L-Università ta' Malta

SEC 44 Syllabus
Fashion and Textiles

2027
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Introduction

This syllabus is based on the curriculum principles outlined in *The National Curriculum Framework for All* (NCF) which was translated into law in 2012 and designed using the *Learning Outcomes Framework* that identify what students should know and be able to achieve by the end of their compulsory education.

As a learning outcomes-based syllabus, it addresses the holistic development of all learners and advocates a quality education for all as part of a coherent strategy for lifelong learning. It ensures that all children can obtain the necessary skills and attitudes to be future active citizens and to succeed at work in society irrespective of socio-economic, cultural, racial, ethnic, religious, gender and sexual status. This syllabus provides equitable opportunities for all learners to achieve educational outcomes at the end of their schooling which will enable them to participate in lifelong and adult learning, reduce the high incidence of early school leaving, and ensure that all learners attain key twenty-first century competences.

This programme also embeds learning outcomes related to cross-curricular themes, namely digital literacy; diversity; entrepreneurship creativity and innovation; sustainable development; learning to learn; and cooperative learning and literacy. This way students will be fully equipped with the skills, knowledge, attitudes and values needed to further learning, work, life and citizenship.

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

Programme Learning Outcomes

At the end of the programme, I can:

- Appreciate various careers in the fashion and textiles industry.
- Follow Health and Safety procedures when using various sewing and design tools, and equipment found in the fashion studio.
- Explore different fibres and fabrics, their properties, use, care and the impact on the environment.
- Create original items using various creative textile techniques and embellish the items to enhance their appearance.
- Recognise traditional and contemporary fashion.
- Choose garments for different body shapes, age and occasions.
- Sketch various fashion drawings.
- Use digital software to design an outfit.
- Produce mood boards for various textile items.
- Understand the purpose of paper patterns and produce paper patterns by different methods.
- Create an innovative item from garments no longer in use promoting ethical fashion.
- Deal with customer complaints in a fashion and textiles environment.
- Care for various soft furnishings in a living space.

Unit Learning Outcomes

Unit 1: The World of Fashion and Textiles

At the end of the unit, I can:

LO 1.   Demonstrate an understanding of the various careers within the fashion industry.

LO 2.   Use sewing equipment and techniques to produce samples following Health and Safety procedures.

LO 3.   Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.

LO 4.   Demonstrate knowledge of the basic properties of fibres and fabrics.

LO 5.   Use various creative textile techniques to create an original item following Health and Safety procedures.

Unit 2: Fashion Design and Clothing

At the end of the unit, I can:

LO 6.   Recognise traditional and contemporary fashion.

LO 7.   Use the elements and principles of design.

LO 8.   Understand the purpose of paper patterns and the use of appropriate software in clothing.

LO 9.   Construct an outer garment.

Unit 3: Ethical Fashion, the Consumer and Soft Furnishings

At the end of the unit, I can:

LO 10. Explore issues related to ethical fashion.

LO 11. Demonstrate an understanding of the consumer in the fashion world.

LO 12. Create a cushion and a curtain for a living space.

LO 13. Care for soft furnishings used in a living space.

Programme Level Descriptors

This syllabus sets out the content and assessment arrangements for the award of Secondary Education Certificate in Fashion and Textiles at Level 1, 2 or 3. First teaching of this programme begins in September 2024. First award certificates will be issued in 2027.

The following levels refer to the qualification levels that can be obtained by candidates sitting for SEC examinations. These are generic statements that describe the depth and complexity of each level of study required to achieve an award at Level 1, 2 or 3 in Fashion and Textiles. (Level 1 being the lowest and Level 3 the highest).

Level 1: At the end of the programme the candidate will have obtained basic knowledge, skills and competences in the subject such as basic repetitive communication skills and the ability to follow basic, simple instructions to complete tasks. Support is embedded within the task.

Level 2: At the end of the programme the candidate will have obtained good knowledge, skills and competence in the subject such as the interpretation of given information and ideas. The candidate will have developed the ability to carry out complex tasks. Limited support may be embedded within the task.

Level 3: At the end of the programme the candidate will autonomously apply knowledge and skills to a variety of complex tasks. Candidates will utilise critical thinking skills to analyse, evaluate and reflect upon their own work and that of others. Problem solving tasks may be part of the assessment process.

Interpreting the Syllabus

This document is an assessment syllabus. Whilst the content provided is the minimum expected for assessment purposes, the provision of further examples or information is encouraged – although not mandatory – for students to enjoy the learning process and get a better overview of the subject.

Unit Structure

The various learning outcomes, assessment criteria, and content are grouped under three units. Each unit is presented in the following structure:

- Title
- Description
- Learning Outcomes
- Assessment Criteria and Content
- Learning Outcomes and Assessment Criteria

Educators may devise their own plan for content delivery across the years of study. They may choose to follow the unit learning outcomes and content structure as presented in the syllabus, and conclude each unit by the end of every scholastic year, or follow a different order which in their professional view would be more conducive to learning of any particular subject area or topic. However, by the end of the three-year programme in Year 11, all content delivery and continuous assessment should be completed, in time for submission to MATSEC in the indicated time-frames and format.

Assessment Criteria

The active verb used in assessment criteria (such as list, identify, outline, describe, explain, etc…) indicates what candidates are expected to know or be able to do. It also provides direction with respect to expected complexity in the candidates' responses or work. These verbs are defined in the Glossary of Terms available on the MATSEC website. Application criteria are to be interpreted in terms of Bloom's taxonomy psychomotor domain.

Content

For each assessment criterion, only the minimum content that needs to be covered is listed. Examples (e.g.), commas, semi-colons, bullets, 'or', and 'N.B.' are used for presentation and guidance purposes only. While all the material reflecting both the unit content and the assessment criteria is to be delivered, this will not necessarily be assessed by MATSEC in its entirety, as indicated in the Scheme of Assessment. Where the plural is used in any assessment criterion (e.g. types, aspects, steps, etc.), two or more answers are usually expected, although this may not always be the case.

Scheme of Assessment

The assessment of this subject follows the Secondary Education Certificate Regulations and the MATSEC Assessment Code of Practice governing each respective cohort. It shall be based on three components, each of which contributes towards the overall subject mark as follows:

COMPONENT	LEVEL WEIGHT (OVERALL SUBJECT MARK)
SBA (Paper I)	30%
Coursework (Portfolio)	30%
Controlled assessment (Paper II)	40%

Candidates have to attempt all three assessment components, and fulfil the set criteria in the coursework component and Paper II, to obtain a level higher than Level 1.

Individuals may not register as private candidates in this subject, unless they are resitting the subject in a subsequent Main Session. In the latter case, marks obtained in the SBA and the coursework can be carried forward for up to five years from the first sitting.

School-based assessment (SBA)

SBA (Paper I) refers to the assessment of the application criteria specified in the syllabus, assigned to candidates and marked by school teachers. This component is unmoderated.

SBA should be set at Level 1-2-3, following a 30-30-40 percentage mark allocation, with Level 3 carrying the highest marks.

The SBA should be marked out of 100 each year (9, 10, and 11). The assessment for each year will contribute to 10% of the overall subject mark and will be reported to MATSEC by the school when the candidate is in Year 11. Therefore, each year will equally contribute to the final 30% mark of the SBA.

SBA SUBMISSION TO MATSEC IN YEAR 11			LEVEL WEIGHT (OVERALL SUBJECT MARK)
Year 9	Year 10	Year 11	30%
[0 to 100] marks	[0 to 100] marks	[0 to 100] marks	

Coursework

Coursework in this subject refers to a Portfolio, divided in three parts carried out across the three-year programme, which will be set and marked by the teacher following the templates downloadable from the MATSEC website and the marking schemes included as an appendix in the syllabus. This component is moderated.

Each coursework part will be marked out of 60 and will be set at Level 1-2-3. The assessment of each part will contribute to 10% of the overall mark and will be reported to MATSEC by the school when the candidate is in Year 11. Therefore, each part will equally contribute to the final 30% mark of coursework.

The school is to upload a digital copy of their candidates' coursework on the MATSEC portal by the date established by the MATSEC Board and ensure that all coursework is available as instructed. Candidates may be called for an interview in relation to their coursework.

Candidates are to fulfil the set criteria in this assessment component to obtain a level higher than Level 1.

COURSEWORK SUBMISSION TO MATSEC IN YEAR 11 FOR MODERATION			LEVEL WEIGHT (OVERALL SUBJECT MARK)
Part 1	Part 2	Part 3	
Based on any TWO application criteria from Unit 1	Based on any TWO application criteria from Unit 2	Based on any ONE application criterion from Unit 3 and a Self-Evaluation	30%
[0 to 60] marks	[0 to 60] marks	[0 to 60] marks	

Controlled Assessment

The controlled assessment (Paper II) comprises a two-hour written exam set and marked by MATSEC at the end of the three-year programme.

The paper will carry a total of 100 marks and will be set at Level 1-2-3. It will include questions based on a number of knowledge or comprehension criteria from different units, learning outcomes and levels.

Attainment in this component will be reported by MATSEC as a Grade using an 8-point scale and will contribute towards 40% of the marks in determining the overall level.

Candidates are to fulfil the set criteria in this assessment component to obtain a level higher than Level 1.

CONTROLLED ASSESSMENT IN YEAR 11	LEVEL WEIGHT (OVERALL SUBJECT MARK)
Two-hour exam paper	40%
[0 to 100] marks	

Unit 1: The World of Fashion and Textiles

Unit Description

This unit will enable candidates to gain knowledge and understanding of the fashion and textiles industry. The unit presents the various careers available in the different sectors of the fashion world to eventually help candidates choose their future career. They will have the opportunity to explore the different roles available in the fashion and textiles industry, and in specific sectors including design, manufacturing, marketing and promotion, and retail.

Candidates will become familiar with the use and classification of fibres and fabrics. They will also explore the various processes of fibre and fabric production, and properties according to specific end uses.

The unit delves into the specific equipment and basic sewing techniques, as a result of which candidates will also gain basic construction skills necessary in the fashion and textiles industry.

Elementary Health and Safety procedures to be followed within the fashion and textiles industry will be tackled in this unit.

Finally, candidates will acquire a basic understanding of the various fashion industry-based presentation techniques in the form of mood boards and illustrations.

Learning Outcomes

At the end of the unit, I can:

LO 1. Demonstrate an understanding of the various careers within the fashion industry.

LO 2. Use sewing equipment and techniques to produce samples following Health and Safety procedures.

LO 3. Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.

LO 4. Demonstrate knowledge of the basic properties of fibres and fabrics.

LO 5. Use various creative textile techniques to create an original item following Health and Safety procedures.

Assessment Criteria and Content

Subject Focus	Careers in the fashion industry		
LO 1.	Demonstrate an understanding of the various careers within the fashion industry.		
K-1.	K-1. List careers available in the fashion industry.	K-1. Match a career to each sector in the fashion industry.	K-1. Describe the different sectors found in the fashion industry.
	Careers in the fashion industry: e.g. designers, pattern makers, sketching assistants, pattern graders, apparel workers, dressmakers, textile workers, sewing machine operators, marketers, photographers, models, stylists, buyers, merchandise planners, sales personnel, retail managers, customer service manager, quality assurance manager, visual merchandiser.		
	Sectors and careers found in the fashion industry: • Design: designers **or** pattern makers **or** sketching assistants **or** pattern graders; • Manufacture: apparel workers **or** dressmakers **or** textile workers **or** sewing machine operators; • Marketing and promotion: marketers **or** photographers or models **or** stylists; • Retail: buyers **or** merchandise planners **or** sales personnel **or** retail managers **or** customer service manager **or** quality assurance manager **or** visual merchandiser.		
C-1.	C-1. Identify the competences required within different sectors of the fashion industry.	C-1. Describe the competences in a specific sector of the fashion industry.	C-1. Compare and contrast the different sectors found in the fashion industry.
	Competences required by various fashion personnel within the fashion industry: • Design: communication; creativity, technological; time management; drawing; visualisation; teamwork; accuracy; • Manufacture: accuracy; time management; critical thinking; communication; technological; accountability; • Marketing and promotion: analytical; public speaking; communication; creativity; technological; • Retail: customer care skills; teamwork; problem-solving skills; business awareness; initiative.		
	N.B. For assessment purposes at Level 3, ONE similarity and ONE difference for the given sectors should be provided.		

Subject Focus	Sewing equipment and techniques		
LO 2.	Use sewing equipment and techniques to produce samples following Health and Safety procedures.		
K-2.	K-2. Label tools and equipment required for basic sewing skills.	K-2. Match the tools and equipment required for sewing to their specific function.	K-2. Select specific tools for a particular sewing task.
	Sewing tools and equipment categorised by function: • Cutting: e.g. dressmaker's shears, pinking shears, rotary cutter and mat, clipper; • Sewing: e.g. hand sewing needles, embroidery needles, sewing machine; • Measuring: e.g. tape measure, ruler, T-square; • Marking: e.g. tailor's chalk, coloured marking pen/pencils, tracing wheel and carbon paper; • Pressing: e.g. steam/dry iron, ironing board, sleeve board.		
K-3.	K-3. Label different parts of a sewing machine.	K-3. Match different parts of the sewing machine with their function.	K-3. Describe a remedy for common faults when using a sewing machine.
	Different parts of a sewing machine: e.g. spool pin, bobbin winder, stitch width/length regulator, stitch/pattern selector, tension disk, thread take-up level, thread guide, reverse lever, needle threader, needle position selector, feed dog, throat plate, needle and needle clamp, presser foot lever, balance wheel, bobbin and bobbin case, free arm, power switch, foot pedal.		
	Common faults when using a sewing machine: e.g. loops on wrong side of stitching, loops on right side of stitching, stitches not interlocking, thread breaking, missed stitches, puckered seams, broken needle, material not moving under presser foot. *N.B. For assessment purposes, a remedy for **EACH** fault should be provided by candidates.*		
K-4.	K-4. Label different sewing techniques used in fashion.	K-4. Classify different sewing techniques used in fashion into different categories.	K-4. State the use of different sewing techniques used in fashion.
	Sewing techniques classified by category: • Stitches: e.g. temporary, permanent, decorative; • Seams: e.g. plain, French, run and fell; • Neatening: e.g. zigzag, overlocked, bound; • Fasteners: e.g. buttons and button holes, Velcro®, snaps; • Hems: e.g. machine stitched, herringbone stitched, slip stitched hamming. *N.B. For assessment purposes, the following stitches should be covered: tailor's tacking; basting or diagonal tacking; machine stitching; zig-zag; chain-stitch; stem-stitch.*		
C-2.	C-2. Outline hazards that could be encountered when using sewing tools and equipment.	C-2. Explain measures to prevent hazards that could be encountered when using sewing tools and equipment.	C-2. Discuss Health and Safety legislations which need to be considered in a Fashion and Textiles environment.
	Hazards when using sewing tools and equipment: e.g. electrical cables, poor ambient light, incorrect storage of equipment, causes of fire, incorrect posture, unsafe equipment, misuse of equipment, lack of maintenance to equipment, inadequate personal precautions/clothing.		
	Health and Safety legislation: e.g. • LN 36 of 2003: General Provisions for Health and Safety at Work Places Regulations. • LN 45 of 2002: Work Places (Provision of Health and/or Safety Signs) Regulations.		

A-1.	A-1. Prepare the basic parts of the sewing machine.	A-1. Prepare the sewing machine for stitching.	A-1. Prepare a set of samples using different sewing techniques following Health and Safety procedures.
	Preparing the basic parts of the sewing machine: inserting the adequate needle in the needle clamp correctly; winding the bobbin; inserting the bobbin in the bobbin case; attaching the appropriate sewing machine foot.		
	Preparing the sewing machine for stitching: using the correct thread; threading; selecting the correct stitch and length; testing the sewing machine.		
	Samples using different techniques: • Temporary stitches: even tacking; tailor's tacking; • Permanent stitches: machine stitch; back stitch; • Decorative stitches: chain stitch; stem stitch; • Seams and neatening: e.g. open seam with zigzag finish or with bound edges, French seam, run and fell; • Fasteners: button and button hole; snaps. *N.B. For assessment purposes, neatness should be taken into consideration when awarding marks. No marks should be awarded unless all Health and Safety procedures are followed.*		

Subject Focus	**Fibres and fabrics**		
LO 3.	Demonstrate an understanding of the different fibres and fabrics, and their impact on the environment.		
K-5.	K-5. List purposes of textile use in everyday life.	K-5. State the various use of textiles in different living spaces.	K-5. Outline the use of textiles outside the home.
	Purposes of textile use: clothing; manufacturing; interiors; leisure activities.		
	Use of textiles in living spaces: kitchen and dining room; bedroom; living room; bathroom.		
	Uses of textiles outside the home: transportation upholstery; health care; events and entertainment; hospitality industry.		
K-6.	K-6. Classify the different types of fibres into natural and manufactured.	K-6. Name the source of different types of natural fibres.	K-6. Describe smart textiles and their uses.
	Fibres classification: • Natural: cotton; linen; bamboo; wool; silk; • Manufactured: viscose; acetate; nylon; polyester; acrylic.		
	Sources of natural fibres: • Cotton: cotton boll; • Linen: linen flax; • Bamboo: pulp of bamboo grass; • Wool: sheep; • Silk: silk worm.		
	Description and uses of smart textiles: • Description: respond to external stimuli; activated by internal and/or external power sources; • Uses of smart textiles: e.g. power-assisting other devices, communication through textile-embedded devices, health monitoring and aided healing.		

K-7.	K-7. Define staple and filament fibres.	K-7. Outline the difference between 'Z' and 'S' twists.	K-7. Describe the construction process of different fabrics.
	Fibres: staple; filaments.		
	Yarn: 'Z' twist; 'S' twist.		
	Fabric construction processes: e.g. • Woven: e.g. plain, satin, twill, • Non-woven: felted; bonded, • Knitted: warp; weft.		
C-3.	C-3. Name the stages of the fashion supply-chain.	C-3. Outline the impact of stages within the fashion supply-chain on the environment.	C-3. Describe ways to minimise the negative impact of the fashion industry on the environment.
	Stages of the fashion supply chain and their impact on the environment: • Design: waste of resources; energy consumption; • Sourcing: animal cruelty; environment degradation; • Manufacturing: waste; human exploitation; • Transportation: carbon footprint; ill-health; • Retail: single-use materials; excessive consumption.		
	Ways to minimise the negative impact of the fashion industry on the environment: e.g. reduce consumption, reuse, repair, recycle, eco-friendly manufacturing plants, avoid animal cruelty, use Oeko-Tex® certified fabrics and garments, fair trade.		

Subject Focus	The properties of fibres and fabrics		
LO 4.	Demonstrate knowledge of the basic properties of fibres and fabrics.		
K-8.	K-8. Name the different properties of fabrics.	K-8. List the different mechanical and chemical fabric finishes.	K-8. Describe the functions of mechanical and chemical finishes.
	Fabric properties: durability; aesthetic; comfort; protection; maintenance. **N.B.** *It is highly suggested that the function of each property should be explained.*		
	Fabric finishes: • Mechanical: e.g. brushing; raising; calendering; embossing; heat-setting; • Chemical: e.g. mercerising, flame retardancy, water resistance, crease resistance, shrink resistance, mothproofing, anti-pilling, hygienic (sanitised).		
	N.B. *For assessment purposes at Level 3, at least* **TWO** *functions of mechanical and/or chemical finishes should be described.*		
K-9.	K-9. List the basic forms of care for textile items.	K-9. State the meaning of different care label symbols.	K-9. Describe the care of a textile item in relation to its care label.
	Basic care of textile items: daily; seasonal; occasional maintenance; storage.		
	Care labels: washing; bleaching; drying; dry cleaning; ironing.		

C-4.	C-4. Identify different fabric properties for specific clothing requirements.	C-4. Explain particular fabric finishes applied to different fabrics.	C-4. Justify the different fabric finishes for specific clothing requirements.

Fabric properties based on clothing requirements:
- Uniforms: e.g. durability, protection, comfort;
- Work wear: e.g. comfort, aesthetic, maintenance;
- Sport and leisure clothing: e.g. comfort, maintenance, protection;
- Interiors: e.g. maintenance, aesthetics, durability;
- Cultural customs: e.g. aesthetics, maintenance, durability.

N.B. For assessment purposes at Level 3, only the following fabric finishes are to be covered:
- Mechanical: e.g. brushing; embossing; heat-setting;
- Chemical: e.g. flame retardancy, water resistance, crease resistance, shrink resistance, mothproofing, anti-pilling.

A-2.	A-2. Prepare the necessary materials and equipment to test the properties of fabrics for a given scenario.	A-2. Take the necessary Health and Safety precautions in order to test the properties of fabrics for the given scenario.	A-2. Carry out experiments to determine the suitability of a fabric for the given scenario.

Preparation for testing the properties of fabrics: materials for test; selection of adequate equipment; set up of equipment for the test.

*N.B. For assessment purposes, **ONE** of the following tests should be considered for **TWO** fabrics: bleaching **or** abrasion resistance **or** crease recovery **or** elasticity **or** absorbency **or** shrinkage **or** colourfastness.*

N.B. It is highly suggested that delivery includes flammability and resistance to sunlight tests.

Health and Safety precautions: use of personal protection equipment; avoid Health and Safety hazards.

Suitability of a fabric for the given scenario: completion of experiment on the first fabric; completion of experiment on the second fabric; recording of results; evaluation of results for suitability of fabric.

*N.B. For assessment purposes, **ONE** of the following tests should be considered for **TWO** fabrics: bleaching **or** abrasion resistance **or** crease recovery **or** elasticity **or** absorbency **or** shrinkage **or** colourfastness.*

Subject Focus	Creative textile techniques		
LO 5.	Use various creative textile techniques to create an original item following Health and Safety procedures.		
K-10.	K-10. Label various creative textiles techniques.	K-10. State the resources required for a given textile technique.	K-10. Outline the process involved for a given creative textile technique keeping in mind Health and Safety procedures.
	Creative textile techniques: batik; tie-dye; printing; felting; hand embroidery; machine embroidery; weaving; patchwork; appliqué; crochet; knitting.		
	Resources for each creative textile technique: • Batik: e.g. wax pot/saucepan, wax, hob, tjanting, iron, ironing board, rubber gloves, stirrer **OR** • Tie-dye: e.g. stainless-steel bucket/saucepan, hob, kettle, jug, iron and ironing board, rubber gloves, tongs, stirrer **OR** • Printing: e.g. potato, leaves, sponge, crafts knife, acrylic paint, paint brush, palette, moulds **OR** • Hand embroidery: e.g. embroidery thread, embroidery needle, embroidery hoop, thread cutter, embroidery scissors, interfacing **OR** • Appliqué: e.g. fabric, hessian, embroidery thread, embroidery needle, embroidery hoop, interfacing.		
C-5.	C-5. Categorise the different creative techniques into applied and constructed.	C-5. Explain the difference between applied and constructed processes of creative textile techniques.	C-5. Describe the process of an applied and/or a constructed creative textile technique.
	Creative techniques categorised by processes: • Applied: batik; tie-dye; printing; hand embroidery; machine embroidery; appliqué; • Constructed: felting; weaving; patchwork; crochet; knitting.		
	N.B. For assessment purposes at Level 2, the difference between applied and constructed processes in general should be explained.		
A-3.	A-3. Sketch an original creative design for a textile item using various creative textile techniques.	A-3. Prepare the necessary materials and equipment in order to create an original item using various creative textile techniques.	A-3. Create an original item using various creative textile techniques taking into consideration Health and Safety issues.
	Sketching an original creative design for a textile item: colour[*]; labelling; clarity; originality; suitability of techniques. *N.B. For assessment purposes, **TWO** creative techniques (**ONE** applied and **ONE** constructed) should be considered.* [*]*N.B. For assessment purposes, the colour wheel should be covered.*		
	Preparation to create an original item: materials; equipment.		
	Creation of an original textile item: neatness; aesthetically pleasing; following correct procedure for the applied creative textile technique; following correct procedure for the constructed creative textile technique; correct finishing of the specific creative textile techniques. *N.B. For assessment purposes, no marks should be awarded unless Health and Safety procedures are followed.*		

Learning Outcomes and Assessment Criteria

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

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

Subject Focus:	Sewing equipment and techniques
Learning Outcome 2:	Use sewing equipment and techniques to produce samples following Health and Safety procedures.

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

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

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

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

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

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

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

Unit 2: Fashion Design and Clothing

Unit Description

This unit will introduce candidates to the knowledge and understanding of the whole fashion and textiles design spectrum.

Candidates will be introduced to the history of costumes in fashion design, and the importance of being informed to be creative. They will explore the importance of the formal elements and how these are applied in fashion design.

The unit also introduces candidates to pattern drafting and the importance this carries in the whole fashion design and production process, being bespoke or mass produced. Candidates will learn about a range of digital software that is used to create surface designs and garment designs in the specialisation.

Learning Outcomes

At the end of the unit, I can:

LO 6. Recognise traditional and contemporary fashion.

LO 7. Use the elements and principles of design.

LO 8. Understand the purpose of paper patterns and the use of appropriate software in clothing.

LO 9. Construct an outer garment.

Assessment Criteria and Content

Subject Focus	Costume history and contemporary fashion		
LO 6.	Recognise traditional and contemporary fashion.		
K-11.	K-11. Sort the historic fashion periods in correct order.	K-11. Match the fashion styles to the historic fashion periods.	K-11. Describe the key styles throughout specific periods in fashion history.
	Different fashion periods: e.g. Ancient Egypt at about 3000 BC, The Ancient World c. 3000 BC – 400 AD, The Middle Ages c. 300 - 1500, The Renaissance c. 1400 – 1800, Baroque and Rococo c. 1600 – 1800, The Nineteenth Century 1800 – 1899, The Twentieth Century 1900 – 2000, The Twenty-first Century 2000 – to date.		
	Key styles throughout specific periods in fashion history: e.g. dress, colour, fabric. *N.B. For assessment purposes at Level 3, the fashion periods to be covered should be limited to Ancient Egypt at about 3000 BC, Middle Ages c. 300 - 1500, The Renaissance c. 1400 – 1800, Baroque and Rococo c. 1600 – 1800.*		
K-12.	K-12. Name different fashion designers of the 20th and 21st century.	K-12. Match a fashion designer to each country of origin.	K-12. Describe the difference in style of different fashion designers.
	Fashion designers grouped by country of origin: • France: Coco Chanel **or** Christian Dior **or** Yves Saint Laurent; • Italy: Dolce Gabbana **or** Versace **or** Miuccia Prada; • United Kingdom: Alexander McQueen **or** Viviene Westwood **or** Mary Quant; • USA: Calvin Klein **or** Tom Ford **or** Oscar de la Renta; • Asia: Elie Saab **or** Yamamoto **or** Sabyasachi Mukherjee. *N.B. It is highly recommended that during delivery candidates are made aware of the following terminologies used in the fashion industry: toile; trendsetters; haute couture; prêt-à-porter; mass marketing; fashion trends; fad fashion; fashion forecasting.*		
	Key styles of different fashion designers: e.g. dress, colour, fabric. *N.B. For assessment purposes, the difference in style of **TWO** fashion designers should be described.*		
C-6.	C-6. Match accessories to a particular fashion style.	C-6. Choose suitable accessories for a given scenario.	C-6. Justify the selected accessories for a given scenario.
	Fashionable accessories: • Headgear: beanie **or** baseball cap **or** bandana **or** cowboy hat **or** sun hat **or** panama hat **or** beret **or** cloche **or** top hat **or** pillbox hat **or** fascinator; • Bags: athletic bag **or** backpack **or** drawstring bag **or** beach bag **or** messenger bag **or** satchel **or** cross-body bag **or** tote bag **or** briefcase **or** shoulder bag **or** clutch bag; • Neckwear: tie **or** bow tie **or** cravat **or** square scarf **or** rectangle scarf **or** infinity scarf **or** pashmina scarf **or** detachable collar **or** fabric choker; • Shoes: flip-flops **or** clogs **or** espadrilles **or** trainers **or** sneakers **or** lace-ups **or** brogue **or** loafers **or** ballerina **or** sling-back **or** peep-toe **or** court **or** wedges **or** stilettos **or** boots.		

Subject Focus	Elements and principles of design		
LO 7.	Use the elements and principles of design.		
K-13.	K-13. List the different body shapes.	K-13. Name formal elements and design principles in fashion.	K-13. Describe formal elements in fashion with reference to a particular body shape.
	Body shapes: pear shape; apple or inverted triangle; straight or rectangle; hourglass.		
	Formal elements and design principles: • Formal elements: e.g. line, shape, colour, value, form, proportion, texture, volume; • Design principles: e.g. balance; movement; emphasis; proportion; unity.		
	***N.B.** For assessment purposes at Level 3, the formal elements in fashion to be assessed are: line; shape; colour; form; texture.*		
K-14.	K-14. Name different body proportions in figure drawings when using the nine heads.	K-14. Label different body portions in the nine heads figure drawing.	K-14. Describe the purpose of using different head proportions in figure drawings.
	Body portions for fashion design in nine heads figure drawings: e.g. head, neck to bust/chest, bust/chest to waist, waist to hips, hips to thighs, thighs to knees, knees to calves, calves to heels, feet.		
	Purpose of using different head proportions: stylish; chic; sophisticated; fashionable; exaggerated.		
K-15.	K-15. Name different fashion presentation techniques.	K-15. State the purpose of different fashion presentation techniques.	K-15. Outline the characteristics of a fashion presentation technique.
	Fashion presentation techniques: mood boards; theme boards.		
	Characteristics of fashion presentation technique: annotations; highlighted main points; highlighted key words; focal point; analysis and explanation of images.		
	***N.B.** For assessment purposes physical/digital mood boards **or** physical/digital theme boards should be considered.*		
C-7.	C-7. Identify different clothing styles for particular situations.	C-7. Describe factors influencing dress etiquette.	C-7. Discuss a particular style appropriate for a given occasion.
	Styles in fashion: sports; casual; business; elegant; evening.		
	Factors influencing dress etiquette: dress code; physical environment; occasion; season; trends.		
	Occasions: attending a sports event **or** participating in a sport event **or** shopping **or** going to the cinema **or** job interview **or** office work **or** morning wedding **or** evening wedding **or** party **or** graduation.		
A-4.	A-4. Create a physical mood board on a given theme.	A-4. Create design sketches of outfits for a given occasion using the nine heads.	A-4. Design an outfit for the given occasion.
	Create a physical mood board: annotations, fabric swatches, colour swatches, focal point, images related to theme.		
	Sketching outfits for a given occasion: proportions, appropriateness, clarity and neatness.		
	Design for an outfit: proportions, appropriateness, clarity and neatness, design according to colour swatches.		
	***N.B.** For assessment purposes **ONE** of the outfits sketched in Level 2 should be used as the design in Level 3.*		

Subject Focus	Fashionable paper patterns and digital media		
LO 8. *	Understand the purpose of paper patterns and the use of appropriate software in clothing.		
K-16.	K-16. List the different types of fashion patterns.	K-16. Identify pattern markings in a given fashion pattern.	K-16. Outline body measurements required in making patterns.
	Fashion patterns: individual ready-made commercial patterns in standard sizes; multi-sized patterns in commercial magazine; bespoke; software-created pattern.		
	Fashion pattern markings: e.g. fold, straight grain, dart, pleats, numbers, button and button hole, zip fastener, notches.		
	Body measurements for making patterns: • Upper garment: e.g. bust/chest, waist, shoulder, length, arm length, neck; • Lower garment: e.g. waist, hips, length.		
K-17.	K-17. List the functions of CAD.	K-17. Outline the functions of CAD.	K-17. Describe the importance of digital technology in the fashion and textiles industry.
	CAD functions: image and pattern manipulation; effects with filters and colours; fitting proportions and sizing; stylising and drafting; 2D and 3D modelling.		
	Importance of digital technology in the fashion and textiles industry: e.g. • design and illustration of fabrics, patterns and styles, • garment, textiles and accessory construction, • apparel and collection design, • preparation of toiles, • visualisation and presentation, • sizing and costings, • pattern drafting, • research.		
C-8.	C-8. Describe how body measurements should be taken for a given garment.	C-8. Explain the importance of pattern markings.	C-8. Discuss the procedure that needs to be adopted before using a flat pattern.
	Ways of taking body measurements: • Shirt: e.g. bust/chest, waist, shoulder, arm length, back length, neck **OR** • Skirt: e.g. waist, hips, length.		
	Importance of pattern markings: perfect fitting; avoidance of material being wrongly-cut; guidance for sewing; interpretation of style.		
	Procedures before using a flat pattern: adapt pattern to measurements; gather necessary notions; purchase the correct amount of fabric; prepare fabric.		

C-9.	C-9. Indicate the pattern pieces required for specific garments.	C-9. Estimate the lengths of fabric required for a specific garment.	C-9. Justify fabric length requirements for a specific garment when using a one-way fabric design.
	Pattern pieces: e.g. front, back, sleeve, yoke, pocket, collar, facing, waistband. *N.B. For assessment purposes, **TWO** different garments, not styles, should be used.*		
	Estimation of fabric lengths taking into consideration: number of pattern pieces; length of the provided garment; style of garment; particular fashion features, fabric design. *N.B. For assessment purposes, **TWO** estimates should be provided based on fabric-widths of 90cm and 150cm, and having a plain fabric without nap.*		
	Justification of fabric lengths taking into consideration: number of pattern pieces; length of the provided garment; style of garment; particular fashion features; fabric design. *N.B. For assessment purposes **TWO** estimates should be provided based on fabric-widths of 90cm and 150cm, and having a one-way fabric design (not using plaid or striped fabric).*		
A-5.	A-5. Transfer a flat paper pattern of a pencil skirt using a commercial magazine based on given measurements.	A-5. Draft a paper pattern of a four-panel skirt using a T-square based on the ¼ scale.	A-5. Produce a pattern of a four-panel skirt using CAD based on given measurements.
	Transferring of a flat paper pattern of a pencil skirt: choose size according to given measurements; trace all pattern pieces onto paper; transfer all pattern markings.		
	Drafting a paper pattern of a four-panel skirt using a T-square: use of proper scale; correct use of formulas and calculations; accurate drawing.		
	Producing a pattern of a four-panel skirt using CAD: setting correct dimensions; use of adequate paths and properties in drawing the pattern; inclusion of all markings; accuracy and neatness. *N.B. For assessment purposes, students should present a soft copy and a hard copy of the pattern in the indicated file format.* *N.B. It is highly suggested that a demonstration of printing to-scale CAD patterns using a plotter should be provided during delivery.*		

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

Subject Focus	Garment making techniques		
LO 9.	Construct an outer garment.		
K-18.	K-18. Identify different styles of lower body outer garments.	K-18. Label different fashion features found on lower body outer garments.	K-18. Name the style and fashion features located on a flat pattern of a lower body outer garment.
	Styles lower body outer garments: • Trousers: e.g. straight leg, cropped, culottes, skinny, boot cut, palazzo pants, skort, drop crotch pants; • Skirts: e.g. pencil, A-line, panelled, wrap-over, flare, circle, balloon, godet. *N.B. For assessment purposes, pictures of trousers and skirts including the above-mentioned styles should be provided to candidates.*		
	Fashion features found on trousers/skirts: • Pockets: patch **or** hip **or** welt **or** seam; • Zips: invisible zip **or** lapped zip **or** front fly; • Fasteners: button and buttonhole **or** hook and eye **or** hook and bar **or** press stud; • Edge finishing: top-stitched hem **or** turn up. *N.B. For assessment purposes, pictures of trousers and skirts including the above-mentioned features should be provided to candidates.*		
K-19.	K-19. List different methods of disposing fullness on trousers or skirts.	K-19. Label different methods of disposing fullness on trousers or skirts.	K-19. Describe the process of working gathers by hand and a sewing machine.
	Methods of disposing fullness: e.g. darts, shirring, pleats, gathering, elastication, casing (drawstring).		
	Labelling different methods of disposing fullness: darts; pleats (accordion pleats/inverted pleats/knife pleats/box pleat); elastication; drawstring.		
	Description of process of working gathers: by hand; using the sewing machine.		
K-20.	K-20. List the various waistline finishes in trousers or skirts.	K-20. Identify the various waistline finishes.	K-20. Outline the process of working a waistline finish.
	Waistline finishes: waistband; facing; elasticated; casing (drawstring).		
C-10.	C-10. Explain why given styles of lower body garments are appropriate for a particular occasion.	C-10. Justify how fashion features enhance given styles of lower body garments.	C-10. Discuss suitable upper and lower body garments for particular occasions.
	N.B. For assessment purposes, students are to explain the appropriateness of ***ONE*** *style of trousers and* ***ONE*** *style of skirts for a given particular occasion only.*		
	Fashion features to enhance styles of lower body garments: give detail; embellish; emphasis a particular area of the garment; serves a function. *N.B. For assessment purposes, each lower garment presented to candidates should show* ***TWO*** *different features from the ones listed in K-18.*		
	Suitable upper/lower body garments for particular occasions: adequate to upper/lower body garment; appropriate to particular occasion; appropriate to season; appropriate colour.		

A-6.	A-6. Prepare the pattern and the fabric to construct plain shorts.	A-6. Prepare the fabric for laying and cutting out a pair of shorts.	A-6. Sew a pair of shorts based on given features.
	Preparation to construct plain shorts: cutting out paper-pattern; placing right sides of fabric together; pin selvedges. *N.B. For assessment purposes, only **ONE** pair of shorts should be considered.*		
	Preparation for laying and cutting out a pair of shorts: correct placement of pattern pieces; correct pinning; leaving accurate seam allowance; neatness in cutting; correct transfer of pattern markings.		
	Sewing a pair of shorts: pin and tack the correct pattern pieces; work seams and neaten by hand and/or sewing machine; attach a patch-pocket; work the elastic casing and thread the elastic; work hem by hand or machine.		

Learning Outcomes and Assessment Criteria

Subject Focus:	Costume history and contemporary fashion
Learning Outcome 6:	Recognise traditional and contemporary fashion.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-11. Sort the historic fashion periods in correct order.	K-11. Match the fashion styles to the historic fashion periods.	K-11. Describe the key styles throughout specific periods in fashion history.	C-6. Match accessories to a particular fashion style.	C-6. Choose suitable accessories for a given scenario.	C-6. Justify the selected accessories for a given scenario.			
K-12. Name different fashion designers of the 20th and 21st century.	K-12. Match a fashion designer to each country of origin.	K-12. Describe the difference in style of different fashion designers.						

Subject Focus:	Elements and principles of design	
Learning Outcome 7:	Use the elements and principles of design.	

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-13. List the different body shapes.	K-13. Name formal elements and design principles in fashion.	K-13. Describe formal elements in fashion with reference to a particular body shape.						
K-14. Name different body proportions in figure drawings when using the nine heads.	K-14. Label different body portions in the nine heads figure drawing.	K-14. Describe the purpose of using different head proportions in figure drawings.	C-7. Identify different clothing styles for particular situations.	C-7. Describe factors influencing dress etiquette.	C-7. Discuss a particular style appropriate for a given occasion.	A-4. Create a physical mood board on a given theme.	A-4. Create design sketches of outfits for a given occasion using the nine heads.	A-4. Design an outfit for the given occasion.
K-15. Name different fashion presentation techniques.	K-15. State the purpose of different fashion presentation techniques.	K-15. Outline the characteristics of a fashion presentation technique.						

Subject Focus:	Fashionable paper patterns and digital media
Learning Outcome 8:	Understand the purpose of paper patterns and the use of appropriate software in clothing.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-16. List the different types of fashion patterns.	K-16. Identify pattern markings in a given fashion pattern.	K-16. Outline body measurements required in making patterns.	C-8. Describe how body measurements should be taken for a given garment.	C-8. Explain the importance of pattern markings.	C-8. Discuss the procedure that needs to be adopted before using a flat pattern.	A-5. Transfer a flat paper pattern of a pencil skirt using a commercial magazine based on given measurements.	A-5. Draft a paper pattern of a four-panel skirt using a T-square based on the ¼ scale.	A-5. Produce a pattern of a four-panel skirt using CAD based on given measurements.
K-17. List the functions of CAD.	K-17. Outline the functions of CAD.	K-17. Describe the importance of digital technology in the fashion and textiles industry.	C-9. Indicate the pattern pieces required for specific garments.	C-9. Estimate the lengths of fabric required for a specific garment.	C-9. Justify fabric length requirements for a specific garment when using a one-way fabric design.			

Subject Focus:	Garment making techniques
Learning Outcome 9:	Construct an outer garment.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-18. Identify different styles of lower body outer garments.	K-18. Label different fashion features found on lower body outer garments.	K-18. Name the style and fashion features located on a flat pattern of a lower body outer garment.	C-10. Explain why given styles of lower body garments are appropriate for a particular occasion.	C-10. Justify how fashion features enhance given styles of lower body garments.	C-10. Discuss suitable upper and lower body garments for particular occasions.	A-6. Prepare the pattern and the fabric to construct plain shorts.	A-6. Prepare the fabric for laying and cutting out a pair of shorts.	A-6. Sew a pair of shorts based on given features.
K-19. List different methods of disposing fullness on trousers or skirts.	K-19. Label different methods of disposing fullness on trousers or skirts.	K-19. Describe the process of working gathers by hand and a sewing machine.						
K-20. List the various waistline finishes in trousers or skirts.	K-20. Identify the various waistline finishes.	K-20. Outline the process of working a waistline finish.						

Unit 3: Ethical Fashion, the Consumer and Soft Furnishings

Unit Description

This unit will provide students with the opportunity to understand issues related to ethical fashion and being an ethical consumer. The candidates will have the opportunity to create an upcycled item of textiles.

Through this unit, candidates will understand the various consumer rights and responsibilities, with reference to Maltese legislation. They will also be able to identify the factors that influence consumers' choice and ways how to redress.

Candidates will familiarise themselves with the design of a range of textile-based items to create bespoke interiors for living spaces that are aesthetically pleasing and functional. They will be eventually equipped with the basic knowledge and confidence required to undertake their own bespoke interiors enterprise.

Learning Outcomes
At the end of the unit, I can:

LO 10. Explore issues related to ethical fashion.

LO 11. Demonstrate an understanding of the consumer in the fashion world.

LO 12. Create a cushion and a curtain for a living space.

LO 13. Care for soft furnishings used in a living space.

Assessment Criteria and Content

Subject Focus	Ethical fashion		
LO 10.	Explore issues related to ethical fashion.		
K-21.	K-21. Define ethical fashion.	K-21. State ways of being an ethical consumer when purchasing textile items and clothing.	K-21. Outline ways of being an ethical consumer when using textile items and clothing.
	Ethical fashion: e.g. neither harmful nor exploitative of people, neither harmful nor exploitative of animals, neither harmful nor exploitative of the environment. *N.B. It is highly suggested that during delivery candidates should be made aware that these considerations are to be taken at all stages (design, production and distribution).*		
	Ways of being an ethical consumer when purchasing textile items and clothing: e.g. buy less items, buy durable (higher quality) garments, buy second-hand clothes and textiles, hire clothes that would be worn only once (such as those for special occasions), choose products made from organic fibres grown without toxic chemicals, buy items that declare non-exploitation of workers, choose products made from recycled material, avoid buying dry-clean only garments.		
	Ways of being an ethical consumer when using textile items and clothing: e.g. avoid washing clothes unnecessarily, use eco-friendly detergents, avoid tumble drying and ironing to conserve energy, use energy-efficient washing and drying equipment, wash at low temperatures, repair clothing and textiles products to extend their useful life, carefully store to extend product's life.		
K-22.	K-22. List types of textile recycling.	K-22. Outline types of textile recycling.	K-22. Describe types of textile recycling through an example.
	Types of textile recycling: e.g. - Primary: the textile product can be reused in its current state (such as taking old clothes to charity shops or clothing bins/banks), - Secondary/physical: the textile product is torn, shredded, melted or ground before being reused (such as old woollen garments being shredded and reused for stuffing in bedding or industrial felting), - Tertiary/chemical: products can be broken down and reformulated (such as PET plastic bottles being broken down into fibres and then spun into polyester to make fleeces and duvets).		
K-23.	K-23. State aspects related to fast fashion.	K-23. Outline the principles of slow fashion.	K-23. Outline the environmental effect related to slow fashion.
	Fast fashion: inexpensive; disposable; shorter development time; based on current trends.		
	Principles of slow fashion: e.g. deliberate choice to buy better-quality items less often, environmentally and ethically-conscious choice, transparency about clothes origin and production methods.		
	Effects: reducing consumption, less pollution, less waste, less carbon footprint.		

C-11.	C-11. Outline ways of reusing/reducing textile waste during manufacturing.	C-11. Explain aspects which an ethical fashion designer should consider in garment production.	C-11. Discuss possibilities of upcycling a given garment from a consumer's perspective.
	Ways of re-using/reducing textile waste during manufacturing: e.g. use computerised lay planning and pattern cutting to reduce waste, develop by-products to be added to the company's own product mix, sell fabric scraps for use in other industries (such as, in transportation servicing departments).		
	Factors to be considered by a fashion designer when producing garments: e.g. product design for function instead of trend, durability, comfort, fabric/material, components, fabric after-care, reusable pattern blocks for production, minimisation of fabric wastage, energy consumption in the production process.		
	Upcycling a given garment: e.g. viability of proposed changes, use of new or recycled material or components, functionality of upcycled item.		
A-7.	A-7. Design a sketch of an upcycled textile item to be created.	A-7. Prepare the items required to upcycle an existing textile item.	A-7. Create an upcycled textile item.
	Designing a sketch of an upcycled textile item to be created: clear labelling; use of existing material and/or components only; dimensions; viability.		
	Preparing items required to upcycle an existing textile item: e.g. equipment, materials (such as dye, brush, etc.), paper pattern, fabric coordination according to sketch.		
	Creating an upcycled textile item: neatness; ease and simplicity to create the item/garment in time available; aesthetically pleasing; fitness for purpose.		

Subject Focus	Consumer rights and responsibilities		
LO 11.	Demonstrate an understanding of the consumer in the fashion world.		
K-24.	K-24. Name the basic consumer rights and responsibilities in modern society.	K-24. Outline factors that influence consumers' choice.	K-24. Describe factors influencing a consumer's choice in a given scenario.
	- Basic consumer rights: the right to satisfaction of basic needs; the right to choose; right to safety; the right to be informed; the right to be heard; the right to redress or remedy; the right to a healthy and sustainable environment; the right to consumer education. - Consumer responsibilities: identify own needs; be informed; understand any contracts made; be aware of the environmental impact of purchased product or service.		
	Factors influencing consumers' choice: - Psychological* (motivation, perception, lifestyle, personality, learning, attitudes); - Sociocultural* (cultural, income, occupation, education, family, reference groups); - Economic* (income, savings, ability to borrow); - Legislation* (EU policies, local government policies). *N.B. It is highly suggested that during delivery candidates should be made aware of the aspects in brackets related to each factor.*		
C-12.	C-12. Describe different complaints that customers might have in a fashion and textiles environment.	C-12. Explain strategies used in dealing with customer complaints in a fashion and textiles environment.	C-12. Discuss strategies in dealing with a given customer complaint in a fashion and textiles environment.
	Customer complaints: e.g. goods not up to their expectations, unhappy with service provided by sales personnel, damaged product.		
	Strategies used in dealing with customer complaints: e.g. stay calm, listen well, acknowledge the problem, get the facts, offer a solution, follow up, exceed expectation.		

Subject Focus	Living space furnishings		
LO 12.	Create a cushion and a curtain for a living space.		
K-25.	K-25. Match different pictures of cushion edge finishes to their names.	K-25. List the various fillings used in cushions.	K-25. Outline ways of constructing cushion covers which facilitate removal for cleaning.
	Cushion edge finishes: gathered frill; pleated frill; flanged edge/oxford; piping.		
	Fillings used in cushions: foam/latex; chipped foam; man-made hollow fibre; natural feathers/down.		
	Cushion construction facilitating removal for cleaning: with a zip; with button and buttonholes; with hook and loop (Velcro®); sewn as an envelope.		

K-26.	K-26. Name the different types of curtain headings.	K-26. Match different pictures of curtain headings to their names.	K-26. Outline considerations required when taking basic measurements in creating a simple unlined curtain for a window or a door.
	Types of curtain headings: rod pocket; pencil pleat; tab top; box pleat; eyelet.		
	Taking basic measurements for a simple unlined curtain: height of window/door; width of window/door; width of rod/pole; fitting height of rod/pole.		
C-13.	C-13. Outline different purposes of cushions.	C-13. Describe how to embellish a plain cushion cover.	C-13. Explain the process of attaching a fastener to a cushion cover.
	Purposes of cushions: functional; decorative.		
	Embellishing a plain cushion cover: e.g. appliqué, sequins, embroidery.		
	Attaching fasteners to cushion covers: button and buttonhole **or** zip **or** hook and loop (Velcro®).		
A-8.	A-8. Design a removable cushion cover including edge finishing for a given living space.	A-8. Prepare the fabric for laying and cutting out a removable cushion cover.	A-8. Construct a removable cushion cover including edge finishing for a living space.
	Design of a removable cushion cover for a given living space: colour; labelling; neatness; suitability of design; edge-finishing (frill or piping). *N.B. For assessment purposes, the living space given could be a sitting or a bedroom.* *N.B. For assessment purposes, the size of the cushion should be provided to candidates.*		
	Preparation of fabric for laying and cutting: place all pattern pieces correctly onto the fabric; pin and mark correctly; leave accurate seam allowance; cut out fabric for the cushion according to size; cut out fabric for the edge finishing.		
	Construction of a removable cushion cover: prepare frill or piped edge; attach frill or piped edge; pin and tack the correct pattern pieces together; neat hand and machine stitches; press and finish.		
A-9. *	A-9. Design a simple unlined curtain for a given living space.	A-9. Prepare the fabric to produce a simple unlined curtain for the given living space.	A-9. Construct a simple unlined curtain for the given living space.
	Design of a simple unlined curtain for a given living space: colour; labelling; neatness; suitability of design. *N.B. For assessment purposes, the living spaces to be considered should include a bathroom **or** a bedroom **or** a kitchen, with given aperture/s dimensions.*		
	Preparation of fabric to produce a simple unlined curtain: iron fabric; mark fabric accurately; cut out fabric neatly according to dimensions.		
	Construction of a simple unlined curtain: neat folding of hems using an iron; neat hand and machine stitching; attaching curtain heading; pressing and finishing.		

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

Subject Focus	Caring for interiors		
LO 13.	Care for soft furnishings used in a living space.		
K-27.	K-27. Name different detergents that can be used to launder a soft furnishing.	K-27. Outline aspects related to different detergents.	K-27. Outline the process of hand washing a soft furnishing.
	Detergents used to launder a soft furnishing: e.g. synthetic, soap powders, biological (Enzyme), low lather, light duty/soft, cool water.		
	Aspects related to different detergents: e.g. • Synthetic detergents: chemically engineered used for general washing by hand or machine, • Soap powders: general washing by hand or machine but produce a scum when using hard water, • Biological (Enzyme) detergents: soaking out protein stains before washing, • Low lather detergents: preventing damage to automatic washing machines from over-foaming, • Light duty/soft detergents: hand washing lightly soiled clothes or delicate fabrics and wool, • Cool water detergents: used in low-temperature cycles.		
	Hand-washing a soft furnishing: read the care label; fill basin with water at right temperature; add the right detergent to water; immerse item in water and agitate water; rinse out the detergent; replace water adding fabric conditioner; rinse item and squeeze out water; hang on drying rack.		
C-14.	C-14. Outline the effects of climatic exposure on curtains.	C-14. Explain reasons for regular cleaning of curtains.	C-14. Justify why lined curtains should be dry-cleaned in a given scenario.
	Effects of climatic exposure on curtains: fading; fabric deterioration; mould; mildew.		
	Reasons for regular cleaning of curtains: avoiding allergies; unpleasant smell; extended lifespan; sustaining a welcoming living space.		
	Reasons for dry-cleaning lined curtains: e.g. fading, shrinking, loose drape, too bulky to handle, potential damage to embellishments, professional pressing.		

Learning Outcomes and Assessment Criteria

Subject Focus:	Ethical fashion
Learning Outcome 10:	Explore issues related to ethical fashion.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-21. Define ethical fashion.	K-21. State ways of being an ethical consumer when purchasing textile items and clothing.	K-21. Outline ways of being an ethical consumer when using textile items and clothing.	C-11. Outline ways of reusing/reducing textile waste during manufacturing.	C-11. Explain aspects which an ethical fashion designer should consider in garment production.	C-11. Discuss possibilities of upcycling a given garment from a consumer's perspective.	A-7. Design a sketch of an upcycled textile item to be created.	A-7. Prepare the items required to upcycle an existing textile item.	A-7. Create an upcycled textile item.
K-22. List types of textile recycling.	K-22. Outline types of textile recycling.	K-22. Describe types of textile recycling through an example.						
K-23. State aspects related to fast fashion.	K-23. Outline the principles of slow fashion.	K-23. Outline the environmental effect related to slow fashion.						

Subject Focus:	Consumer rights and responsibilities
Learning Outcome 11:	Demonstrate an understanding of the consumer in the fashion world.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-24. Name the basic consumer rights and responsibilities in modern society.	K-24. Outline factors that influence consumers' choice.	K-24. Describe factors influencing a consumer's choice in a given scenario.	C-12. Describe different complaints that customers might have in a fashion and textiles environment.	C-12. Explain strategies used in dealing with customer complaints in a fashion and textiles environment.	C-12. Discuss strategies in dealing with a given customer complaint in a fashion and textiles environment.			

subject Focus:	Living space furnishings
Learning Outcome 12:	Create a cushion and a curtain for a living space.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-25. Match different pictures of cushion edge finishes to their names.	K-25. List the various fillings used in cushions.	K-25. Outline ways of constructing cushion covers which facilitate removal for cleaning.	C-13. Outline different purposes of cushions.	C-13. Describe how to embellish a plain cushion cover.	C-13. Explain the process of attaching a fastener to a cushion cover.	A-8. Design a removable cushion cover including edge finishing for a given living space.	A-8. Prepare the fabric for laying and cutting out a removable cushion cover.	A-8. Construct a removable cushion cover including edge finishing for a living space.
K-26. Name the different types of curtain headings.	K-26. Match different pictures of curtain headings to their names.	K-26. Outline considerations required when taking basic measurements in creating a simple unlined curtain for a window or a door.				A-9. Design a simple unlined curtain for a given living space.	A-9. Prepare the fabric to produce a simple unlined curtain for the given living space.	A-9. Construct a simple unlined curtain for the given living space.

Subject Focus:	Caring for interiors
Learning Outcome 13:	Care for soft furnishings used in a living space.

Knowledge Criteria			Comprehension Criteria			Application Criteria		
Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)	Assessment Criteria (Level 1)	Assessment Criteria (Level 2)	Assessment Criteria (Level 3)
K-27. Name different detergents that can be used to launder a soft furnishing.	K-27. Outline aspects related to different detergents.	K-27. Outline the process of hand washing a soft furnishing.	C-14. Outline the effects of climatic exposure on curtains.	C-14. Explain reasons for regular cleaning of curtains.	C-14. Justify why lined curtains should be dry-cleaned in a given scenario.			

Appendix 1 – Minimum Required Resources

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

General resources for all units

- Classroom area (maximum of 16 students)
- Availability of internet access connection
- Book cabinet in class with textile and fashion books
- Interactive whiteboard/Digital panel/Projector
- Digital camera with memory car
- External hard disk
- Access to computers in school with CAD software
- Plotter
- Fire extinguishers and fire blankets
- Fully equipped First Aid box
- Mechanical Sewing machines: Mechanical electronic, computerised, overlock, embroidery
- Irons (Dry/steam)
- Ironing board
- Sprinklers
- Pressing cloths
- Cutting out tools: Dressmakers' shears, pinking shears, embroidery shears, clipper, seams ripper, rotary cutter
- Tracing wheel and carbon paper
- Tracing paper
- Measuring tools: Tape measure, curved rulers of various sizes, sliding gauge ruler, T-squares (full size and ¼), metre rulers
- Cotton and hessian fabric

Unit 1

- Sewing machine needles
- Bobbin cases
- Different coloured machine threads
- Different coloured embroidery thread
- Buttons with shank and without shank
- Zips
- Press studs/snap fasteners
- Hook and eye
- Hook and bar
- Hook and loop (Velcro®)
- Bias binding
- Retort stands with base, metal rod and clamps
- Stopwatch
- Eye shield
- Tweezer set

- Slotted masses
- Magnifying glass
- Digital thermometer
- Flameproof mat
- Flexible arm lamp with magnifying glass
- Glasses
- Bleach
- Fine, medium and heavy-duty sand paper
- Blocks of wood and stapler
- Dropper
- Stop watch
- Clearly marked laboratory beaker
- Small bowls
- Piping cord
- Curtain heading tapes for sheer
- Curtain eyelets
- Clothes drying rack
- Laundry detergents and fabric conditioner
- Basins
- Fabric dyes
- Wax pot
- Hob
- Tjanting
- Rubber gloves
- Stirrer
- Stainless steel pots
- Electric kettles
- Jugs
- Tongs
- String
- Crafts knife
- Sponges
- Acrylic paint
- Paint brush
- Palette
- Moulds
- Embroidery hoops and frames
- Thread cutter
- Interfacing
- Knitting needles
- Row counter
- Crochet hooks
- Weaving tools and frame

Unit 2

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

Unit 3

- Fabric suitable for soft furnishings

Other equipment

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

Appendix 2 – Portfolio Marking Schemes

PART 1 – BASED ON ANY TWO APPLICATION CRITERIA FROM UNIT 1				Criterion 1 Marks	Criterion 2 Marks	Total Marks
Overview of Application Process	**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10	/10	/20
Supporting Evidence	**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7	/7	/14
Overview of Skills	**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10	/10	/20
Presentation	**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.			/6
TOTAL PART 1 MARK						**/60**

PART 2 – BASED ON ANY TWO APPLICATION CRITERIA FROM UNIT 2				Criterion 1 Marks	Criterion 2 Marks	Total Marks
Overview of Application Process		**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10	/10	/20
Supporting Evidence		**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7	/7	/14
Overview of Skills		**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10	/10	/20
Presentation		**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.			/6
TOTAL PART 2 MARK						**/60**

PART 3 – BASED ON ONE UNIT 3 APPLICATION CRITERION AND SELF-EVALUATION				Total Marks
Overview of Application Process	**1 – 3 marks** Steps required as part of the overall process to complete the whole criterion are provided – without any details or elaboration – but most are missing, incorrect, or not necessarily in logical order.	**4 – 6 marks** The main steps required as part of the overall process to complete the whole criterion are provided – including some detail or elaboration – but some are missing, incorrect, or not necessarily in logical order.	**7 – 10 marks** Most of, or all, the main steps required as part of the overall process to complete the whole criterion are correctly provided – including necessary details or elaboration – and in a logical order.	/10
Supporting Evidence	**1 – 2 marks** The submitted photo evidence only shows the final work or artifact. Linking to supporting evidence does not exist or is inconsistent.	**3 – 4 marks** The submitted photo evidence shows some steps and the final work or artifact. Linking to supporting evidence is overall consistent.	**5 – 7 marks** The submitted photo evidence shows most of, or all, the main steps and the final work or artifact, using proper captions. Linking to supporting evidence is consistent throughout.	/7
Overview of Skills	**1 – 3 marks** Underlying skills employed to complete the criterion are provided – without any details or elaboration – but most are missing or incorrect.	**4 – 6 marks** The main underlying skills employed to complete the criterion are provided – including some details or elaboration – but some are missing or incorrect.	**7 – 10 marks** Most of, or all, the main underlying skills employed to complete the criterion are correctly provided – including necessary details or elaboration.	/10
Self-Evaluation	**1 – 8 marks** One soft and one technical skill gained throughout the subject are evaluated in relation to personal growth or future employment in industry. The arguments linking the skills gained with their contribution towards personal growth or future employment are generic or weak.	**9 – 16 marks** Various soft and technical skills gained throughout the subject are evaluated in relation to personal growth and future employment in industry. The arguments linking the skills gained with their contribution towards personal growth and future employment are valid, but some are not properly developed.	**17 – 27 marks** Various soft and technical skills gained throughout the subject are evaluated in relation to personal growth and future employment in industry. Most of, or all the arguments linking the skills gained with their contribution towards personal growth and future employment are properly developed.	/27
Presentation	**1 mark** The material submitted for this part of the Portfolio generally follows the template, but the overall presentation is poor and/or inconsistent.	**2 – 3 marks** The material submitted for this part of the Portfolio follows the template, and the overall presentation is good and consistent.	**4 – 6 marks** The material submitted for this part of the Portfolio follows the template, and the presentation is excellent and consistent throughout. A proper Table of Contents is also included.	/6
TOTAL PART 3 MARK				**/60**