



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **CONSUMER STUDIES (PRODUCTION OF PATCHWORK QUILTING PRODUCTS BY HAND)**

## **GUIDELINES FOR PRACTICAL ASSESSMENT TASKS**

**GRADE 12**

**2024**

**These guidelines consist of 20 pages.**

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## THE PRACTICAL ASSESSMENT TASK FOR CONSUMER STUDIES PRODUCTION OF PATCHWORK QUILTING PRODUCTS BY HAND

### 1. INTRODUCTION

The 18 Curriculum and Assessment Policy Statement subjects which consists of practical component 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 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 practical assessment task for Consumer Studies for Grade 12, with the Patchwork Quilting by Hand practical option, consists of a practical examination of FIVE hours.
- Breakdown of the FIVE hours:
  - Layout and cutting session: ONE-HOUR session (prior to the practical examination)
  - FOUR hours to produce the product
- Learners work individually during the practical examination for the PAT.
- The practical examination for the PAT takes place in Term 3.

### 2. MARK ALLOCATION

- The total allocation of marks for 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 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 Patchwork Quilting by Hand practical option, the equipment and funds necessary to conduct the PAT as well as the specified number of 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 layout and cutting out; two or more ironing boards and irons; cutting-out scissors (one for each learner); equipment for measuring and marking.
- A minimum of R80 to a maximum of R150 per learner is required to make the prescribed product, besides the funding required for the SBA weekly practical lessons.
- Divide the learners into groups of a maximum of 12 learners per session. Twenty-four learners (two groups of 12 learners) can take the examination on the same day, e.g. from 08:00 to 12:00 and from 13:00 to 17:00.
- The teacher will need 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 must be done in a ONE-hour session under examination conditions, prior to the practical examination.
- A time frame of FOUR hours is required for conducting the practical examination.

### 5. SETTING THE PRACTICAL EXAMINATION

- The practical examination will take place on a date agreed upon with the moderator.
- The production process, workmanship and saleability of the product are important aspects of the practical examination.
- The teacher must buy a commercial pattern for a product that can be completed in FOUR hours.
- Learners should be able to demonstrate the advanced techniques identified for Grade 12.
- The selected product 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 FOUR hours, learners should hand in their products, label 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:** 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 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 the dates do not clash with other school activities.
- All the equipment must be in working order 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.
- Divide learners into groups according to the number of learners that can easily be accommodated in the room.
- Prepare the assessment tool provided with the learners' names.
- Prepare name tags for the last group of learners to assist the moderator with the identification of candidates.
- Learners must receive the pattern and instructions **ONE WEEK (7 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 and include the following:
  - Fabric in the required size
  - The pattern and instruction sheet
  - The necessary haberdashery, such as lace, buttons, pins
- Prepare the classroom and ensure the availability of the following:
  - Electrical power points and extension cords for all irons
  - 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 and sharp scissors

## 7. PERFORMING THE PRACTICAL EXAMINATION

### 7.1 Layout and cutting session: **ONE hour prior to the practical examination**

- Ensure that learners wash their hands and sign the attendance register.
- Hand out each learner's 'kit' with the fabric, pattern instruction sheet and haberdashery, such as lace.
- 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 must allocate 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 keeps all the learners' pattern pieces in a safe place until the day of the practical examination.

## 7.2 Practical examination in Term 3: FOUR hours

- When learners enter the classroom, they sign the attendance register and the teacher hands out the Patchwork Quilting by Hand 'kits' to each learner.
- Enough scissors, pins and needles should be available. **Avoid the sharing of equipment.**
- Learners perform the practical examination individually under the supervision of the teacher.
- Only the teacher, the moderator and the learners 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 FOUR 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 made.
- After the corrections have been done, the products, label and packaging are handed in and kept in a safe place until the day of moderation.
- The teacher must complete the assessment tool.

## 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 clean and tidy 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 proposed date for external on-site moderation of preferably the last group of learners
- 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 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 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 illustrates 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
<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.

**10. SKILLS-CODE WEIGHTING OF TECHNIQUES USED FOR PATCHWORK QUILTING**

- 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>Patchwork design</b> <ul style="list-style-type: none"> <li>• Design drawn on paper</li> <li>• Design matches the fabric and product</li> <li>• Level of difficulty (number and shape of patches)</li> </ul>	10 3 3 4	<b>Quilting</b> <ul style="list-style-type: none"> <li>• Sandwiching (top layer, batting, lining)</li> <li>• Tacking through all three layers</li> <li>• Transfer of quilting design</li> <li>• Even and neat quilting stitches</li> <li>• Stitching straight/smooth curves/square corners</li> <li>• Choice of quilting thread</li> </ul>	20 2 4 4 4 4 2
<b>Layout and cutting of patchwork pieces</b> <ul style="list-style-type: none"> <li>• Measurements marked on fabric accurately</li> <li>• Correct number of patchwork pieces</li> <li>• Pieces placed economically</li> <li>• Straight grain used correctly</li> <li>• Lining and batting accurately measured</li> <li>• Straight cutting</li> </ul>	15 3 2 2 2 3 3	<b>Seams and seam finishing (assemble product, e.g. bag)</b> <ul style="list-style-type: none"> <li>• Stitching straight/smooth curves/square corners</li> <li>• Seam allowance correct and even width</li> <li>• Seam finishing</li> </ul>	10 4 3 3
<b>Seams/Joining of patchwork pieces</b> <ul style="list-style-type: none"> <li>• Patches joined according to design</li> <li>• Small even stitches by hand</li> <li>• Straight seams/smooth curves/square corners</li> <li>• Seam allowance = 0,5 cm</li> <li>• Alignment of patches/seams correspond</li> <li>• Correct ironing of seams</li> </ul>	20 3 4 3 3 4 3	<b>Edge finish/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>• Neatly quilted by hand</li> </ul>	20 5 5 3 3 2 2
<b>Embroidery: 3–5 decorative stitches by hand</b> <ul style="list-style-type: none"> <li>• Good design, suited for product</li> <li>• Good choice of colours</li> <li>• Techniques for embroidery stitches</li> </ul>	10 3 2 5	<b>Stitched-on pocket</b> <ul style="list-style-type: none"> <li>• Pocket shape, size, hem/width</li> <li>• Correct position on product</li> <li>• Stitching to attach pocket to product</li> </ul>	10 3 3 4
<b>Decorating other than embroidery</b> (Use of other embellishments, e.g. lace, beads, buttons) <ul style="list-style-type: none"> <li>• Suitable for the product</li> <li>• Correct and firmly attached</li> </ul>	5 2 3	<b>Bands (handles for bag)</b> <ul style="list-style-type: none"> <li>• Even width, suitable for bag</li> <li>• Reinforced inside with suitable fabric</li> <li>• Attached firmly to bag and reinforced on bag</li> </ul>	10 3 3 4
<b>Appliqué</b> <ul style="list-style-type: none"> <li>• Good design, suitable for product</li> <li>• Good choice of colour</li> <li>• Neatly stitched – blanket stitch/slip stitch/needle turn appliqué</li> </ul>	10 3 2 5	<b>Fasteners: Velcro/Button and buttonholes/loops/press studs</b> <ul style="list-style-type: none"> <li>• Correct spacing</li> <li>• Suitable for item</li> <li>• Correct and firmly stitched</li> </ul>	5 2 1 2
<b>Attaching the lining</b> <ul style="list-style-type: none"> <li>• Correct seam allowance</li> <li>• Straight seams</li> <li>• Neatly attached to the bag</li> <li>• Correct size</li> </ul>	10 2 3 3 2		



**11. TEMPLATES: TEACHER PLANNING****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)**

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

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

**EXAMPLE 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	10/09/2024	08:00–12:00
	2	12	10/09/2024	13:00–17:00

Requirements per learner	Quantity required per learner	Number of learners	Total
100% cotton (30 cm x 3)	90 cm	25	22,5 metres
Sewing thread	1 reel		25 reels
Pattern	1		25 patterns
Batting	1 m		25 metres
Thread for basting	1		25 reels
Lace/Braid	50 cm		12,5 metres

**TEACHER'S SHOPPING LIST**

Requirements	Amount
100% cotton	22,5 metres
Sewing thread	25 reels
Pattern	25 patterns
Batting	25 metres
Thread for basting	25 reels
Lace/Braid	12,5 metres

## 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

[illegible]

## TEACHER'S SHOPPING LIST

[illegible]

**CONSUMER STUDIES  
PRACTICAL ASSESSMENT TASK  
PRODUCTION OF PATCHWORK QUILTING PRODUCTS BY HAND  
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>

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

**APPROVED/NOT APPROVED****RESUBMISSION DATE:** \_\_\_\_\_**Signatures:****TEACHER:** \_\_\_\_\_ **DATE:** \_\_\_\_\_**PRINCIPAL:** \_\_\_\_\_ **DATE:** \_\_\_\_\_**MODERATOR:** \_\_\_\_\_ **DATE:** \_\_\_\_\_

## 12. ASSESSMENT TOOL

## ASSESSMENT TOOL FOR PATCHWORK QUILTING BY HAND PRACTICAL ASSESSMENT TASK

NAME OF SCHOOL _____			NAMES AND SURNAMES OF LEARNERS:							
DATE _____										
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) Joining of patchwork pieces/Embroidery/Decorating other than embroidery/Appliqué/Attaching the lining/ Quilting/Seams and seam finishing/Edge finish/Crossway binding/Stitch-on pocket/Bands (handles for bag)/ Fasteners	14								
<b>1.3</b>	<b>Correct handling of equipment</b>	<b>8</b>								
	Correct handling of equipment, e.g. tape measures, scissors, pins	3								
	Correct handling of needle and thread	2								
	Safe use of equipment, e.g. thread cutter/scissors/pins/iron/needles/cutting wheel	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 or notions	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								
	Tools cleaned and packed away in correct storage space	2								
	Waste removed, bins clean	1								

### ASSESSMENT TOOL FOR PATCHWORK QUILTING BY HAND PRACTICAL ASSESSMENT TASK (continued)

			NAMES AND SURNAMES OF LEARNERS:							
<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>Product 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 the requirements; should sell well
- 9–10 Excellent, exceeds all requirements; will sell very well

**13. EXAMPLE OF PATCHWORK QUILTING BY HAND PRODUCT FOR THE PRACTICAL ASSESSMENT TASK**

**PATCHWORK NOTEBOOK COVER**



[Source:alejandraquiltstudio.com]

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

LAYOUT AND CUTTING	
TECHNIQUES	WEIGHTING
Design, layout and cutting of pattern pieces	15
<b>SUBTOTAL</b>	<b>15</b>


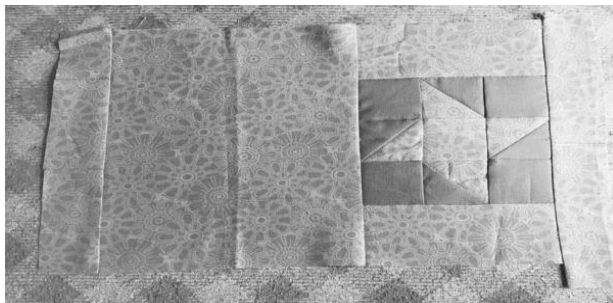
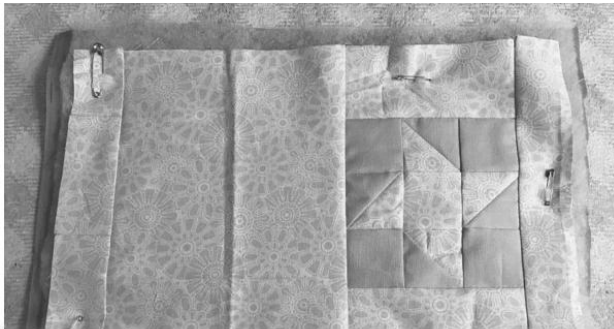
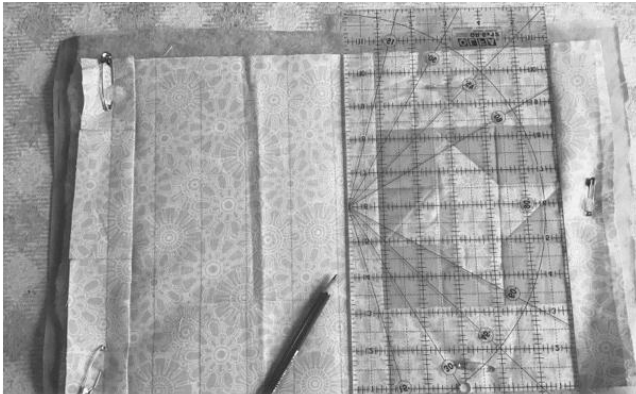
TECHNIQUES	WEIGHTING
Seams/Joining of patchwork pieces	20
Quilting	20
<b>SUBTOTAL</b>	<b>40</b>
<b>TOTAL</b>	<b>55</b>

**REQUIREMENTS:****Materials****NOTE: 1 inch = 2,54 cm**

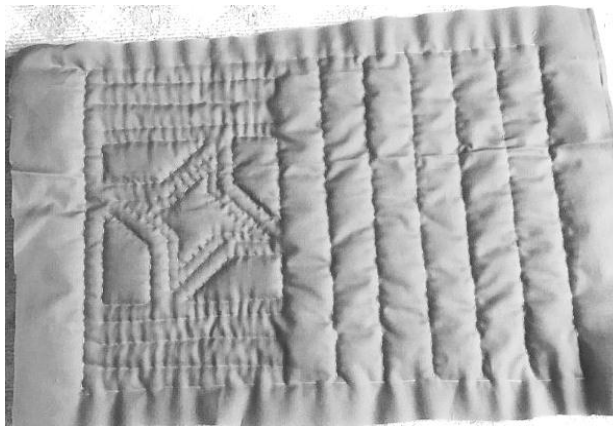
- 1 patchwork block of  $5\frac{3}{4} \times 5\frac{3}{4}$  inches
- 2 pieces of cotton fabric of  $5\frac{3}{4} \times 2,5$  inches
- 1 piece cotton fabric of  $11 \times 1\frac{1}{2}$  inches
- 1 piece cotton fabric of  $11 \times 10$  inches
- 1 piece thin batting fabric of  $15 \times 11$  inches
- 1 piece cotton fabric for the back of the quilting sandwich of  $15 \times 11$  inches
- 2 pieces of cotton fabric for the flaps of  $11 \times 5\frac{1}{2}$  inches
- 2 pieces of cotton fabric of  $7 \times 1\frac{1}{2}$  inches
- Needle
- Polyester/Cotton thread
- Pins
- Safety pins
- Thimble
- Notebook
- Iron

**NOTE:** The size of the notebook used in the example is  $9 \times 6$  inches = 22,9 cm x 15,2 cm.



NOTEBOOK COVER	
PRACTICAL EXAMINATION: 4 HOURS	
INSTRUCTIONS	ILLUSTRATIONS
<p><b>PATTERN LAYOUT:</b></p> <p><b>STEP 1: Cut out all fabric pieces making a friendship star.</b></p> <ul style="list-style-type: none"> <li>• Cut out: <ul style="list-style-type: none"> <li>○ 4 squares blue</li> <li>○ 4 squares green</li> <li>○ 4 triangles blue</li> <li>○ 4 triangles green</li> </ul> </li> <li>• Sew one blue triangle to a green one; once all four have been sewn, open and press.</li> <li>• Lay on the work table the three lines to make the friendship star and sew one line at a time, then sew the three lines to make a block. Press.</li> <li>• Sew on the two side borders, open and press.</li> </ul>	 
<p><b>STEP 2: Make the quilting sandwich.</b></p> <ul style="list-style-type: none"> <li>• Lay out the fabric for the back of the quilting sandwich, layover it the batting fabric and then layover it the notebook cover front piece, right side up, pinch a few safety pins.</li> <li>• With a patchwork ruler and a pencil or fabric marker, mark 1 ¼ inch lines for quilting.</li> </ul>	 

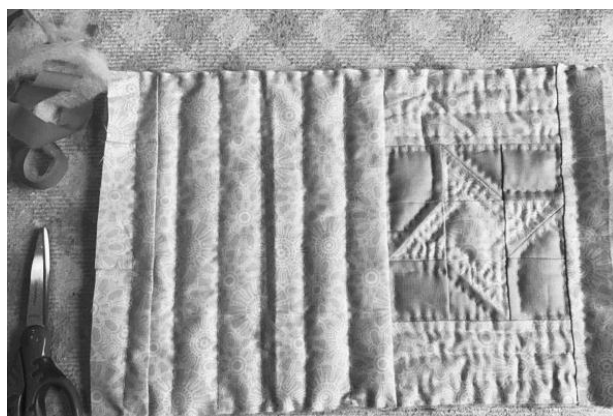
- When quilting is complete, baste the bottom and top edges.

**STEP 3: Making the cover flats.**

- Hem one side of each flat and press.

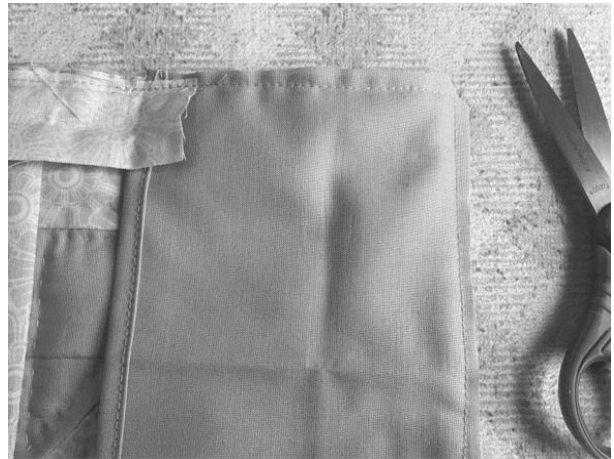
**STEP 4: Trim the quilted piece.**

- Trim the quilted piece and check if the size is correct for the notebook.
- Baste the two sides together (right and left).

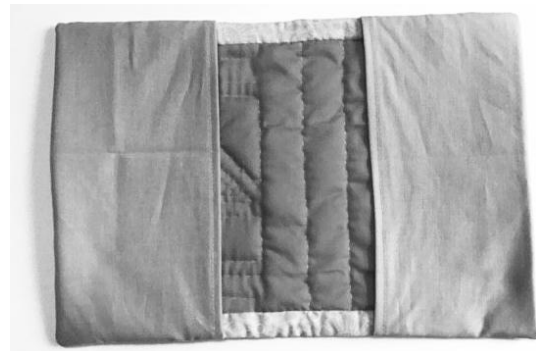
**STEP 5: Set up the piece.**

- On the table, set up the quilted piece and lay over it the two pieces for the flaps, right side to the right side and lay on top and bottom the two pieces of fabric to cover the opening.
- Pinch few pins to hold pieces in place.
- Sew right around the piece.
- Clip the corners to reduce bulk.



**STEP 6: Stitch on the two fabric strips**

- Turn the back of the two pieces of fabric to cover the opening on the bottom, fold each piece twice up and stitch on.
- Turn the pieces out, it will be turning each flap out.



- Insert the notebook into the cover.



[Source:alejandraquiltstudio.com]

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

#### **14. 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.