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CONSUMER STUDIES (PRODUCTION OF KNITTED OR CROCHETED PRODUCTS)

GUIDELINES FOR PRACTICAL ASSESSMENT TASKS

GRADE 12

2023

These guidelines consist of 25 pages.

THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES PRODUCTION OF KNITTED OR CROCHETED PRODUCTS

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. test or examination. It is therefore important that schools ensure that all learners complete the practical assessment tasks within the stipulated period to ensure that learners are resulted at the end of the school year. The planning and execution of the PAT differ from subject to subject.

- During the practical assessment task, the learner must demonstrate his/her knowledge and practical ability/skills to produce quality products focusing on workmanship and suitability for selling.
- The school and the learner may choose to knit OR crochet.
- The practical assessment task for Grade 12 for Consumer Studies, with the Knitting or Crocheting practical option, complete a practical examination of EIGHT (8) HOURS.
- Learners work individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.
- Each learner will either knit OR crochet a product in the practical examination.

2. MARK ALLOCATION

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

Practical examination	100
Final mark for PAT	100

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 Knitting or Crocheting 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 (tables, equipment for measuring and marking, equipment for knitting/crocheting the products, e.g. knitting needles, crochet hooks).
- A minimum of R80 up to a maximum of R150 per learner is required to make the prescribed product, besides the funding required for the SBA weekly practical lessons.
- A number of learners can do the examination simultaneously, depending on the number of workstations and resources available to complete the examination effectively.

4. REQUIRED TIME FRAME

- A time frame of EIGHT (8) HOURS in total is allowed for the practical examination.
- The practical examination will be conducted in TWO sessions over TWO DAYS or sessions could be done in ONE day.
- Each FOUR(4)-hour session is broken down into TWO(2)-hour sessions, with a 30-minute break between each TWO(2)-hour session.

5. SETTING THE PRACTICAL EXAMINATION

- This 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.
- Teachers may use the examples provided or source ONE suitable crocheting pattern or ONE suitable knitting pattern from elsewhere.
- The selected product should have a minimum skills-code weighting of 50 points.
- The learners will be assessed on the production process, workmanship and the saleability of the product.
- At the end of the EIGHT (8) hours, learners must hand in their products and packaging for final assessment.
- After the assessment has been completed, the products must be returned to the learners for correction and finishing off, if necessary.
- The products will NOT be remarked after the corrections have been made.

The product must include a selection of the following techniques:

CROCHETING TECHNIQUES	KNITTING TECHNIQUES
<p>The following techniques are COMPULSORY:</p> <ul style="list-style-type: none"> • Chain stitches • Use at least TWO (2) basic stitches: <ul style="list-style-type: none"> ○ Slip stitch ○ Single crochet ○ Half double crochet ○ Double crochet • Increasing AND/OR decreasing • ONE advanced technique: <ul style="list-style-type: none"> ○ Cable pattern ○ Lace pattern ○ Any raised/textured pattern ○ Filet • Multi-colour pattern • Making up the completed product 	<p>The following techniques are COMPULSORY:</p> <ul style="list-style-type: none"> • Casting on/Casting off • Use at least TWO (2) basic stitches: <ul style="list-style-type: none"> ○ Ribbing stitch ○ Garter stitch ○ Stocking stitch • Increasing (yarn over method OR knit front and back) AND/OR decreasing (slip, slip, knit) • ONE advanced technique: <ul style="list-style-type: none"> ○ Cable pattern ○ Lace pattern ○ Any raised/textured pattern • Multi-colour pattern • Making up the completed product

NOTE: Learners must prepare a label and packaging suitable for their final product. These must be completed before they perform the practical examination and must be available for assessment on the day of the practical examination.

6. PREPARING FOR THE 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 the dates do not clash with other school activities.
- Copy the pattern, illustration(s) and instruction sheet for each learner.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- Prepare the assessment tool provided with learners' names.
- Learners must receive the instructions **ONE week (7 school days)** before the date of the examination of the first group of learners so that they can prepare.
- Divide learners into groups according to the number of learners that can be accommodated comfortably in the room. The number per group will depend on the available resources.
- Purchase ALL required items.
- Make up a 'kit' for each learner to include the following:
 - **KNITTING PAT:** knitting equipment, pattern, instruction sheet, wool or yarn, knitting needles, etc.

OR

- **CROCHETING PAT:** crochet equipment, pattern, instruction sheet, wool or yarn, crochet hooks, etc.
- Prepare the classroom for the examination and ensure the availability of extra small equipment, e.g. scissors, knitting needles, stitch holders, row counters, wool.

7. PERFORMING THE EXAMINATION

- Ensure that learners wash their hands.
- Hand out each learner's 'kit' with the instructions, pattern, wool and equipment.
- Enough extra wool/yarn, scissors should be available.
- 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 at the end of the EIGHT (8) 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 product will NOT be remarked after the corrections have been made.
- After corrections have been made, the products, packaging and labels must be kept in a safe place until the day of moderation.
- The teacher must complete the assessment tool.

8. EVALUATION

- The teacher and 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 clean and tidy their workstations and equipment.
- On completion 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 skill code weighting for the selected products
- A photocopy of the pattern
- An instruction sheet
- An illustration of the product
- The list of haberdashery to be purchased
- The completed checklist, signed and checked 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

- Ensure that learners wash their hands.
- The teacher must have the following available for the moderator on the day of moderation:
 - All the products that learners made during the weekly practical lessons for SBA (if not moderated during SBA moderation)
 - A copy of the completed assessment tool for weekly practical lessons
 - The completed products (marked) of all the learners who have already completed the practical examination
 - The marks of all learners who have already completed the practical examination
 - 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 indicates how to determine the difference between the moderator's marks and the 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
TOTAL				388	316
AVERAGE MARK = TOTAL ÷ 6 (number of learners)				66	53
DIFFERENCE = 66 (*T) – 53 (*M)				13	
ADJUSTMENT	DOWNWARDS	✓	UPWARDS	– 3	

***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 FOR THE PRODUCTION OF KNITTED PRODUCTS

- Use the following skills-code weighting to choose a pattern for the PAT as well as for the weekly practical lessons.
- The skills 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 to a technique according to the degree of difficulty of the technique.
- The total weighting of the techniques for the practical examination in Grade 12 must be 50 points.

Knitting on <ul style="list-style-type: none"> • Right side of stitches on right side of product • All stitches through the front or back loops • Correct tension, moderately loose • Stitches uniform in size • Neat edge 	10 1 2 4 1 2	Increasing or decreasing <ul style="list-style-type: none"> • Correct tension, must not pull • Shape should not interfere with pattern • Correct position of increase/decrease 	10 4 3 3
Knitting off <ul style="list-style-type: none"> • Cast off in pattern stitch • Stitches secure so that work will not come undone • Correct tension, moderately loose • Uniform in size and direction • Neat edge 	10 2 1 4 1 2	Using different colours <ul style="list-style-type: none"> • Attaching new yarn at the correct place • Weave the yarns into the edge • Neat edge 	5 2 1 2
Garage stitch <ul style="list-style-type: none"> • Correct tension so that structure stretches and retains shape • Even stitches and appearance • Rugged/Pebbly structure on both sides 	10 4 3 3	Joining yarn/wool <ul style="list-style-type: none"> • Preferably at seam edge • Correct method • Weave in tail of yarn 	5 2 2 1
Stocking stitch <ul style="list-style-type: none"> • Correct tension • Rugged/Pebbly on the purl side • Stitches look like a V on the right side • Smooth on the right side 	10 4 3 2 1	Buttons and buttonholes <ul style="list-style-type: none"> • Buttonholes: Even in size • Correct spacing • Correct size/type button • Buttons firmly stitched on 	7 2 2 1 2
Ribbing stitch <ul style="list-style-type: none"> • Correct tension • Even rows that are identical on both sides • Even stitches and appearance 	10 4 3 3	Pockets <ul style="list-style-type: none"> • Type of pocket suitable for garment/product • Correct position • Correct shape 	10 3 3 4
Cable pattern <ul style="list-style-type: none"> • Increased tension of knitted product • Correct use of cable needle • Cables are identical 	10 4 3 3	Seams <ul style="list-style-type: none"> • Neat, not highly visible • Straight lines • Lie flat • Correct stitch 	10 3 3 2 2
Advanced pattern (lace/textured) <ul style="list-style-type: none"> • Correct choice of yarn/wool • Correct tension • Pattern correct 	10 2 4 4	Joining the pieces <ul style="list-style-type: none"> • Correct method/stitches used • Not too tight • Not visible • Use the correct colour yarns to join • Neat edges 	10 2 2 2 2 2

SKILLS-CODE WEIGHTING OF TECHNIQUES USED FOR THE PRODUCTION OF CROCHETED PRODUCTS

- Use the following skills-code weighting to choose a pattern for the PAT as well as for the weekly practical lessons.
- The skills 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 to a technique according to the degree of difficulty of the technique.
- The total weighting of the techniques for the practical examination in Grade 12 must be 50 points.

Chain stitches <ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	10 4 3 3	Increasing or decreasing <ul style="list-style-type: none"> • Correct tension, must not pull • Shape should not interfere with pattern • Correct position of increase/decrease 	10 4 3 3
Single Crochet (US)/Double crochet (UK) <ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	10 4 3 3	Using different colours <ul style="list-style-type: none"> • Attaching new yarn at the correct place • Weave yarn into the edge • Neat edge 	5 2 1 2
Half Double Crochet (US)/Half Treble Crochet (UK) <ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	10 4 3 3	Joining yarn <ul style="list-style-type: none"> • Preferably at seam edge • Correct method • Weave in tail of yarn 	5 2 2 1
Double Crochet (US)/Treble Crochet (UK) <ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	10 4 3 3	Buttons and buttonholes <ul style="list-style-type: none"> • Buttonholes: Even size • Correct spacing • Correct size/type button • Buttons firmly stitched on 	7 2 2 1 2
Treble crochet (US)/Double Treble Crochet (UK) <ul style="list-style-type: none"> • Correct tension, not too tight • Stitches uniform in size • Even appearance 	10 4 3 3	Seams <ul style="list-style-type: none"> • Lie flat • Neat, not highly visible • Straight lines • Correct stitch 	10 2 3 3 2
Granny square <ul style="list-style-type: none"> • Correct tension, not too tight/loose • Rows linked correctly • Neat edges • Corners correct, neat 	13 4 3 3 3	Joining the pieces <ul style="list-style-type: none"> • Correct method/stitches used • Not too tight • Not visible • Use the correct colour of yarns to join • Neat edges 	10 2 2 2 2 2
Sunburst Granny square <ul style="list-style-type: none"> • Correct tension, not too tight/loose • Rows linked correctly • Neat edges • Corners correct, neat 	13 4 3 3 3	Edging <ul style="list-style-type: none"> • Even width, suitable for product • Lies flat, does not curl 	5 2 3
Crochet a circle <ul style="list-style-type: none"> • Correct tension, not too tight • Rows linked correctly • Stitches uniform in size • Even appearance 	13 4 3 3 3	Filet crocheting <ul style="list-style-type: none"> • Correct interpretation of abbreviations • Follow the pattern step by step • End product according to pattern 	7 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.**)*

Name of school:
Name of teacher:
Date(s) and time(s) of practical examination sessions:

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

PRACTICAL EXAMINATION: KNITTING	
TECHNIQUES	WEIGHTING
TOTAL	

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

PRACTICAL EXAMINATION: CROCHETING	
TECHNIQUES	WEIGHTING
TOTAL	

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	08:00–12:00
	2	12	10/09/2023	12:30–16:30

KNITTING/CROCHETING

Requirements per learner	Quantity required per learner	Number of learners	Total
Knitting needles/Crochet hook	1	25	25 knitting needles/ 25 crochet hooks
Ball yellow 4-ply wool	1	25	25 x yellow 4-ply wool
Ball green 4-ply wool	1	25	25 x green 4-ply wool
Ball cream 4-ply wool	1	25	25 x cream 4-ply wool
Buttons	1	25	75 buttons
	1	25	

TEACHER'S SHOPPING LIST: KNITTING/CROCHETING

Requirements	Quantity required
Knitting needles/Crochet hooks	50/25
Yellow 4-ply wool	25
Green 4-ply wool	25
Cream 4-ply wool	25
Buttons	75

CONSUMER STUDIES PRACTICAL ASSESSMENT TASK PRODUCTION OF KNITTING OR CROCHET PRODUCTS CHECKLIST FOR PLANNING (TO BE HANDED IN FOR MODERATION)

SCHOOL		
TEACHER		
PRINCIPAL		
DATE SUBMITTED		
Dates of all PAT sessions	Proposed moderation date	Approved moderation date

CRITERIA	YES/NO	COMMENTS BY MODERATOR
An illustration of the product		
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 KNITTING PRACTICAL ASSESSMENT TASK

NAME OF SCHOOL _____			NAME AND SURNAME OF LEARNER: COMMENTS:
DATE _____			
TEACHER _____			
MODERATOR _____			
1.	PRACTICAL SKILLS AND TECHNIQUES		
1.1	Interpretation of the pattern	4	
	Follow pattern instructions accurately	2	
	Understand terminology and abbreviations for implementation	2	
1.2	Accurate implementation of techniques	20	
	Correct number of stitches according to pattern	2	
	Maintains tension throughout production of the product	2	
	Correct techniques applied to produce the product: (From the list below, assess the techniques that apply to the product) Casting on/Casting off/Garter stitch/Stocking stitch/ Ribbing stitch/Cable pattern/Advanced pattern/ Increasing/Decreasing/Using different colours/Joining yarn/wool/Buttons and buttonholes/Pockets/Seams	16	
1.3	Correct handling of equipment	8	
	Correct handling of knitting needles	3	
	Correct handling/holding of yarn	2	
	Safe use of equipment, e.g. thread cutter/scissors/ pins/iron/darning needle	3	
1.4	Efficient production of the product	8	
	Regular quality control checkpoints during production	2	
	Economic use of supplies, no wastage of yarn	2	
	Works independently, silently, not distracting others, without asking any questions	2	
	Efficient use and management of time	2	
2.	HYGIENE AND NEATNESS		
2.1	Workstation & equipment during practical examination	8	
	Workstation neat and well organised	3	
	Small equipment not laying around	2	
	Works hygienically	3	
2.2	Personal appearance	2	
	Appropriately dressed (school uniform)	1	
	Nails clean and short	1	
2.3	Neatness of workstation after practical examination	4	
	Workstation clean	1	
	Equipment cleaned and packed away in correct storage space	2	
	Waste removed; bins clean	1	

ASSESSMENT TOOL FOR KNITTING PRACTICAL ASSESSMENT TASK (continued)

				NAME AND SURNAME OF LEARNER:
				COMMENTS:
3.	SUITABILITY FOR SELLING			
3.1	Packaging	4		
	Protecting the product	1		
	Suitable for the product	1		
	Cost-effective	1		
	Consumer appeal	1		
3.2	Label	6		
	Type of yarn used	1		
	Shows creativity	2		
	Manufacturer's name/physical address/contact details	1		
	Size/Price	1		
	Care instructions	1		
3.3	Product created adhere to specifications	36		
	Suitable choice of colours for the 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 neatly sewn and finished off	3		
	Secure stitching	2		
	No flaws (e.g. 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 (Use the scale below)	10		
	TOTAL	100		
	Late penalties: Subtract 2 marks for every 5 minutes late up to a maximum of 20 marks.			
	TOTAL	100		

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

ASSESSMENT TOOL FOR CROCHETING PRACTICAL ASSESSMENT TASK (continued)

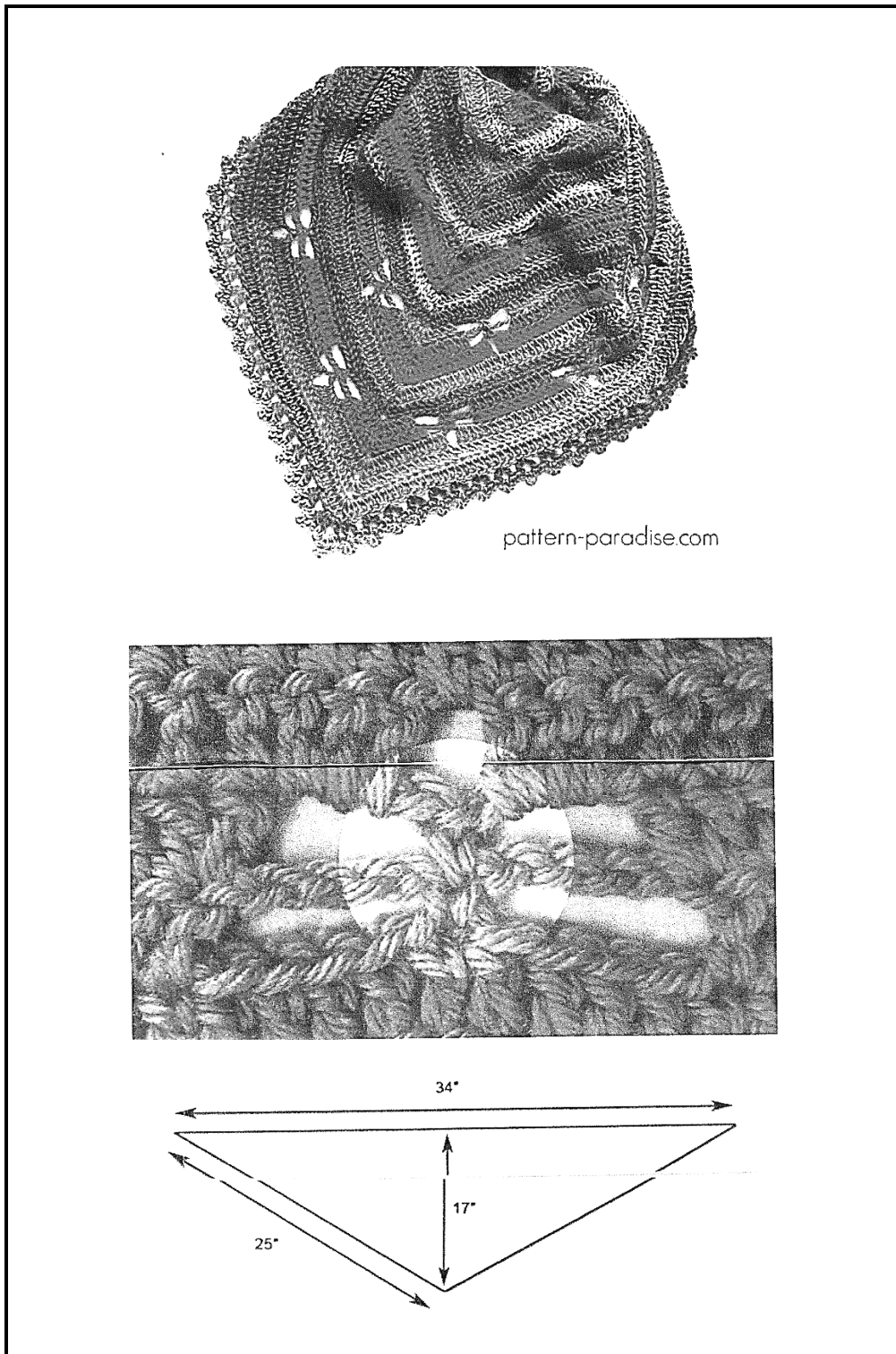
			NAME AND SURNAME OF LEARNER:
			COMMENTS:
3.	SUITABILITY FOR SELLING		
3.1	Packaging	4	
	Protecting the product	1	
	Suitable for the product	1	
	Cost-effective	1	
	Consumer appeal	1	
3.2	Label	6	
	Type of yarn used	1	
	Shows creativity	2	
	Manufacturer's name/physical address/contact details	1	
	Size/Price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

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 CROCHETED PRODUCT FOR THE PRACTICAL ASSESSMENT TASK

CROCHETED DRAGONFLY BANDANA COWL



[Source: <https://i2.wp.com/pattern-paradise.com>]

WEIGHTING: CROCHETING

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

TECHNIQUES	WEIGHTING
Chain stitches	10
Double crochet	10
Increase	10
Using different colours	5
Joining yarns	5
Treble crochet	10
TOTAL:	50

REQUIREMENTS:

- 4 balls/skeins of crochet yarn in different colours
- One 4 mm crochet hook
- Yarn needle for weaving in ends

GAUGE IN TR: 167 stitches and 8 rows = 10 cm

BRITISH (UK) ABBREVIATIONS:

Chain stitch = **ch**

Space = **spc**

Skip = **sk**

Slip = **sl**

Stitch(es) = **st(s)**

Double crochet = **dc**

Treble crochet = **tr**

SPECIAL INSTRUCTIONS:

- The beginning chain counts as the first stitch.
- Instructions between () or * are to be repeated the specified number of times.
- Instructions between [] are all worked into the same stitch/space.

V-stitch 1 (V-ST1): Work [tr, 2ch, tr] all in the same stitch/space

V-stitch 2 (V-ST2): Work [tr, 3ch, tr] all in the same stitch/space

Picot: 3ch, slip stitch in first chain

Split stitch: Working a split stitch means that you will be working into the centre 'V' of the stitch below, not into the top loops.

PATTERN INSTRUCTIONS:

Row 1: Ch 3, in 3rd ch from hook make [2tr, 2ch, 3tr], turn (6tr).

Row 2: 3 ch, make 2tr in first st, tr in next 2 sts, into 2ch-spc make [2 tr, 2 ch, 2 tr], tr in next 2 sts, make 3tr in last st, turn (14 tr).

Row 3: 3 ch, make 2 tr in first st, tr in next 6 sts, into 2-ch spc make [2tr, 2 ch, 2 tr], tr in next 6sts, make 3tr in last st, turn (22tr).

Row 4: 3 ch, make 2 tr in first st, tr in next 10 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 10sts, make 3 tr in last st, turn (30tr).

Row 5: 3 ch, make 2 tr in first st, tr in next 2 sts, 4 ch, sk 4 sts, dc in next st, 4 ch, sk 4 sts, tr in next 3 sts into 2-ch spc make [2tr, 2 ch, 2 tr], tr in next 3 sts, 4 ch, sk 4 sts, dc in next st, 4 ch, sk 4 sts, tr in next 2 sts, make 3 tr in last st, turn (22 sts).

Row 6: 3 ch, make 2 tr in first stitch, tr in next 3 sts, make 2tr in next st, 3 ch, work a split dc into dc from previous row, 3 ch, make 2 tr in next tr, tr in next 4sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 4 sts, make 2 tr in next st, 3 ch, work a split dc into dc from previous row, make 2 tr in next tr, tr in next 3 stitches, make 3 tr in last st, turn (34 sts).

Row 7: 3 ch, 2tr in first st, tr in next 7 sts, make 3 tr in 3-ch spc, 1 ch, sk next st, make 3 tr in next 3-ch spc, tr in next 8sts, into 2-ch spc make [2tr, 2 ch, 2 tr], tr in next 8sts, make 3 tr in 3-ch spc, 1 ch, sk next st, make 3 tr in next 3-ch spc, tr in next 7 sts, make 3 tr in last st, turn (52 sts).

Row 8: 3 ch, make 2 tr in first st, tr in next 12 sts, tr in 1-ch spc, tr in each st to centre, into 2-ch spc make [2tr, 2 ch, 2 tr], tr in next 13 sts, tr in 1-ch spc, tr in next 12 sts, make 3 tr in last st, turn (62 tr).

Section 2: Join new colour in first stitch.

Row 9: 3 ch, make 2 tr in first st, tr in each st to centre, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in each st until 1 st remains, make 3 tr in last st, turn (70 tr).

Row 10: 3 ch, make 2 tr in first st, tr in next 2 sts, (*4 ch, sk 4 sts, dc in next st, 4 ch, sk 4 sts*, tr in next 11 sts), repeat between * one time, tr in next 3 sts, into ch-spc make [2 tr, 2 ch, 2 tr], tr in next 3 sts, repeat between () one time, repeat between * one time , tr in next 2 sts, make 3 tr in last st, turn (46 sts).

Row 11: 3 ch, make 2 tr in first st, tr in next 3 sts, (*make 2 tr in next str, 3 ch, work a split dc into dc from previous row, 3 ch, make 2 tr in next tr*, tr in next 9 sts), repeat between * one time, tr in next 4 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 4 sts, repeat between () one time, tr in next 3 sts, make 3 tr in last st, turn (62 sts).

Row 12: 3 ch, make 2 tr in first st, tr in next 7 sts, (*make 3 tr in 3-ch spc, 1 ch, sk next st, make 3 tr in next 3-ch spc.*, tr in next 13 sts), repeat between * one time, tr in next 8 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 8 sts, repeat between () one time, repeat between * one time, tr in next 7 sts, make 3 tr in last st, turn (90 sts).

Row 13: 3 ch, make 2 tr in first st, tr in next 12 sts, tr in 1-ch spc, tr in next 19 sts, tr in 1-ch spc, tr in next 13 sts, into 2-ch spc make [2tr, 2 ch, 2tr], tr in next 13 sts, tr in 1-ch spc, tr in next 19 sts, tr in 1-ch spc, tr in next 12 sts, make 3 tr in last st, turn (102 tr).

Section 3: Join new colour in first stitch.

Row 14: 3 ch, make 2 tr in first st, tr in each st to centre, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in each st until 1 st remains, make 3 tr in last st, turn (110 tr).

Row 15: 3 ch, make 2 tr in first st, tr in next 2 sts, (*4 ch, sk 4 sts, dc in next st, 4 ch, sk 4 sts*, tr in next 11 sts), repeat between () one time, repeat between * one time, tr in next 3 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 3 sts, repeat between () TWO times, repeat between * one time, tr in next 2 sts, make 3 tr in last st, turn (70 sts).

Row 16: 3 ch, make 2 tr in first st, tr in next 3 sts, (*make 2 tr in next st, 3 ch, work a split dc into dc from previous row, 3 ch, make 2 tr in next tr*, tr in next 9 sts), repeat between () one time, repeat between *one time, tr in next 4 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 4 sts, repeat between () TWO times, repeat between * one time, tr in next 3 sts, make 3 tr in last st, turn (90 sts).

Row 17: 3 ch, make 2 tr in first st, tr in next 7 sts, (*make 3 tr in 3-ch spc, 1 ch sk next st, make 3 tr in next 3-ch spc*, tr in next 13 sts), repeat between () one time, repeat between * one time, tr in next 8 sts, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in next 8 sts, repeat between () TWO times, repeat between * one time, tr in next 7 sts, make 3tr in last st, turn (128 sts).

Row 18: 3 ch, make 2 tr in first st, tr in each st and into 1-ch spc to centre, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in each st and into 1-ch spc to end, make 3 tr in last st, turn (142 tr).

Section 4: Join new colour in first stitch.

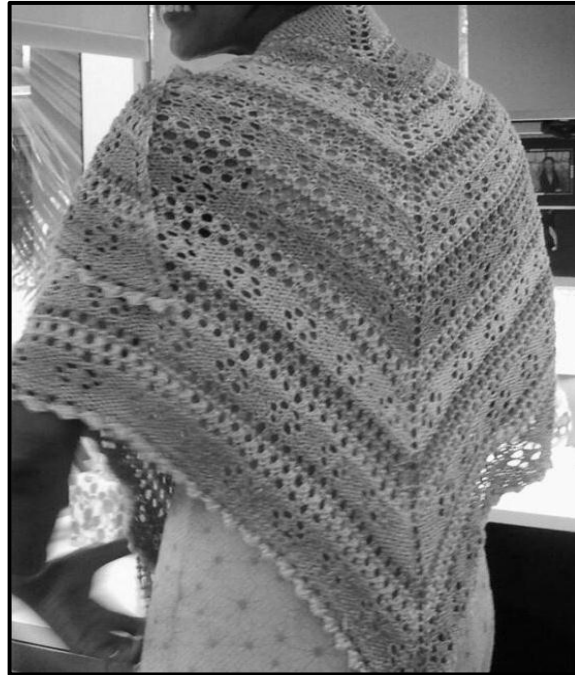
Rows 19 to 23: Repeat Row 14 to Row 18. The instructions between () will be repeated 2 times.

Row 24: 3 ch, make 2 tr in first st, tr in each st to centre, into 2-ch spc make [2 tr, 2 ch, 2 tr], tr in each st until 1 st remains, make 3 tr in last st (192 tr).

Border and ties

Row 25: 21 ch, dc in 2nd ch from hook, dc in next 10 sts, htr in next 10 sts, tr in next st, *sk 2 sts, V-ST1 in next st*, repeat to centre, V-ST2 in 2-ch spc, V-ST1 in next tr, repeat instructions between * until 4 sts remain, sk 2 sts, tr in next st, htr in last st.

Row 26: 21 ch, dc in 2nd ch from hook, dc in next 10 sts, htr in next 9 sts, dc in next st, between post of next tr and V-st, * in 2-ch spc of next V-st, make [dc, picot, dc], dc between V-sts*, repeat between * to centre, in 3-ch spc make [2 htr, picot, 2 htr], *dc between V-sts, in next V-st make [dc, picot, dc]*, repeat between * to last V-st, dc between V-st and next tr, sl st in top of htr. Fasten off.

EXAMPLE OF KNITTED PRODUCT FOR THE PRACTICAL ASSESSMENT TASK**KNITTED SYMMETRICAL CITRUS SHAWL****WEIGHTING: KNITTING**

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

TECHNIQUES	WEIGHTING
Casting on	10
Casting off	10
Increase	10
Joining yarns	5
Using different colours	5
Advanced pattern	10
TOTAL:	50

REQUIREMENTS:

- 4 balls/skeins of yarn in different colours
- Any wool/needle combination as the product grows with each row
- Yarn needle for weaving in ends

GAUGE: 16 stitches = 10 cm

BRITISH (UK) ABBREVIATIONS:

Knit = **k**

Knit next 2 stitches together = **k2tog**

Pass slipped stitch over = **pssso**

Yarn over = **yo**

Slip marker = **sm**

Slip one over = **sl1**

Purl one = **p1**

SPECIAL INSTRUCTIONS:**PATTERN:**

- The shawl starts from the centre and grows by yarn overs on the centre line and at the edges.
- The first and last 2 stitches are knit on every row to keep the edge flat.
- Slip the first stitch of every row to keep a clean edge.

FLOWER AND EYELET PATTERN:

- Alternate the flower pattern with the eyelet pattern; most times do the eyelet pattern in all 3 colours separated by the flower pattern, but you may do only 2 eyelet rows occasionally to break up the pattern.
- Continue until the shawl is of the desired size.

PATTERN INSTRUCTIONS:

Cast on 5 stitches.

Row 1: k2, yo, place marker, k1, place marker, yo, k2

Row 2: sl1, k1, p1, slip marker, p1, slip marker, p1, k2

Row 3: sl1, k1, yo, k1, yo, sm, k1, sm, yo, k1, k2

Row 4: sl1, k1, purl to marker, slip marker, p1, slip marker, purl to marker, k2

Change colours and work the eyelet pattern a couple of times, changing colours between repeats.

Be sure you have 13 stitches on each side between the yarn overs before working the flower pattern.

FLOWER PATTERN:

Row 1 (Right Side): sl1, k1, yo, [k3, k2tog, yo, k1, yo, sl1, k1, pssso] repeat to marker, yo then slip marker, k1, sm, yo, [k3, k2tog, yo, k1, yo, sl1, k1, pssso] to last 2 stitches, yo, k2

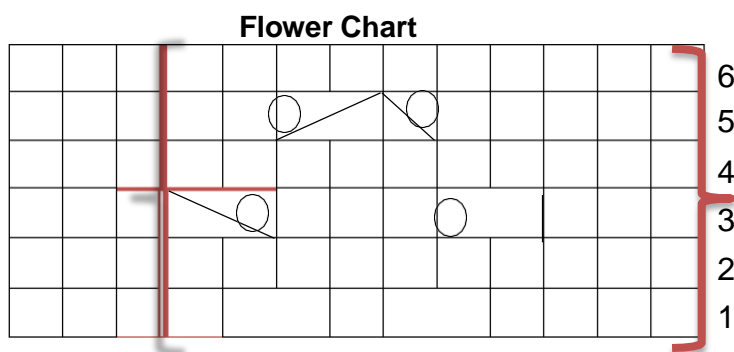
(NOTE: For these rows, be sure you have a yarn over after the first 2 stitches, on either side of the centre point, and before the last 2 stitches. To make the centre symmetrical, have 2 stitches at the end and start the other side with 2 stitches, etc.)

Row 2: sl1, k1, purl to marker, slip marker, p1, slip marker, purl to marker, k2

Row 3: sl1, k1, yo, [k3, k2tog, yo, k3, yo, sl1, k1, pssso] repeat to marker, yo, sm, k1, yo, [k3, k2tog, yo, k3, yo, sl1, k1, pssso] repeat to last 2 stitches, yo, k2

Row 4: sl1, k1, purl to marker, slip marker, p1, slip marker, purl to marker, k2

Row 5: sl1, k1, yo, [k5, yo, sl1, k2tog, pssso, yo] repeat to marker, yo, sm, k1, yo, [k5, yo, sl1, k2tog, pssso, yo] repeat to last 2 stitches, yo, k2



Key

	Knit
○	Yarn over
/	Knit 2 together
\	Sl1, k1, pssso
/ \	Sl1, k2tog, pssso

EYELET PATTERN:

Row 1 (Right Side): sl1, k1, yo, knit to marker, yo, sm, k1, sm, yo, knit to marker, k2

Row 2: sl1, k1, knit to marker, sm, p1, sm, yo, knit to marker, k2

Row 3: sl1, k1, yo, [k2tog, yo] to marker, sm, k1, sm, [yo, k2tog] to last 2 stitches, k2

(NOTE: For these rows, be sure you have a yarn over after the first 2 stitches, on either side of the centre point and before the last 2 stitches.)

Row 4: sl1, k1, knit to marker, sm, p1, sm, yo, knit to marker, k2

POINTED CAST OFF:

1. In first stitch, k1, yo, k1.
2. Turn and purl these 3 stitches, purling the next stitch on the needle along with the first new stitch.
3. Turn and cast off the first 2 stitches (k2, pass first stitch over).
4. Knit the 3rd stitch with the next stitch ready to be cast off and cast off the 3rd stitch.
5. Pass the last stitch on your needle over the next stitch waiting to be cast off. You have cast off 3 stitches and have one point.

Repeat, beginning with k1, yo, k1 in the stitch you passed over in step 5.

NOTE: There will be a lot of ends to work in due to all the colour changes.



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

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.