



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

FASHION AND FABRICS SYLLABUS

GRADES 10 – 12



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PREFACE

The review of this Syllabus was necessitated by the need to improve the quality of education at Secondary School Level as stipulated in the national policy document, “**Educating Our Future – 1996,**” and to meet the demands of society at large echoed in various forums.

Quality education helps develop a sound knowledge and skills base in learners, that is capable of raising the standard of living for all as well as attain a sustainable national development. The syllabus further addresses issues of national concern such as Entrepreneurship and Hospitality, Environmental Education, Gender and Equity, Health Education and HIV/AIDS, Family Life Education, Human Rights, Democracy, Reproductive Health, Population Education, Entrepreneurship and Vocational Skills, Life and Values Education.

This syllabus also builds on the foundation laid by the Home Economics Junior Secondary School syllabus. It is meant to equip learners with knowledge, skills, positive attitudes and values to enable them easily use the acquired skills in their daily lives and to ease choice of a career both in the formal and informal sector. It has taken into consideration the recommendations from the Curriculum symposium, the indaba and the Vision 2030.

It is hoped that this syllabus will provide the users with a sound knowledge and skills base for further studies in Home Economics related fields and a strong base of positive attitudes and values on which meaningful and effective learning experiences will be developed to help learners establish sustainable entrepreneurial activities for income generation formally or informally.

At the end of the course, the learners are expected to use the acquired knowledge and skills in income generation, an activity that will total up to raising Zambia to a medium income generating nation.

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ACKNOWLEDGEMENTS

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Secondly, we wish to thank the people, Government departments, and institutions of learning who, in many varied ways, contributed towards the production of this syllabus. These include all those who found time or were able to allow their staff to attend the review process.

We are greatly indebted to all learning institutions who participated in the Home Economics Technical review workshop.

Finally, we wish to acknowledge our indebtedness to the former Director Standards and Curriculum Mrs Florence Mfula and the Chief Curriculum Specialist Ms Georgina Hamaimbo for their valuable contributions in guiding the review exercise before they retired from the service.

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Director – Standards and Curriculum

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INTRODUCTION

Home Economics Syllabus has been reviewed to meet the needs of the family and society as a whole.

The syllabus incorporates the components of Fashion and Fabrics, Food and Nutrition and Home Management and each of the components form an area of specialisation and is an independent syllabus under the subject of home economics. Cross cutting issues and concepts on Environmental Education, Entrepreneurship and Hospitality, Sexually Transmitted Diseases, (STDs), HIV/AIDS, Population and Family Life Education, Reproductive Health, Gender, Human Rights, Substance Abuse and Life Skills have also been included.

To ensure that the Home Economics teacher does not provide only knowledge, the format of this new syllabus explicitly shows the knowledge to be taught under each topic, the skills, and values. Local knowledge and skills are particularly appreciated and they have been integrated. As far as possible, teachers should encourage the pupils to practice the knowledge they gain in class into the community so as to allow the modern Zambian child to take the most and give the most to our developing society.

RATIONALE

Home Economics is an interdisciplinary field of study which endeavours to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society.

The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/AIDS have been included.

Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources.

The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

PREAMBLE

- 1.1 Fashion and Fabrics is an area which deals with the study of fibres, fabrics and processes in the construction of garments

The Course

- 1.1.1 Provides a scientific approach to identification of fibres and fabrics as a basis for garment construction;
- 1.1.2 Creates an understanding of how various fibres and fabrics are manufactured, their properties and uses;
- 1.1.3 Imparts knowledge and skills of the various clothing needs of the Zambian population;
- 1.1.4 Provides foundation for further studies in fashion and fabrics;
- 1.1.5 Facilitates entry to other professions in the clothing industry;
- 1.1.6 Develops skills for self-reliance;
- 1.1.7 Emphasises the use of locally available fibres and fabrics in the construction of garments

2.0 AIMS

The aims of the syllabus are to develop:

- 1.2 The capacity to identify, analyse and evaluate the principles underlying the choice and use of different fabrics,; styles and colours in the construction of clothing;
- 1.3 Knowledge, interest and skills and positive attitudes and values in designing, constructing caring for clothes and accessories;
- 1.4 An awareness and appreciation of good workmanship related to clothing construction;
- 1.5 Knowledge and skill that enhance the ability to use consumer rights and entrepreneurship;
- 1.6 Creativity and initiative which form a base for further studies, future employment and the enjoyable and profitable use of leisure time;
- 1.7 A spirit of income generation and self-sustainability
- 1.8 The ability to adapt/reconstruct old garments into other items.

3.0 GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles and processes in fashion and fabrics
- Demonstrate an understanding of machine and needlework and fashion and fabrics
- Make articles according to specifications
- Use available knowledge and skills in fashion and fabrics to generate income
- Implement entrepreneurship projects

4.0 ASSESSMENT OBJECTIVES

Pupils should:

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- 4.1 Identify, analyse and evaluate human needs in relation to various fibres and fabrics necessary for the construction of garments;
- 4.2 Demonstrate the correct handling and care of different fabrics;
- 4.3 Sketch, design and make simple patterns for use in garment construction;
- 4.4 Select the appropriate patterns, fabrics, notions, and processes in clothes construction;
- 4.5 Apply the knowledge and skills acquired in the course, in the construction of well-finished garments and accessories, critical thinking;
- 4.6 Describe and explain how to choose, care for and maintain various pieces of equipment;
- 4.7 Explain and demonstrate the use of various pieces of equipment used in clothes construction;
- 4.8 Apply managerial and organizational skills to clothes construction in relation to efficient use of fabrics, time, money, labour and equipment;
- 4.9 Establish and effectively implement entrepreneurship activities
- 4.10 Dye fabrics effectively
- 4.11 Make assorted articles through the processes of sewing, knitting, crocheting sustainable entrepreneurial activities and various craftworks
- 4.12 Explain the effective use of locally available resources in an income-generating scheme;
- 4.13 Explain the use of consumer rights in buying and selling;
- 4.14 State, describe and observe safety precautions in the construction of garments.

5.0 METHODOLOGY

Six periods per week should be allocated, three of which should be consecutive and used for practical lessons. To achieve the stated aims and outcomes the following are necessary:

- 5.1 Teaching through theory and coursework;
- 5.2 Teacher demonstration, followed by pupil practice;
- 5.3 Experimentation with fibre, fabrics and equipment;
- 5.4 Group and individual instruction and supervision;
- 5.5 The appropriate use of learning and teaching aids;
- 5.6 Class discussions;
- 5.7 Individual written assignments;
- 5.8 Community participation and Community projects;
- 5.9 Use and improvisation of facilities and resources in the environment;
- 5.10 Educational tour;
- 5.11 Liaison with other relevant departments;
- 5.12 Project work.

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GRADE 10

KEY COMPETENCES:

- Demonstrate knowledge of reconstruction procedures of natural and manufactured fibres and description of their characteristics.
- Show basic understanding in safe use of tools and equipment needed to produce textile items

GENERAL OUTCOMES:

- Build in the learners the capacity to apply principles and processes in fashion and fabrics
- Demonstrate knowledge and skills in identifying groups of stitches.
- Demonstrate an understanding of machine and needlework in fashion and fabrics

GRADE 10

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FIBRES AND FABRICS	10.1 Fibres	10.1.1 Describe fibres 10.1.2 Classify fibres 10.1.3 Describe the characteristics/ properties of fibres	<ul style="list-style-type: none"> Fibres (Basic units of matter used to make fabric) Classes (natural and artificial/manmade) Characteristics(feel strength, texture, absorbency, aesthetics, durability) 	<ul style="list-style-type: none"> Identifying the basic unit of matter Classifying where fibres can be obtained from. Communicating knowledge on how to recognise fibres. 	<ul style="list-style-type: none"> Appreciating fibres Inquisitiveness on characteristics/ properties of fibres Applying knowledge on fibre recognition.
	10.2 Yarns	10.2.1 Describe yarns. 10.2.2 Explain the stages/ processes involved in the production of yarns.	<ul style="list-style-type: none"> Yarns (Threads made from strands of fibres of cotton, wool etc. used to make fabric) Classes of yarns (filaments/staple, types e.g. S&Z twists, textured) Stages in production of(Cotton, Linen, Wool, Silk, Polyester) 	<ul style="list-style-type: none"> Identifying what yarns are. Classifying yarns. Communicating Information on the stages followed when yarns are being produced 	<ul style="list-style-type: none"> Awareness of yarns. Appreciating yarns Producing yarns.
	10.3 Fabric construction	10.3.1 Describe different types of fabric construction 10.3.2 Identify different fabrics.	<ul style="list-style-type: none"> Fabric construction (Weaving, Knitting, Bonding, felting) Identification of fabrics through(appearance and feel test, burning test, chemical test, microscopic check) 	<ul style="list-style-type: none"> Processes used in fabric construction Identifying difference between fabrics by manipulating 	<ul style="list-style-type: none"> Asking questions for more knowledge on this. Appreciating fabrics

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	10.4 Colour in yarns and fabrics	10.4.1 Identify different types of dyes. 10.4.2 Explain the process of dyeing fabrics. 10.4.3 Dye available cotton fabrics.	<ul style="list-style-type: none"> • Types of dyes: (Natural and commercial dyes.) • Processes of dyeing fabrics (Tie & dye, Batik and Printing) • Dyeing cotton fabrics 	<ul style="list-style-type: none"> • Classifying dyes • Communicating information processes involved in producing dyes • Dyeing a cotton fabric 	<ul style="list-style-type: none"> • Awareness of types and classes of dyes • Asking questions for more information on this • Applying different substances for dyeing fabric
FIBRES AND FABRICS	10.5 Fabric finishes	10.5.1 Identify classes of fabric finishes 10.5.2 Describe different fabric finishes 10.5.3 Demonstrate fabric finishing	<ul style="list-style-type: none"> • Classes of fabric finishes(Temporary and permanent) • Performance finish (water proof), Texture finish (stretch). • Types of finishes: (Bleaching and starching) 	<ul style="list-style-type: none"> • Identifying fabric finishes • Communicating knowledge on different fabric finishes • Finishing fabric 	<ul style="list-style-type: none"> • Awareness of fabric finishes • Appreciating fabric finishes • Applying suitable substances to finish fabric
	10.6 Equipment used in needlework	10.6.1 Identify needlework tools/equipment and their uses. 10.6.2 Outline tools and equipment necessary for crafts. 10.6.3 Draw and label needlework tools/ equipment 10.6.4 Care, clean and store tools and equipment.	<ul style="list-style-type: none"> • Tools(Sewing, marking, measuring and cutting tools) equipment(work table, full-length mirror, ironing board and sleeve board, iron, sewing machine, full-length mirror) • Knitting needles crocheting hook, soft wire, darning needle, loom etc. • Drawing and labelling a sewing machine. • Storage of tools/equipment e.g. dry places, keep small tools in a lined 	<ul style="list-style-type: none"> • Identifying classes of needlework tools • Outlining tools for crafts • Drawing tools/equipment • Cleaning tools/equipment 	<ul style="list-style-type: none"> • Awareness of needlework tools and equipment • Appreciating tools and equipment • Caring for the tools and

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.6.5 Carry out simple repairs and servicing/maintenance of tools and equipment for needlework.	basket, use correct size of needle and threads <ul style="list-style-type: none"> Maintenance/service of tools/equipment. (Oiling sewing machine, Dusting, Tightening loose screws) 	correctly <ul style="list-style-type: none"> Repairing/servicing /manufacturing tools and equipment 	equipment <ul style="list-style-type: none"> Showing responsibility for tools and equipment
FIBRES AND FABRICS	10.7 Safety	10.7.1 Explain safety rules and accidents that occur during the process of garment construction. 10.7.2 Describe the contents of the First Aid box and state their use. 10.7.3 Treat minor injuries.	<ul style="list-style-type: none"> Safety rules in garment construction. (Accidents during garment construction e.g. Pricking and cuts) Contents of First Aid box and their uses e.g. sterile bandages, burn dressing, Treatment of minor injuries e.g. pricking, cuts and bleeding. Awareness of HIV/AIDS. 	<ul style="list-style-type: none"> Communicating knowledge on safety rules Identifying contents of first Aid box Treating minor injuries 	<ul style="list-style-type: none"> Awareness of safety rules Asking questions for more information Applying safety rules when treating
	10.8 Choice, use and care of fabrics	10.8.1 Describe the choice, use and care of different fabrics. 10.8.2 Describe notions.	<ul style="list-style-type: none"> Choice, use and care of fabrics: Notions: the collective term for a variety of small objects or sewing accessories e.g. thread, buttons, bias tape, lining material etc. 	<ul style="list-style-type: none"> Communicating knowledge on different fabrics Identifying notions 	<ul style="list-style-type: none"> Appreciating fabrics Awareness of notions
	10.9 Purchasing and budgeting	10.9.1 State the guidelines for budgeting 10.9.2 Explain the importance of comparing prices. 10.9.3 Compare prices and calculate sales and profits 10.9.4 Approximate amounts for making garments	<ul style="list-style-type: none"> Guidelines for budgeting Importance of comparing prices Comparisons of prices and calculation of sales and profits Approximating quantities, prices, sales and profits. 	<ul style="list-style-type: none"> Identifying the guidelines Outlining the importance Comparing prices Approximating prices 	<ul style="list-style-type: none"> Awareness of guidelines Asking questions for more understanding

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FIBRES AND FABRICS	10.10 Patterns	10.10.1 Describe body measurements.	<ul style="list-style-type: none"> Being familiar with body measurements bust, waist, hip and lengths. 	<ul style="list-style-type: none"> Taking body measurements Making paper patterns Cutting out garments according to specifications 	<ul style="list-style-type: none"> Awareness of body specifications Applying body measurements
		10.10.2 Take figure measurements correctly.	<ul style="list-style-type: none"> Measurements of a dress, trousers, skirt etc. 		
		10.10.3 Explain commercial and homemade paper patterns.	<ul style="list-style-type: none"> Commercial paper patterns are factory made while homemade are made at home e.g. from newspaper. 		
		10.10.4 Explain pattern markings	<ul style="list-style-type: none"> Place on fold, straight grain etc. Tailor's taking, tracing wheel & carbon paper. 		
		10.10.5 Describe the methods of transferring pattern markings.	<ul style="list-style-type: none"> Figure variations, Alterations and adaptations 		
		10.10.6 Make simple pattern adaptations.	<ul style="list-style-type: none"> Layout of pattern pieces on the fabric. 		
		10.10.7 Prepare paper patterns and fabrics for cutting out a garment.	<ul style="list-style-type: none"> Cutting out garments e.g. child's dress. 		
		10.10.8 Cut out garments according to instructions.			

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
NEEDLEWORK PROCESS	10.11 Stitches	<p>10.11.1 Describe temporary stitches</p> <p>10.11.2 Describe groups of permanent stitches.</p> <p>10.11.3 Work out temporary and permanent stitches.</p>	<ul style="list-style-type: none"> • Temporary stitches (Tacking stitch, Tailor tacking) • Permanent stitches(Joining stitches, Neatening stitches, Decorative/embroidery stitches) • Working out stitches 	<ul style="list-style-type: none"> • Identifying groups of stitches 	<ul style="list-style-type: none"> • Safety consciousness in needle handling
ENTREPRENEURSHIP	10. 12 Entrepreneurship in Fashion & Fabrics	<p>10.12.1 Identify types of businesses in fashion and fabrics.</p> <p>10.12.2 Outline a simplified business plan.</p> <p>10.12.3 Carry out a possible business projects</p>	<ul style="list-style-type: none"> • Setting up an appropriate business (tailoring shop, tailoring school) • Simple business plans and projects (<i>project proposals</i>). • Possible business projects (such as making of simple articles showing the taught stitches). 	<ul style="list-style-type: none"> • Identifying business projects • Carrying out business projects • Advertising the projects • Marketing the produce 	<ul style="list-style-type: none"> • Applying knowledge on running a business

GRADE 11

KEY COMPETENCES:

- Demonstrate basic skills in identifying different processes in textiles construction.
- Show knowledge in describing fashion and textile – related occupation and career.
- Demonstrate various ways to recycle clothing and textiles.

GENERAL OUTCOMES

- Demonstrate the correct handling and care of different fabrics.
- Explain and demonstrate the use of various pieces of equipment used in clothes construction

GRADE 11

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
NEEDLEWORK PROCESSES	11.1 Seams and edge finishes	11.1.1 Identify types of seams 11.1.2 Explain rules for working out seams. 11.1.3 Work out seams. 11.1.4 Identify methods of neatening edges 11.1.5 Work out methods of neatening edges.	<ul style="list-style-type: none"> • Flat, ridged, flannel seams etc. • Rules for working out seams. • Working out seams. • Methods of neatening edges. • Sewing neatening stitches on an article. 	<ul style="list-style-type: none"> • Identifying groups of seams • Sewing seams on given garments 	<ul style="list-style-type: none"> • Awareness of groups • Applying knowledge on seams
	11.2. Yokes	11.2.1 Describe types of yokes. 11.2.2 Work out yokes according to instruction.	<ul style="list-style-type: none"> • Types of yokes e.g. front yoke and back yoke etc. • Sew a yoke 	<ul style="list-style-type: none"> • Communicating information on yokes • Sewing a yoke 	<ul style="list-style-type: none"> • Awareness of yokes • Applying of processes involved in making a yoke
	11.3. Crossway strips	11.3.1 Describe a crossway strip/bias binding. 11.3.2 Identify uses of crossway strips/ bias binding. 11.3.3 Cut and join crossway strips.	<ul style="list-style-type: none"> • Crossway strip/bias binding • Neatening edges, decorating, finishing of curved edges. • Measuring, cutting and joining. 	<ul style="list-style-type: none"> • Cutting a strip/bias binding • Joining a strip/ bias binding 	<ul style="list-style-type: none"> • Appreciating a neatened knowledge
	11.4 Openings and fastenings	11.4.1 Describe openings 11.4.2 Work out openings. 11.4.3 Identify fastenings. 11.4.4 Work out fastenings	<ul style="list-style-type: none"> • Continuous warp bound faced, hemmed and over lapping openings. • Workout articles showing each opening. • Button and button hole, press studs, zip, Velcro etc. 	<ul style="list-style-type: none"> • Identifying openings • Sewing openings • Working out fastenings 	<ul style="list-style-type: none"> • Applying knowledge on openings

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			<ul style="list-style-type: none"> Workout an article showing a Velcro, button & button hole, press tad, zip etc. 		
	11.5 Collars and neckline	11.5.1 Identify types of collars. Work out different collars Identify neckline finishes. 11.5.4 Work out neckline finishes	<ul style="list-style-type: none"> Types of collars e.g. flat, rolled or standing. Workout collars on articles. Binding, narrow hem, shaped facing. V-neckline, round, scoop, square, sweetheart or boat. 	<ul style="list-style-type: none"> Identifying types of collars Sewing/attaching collars on garments 	<ul style="list-style-type: none"> Applying rules when making sleeves.
	11.6 Sleeves	11.6.1 Identify types of sleeves. 11.6.2 Describe the type of sleeve attached to different articles. 11.6.3 Set in sleeves.	<ul style="list-style-type: none"> Puff, bishop, fitted, bell, kimono, raglan etc. Children's dresses, uniforms. Set in sleeves in a various articles. 	<ul style="list-style-type: none"> Identifying types of sleeves 	<ul style="list-style-type: none"> Applying rules when making sleeves
NEEDLEWORK PROCESSES	11.7 Waistline finishes	11.7.1 Identify waist line finishes 11.7.2 Finish waistlines appropriately	<ul style="list-style-type: none"> Waist band, an elasticated fold down casing, applied, casing. Finish a waistline of a skirt, shorts. 	<ul style="list-style-type: none"> Identifying waistlines Sewing a waistline 	<ul style="list-style-type: none"> Creativity Safety consciousness when sewing
	11.8 Controlling/ Reducing fullness	11.8.1 Identify methods of controlling /reducing fullness. 11.8.2 Explain reasons for controlling/Reducing fullness.	<ul style="list-style-type: none"> Darts, gathers, smocking etc. Reasons for controlling fullness. 	<ul style="list-style-type: none"> Identifying methods for reducing fullness Communicating knowledge on reducing fullness 	<ul style="list-style-type: none"> Awareness of methods for reducing fullness
	11.9 Hems and finishes edges	11.9.1 Describe types of hems and hem/ edge finishes. 11.9.2 Work out hem edge	<ul style="list-style-type: none"> Narrow, false, single turning and flared hem finishes. Workout a hems and edge 	<ul style="list-style-type: none"> Sewing hem edge finishes 	<ul style="list-style-type: none"> Applying rules when working out hem edge

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		finishes.	finishes.		finishes.
	11.10 Pockets	11.10.1 Describe types of pockets. 11.10.2 Work out an article with a pocket.	<ul style="list-style-type: none"> • Patch, bound, inside and seam pockets. • Work out pockets. 	<ul style="list-style-type: none"> • Identifying types of pockets • Attaching pockets 	<ul style="list-style-type: none"> • Appreciating pockets
ENTREPRENEURSHIP	11.11 Entrepreneurship in fashion & fabrics	11.11.1 Search for a suitable market for made items 11.11.2 Cost products and services accordingly. 11.11.3 Identify projects for income generation in fashion and fabrics. 11.11.4 Outline tips on packaging and labelling products for sale.	<ul style="list-style-type: none"> • Search for a suitable market for made items • Costing products and services. • Projects for income generation in fashion and fabrics, e.g. children's dresses, skirts, shirts, bags etc. • Packaging and labelling 	<ul style="list-style-type: none"> • Identifying suitable markets • Costing the products • Marketing/Advertising the products 	<ul style="list-style-type: none"> • Enterprising • Working cooperatively in groups

GRADE 12

Key competences

- Demonstrate basic skills in creating textile items incorporating the elements and principles of design.
- Show basic skills in making traditional handcraft.
- Demonstrate basic skills in analysing career opportunities and prerequisites related to the design, production and marketing of fashion and textiles.

General Outcomes:

- Make articles according to specifications
- Use available knowledge, local resources and skills to generate income
- Implement entrepreneurship project

GRADE 12

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
NEEDLEWORK PROCESSES	12.1 Child's and Personal outfit construction	12.1.1 Describe garment construction 12.1.2 Follow the processes used in assembling garments under construction.	<ul style="list-style-type: none"> Processes followed in designing and making of garments. Designing, pattern laying, cutting etc. 	<ul style="list-style-type: none"> Identifying processes of garment construction Designing and cutting of patterns 	<ul style="list-style-type: none"> Applying creative skills in garment construction.
	12.2 Pressing and ironing	12.2.1 Explain the importance of pressing and ironing at all stages in garment construction. 12.2.2 Press according to correct procedure	<ul style="list-style-type: none"> Importance of pressing and ironing Press and iron garments. 	<ul style="list-style-type: none"> Communicating knowledge on the importance of pressing/ironing Pressing/ironing garments 	<ul style="list-style-type: none"> Asking questions for more knowledge
	12.3. Care of clothes	12.3.1 Describe care labels. 12.3.2 Describe the care, repair and maintenance of clothes. 12.3.3 Repair, maintain and store clothes correctly.	<ul style="list-style-type: none"> Care labels Mending, patching and darning Repairing clothes 	<ul style="list-style-type: none"> Identifying care labels Mending, patching of darning of garments 	<ul style="list-style-type: none"> Applying creative skills in repairing clothes. Caring of garments
	12.4. Household crafts	12.4.1 Identify types of crafts. 12.4.2 Make assorted handcrafts. 12.4.3 Make traditional handcrafts:	<ul style="list-style-type: none"> Crafts work e.g. appliqué, patch work, rugs from scrap, knitted articles etc. Making hand crafts e.g. a rug doll. Weaving, e.g. a summer hat. 	<ul style="list-style-type: none"> Identifying crafts Making hand-crafts. Weaving a summer hat. 	<ul style="list-style-type: none"> Applying Innovative skills of weaving

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PROCESSES	12. 5. Wardrobe planning	12.5.1 Explain what is involved in wardrobe planning 12.5.2 Identify elements of wardrobe planning	<ul style="list-style-type: none"> • Elements of wardrobe planning • Age, style, occasion, tradition, suitable fabrics, climatic conditions, colour and colour combination and complexion. 	<ul style="list-style-type: none"> • Planning a wardrobe 	<ul style="list-style-type: none"> • Awareness of good grooming
PROCESSES	12. 6. Consumer protection	12.6.1 Explain consumer rights. 12.6.2 Identify organisations that protect consumers.	<ul style="list-style-type: none"> • Consumer rights, e.g. Care labelling, fitting etc. • Consumer Rights Organisations e.g. Ministry of Commerce, Trade and Industry. Competition And Consumer Protection Agency (CCPA), Zambia Bureau of Standards (ZABS) and Consumer associations. 	<ul style="list-style-type: none"> • Identifying consumer rights • Analysing consumer rights 	<ul style="list-style-type: none"> • Appreciating consumer rights
		12.6.3 Describe good grooming.	<ul style="list-style-type: none"> • Accessories, sleep, exercise, balance diet, good personal hygiene, proper care of the skin, eyes, hair, pedicure (care of toe nails), manicure (care of finger nails) etc. 	<ul style="list-style-type: none"> • Communicating information on good grooming 	<ul style="list-style-type: none"> • Appreciating grooming
Entrepreneurship	12.7	12.7.1 Form small	<ul style="list-style-type: none"> • Business ventures found 	<ul style="list-style-type: none"> • Forming groups for 	<ul style="list-style-type: none"> • Working

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Entrepreneurship as a career.	entrepreneurship groups for small scale businesses	in the community e.g. Crafts, Sewing of different articles, manicure, pedicure etc.	business <ul style="list-style-type: none"> • Marketing the goods • Advertising the goods • keeping records for all proceedings 	cooperatively in groups

DRAFT

SCHEME ASSESSMENT FOR FASHION AND FABRICS 6050

Paper Number..... 1
Nature of paper.....Theory
Weighting.....40%
Marks awarded.....80
Time.....2 hours

Paper 1 is a theory examination and has two sections, A and B. Section A is compulsory and has 26 marks. It consists of short answers and or structured questions based on processes used in the construction of a given garment. Section B consists of five structured questions. Candidates must answer/choose **three** questions **only**. This section has 54 marks (18 marks per question)

Paper Number..... 2
Nature of paper.....Practical
Weighting.....40%
Marks awarded.....80
Time.....2 hours 30 minutes

Paper 2 is a practical examination. Candidates will be supplied with a piece of fabric and an envelope showing a sketch of the garment on which the candidate will work in the examination. Inside the envelope will be the question paper pattern layout which the candidate will use to carry out the examination.

Paper Number..... 3
Nature of paper.....Project/Coursework
Weighting.....20%
Marks awarded.....40

The project/coursework consists of two garments, one must fit the candidate and the other must be for a child. Each item will carry 20 marks.

FASHOIN AND FABRICS

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
1.Fibres	<ul style="list-style-type: none"> • Origin of fibres. • Use of fibres and fabrics. • Characteristics or properties of fibres. • Differences between natural and man-made fibres 	13.Seams and edge finishes.	<ul style="list-style-type: none"> • Types of seams. • Rules for working out seams. • Methods of neatening edges. 	23.Personal and child’s outfit construct-ion	<ul style="list-style-type: none"> • Garment construction. • Rules for sequencing processes in assembling garments under construction
2. Yarns	<ul style="list-style-type: none"> • Yarns • Classes of yarns. • Processes involved in manufacturing fibres into yarns. 	14.Yokes	<ul style="list-style-type: none"> • Types of yokes • Working out yokes. 	24.Press-ing and ironing	<ul style="list-style-type: none"> • Pressing and ironing. • Importance of pressing at all stages in garment construction
3. Fabric construction	<ul style="list-style-type: none"> • Stages of manufacturing fabrics. • Fabric construction. • Identification of fabrics. 	15.Cross-way strips.	<ul style="list-style-type: none"> • Crossway strips and bias binding. • Uses of crossway strips and bias binding. • Measuring cutting and joining. 	25. Care of clothes	<ul style="list-style-type: none"> • Care of clothes. – Repair, maintenance and storage. – Identification of care labels.
4. Colour in yarns and fabrics.	<ul style="list-style-type: none"> • Dyeing • Processes of dyeing fabrics. • Types of dyes. • Dyeing a cotton fabric. 	16.Openi-ngs and fastenings	<ul style="list-style-type: none"> • Openings • Fastenings 	25.House-hold crafts	<ul style="list-style-type: none"> • Types of crafts. • Knitting crocheting and bead work.
5.Fabric finishes	<ul style="list-style-type: none"> • Defining fabric finishes. • Types of finishes 	17.Collars and neckline	<ul style="list-style-type: none"> • Types of collars. • Neckline finishes. 	26.Consu-mer protection	<ul style="list-style-type: none"> • Consumer rights. • Role of ministry of commerce, trade and industry.
6.Equip-ment used in needle	<ul style="list-style-type: none"> • Tools and equipment. • Choice of equipment and their uses. 	18.Sleeves	<ul style="list-style-type: none"> • Setting in a sleeve. • Armhole finishes. 	27.Ward-robe planning	<ul style="list-style-type: none"> • Wardrobe planning • Figure type, style. • Selection of clothes to fit

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
	<ul style="list-style-type: none"> Care, cleaning and storage. Maintenance/services of tools and equipment. Correct storage of tools and equipment. General care of tools and equipment. 				<p>wearer.</p> <ul style="list-style-type: none"> Accessories.
7. Safety	<ul style="list-style-type: none"> Common accidents during garment construction. Safety rules in garment construction. Contents of the first Aid box and their use. Treatment of minor injuries. Awareness of HIV/AIDS through open cuts. 	19.Waist line finishes	<ul style="list-style-type: none"> Types of waist line finishes. Finish waist lines 	28.Entrepreneurship as a career.	<ul style="list-style-type: none"> Form small entrepreneur-ship groups for small scale businesses.
8. Choice, use and care of fabrics.	<ul style="list-style-type: none"> Choice, use and care of fabrics. Handling qualities of various fabrics. 	20.Controlling/Reducing fullness	<ul style="list-style-type: none"> Definition Types Method Uses. 		
9.Purchasing and budgeting	<ul style="list-style-type: none"> Notions Sources of fabrics and notions. Guidelines of budgeting. Importance of comparing prices. Comparisons of prices 	21.Hems and hem edges	<ul style="list-style-type: none"> Types of hems. Hem/edge finishes. 		

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
	<ul style="list-style-type: none"> and calculation of sales and profits. • Approximating quantities, prices, sales and profits. 				
10.Patter-ns	<ul style="list-style-type: none"> • Parts for body measurements. • Taking body measurements. • Choice and use of commercial and home-made paper patterns. • Methods of transferring pattern markings. • Figure problems. • Layout of pattern pieces on the fabric. • Cutting out garments. 	22.Pocke-ts	<ul style="list-style-type: none"> • Types of pockets. • Finishing of pockets 		
11.Stiches	<ul style="list-style-type: none"> • Groups of permanent stitches. • Temporary stitches. 	23.Entrep- reneurship	<ul style="list-style-type: none"> • Search for a suitable market for made items. • Costing products and services. • Project for income generation in fashion and fabrics. 		
12.Busin-ess ventures in fashion and fabrics.	<ul style="list-style-type: none"> • Business ventures. • Simple business plans and projects. • Identification of possible business projects. 				

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