ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# TEXTILE TECHNOLOGY AND DESIGN SYLLABUS

## FORMS 1 - 4

## 2015 - 2022

# ACKNOWLEDGEMENTS

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# 1.0 PREAMBLE

## 1.1 Introduction

Textile Technology and Design is an applied science that deals with the construction, manufacturing and maintenance of textile articles made to meet individual, family and community diverse needs. This Form 1 to 4 learning area focuses on the study of fibres and fabrics, construction of garments, crafts and soft furnishings. It provides learners with opportunity to be exposed to industrial production systems and the use of Information and Communication Technologies (ICTs) in designing textiles items. The syllabus seeks to develop knowledge in problem solving, design thinking, communication, technological, management, creativity and innovation, self-reliance and enterprising skills.

## 1.2 Rationale

Textile Technology and Design plays a vital role in the development of the diverse economy of Zimbabwe. The syllabus will enable learners to develop skills related to self-reliance, enterprising and sustainability in textile related aspects of the economy. It promotes an understanding of cultural diversity, moral and cultural values throughout human history. The needs of a society are therefore satisfied.

## 1.3 Summary of Content

Textile Technology and Design covers theoretical and practical aspects in areas such as production, construction, manufacturing, use, storage and maintenance of textile items and equipment.The four year learning phase seeks to develop the following skills among others:

- critical thinking
- problem solving
- creativity and innovation
- technological
- psychomotor
- communication
- interpersonal
- evaluation and analysis
- decision making
- management
- enterprising
- multimedia

## 1.4 Assumptions

It is assumed that learners:

- are able to sew  irrespective of gender
- are familiar with various textile materials
- have knowledge about the use of equipment such as irons, sewing machines, needles and scissors
- have interfaced with knowledge on basic textile technology in primary school
- are aware of social and cultural implications of various textile products

## 1.5 Cross Cutting Issues

This course will help learners to develop an appreciation of:

- Gender sensitivity
- Sexuality, HIV/AIDS Education
- Heritage studies.
- Financial literacy
- Disaster risk management
- Human rights
- Children's rights and responsibilities
- Environmental issues
- Guidance and counselling
- Collaboration

# 2.0 PRESENTATION OF SYLLABUS

The Textile Technology and Design syllabus is one document which covers Form 1 to 4.  Assessment is in the form of theory and practical activities.

# 3.0 AIMS

The syllabus aims to help learners to:

3.1 develop and apply scientific knowledge of fibres and fabrics in relation to selection, use and care

3.2 demonstrate technological    and creative skills in designing, use of patterns, construction and maintenance of textile artefacts

3.3 appreciate good workmanship and boost self-esteem in enterprising activities

3.4  initiate and create interest in constructing textile items in line with changing trends in textile

technology

3.5 develop skills in self-reliance and positive attitude towards the learning area irrespective of gender and ability

# 4.0 SYLLABUS OBJECTIVES

By the end of the learning period, learners should be able to:

4.1 experiment with textile fibres, yarns and fabrics

4.2 select, use and care for textile products

4.3 design and draft patterns

4.4 apply skills acquired to solve problems in practical situations

4.5 apply managerial and organizational skills to efficient use of materials, time, money, labour and equipment

4.6 explain the efficient use of locally available resources in an income generating scheme

4.7 apply the knowledge and skills acquired in the course, in the construction of well finished articles, accessories and crafts

4.8 exercise consumer competencies

4.9 explain and demonstrate the uses of various pieces of equipment including modern technology

4.10 observe safety precautions in textile production

4.11 apply first aid skills in attending to injuries in the workshop/laboratory

# 5.0 METHODOLOGY AND TIME ALLOCATION

## 5.1.1 Methodology

For effective implementation of this syllabus, it is necessary that a participatory approach is used. The following are suggested participatory methods that may be used:

- Group discussion
- Experiments
- Educational tours
- Research/Investigation
- Role play
- Games
- Demonstration
- Projects
- Drama and Modelling

- Music
- Debate
- E-learning
- School on the shop floor
- Quiz
- Resource person(s)

The above suggested methods should be enhanced by the application of orthodidactic principles and multi-sensory approaches to teaching. These include tactility, concreteness individualisation, self-activity, totality and wholeness. Teachers are encouraged to address the learner's compensatory senses

## 5.1.2 Time Allocation

For the successful coverage of this syllabus, at least six periods, 35 to 40 minutes per week should be allocated per class of not more than 20 learners

# 6.0 TOPICS

6.1 Grooming and Personal hygiene

6.2 Equipment and Safety

6.3 Fibres, Yarns and Fabrics

6.4 Textile design

6.5 Patterns

6.6 Construction processes

6.7 Embroidery and Soft Furnishings

6.8 Colour application

6.9 Care and maintenance of clothes and other textile products

6.10 Consumer education

6.11 Gender

6.12 Enterprising

6.13 Industrial textile and clothing production

# 7.0  SCOPE AND SEQUENCE

| TOPIC | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|---|---|---|---|---|
| **7.1 Grooming and Personal hygiene** | • Grooming and culture<br>• Healthy habits<br>• Physical and biological changes within the body<br>• Personal hygiene | • Physical and biological changes within the body<br>• Personal hygiene<br>• Exercise, poise and deportment | • Appropriate beauty aids from different cultural perspectives | • Figure types<br>• Cultural differences |
| **7.2 Wardrobe planning** | • Choice of clothes<br>• Types of clothes<br>• Cultural background | • Lingerie<br>• Accessories | • Children's garments<br>• Formal and informal wear | • Figure faults and irregularities<br>• Colour scheme |
| **7.3 Equipment and Safety** | • Classification of equipment<br>• Choice, use and care of basic equipment<br>• Safety precautions in the workshop/laboratory and in handling equipment<br>• | • Protective clothing<br>• Environmental issues in textile production | • Choice, use and care of equipment<br>• Safety precautions in handling the equipment<br>• Protective clothing-care | • Machine attachments |
| **7.4 Fibres, Yarns and Fabrics** | • Introduction<br>• Classification<br>• Sources of fibres<br>• | • Properties of fibres<br>• Fabric construction | • Identification<br>• Production of fibres and yarns<br>• Construction of fabrics | • Blending and mixing<br>• Fabric finishes<br>• Colour application |
| **7.5 Textile design** | • Designing and drawing incorporating culture and tradition | | • Organisation<br>• Application methods | |
| **7.6 Patterns** | • Body dimensions and proportions<br>• Types of patterns<br>• Laying and cutting out<br>• Transferring pattern markings | • Simple pattern adaption<br>• Pattern drafting | • Tools and materials used for pattern making<br>• Techniques in pattern making<br>• Laying and cutting out<br>• Transferring pattern markings | • Use of patterns<br>• Pattern development<br>• Computer aided design (CAD) |

| TOPIC | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|---|---|---|---|---|
| **7.7 Construction processes** | • Stitches<br>• Fullness<br>• Seams<br>• Pockets<br>• Waistline finishes<br>• Hems<br>• Pressing | • Yokes<br>• Crossway strips<br>• Openings<br>• Fastenings<br>• Neckline finishes<br>• Collars<br>• Armhole finishes | • Pressing and ironing<br>• Hem edge finishes<br>• Fitting and sequence<br>• Construction processes | • Interfacing, lining and interlining<br>• Construction processes |
| **7.8 Embroidery and Soft Furnishings** | • Introduction to embroidery and soft furnishings<br>• Equipment<br>• Embroidery<br>  - Choice<br>  - Use<br>  - Care<br>  - Stitches | • Elements of design<br>• Embroidery techniques<br>• Types of soft furnishings | • Embroidery techniques<br>• Soft furnishings<br>  - Techniques<br>  - Laundering<br>  - Storage | • Embroidery techniques<br>• Soft furnishings techniques |
| **7.10 Color application** | • Classification of colours<br>• Methods of colour application-traditional and contemporary | • Colour wheel<br>• Sources of dye | • Colour combination<br>• Equipment<br>  - choice<br>  - use<br>  - care | • Dyeing and printing<br>• Preservation of colour |
| **7.9 Care and maintenance of clothes and other textile products** | • Care labels | • Laundry process | • Repair work | • Thrift work |
| **7.11 Consumer education** | • Consumer rights and responsibilities<br>• Children's rights | • Consumer rights and responsibilities | • Budgeting and financial management | • Laws and regulations<br>• Economic aspects of textile manufacturing |
| **7.12 Gender** | | | • Gender roles<br>• Equity and inequality | • Gender roles<br>• Equity and inequality |
| **7.13 Enterprising** | • Enterprising and the entrepreneur | • Needs assessment<br>• Project identification | • Business plans and records | • Market research<br>• Business viability |

| TOPIC | FORM 1 | FORM 2 | FORM 3 | FORM 4 |
|---|---|---|---|---|
| | • Characteristics of an entrepreneur | | • Project implementation | |
| **7.14 Industrial textile and clothing production** | • Laboratory and factory set up | • The cutting table<br>• Environmental issues | • The production systems | • Quality control |

## 8.0 COMPETENCY MATRIX

## 8.1 FORM 1

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.1.1 Grooming and Personal hygiene** | • Critical thinking<br>• Financial literacy<br>• Hands on<br>• Communication<br>• Problem solving | • identify physical and bio-logical change within the body<br>• explain good grooming habits<br>• demonstrate good groom-ing habits<br>• state the importance of exercise and health diet<br>• explain how to care for the body | • Puberty<br>• physical<br>• biological changes within the body<br>• Grooming and culture:<br>• sitting posture<br>• exercising<br>• appearance manage-ment<br>• Health habits<br>• Personal hygiene | • Describing physical and biological changes in the body<br>• Demonstrating good grooming habits<br>• Practicing personal hy-giene and healthy habits | • Textbooks<br>• Resource person(s)<br>• Educational tours<br>• Expert guest presentation<br>• Multimedia |
| **8.1.2 Wardrobe planning** | • Problem solving<br>• Hands on<br>• Communication<br>• Financial literacy<br>• Critical thinking | • identify different items of clothing according to their types<br>• suggest suitable clothes for specific occasions and weather | • Types of clothes<br>- Age<br>- Gender<br>- Purpose<br>• Choice of clothes<br>- Cultural background<br>- Age<br>- Style<br>- Occasion<br>- Colour | • Grouping different cloth-ing items according to their types<br>• Drawing different types of garments<br>• Labeling style features on drawn, given or actu-al garments<br>• Choosing clothes ac-cording to the prevailing fashion, colour, figure type and occasion | • Fashion cata-logues<br>• Print media<br>• Sample gar-ments<br>• Multimedia<br>• Textbooks |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.1.3 Equipment and Safety | • Problem solving<br>• Hands on<br>• Communication<br>• Financial literacy<br>• Critical thinking | • identify various work room equipment<br>• classify the textile equipment according to use<br>• explain the choice of equipment<br>• describe the use and care of various textile equipment<br>• apply safety precautions in the workshop/laboratory and in handling equipment | • Equipment<br>• Choice, use and care of basic equipment<br>• Safety precautions in handling the equipment<br>• Sewing machines<br>• Types<br>• Parts<br>• Choice<br>• Threading | • Listing different pieces of equipment<br>• Demonstrating the correct use and care of equipment<br>• Drawing and labelling pieces of equipment including the sewing machine<br>• Practicing correct safety precautions<br>• Threading and using the sewing machine | • Sewing machine manuals<br>• Textbooks<br>• Sewing machines<br>• Workshop tools<br>• Charts<br>• Multi media<br>• Print media |
| 8.1.4 Fibres, Yarns and Fabrics | • Critical thinking<br>• Problem solving<br>• Hands on | • define a fibre, yarn and fabric<br>• classify different types of fibres<br>• state sources of textile fibres<br>• list examples of fabrics from textile fibres | • Fibre, yarn and fabric<br>• Natural and man-made fibres | • Describing a fibre, yarn and fabric<br>• Illustrating the appearance of different types of yarn<br>• Grouping textile fibres according to their sources | • Samples of textile fibres, yarns and fabrics<br>• Charts<br>• Textbooks<br>• Print media<br>• Multimedia |
| 8.1.5 Textile design | • Critical thinking<br>• Problem solving<br>• Hands on | • draft motifs that can be used as textile prints | • Design drawings incorporating cultural and traditional prints | • Generating designs for textile materials | • Print media<br>• Nature<br>• Realia<br>• CAD |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.1.6 Patterns** | • Critical thinking<br>• Problem solving<br>• Hands on | • list and take basic body measurements<br>• differentiate types of patterns<br>• explain points to consider when laying and cutting out patterns on fabric<br>• identify and transfer necessary patterns markings | • Body dimensions and proportions<br>• Types of patterns<br>• Laying and cutting out<br>• Transferring pattern markings | • Taking body measurements<br>• Sketching and labelling body measurements<br>• Identifying types of patterns<br>• Discussing advantages and disadvantages of different types of patterns<br>- Demonstrating laying, cutting out and transferring of patterns markings | • Measuring, marking and cutting tools<br>• Patterns<br>• Drawing tools<br>• Silhouettes<br>• Fabric<br>• Charts<br>• CAD |
| **8.1.7 Construction processes**<br>***8.7.1. 1 Stitches*** | • Problem solving<br>• Financial literacy<br>• Critical thinking<br>• Communication<br>• Hands on | • identify and classify stitches<br>• demonstrate the working of temporary, joining and neatening stitches | • Stitches<br>• Temporary<br>• Permanent<br>• Joining – back stitch, machine stitch, over sewing<br>• neatening: -blanket, overcasting, zigzag<br>• decorative:- stem, chain, satin | • Illustrating the working of temporary, joining and neatening stitches | • Textbooks<br>• Charts<br>• Stitch sampler<br>• Realia<br>• Multimedia<br>• Fabric |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.7.1.2 Disposal of fullness** | | • define the term disposal of fullness<br>• list methods of disposing of fullness<br>• identify methods of disposing of fullness<br>• demonstrate the working of darts, gathers and elastication<br>• explain the reasons for disposing of fullness | • Fullness<br>• darts<br>• gathers<br>• elastic and casing<br>• importance of disposal of fullness | • Explaining the term disposal of fullness<br>• Stating methods of disposing of fullness<br>• Working on selected methods of disposing of fullness<br>• Justifying the need for disposing of fullness | • Textbooks<br>• Charts<br>• Realia<br>• Multimedia<br>• Fabric<br>• Samples |
| **8.7.1.3 Seams** | | • define a seam<br>• classify seams<br>• state and identify different seams and their uses<br>• demonstrate the working of different seams | • Seams<br>• types<br>• single<br>• open<br>• french<br>• choice<br>• methods of working | • Identifying different seams<br>• Listing seams according to their classes<br>• Making samples of selected seams<br>• Sketching working diagrams of seams | • Textbooks<br>• Charts<br>• Realia<br>• Multimedia<br>• Fabric<br>• Samples |
| **8.7.1.4 Pockets** | | • identify types of pockets<br>• list uses of pockets<br>• prepare and attach patch pockets | • pockets<br>• patch<br>• inside<br>• insert | • Discussing uses of pockets<br>• Drawing diagrams on types of pockets<br>• Collecting pictures and garments with different types of pockets<br>• Preparing and attaching patch pockets | • Textbooks<br>• Charts<br>• Realia<br>• Multimedia<br>• Fabric<br>• Samples |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.7.1.5 Waistline finishes | | • identify methods of finishing the waist edge <br> • prepare and attach a waistband <br> • sketch a waistband and an elastic in a casing | • Waistline finishes <br> - waistband <br> - elastic in a casing | • Illustrating waistband preparation <br> • Preparing and attaching a waistband | • Textbooks <br> • Charts <br> • Realia |
| 8.7.1.6 Hems | | • list types of hems <br> • mark a hemline <br> • turn-up and secure a hem <br> • use a hem marker | • Hems <br> • plain <br> • narrow | • Making samples of plain and narrow stitched hems <br> • Demonstrating the use of a hem marker <br> • Drawing working diagrams of hem <br> • Working a hem | • Textbooks <br> • Charts <br> • Realia <br> • Multimedia <br> • Fabric <br> • Samples |
| 8.7.1.7 Pressing | | • define pressing <br> • list pressing equipment <br> • explain rules and reasons for pressing <br> • use pressing equipment | • Pressing <br> • Equipment <br> • Rules <br> • Reasons | • Describing pressing <br> • Demonstrating the use of pressing equipment <br> • Outlining general rules for pressing <br> • Explaining reasons for pressing | • Pressing equipment <br> • Textbooks <br> • Charts <br> • Realia <br> • Multimedia |
| 8.1.8 Embroidery and Soft Furnishings | • Critical thinking <br> • Problem solving <br> • Financial literacy <br> • Communication | • list types of embroidery and soft furnishings techniques <br> • identify suitable materials for embroidery and soft furnishings | • Introduction <br> • Decorative techniques (traditional and contemporary): free style/ appliqué, and quilting <br> • Equipment <br> • Embroidery/Soft furnishings | • Making embroidery and soft furnishings items using different decorative techniques | • Embroidery and soft furnishings tools <br> • Textbooks |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| | | • select and use appropriate equipment and material in the making of embroidery/ articles | • Choice<br>• Use<br>• Care<br>• Stitches | • Visiting craft centers<br>• Designing an article<br>• Costing and selling items made | • Charts<br>• Realia<br>• Multimedia |
| 8.1.9 Colour application | • Creativity and innovation<br>• Problem solving<br>• Technological<br>• Critical thinking<br>• Psychomotor<br>• Financial literacy | • identify classes of colour<br>• explain how to dye textiles using both natural and chemical dyes<br>• describe the processes of printing fabric | • Classification of colour:<br>• Primary<br>• Secondary<br>• Tertiary<br>• Methods of colour application(traditional and contemporary) :<br>• Dyeing<br>• Block printing | • Mixing primary colours to produce different colours<br>• Describing ways of preparing fabrics for dyeing<br>• Demonstrating ways of dyeing textiles<br>• Printing textiles | • Fabric dyes<br>• Fabric paints<br>• Colour wheels<br>• Fabrics<br>• Dyeing equipment<br>• Local environs |
| 8.1 10 Care and maintenance of clothes and other textile products | • Critical thinking<br>• Financial literacy<br>• Hands on<br>• Technological literacy<br>• Problem solving | • identify different care labels<br>• interpret care label symbols<br>• explain the importance of care labels | • Care labels:<br>  - Washing<br>  - Bleaching<br>  - Drying<br>  - Ironing<br>  - Dry cleaning | • Identifying care labels symbols on textile items<br>• Drawing and explaining care label symbols<br>• Justifying the need for care labels | • Textile articles<br>• Charts<br>• Textbooks |
| 8.1.11 Consumer education | • Critical thinking<br>• Problem solving<br>• Decision making<br>• Financial literacy | • define consumer rights and responsibilities<br>• list consumer rights and responsibilities<br>• explain the value of knowledge on consumer rights and responsibilities | • Consumer/children's rights<br>• Consumer responsibilities | • Conducting case studies on consumer rights and responsibilities<br>• Discussing consumer rights and responsibilities<br>• Explaining the value of knowledge on consumer rights and responsibilities | • Textbooks<br>• Consumer handbook<br>• Print media<br>• Multi media |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.1.12 Enterprising | • Decision making<br>• Leadership<br>• Financial literacy<br>• Hands on<br>• Critical thinking<br>• Problem solving<br>• Technological | • define the terms enterprising and entrepreneur<br>• list the characteristics of enterprising and entrepreneur<br>• demonstrate the ability to buy and sell | • Enterprising and entrepreneur<br>• Characteristics of an entrepreneur | • Defining enterprising<br>• Outlining qualities of an entrepreneur<br>• Dramatising buying and selling activities | • Textbooks<br>• Educational tours<br>• Expert guest presentation<br>• Multi media |
| 8.1.13 Industrial textile and clothing production | • Decision making<br>• Evaluation and analysis<br>• Communication and team building<br>• Entrepreneurial<br>• Hands on<br>• Technological | • outline operation stations in a production line<br>• describe the school laboratory and factory setup<br>• sketch laboratory plan or setup | • Laboratory set-up<br>• Factory set up:<br>• Production lines | • Undertaking educational tours<br>• Making a flow chart of production lines<br>• Drawing plans on sequencing of work areas<br>• Conducting group projects on garment production lines | • Textbooks<br>• Charts<br>• Multi media<br>• Educational tours |

## 8.2 FORM 2

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.2.1 Grooming and Personal hygiene** | • Critical thinking<br>• Financial literacy<br>• Hands on<br>• Communication<br>• Problem solving | • describe physical and biological changes within the body<br>• demonstrate good grooming habits<br>• explain the importance of exercise poise and deportment | • Physical and biological changes within the body<br>• Personal hygiene<br>• Exercise, poise and deportment | • describing physical and biological changes within the body<br>• Demonstrating good poise and deportment<br>• Practicing good grooming habits | • Textbooks<br>• Resource person(s)<br>• Educational tours<br>• Expert guest presentation<br>• Multimedia |
| **8.2.2 Wardrobe planning** | • Problem solving<br>• Hands on<br>• Communication<br>• Financial literacy<br>• Critical thinking | • define lingerie<br>• identify types of lingerie<br>• state suitable fabrics for lingerie<br>• explain the importance of lingerie<br><br>• define accessories<br>• list types of accessories<br>• name suitable materials for accessories<br>• illustrate the correct use of accessories<br>• explain the importance of proper care and storage of accessories | • Lingerie:<br> - Nightwear<br> - Foundation garments<br> - Fabric choice<br> - Care<br><br>• Accessories:<br> - Types<br> - Choice<br> - Use<br> - Materials<br> - Care and storage | • Explaining the terms lingerie and accessories<br>• Listing types of lingerie and accessories<br>• Selecting suitable fabrics and materials for lingerie and accessories<br>• Collecting accessories and pictures of lingerie<br>• Drawing different types of lingerie and accessories<br>• Making accessories using locally available and recycled materials<br>• Designing accessories and lingerie for sale | • Fashion catalogues<br>• Magazine<br>• Realia<br>• Sample garments<br>• Multimedia<br>• Textbooks |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.2.3 Equipment and Safety | • Problem solving<br>• Financial literacy<br>• Critical thinking<br>• Communication<br>• Hands on | • define protective clothing<br>• explain the value of pro-tective clothing<br>• identify suitable fabrics for various protective clothing<br>• list types of protective clothing<br>• explain environmental issues in textile production | • Protective clothing:<br>  - Types<br>  - Fabrics<br>  - Importance<br>• Environmental issues in textile production | • Describing protective clothing<br>• Discussing the value of protective clothing<br>• Selecting fabrics for protective clothing<br>• Listing types of protec-tive clothing<br>• Discussing waste man-agement issues in textile production | • Sewing ma-chine manuals<br>• Textbooks<br>• Realia<br>• Sewing ma-chines<br>• Workshop tools<br>• Charts<br>• Multi media |
| 8.2.4 Fibres, Yarns and Fabrics | • Critical thinking<br>• Problem solving<br>• Hands on | • list properties of textile fibres<br>• state methods of fabric construction<br>• demonstrate simple meth-ods of constructing fabric | • Properties of different types of fibres<br>• Fabric construction:<br>  - Weaving<br>  - Knitting<br>  - Crocheting | • Outlining textile fibre properties<br>• Identifying methods of fabric construction<br>• Drawing simple weaves<br>• Weaving, knitting and crocheting samples | • Realia<br>• Samples of textile fibres, yarns and fabrics<br>• Charts<br>• Textbooks<br>• Multimedia<br>• Weaving, knitting and crocheting equipment and tools |
| 8.2.5 Patterns | • Critical thinking<br>• Problem solving<br>• Hands on | • define pattern adaptation and drafting<br>• list tools for adapting and drafting patterns<br>• use the tools and equip-ment correctly | • Simple pattern adapta-tion and drafting:<br>  - Tools and equipment<br>  - Pattern alterations<br>  - Techniques<br>  - Basic blocks | • Explaining pattern adap-tation and drafting<br>• Identifying tools and equipment for adapta-tion<br>• Adapting and drafting patterns<br>• Constructing basic block patterns | • Pattern making tools<br>• Patterns<br>• Drawing tools<br>• Silhouettes<br>• Basic block patterns<br>• Charts |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.2.6 Construction processes**<br><br>**8.2.6.1 Yokes** | • Problem solving<br>• Financial literacy<br>• Critical thinking<br>• Communication<br>• Hands on | • Define the term yoke<br>• name different types of yokes<br>• demonstrate the preparation and attachment of a yoke | • Yokes:<br>  - Types<br>  - Use<br>  - Classification<br>  - Attachment | • Identifying different types of yokes<br>• Drawing diagrams of yokes<br>• Demonstrating the preparation and attachment of yokes on garments<br>• Collecting pictures and garments with different types of yokes | • Textbooks<br>• Charts<br>• Realia<br>• Multimedia<br>• Fabric<br>• Samples |
| **8.2.6.2 Crossway strips** | | • define crossway strip<br>• state advantages of using crossway strips<br>• demonstrate how to fold, mark, cut and join crossway strips | • Crossway strips:<br>- The structure of woven fabrics<br>- Cutting, joining and use<br>- Advantages of using crossway strips on curved edges | | |
| **8.2.6.3 Openings** | | • define openings<br>• identify types of openings<br>• list factors that determine choice and uses of openings<br>• demonstrate correct working of openings | • Openings:<br>  - Types<br>  - Use<br>  - Choice<br>  - Working | • Collecting pictures and garments with different openings<br>• Drawing and labelling different openings<br>• Working on samples<br>• Constructing openings | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.2.6.4 Fastenings** | | • identify different types fastenings<br>• list factors that determine the choice of fastenings<br>• close an opening with a suitable fastening | • Fastenings:<br>  - Types- zip, button and button holes hooks and eyes, press studs, ribbons and tapes, Velcro, button and loop<br>  - Uses<br>  - Choice | • Discussing and analyzing suitability of different fastenings<br>• Illustrating working of fastenings<br>• Working a suitable fastening to close an opening | |
| **8.2.6.5 Neckline finishes** | | • identify methods of finishing the neck edge<br>• name types of collars and facing<br>• prepare and finish a neck edge using a collar or facing | • Neckline finishes: collars and facing<br>  - Types<br>  - Methods of attaching a collar, facing and binding | • Making samples of different collars and facings<br>• Neatening a neck edge using a collar or a facing<br>• Drawing different types of collars<br>• Illustrating the working of a facing | |
| **8.2.6.6 Armhole finishes** | | • define armhole finish<br>• state points to consider on choosing an armhole finish<br>• identify methods of finishing armholes<br>• name types of sleeves<br>• state suitable sleeve edge finishes | • Armhole finishes: methods of finishing<br>  - Sleeves<br>  - Facing<br>  - Binding sleeves<br>  - Choice<br>  - Types<br>  - Sleeve edge finishes | • Illustrating with diagrams methods of finishing the armhole edge<br>• Drawing diagrams of different types of sleeves<br>• Setting-in sleeves | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.2.7 Embroidery and Soft Furnishings** | • Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Communication | • define embroidery and soft furnishings<br>• list types of embroidery and soft furnishings<br>• identify suitable materials and notions for embroidery and soft furnishings<br>• explain the elements of design | • Elements of design<br>• Embroidery techniques<br>• Types of soft furnishings<br>• Materials and notions | • Explaining the terms embroidery and soft furnishings<br>• Identifying types of embroidery and soft furnishing items<br>• Selecting suitable materials used for embroidery and soft furnishings<br>• Demonstrating different techniques used in embroidery and soft furnishings<br>• Making embroidery and soft furnishing articles | • Embroidery and soft furnishings tools<br>• Textbooks<br>• Charts<br>• Realia<br>• Multimedia |
| **8.2.8 Colour application** | • Creativity and innovation<br>• Problem solving<br>• Technological<br>• Critical thinking<br>• Psychomotor<br>• Financial literacy | • identify sources of natural and chemical dyes<br>• list ingredients used for producing dye liquor<br>• describe how different colours are produced<br>• explain the effect of colour on different textile objects<br>• describe equipment used for dyeing | • Sources of dye<br>- natural and chemical<br>- ingredients in the dye liquor<br>- equipment used in the dyeing process<br>• Colour wheel<br>- colour combination<br>- effects of colour | • Stating the sources of natural and chemical dyes<br>• Identifying the ingredients used in making dyes<br>• Drawing and making a colour wheel<br>• Colouring different textiles<br>• Demonstrating the use of dyeing equipment<br>• Visiting textile production industries | • Textbooks<br>• Charts<br>• Realia<br>• Multimedia<br>• Dyes and fabric paints<br>• Fabrics |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.2.9 Care and maintenance of clothes and other textile products** | • Critical thinking<br>• Financial literacy<br>• Hands on<br>• Technological<br>• Problem solving | • list different types of stains<br>• identify methods of re-moving common stains in textiles<br>• interpret the care labels correctly<br>• describe the steps in the laundering of articles<br>• explain correct storage procedures for different textile articles | • Laundry process<br>  - stain removal<br>  - soaking<br>  - washing<br>  - ironing<br>  - storage | • Demonstrating the correct process laundering of textile articles<br>• Illustrating the correct use of soaps, detergents and stain removal agents<br>• Demonstrating the correct storage of various textile articles<br>• Naming various stains and proper removal methods<br>• discussing effects of soaps and detergents on health | • Laundry soaps<br>• Detergents<br>• Stain removing agents<br>• Laundry equipment<br>• Textbooks<br>• Fabrics<br>• Realia<br>• Multimedia<br>• Local environs |
| **8.2.10 Consumer education** | • Critical thinking<br>• Problem solving<br>• Decision making<br>• Financial literacy | • explain consumer rights and responsibility<br>• identify laws and regulations pertaining to textile technology | • Consumer rights and responsibilities<br>• Laws and regulations pertaining to textile technology | • Discussing consumer rights and responsibility<br>• Outlining laws and regulations pertaining to textile technology | • Consumer handbook<br>• Textbooks<br>• Expert guest presentation<br>• Multi media |
| **8.2.11 Enterprising** | • Decision making<br>• Leadership<br>• Financial literacy<br>• Hands on<br>• Critical thinking<br>• Problem solving<br>• Technological | • identify gaps or needs relevant to textiles within their communities<br>• describe stages of needs assessment and market research<br>• design suitable textile related projects to address their community needs | • Needs assessment<br>• Market research<br>• Project identification | • Carrying out market research on textile needs of the community<br>• Outlining elements of a business plan<br>• Implementing suitable textile projects<br>• Conducting educational tours<br>• Carrying out a case study | • Textbooks<br>• Multimedia<br>• Expert guest presentations |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8. 2.12 Industrial textile and clothing production | • Decision making<br>• Evaluation and analysis<br>• Communication and team building<br>• Entrepreneurial<br>• Hands on<br>• Technological | • differentiate between the small scale cutting and the factory cutting methods<br>• explain the use of the cutting table<br>• describe the activities at the cutting section of the factory<br>• illustrate the methods of marking and stamping as done by cutting section<br>• explain the importance of proper disposal of waste materials | • The cutting table:<br>– Tools and equipment<br>– Laying and cutting out<br>– Marking<br>• Environmental issues | • Visiting production companies<br>• Explaining fabric preparation before laying and cutting out<br>• Describing the good qualities of a cutting table<br>• Identifying tools and equipment used<br>• Drawing the laying out plan<br>• Discussing appropriate methods of disposing of waste material | • Textbooks<br>• Expert guest presentation<br>• Multi media<br>• Charts |

## 8.3 FORM 3

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.3.1 Grooming and personal hygiene** | • Critical thinking<br>• Financial literacy<br>• Hands on<br>• Communication<br>• Problem solving | • identify beauty aids<br>• explain reasons for using beauty aids<br>• demonstrate use of beauty aids | • Appropriate beauty aids from different cultural perspectives | • Collecting pictures and pamphlets to show beauty aids<br>• Discussing the use of beauty aids<br>• Modelling using both natural and artificial beauty aids | • Realia<br>• Magazines<br>• Internet<br>• Pamphlets<br>• Textbooks<br>• Charts<br>• Work cards |
| **8.3.2 Wardrobe planning** | • Problem solving<br>• Hands on<br>• Communication<br>• Financial literacy<br>• Critical thinking<br>• Decision making | • explain points to consider when choosing children's garments<br>• outline points on care of children's garments<br>• identify formal and informal wear and its appropriate use | • Children's garments:<br>• Choice and care<br>• Formal and informal wear<br>– choice and appropriate use | • Discussing points to consider on choice and care of children's garments<br>• Analyzing downloaded/ collected pictures of formal and informal wear | • Realia<br>• Textbooks<br>• Internet<br>• Magazines<br>• Flyers<br>• Pamphlets |
| **8.3.3 Equipment and Safety** | • Problem solving<br>• Financial literacy<br>• Critical thinking<br>• Communication<br>• Hands on<br>• Technological<br>• Technical | • describe choice, use and care of large and advanced equipment<br>• draw and label equipment<br>• explain safety precautions in handling equipment<br>• outline points on care of protective clothing | • Choice, use and care of large and advanced equipment<br>• Safety precautions in handling the equipment<br>• Care of protective clothing | • Discussing the choice, use and care<br>• Drawing and labelling large equipment<br>• Demonstrating safety precautions when handling equipment<br>• Explaining care of protective clothing | • Magazines<br>• Realia<br>• Charts<br>• Textbooks<br>• Pamphlets<br>• Work cards<br>• Manuals<br>• Internet |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.3.4 Fibres, Yarns and Fabrics | • Critical thinking<br>• Problem solving<br>• Hands on<br>• Psychomotor<br>• Technological<br>• Technical | • identify natural and man-made fibres<br>• classify different types of yarns and fabrics<br>• describe the production of fibres and yarns<br>• outline properties of natural and man-made fibres<br>• describe fabric construction | • Identification of natural and man-made fibres (tearing, burning, chemical, feeling, staining and microscopic):<br>– cotton<br>– wool<br>– silk<br>– flax<br>– viscose<br>– nylon<br>– polyester<br>– acrylic<br>– acetate<br>– triacetate<br>• Properties<br>• Yarns:<br>– identification<br>– properties<br>• Fabric construction | • Experimenting with various fabrics<br>• Identifying different types of yarns<br>• Explaining the production process of fibres and yarns<br>• Discussing properties of natural and man-made fibres<br>• Demonstrating various fabric construction<br>• Visiting textile production and processing industries | • Chemicals<br>• Burners<br>• Swatches<br>• Textbooks<br>• Internet<br>• Microscopes<br>• Oil<br>• Realia |
| 8.3.5 Patterns | • Critical thinking<br>• Problem solving<br>• Hands on<br>• Psychomotor<br>• Technological<br>• Technical | • state tools and materials used for pattern making<br>• design different garments<br>• develop patterns<br>• list rules for laying and cutting out<br>• demonstrate the correct preparation of fabric for laying and cutting out<br>• select and transfer pattern markings that can be transferred from paper pattern to fabric | • Tools and materials used for pattern making<br>• Pattern design development and adaptation<br>• Laying and cutting out<br>• Transferring pattern markings | • Identifying tools and materials used for pattern making<br>• Designing different garments<br>• Making patterns<br>• Discussing rules for laying and cutting out<br>• Preparing the fabric for laying and cutting out<br>• Demonstrating and illustrating the transferring of pattern markings | • Print and electronic media<br>• Realia<br>• Resource person(s)<br>• Silhouette<br>• Marking tools |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.3.6 Construction Processes**<br><br>*8.3.6.1 Stitches* | • Technical<br>• Technological<br>• Problem solving<br>• Financial literacy<br>• Critical thinking<br>• Communication<br>• Hands on<br>• Psychomotor | • identify stitches<br>• classify stitches<br>• demonstrate the working of temporary and perma-nent stitches | • Stitches<br>Temporary<br>Permanent:<br>– neatening<br>– joining<br>– decorative | • Illustrating the working of<br>• temporary and perma-nent stitches<br>• Grouping stitches<br>• Making a stitch sampler | • Realia<br>• Fabric<br>• Multi-media<br>• Electronic media<br>• Stitch sampler |
| *8.3.6.2 Disposal of fullness* | | • explain methods of dis-posal of fullness<br>• identify reasons for dis-posal of fullness<br>• demonstrate methods of disposal of fullness | • Fullness such as<br>– easing<br>– elastic and casing<br>– gauging<br>– shirring<br>– smocking<br>• Importance of disposal of fullness | • Identifying methods of disposal of fullness<br>• Demonstrating the work-ing of different methods of disposal of fullness<br>• Working of disposal of fullness samples | |
| *8.3.6.3 Seams* | | • classify seams<br>• explain rules for working seams<br>• outline points to consider when choosing seams<br>• identify different seams and their uses<br>• demonstrate the working of different seams | • Classification<br>• Types of seams<br>• General rules for work-ing seams<br>• Choice of seams<br>• Methods of working | • Grouping different types of seams<br>• Discussing general rules for working seams<br>• Explaining the points to consider when choosing seams<br>• Outlining different seams and their uses<br>• Making selected seams | |

| TOPIC | SKILLS | LEARNING OUTCOMES<br>Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND<br>LEARNING ACTIVITIES | SUGGESTED<br>RESOURCES |
|---|---|---|---|---|---|
| **8.3.6.4 Pockets** | | • identify types of pockets<br>• explain uses of pockets<br>• prepare and attach different pockets | • pockets<br>- patch<br>- inside<br>- inset | • Outlining types of pockets<br>• Discussing uses of pockets<br>• Demonstrating the preparation and attachment of different types of pockets | |
| **8.2.6.5 Waistline finishes** | | • identify methods of finishing waistlines<br>• prepare and attach suitable waistline finishes<br>• sketch different types of waistline finishes | • Waistline finishes<br>- waistband<br>- elastic casing<br>- Shaped facing<br>- elasticated waistband<br>- drawstring | • Outlining methods of finishing waistlines<br>• Preparing and attaching suitable waistline finishes<br>• Illustrating waistline finishes | |
| **8.2.6.6 Hems** | | • list types of hems<br>• describe the marking of a hemline<br>• make different types of hems<br>• illustrate the types of hem edge finishes | • Hems and hem edge finishes<br>- plain<br>- flared/circular<br>- pleated<br>- hem edge finishes | • Identifying types of hems<br>• Demonstrating the use of a hem markers<br>• Making different types of hems<br>• Demonstrating the types of hem edge finishes | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.3.6.7 Pressing and Ironing** | | • differentiate pressing and ironing<br>• outline necessary equipment for pressing and ironing<br>• explain rules and reasons for pressing and ironing<br>• describe methods of pressing | • Pressing and ironing<br>  - equipment<br>  - rules<br>• Methods<br>  - under pressing<br>  - moulding<br>  - final pressing<br>• Reasons for pressing and ironing | • Demonstrating pressing and ironing<br>• Describing necessary equipment for pressing and ironing<br>• Outlining the rules and reasons to observe when pressing and ironing<br>• Demonstrating methods of pressing | |
| **8.3.6.8 Fitting and sequence** | | • explain fitting and sequence of processes in assembling garments<br>• describe sequence of processes in assembling garments<br>• justify the need for fitting when assembling garments | • Fitting and sequence of processes in assembling garments<br>• Fitting garments under construction<br>• Importance of fitting | • Assembling garment pieces for fitting<br>• Discussing sequence of processes in assembling garments<br>• Explaining the importance of fitting | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.3.7 Embroidery and Soft Furnishings** | • Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Communication<br>• Technological<br>• Technical<br>• Psychomotor<br>• Hands on<br>• Decision making<br>• Entrepreneurial | • identify simple embroidery techniques<br>• illustrate soft furnishing techniques<br>• use computerised embroidery machines | • embroidery techniques:<br>  - free style<br>  - quilting<br>• soft furnishing techniques | • discussing simple embroidery techniques<br>• demonstrating simple soft furnishing techniques<br>• designing and constructing embroidery motifs | • Textbooks<br>• Internet<br>• Magazines<br>• Charts<br>• Realia<br>• Work cards<br>• Computerised Embroidery machines |
| **8.3.8 Colour Application** | • Creativity and innovation<br>• Problem solving<br>• Technological<br>• Critical thinking<br>• Psychomotor<br>• Financial literacy | • blend colours of textiles items according to specific combinations<br>• describe the selection, use and care of equipment used in colour application | • Colour combination<br>  - monochromatic<br>  - contrasting<br>  - analogous<br>• Equipment:<br>  - choice<br>  - use<br>  - care | • Designing a colour scheme for an identified textile item<br>• Outlining points to consider when choosing equipment used in colour applications<br>• Demonstrating the use and care of equipment used in colour application | • Textbooks<br>• Realia<br>• Multi-media<br>• Charts<br>• Dyes<br>• Fabric pieces |
| **8.3.10 Textile design** | • Critical thinking<br>• Hands on<br>• Financial literacy<br>• Communication<br>• Problem solving | • explain the principles of design<br>• describe the elements of design | • Principles of design<br>• Elements of design | • Practicing principles of design on own choice articles<br>• Discussing elements of design<br>• Down loading designs on textile articles | • Internet<br>• Textbooks<br>• Magazines<br>• Charts<br>• Work cards |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.3.11 Consumer Education** | • Critical thinking<br>• Problem solving<br>• Decision making<br>• Financial literacy | • outline factors to consider when budgeting<br>• justify the need for shopping around and comparing prices before drawing up a budget<br>• analyse advertisements in view of their impact on the budget | • Budgeting and financial management:<br>- wise shopping and decision making<br>- effects of advertisement on the budget | • Drawing a simple budget for a given task<br>• Explaining the importance for shopping around and comparing prices<br>• Discussing the influence of advertisements on a budget and decision making | • Textbook<br>• Consumer handbook<br>• Print media<br>• Multi media |
| **8.3.12 Gender** | • Critical thinking<br>• Problem solving<br>• Leadership<br>• Communication and team building<br>• Technological | • explain the effects of gender roles on learner performance<br>• distinguish between equity and equality<br>• outline the effects of gender inequalities | • Gender roles<br>• Equity and equality<br>• Effects of gender inequalities | • Discussing the effects of gender roles on learner performance<br>• Explaining the difference between equity and equality<br>• Listing the effects of gender inequalities | • Resource person(s)<br>• Textbooks<br>• Realia<br>• Internet<br>• Magazines<br>• Charts<br>• Work cards<br>• Journals<br>• Newspapers<br>• Brochures<br>• Policy documents |
| **8.3.13 Enterprising** | • Decision making<br>• Leadership<br>• Financial literacy<br>• Hands on<br>• Critical thinking<br>• Problem solving<br>• Technological | • explain the importance of business plans and record keeping<br>• outline the steps to follow when drawing up a business plan<br>• describe how to implement a business project | • Business plans and record keeping<br>- Importance<br>- Drawing up a business plan<br>• Project implementation | • Drawing a business plan<br>• Demonstrating how to implement a textile business project<br>• Running a small textile business | • Textbook<br>• Education tours<br>• Expert guest presentation<br>• Multi media<br>• Internet<br>• Samples of business plan |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.3.14 Industrial textile and clothing production | • Decision making<br>• Evaluation and analysis<br>• Communication and team building<br>• Enterprising<br>• Hands on<br>• Technological | • justify choice of a production system<br>• distinguish the various production systems<br>• explain the process of each of the given production systems | • Production systems:<br> - individual production<br> - batch production<br> - Mass production | • Outlining points to consider when choosing a production system<br>• Explaining the difference among textile systems<br>• Developing flow charts of the different production systems<br>• Visiting a textile manufacturing and production company | • Textbook<br>• Charts<br>• Multi media<br>• Internet<br>• Journals<br>• Expert resource personal |

## 8.4 FORM 4

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.4.1 Grooming and Personal Hygiene** | • Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Self-management<br>• Interpersonal | • identify different figure types<br>• explain figure irregularities<br>• list remedies on irregularities | • Figure types and cultural differences<br>• Figure irregularities<br>• Remedies | • Discussing different figure types<br>• Illustrating figure irregularities using pictures and drawings<br>• Describing remedies | • Magazines<br>• Internet<br>• Textbooks<br>• Realia |
| **8.4.2 Equipment and Safety** | • Technical<br>• Self-management<br>• Financial literacy<br>• Problem solving<br>• Critical thinking<br>• Technological<br>• Psychomotor | • identify machine attachments<br>• explain uses of machine attachments | • Types of machine attachments<br>• Uses | • Drawing/ downloading/ describing machine attachments<br>• Discussing uses of machine attachments<br>• Practising how to use machine attachments | • Realia<br>• Textbooks<br>• Internet<br>• Magazines<br>• Manuals |
| **8.4.3 Fibres Yarns and Fabrics** | • Financial literacy<br>• Problem solving<br>• Critical thinking<br>• Technical<br>• Technological<br>• Self-management | • describe the blending and mixing processes<br>• identify fabric finishes<br>• explain reasons for blending, mixing and fabrics finishes | • Blended fibres<br>• Mixed fibres<br>• Fabric finishes<br>• Reasons for blending, mixing and fabrics finishes | • Discussing the blending and mixing processes<br>• Collecting fabrics with different finishes<br>• Visiting textile industries<br>• Outlining the reasons for blending, mixing and fabrics finishes | • Realia<br>• Textbooks<br>• Internet<br>• Charts<br>• Work cards |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.4.4 Patterns | • Technical<br>• Technological<br>• Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Creativity and innovation<br>• Psychomotor<br>• Hands on | • develop patterns from basic blocks<br>• make asymmetric and symmetric designs<br>• demonstrate the use of patterns<br>• create patterns using CAD software | • Pattern development<br>• Asymmetric and symmetric designs<br>• Use of patterns<br>• Computer aided design | • Making patterns<br>• Developing asymmetric design and symmetric designs<br>• Laying and cutting out<br>• Designing patterns using CAD software | • Print and electronic media<br>• Realia<br>• Resource person(s)<br>• Silhouette<br>• CAD |
| 8.4.5 Construction Processes<br>8.4.5.1 Yokes | • Technical<br>• Self- management<br>• Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Creativity and innovation<br>• Technological<br>• Psychomotor<br>• Hands on<br>• Decision making | • describe different types of yokes<br>• outline uses of yokes<br>• state ways of decorating yokes | • Types of yokes<br>  - fancy<br>  - american<br>  - shoulder<br>• Uses of yokes<br>• Ways of decorating a yoke | • Illustrating different types of yokes<br>• Describing uses of yokes<br>• Demonstrating ways of decorating yokes | • Realia<br>• Print media<br>• Electronic media<br>• Resource person(s) |
| 8.4.5.2 Crossway strips | | • explain the measuring, cutting and joining of crossway strips<br>• outline the uses of cross-way strips<br>• justify the use of cross-way strips | • Crossway strips<br>  - measuring<br>  - cutting<br>  - Joining<br>  - uses | • Demonstrating the measuring, cutting and joining of crossway strips<br>• Identifying the uses of crossway strips<br>• Explaining reasons for using crossway strips | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.4.5.3 Openings** | | • state the different types of openings<br>• discuss the uses of openings<br>• list factors that determine the choice and use of openings<br>• demonstrate the correct methods of working openings | • Types<br>  - faced<br>  - bound<br>  - overlapping hems<br>  - continuous wrap<br>  - tailored<br>• Choice<br>• Uses<br>• Working | • Identifying different types of openings<br>• Outlining the uses of openings<br>• Discussing the choice and use of openings<br>• Constructing openings | |
| **8.4.5 4 Fastenings** | | • identify different types of fastenings<br>• outline the uses of fastenings<br>• discuss factors that determine the choice of fastenings<br>• demonstrate the working of different fastenings | • Types<br>  - zip<br>  - velcro<br>  - hook and eye<br>  - press studs<br>  - button and button-hole<br>• Choice<br>• Uses<br>• Working | • Discussing suitability of different fastenings<br>• Identifying the uses of fastenings<br>• Illustrating working of fastenings<br>• Constructing and/or attaching different fastenings | |
| **8.4.5.5 Neckline finishes** | | • state methods of decorating collars and other neckline finishes<br>• identify types of neckline finishes<br>• illustrate collars and other neckline finishes in the form of diagrams | • Methods<br>  - facings<br>  - binding<br>  - elasticating<br>  - frill<br>• Collars<br>  - flat<br>  - roll<br>  - stand | • Describing types of collars and other neckline finishes<br>• Drawing and labelling collars and other neckline finishes<br>• Constructing different finishes on samples and garments | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| | | • prepare and finish a neck edge using a collar or any other neckline finish | • Methods of attaching collars | • Discussing the methods of decorating collars and other neckline finishes | |
| **8.4.5.6 Armhole finishes** | | • identify types of armhole finishes<br>• illustrate armhole finishes<br>• prepare and finish an armhole edge using a sleeve or any other armhole finishes<br>• state the methods of decorating sleeves and other armhole finishes | • Facing<br>• Binding<br>• Frill<br>• Sleeves<br>  – types<br>  – edge finishes<br>  – methods of attaching | • Describing different armhole finishes<br>• Drawing and labelling of sleeves and other armhole finishes<br>• Constructing different armhole finishes<br>• Demonstrating different sleeve edge finishes<br>• Discussing the methods of decorating sleeves and other armhole finishes | |
| **8.4.5.7 Interfacing, lining and interlining** | | • list suitable fabrics for interfacing, lining and interlining<br>• explain the importance of interfacing, lining and interlining<br>• differentiate interfacing lining and interlining | • Suitable fabrics<br>• Reasons for interfacing, lining and interlining | • Discussing suitable fabrics for interfacing, lining and interlining<br>• Describing the importance of interfacing, lining and interlining<br>• Explaining the differences among interfacing, lining and interlining | |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.4.6 Embroidery and Soft Furnishings** | • Technical<br>• Technological<br>• Creativity and innovation<br>• Self-management<br>• Critical thinking<br>• Problem solving<br>• Financial literacy | • identify advanced embroidery techniques<br>• illustrate soft furnishing techniques<br>• design embroidery using CAD software | • Advanced embroidery techniques<br>• Soft furnishing techniques<br>• Computer aided embroidery designs | • Demonstrating advanced embroidery techniques<br>• Practicing soft furnishing techniques<br>• Making embroidery designs using CAD software | • Realia<br>• Internet<br>• Magazines<br>• Textbooks<br>• Brochures<br>• Work cards<br>• Embroidery frames/hoops<br>• Embroidery machines<br>• CAD software |
| **8.4.7 Colour Application** | • Technical<br>• Creativity and innovation<br>• Technological<br>• Psychomotor<br>• Financial literacy<br>• Problem solving<br>• Hands on<br>• Critical thinking | • describe techniques used in dyeing and printing<br>• differentiate between chemical and natural dyes<br>• explain how to fix colour on textiles | • Types of dyes<br>  - natural<br>  - chemical<br>• Dyeing<br>  - whole piece<br>  - tie and dye<br>  - batik<br>• Printing eg<br>  - block<br>  - screen<br>• Preservation of colour | • Making a collection of natural and chemical dyes<br>• Demonstrating techniques used in printing and dying<br>• Illustrating how to fix colour on textiles (curing) | • Textbooks<br>• Realia<br>• Multi media<br>• Internet<br>• Fabric swatches<br>• Charts |
| **8.4.8 Care and maintenance of clothes and other textile products** | • Technical<br>• Decision making<br>• Creativity and innovation<br>• Critical thinking<br>• Technological<br>• Problem solving<br>• Hands on<br>• Self-management | • outline principles to be followed when recycling textile items<br>• differentiate between restyling and renovating<br>• explain patch work work techniques | • Thrift work/recycling<br>• restyling<br>• renovating<br>• patch work | • Listing principles for recycling textile items<br>• Explaining the difference between restyling and renovating<br>• Designing patch work products using different patching techniques | • Textile articles<br>• Textbooks<br>• Magazines<br>• Newspapers<br>• multi media |

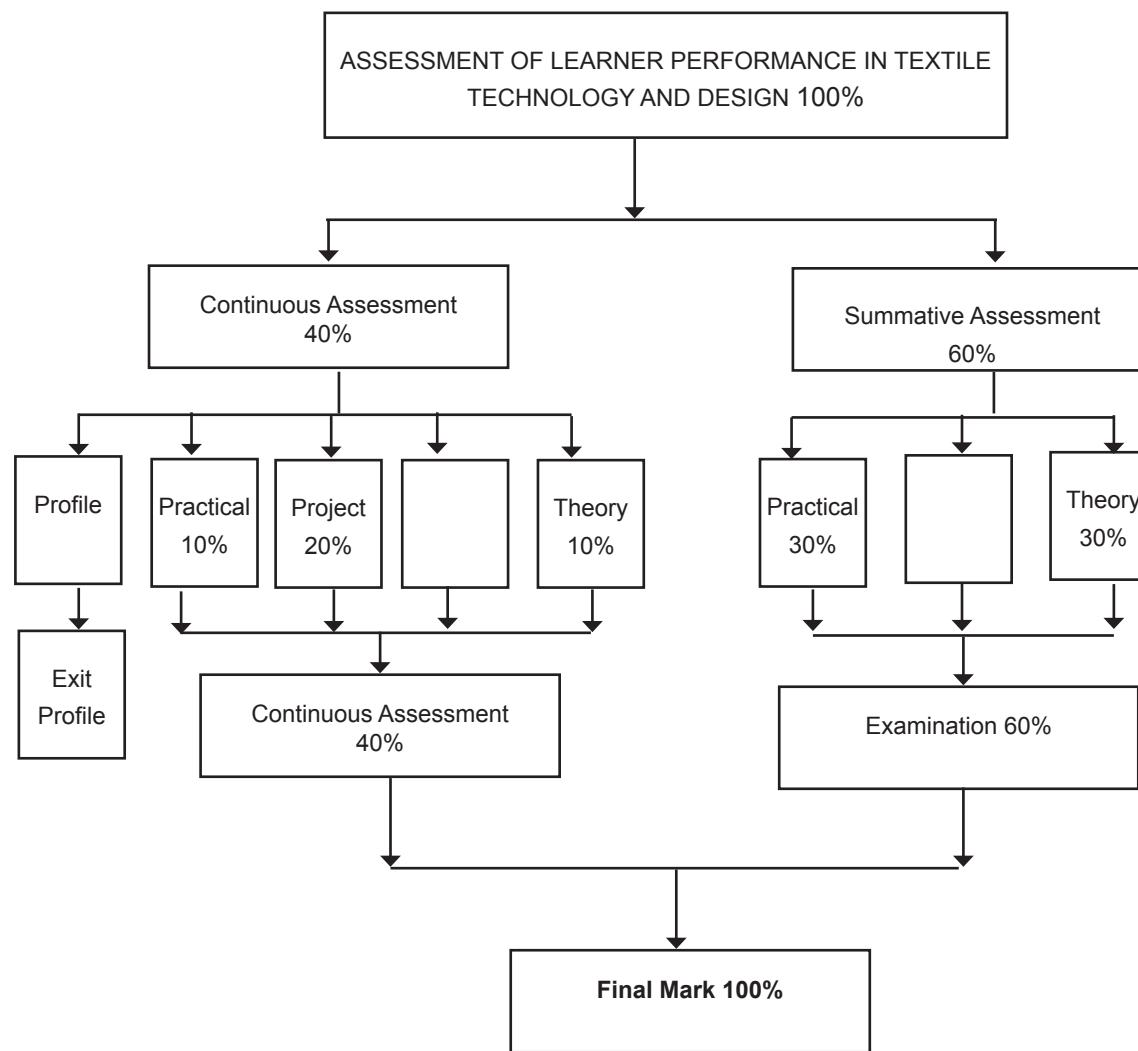| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| **8.4.9 Consumer Education** | • Technical<br>• Technological<br>• Hands on<br>• Critical thinking<br>• Problem solving<br>• Financial literacy<br>• Communication and team building | • identify laws and regulations pertaining to textile and clothing production<br>• explain the laws and regulations<br>• describe the contributions of textile industry to national economy | • Laws and regulations<br>• Economic aspects of textile manufacturing | • Listing the laws and regulations related to textile and clothing production industry<br>• Discussing the laws and regulations<br>• Visiting local textile and manufacturing industries | • Textbooks<br>• Charts<br>• Multi media<br>• Educational tours<br>• Resource person(s)<br>• Policy document<br>• Consumer handbook |
| **8.4.10 Gender** | • Communication and team building<br>• Leadership<br>• Hands on | • outline androgynous roles<br>• explain the importance of androgynous roles | • Gender roles: androgynous roles<br>• Equity and equality | • Listing of androgynous roles<br>• Demonstrating equity and equality through androgynous roles | • Text books<br>• Realia<br>• Charts<br>• Internet<br>• Magazines<br>• Journals<br>• Newspaper<br>• Work cards<br>• Brochures<br>• Pamphlets<br>• Resource person(s) |
| **8.4.11 Enterprising** | • Technical<br>• Technological<br>• Communication and team building<br>• Problem solving<br>• Decision making<br>• Hands on<br>• Critical thinking<br>• Leadership | • explain the stages involved in carrying out market research<br>• identify factors that determine the viability of a business | • Market research<br>• Business viability | • Carrying out market research for identified textile products<br>• Demonstrating the stages involved in carrying out market research<br>• Outlining factors that influence the viability of a business | • Textbooks<br>• Charts<br>• Multi media<br>• Educational tours<br>• Resource person(s) |

| TOPIC | SKILLS | LEARNING OUTCOMES Learners should be able to: | UNIT CONTENT | SUGGESTED NOTES AND LEARNING ACTIVITIES | SUGGESTED RESOURCES |
|---|---|---|---|---|---|
| 8.4.12 Industrial textile and clothing production | • Technical<br>• Managerial<br>• Decision making<br>• Evaluation and analysis<br>• Communication and team building<br>• Enterprising<br>• Hands on<br>• Technological | • describe quality control<br>• explain aspects to be considered when checking quality<br>• outline stages involved in quality control | • Quality control<br>  - definition<br>  - aspects<br>• stages<br>• Use of ICT in quality control | • Carrying out quality control for an identified textile item<br>• Describing aspects to be checked for quality control on textile products | • Text books<br>• Charts<br>• Multi-media<br>• Journals<br>• Resource person(s)<br>• Realia<br>• Internet |

# 9.0   ASSESSMENT

## 9.1   ASSESSMENT OBJECTIVES

Learners should be able to:

9.4.1   explain and demonstrate good grooming habits in relation to culture

9.4.2   identify, analyse and evaluate the various human needs and factors in situations involving the use of textiles

9.4.3   recap, interpret, select and apply knowledge of topics covered in the syllabus

9.4.4   identify and justify priorities within a given situation and communicate ideas accurately and systematically

9.4.5   interpret written and diagrammatic instructions

9.4.6   demonstrate manipulative skills in machine and hand work

9.4.7   display their ability to work with speed and accuracy within the specified time

9.4.8   plan and organise an area of study for course work

9.4.9   carry out the planned study using appropriate materials, processes and skills

9.4.10  identify and explain the choice, use and care of textile products and equipment



## 9.2 SCHEME OF ASSESSMENT

The assessment of this syllabus comprises of continuous and summative assessment

## 9.3    SPECIFICATION GRID

| PAPER | TYPE OF PAPER | MARKS | WEIGHTING | DURATION |
|---|---|---|---|---|
| 1 | Theory | 80 | 30% | 2 hours |
| 2 | Practical Test | 80 | 30% | 2 1/2 hours |
| 3 | Continuous Assessment | 40 | 40% | 11 terms |

Specification Grid for Continuous Assessment

| COMPONENT SKILLS | PRACTICAL TASKS | WRITTEN TESTS |
|---|---|---|
| Skill 1 Knowledge Comprehension | 40% | 40% |
| Skill 2 Application Analysis | 40% | 40% |
| Skill 3 Synthesis Evaluation | 20% | 20% |
| Total Weighting | 100% 12% | 100% 8% |

| ASSESSMENT OBJECTIVES (as in paragraph 3 above | COMPONENTS | | |
|---|---|---|---|
| | Paper 1 | Paper 2 | Paper 3 |
| 1 | + | | + |
| 2 | + | | + |
| 3 | + | + | + |
| 4 | + | | + |
| 5 | + | + | + |
| 6 | | + | + |
| 7 | + | + | + |
| 8 | | | + |
| 9 | | | + |
| 10 | + | + | + |
| 11 | | | + |

**PAPER 1: THEORY**

The paper is divided into two sections, A and B. Section A is compulsory and will consist of short answers and/or structured questions based on processes used in the construction of a given garment. This section will be awarded 26 marks. Section B consists of five structured questions. Candidates must answer THREE questions only. This section will be awarded 54 marks (18 marks per question).

**PAPER 2: PRACTICAL TEST**

This is a practical examination and the candidate is supplied with the following to carry out the test:

The question paper, an envelope with pattern pieces and a sketch of the garment on which the candidates will work in the examination. There will also be a piece of fabric and other notions which the candidate will use to carry out the examination

**PAPER 3: CONTINUOUS ASSESSMENT**

The continuous assessment will be based on the following components: theory tests, theory exercises, practical samples, garments or articles and practical tests. One practical project should be considered for continuous assessment at each level.

For the purpose of thisassessment, teachersshould record marks for all work assessed each term and average them to get a termly mark. The termly averages will be summed up and further averagedat the end of the year in conjunction with the mark for the practical project to get a final mark for each level. The four yearly marks will in-turn feed into the final continuous assessment mark.

**SUMMARY OF CONTINUOUS ASSESSMENT TABLE**

| LEVEL | ASSESSMENT TASKS | FREQUENCY | WEIGHT % |
|---|---|---|---|
| 1 | Practical<br>Theory tests<br>Project | 2 per3 terms<br>1 per term<br>1 per year | 4 |
| 2 | Practical<br>Theory tests<br>Project | 2 per 3 terms<br>1 per term<br>1 per year | 4 |
| 3 | Practical<br>Theory tests<br>Project | 2 per 3 terms<br>1 per term<br>1 per year | 6 |
| 4 | Practical<br>Project | 1 per term<br>1 per year | 6 |

NOTE:
The syllabus' scheme of assessment is grounded in the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessments to enable candidates with special needs to access assessments and receive accurate performance measurement of their ability.

**APPENDIX 1:**
**FACILITIES, EQUIPMENT AND MATERIALS FOR A CLASS OF 20 LEARNERS**

1.     **FACILITIES**
(i)     Classroom
(ii)    Laboratory
(iii)   Library
(iv)   Workshop
(v)    Work places

The workshop must be purpose-designed

**2. EQUIPMENT**

**2.1      10 Cutting Tables 1,80m x 90cm**
**2.2      Sewing machines should have permanent positions and should be strong and steady:**

- 10 electric sewing machines
- 10 manual sewing machines
- 5 Industrial electric straight sewers
- 1 speed adjustable heavy duty machine
- 1 domestic and1 industrial over-locker machine (safety overlocked)
- 1 blind hemmer machine

**2.3  Pressing equipment**

- 2 steamers
- 2 steam irons (light and heavy duty)
- 4 box/charcoal irons
- 4 gas irons
- 4 seam pressers
- 1 fusing presser (flat bed pressers)
- 4 light and heavy duty electric irons (automatic/heat controlled types)
- 4 adjustable ironing boards
- 2 velvet ironing boards
- 2 sleeve boards

**2.4   Cutting Equipmen**

- 1 straight knife cutting machine
- 1cloth making drill
- 20 paitrs of shears and trimming scissors

**2.5      Theory Classroom Equipment**

- 20 drawing boards
- 1 overhead projector and screen
- 4ICT tools
- 3 calculators

**2.6      Fitting Equipment and others**

- 2 dress forms (adjustable types)
- 2 dress forms arms
- 1 full length mirror
- 20 tape measures
- 1 dress rail
- 2 storage cupboards
- 10 squares
- curving rulers

**2.7      Consumable materials- paper**
- pencils
- unbleached calico

- sewing and tacking thread
- tailor's wax
- tailor's chalk
- sellotape
- various types of fabrics
- dressmaker's carbon paper (various colours)
- tracing wheels
- dressmaker's pins
- masking tape