



Kingdom of Lesotho
Ministry of Education and Training

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Lesotho General Certificate of Secondary Education

Syllabus

Fashion and Textiles

0191

For examination in November

20

National Curriculum Development Centre

in collaboration with

Examinations Council of Lesotho



SYLLABUS

**Lesotho General Certificate of Secondary Education
Fashion and Textiles**

0191

For examination in November 20

This syllabus replaces 6130 Fashion and Textiles from 20 (first examination)

Summary of changes

- This syllabus has been updated to make it more contemporary.
- The practical examination has been replaced with more coursework and a revised written paper
- The coursework has been expanded to include a fashion garment as well as a fashion accessory
- New assessment criteria have been produced
- The merging of papers 2 (practical) and 3 (coursework) into a single coursework component simplifies the administration for centres and provision of paper patterns is no longer required

Specimen Paper 1

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1. Introduction

1.1 Rationale

The Lesotho General Certificate of Secondary Education (LGCSE) Fashion and Textiles syllabus introduces both theoretical and practical aspects of textiles, design and environmental issues in the production and use of textiles. By following this theoretical and practical syllabus, candidates cover a range of topics including:

- Use of fabrics, style and choice of clothing
- Use of patterns, fitting and assembling garments
- How to care for clothing
- Environmental issues and use of technology
- Manufacturing of textile items

The aim of the syllabus is to develop candidates' creative and aesthetic awareness, stimulating an enjoyment in the creative use of textiles and fashion. Candidates develop the practical skills essential for further study, which will also last a lifetime. Through their studies, candidates also develop a discriminating and informed approach to the making of clothes, learning how to assess suitability and recognise quality, in the context of fashion and textiles

Lesotho General Certificate of Secondary Education (LGCSE) qualification helps learners to become:

- **confident** in working with information and ideas – their own and those of others
- **responsible** for themselves, responsive to and respectful of others
- **innovative** and equipped for new and future challenges
- **engaged** intellectually and socially, ready to make a difference

1.2 Availability

- This syllabus replaces 6031 Fashion and Textiles from 2016 (first examination)
- This syllabus is examined in the October/November examination series
- This syllabus is not available to private candidates

1.3 Combining this with other syllabuses

Candidates cannot combine this syllabus in an examination series with:

- 6050 Fashion and Fabrics
 - 6031 Fashion and Textile
 - 9631 Design and Textiles
-

2. Assessment at a glance

2.1 Weighting and nature of assessment for the two components.

For the LGCE in Fashion and Textiles, candidates take **two** compulsory components: Written Paper and Coursework. Candidates are eligible for grades A* to G.

Component	Weighting	Raw mark	Nature of assessment
<p>1 Written Paper 2 hours</p> <p>The written paper is divided into two sections. Some of the questions are based on source material provided in the paper.</p> <p>Section A consists of a range of short-answer questions some of which can be based on the source material provided in the paper. Candidates answer all the questions in this section in the spaces provided on the paper.</p> <p>Section B consists of structured questions, some of which may be based on the source material provided in the paper. Candidates answer three questions.</p>	50%	100	Externally marked
<p>2 Coursework</p> <p>Candidates submit two fashion items and accompanying folders containing a range of supporting evidence.</p> <p>Item 1: Candidates submit one fashion garment and accompanying folder.</p> <p>Item 2: Candidates submit one fashion accessory and accompanying folder.</p>	50%	80	Internally marked Externally moderated

2.2 GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been demonstrated by candidates awarded particular grades. The grade awarded will depend in practice upon the extent to which the candidates have achieved objectives overall. Shortcomings upon the extent to some aspects of the candidate's performance in the assessment may be balanced by better performance in others. ECoL provides grade descriptions to give a general indication of what a candidate must achieve for a particular grade.

Grade A

To achieve an A grade, a candidate must demonstrate:

Critical awareness and intelligent understanding of scientific and practical concepts in the syllabus;
Excellent ability to select appropriate textiles for different uses
A good variety of skills needed for textile items construction.

Grade C

To achieve a C grade, a candidate must demonstrate:

Some critical awareness and understanding of scientific and practical concepts in the syllabus;
Reasonable ability to select appropriate textiles for different uses;
Some skills needed for textile items construction.

Grade F

To achieve a F grade, a candidate must demonstrate:

Some theoretical and practical understanding of the concepts in the syllabus;
Some ability to select appropriate textile for different uses;
Some knowledge and skills needed for textiles construction

3. Syllabus aims and assessment objectives

3.1 Syllabus aims

The aims are to:

1. Encourage creative, aesthetic, technical, economic, environmental, ethical, cultural, moral and social awareness.
2. Develop qualities of organisation, of both self and resources.
3. Develop skills useful for further study and for the creative use of leisure time.
4. Encourage an appreciation of, and an enquiring approach to the use of textiles in everyday life.
5. Encourage a discriminating and informed approach to the consumer society through the consideration of choice, suitability, cost and recognition of quality in the context of fashion and textiles.
6. Stimulate and sustain an interest in and enjoyment of the creative use of fashion and textiles.

3.2 Assessment objectives (AO)

Candidates should be able to:

AO1 Identify the varying human needs and factors in situations involving the use of fashion and textiles.

AO 2 Recall, interpret, select and apply knowledge relevant to the areas of study identified in the syllabus.

AO3 Identify and justify priorities within a given situation, and communicate ideas accurately, systematically, and use specialist knowledge.

AO4 Interpret written and visual instructions.

AO5 Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.

AO6 Plan and organise an area of study, using time/resources appropriately.

AO7 Carry out the planned study, using appropriate materials, processes and skills.

AO8 Design and sketch textile items;

AO9 Make quality products.

AO10 Develop decision making and creative skills;

AO11 Develop critical analysis and evaluation skills.

3.3 Relationship between assessment objectives and components

Assessment objective		Component 1 Written	Component 2 Coursework
AO1	Identify the varying human needs and factors in situations involving the use of fashion and textiles.	✓	✓
AO2	Recall, interpret, select and apply knowledge relevant to the areas of study identified in the syllabus.	✓	✓
AO3	Identify and justify priorities within a given situation, and communicate ideas accurately, systematically and use specialist vocabulary.	✓	✓
AO4	Interpret written and visual instructions.	✓	✓
AO5	Demonstrate manipulative skills in machine and hand work, using appropriate equipment and working safely.	–	✓
AO6	Plan and organise an area of study, using time and resources appropriately.	–	✓
AO7	Carry out the planned study, using appropriate materials, processes and skills.	✓	✓
AO8	Design and sketch textile items.	✓	✓
AO9	Make quality products.	✓	✓
AO10	Develop decision making and creative skills.	✓	✓
AO11	Develop critical analysis and evaluation skills.	✓	✓
TOTAL		50%	50%

4. Syllabus content

Candidates are expected to have sufficient time and resources to allow them to acquire and develop the relevant practical skills required for the coursework component.

Centres must provide adequate equipment (sewing, ironing, cutting tables etc) and maintain it in good condition.

For the coursework component, candidates should select processes from the following topics:

- Application of colour (2.5)
- Patterns (4.6) to include one pattern alteration and/or adaptation
- Processes (5.1–5.7)
- Decoration and embellishment (6)

Topic	Detailed content
1. Human needs and factors	
1.1 Human needs and factors involving use of fashion and textile	Understanding the varying human needs and factors in situations involving the use of fashion and textiles
2. Fibres, yarns and fabrics	
2.1 Origin, identification, properties and production of fibres	<p>An outline of the origin, identification and production of the following fibres:</p> <p><u>Vegetable/Cellulose fibres</u></p> <ul style="list-style-type: none"> • cotton • flax • locally available vegetables: lekhala le leputsoa – Agave americana tsikitlane(Ganazia Krebsiana fibre) Leloli (Scirpus Ficinoides) Mosea (Merxmuellera Macouonii) Letsiri (Fespuca Caprina) Teele (Simulane Baker) <p><u>Animal/Protein fibres</u></p> <ul style="list-style-type: none"> • wool • silk • mohair • animal hairs

	<p>The following manufactured fibres:</p> <p><u>Regenerated fibres</u></p> <ul style="list-style-type: none"> • viscose • acetate • Lyocell • Tencel <p><u>Synthetic fibres</u></p> <ul style="list-style-type: none"> • polyamide (nylon) • polyester • acrylic • elastane
2.2 Fibres to yarns	<p>An understanding of the difference between fibres, yarns and fabrics.</p> <p>An understanding of the fibre properties and following terms involved in making fibres into yarn:</p> <p>Properties of the fibres listed in 2.1 used in the production of textiles:</p> <p>Terms;</p> <ul style="list-style-type: none"> • blending • carding • combing • spinning • filament yarns • staple yarns • tanning • retting
2.3 Fabric construction	<p>A brief outline of the following fabric construction:</p> <ul style="list-style-type: none"> • weaving – plain, twill, satin and pile weaves • knitting – weft and warp knitting • bonded webs • non-woven fabrics • wool felt • In addition to the above, a brief outline of other fabric construction which may be in fashion such as lace, braid, net, etc.

<p>2.4 Performance characteristics</p>	<p>An understanding of the following performance characteristics of fibres/fabrics:</p> <ul style="list-style-type: none">• abrasion resistance• strength• elasticity• absorbency• washability• flammability• moth resistance• mildew resistance• thermo-plasticity• luster• drape• resilience• comfort• warmth
<p>2.5 Application of colour</p>	<p>An understanding and use of:</p> <ul style="list-style-type: none">• dyeing of fibres, yarns and fabrics• Colouring methods such as: tie dye, batik, silk painting, spray painting• printing of fabrics, including block printing and stencilling methods <p>Knowledge of commercial printing methods such as roller printing and screen printing</p> <ul style="list-style-type: none">• the safe handling and use of commercial and natural dyes

<p>2.6 Fabric finishes</p>	<p>An understanding of the following fabric finishes as they relate to improving performance of fabrics for clothing:</p> <p><u>Mechanical finishes</u></p> <ul style="list-style-type: none"> • brushing • calendaring <p><u>Chemical finishes</u></p> <ul style="list-style-type: none"> • anti-static • crease-resistance • easy-care • flame resistance • stain resistance • water repellency • bleaching • moth proofing • shrink resistance • mercerizing • water proofing
<p>2.7 Appearance and handling of fabrics</p>	<p>An understanding of the appearance and handling of the following: calico, cambric, corduroy, crêpe, denim, felt, gaberdine, gingham, jersey, flannel, lawn, muslin, organdie, poplin, satin, seersucker, towelling, tricot, velvet, and Vilene. flannelete, fleece and Seshoeshoe (German Print)</p> <p>Non-fibre textiles: hides and skins, lesika, animal bones, horns, etc.</p>
<p>2.8 Smart and modern fabrics</p>	<p>A brief outline of the smart and modern fabrics available for different uses, for example:</p> <ul style="list-style-type: none"> • interactive fabrics that respond to light • micro-encapsulation • reflective textiles • eco-friendly textiles
<p>3 Style and contemporary fashion</p>	

<p>3.1 Art elements and principles of design in clothing</p> <p>3.2 Fabric and garment choice and fitness for purpose</p>	<p>An understanding of art elements and principles design in clothing such as line, shape, colour, proportion , etc.</p> <p>An understanding of the relevant factors in the choice and design of fabrics, garments and fashion accessories for children, young people and adults relating to style, fashion trends, season and occasion, as follows:</p> <ul style="list-style-type: none"> • choice and selection of patterns/fabrics/components • the brief study of one fashion designer and one accessory designer • retail outlets such as: designer shops, department stores, high street retailers, mail order, internet shopping, etc. <ul style="list-style-type: none"> • choice of ready- made garments and fashion accessories for children, young people and adults
<p>4. Manufacture of textile items</p>	
<p>4.1 Health and safety in the workplace and school</p>	<p>An understanding of the relevant factors in the safe use of equipment and processes in the production of textiles.</p>
<p>4.2 Entrepreneurial skills</p>	<ul style="list-style-type: none"> • to be aware of the importance of using textiles skills to design original items, which could be made in quantity in new businesses to produce profit <p>An awareness of the following terms related to entrepreneurial skills.</p> <ul style="list-style-type: none"> • costing • marketing • quality control • need for consumer awareness such social media
<p>4.3 Production methods/systems and costing</p>	<p>An understanding of the following production methods/systems and costing for making garments and fashion accessories:</p> <ul style="list-style-type: none"> • 'one-off' • batch production • mass production
<p>4.4 Choice, purchase ,safe use and care of small equipment and sewing machines</p>	<p>An understanding of the choice, purchase, safe use and care of small equipment and sewing machines when making textile items, to include labour saving devices</p>
<p>4.5 Components, trimmings/notions, eyelets, laces, etc</p>	<p>An understanding of the selection and use of pre-manufactured components in the making of textile items.</p>

4.6 Patterns and pattern alterations	An understanding of the selection and use of commercial patterns and those used in drafting, including pattern alterations and simple adaptations, e.g. lengthening and shortening, pleat, gathers or tuck insertions, changes to shape of neckline, etc.
4.7 Sequence of processes and order of work	An understanding and selection of the sequence of processes and order of work in the construction of textile items.
Topic	Detailed content
5. Processes	An understanding of the selection and use of all the following process used in textiles items
5.1 Stitches	Hand-worked stitches : <ul style="list-style-type: none"> such as types of tacking ,tailor-tacking, running stitch, hemming, slip-hemming, loop-stitch, back stitch and buttonhole stitch. Machined stitches: <ul style="list-style-type: none"> such as straight stitch, zigzag, buttonholes, overlocking, decorative stitches.
5.2.1 Seams and edge finishes	Processes used in the construction of textiles plain (to include various methods of neatening), French seam, double e stitched seam, overlaid seam, run and fell ,etc.
5.2.2 Necklines and collars	Necklines and facings: shaped , crossway, extended Collars: flat (peter pan), roll collar(with revers), standing/Mandarin collars
5.2.3 Openings	Openings: continuous strip, bound, faced, overlapping hems/lapped opening
5.2.4 Armhole and sleeve finishes	Armhole and sleeve finishes to include: set- in, (plain gathered), raglan, Kimono. Cuffs: buttoned, straight bands
5.2.5 Waist finishes	`Waist finishes: waistbands, facings, elastic casing , bodice/skirt join
5.2.6 Hem finishes	Hem finishes: straight, narrow, shaped, hand/machine, web finishing
5.2.7 Crossway strip	Crossway strips as bindings and facings
5.3 Control of fullness	<ul style="list-style-type: none"> darts, easing, gathers, pleats, tucks
5.4 Pockets	<ul style="list-style-type: none"> patch, seam pockets, faced hip pocket
5.5 Interfacings	<ul style="list-style-type: none"> sew-in and iron-on types, bonded and woven types

5.6 Lining and interlining	Understand selection and use of lining and interlining in the construction of textile items and accessories
5.7 Fastenings	Understanding the selection and use of different types of fasteners including zips, buttons and buttonholes (machine and hand worked), press studs, hook and eye, hook and bars, button and loop, Velcro, etc
6. Decoration and embellishment	An understanding selection and application of the following:
	<ul style="list-style-type: none"> • the preparation and use of traditional and original creative designs from a variety of sources • the development of designs for textile items • decorative stitches such as satin, blanket stitch, stem, cross, fly, chain stitches, back stitch, long and short stitch and French knots • the use of braid, lace, ribbon, piping, feathers, seeds, grass, glass beads, sequins, and other trimmings, peach stones, stones, shells • an appreciation of the selection and use of hand and machine decoration to embellish textiles, the combination of hand and machine work to embellish textiles, such as appliqué, quilting, hand embroidery, machine embroidery and free machining <p>An appreciation of the use of locally available materials, technologies and skills related to textiles</p>
7. Pressing and ironing	An understanding of the following:
	<ul style="list-style-type: none"> • choice, purchase and care of types of pressing equipment used in the production of textile items • pressing and ironing of textile items during and after construction
8. Labelling of textile items	An understanding and importance of the following:
	<ul style="list-style-type: none"> • care labelling of textile items • eco-labelling

9. Environmental issues/considerations	
	<p>An understanding of the issues involved in the production of textile items which may pollute environment and use up natural resources such as water, air ,fuel, soil and safe disposal of resources used in the production of textiles.</p> <p>An understanding of ways to reduce waste and pollution through recycling of textiles products e.g patch work, thrifting, renovating etc</p>

10. Use of information technology (IT)

An awareness of how ICT is used in the production of textile items to include Computer aided Design (CAD)/ Computer aided Manufacture (CAM)/Computer Integrated Manufacturing (CIM)/ Computer Numerical Control (CNC).

Specimen Paper 1

5. Coursework

5.1 Coursework guidance notes

Notes for the guidance of teachers/examiners

- 1 All coursework is to be marked by teachers and moderated by ECoL. Coursework items must be completed by the end of September of the examination year.
- 2 The moderators should make themselves familiar with the syllabus and regulations governing the examinations. They should also read with care the instructions and other information that is sent to Centres.
- 3 ECoL will inform Centres about the dates that coursework will be moderated.
- 4 Two items must be presented, each with a folder giving details of the planning which was required before making the items.

Centres are asked to avoid the use of pins and display techniques that make it difficult for the moderator to inspect the work.

Coursework guidance

Candidates produce **two** fashion items, each accompanied by a folder of supporting evidence:

- Item 1 – **one** fashion garment and folder
- Item 2 - **one** fashion accessory and folder

Candidates should select processes from the following list:

- Application of colour (2.5)
- Patterns (4.6)
- Processes (5.1- 5.7)
- Decoration and embellishment (6)

Candidates are encouraged to use local resources and techniques in planning and making of their textile items

Suggested list of task titles*:

Fashion item (garment): (choose **one** from this list for Item 1)

1. Design and make a skirt showing the use of *tie and dye*, etc.
 2. Design and make a dress for a special occasion which is decorated with *machine stitching*, etc.
 3. Design and make a pair of shorts which have decorated pockets, etc.
 4. Design and make a shirt showing the use of piping.
 5. Design and make a pair of trousers/pants decorated with top stitching.
 6. Design and make any fashionable item decorated with pre- manufactured embellishments
-

Fashion accessories: (choose **one** from this list for Item 2)

1. Design and make a bag with a *batik design* or *quilted design* suitable for a holiday.
2. Design and make a scarf which has a silk painted design based on the study of *a natural form such as shells*, etc.
3. Design and make a belt which uses *recycled materials* or *ribbon and beads* for decoration.
4. Design and make a tie which has stenciled design(s).
5. Design and make a waistcoat with lining and a pocket.
6. Design and make any fashionable accessory of your choice

* (words in italics can be changed to suit local conditions)

Example project outline

Task: A summer dress for a teenager showing use of appliqué, based on research into a fashion designer who uses a design source such as flowers

Investigation of task, including research

e.g. research into main points of the task including sketched styles of dresses based on the study of one fashion designer; research into types of flower shapes which could be used for appliqué designs; types of suitable fabrics/colours etc. This section could be limited to 2 or 3 A4 sized pages.

Development of design/item proposal and decision for final idea

e.g. fashion sketches showing different styles of dresses and where the appliqué would be positioned; experiments with different fabrics, different shapes for appliqué, different flower shapes. Creative skills are to be encouraged. This section could have a limit such as 3 x types of experimental work.

Plan of practical work including decisions of resources to be used for final idea

e.g. final proposal for item and a plan of work in logical order between 5-8 processes per item is recommended. Include decisions/reasons for choice of fabrics, pattern alterations, layout, and components to be used, etc. This section could have a limit of 2 x A4 pages.

Completed textile item

e.g. high quality work should be encouraged so the choice of final item must be in line with amount of time available during the course to complete the item to the required standard. Both hand and machining skills should be included as appropriate.

Evaluation of final item

e.g. comments on how the final item relates back to the task title; was the item successfully completed and were there any difficulties, were processes and techniques carried out to a high standard, was the item pressed throughout the making process, etc.(max. of 1 x A4 page hand written or equivalent word processed).

Communication (use of subject-specific terminology)

e.g. appropriate use of specialist vocabulary throughout the folder.

Additional comments for consideration

- The project titles could be amended according to local conditions/availability. Centres could write their own task or use/amend the task titles listed above.
- Two items allow for more variety of fabrics, skills and processes to be used.

- A wide range of different skills/processes should be shown in the two items.
- List of suitable skills/processes are to be selected from the syllabus content (application of colour, processes, decoration and embellishment).
- It is suggested that item 1 is produced in year 1 of the course and item 2 is produced in year 2 of the course.
- It is recommended that the garment made for item 1 is made to fit the candidate – this should include a pattern alteration/adaptation processes, application of colour and details of how this was carried out should be included in the folder.
- Folder to have a soft cover and A4 or A3 size page would be acceptable. All pages securely fastened.
- The marks awarded for this component will be in High, Middle and Low bands.
- All coursework to be completed by the end of September, in the year of the examination.
- Marking by teachers and Moderation by ECoL.

Moderation

Internal moderation

When several teachers in a Centre are involved in internal assessment, arrangements must be made within the Centre for all candidates to be assessed to the same standard. It is essential that the marks for each skill assigned within different teaching groups (or classes) are moderated internally for the whole Centre entry. The Centre assessments will then be moderated externally by Examinations Council of Lesotho (ECoL).

External moderation

External moderation of internal assessment is carried out by ECoL. Centres must display candidates' projects and present candidates' Coursework Summary Mark sheets and Summary Coursework Assessment Forms. The moderation will take place in October of the year of examination.

Each candidate's piece of work should be clearly and securely labelled with:

- the Centre number
 - the candidate's name and number
 - the item number (Item 1 and Item 2)
 - the mark awarded
-

5.2 Marking of coursework

Candidates submit **two** items, each accompanied by a folder of supporting evidence.

The maximum mark available for each item is 40.

20 marks are available for each folder as shown in Part 1.

20 marks are available for each item, as shown in Part 2.

The total mark for the coursework component is 80.

	Description of assessment	Marks
Part 1 Folder for fashion item or accessory	Investigation of task (includes research)	5
	Development of design proposal for item and decision for final idea	5
	Plan of work for final idea including decisions of resources to be used	5
	Evaluation of finished item	3
	Communication and presentation (use of subject-specific terminology)	2
	Total for each folder	20
	Description of assessment	Marks
Part 2 Fashion item or fashion accessory	The following points will be taken into consideration: <ul style="list-style-type: none"> Quality of work throughout Suitable choice of fabrics and components for style of item Variety of processes and techniques Accurate and well-finished construction on both right side and wrong side of the work Careful handling and pressing throughout 	
	Total for each fashion item	20

5.3 Marking criteria for each folder

The following criteria should be used when marking each folder in Part 1.

Investigation of task (includes research)

Marks	Criteria
4-5	The candidate carries out a detailed investigation with evidence of appropriate research. The folder contains a detailed written record of the investigation, including relevant labelled drawings/sketches to support the research.
2-3	The candidate carries out a relevant investigation with some evidence of appropriate research. The folder contains a written record of the investigation and includes some relevant labelled drawings/sketches to support the research.
1	The candidate carries out a minimal investigation with limited evidence of research. The folder contains a limited written record of the investigation and includes few relevant drawings/sketches which may be of poor quality and may have no labelling to support the research.
0	No rewardable material submitted.

Development of design proposal for item and decision for final idea

Marks	Criteria
4 to 5	The folder includes 4-6 relevant drawings/sketches that show a range of 4-6 design ideas. There is detailed evidence of a variety of experimental textile work which illustrates how the design ideas could be developed. The folder includes evidence of creative skills and a range of relevant processes used.
2 to 3	The folder includes some relevant drawings/sketches that illustrate different design ideas, although some may not be fully developed. There is some evidence of different experimental textile work, but some may not be relevant to the task. The development of ideas is limited. The folder includes some evidence of creative skills and some relevant processes used.
1	The folder includes few relevant drawings/sketches and limited design ideas. There is limited evidence of different experimental textile work which is generally not relevant to the task. The development of ideas is very limited. The folder includes limited evidence of creative skills and few relevant processes used.
0	No rewardable material submitted.

Plan of work for final idea including decisions of resources to be used

Marks	Criteria
4 to 5	The candidate produces a detailed and logical plan of the work. The plan includes a realistic schedule for making the item and key stages are identified. Decisions and choices are fully justified.
2 to 3	The candidate produces a workable plan of the work that may lack some details or may not be in a logical order. The plan includes a schedule for making the item, but it may lack some details and key stages may not be identified. Not all decisions and choices are fully justified.
1	The candidate produces a brief plan of the work. Few decisions and choices are justified.
0	No rewardable material submitted.

Evaluation of finished item

Marks	Criteria
3	The candidate carries out a detailed assessment of the strengths and weaknesses of the finished item. The candidate evaluates the quality of the stitching (machine/hand) and the finish on all processes, both on the right side and the wrong side of the item. The candidate comments on the appropriateness of the fabric used and on the processes used. The evaluation includes a comment on the choice of components in terms of their appropriateness for the fabrics used and the style of the finished item. The candidate comments on the use and effectiveness of the decorative processes chosen. The folder includes a comment relating to the pressing of the finished item. The candidate's comments on the use of time throughout the project should be included.
2	The candidate makes some assessment of the strengths and weaknesses of the finished item. This may include a brief overall conclusion on the quality of the stitching (machine/hand) and the finish on most of the processes, both on the right side and the wrong side of the item, but there may be some omissions. There may be brief comments on whether the fabric was suitable for the style and processes chosen. There may be brief comments on the use of components, decorative processes and pressing of the finished item.
1	The candidate makes a limited assessment of the strengths and weaknesses of the finished item. The comments about stitching (machine/hand) are limited and the candidate makes few comments on the use of processes, maybe omitting to mention both the right side and the wrong side. The candidate makes limited comments on the use of fabrics, components, decorative processes or pressing.
0	No rewardable material submitted.

Communication and presentation (use of subject-specific terminology)

Marks	Criteria
2	The folder of evidence is well presented and subject-specific terminology has been used correctly throughout.
1	The folder of evidence is reasonably well presented with some use of subject-specific terminology.
0	The candidate has used no subject-specific terminology and has given little thought to the presentation of evidence.

5.4 Marking criteria for each fashion item

The following criteria should be used as a guide when marking each fashion item in Part 2.

Mark Band	Marks	Criteria
High	14 - 20	<p>Appropriate choice and use of fabric for the style of item.</p> <p>A high standard of construction and finish on all processes and techniques, both on right side and wrong side of item.</p> <p>A wide variety of accurately worked processes and techniques, chosen from the syllabus content.</p> <p>Accurate and even stitching throughout (by machine and/or by hand).</p> <p>Components well selected, appropriately used and securely attached.</p> <p>Decorative work used effectively and produced to a high standard. Evidence of creative skills used.</p> <p>Careful pressing throughout the making of the item.</p>
Middle	7- 13	<p>Adequate choice and use of fabric for the style of item.</p> <p>A good standard of construction on most processes and mostly well finished on a good range of processes and techniques. There may be a variable quality of finish on right side or wrong side of the item.</p> <p>A good range of techniques chosen from the syllabus content, although there may be more choice of simpler processes. These will mostly be accurately worked.</p> <p>Good quality stitching on most of the item although this may vary, and there may be little variety.</p> <p>Mostly appropriate use of components and the majority will be securely stitched although the quality of finish may vary.</p> <p>There may be some decorative work which has been used effectively in places. There may be evidence of some creative skills used.</p> <p>Evidence of pressing done during the making of the item.</p>
Low	1 - 6	<p>Lack of adequate choice of fabric for the style of item.</p> <p>A limited standard of construction on a small number of processes.</p> <p>Inadequate finish on a small number of processes and techniques. There may be a variable quality of finish on right side and/or wrong side of item.</p> <p>A limited range of techniques chosen from the syllabus content, with an emphasis on simple processes. Some of these may be inadequately finished or incomplete.</p> <p>Low and uneven quality of stitching throughout the item which may vary, and there will be limited if any, variety.</p> <p>Limited use of components which may be inappropriately finished or may be inadequately secured.</p> <p>There will be little or no decorative work which may be uneven in quality.</p> <p>Little or no evidence of creative skills used.</p> <p>Evidence of little or no pressing done during the making of the item.</p>
0	0	No rewardable material submitted.

6. Additional information

6.1 Guided learning hours

LGCSE Fashion and Textiles syllabus is designed on the assumption that candidates have about 130 guided learning hours per subject over the duration of the course. ('Guided learning hours' include direct teaching and any other supervised or directed study time. They do not include private study by the candidate.)

However, this figure is for guidance only, and the number of hours required may vary according to local curricular practice and the candidates' prior experience of the subject.

6.2 Recommended prior learning

Candidates beginning this course are not expected to have studied Fashion and Textiles previously.

6.3 Progression

LGCSE Certificates are general qualifications that enable candidates to progress either directly to employment, or to proceed to further qualifications.

Candidates who are awarded grades C to A* in LGCSE Fashion and Textiles are well prepared to follow courses leading to Cambridge International AS and A Level Design and Textiles, or the equivalent.

6.4 Access

Reasonable adjustments are made for disabled candidates in order to enable them to access the assessments and to demonstrate what they know and what they can do. For this reason, very few candidates will have a complete barrier to the assessment. Centres who have candidates with disabilities should seek advice from ECoL prior to registering such a candidate for Fashion and Textiles syllabus.

Candidates who have not submitted the required number of items will not be awarded marks.

6.5 Grading and reporting

Cambridge O Level results are shown by one of the grades A*, A, B, C, D, E, F and G indicating the standard achieved, Grade A* being the highest and Grade G the lowest. 'Ungraded' indicates that the candidate's performance fell short of the standard required for Grade G. The letters Q (results pending); X (no results) and Y (results to be issued) may also appear on the statement of results but not on the certificate.

6.6 LIST OF COMMAND WORDS

The list of command words in this syllabus are explained below. The list is to be used as a guide and is not meant to be comprehensive. The meaning of a word will depend in part on its context. The command words are used during setting and moderation of a question paper.

During the moderation of a question paper, care is taken to ensure that the paper and its individual questions are, in relation to the syllabus, fair as regards balance, overall difficulty and suitability. Attention is also paid to the wording of questions to ensure that it is as concise and as unambiguous as possible. In many instances, Examiners are able to make appropriate allowance for an interpretation that differs, but acceptably so, from the one intended.

1. Define the term(s) is intended literally, only a formal statement or equivalent paraphrase being required.
 2. What is meant by the term(s) normally implies that a definition should be given, together with some relevant comment on the significance or context of the term(s) concerned, especially where two or more terms are included in the question. The amount of supplementary comment intended should be interpreted according to the number of marks available for the answer.
 3. State implies a concise answer with little or no supporting argument (e.g. a numerical answer that can readily be obtained 'by inspection').
 4. List requires a number of points, generally each of one word, with no elaboration.
 5. (a) Explain may imply reasoning or some reference to theory, depending on the context. It is another way of asking candidates to give reasons for something. The candidate needs to leave the examiner in no doubt why something happens.
(b) Give a reason/Give reasons is another way of asking candidates to explain why something happens.
 6. (a) Describe, the data or information given in a graph, table or diagram, requires the candidate to state the key points that can be seen in the stimulus material. Where possible, reference should be made to numbers drawn from the stimulus material.
(b) Describe, a process, requires the candidate to give a step-by-step written statement of what happens during the process.
Describe and explain may be coupled, as may state and explain.
 7. Discuss requires the candidate to give a critical account of the points involved in the topic.
 8. Outline implies brevity (i.e. restricting the answer to giving essentials).
 9. Predict implies that the candidate is not expected to produce the required answer by recall but by making a logical connection between other pieces of information. Such information may be wholly given in the question or may depend on answers extracted in an earlier part of the question. Predict also implies a concise answer, with no supporting statement required.
 10. Deduce is used in a similar way to predict except that some supporting statement is required (e.g. reference to a law/principle, or the necessary reasoning is to be included in the answer).
 11. Suggest is used in two main contexts (i.e. either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to a 'novel' situation, one that may be formally 'not in the syllabus').
 12. Find is a general term that may variously be interpreted as calculate, measure, determine, etc.
 13. Calculate is used when a numerical answer is required. In general, working should be shown, especially where two or more steps are involved.
 14. Measure implies that the quantity concerned can be directly obtained from a suitable measuring instrument (e.g. length, using a rule).
 15. Determine often implies that the quantity concerned cannot be measured directly but is obtained by calculation.
 16. Estimate implies a calculation of the quantity concerned.
 17. Sketch or draw in diagrams, sketch implies that a simple, freehand drawing is acceptable; nevertheless, care should be taken over proportions and the clear exposition of important details.
-

In all questions, the numbers of marks allocated are shown on the examination paper and should be used as a guide by candidates to how much detail to give. 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 to how many reasons to give, or how much detail to give for each reason.

6.7 GLOSSARY OF TERMS USED IN FASHION AND TEXTILES PAPERS

Abrasion is to rub or wear off to see how strong a fabric is.

Aesthetics is all about how people respond to things through their sense

Active smart material is a material that senses and reacts to the environment

Advertising to make sure a product is known to consumers

Applique' the attaching of one fabric onto another by using a stitching or bonding method

Batch- production is where a specific number of items are made together, saving time and materials, the production or cell line can then be quickly changed to make batch of different design.

Batik is a resist form of dying dyeing using wax

Bespoke production is a type of industrial production method where only one textile is product is made.

Bias binding is a narrow strip of fabric cut on the cross of a woven fabric

Biodegradable materials that break down natural in the environment

Blend to mix together two or more different fibres

CAD is computer aided design

Cell production is the type of industrial production method where a number of work stations are used to make one component

Conformance the quality of a product is maintained with no or few faults

Components products are usually made up of a number of smaller parts, for example in textiles manufacturer making casual jackets might buy in zips, buttons, Velcro, piping, etc.

Consumers/target markets are people who will eventually use the products you are designing

Custom is a tradition

Customising changing of a product in some way to suit a specific need

Denier is the thickness of knit

Design brief design intention linked to the needs of the consumer

Drape to loosely fall from the body

Embellish to decorate or improve the appearance of a product

Environmentally friendly will cause minimum damage to the environment

Environmental impact is the extent of damage on the natural eco-system of our planet. In textiles it may means making sure that dyes do no pollute the water, soil and air, limiting the amount of pesticides used when growing cotton, limiting material waste and using less energy, recycling or re using textiles materials

Evaluate consider the success of the product

Flame retardance slow down the burning process

Flow line production a form of industrial production where large number of the same items are made cheaply

Functional properties **having specific characteristics**

Generic name a fibre's original classification

Grading to size a pattern

Graphic tablet a piece of equipment attached to the computer which allows the designer to create pictures on screen using a stylus

Haute couture high fashion

Identify to find out or recognize the main factors/areas to consider

Impregnation to saturate a fibre of fabric with a chemical or vitamin to enhance its performance or function

Insulation a process used to prevent rapid cooling

Interactive textile a textile that uses a microchip and conduction network together to produce a specific function

Interfacing an inner layer of material used to strengthen or shape a product

Laminated materials that are covered in plastic

Lay plan process to show the most efficient use of pattern pieces on a piece of fabric

Market research marketing to find out from the consumers their direct needs through testing

Manufacturing there are a number of ways that products can be made;

Mass – production is where identical products are made all the time. The different stages are sometimes carried out by different people

Micro-encapsulation the filling of a fibre cavity with chemicals or vitamins to help increase performance

Micro fibre a type of modern fibre

Mixture fibres are spun into yarn and mixed together during the weaving

Niche is a gap in the market

Niche marketing targeting the specific needs of a target group

Off-the-peg items that can be purchased directly from the shop floor to fit average sizes

One-off—production is where a single item is made on its own or the production of a unique product for a specific brief

Passive smart materials that only sense changes in the environment

Patterns flat patterns are paper templates used when making textile products. They are standard shapes used for cutting identical pieces. A pattern can also be a repeated shape or motif used to create fabric design.

Performance characteristics a way in which a fabric or material functions to meet certain requirements

Performance factor how a product can react and be useful in different situations and for different needs

Pilling a change in the surface texture and appearance of a fibre

Pre- manufactured an item that has been completed previous to use on a textile product

Process is a system of manufacture

Product analysis to look closely at a product

Profile (market) the use of words or pictures to describe a consumer

Quality assurance the product must fulfil the specification points for its production

Quality control tests and inspection are carried out to ensure that the product meets the specification criteria

Recovery refers to a fibre or fabric and means to return to its natural shape or form

Recycling to re-use textile product and fabrics

Refining to improve the product through testing and evaluation

Seam allowance the measurement along which the product should be sewn usually 1.5cm

Selvedge a manufactures finished edge on a fabric

Shisha an Indian technique where mirrors are embroidered onto fabric to form patterns

Smart materials when materials are processed or combined in a particular way their behavior can change. New Smart materials can change their properties and characteristic in response to change in temperature, humidity or electrical change.

Smoking a technique that involves the pleating and stitching of a fabric

Specification (design) a list of criteria showing how a product is expected to function

Specification (product) a list/set of criteria showing how a product will be made and function

Super critical fluids are added to dyes to reduce waste and help the environment

Tailors tacking a form of a temporary marking using a type of stitch

Thermo chromic dyes are dyes that can change colour when exposed to excessive heat and ultra violet light

Thermoplastic a rigid material that becomes soft and flexible when heated

Thinsulate a fine fibre with insulating properties

Thumbsnail sketch is an initial quick sketch of the designer's idea

Tjanting a tool used in batik to place wax onto the fabric

Toile a fabric version of a pattern which is modified/changed to get the desired look and fit

Tolerance (range) the allowed variation in size or weight etc of a product

Working drawing a detailed drawing showing all the information needed to make the design idea

Glossary adopted from GCSE Textile Technology for OCR Carey Clarkson, Jane March and Joy Palmer
Heineman Publishers 2002

Design and Make it, Alex McAthur and Tristram Shepard Nelson Thrones 2001

7. Appendix

7.1 Mark sheets

- (a) The marks for the coursework, out of a total of 80 (**whole marks only**) should be entered on the Coursework Summary Mark Sheet (0191/CW/S). Additionally it identifies the marks allocated for each section of the coursework. Please enter on this sheet comments on each candidate's coursework. These comments should be based on the marks awarded using marking criteria in 5.4.
- (b) The Centres must send the coursework summary mark sheets and selected sample of 6 folders representing highest, middle and lowest performing candidates to ECoL, immediately after the moderation has been completed.

Specimen Paper

7.2 Coursework Summary Mark sheet

To be completed by Centres.

FASHION AND TEXTILES
 LGCSE

Centre Number						Centre Name	
November	2	0	1			Examiner's Name	

Candidate Number	Candidate Name	Total mark for C/W (max 80)	Brief comments on candidate's work
			Item 1: Garment/ folder Item 2: Accessory/ folder
			Item 1: Garment/ folder Item 2: Accessory/ folder
			Item 1: Garment/ folder Item 2: Accessory/ folder
			Item 1: Garment/ folder Item 2: Accessory/ folder

7.2 Summary Coursework Assessment Form- FASHION AND TEXTILES- LGCSE

Centre Number					Centre Name	
November	2	0	1		Examiner's Name	

Candidate Number	Candidate Name	Teaching Group Set	Item 1/ Garment			Item 2/ Accessory			Grand Total (40)
			Part 1 Folder (Max 20)	Part 1 Folder (Max 20)	Total (40)	Part 1 Folder (Max 20)	Part 2 Folder (Max 20)	Total (40)	

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

Specimen Paper 1

Specimen Paper 1