of waistline finishes on garments
8.8 Pockets Acquire knowledge and skills of sewing pockets.	8.8.1 Identify the different types of pockets - patch pocket - in-seam pocket - faced hip pocket 8.8.2 State the functions of pockets 8.8.3 State guidelines on the choice of pockets 8.8.4 Describe the preparation and attaching of pockets on garments: 8.8.5 Demonstrate the use of pockets on garments
8.9 Edge finishes Understand principles of finishing edges.	8.9.1 Identify the different methods of edge finishes - hem - bindings: crossway strips and commercial - use of trimmings 8.9.2 Demonstrate the use of edge finishes on garments
8.10Yokes Appreciate the need for yokes in garment styling.	8.10.1 Identify the different types of yokes on garments: - single yoke - double yokes 8.10.2 Demonstrate the use of yokes on garments
8.11 Interfacings Acquire knowledge and skills in the use of interfacing.	8.11.1 Define an interfacing 8.11.2 List types of interfacing: - woven interfacing - bonded/non-woven interfacing 8.11.3 State the functions of interfacing 8.11.4 Justify the use of different interfacings in relation to: - colour - weight - structure 8.11.5 Demonstrate the use of interfacings on garments
8.12 Fastenings Acquire knowledge and skills in the use of fasteners.	8.12.1 Identify the different types of fasteners: - zippers, buttons and buttonholes, rouleau loops - press studs, worked loops, hook and eye, Velcro 8.12.2 Explain points to consider when choosing and attaching fasteners 8.12.3 Explain how to attach fastenings on garments 8.12.4 Demonstrate the use of fastenings on garments
TOPIC 9 – DECORATION OF GARMENTS (EMBELLISHMENT)	
GENERAL OBJECTIVES All learners will: Acquire and demonstrate skills and techniques in garment decoration	**SPECIFIC OBJECTIVES** All learners should be able to: 9.1 State and identify methods of embellishing garments - embroidery - appliqué - using trimmings, e.g., lace, piping, rickrack - beads - sequins 9.2 Apply embellishment on garments

TOPIC 10 – FITTING PROCESSES AND PRESSING	
GENERAL OBJECTIVES All learners will: Acquire knowledge and skills of fitting garments.	**SPECIFIC OBJECTIVES** All learners should be able to: 10.1 Identify qualities of a well-fitting garment 10.2 State the reasons and guidelines for fitting the garment 10.3 Evaluate the fit of the garment in relation to the following factors: - positions - easing - curves and corners - fasteners - professional finishes - workmanship - colour scheme - figure type 10.4 State the difference between ironing and pressing 10.5 Explain the importance of pressing during garment construction

GRADE DESCRIPTIONS

The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination that is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below.

A Grade A candidate should be able to:

- apply technical vocabulary and terminology;
- justify the choice of textile equipment and use it correctly;
- adapt and use patterns;
- demonstrate the ability to convert units of measure;
- identify, process and present relevant information logically and correctly according to the given situation;
- exhibit precision in executing tasks;
- justify factors that influence consumer decisions.

A Grade C candidate should be able to:

- use technical vocabulary and terminology;
- make an appropriate choice of textile equipment and use it correctly;
- make simple alterations and use patterns;
- use and convert some measurements accurately;
- identify and present some relevant information;
- exhibit ability in executing tasks;
- outline factors which influence consumer decision-making.

A Grade F candidate should be able to:

- state basic textile terms;
- identify and use some basic equipment;
- follow pattern instructions with some guidance;
- take simple measurements;
- carry out basic processes without guidance.

COURSEWORK

The assessment will consist of the following:

Garment - a garment to fit (80 marks) - (internally marked & externally moderate)

- a folder for the garment (20 marks) – (externally marked)

Garment:

The garment includes the 9 processes with the maximum mark guide below:

Sleeves [6]
Seams [5]
Control of fullness [6]
Collar [6]
Pockets [5]
Sleeve band/ sleeve cuff [6]
Hem [5]
Embellishment [5]
Fasteners [6]

The garment must be shown together with the folder. The folder will be marked externally. Centres are advised to avoid the use of pins and display techniques that make it difficult for the moderators to inspect the work.

Packaging:

All individual garments, folder, individual mark sheet, summary sheet and attendance register should be packed together.

The Centre should label the containers or boxes outside, writing 1/1 on the box. If there are two boxes, the first box is 1/2and the second box is 2/2.

Note. All coursework should be submitted to Examinations Council of Eswatini by the 31st October of each year.

The moderators will use the assessment criteria outlined below.

Guide to Assessment of Coursework

<table>
<tr><th></th><th>Points to consider</th><th>Overall Mark</th></tr>
<tr><td rowspan="8">Folder</td><td>Folder for garment</td><td rowspan="8">20</td></tr>
<tr><td>Illustration or description of garment - (features well labelled)</td></tr>
<tr><td>Reasons for choice (style, pattern, fabric, colour)</td></tr>
<tr><td>List of requirements (fabric, notions, buttons, zip, trimmings, interfacing, colour of threads, etc.)</td></tr>
<tr><td>Costing</td></tr>
<tr><td>Plan of work</td></tr>
<tr><td>3 Photos showing: (a) lay out and cutting (b) sewing process (e.g. attaching collars/ sleeves) and (c) fitting for garment.</td></tr>
<tr><td>Garment</td><td>Garment to be marked separately. Marks are to be given for a good standard of work on a variety of processes, which may include some of the following:
(i) Details of Right Side
• Correct grain of fabric – plaids, stripes and checks matching
• Good seam lines and alignment of all joins
• Collar points or curves matching, cuff ends matching, ends of bands matching
• Even width of bands, cuffs, belts, pleats, tucks and piping
• Good dart lines and even distribution of fullness
• Well positioned sleeves, collars, cuffs, fastenings, pockets, etc.
• Well made openings – neatly inserted zips, correctly applied fastenings
• Flat bindings and facings
• Lace and other trimmings correctly applied
• Good decorative stitching, top-stitching, etc.
(ii) Details of Wrong Side
• Line and width of seams with suitable and careful neatening
• Even width of facings, bindings and hems
• Good joins on bias strips, seam bindings and lace, etc.
(iii) Accurate stitching, including both machine and hand work
(iv) Accurate pressing during construction</td><td>80</td></tr>
<tr><td colspan="2">Total Mark</td><td>100</td></tr>
</table>

Assessment Criteria for Coursework

Folder

Band	Marks	Description
High	14–20	Folder to accompany garment is well illustrated, has well-explained reasons for choice, an accurate list of requirements, costing, 3 photos showing: (a) lay out and cutting, (b) sewing process (e.g. attaching collars/sleeves), (c) fitting (for both garments 1 and 2) and a plan of work.
Middle	7–13	The folder will have some illustration, some reasons for choice, a limited list of requirements, costing, some photos and a plan of work.
Low	0 –7	Little or no information presented, one or no photos

Garment to be marked separately using the following criteria:

Garment
Manipulative Skills and Accuracy of Sewing Processes

Centre Number						Centre Name	
October/ November	2	0				Examiner's name	
Candidate Number						Candidate Name	

	Descriptors	Band	T	M
Seams and seam finishes [5 marks]	Evenly sewn seam with appropriate seam allowance, Excellent and Good seam line alignment of all joints, well neatened and accurate, also well pressed	**High 4-5**		
	Averagely sewn seam with appropriate seam allowance, good seam line alignment of some joints, neatened and pressed seams	**Middle 2-3**		
	Unevenly sewn seam with appropriate seam allowance, some seam lines alignment of a few joints, seams not well-neatened and pressed	**Low 0-1**		
Control of Fullness [6 marks]	Well-sewn dart lines and even distribution of fullness. Even width of pleats, tucks, and darts.	**High 5-6**		
	Fairly sewn dart lines and fair distribution of fullness. Fair width of pleats, tucks, and darts.	**Middle 3-4**		
	Unevenly sewn dart lines and uneven distribution of fullness. Uneven width of pleats, tucks, and darts.	**Low 0-2**		
Collar [6 marks]	Interfacing used and well-ironed on, collar, seam not bulky, top stitched/collar flat, collar well fitted. Collar points matching. Well pressed and well neatened	**High 5-6**		
	Interfacing used and not well ironed on the collar, seam slightly bulky, not well top-stitched and not so flat, collar not well fitted and collar points were not properly matching, pressed and neatened	**Middle 3-4**		
	Interfacing used and not ironed on, collar seam too bulky and not flat, collar not properly fitted and collar points not matching, not pressed and neatened	**Low 0-2**		
Sleeve [6 marks]	Sleeves correctly fitted/ well positioned, underarm seams correctly fitted, seams of even width, Sleeve head well-adjusted/balanced, sleeve well neatened on wrong side	**High 5-6**		
	Sleeves fairly fitted/ not well balanced, underarm seams fairly fitted, seams of uneven width, Sleeve head fairly adjusted / balanced, sleeve fairly neatened on wrong side	**Middle 3-4**		

	Sleeves incorrectly fitted/ not well positioned, underarm seams incorrectly fitted, seams of uneven width, Sleeve head not well-adjusted / balanced, hemming on sleeve not done, sleeve not neatened on wrong side	**Low 0-2**		
Sleeve Band/ cuff [6 marks]	Interfaced cuff and well ironed. Even width. Cuff ends matching. Correctly neatened using hem stitch. Top stitched cuff. Well positioned cuff. **OR** Interfaced band and well ironed. Even width. Well positioned. Ends of bands matching.	**High 5-6**		
	Interfaced cuff not well ironed. Not even width. Cuffs ends not well matching. Fairly positioned. Not well top stitched. **OR** Interface band not well ironed. Not even width. Fairly positioned. Ends of band not well matching.	**Middle 3-4**		
	Interfaced cuff not ironed. Uneven width. Cuffs ends not matching. Wrongly positioned. No top stitching **OR** Interfaced band not ironed. Uneven width. Wrongly positioned. Ends of band not matching.	**Low 0-2**		
Fastener [6 marks]	Fastener appropriate for the garment. Even width of seam allowance and neatened. Correct size for the garment, correctly applied fasteners for the style of garment, well-fitted, not gaping, well secured.	**High 5-6**		
	Some fastener inappropriate for the garment. Fairly even width of seam allowance and neatened. Inappropriate fastener size for the garment. Some fasteners were inappropriately applied for the style of the garment. Loosely fitted. Some gaping and fairly secure.	**Middle 3-4**		
	Fastener not appropriate for the garment. Uneven width of seam allowance. Incorrect fastener size for the garment. Incorrectly applied fasteners for style of garment. Not well fitted. Gaping and not secured.	**Low 0-2**		

Pocket [**5 marks]**	Well-positioned. Well secured and appropriate for the style of the garment. Under stitched if it's a faced hip and in-seam pocket. Interfaced and well-pressed if it's a faced hip pocket and a patch pocket.	**High 4-5**		
	Fairly positioned. Fairly secured and appropriate for the style of the garment. Fairly under stitched if it's a faced hip and in-seam pocket. Interfaced and not well pressed if it's a faced hip pocket and a patch pocket.	**Middle 2-3**		
	Not well-positioned. Not secured and inappropriate for the style of the garment. Not under stitched if it's a faced hip and in-seam pocket. Not interfaced and not pressed if it's a faced hip pocket and a patch pocket.	**Low 0-1**		
Hems **[5 marks**]	Correct and even width for the garment, Correct and even stitch length, Stitches not showing on the right side (hand stitch), Correct neatening, well pressed	**High 4-5**		
	Somehow correct and even width for the garment, the stitch length is correct and even in some areas. Some stitches not showing on the right side (hand stitch), partly correct neatening and partially pressed	**Middle 2-3**		
	Incorrect and uneven width for garment, Incorrect and uneven stitch length, Stitches showing on the right side (hand stitch), Incorrect neatening, not pressed.	**Low 0-1**		
Embellishment **[5 marks]**	Appropriate type of embellishment e.g trimmings, applique, beads, sequins, etc. used for the style of the garment. Appropriate stitch used when applying the embellishment. Embroidery stitches correctly sewn, two or more strands of embroidery threads used.	**High 4-5**		
	Somehow appropriate type of embellish used for the style of the garment. Some appropriate stitches used when applying the embellishment. Some embroidery stitches are correctly sewn, and two or more strands of embroidery threads are used.	**Middle 2-3**		
	Inappropriate type of embellishment used for the style of the garment. Inappropriate stitch used when applying the embellishment. Incorrectly sewn embroidery stitches, one strands of embroidery threads used.	**Low 0-1**		
		50		

Machine Stitching Skills

Band	Marks	Description
High	14–20	Machine stitching and neatening are of a very good to excellent standard. The stitch length and tension is suitable for fabric used, straight stitching.
Middle	9–13	Machine stitching and neatening are mostly of a good standard. The stitching is mostly suitable for the fabric used, may have some inaccuracies.
Low	0–8	Machine stitching is uneven. The stitching may be unsuitable for the fabric.

Hand Stitching Skills

Band	Marks	Description
High	8–10	Wide selection of hand stitching to show very good to excellent workmanship.
Middle	4–7	Good hand stitching and good workmanship, may have some inaccuracies.
Low	0–3	Inadequate stitching and low quality workmanship.

FASHION AND FABRICS 6904/02

EGCSE FASHION AND FABRICS 6904/02																				
Individual Candidate Coursework Assessment form																				
Candidate name												Candidate number								
Centre number												Centre name								
Assessment criteria	**Garment**											Folder								
	Marks											Marks								
	Mark band (insert H/M/L)	Max mark	Teacher's mark	Moderated mark								Mark band (insert H/M/L)	Max mark		Examiner's Mark					Total
				M	TL	PE									M	TL	PE			
Manipulative skills		**(50)**																		
Machine stitching skills		**(20)**																		
Hand stitching skills		**(10)**																		
Folder													**(20)**							
Total mark		**(80)**											**(20)**							

Fashion and Fabrics 6904/02
Coursework Summary Assessment Form

Centre number						Centre name	Oct/Nov 20….

Candidate number	Candidate name	Folder for Garment (20)	Garment (80)		Total Mark (100)	
		M	T	M	Teacher	Moderator

Key: **T** – Teachers **M** – Moderators

Teacher completing this form (BLOCK CAPITALS)		DATE						
Name of Moderator (BLOCK CAPITALS)		DATE						

Glossary of Terms

It is hoped that a glossary will prove helpful as a guide, i.e., it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination papers and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process, the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give each reason.

Glossary of terms will be divided into two categories: The Technical and Command / Assessment Terms.

A. TECHNICAL GLOSSARY OF TERMS

AESTHETIC	The way something looks or feels.
APPLIQUE	Attaching one small piece of fabric on top of another by stitching or bonding, usually a picture or pattern.
BIAS BINDING	A strip of thin fabric cut at 45° to the direction of the weave so that it will stretch to fit a curve when used for binding edges of fabrics.
CASING	A slot or tube created by folding or doubling a piece of fabric and stitching two widely spaced lines. It is used by threading a cord or elastic through it to create a tie or gathers.
CROSSWAY STRIPS	A narrow strip of fabric cut at 45° to the direction of the weave so that it can stretch on one side if necessary. It is used on facing curved edges such as armholes.
CULTURAL CONSTRAINTS	The limitations imposed by different cultures such as the use of religious symbols and text.
DRAPE	The way that a fabric hangs or falls.
EMBELLISHMENT	The art of decorating garments.
FACING	A piece of fabric which is attached to the raw edge of the garment and folded towards the wrong side to finish off the edge.
FILAMENT	A continuous fibre. Silk is the only naturally occurring filament fibre.
FINISHES	Refers to the process of refining or protecting a surface.
FUSIBLE	Easily meltable at relatively low temperatures.
GRADE	Reduce bulkiness in seams by cutting the seam allowance to different widths.
GRADING	A means of measuring the quality of a fibre or fabric in terms of fineness, comfort and physical properties.
MERCERIZING	To give lustre, strength and receptive to dye by treatment under tension with caustic soda.
NOTCHING	Reduce bulkiness in the seam by cutting triangular shapes in the seam allowance.

PILLING	The appearance of small balls of tangled fibres on the surface of a fabric.
PIPING	A length of covered cord stitched to an edge or used to decorate a fabric.
REGENERATED FIBRE	Fibre made chemically by changing natural material that originally came from plants.
SEAM	A row or rows of stitches used to hold two or more pieces of fabric permanently.
	To stiffen or add body to parts of a garment.
SELVEDGES	Self-finished edges of fabrics. Selvedges keep the fabric from fraying.
SPINNERET	The pierced head of the extrusion apparatus used to produce synthetic fibre filaments.
STAIN	A mark or colouration on a fabric.
STAY STITCHING	A single line of stitches through one layer of fabric to stabilise the fabric. It prevents the seam or fabric from stretching out of proportion.
TRIMMINGS	Anything used for decorating garments e.g. lace.
UNDERLAY/OVERLAP	The part of the tape on a zip on which the fastener is attached.
UNDERSTITCHING	Prevent facing from rolling to the right side of the garment.
WARP	Threads that go vertically along are parallel to the selvedges on a fabric.
WEAVING	A method of constructing fabrics whereby the warp threads go over and under the weft threads at right angles.
WEFT	The threads that go horizontally along the fabric.

B. COMMAND/ASSESSMENT GLOSSARY OF TERMS

ANNOTATE	Add labels of notes or short comments, usually to a diagram, map or photograph to describe or explain.
CALCULATE	Work out a numerical answer. In general, working should be shown, especially where two or more steps are involved.
COMPARE	Write about what is similar and different about two things. For comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
COMPLETE	To add the remaining detail or details required.
CONSTRAST	Write about the differences between two things.
DISCUSS	To write about something in detail showing different ideas and opinions about it
DEFINE	State the meaning of something
MEANT BY	Give the meaning or definition of a word or phrase.
DESCRIBE	Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the trend of a graph, the location of a settlement on a map, etc). It may also be used when you need to describe something from memory (describe a meander, etc.).
DEVISE/PLAN	Presentation of a particular feature such as a form or questionnaire, to meet a specific requirement or requirements.

DRAW	Sketch of. Often coupled with a labelled diagram (draw a diagram/ illustration with written notes to identify its features).
EXPLAIN	Account for
GIVE REASONS	Write about why something occurs or happens
GIVING YOUR VIEWS / COMMENT ON	Say what you think about something.
HOW	In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).
IDENTITY	Pick out something from the information you have been given.
ILLUSTRATING	Account for by using specific examples or diagrams. Often coupled with by a labelled diagram.
INSERT LABEL	Placing specific names of details to an illustrative technique in response to a particular requirement.
JUSTIFY	Say why you chose something or why you think in a certain way.
LIST	Identify and name a number of features to meet a particular purpose.
LOCATE	Find where something is placed or state where something is found or mark it on a map or
MEASURE	Implies that the quantity concerned can be directly obtained from a suitable measuring instrument.
NAME	To state or specify or identify. To give the word or words by which a specific feature is known or to give examples which illustrate a particular feature.
PREDICT	Use your own knowledge and understanding, probably along with information provided to state what might happen next.
WITH REFERENCE TO/	
REFER TO	Write an answer which uses some of the ideas provided in map/photograph/ diagram, etc., or other additional material such as a case study.
STATE	Set down in brief detail. To refer to an aspect of a particular feature by a short statement or by words or by a single word.
SUGGEST	To put forward an idea or plan for other people to think about
STUDY	Look carefully at (usually one of the figures in the question paper). Set down your ideas on or knowledge of. Often coupled with why (requires a statement or an explanatory statement referring to a particular feature or features).
USE / USING	Base your answer on the information provided.
WITH THE HELP OF	Write an answer that uses some of the information provided as well as additional material.
WHAT	Used to form a question concerned with selective ideas/details/factors.
WHAT DIFFERENCES	What differences are shown between… Uses comparative statements to describe the changes involved as A changes to B.