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**REPUBLIC OF SOUTH AFRICA**

# **CONSUMER STUDIES (PRODUCTION OF CLOTHING ARTICLES)**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2023**

**These guidelines consist of 34 pages.**

## THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES PRODUCTION OF CLOTHING ARTICLES

### 1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consist of practical components all include a practical assessment task (PAT). These subjects are:

- **AGRICULTURE:** Agricultural Management Practices, Agricultural Technology
- **ARTS:** Dance Studies, Design, Dramatic Arts, Music, Visual Arts
- **SCIENCES:** Computer Applications Technology, Information Technology; Technical Sciences; Technical Mathematics
- **SERVICES:** Consumer Studies, Hospitality Studies, Tourism
- **TECHNOLOGY:** Civil Technology, Electrical Technology, Mechanical Technology and Engineering Graphics and Design

A practical assessment task (PAT) mark is a compulsory component of the final promotion mark for all candidates offering subjects that have a practical component and counts 25% (100 marks) of the end-of-the-year examination mark. The PAT is conducted up to the end of September. The PAT allows for learners to be assessed on the skills they have acquired during the weekly practical lessons and the practical examinations in Grades 10 to 12. It also allows for the assessment of skills that cannot be assessed in a written format, e.g. tests or examinations. It is therefore important that schools ensure that all learners complete the practical assessment task within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differs from subject to subject.

- During the practical assessment task the learner must demonstrate his/her knowledge and practical ability/skills to produce quality articles focusing on workmanship and suitability for selling.
- The practical assessment task for Consumer Studies Grade 12, with the Clothing practical option, consists of a layout and cutting session and a practical examination of FOUR (4) HOURS.
- Breakdown of FOUR (4) hours:
  - Layout and cutting session: ONE-HOUR session (prior to the practical examination)
  - THREE (3) hours to produce the product
- Learners will perform the practical examination for the PAT individually.
- The practical examination for the PAT takes place in Term 3.

### 2. MARK ALLOCATION

- The total mark allocation of the PAT is 100 marks.
- The marks for the PAT form part of the end-of-the-year assessment in Term 4.
- The province will provide two separate computerised mark sheets, one for SBA and one for the PAT.
- The mark allocation is indicated as follows:

Layout and cut-out session	6
Practical examination	94
<b>Final mark for PAT</b>	<b>100</b>

### 3. REQUIREMENTS FOR THE PRACTICAL EXAMINATION

Consumer Studies is an elective subject with five practical options. If the school chooses to offer Consumer Studies as a subject and selects the Clothing practical option, the equipment and funds necessary to conduct the PAT, as well as the specified number of weekly practical lessons are the responsibility of the school **as specified in the CAPS document on page 10.**

The school has the responsibility to ensure the availability of the following for the PAT examination:

- A suitable classroom with the necessary equipment: large tables for cutting out; a minimum of 12 sewing machines; two overlockers; two or more ironing boards and irons; cutting-out scissors (one for each learner); electricity and equipment for sewing and making garments.
- A minimum of R80 to a maximum of R150 per learner is required for the practical examination to make the prescribed article, besides the funding required for the SBA weekly practical lessons.
- The number of learners per session must correlate and align to the number of sewing machines that are available.
- Divide the learners into groups of a maximum of 12 learners. Twenty-four learners (two groups of 12 learners each) can perform the examination on the same day, e.g. from 08:00 to 11:00 and from 12:30 to 15:30.
- The teacher needs time between the two sessions to prepare the classroom for the following group.
- Schools with large numbers of learners will need more than one day to complete this practical examination.

### 4. REQUIRED TIME FRAME

- Layout and cutting are done beforehand in a ONE-HOUR session under examination conditions, prior to the practical examination.
- A timeframe of THREE (3) HOURS in total is required for conducting the practical examination.

### 5. SETTING THE PRACTICAL EXAMINATION

- The examination will take place on a date agreed upon with the moderator.
- The production process, workmanship and saleability of the products are important aspects of the practical examination.
- The teacher must buy a commercial pattern for a product that can be completed in THREE (3) HOURS.
- Learners should be able to demonstrate the advanced techniques identified for Grade 12.
- The selected article should have a skills-code weighting of 50 points.
- Learners must complete the ONE-hour layout and cutting session under examination conditions prior to the practical examination.
- The learners will be assessed on the production process, workmanship and saleability of the product.
- At the end of the THREE (3) hours, learners should hand in their products and packaging for final assessment.
- After the assessment has been completed, the products must be returned to learners for correction and finishing off, if necessary.
- The products will NOT be remarked after the corrections have been made.

**NOTE:** The final product must have a label and this must be completed before learners perform the practical examination. Learners who choose to package their products must bring the packaging on the day of the practical examination.

## 6. PREPARING FOR THE PRACTICAL EXAMINATION

**The teacher is responsible for the following:**

- Set the dates for the practical examination. Communicate these dates to the SMT of the school to ensure that these dates do not clash with other school activities.
- All the equipment must be in working order and the sewing machines must be serviced and repaired before the start of the practical examination.
- Copy the pattern, illustration(s) and instruction sheet for each learner or buy a commercial pattern for each learner. It is **COMPULSORY** for each learner to work from an instruction sheet.
- Prepare the assessment tool provided with the learners' names.
- Learners must receive the instructions **ONE WEEK (7 school days)** prior to the layout and cutting session so that they can prepare.
- Purchase the fabric and haberdashery, cut the fabric to the required size for each learner.
- Make up a 'kit' for each learner to include the following:
  - Fabric in the required size
  - The pattern and instruction sheet
  - The necessary haberdashery, such as a zip, buttons and pins
- Divide learners into groups according to the number of sewing machines that are available.
- Thread all the sewing machines with the appropriate colour thread and test the tension beforehand.
- Prepare the classroom and ensure the availability of the following:
  - Electrical power points and extension cords for all irons and sewing machines
  - Irons and ironing boards
  - Large tables for the layout and cutting out of pattern pieces
  - Enough small equipment, such as scissors, needles, quick-unpicks, pins, thread, bobbins, extra sewing machine needles and sharp scissors

## 7. PERFORMING THE PRACTICAL EXAMINATION

### 7.1 The layout and cutting session: **ONE (1) hour prior to the practical examination**

- Ensure that learners wash their hands.
- Hand out each learner's 'kit' with the fabric, pattern, instruction sheet and haberdashery, such as the zip.
- The teacher is **NOT** allowed to assist the learners in any way during the layout and cutting session.
- During the layout and cutting session the teacher allocates marks.
- Learners may improve/correct the cut-out pattern pieces or cut out new pieces **AFTER** the cutting session is over and marks have been allocated, but this will **NOT** be remarked.
- The teacher then keeps all the learners' pattern pieces in a safe place until the day of the practical examination.

## 7.2 Practical examination in Term 3: THREE (3) hours

- When learners enter the classroom, hand out the Clothing 'kits' to each learner as well as extra scraps of fabric (to test the sewing machine, should they wish to).
- Enough scissors, pins and needles should be available. **Avoid the sharing of equipment.**
- The sewing machines must be ready at the tables.
- Learners perform the practical examination individually under the supervision of the teacher.
- Only the teacher, the moderator and the candidates may be in the room during the practical examination.
- The teacher must invigilate and assess the learners while they are performing the practical examination and NO other work may be done during this time.
- NO learner may be assisted in any way.
- The product should be ready for assessment after THREE (3) HOURS.
- Learners will lose **2 marks for every 5 minutes late** up to a maximum of 20 marks.
- The teacher must mark the product that was made during the practical examination and record the marks.
- After the product has been marked, the learners may correct mistakes, make improvements and complete the product.
- The products will NOT be remarked after the corrections have been done.
- After corrections have been done, the packaged products are kept in a safe place until the day of moderation.

## 8. EVALUATION

- The teacher and the external moderator have 45 minutes, or more, if necessary, to evaluate the final products, inspect the learners' workstations and complete the assessment tool.
- While their products are being evaluated, the learners should tidy and clean their workstations and equipment.
- At the end of the practical examination, the teacher/moderator must inspect the workstations for the final allocation of marks.

## 9. MODERATION OF THE PRACTICAL EXAMINATION

### 9.1 BEFORE the practical examination:

The teacher must submit the following to the subject advisor for approval by the end of **March or earlier** to ensure that the practical examination is of an appropriate standard:

- The techniques and skills-code weighting for the selected product
- A photocopy of the pattern envelope
- An instruction sheet
- An illustration of the product
- The list of fabrics, haberdashery, etc. to be purchased
- The proposed date for external on-site moderation of preferably the last group of learners
- The completed checklist, checked and signed by the principal

**The PAT cannot be done unless it has been approved by the subject advisor.**

**9.2 ON THE DAY of the practical examination:**

- The teacher must have the following available for the moderator:
  - All the products that learners made during the weekly practical lessons for SBA (if not moderated during SBA moderation)
  - A copy of the completed mark sheet for weekly practical lessons
  - The completed products (marked) of all the learners who have completed the practical examination already
  - The marks of all learners who have completed the practical examination already
  - A separate set of assessment tools for the moderator to use, with the names of the learners already written on the assessment tool
- On completion of the assessment and consolidation of marks, the moderator will compare his/her assessment with the assessment of the teacher. If the moderator finds that the marks of the teacher differ more than 10% from his/her marks, a block adjustment upwards or downwards should be made based on the difference.

The table below illustrates how to determine the difference between the moderator's marks and teacher's marks to establish whether adjustment is needed and also the margin of adjustment required.

Learners' Names					PAT	
					100	
					*T	*M
Learner A					84	69
Learner B					83	70
Learner C					68	53
Learner D					59	44
Learner E					49	40
Learner F					45	40
<b>TOTAL</b>					<b>388</b>	<b>316</b>
<b>AVERAGE MARK = TOTAL ÷ 6 (number of learners)</b>					<b>66</b>	<b>53</b>
<b>DIFFERENCE = 66 (*T) – 53 (*M)</b>					<b>13</b>	
<b>ADJUSTMENT</b>	<b>DOWNWARDS</b>	✓	<b>UPWARDS</b>		<b>- 3</b>	

\*T = Teacher; \*M = Moderator

- A block adjustment can also be made based on the professional judgement of the moderator, if the practical examination of the school is not of the expected standard.
- The moderator will discuss the outcome and any adjustments with the teacher.
- The final moderated marks should be entered on the computerised mark sheet.
- The marks of all learners will be affected if an adjustment is made.

### SKILLS-CODE WEIGHTING OF TECHNIQUES USED IN CLOTHING PRODUCTION

- Use the following skills-code weighting to choose a pattern for the PAT as well as for the weekly practical lessons.
- The skill code indicates the weighting for the techniques and NOT the mark allocation.
- The weighting for a specific technique should only be allocated ONCE.
- The teacher could add a technique not listed below, after discussing it with the subject advisor. The teacher and subject advisor should then decide on the weighting for the new technique.
- A weighting is allocated according to the degree of difficulty of the technique.
- The total weighting of the techniques in the pattern chosen for the practical examination in Grade 12 should add up to a minimum of 50 points.

<b>Layout and cut from commercial pattern</b> <ul style="list-style-type: none"> <li>• Fabric folded correctly</li> <li>• Pattern placed on straight grain of fabric</li> <li>• All relevant pattern pieces placed on fold</li> <li>• Pattern pieces placed economically</li> <li>• Pattern pieces pinned correctly onto fabric</li> <li>• Straight cutting on cutting lines</li> <li>• Notches cut accurately</li> <li>• Pattern markings</li> <li>• Follow pattern instructions</li> </ul>	<b>15</b> 1 2 2 2 1 2 1 2 2	<b>Zip</b> <ul style="list-style-type: none"> <li>• Seam allowance correct and even width</li> <li>• Seam finish</li> <li>• Insert zip: stitching straight</li> <li>• Corners at bottom of zip neat and square</li> <li>• Corners at top of zip neat and square</li> </ul>	<b>15</b> 3 2 4 3 3
<b>Layout and cutting from measurements, no pattern</b> <ul style="list-style-type: none"> <li>• Fabric folded correctly</li> <li>• Measurements marked on fabric accurately</li> <li>• Straight grain of fabric used correctly</li> <li>• Straight cutting</li> <li>• Correct number of pieces</li> </ul>	<b>15</b> 1 5 3 4 2	<b>Make and attach collar</b> <ul style="list-style-type: none"> <li>• Preparing the collar before stitching (stay-stitch and baste parts together)</li> <li>• Collar edge smoothly stitched, thus smooth curve and/or sharp corners</li> <li>• Both sides alike</li> <li>• Seam allowance inside collar graded and notched correctly</li> <li>• Edge of collar under-stitched, basted and ironed</li> <li>• Attach collar to garment: fits properly</li> <li>• Seam smoothly stitched, graded, seam finish</li> </ul>	<b>20</b> 5 4 2 2 3 2
<b>Darts</b> <ul style="list-style-type: none"> <li>• Stitch from wide to narrow</li> <li>• Straight stitching</li> <li>• Press downwards or towards the middle</li> <li>• Knot threads at narrow point and insert thread into the dart</li> </ul>	<b>10</b> 2 2 3 3	<b>Shaped facing (for openings such as armhole or neckline)</b> <ul style="list-style-type: none"> <li>• Prepare facing and baste to opening</li> <li>• Attach facing</li> <li>• Facing lies flat and fits neatly into opening</li> <li>• Seam allowance graded inside, under-stitching</li> <li>• Facing even width</li> <li>• Finishing off of facing edges</li> <li>• Facing attached to shoulder/side seams</li> </ul>	<b>20</b> 3 4 3 4 2 2 2
<b>Tacks/Top stitching</b> <ul style="list-style-type: none"> <li>• Marking transferred correctly</li> <li>• Evenly spaced</li> <li>• Straight sewing</li> <li>• Suited to item/material</li> </ul>	<b>10</b> 2 3 3 2		
<b>Open or closed straight seams with a finish</b> <ul style="list-style-type: none"> <li>• Straight stitching/smooth curve/square corner</li> <li>• Seam allowance correct and even width</li> <li>• Seam finish</li> </ul>	<b>10</b> 4 3 3	<b>Front opening and neck band</b> <ul style="list-style-type: none"> <li>• Reinforced</li> <li>• Bands even width</li> <li>• Neck band fits properly</li> <li>• Firmly stitched</li> </ul>	<b>10</b> 2 3 3 2
<b>Fasteners: loop and hook/buttons/press studs</b> <ul style="list-style-type: none"> <li>• Spacing</li> <li>• Suitable for garment</li> <li>• Correctly and firmly stitched</li> </ul>	<b>5</b> 2 1 2	<b>Stitched-on pocket</b> <ul style="list-style-type: none"> <li>• Pocket shape, size, hem width</li> <li>• Correct position on garment</li> <li>• Stitching to attach pocket to item</li> </ul>	<b>10</b> 3 3 4



## NSC (Production of Clothing Articles)

<b>Buttonholes</b> <ul style="list-style-type: none"> <li>• Buttonholes: even size (hand/machine)</li> <li>• Spacing</li> <li>• Appearance</li> <li>• Correctly stitched and opened</li> </ul>	<b>10</b>  3 2 2 3	<b>Pleats</b> <ul style="list-style-type: none"> <li>• Pattern marking transferred correctly</li> <li>• Evenly spaced</li> <li>• Even width</li> <li>• Suitable for fabric/pattern</li> <li>• Pleats folded on grain of fabric</li> </ul>	<b>15</b>  3 3 3 3 3
<b>Make and attach sleeves</b> <ul style="list-style-type: none"> <li>• Easing or gathers (3 rows) around top edge</li> <li>• Sleeves fit neatly into armhole</li> <li>• All seams and seam finishing neat</li> <li>• Sleeve hem</li> </ul>	<b>10</b>  3 5 4 3	<b>Hems</b> <ul style="list-style-type: none"> <li>• Even and correct width all around</li> <li>• Lies flat, no pleats/gathers on the right side</li> <li>• Neat, straight stitching/neatly sewn by hand</li> <li>• Correct stitch length/correct hand stitch</li> </ul>	<b>10</b>  3 2 3 2
<b>Attaching raglan sleeves</b> <ul style="list-style-type: none"> <li>• Stitching straight</li> <li>• Seam allowance correct and even width</li> <li>• All seams and seam finishing neat</li> <li>• Sleeve hem</li> </ul>	<b>10</b>  2 3 2 3	<b>Narrow single hems</b> <ul style="list-style-type: none"> <li>• Even and correct width</li> <li>• Neatly over-locked</li> <li>• Folded over evenly</li> <li>• Neatly stitched</li> </ul>	<b>8</b>  2 2 2 2
<b>Crossway binding</b> <ul style="list-style-type: none"> <li>• Cutting bias strips</li> <li>• Join bias strips</li> <li>• Attach binding for edge finishing</li> <li>• Correct and even width</li> <li>• Lies flat and even</li> <li>• Machine/Hand-stitched</li> </ul>	<b>20</b>  5 5 3 3 2 2		

**TEACHER PLANNING: GRADE 12 PRACTICAL EXAMINATION**  
(To be submitted to the subject advisor for moderation at the end of **March or earlier.**)

<b>Name of school:</b>
<b>Name of teacher:</b>
<b>Date(s) and time(s) of practical examination sessions:</b>

**TEST FOR PAT GRADE 12**  
(Attach copies of patterns and instruction sheets)

<b>LAYOUT AND CUTTING</b>	
<b>TECHNIQUES</b>	<b>WEIGHTING</b>
<b>TOTAL</b>	

<b>PRACTICAL EXAMINATION</b>	
<b>TECHNIQUES</b>	<b>WEIGHTING</b>
<b>TOTAL</b>	

**EXEMPLAR OF TEACHER PLANNING FOR PURCHASES***(To be submitted to the subject advisor for moderation at the end of **March or earlier.**)*

Total number of learners	Groups	Number of learners per group	Dates	Time
25	1	13	10/09/2023	08:00–11:00
	2	12	10/09/2023	12:30–15:30

Requirements	Quantity required per learner	Number of learners	Total
Poly cotton	1 m	25	25 metres
Sewing thread	1 reel		25 reels
Pattern	1		25 patterns
Vilene	0,5 m		12,5 metres
Thread for basting	1		25 reels
Zip	1		25 zips

**TEACHER'S SHOPPING LIST**

Requirements	Amount
Poly cotton	25 metres
Sewing thread	25 reels
Pattern	25 patterns
Vilene (interfacing)	12,5 metres
Thread for basting	25 reels
Zip	25 zips

**TEACHER PLANNING FOR PURCHASES**

*(To be submitted to the subject advisor for moderation at the end of **March** or earlier.)*

Total number of learners	Groups	Number of learners per group	Dates	Time

Requirements per learner	Quantity required per learner	Number of learners	Total

**TEACHER'S SHOPPING LIST**

Requirements	Amount

**CONSUMER STUDIES  
PRACTICAL ASSESSMENT TASK  
CLOTHING PRODUCTION  
CHECKLIST FOR PLANNING (TO BE HANDED IN FOR MODERATION)**

<b>SCHOOL</b>		
<b>TEACHER</b>		
<b>PRINCIPAL</b>		
<b>DATE SUBMITTED</b>		
<b>Dates of all PAT sessions</b>	<b>Proposed moderation date</b>	<b>Approved moderation date</b>

<b>CRITERIA</b>	<b>YES/NO</b>	<b>COMMENTS BY MODERATOR</b>
An illustration of the product/ photo copy of the pattern envelope		
Copy of the pattern instruction sheet to be provided to learners		
Completed list of techniques and skills-code weighting of product		
Planning for purchases		

**APPROVED/NOT APPROVED**

**RESUBMISSION DATE:** \_\_\_\_\_

**Signatures:**

**TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**PRINCIPAL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**MODERATOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

**ASSESSMENT TOOL FOR CLOTHING PRACTICAL ASSESSMENT TASK**

NAME OF SCHOOL _____		NAME AND SURNAME OF LEARNER:	
DATE _____		COMMENTS:	
TEACHER _____			
MODERATOR _____			
<b>1.</b>	<b>PRACTICAL SKILLS AND TECHNIQUES</b>		
<b>1.1</b>	<b>Interpretation of the pattern</b>	<b>4</b>	
	Follow pattern instructions accurately	2	
	Understand terminology and symbols for implementation	2	
<b>1.2</b>	<b>Accurate implementation of techniques</b>	<b>20</b>	
	Correct technique for laying and cutting out	6	
	Correct techniques applied to produce the product: (From the list below, assess the techniques that apply to the product) Darts/Tacks/Top stitching/Seams/Fasteners/ Buttonholes/Sleeves/Crossway binding/Zip/Collar/ Shaped facing/Front opening and neck band/ Stitched-on pocket/Pleats/Hems	14	
<b>1.3</b>	<b>Correct handling of equipment</b>	<b>8</b>	
	Correct handling of small equipment, e.g. tape measure, scissors, needles	3	
	Correct handling of large equipment, e.g. sewing machine, overlocker	2	
	Safe use of equipment, e.g. thread cutter/scissors/pins/iron/sewing needle	3	
<b>1.4</b>	<b>Efficient production of the product</b>	<b>8</b>	
	Regular quality control checkpoints done (during laying and cutting out and production)	2	
	Economic use of supplies, no wastage of fabric and haberdashery	2	
	Works independently, silently, not distracting others, without asking any questions	2	
	Efficient use and management of time	2	
<b>2.</b>	<b>HYGIENE AND NEATNESS</b>		
<b>2.1</b>	<b>Workstation &amp; equipment during practical examination</b>	<b>8</b>	
	Workstation neat and well organised	3	
	Small equipment not laying around	2	
	Works hygienically	3	
<b>2.2</b>	<b>Personal appearance</b>	<b>2</b>	
	Appropriately dressed (school uniform)	1	
	Nails clean and short	1	
<b>2.3</b>	<b>Neatness of workstation after practical examination</b>	<b>4</b>	
	Workstation clean	1	
	Equipment cleaned & packed away in correct storage space	2	
	Waste removed, bins clean	1	

**ASSESSMENT TOOL FOR CLOTHING PRACTICAL ASSESSMENT TASK (continued)**

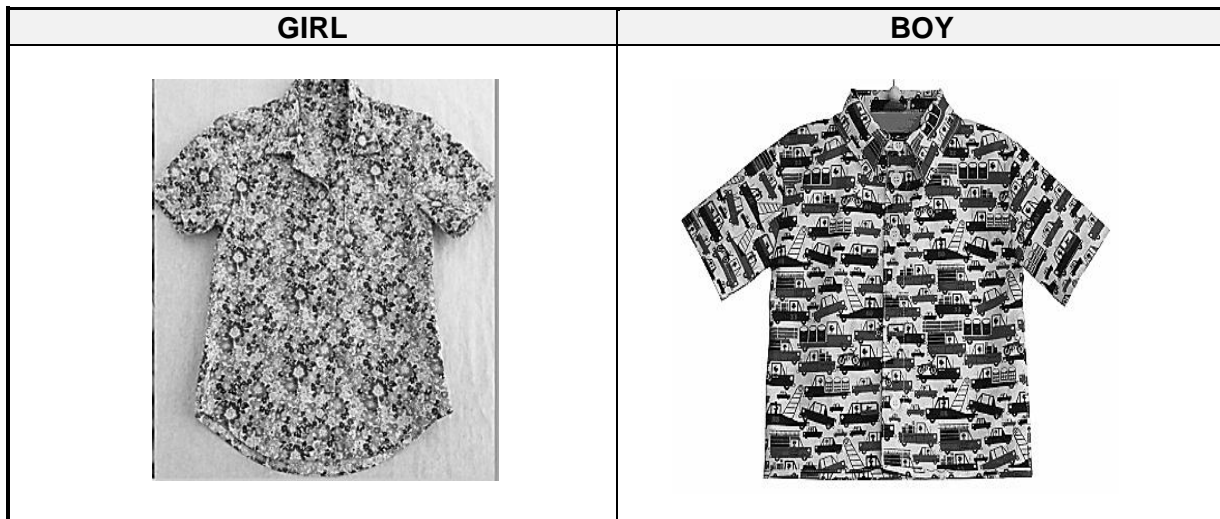
		<b>NAME AND SURNAME OF LEARNER:</b>	
		<b>COMMENTS:</b>	
<b>3.</b>	<b>SUITABILITY FOR SELLING</b>		
<b>3.1</b>	<b>Packaging</b>	<b>4</b>	
	Protecting the product	1	
	Suitable for the product	1	
	Cost-effective	1	
	Consumer appeal	1	
<b>3.2</b>	<b>Label</b>	<b>6</b>	
	Fibre content/type of fabric used	1	
	Shows creativity	2	
	Manufacturer's name/physical address/contact details	1	
	Size/Price	1	
	Care instructions	1	
<b>3.3</b>	<b>Products created adhere to specifications</b>	<b>36</b>	
	Suitable choice of colours for product	2	
	Correct size of product according to pattern	2	
	Clean product	2	
	Ends/Threads neatly trimmed	2	
	Neatly ironed/pressed	2	
	Seams neatly and correctly joined	2	
	Seams are neatly sewn and finished off	3	
	Secure stitching	2	
	No flaws (e.g. no holes) in the construction of the product	2	
	Correct application of techniques used in the construction of the product	5	
	Correct and even tension throughout	2	
	Suitability for selling <b>(Use the scale below)</b>	10	
	<b>TOTAL</b>	<b>100</b>	
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.		
	<b>TOTAL</b>	<b>100</b>	

**SUITABILITY FOR SELLING:**

- 0–2 Unacceptable, does not meet the requirements, cannot sell
- 3–4 Poor, meets some requirements, will not sell
- 5–6 Average, meets most requirements, should sell
- 7–8 Good, meets all requirements, should sell well
- 9–10 Excellent, exceeds all requirements, will sell very well

**EXAMPLE OF CLOTHING ARTICLES FOR THE PRACTICAL ASSESSMENT TASK**

**CHILD'S SHIRT/BLOUSE**



**WEIGHTING:** Select techniques to a weighting value of 50 skills-code points.

<b>LAYOUT AND CUTTING</b>	
<b>TECHNIQUES</b>	<b>WEIGHTING</b>
Layout and cutting out	15
<b>SUBTOTAL</b>	<b>15</b>

<b>TECHNIQUE</b>	<b>WEIGHTING</b>
Make and attach collar	20
Buttons	5
Buttonholes	10
Make and attach sleeves	10
<b>SUBTOTAL</b>	<b>45</b>
<b>TOTAL</b>	<b>65</b>

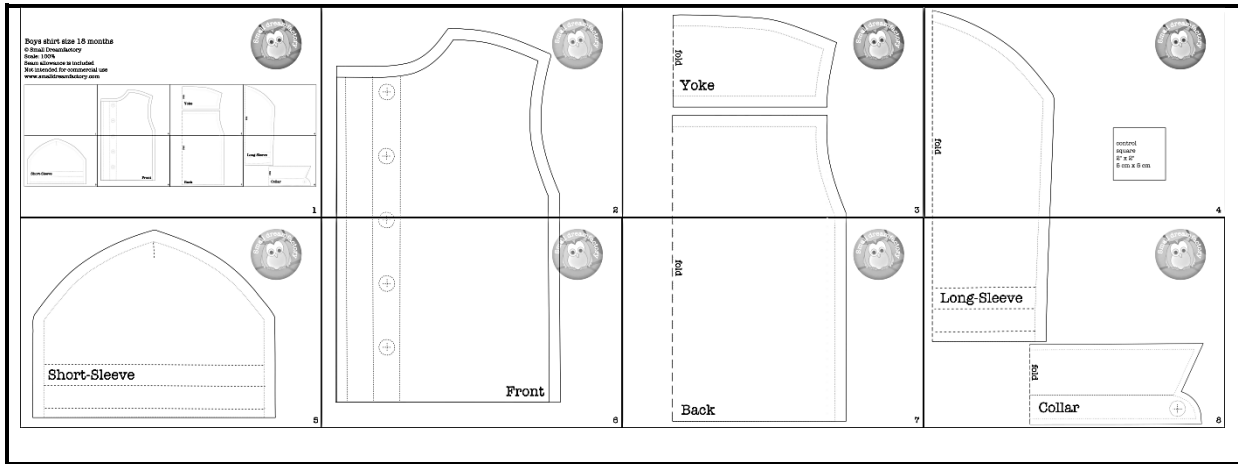
**REQUIREMENTS:**

- 0,75 m at 1,15 m in length of cotton/polyester cotton
- 0,25 m of iron on interfacing
- Sewing and tacking threads
- Buttons
- Needle
- Pins
- Tailor's chalk/Marking pencil
- Measuring tape
- Quick unpick
- Paper scissors
- Fabric scissors
- Buttonhole scissors
- Sewing machine
- Overlocker

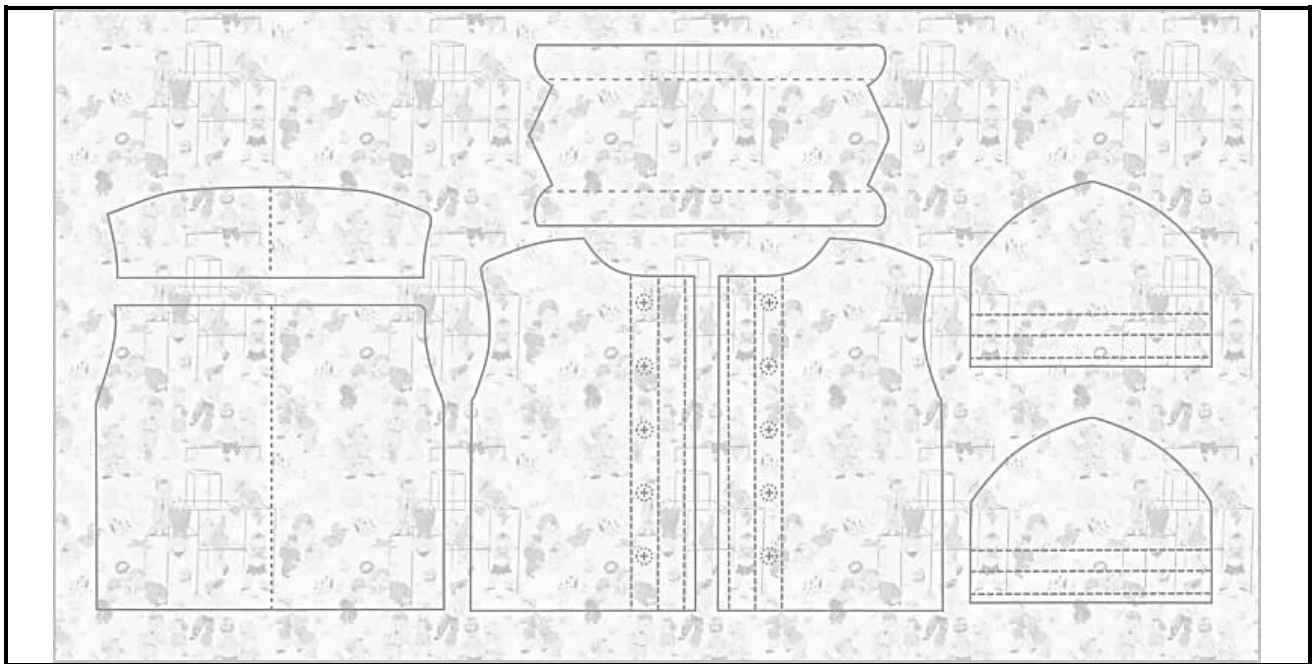


**PATTERN PIECES**

**NOTE:** Patterns pieces are attached on pages 27–34.



**PATTERN LAYOUT**

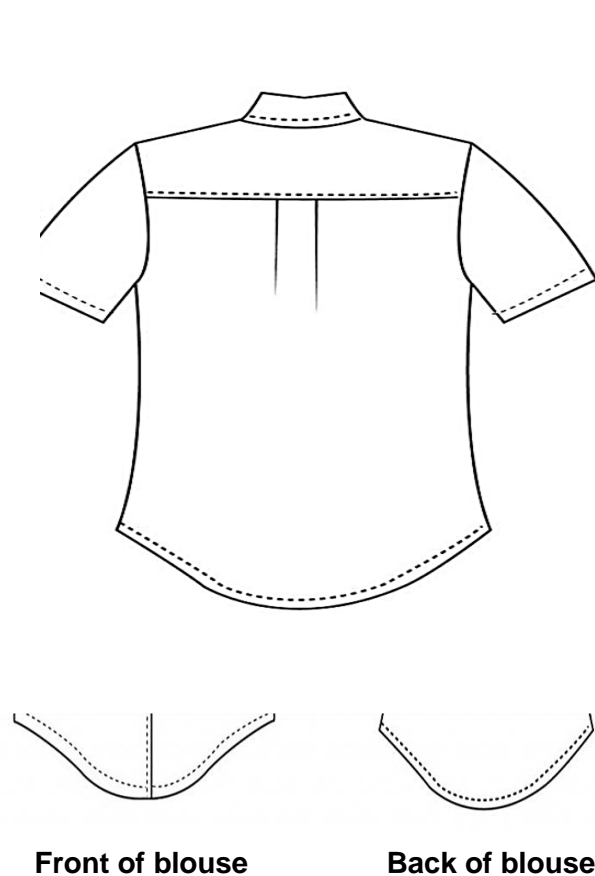


**LAYOUT AND CUTTING:**

**(Learners can choose to make the girl's or boy's shirt/blouse.)**

If the girl's option is selected, the bottom of the front and back panels of the pattern needs to be adapted according to the curved shape. See example below and full instructions under step 2B.

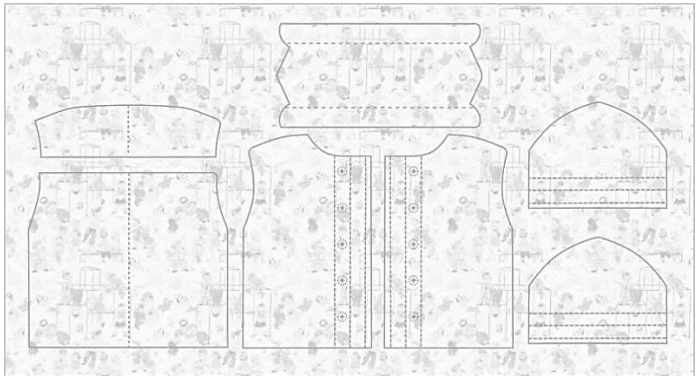
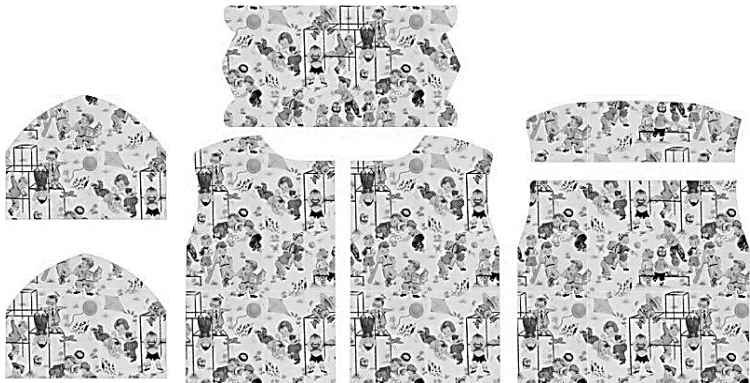
If a larger size is preferred, the pattern pieces can be enlarged on the photocopier.  
The number of metres of fabric required must just be adapted according to the size of the shirt/blouse.



**LAYOUT AND CUTTING**

1. Lay the pattern pieces on the fabric, pin and cut out.
2. Transfer pattern markings, where applicable. Fold all pattern pieces and extra fabric and submit to teacher for marking.
3. Learners may correct the cutting out AFTER the teacher has marked their work.
4. NO marks will be awarded for redoing the cutting out.
5. All pattern pieces must be handed back to the teacher for safekeeping until the day of the practical examination.

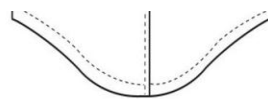
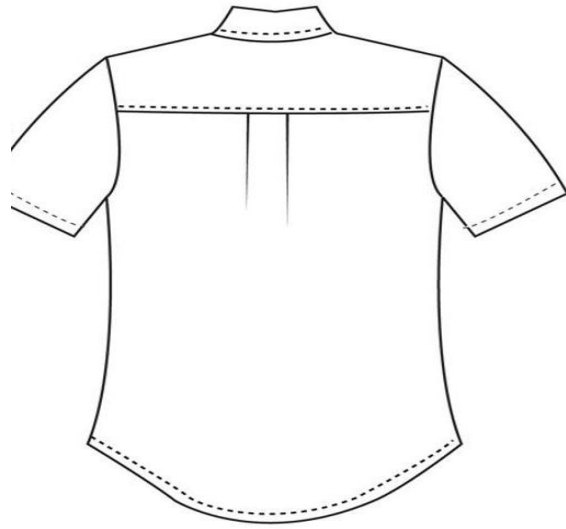
**NOTE:** Use the same instructions for both shirts. Only the girl's blouse will have a curved bottom at the front and back as mentioned above.  
 Only 2 buttons and buttonholes should be completed during the examination.  
 Only 1 sleeve should be inserted during the examination.  
 Learners must be given an opportunity to complete the article after it has been marked.

<b>GIRL'S OR BOY'S SHIRT/BLOUSE</b>	
<b>PRACTICAL EXAMINATION: 3 HOURS</b>	
<b>INSTRUCTIONS</b>	<b>ILLUSTRATIONS</b>
<p><b>PATTERN LAYOUT:</b></p> <p><b>STEP 1: Laying out.</b></p> <ul style="list-style-type: none"> <li>• Print the sewing pattern in landscape mode in actual size.</li> <li>• The pattern can be enlarged.</li> <li>• Fold fabric lengthwise with right sides together.</li> <li>• Lay out the pattern pieces on the fabric.</li> <li>• The seam allowance is already included in the pattern.</li> </ul>	
<p><b>STEP 2A: Cutting out.</b></p> <ul style="list-style-type: none"> <li>• Front pieces (2x)</li> <li>• Back piece (1x on fold)</li> <li>• Yokes (1x on fold)</li> <li>• Collar (2x)</li> <li>• Sleeves (2x)</li> <li>• Interfacing for the collar (1x)</li> <li>• Interfacing for button stand (2x)</li> </ul>	

### STEP 2B: Adding curved edge on girl's back.

#### Girl's blouse:

- Extend on the boy's pattern at the centres of both the front and back body pattern pieces by 5 cm + (5 mm + 2,5 cm for the hem) and draw from one edge to the other through the mark in a smooth curve.
- The hem is worked the same way as the boy's shirt, step 12 following the curve.



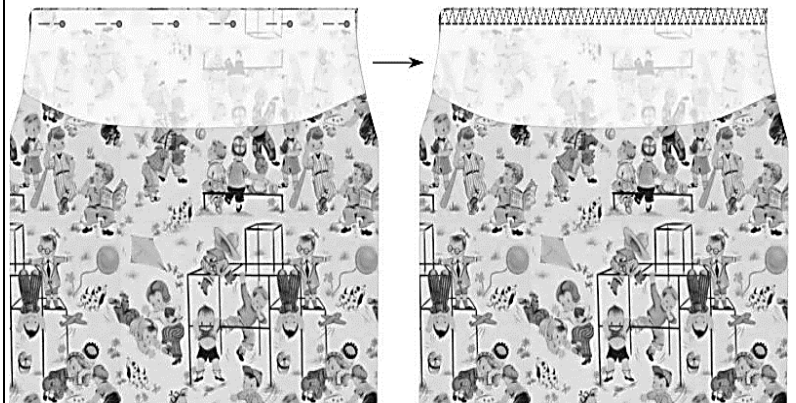
Front of blouse


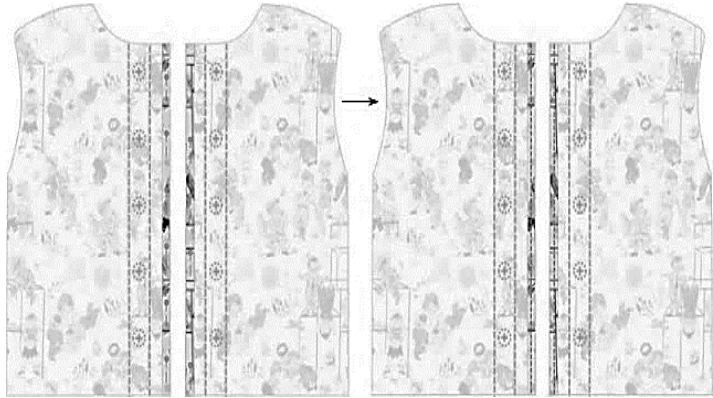
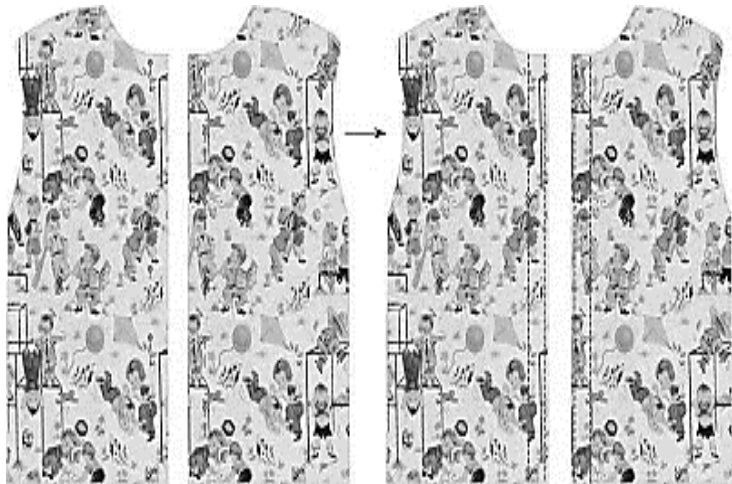



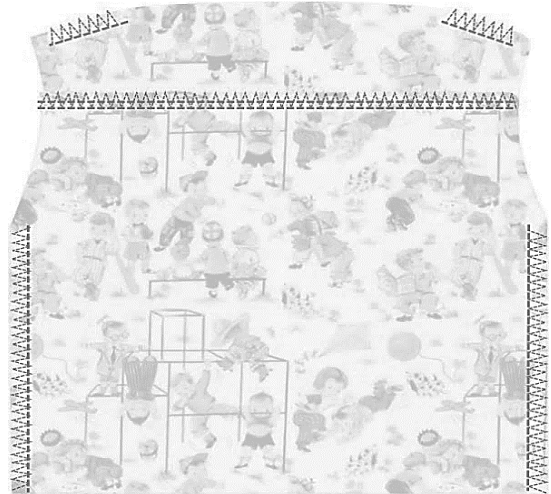
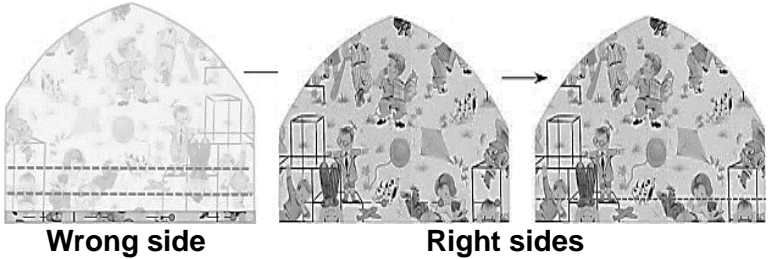
Back of blouse

### STEP 3: Sew the upper and lower back.

- With right sides facing each other, pin the back piece and the yoke together.
- Sew at (1 cm) seam allowance.
- Serge off (overcast) and iron out the seams.

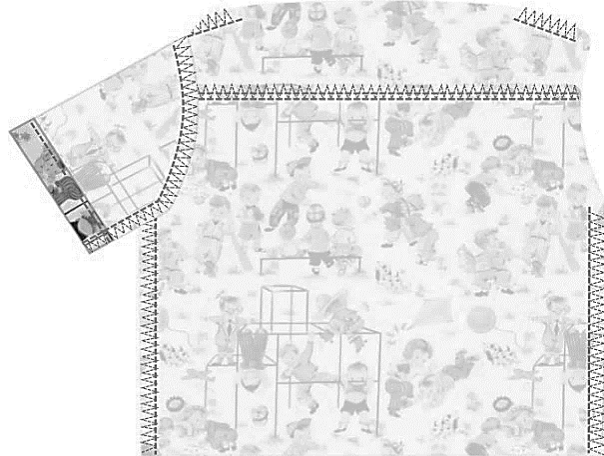


<p><b>STEP 4: Topstitch.</b></p> <ul style="list-style-type: none"> <li>• Top stitch close to the edge.</li> </ul>	
<p><b>STEP 5: Sew hems in place (front shirt/blouse).</b></p> <ul style="list-style-type: none"> <li>• Hem the front pieces.</li> <li>• Fold, tack 1 cm and stitch at 0,5 cm from the outer edge.</li> </ul>	
<p><b>STEP 6: Sew hems in place (front shirt/blouse).</b></p> <ul style="list-style-type: none"> <li>• Fold again at 2 cm and stitch at 1,5 cm from the outer edge.</li> </ul>	

<p><b>STEP 7: Pin back and front pieces together.</b></p> <ul style="list-style-type: none"> <li>• With right sides facing each other, pin down the back and front pieces.</li> </ul>	
<p><b>STEP 8: Sew.</b></p> <ul style="list-style-type: none"> <li>• Pin and stitch the shoulder seams and the side seams of the shirt together at 1 cm seam allowance.</li> <li>• Overlock off the seams.</li> <li>• Press out the seams.</li> </ul>	
<p><b>STEP 9: Sew hems in place.</b></p> <ul style="list-style-type: none"> <li>• Fold the edge 0,5 cm from the edge to the wrong side.</li> <li>• Fold again and tack 1 cm from the outer edge.</li> <li>• Stitch close to the first folded edge.</li> </ul>	

**STEP 10: Sew left sleeve.  
(Insert only ONE sleeve.)**

- Fold the sleeve in half.
- Pin into position into the armhole at 1 cm seam allowance, stitch.
- Overlock the seams.
- Stitch down the entire side at 1 cm seam allowance.
- Overlock the underarm seam.

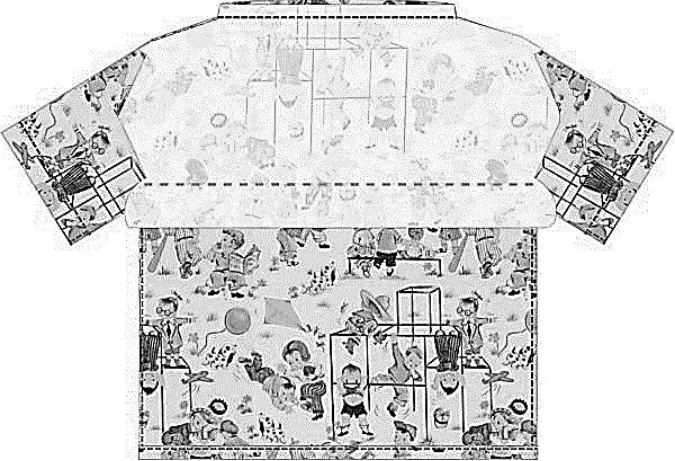

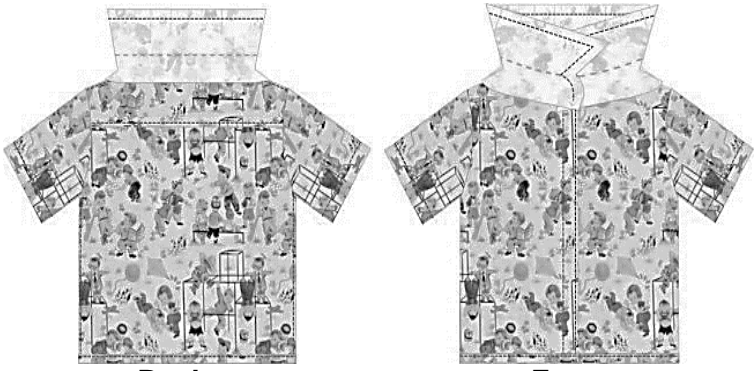
**STEP 11: Repeat for the right sleeve.**

- Repeat step 12 to 16 for the right sleeve.




**STEP 12: Fold the bottom hem.**

- Fold and pin once again as sleeve hem step 9 to the wrong side of the shirt.
- Stitch down hem at 1 cm from the edge.



<p><b>STEP 13: Attach the collar to the shirt/blouse.</b></p> <ul style="list-style-type: none"> <li>• Pin one side of the double collar on the outside of the shirt, with right sides facing.</li> <li>• Sew together at 1 cm seam allowance.</li> </ul>	
<p><b>STEP 14: With right sides facing, pin down the collar.</b></p> <ul style="list-style-type: none"> <li>• Fold the collar upwards.</li> <li>• Fold the collar in half, width-wise, right sides facing each other and pin down matching front edges.</li> </ul>	 <p style="text-align: center;"><b>Back</b>                      <b>Front</b></p>
<p><b>STEP 15: Sew the outer edge.</b></p> <ul style="list-style-type: none"> <li>• Stitch the outer edge at 1 cm seam allowance.</li> </ul>	 <p style="text-align: center;"><b>Back</b>                      <b>Front</b></p>



<p><b>STEP 16: Clip the corners.</b></p> <ul style="list-style-type: none"><li>• Clip the corners.</li></ul>	
<p><b>STEP 17: Turn the collar right side out.</b></p> <ul style="list-style-type: none"><li>• Turn the collar right side out.</li><li>• Push out corners and press collar flat.</li><li>• Fold the collar at 1 cm from the outer edge to the inside and pin the collar to the outside of the shirt.</li></ul>	
<p><b>STEP 18: Sew collar to the outside of the shirt/blouse.</b></p> <ul style="list-style-type: none"><li>• Sew together at 0,2 cm from the outer edge.</li></ul>	

**STEP 19: Sew the folding line of the collar.**

- Sew the folding line of the collar which is marked as a dotted line on the collar pattern.

**STEP 20: Stitch the buttonholes.**

- Using a ruler, mark where your buttons and buttonholes will be.
- Stitch **TWO** buttonholes.
- Cut the buttonholes open with a buttonhole scissors.

**STEP 21: Sew the buttons on.**

- Sew the **TWO** buttons on properly to make certain that they function well.



**STEP 22: Finishing the shirt/blouse.**

- Fold down the collar. Cut off loose threads.
- Press the garment.
- Package.

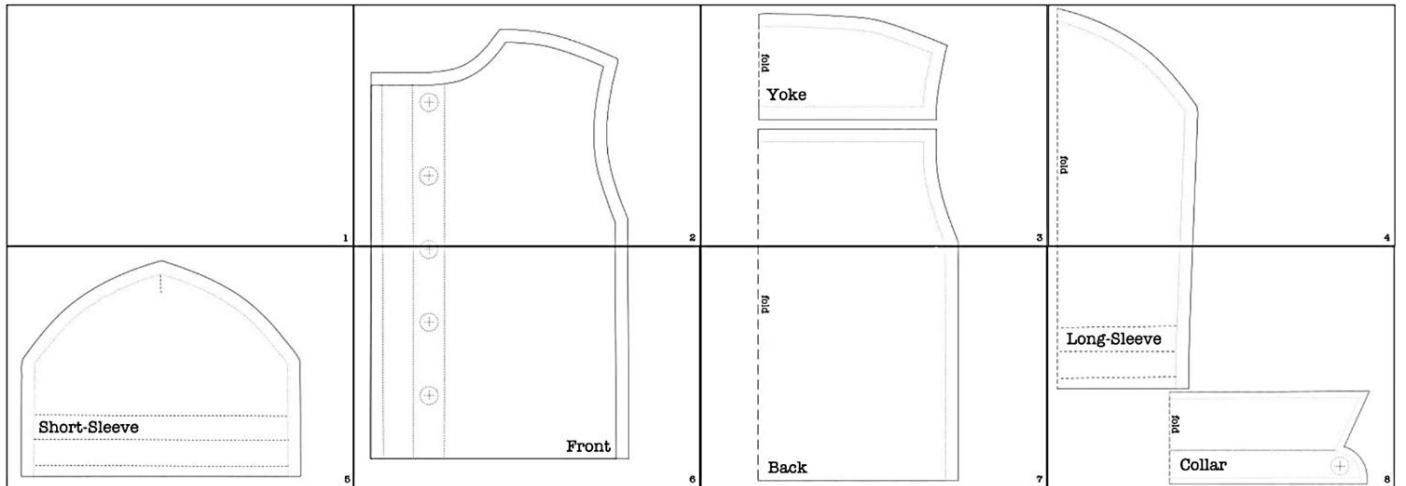


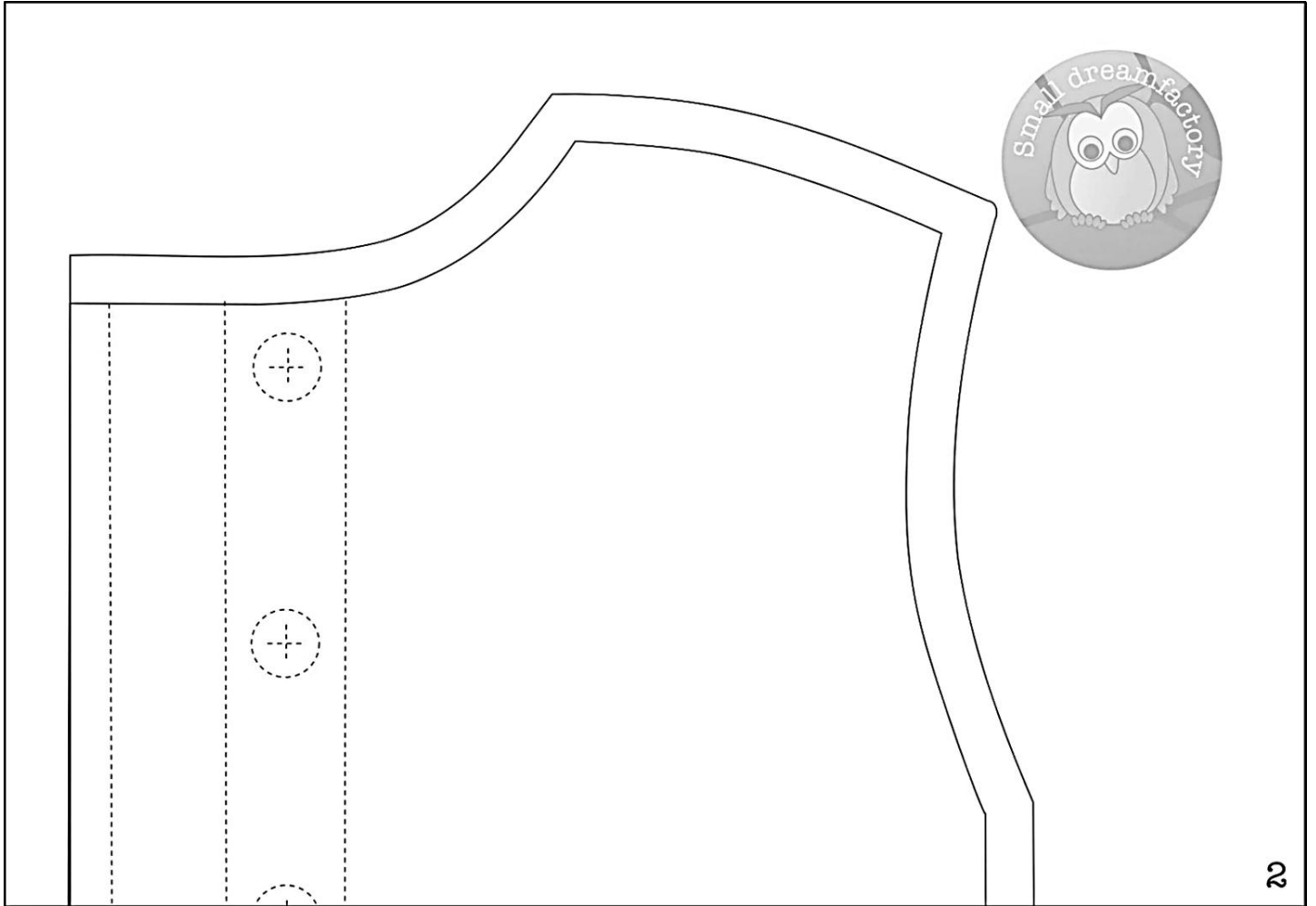
**If the teacher uses a home-made pattern, an instruction sheet must be included.**

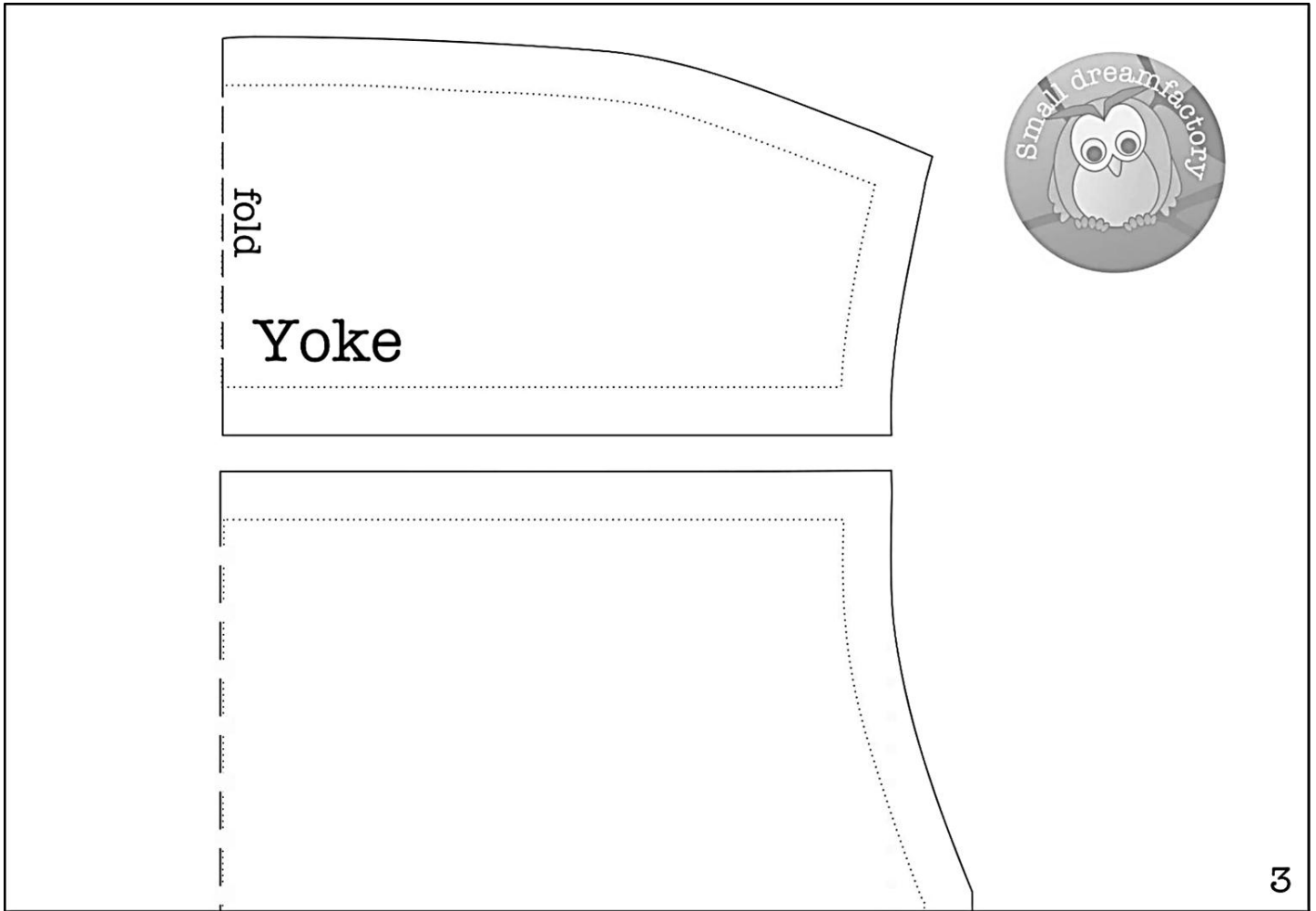
**PATTERN PIECES**

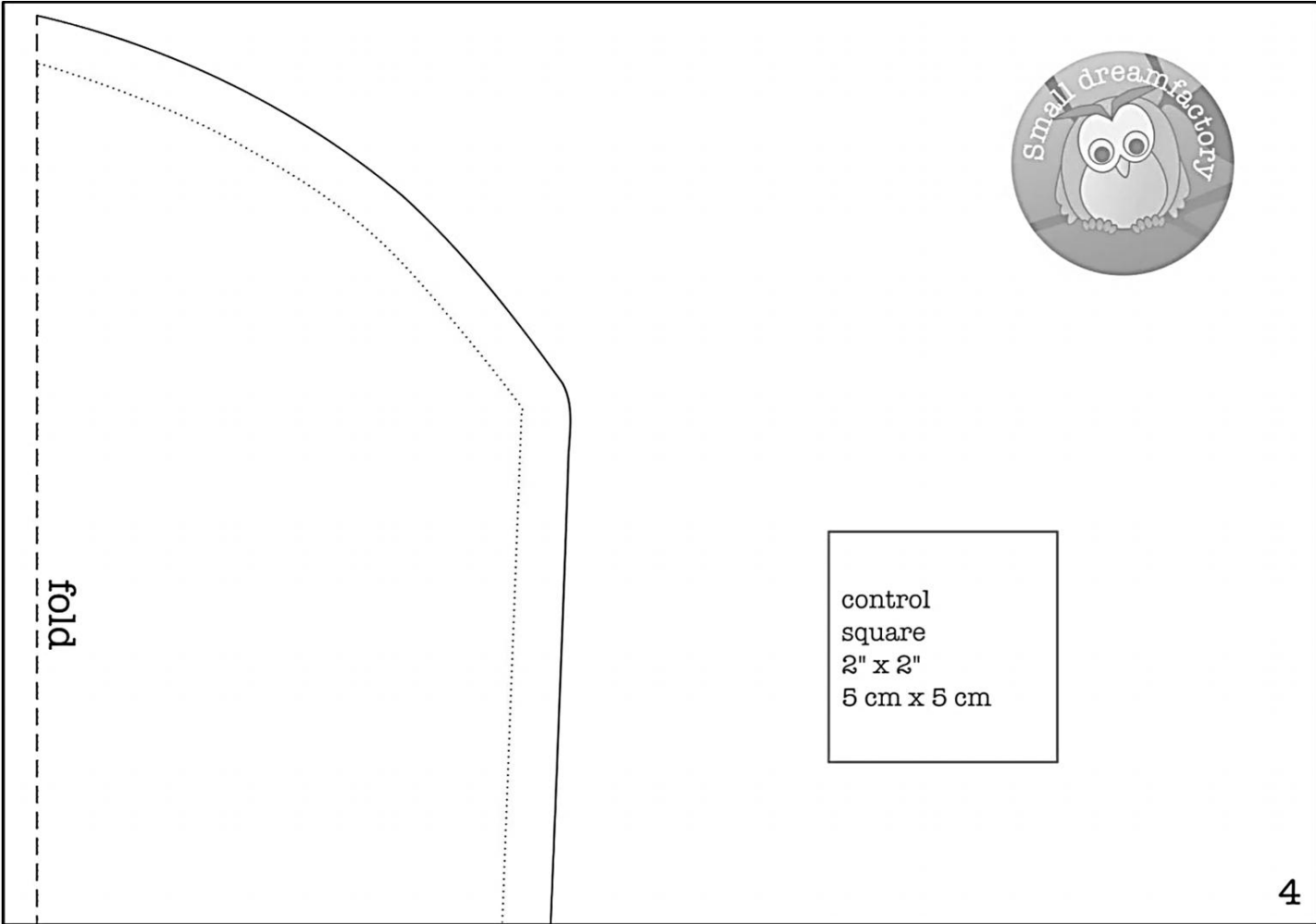


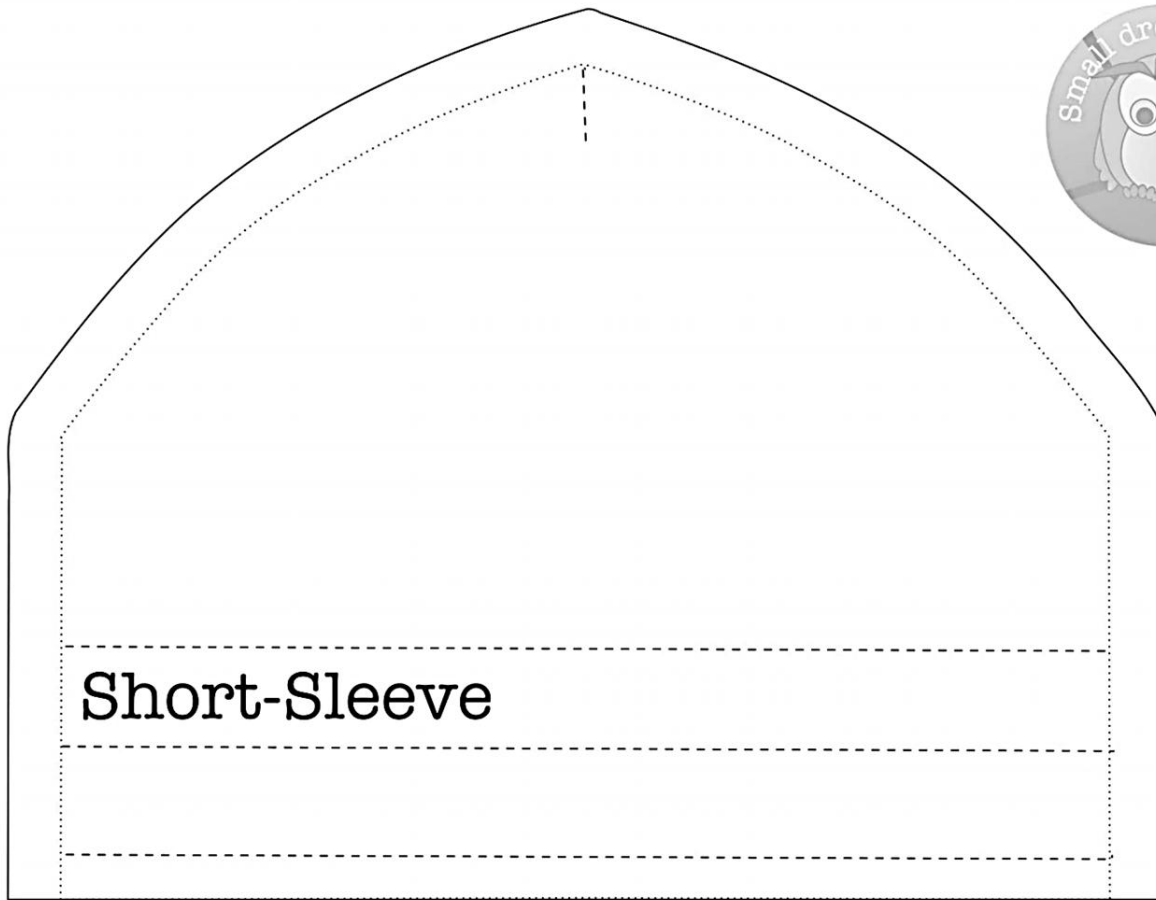
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Scale: 100%  
Seam allowance is included  
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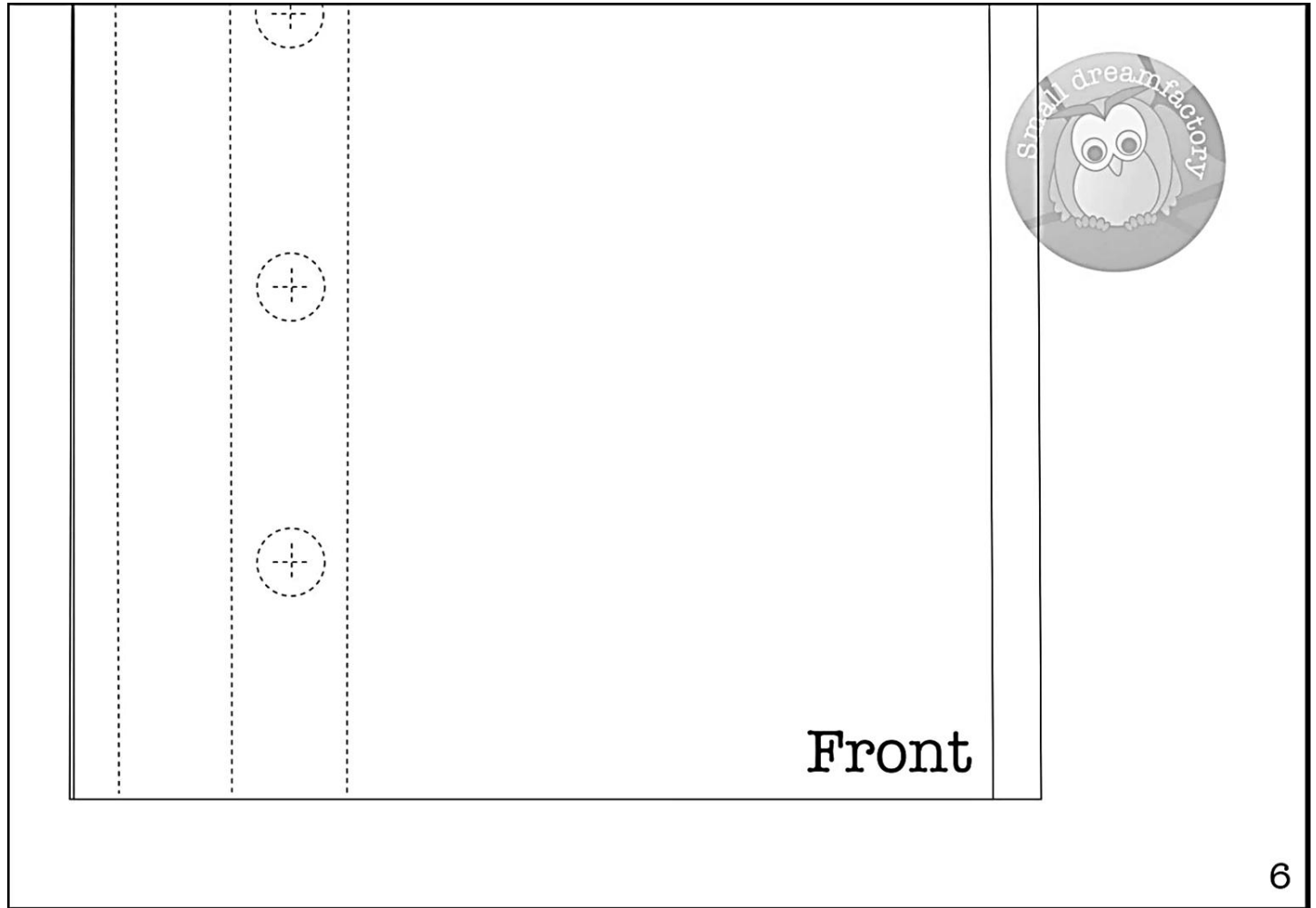


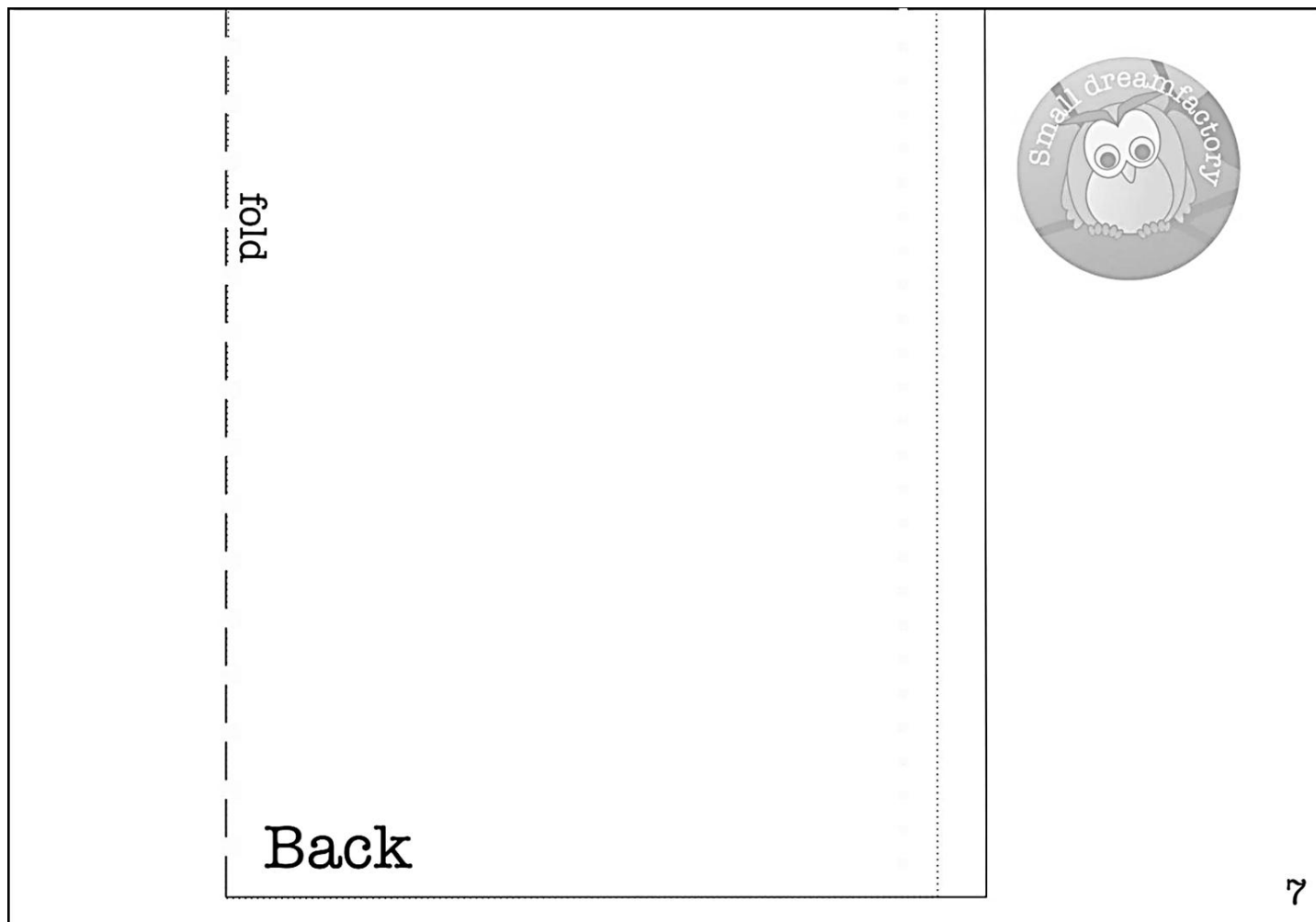


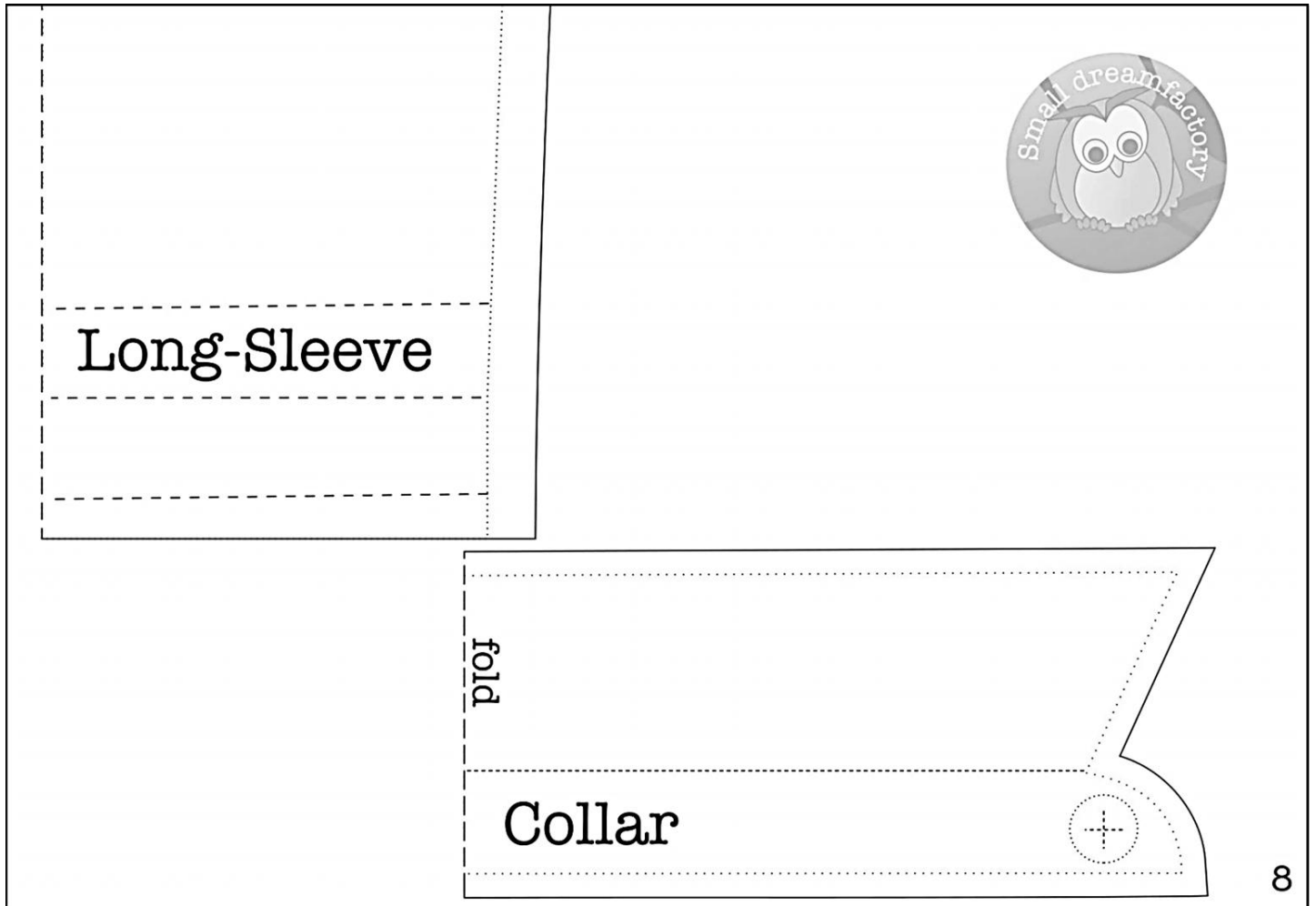












**10. CONCLUSION**

On completion of the practical assessment task, learners should be able to demonstrate their understanding of the industry, enhance their knowledge, skills, values and reasoning abilities as well as establish connections to life outside the classroom and address real-world challenges. The PAT furthermore develops learners' life skills and provides opportunities for learners to engage in their own learning.