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## **ESWATINI GENERAL CERTIFICATE OF SECONDARY EDUCATION**

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### **Broad Guidelines**

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

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

### **Eswatini's National Education Policy Directives**

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

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

### **The National Curriculum for Form 4 and form 5**

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

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

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

### **Compulsory Subjects**

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

### **Fields of Study**

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

## **INTRODUCTION**

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

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

Aims

Assessment Objectives

Assessment

Curriculum Content

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

## **AIMS**

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

The aims are to enable learners to:

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

## **ASSESSMENT OBJECTIVES**

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Assessment Objectives in Fashion and Fabrics are:

- A** Knowledge with Understanding
- B** Handling Information and Solving Problems
- C** Practical Skills and their Application.

A description of each assessment objective follows.

### **A KNOWLEDGE WITH UNDERSTANDING**

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

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

### **B HANDLING INFORMATION AND SOLVING PROBLEMS**

Learners should be able to:

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

### **C PRACTICAL SKILLS AND THEIR APPLICATION**

Learners should be able to:

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

**SPECIFICATION GRID**

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

<b>Assessment Objectives</b>	<b>Paper 1 (Theory)</b>	<b>Paper 2 (Coursework)</b>	<b>Nature of assessment</b>
	<b>Marks</b>	<b>Marks</b>	
Recall	30		Externally marked
Selection	20		
Application	20		
Justification	15		
Interpretation	15		
<u>Garment 1</u>			School-based/internally marked and externally moderated
Manipulative Skills		30	
Machine Skills		10	
Hand Skills		5	
<u>Garment 2</u>			
Manipulative Skills		30	
Machine Skills		10	
Hand Skills		5	
Folder		10	
<b>Total Marks</b>	<b>100</b>	<b>100</b>	

## ASSESSMENT

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### Scheme of Assessment

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

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

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

**Section A (40 marks)**

**Compulsory** short answer questions.

**Section B (40 marks)**

Candidates will be required to answer **two** questions from a choice of **three** structured questions (20 marks x 2).

**Section C (20 marks)**

Candidates will be required to answer **one** question from a choice of **two** open-ended essay type questions.

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

**Paper 2 Coursework** consisting of 100 marks.

**First year:** (garment 1)

**Second year:** (garment 2 and folder )

The Fashion and Fabrics Teacher will assess the candidates' work and thereafter submit garment 1, garment 2, folder, individual assessment sheets and summary sheets for all candidates to Examination Council of Eswatini for moderation. Centres are requested to make sure all labels are sewn on **garments** with candidate's name and number to avoid the use of pins on candidates work.

**The Folder will consist of:** Illustration or description of garment, reasons for choice (style, pattern, fabric, colour), list of requirements (fabric, notions: buttons, zip, trimmings, interfacing, colour of threads, etc.) costing, plan of work and 3 photos showing: (a) lay out and cutting (b) sewing process (e.g. attaching collars/ sleeves) and (c) fitting for both garments 1 and 2.

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

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

### Weighting of Papers

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

## CURRICULUM CONTENT

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

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

<b>TOPIC 1 – SEWING EQUIPMENT AND NOTIONS</b>	
<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p><b>1.1 Sewing Equipment</b></p> <ul style="list-style-type: none"> <li>• Acquire knowledge and skill in the selection, use and care of sewing equipment</li> <li>• Acquire knowledge in the use of notions.</li> </ul>	<p>All learners should be able to:</p> <p>1.1.1 Classify sewing equipment</p> <ul style="list-style-type: none"> <li>– cutting tools</li> <li>– measuring tools</li> <li>– marking tools</li> <li>– sewing tools (small and large)</li> <li>– pressing/ironing tools</li> </ul> <p>1.1.2 State functions of sewing equipment.</p> <p>1.1.3 Demonstrate the use and care of sewing equipment and attachments.</p> <p>1.1.4 Discuss factors to consider when buying/selecting sewing equipment/tools:</p> <ul style="list-style-type: none"> <li>– cutting tools</li> <li>– measuring tools</li> <li>– marking tools</li> <li>– sewing tools (small and large)</li> <li>– pressing/ironing tools</li> </ul> <p>1.1.5 State the use of the following notions/ haberdashery:</p> <ul style="list-style-type: none"> <li>– stabilisers</li> <li>– tapes</li> <li>– threads</li> </ul> <p>1.1.6 Justify factors influencing the selection of notions</p> <p>1.1.7 Demonstrate safe and problem-solving practices in using sewing equipment</p>

<b>TOPIC 2 – FIBRES, YARNS AND FABRICS</b>	
<p><b>GENERAL OBJECTIVES</b></p> <p><b>2.1 Fibres</b></p> <p>All learners will:</p> <ul style="list-style-type: none"> <li>Acquire knowledge and understanding of the fibres</li> <li>Understand the skills and techniques used in the care and handling of fabrics</li> </ul>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>2.1.1 Define the following terms: fibre, fabric, yarn, filament, staple, weft thread, warp thread, true bias, selvedge, thermoplastic, non-thermoplastic, fibre content, regenerated, synthetic</p> <p>2.1.2 Classify fibres</p> <ul style="list-style-type: none"> <li>Natural</li> <li>Man-made- synthetic, regenerated</li> </ul>
<p><b>2.2 Natural Fibres</b></p> <p>Acquire knowledge in processing fibres to produce yarns</p>	<p>2.2.1 Identify and discuss the processes involved in producing yarn from fibres of:</p> <ul style="list-style-type: none"> <li>Cotton</li> <li>Flax</li> <li>Wool</li> <li>Silk</li> </ul> <p>2.2.2 Give examples of fabrics made from natural fibres</p> <ul style="list-style-type: none"> <li><b>Cotton:</b> calico, denim, towelling, velvet, gabardine, gingham, corduroy, poplin, muslin, lawn, organdie, drill, seersucker, voile</li> <li><b>Linen:</b> Irish linen, damask</li> <li><b>Wool:</b> tweed, flannel, felt, jersey, tartan</li> <li><b>Silk:</b> chiffon, satin, shantung, organza, velvet</li> </ul> <p>2.2.3 Describe the appearance and properties of natural fibres.</p> <p>2.2.4 Compare the care and handling of the above fabrics (sewing and laundering)</p>
<p><b>2.2 Man – made Regenerated and synthetic fibres</b></p> <p>Develop knowledge and understanding of regenerated and synthetic fibres.</p>	<p>2.3.1 State the origin and outline the processing of regenerated fibres:</p> <ul style="list-style-type: none"> <li>viscose rayon</li> <li>acetate</li> <li>triacetate</li> </ul> <p>2.3.2 State the origin and outline the processing of synthetic fibres:</p> <ul style="list-style-type: none"> <li>nylon</li> <li>polyester</li> <li>acrylic</li> </ul> <p>2.3.3 Describe the properties of:</p> <ul style="list-style-type: none"> <li>viscose rayon</li> <li>acetate</li> <li>triacetate</li> <li>nylon</li> <li>polyester</li> <li>acrylic</li> </ul> <p>2.3.4 Give examples of regenerated and synthetic fabrics</p> <ul style="list-style-type: none"> <li><b>Regenerated</b> such as: viscose, acetate, triacetate,</li> <li><b>Synthetic</b> such as: nylon tricot, polyester crepe, Vilene</li> </ul>

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

<p><b>2.7 Colour in textiles</b> Understand the application, elements and principles of colour in textiles.</p>	<p>2.7.1 Analyse the colour wheel</p> <ul style="list-style-type: none"> <li>– Primary colours</li> <li>– Secondary colours</li> <li>– Tertiary/intermediate colours</li> </ul> <p>2.7.2 Classify dye:</p> <ul style="list-style-type: none"> <li>– natural</li> <li>– chemical</li> </ul> <p>2.7.3 Describe the techniques of applying colour on fibres, yarns and fabrics</p> <ul style="list-style-type: none"> <li>– Printing e.g., stencilling, lino printing, screen printing</li> <li>– Dyeing e.g. tie-dyeing, batik</li> </ul> <p>2.7.4 Discuss the effect of colour on clothing</p> <p>2.7.5 Demonstrate the colour application techniques on a garment</p>
<p><b>TOPIC 3 – CHOICE OF CLOTHING</b></p>	
<p><b>GENERAL OBJECTIVES</b></p> <p>All learners will: Acquire knowledge and understanding in the choice of clothing</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>3.1 Define the following terms and their application in fashion:</p> <ul style="list-style-type: none"> <li>– Style</li> <li>– fashion (fad, classic style, high fashion (haute couture))</li> <li>– fashion trend</li> <li>– design</li> <li>– silhouette</li> </ul> <p>3.2 Analyse the influence that various factors have on fashion such as:</p> <ul style="list-style-type: none"> <li>– cultural</li> <li>– social</li> <li>– political</li> <li>– economic</li> <li>– technological</li> <li>– seasonal/environmental</li> <li>– marketing</li> </ul> <p>3.3 Justify the choice of clothes for children, young people and adults relating to:</p> <ul style="list-style-type: none"> <li>– style</li> <li>– fashion /fashion trend</li> <li>– figure type</li> <li>– fabric</li> <li>– colour</li> </ul>

<b>TOPIC 4 – CARE OF CLOTHING</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and apply principles of clothing care.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.1 Identify and illustrate care symbols</p> <p>4.2 Discuss the importance of care labelling on garments</p> <p>4.3 Describe the following repairs to clothes:</p> <ul style="list-style-type: none"> <li>– darning</li> <li>– print patch</li> <li>– hedge tear</li> </ul> <p>4.4 Classify stains</p> <ul style="list-style-type: none"> <li>– vegetable, fruit</li> <li>– protein stain such as egg, blood</li> <li>– miscellaneous stains such as wax, gum, oil/ grease, ink, perspiration</li> </ul> <p>4.5 Explain guidelines for removing stains</p> <p>4.6 Describe methods of removing various types of stains.</p>
<b>TOPIC 5 – WARDROBE PLANNING</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:  Acquire knowledge, understanding and develop skills in wardrobe planning.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>5.1 Define the following terms:</p> <ul style="list-style-type: none"> <li>– wardrobe</li> <li>– accessories</li> <li>– mix and match</li> </ul> <p>5.2 State the importance of wardrobe planning</p> <p>5.3 Explain factors to be considered when planning a wardrobe – to include recycling\renovating clothing, budgeting</p> <p>5.4 State guidelines for buying ready-made clothes and accessories</p> <p>5.5 Discuss the advantages and disadvantages of buying ready- made clothes versus making your own clothes</p>

<b>TOPIC 6– PATTERNS FOR GARMENT MAKING</b>	
<p><b>GENERAL OBJECTIVES</b> learners will:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge, understanding and skills in the selection, purchasing and use of commercial patterns.</li> <li>• Acquire appreciation of skills in simple pattern drafting and adaptation.</li> </ul>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>6.1 Define the following terms: multi-size, with nap, one way design, without nap, pattern adaptation, pattern drafting, draping</p> <p>6.2 Compare patterns from various fashion houses that produce commercial patterns</p> <p>6.3 Interpret information on commercial patterns such as:</p> <ul style="list-style-type: none"> <li>– front of the envelope</li> <li>– back of envelope</li> <li>– instruction sheet – handling of different fabrics during lay out</li> <li>– pattern pieces</li> </ul> <p>6.4 State rules for:</p> <ul style="list-style-type: none"> <li>– Preparing fabric for lay out</li> <li>– Lay out</li> <li>– Cutting different fabrics</li> </ul> <p>6.5 Explain how to choose the right size for a commercial pattern</p> <p>6.6 Demonstrate skills for taking accurate body measurements to determine the correct size for different body proportions</p> <p>6.7 Apply simple adaptations of commercial patterns to:</p> <ul style="list-style-type: none"> <li>– bodice</li> <li>– skirt</li> <li>– sleeves</li> </ul> <p>6.8 Compare and contrast the different methods of transferring pattern markings</p> <p>6.9 Demonstrate drafting and adaptation of simple patterns from basic blocks.</p>
<b>TOPIC 7 – DECORATION OF GARMENTS (EMBELLISHMENT)</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will: Acquire and demonstrate skills and techniques in garment decoration.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>7.1 State and identify methods of embellishing garments</p> <ul style="list-style-type: none"> <li>– embroidery</li> <li>– appliqué</li> <li>– using trimmings e.g. lace, piping, rick-rack</li> <li>– beads</li> <li>– sequins</li> </ul> <p>7.2 Apply embellishment on garments</p>

<b>TOPIC 8 – SEWING PROCESSES</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p><b>8.1 Stitches</b> Acquire knowledge and skills in the construction of stitches.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>8.1.1 Identify the different types of hand and machine stitches:</p> <p><b>Hand stitches</b></p> <ul style="list-style-type: none"> <li>– <b>temporary:</b> tailor’s tacking, diagonal tacking and running stitches</li> <li>– <b>permanent:</b> running, hemming, slip-hemming, blanket/loop stitch, over sewing/top sewing, buttonhole stitch, overcasting, back stitch, herring-bone stitch.</li> <li>– <b>embroidery/ decorative stitches:</b> stem, chain, satin, cross, lazy daisy, blanket and herring bone</li> </ul> <p><b>Machine stitches</b></p> <ul style="list-style-type: none"> <li>– single straight stitches</li> <li>– twin straight stitches</li> <li>– zig-zag</li> <li>– decorative stitches</li> <li>– edge stitches</li> <li>– over-locking</li> <li>– buttonholes stitch</li> </ul> <p>8.1.2 State functions of hand stitches</p> <p>8.1.3 Demonstrate the use of the different types of stitches in garments</p>
<p><b>8.2 Seams</b> Acquire knowledge and skills in the construction and use of seams.</p>	<p>8.2.1 Identify the following seams and discuss their suitability in garments:</p> <ul style="list-style-type: none"> <li>– single stitched seams: plain open seam and closed single seam/neatened seams</li> <li>– double stitched seams: French seam, run and fell seam/flat seam, false fell seam and overlaid seam</li> </ul> <p>8.2.2 State characteristics of a good seam</p> <p>8.2.3 Neaten seams using appropriate methods such as:</p> <ul style="list-style-type: none"> <li>– zig-zag, over-locking, pinking, binding, overcasting and blanket stitch</li> </ul> <p>8.2.4 Demonstrate the appropriate techniques of achieving a professional finish in garments:</p> <ul style="list-style-type: none"> <li>– Grading/ layering, trimming, clipping, snipping, notching, understitching, stay stitching</li> </ul> <p>8.2.5 Demonstrate appropriate use of seams on garments and articles</p>

<p><b>8.3 Control of fullness</b> Acquire knowledge and skills of controlling fullness in the construction of garments and articles.</p>	<p>8.3.1 State the importance of controlling fullness in garments</p> <p>8.3.2 List methods of controlling fullness – darts, pleats, tucks, easing, gathers, smocking, shirring and casing</p> <p>8.3.3 Describe the methods of controlling fullness</p> <p>8.3.4 Demonstrate control of fullness on garments</p>
<p><b>8.4 Openings</b> Understand principles/techniques in the application of openings.</p>	<p>8.4.1 Identify openings used in garments – faced opening – continuous wrap opening – bound opening</p> <p>8.4.2 Describe the above openings:</p> <p>8.4.3 Demonstrate the use of openings on garments</p>
<p><b>8.5 Necklines Finishes</b></p> <p><b>Collars and Facings</b> Understand and apply principles of construction of collars and neckline facings.</p>	<p>8.5.1 State ways of finishing necklines – collar – facing – binding: crossway strip and commercial</p> <p>8.5.2 Identify shapes of necklines</p> <p>8.5.3 Identify parts of a collar on a pattern piece</p> <p>8.5.4 Differentiate between these types of collars: – flat collar e.g. peter pan, sailor – roll collar e.g. shawl collar, shirt – stand collar e.g. mandarin/ chinese</p> <p>8.5.5 Explain how to prepare and attach given collars</p> <p>8.5.6 Describe types of facings: – Straight facing – Shaped facing – Extended facing – Binding: crossway strip and commercial</p> <p>8.5.7 Describe the cutting and joining crossway strips</p> <p>8.5.8 Demonstrate how to prepare, construct and apply neckline facings on garments</p> <p>8.5.9 Demonstrate the use of neckline finishes on garments</p>
<p><b>8.6 Sleeves and armhole finishes</b> Understand and apply principles of construction of sleeves and armhole finishes.</p>	<p>8.6.1 List methods of finishing armhole: – Sleeve – Facing – Binding: crossway strip and commercial</p> <p>8.6.2 Differentiate sleeve types: – set in – raglan – kimono/ magyar</p> <p>8.6.3 Describe the preparation and attaching of sleeves</p> <p>8.6.4 Describe the attaching of armhole finishes on garments using: – Bindings/ crossway – armhole facings</p> <p>8.6.5 Describe sleeve finishes on garments: – self-hem – casing – cuff</p> <p>8.6.6 Demonstrate the use of armhole finishes on garments</p>

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<p><b>8.7 Waistline finishes</b> Acquire knowledge and skills in finishing waistlines.</p>	<p>8.7.1 Identify types of waistline finishes: – waistband – facing – elasticated casing</p> <p>8.7.2 Describe the following waistbands. – straight waistband – contour waistband – faced waistband – stretch waistband</p> <p>8.7.3 Demonstrate the use of waistline finishes on garments</p>
<p><b>8.8 Pockets</b> Acquire knowledge and skills of sewing pockets.</p>	<p>8.8.1 Identify the different types of pockets – patch pocket – in-seam pocket – faced hip pocket</p> <p>8.8.2 State guidelines on the choice of pockets</p> <p>8.8.3 Describe the preparation and attaching of pockets on garments:</p> <p>8.8.4 Demonstrate the use of pockets on garments</p>
<p><b>8.9 Edge finishes</b> Understand principles of finishing edges.</p>	<p>8.9.1 Identify the different methods of edge finishes – hem – bindings : crossway strips and commercial – use of trimmings</p> <p>8.9.2 Demonstrate the use of edge finishes on garments</p>
<p><b>8.10 Yokes</b> Appreciate the need for yokes in garment styling.</p>	<p>8.10.1 Identify the different types of yokes on garments: – single yoke – double yokes</p> <p>8.10.2 Demonstrate the use of yokes on garments</p>
<p><b>8.11 Interfacings</b> Acquire knowledge and skills in the use of interfacing.</p>	<p>8.11.1 List types of interfacing: – woven interfacing – bonded/non-woven interfacing</p> <p>8.11.2 State functions of interfacings</p> <p>8.11.3 Justify the use of different interfacings: – colour – weight – structure</p> <p>8.11.4 Demonstrate the use of interfacings on garments</p>
<p><b>8.12 Fastenings</b> Acquire knowledge and skills in the use of fasteners.</p>	<p>8.12.1 Identify the different types of fasteners: – zippers, buttons and buttonholes, rouleau loops – press studs, worked loops, hook and eye, Velcro</p> <p>8.12.2 Explain points to consider when choosing and attaching fasteners</p> <p>8.12.3 Explain how to attach fastenings on garments</p> <p>8.12.4 Demonstrate the use of fastenings on garments</p>

<b>TOPIC 9 – FITTING PROCESSES AND PRESSING</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and skills of fitting garments.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>9.1 Identify qualities of a well-fitting garment</p> <p>9.2 State the reasons and guidelines for fitting the garment</p> <p>9.3 Evaluate the fit of the garment in relation to the following factors:</p> <ul style="list-style-type: none"> <li>– Positions</li> <li>– easing</li> <li>– curves and corners</li> <li>– fasteners</li> <li>– professional finishes</li> <li>– workmanship</li> <li>– colour scheme</li> <li>– figure type</li> </ul> <p>9.4 State the difference between ironing and pressing</p> <p>9.5 Explain the importance of pressing during garment construction</p>
<b>TOPIC 10 – TRADITIONAL ATTIRE</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will: Acquire skills and knowledge in the creative adaptation and use of traditional attire.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>10.1 Discuss factors that influence change in Swazi cultural dress and clothing styles such as:</p> <ul style="list-style-type: none"> <li>– social</li> <li>– political</li> <li>– technological</li> <li>– economical</li> <li>– environmental</li> </ul> <p>10.2 Analyse the wardrobe contents (traditional wear) for a contemporary Eswatini family</p> <p>10.3 Demonstrate the use of traditional attire in contemporary style</p>

## **GRADE DESCRIPTIONS**

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

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

### **A Grade A candidate should be able to:**

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

### **A Grade C candidate should be able to:**

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

### **A Grade F candidate should be able to:**

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

## **COURSEWORK**

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The assessment will consist of the following:

Year 1 - Garment 1 - a skirt/pants to fit

Year 2 - Garment 2 - garment to fit  
- a folder for the garment

### **Garments:**

First year garment to include the 6 processes below:

Pockets	Hem
Seams	Facings/waistband
Control of fullness	Fasteners

Second year garment to include the 7 processes below:

Sleeves	Hem
Seams	Embellishment
Control of fullness	Fasteners
Collar	

The garments must be shown together with the folder. Centres are advised to avoid the use of pins and display techniques which make it difficult for the moderators to inspect the work.

The moderators will use the assessment criteria outlined below.

**Note.** All coursework should be submitted to Examinations Council of Eswatini by the 31<sup>st</sup> October.

The centres must store all garments and mark sheets securely until after the issue of results.

**Guide to Assessment of Coursework**

	<b>Points to consider</b>	<b>Overall Mark</b>
<b><u>Folder</u></b>	Folder for <b>garment 2</b> only	10
	Illustration or description of garment	
	Reasons for choice (style, pattern, fabric, colour)	
	List of requirements (fabric, notions, buttons, zip, trimmings, interfacing, colour of threads, etc.) and costing	
	Plan of work	
	3 Photos showing: (a) lay out and cutting (b) sewing process (e.g. attaching collars/ sleeves) and (c) fitting for both garments 1 and 2.	
<b><u>Garments</u></b>	<p>Garments are to be marked separately. Marks are to be given for a good standard of work on a variety of processes, which may include some of the following:</p> <p>(i) Details of Right Side</p> <ul style="list-style-type: none"> <li>• Correct grain of fabric – plaids, stripes and checks matching</li> <li>• Good seam lines and alignment of all joins</li> <li>• Collar points or curves matching, cuff ends matching, ends of bands matching</li> <li>• Even width of bands, cuffs, belts, pleats, tucks and piping</li> <li>• Good dart lines and even distribution of fullness</li> <li>• Well positioned sleeves, collars, cuffs, fastenings, pockets, etc.</li> <li>• Well made openings – neatly inserted zips, correctly applied fastenings</li> <li>• Flat bindings and facings</li> <li>• Lace and other trimmings correctly applied</li> <li>• Good decorative stitching, top-stitching, etc.</li> </ul> <p>(ii) Details of Wrong Side</p> <ul style="list-style-type: none"> <li>• Line and width of seams with suitable and careful neatening</li> <li>• Even width of facings, bindings and hems</li> <li>• Good joins on bias strips, seam bindings and lace, etc.</li> </ul> <p>(iii) Accurate stitching, including both machine and hand work</p> <p>(iv) Accurate pressing during construction</p>	
	<b>Year 1 Garment</b>	45
	<b>Year 2 Garment</b>	45
<b>Total Mark</b>		<b>100</b>

### Assessment Criteria for Coursework

#### Folder

Band	Marks	Description
High	8–10	Folder to accompany garment is well illustrated, has well explained reasons for choice, an accurate list of requirements, costing, 3 photos showing: (a) lay out and cutting, (b) sewing process (e.g. attaching collars / sleeves), (c) fitting (for both garments 1 and 2) and a plan of work.
Middle	4–7	Folder will have some illustration, some reasons for choice, limited list of requirements, costing, some photos and plan of work.
Low	0–3	Little or no information presented, one or no photos

Garments to be marked separately using the following criteria:

#### Garment 1 and Garment 2

#### Manipulative Skills and Accuracy of Sewing Processes

Band	Marks	Description
High	21–30	Garments well handled, seams well pressed, neatened, processes worked to a high to excellent standard. A high to excellent standard of accuracy.
Middle	11–20	Some processes completed to a good standard. Neatening and pressing good. Good standard of accuracy, some inaccuracies.
Low	0–10	Limited processes worked. Little or no pressing. Low level of accuracy.

#### Machine Stitching Skills

Band	Marks	Description
High	8–10	Machine stitching and neatening are of a very good to excellent standard. The stitch length and tension is suitable for fabric used, straight stitching.
Middle	4–7	Machine stitching and neatening are mostly of a good standard. The stitching is mostly suitable for the fabric used, may have some inaccuracies.
Low	0–3	Machine stitching is uneven. The stitching may be unsuitable for the fabric.

### Hand Stitching Skills

<b>Band</b>	<b>Marks</b>	<b>Description</b>
High	4–5	Wide selection of hand stitching to show very good to excellent workmanship.
Middle	2–3	Good hand stitching and good workmanship, may have some inaccuracies.
Low	0–2	Inadequate stitching and low quality workmanship.

EGCSE FASHION AND FABRICS Syllabus 6904  
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EGCSE FASHION AND FABRICS 6904/02															
Individual Candidate Coursework Assessment form															
Candidate Name								Candidate number							
Centre number					Centre name										
Assessment criteria	Garment 1				Folder				Garment 2				Total		
	Marks				Marks				Marks						
	Mark band (insert H/M/L)	Max mark	Teacher's mark	Moderated mark	Mark band (insert H/M/L)	Max mark	Teacher's mark	Moderated mark	Mark band (insert H/M/L)	Max mark	Teacher's mark	Moderated mark			
Manipulative skills		<b>(30)</b>								<b>(30)</b>					
Machine stitching skills		<b>(10)</b>								<b>(10)</b>					
Hand stitching skills		<b>(5)</b>								<b>(5)</b>					
Folder						<b>(10)</b>									
Total mark		<b>(45)</b>				<b>(10)</b>				<b>(45)</b>					

EGCSE FASHION AND FABRICS Syllabus 6904  
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**Fashion and Fabrics 6904/02**  
**Coursework Summary Assessment Form**

Centre number						Centre name	Oct/Nov 20....

Candidate number	Candidate name	Garment 1 (45)		Folder for Garment 2 (10)		Garment 2 (45)		Total Mark (100)	
		T	M	T	M	T	M	Teachers	Moderators

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

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

## **Glossary of Terms**

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

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

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

### **A. TECHNICAL GLOSSARY OF TERMS**

<b>AESTHETIC</b>	The way something looks or feels.
<b>APPLIQUE</b>	Attaching one small piece of fabric on top of another by stitching or bonding, usually a picture or pattern.
<b>BIAS BINDING</b>	A strip of thin fabric cut at 45° to the direction of the weave so that it will stretch to fit a curve when used for binding edges of fabrics.
<b>CASING</b>	A slot or tube created by folding or doubling a piece of fabric and stitching two widely spaced lines. It is used by threading a cord or elastic through it to create a tie or gathers.
<b>CROSSWAY STRIPS</b>	A narrow strip of fabric cut at 45° to the direction of the weave so that it can stretch on one side if necessary. It is used on facing curved edges such as armholes.
<b>CULTURAL</b>	
<b>CONSTRAINTS</b>	The limitations imposed by different cultures such as the use of religious symbols and text.
<b>DRAPE</b>	The way that a fabric hangs or falls.
<b>EMBELLISHMENT</b>	The art of decorating garments.
<b>FACING</b>	A piece of fabric which is attached to the raw edge of the garment and folded towards the wrong side to finish off the edge.
<b>FILAMENT</b>	A continuous fibre. Silk is the only naturally occurring filament fibre.

<b>FINISHES</b>	Refers to process of refining or protecting a surface.
<b>FUSIBLE</b>	Easily meltable at relatively low temperatures.
<b>GRADE</b>	Reduce bulkiness in seams by cutting the seam allowance to different widths.
<b>GRADING</b>	A means of measuring the quality of a fibre or fabric in terms of fineness, comfort and physical properties.
<b>MERCERIZING</b>	To give lustre, strength and receptive to dye by treatment under tension with caustic soda.
<b>NOTCHING</b>	Reduce bulkiness in the seam by cutting triangular shapes in the seam allowance.
<b>PILLING</b>	The appearance of small balls of tangled fibres on the surface of a fabric.
<b>PIPING</b>	A length of covered cord stitched to an edge or used to decorate a fabric.
<b>REGENERATED FIBRE</b>	Fibre made chemically by changing natural material that originally came from plants.
<b>SEAM</b>	A row or rows of stitches used to hold two or more pieces of fabric permanently. To stiffen or add body to parts of a garment.
<b>SELVEDGES</b>	Self finished edges of fabrics. Selvedges keep the fabric from fraying.
<b>SPINNERET</b>	The pierced head of the extrusion apparatus used to produce synthetic fibre filaments.
<b>STAIN</b>	A mark or colouration on a fabric.
<b>STAY STITCHING</b>	A single line of stitches through one layer of fabric to stabilise the fabric. It prevents seam or fabric from stretching out of proportion.
<b>TRIMMINGS</b>	Anything used for decorating garments e.g. lace.
<b>UNDERLAY/OVERLAP</b>	The part of the tape on a zip on which the fastener is attached.
<b>UNDERSTITCHING</b>	Prevent facing from rolling to the right side of the garment.
<b>WARP</b>	Threads that go vertical along are parallel to selvedges on a fabric.
<b>WEAVING</b>	A method of constructing fabrics whereby the warp threads go over and under the weft threads at right angles.
<b>WEFT</b>	The threads that go horizontally along the fabric.

**B. COMMAND/ASSESSMENT GLOSSARY OF TERMS**

<b>ANNOTATE</b>	Add labels of notes or short comments, usually to a diagram, map or photograph to describe or explain.
<b>CALCULATE</b>	Work out a numerical answer. In general, working should be shown, especially where two or more steps are involved.
<b>COMPARE</b>	Write about what is similar and different about two things. For a comparison, two elements or themes are required. Two separate descriptions do not make a comparison.
<b>COMPLETE</b>	To add the remaining detail or details required.
<b>CONTRAST</b>	Write about the differences between two things.
<b>DISCUSS</b>	To write about something in detail showing different ideas and opinions about it
<b>DEFINE</b>	State the meaning of
<b>MEANT BY</b>	Give the meaning or definition of a word or phrase.
<b>DESCRIBE</b>	Write what something is like or where it is. Describe may be used for questions about resources in the question paper (describe the trend of a graph, the location of a settlement on a map, etc). It may also be used when you need to describe something from memory (describe a meander, etc.).
<b>DEVISE/PLAN</b>	Presentation of a particular feature such as a form or questionnaire to meet a specific requirement or requirements.
<b>DRAW</b>	Make a sketch of. Often coupled with a labelled diagram (draw a diagram/ illustration with written notes to identify its features).
<b>EXPLAIN</b>	Account for
<b>GIVE REASONS</b>	Write about why something occurs or happens
<b>GIVING YOUR VIEWS / COMMENT ON</b>	Say what you think about something.
<b>HOW</b>	In what way? To what extent? By what means/methods? May be coupled with show how (prove how, demonstrate how).
<b>IDENTITY</b>	Pick out something from information you have been given.

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