THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY
CURRICULUM

CLOTHING AND TEXTILES
SYLLABUS

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

2025

ADVANCED SECONDARY
CURRICULUM

CLOTHING AND TEXTILES
SYLLABUS

2025

NCDC
NATIONAL CURRICULUM
DEVELOPMENT CENTRE

CONTENTS

FOREWORD

The Ministry of Education and Sports, through the National Curriculum Development Centre (NCDC), aligned the Advanced Level Curriculum with the competency-based Lower Secondary Curriculum (LSC) to ensure a smooth learner transition from lower secondary to advanced level.

The two-year aligned Advanced Secondary Curriculum adopted learner-centred approaches, inquiry-based, and discovery methods. The learning outcomes give the learner hands-on experiences in real-life situations while being cognizant of different learner abilities and learning styles. The syllabus focuses on assessment for learning with emphasis on criterion-referenced assessment. It further provides learners with the opportunity to enhance the 21st-century skills and values that were acquired at the lower secondary level.

This Clothing and Textiles syllabus equips learners with practical skills in garment construction and textile value addition. It promotes the use of locally available raw materials to create unique, functional textiles, supporting import substitution and encouraging the production of locally made textiles for everyday use. The syllabus fosters the acquisition of Higher-Order Thinking Skills (HOTS), such as inquiry, creativity, innovation, decision-making, critical thinking, and problem-solving. It encourages the use of learner-centred pedagogies and hands-on experiences in real-life situations, while accommodating diverse learner abilities and learning styles.

As the Minister responsible for Education, I endorse this syllabus as the official document for teaching and learning Clothing and Textile at the Advanced Level of secondary education in Uganda.

Hon. Janet Kataaha Museveni
First Lady and Minister of Education and Sports

ACKNOWLEDGEMENTS

Dr Grace K. Baguma
Director
National Curriculum Development Centre

1.0 INTRODUCTION

The Advanced Secondary Curriculum has been aligned with the Lower Secondary competency-based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is a result of the analysis of the Advanced Level Curriculum published in 2013, to determine whether the content is:

i)   appropriate.
ii) high-pitched or overloaded.
iii) covered at lower secondary.
iv) obsolete.
v)   repeated in different topics and redundant.

The results from the curriculum analysis revealed that there were overlaps of concepts with what was covered at the Lower Secondary, as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today's contemporary society and the 21st century.

1.1. Changes in the Curriculum

The alignment of the A -level Curriculum to that of the Lower Secondary led to changes in the pedagogies of learning from a knowledge- and objective-based, to an integrated and learner-centred competency-based approach. The adapted syllabus, therefore, is a result of rationalising, integrating, and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or are no longer critical and relevant for the current learning needs, while upgrading those that were of low competencies to match with the advanced level. The programme planner details the learning progression derived from the learning outcomes. The detailed syllabus section unfolds the learning experiences with corresponding assessment strategies.

This Clothing and Textile syllabus is part of the Advanced Secondary Curriculum. The teacher is encouraged to read the whole syllabus before planning your teaching programme, since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from the Lower Secondary Level, adapting topics and content with familiar features that are of value to the learner and society. In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

1.2. Classroom Based Assessment

This syllabus requires classroom learning to be experiential, through the suggested learning activities for the acquisition of the learning outcomes. This is the gist of a learner-centred and activity-based approach to learning, which emphasises the acquisition of required competencies. Formative assessment in Clothing and Textile will focus on the acquisition of knowledge and skills, through performance of the learning activities. The learning activities sprout from the learning outcomes, which are evidenced by acquiring and demonstrating the application of the desired skills, to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principles of observation, conversation, and product, for the acquisition of the desired knowledge, skills, values, and attitudes. (See detailed syllabus)

1.3. Learners with Special Educational Needs

The Advanced Secondary Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to society. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasises creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

Teachers should create inclusive and adaptive activities in Clothing and Textiles for learners with Special Education Needs. This includes using assistive tools like magnifiers, text-to-speech software, adaptive sewing machines, soft-grip needle holders, talking measuring tools, and ergonomic tools. Visual aids, step-by-step instructions, video tutorials, and breaking tasks into smaller steps can improve understanding.

Work spaces should be accessible, with adjustable tables, wide pathways, good lighting, and low-distraction areas. Tools should be labeled with large print or Braille, and tactile markers or colour coding can aid organisation. Flexible teaching strategies such as simplified lessons, clear language, hands-on demonstrations, and visual aids are essential.

Encourage learners to showcase skills practically through visual boards, simplified projects, or peer collaboration. Pairing learners with diverse abilities for group projects and setting up peer mentoring programmes promotes inclusion.

Assessments should focus on progress and skill acquisition, using oral evaluations, project-based assessments, or another flexible format.

1.4 Generic Skills

Generic skills are embedded within all subjects and are essential for learning and workforce readiness. These skills enable learners to engage with the entire curriculum effectively and prepare them for lifelong learning. These skills equip learners with the ability to adapt to change and navigate life's challenges in the 21st century.

The key generic skills include:

1

Critical thinking and problem-solving
i)   Planning and carrying out investigations
ii) Sorting and analysing information
iii) Identifying problems and proposing solutions
iv) Predicting outcomes and making reasoned decisions
v)   Evaluating different solutions

2

Co-operation and Self-Directed Learning
i)   Working effectively in diverse teams
ii) Interacting effectively with others
iii) Taking responsibility for own learning
iv) Working independently with persistence
v)   Managing goals and time

3

Creativity and Innovation
i)   Using imaginations to explore possibilities
ii) Working with others to generate ideas
iii) Suggesting and developing new solutions
iv) Experimenting with innovative alternatives
v)   Looking for patterns and making generalisation

4

Communication
i)   Listening attentively and with comprehension
ii) Talking confidently and explaining ideas/opinions clearly
iii) Reading accurately and fluently
iv) Writing and presenting information coherently
v)   Using a range of media to communicate ideas

5

Mathematical Computation
i)   Using numbers and measurements accurately
ii) Interpreting and interrogating mathematical data
iii) Using mathematics to justify and support decisions

6

Information and Communication Technology (ICT) Proficiency
i)   Using technology to create, manipulate and process information
ii) Using technology to collaborate, communicate and refine work

7

Diversity and Multicultural Skills
i)   Appreciate cultural diversity
ii) Respectfully responding to people of all cultures
iii) Respecting positive cultural practices
iv) Appreciating ethnicity as a cradle for creativity and innovation

1.5. Cross-cutting Issues

Cross-cutting issues are not confined to a particular subject but are studied across subjects. They help learners develop an understanding of the connections between the subjects and the complexities of life as a whole. They are:

i) Environmental awareness
ii) Health awareness
iii) Life skills
iv) Mixed abilities and involvement
v) Socio-economic challenges
vi) Citizenship and Patriotism

These are a concern to all mankind irrespective of their areas of speciality. They are infused with the different learning outcomes of the different subjects.

1.6. Values

The curriculum is based on a clear set of values. These values underpin the whole curriculum and the work of schools. Learners need to base themselves on these values as citizens of Uganda. These values are derived from the Uganda National Ethics and Values Policy 2013. They are:

i) Respect for humanity and the environment
ii) Honesty, uphold and defend the truth at all times
iii) Justice and fairness in dealing with others
iv) Hard work for self-reliance
v) Integrity; moral uprightness and sound character
vi) Creativity and innovation
vii) Social responsibility
viii) Social harmony
ix) National unity
x) National consciousness and patriotism

These are neither taught directly in lessons nor assessed through the written examinations. However, they are incorporated into some learning outcomes and are developed as learners progress.

1.7. Information and Communication Technology (ICT) Integration

The integration of ICTs into teaching and learning is strongly encouraged in this A-level adapted curriculum. ICT enhances the implementation of competency-based learning by fostering learner engagement, creativity, and lifelong learning. Teachers are encouraged to use technology to create interactive content, such as digital simulations and videos, to illustrate abstract or complex concepts effectively. Integrating ICT not only enhances the learning experience but also equips learners with essential digital skills for the 21st century.

ICT teachers should endeavor to assist other subject teachers in making the ICT integration process a reality. The table below shows a sample of suggested ICT tools that may be applied to given tasks.

Sample Task in the Syllabus	Suggested ICT Tool
Fieldwork	Use of cameras to take photos and record videos
Locate places on a map	Use digital maps such as Google Maps or an equivalent application.
Presentation in class	Use presentation applications or online presentation tools like Canva
Search for keywords and meanings	Use an online dictionary or search online
Make drawing/graphics	Use drawing tools like Draw.io or publishing software/Word processor
Roleplay, narrations	Use audio and video recordings
Demonstrations	Use audio/video recordings, models, simulations, or virtual labs
Analyse and present data	Use spreadsheet software or any other analytics tools
Group discussions	Mind mapping software
Search for extra reading materials	Download files from the Internet from academic Databases
Writing equations and formulae	Use equation editors like Math Type
Carry out academic search/research	Use the Internet, AI models, and other academic applications like "Encarta", "Britannica", etc.
Collaborate with others across the world	Form learning networks with blogs, social media, emails, and videoconferencing tools like Zoom, MS Teams, Webex, Google Meet or any other networking application.

1.8.   Projects

Project-based learning is an essential component of 21st-century education. Learners should be encouraged to develop projects based on various syllabus topics. Teachers should collaborate with learners to design projects that connect to real-life situations within their local environment while ensuring alignment with learning outcomes and competencies.

1.9.   The Aims of Secondary Education

The aims of secondary education in Uganda are to:

i)   instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation.

ii)   promote an appreciation and understanding of the cultural heritage of Uganda including its languages;

iii)   impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative.

iv)   enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy.

v)   provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry, and their application in the context of socio-economic development of Uganda.

vi)   enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment.

vii)   enable individuals to develop personal skills of problem-solving, information gathering and interpretation, independent reading, and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs.

viii) lay the foundation for further education.

ix)   enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community.

x)   instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities.

xi)   develop a positive attitude towards learning as a lifelong process.

1.10. Aims of the Advanced Secondary Curriculum

i)   To adopt a competency-based learning approach.
ii) To develop holistic education for personal and national development based on clear shared values.
iii) To develop key skills which are essential to work and life and promote lifelong learning.
iv) To adopt an integrated learning approach that enhances learners' ability of to apply learning.
v)   To improve assessment methods by incorporating school-based assessment into End-of-Cycle Assessment.
vi) To enhance learner participation through active community engagement.
vii) To prepare learners for further education

1.11. Rationale for teaching Clothing and Textiles Subject at Advanced Level

The Advanced Level Curriculum integrates both theoretical and practical aspects of Clothing in a structured manner to:

i)   develop an appreciation of the sociological and psychological impact of Clothing and Textiles as a means of self-identification and expression.

ii)   provide a logical and sequential understanding of the fundamental processes involved in garment construction.

iii) develop decision-making skills related to consumer choices and construction challenges in clothing.

iv)   promote an appreciation and understanding of Uganda's cultural heritage.

v)   instil positive attitudes towards productive work and respect for the dignity of labour.

vi)   equip individuals with essential scientific, technological, and commercial skills for self-employment.

vii) highlight the importance of personal image while fostering creativity in dressing, clothing management, and care.

1.12. Subject Overview

The Clothing and Textiles curriculum has been re-organised to equip learners with essential skills in garment construction, fabric care, and value addition, textile selection, and resource management. The subject emphasises hands-on learning, creativity, innovation and real-life application, enabling learners to gain competencies that are practical and relevant both within and beyond the classroom setting. Teachers should prioritise skills development and encourage learners to practice independently to enhance confidence, proficiency, and creativity in developing clothing and textile articles.

1.13. Time Allocation

Learners will have nine (9) periods of 40 minutes each per week from senior Five to Senior Six. The total number of periods allocated to each topic is outlined in the detailed syllabus.

1.14. Suggested Approaches to Teaching and Learning Clothing and Textiles

The suggested approaches enhance learning and empower teachers to support learners so that they acquire the required competencies. Teachers should work alongside learners to guide, support, and supervise them as they progress through the learning process. Recommended approaches include:

i)   Inquiry-based learning: Learners are encouraged to investigate through research directed by their interest and solve problems through series of questions and scenarios enhancing critical thinking, communication and research skills.

ii) Experiential learning: Learners actively participate in hands-on experiences and reflect on them, emphasizing learning through doing, applying concepts in real-world or simulated situations during research and learn through reflecting upon what they are doing which leads to development of reflective skills.

iii) Problem and project-based learning: Learners find solutions to problems through their experience in research and projects. This leads to development of critical thinking, social and research skills.

iv) Case-based learning: Learners refer to real world scenarios to discuss and analyse them which enable them to develop critical thinking, analytical and research skills.

v)   Flipped classroom: Learners study or learn foundational material outside the classroom (e.g. through videos, readings, consultation), allowing classroom time to focus on active collaboration and practical application. This approach is highly recommended for Clothing and Textiles, as completing projects within traditional lesson periods may not always be feasible.

1.15. Programme Planner

Class/Term	Topic		Sub-topic		Periods
Senior Five Term 1	**1.**	**Fibre to Yarn**	1.1	Identification and Classification of Fibres	12
			1.2	Types of Yarns and Their Suitability	10
	2.	**Fabric Construction and Decoration**	2.1	Elements and Principles of Design	6
			2.2	Methods of Fabric Construction	24
			2.3	Methods of Fabric Decoration	20
					72
Senior Five Term 2			2.4	Fabric Finishes	10
			2.5	Care of Fabrics and Laundry Processes	14
	3.	**Basic Sewing Processes**	3.1	Tools and Equipment Used in Garment Construction	14
			3.2	Construction of Different Stitches	12
			3.3	Seams	8
			3.4	Disposal of Fullness	10
			3.5	Openings and Fastening	10
			3.6	Pockets, Sleeves and Collars	14
			3.7	Edge Finishes	6
			3.8	Aesthetic Designs for Garments and Household Furnishings	10
					108
Senior Five Term 3	**4.**	**Pattern Making**	4.1	Style Interpretation and Body Measurements	6
			4.2	Commercial and Drafted Paper Patterns	12
			4.3	Pattern Drafting and Adaptation	16
	5.	**Garment Construction 1**	5.1	Children's Wear	52
			5.2	Garment Finishing and Fitting	22
					108
Senior Six Term 1	**6.**	**Garment Construction 2**	6.1	Adults' Wear: Women's Garments; Men's Garments	72
			6.2	Alterations, Neatening and Modelling	36
					108
Senior Six Term 2	**7.**	**Soft Furnishings**	7.1	Construction Techniques of Soft Furnishings	40
			7.2	Designing Interior Spaces	12
	8.	**Development of Textile, Clothing and Fashion Industry**	8.1	Fashion Industry Trends and Fashion Cycles	18
			8.2	History of Textiles and Clothing Worldwide and in Uganda	18
			8.3	Evolution of Textiles from Different Cultures	20
					108

Senior Six Term 3	9. **Marketing Quality Products**	9.1	Quality Control—Open Seams, Use of Correct Stitching Techniques, the Tension of the Thread Used in Stitching, Neatening of Raw Edges, Garment Fitting	36
		9.2	Product Costing and Pricing	10
		9.3	Product Marketing and Selling	26
				72

1.16. Note to Users

Each topic includes a competency, a broad statement outlining what the learner is expected to achieve by the end of the topic. This competency is further broken down into learning outcomes, with corresponding suggested learning activities and sample assessment strategies represented in the three columns as below.

Learning Outcomes	Suggested Learning Activities	Sample Assessment Strategies
A statement outlining the knowledge, understanding, skills, generic skills, values, and attitudes that learners are expected to acquire by the end of the topic. Each learning outcome is coded with some of these as **k (knowledge), u (understanding), s (skills), gs (generic skills) and v/a (values/attitudes)** to guide teachers in lesson planning and emphasis.	These are hands-on, minds-on engagements, designed to help learners achieve the learning outcome including the development of generic skills and values. These activities enable learners Discover, Explain, Analyse and apply (**DEAA**) as they actively participate in knowledge construction.	Opportunities for assessing learners throughout the learning process, including during and after the lesson.

The learning activities and assessment strategies in the syllabus are "suggested" and "samples", respectively, and are therefore not exhaustive. Teachers are encouraged to develop additional learning activities and assessment strategies based on the learning outcomes. Additionally, teachers are free to customise the suggested learning activities to suit their specific learning environments and to accommodate learners with Special Educational Needs (SEN)

2.0 DETAILED SYLLABUS

SENIOR FIVE TERM 1

TOPIC 1: Fiber to Yarn
Duration: 22 periods

Competency: The learner processes raw fibres into yarns to influence the quality and characteristics of the final textile products.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) analyse the polymerisation, classification and properties of natural and synthetic fibres for effective use and care. (u, s, gs)	a) In groups, learners use the environment, existing literature, ICT and other sources to: i) examine different fibre polymers and orientation. ii) classify fibres based on their sources and characteristics to form a fibre chart.	a) Engage learners in discussions to ascertain their understanding of fibres based on their categorisation, polymerisation, characteristics, properties and sources. b) Observe learners' ability to cooperate by contributing confidently and assertively to the team's performance while creating fibre chart. c) Critique learners' fibre classification chart, focusing on: i) correctness and coherence of information. ii) integration of ICT in developing the classification chart (where possible).
	b) In groups, learners carryout physical, chemical, burning, and microscopic tests on fibres using collected samples to: i) observe their behavioural changes. ii) determine their properties, and suitability for various applications. iii) make a written fibre properties comparative report and present it in a plenary session.	a) Engage learners in discussions as they conduct tests on fibres to establish their understanding of different fibre properties. b) Observe learners' ability to take responsibility for own learning as they identify potential risks and opportunities in carrying out the tests and make deductions about properties of fibres. c) Critique learners' comparative report based on correctness of information on the properties of fibres.

b) select yarn based on fibre source and yarn structure, considering its suitability for the production of fabrics and textile articles. (u, s, gs)	a) Learners collaboratively use textbooks, online articles, research reports, yarn samples, microscopes, YouTube videos to analyse: i) types of yarn, yarn formation methods (e.g., spinning, twisting, plying) and classify them. ii) the distinction between staple, filament, and fancy yarn. iii) how each method affects the yarn structure (strength, texture, and appearance of the final yarn). b) Learners make a yarn sample board, attaching already made yarns and images according to their classes, and indicate textile products that can be made out of each.	a) Engage learners in discussions to check their ability to organise yarn according to fibre source, yarn structure and suitability for production of textile articles or fabrics. b) Observe learners' collaboration and reflective questioning skills as they work in diverse teams to research yarn formation methods. c) Critique the yarn sample board formed based on the: i) correctness of the yarn classification. ii) suitability of yarns that make different textile articles.

TOPIC 2: Fabric Construction and Decoration

Competency: The learner applies fabric formation and decoration techniques to create textiles that impact the quality and performance of final products.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) investigate the elements and principles of design for creation of aesthetic design. (u, s, v, gs)	a) Using planned talking chips, provided garments, textbooks and ICT, learners: i) discuss the elements and principles of design used in enhancing appearance on fabrics, garment and soft furnishings construction. ii) Make illustrations of the concepts, display their work and conduct a gallery walk.	a) Engage with learners in discussions to evaluate their knowledge and understanding of the elements and principles of design. b) Observe learners' ability to cooperate as they create and display illustrations of each element and principle of design. c) Critique the illustrations of concepts for: i) accuracy and coherence ii) integration of ICT such as posters, interactive display boards, demonstrative videos, power point, word documents.
	b) In pairs, learners use locally available materials to make illustrations and descriptions of: i) a colour wheel. ii) colour scheme for interpretation of colour effects (warm and cool colours) on fabrics and their uses. iii) Learners display their illustrations and present their findings.	a) Assess learners' understanding of colour during the dialogue, focusing on how they interpret and explain the use of colour in fabrics and its effect. b) Observe and assess learners' creativity and resourcefulness as they present their colour wheel and colour schemes, ensuring they effectively utilise low or no-cost materials. c) Critique learners' illustrations based on the following criteria: i) Correct arrangement of colours according to the standard colour wheel and colour schemes. ii) Accurate identification of colours that evoke warmth, coolness, and other effects, along with clear explanations for those effects. iii) Neatness and attention to detail in the final presentation.

b) analyse techniques used in fabric construction for their specific application in textile production. (u, s, gs)	In groups, learners use provided fabric, textbooks, ICT, videos and other sources of information to: i) explore procedures of various fabric construction techniques (weaving, knitting, crocheting, and braiding) and include illustrations of weave paper point, knitting, crotchet diagrams and their patterns. ii) discover the physical and structural characteristics of various fabrics, taking note of stitch notations in crocheting and knitting. iii) discuss the effects of the characteristics of various fabric construction techniques on fabric end-use. iv) The learners document their detailed findings in a report	a) Engage in conversations with learners as they explore the provided fabrics to assess their understanding of the fabric construction techniques, looking for clarity in their explanations and depth of knowledge. b) Observe learners' ability to reason logically as they connect information, explaining how the various fabric construction techniques influence the physical characteristics of the fabric, and assess their analytical thinking and interpretation skills. c) Critique the quality of learners' reports by focusing on: i) The logical flow of the steps in the document procedures. ii) The neatness and clarity of illustrations for weave paper point, knitting, crotchet diagrams, and their patterns. iii) The accuracy and thoroughness of the information regarding the effects of different fabric construction techniques on the fabric's characteristics and end-use.
c) construct fabrics using various techniques to enhance their functionality and application. (s, v, gs)	a) Using the available resources (banana fibres, acrylic yarn, sisal yarn and paper strips) learners: i) practise different fabric construction techniques to create pieces (approximately $15cm \times 10cm$) for each method, ensuring proper managing of fabric fraying. • Weaving: plain, twill, satin, pile and their variations. • Knitting: courses and wales variations. • Crocheting: basic crochet techniques and variations.	a) Engage learners in discussions as they practice and construct fabrics to assess their understanding of the procedures involved in the various techniques. b) Observe learners as they follow procedures for fabric construction and article creation, focusing on their ability to manage their goals and time effectively. c) Critique the constructed sample fabric based on the following criteria: i) Accuracy of technique and execution ii) Tension control and consistency iii) Creativity and originality in design iv) Neatness in construction and finishing

	ii) Creates a fabric album from the samples constructed. b) Create sizeable fabrics to craft chosen items such as scarves, bags, blended garments, sweaters, mittens, booties, ornaments, mats, baskets, and head socks.	v) Cleanliness of the work environment and materials vi) Overall appearance and quality of the fabric or item
d) create various aesthetic designs on fabrics using different decoration techniques to enhance appearance and function. (u, s, v, gs)	a) In groups, learners use library resources, ICT, or other available materials to explore the processes of fabric decoration using colour (e.g., batik, tie and dye techniques). b) Learners present their findings in a plenary session and take notes in their exercise books.	a) Engage learners in discussions as they present their findings, focusing on their understanding of the following: i) Knowledge of elements and principles of design in fabric decoration. ii) Correct procedures for colour application methods. b) Observe learner's ability to speak confidently and explain processes involved in colour application to fabric. c) Critique learners' write-up based on: i) The coherence and clarity of the procedures described. ii) The characteristics and quality of the finished product. iii) The inclusion of relevant safety precautions during the decoration process.
	c) Learners observe demonstrations of colour application techniques and: i) practise these on sizeable sample pieces of fabric (1/2-meter fabric). ii) display the coloured fabric for a gallery walk.	a) Probe learners during practice sessions to evaluate their ability to follow safety precautions while using various colour application techniques. b) Observe learners as they practise various colour application techniques, focusing on: i) The use of imagination to explore different possibilities. ii) environment awareness and the management of the work area. c) Critique the decorated fabric pieces based on: i) The concentration and balance of colour.

		ii) The neatness and presentation of the fabric. iii) The correct matching of the colour application technique with its appropriate name.

	d) The learner uses library sources and ICT to:
	
	 i) analyse other decorative techniques, including appliqué, quilting, bead work, pile work, macramé patchwork, needlepoint, lacing, binding, embroidery, piping, and smocking.
	
	 ii) generate drawings, sketches and images of aesthetic design skills.
	
	 iii) demonstrate each aesthetic design skill on a piece of fabric $(15cm \times 10cm)$ following the documented procedures.
	
	 iv) compile a file of the aesthetic design skills.
		a) Engage learners in discussions and observe their ability to demonstrate aesthetic design procedures.
		 b) Observe learners' mathematical computation skills as they make the aesthetic designs, considering the accurate use of numbers and measurements.
		 c) Critique learners' product samples based on:
		     i) evenness and accuracy of designs.
		     ii) correct workmanship of the different designs.

e) explore fabric finishes applied to various fabrics to enhance their functionality, use, and care. (u, s, v, gs)	a) In groups, learners use library resources, textile shops, and ICT to compile information on fabric finish, the method of finish, characteristics, function, and suitable articles for each of the categories. Where possible, samples and images may be provided. The fabric finishes include:
	     i) preparatory/basic (e.g., bleaching, scouring, sizing, carbonising, starching, and pressing).
	     ii) functional (e.g., water repellent, insect repellent, water absorbent, flame retardants, shrink
		a) During the discussions with learners, assess their understanding of various characteristics, uses and care of the different fabric finishes.
		 b) Observe learners as they present their findings, focusing on their ability to speak confidently and explain their opinions clearly.
		 c) Evaluate learners' compiled information based on following criteria:
		     i) Accuracy of classification of fabric finishes.
		     ii) Logical flow of ideas on characteristics and function of fabric finishes.
		     iii) Ideal examples of suitable articles for each of the fabric finish categories.

	resistant, abrasion resistant, weighting, anti-static, stain repellent, crease- resistant). iii) decorative/aesthetic (e.g., embossment, glazing, permanent pleat, napping, colour application, embroidery, beetling). b) Learners present their findings on fabric finishes, explaining the method of finish, characteristics, function, and suitable articles for each of the categories.	

	c) Learners apply any one basic fabric finish such as starching, bleaching, pressing, and document the process, noting any changes in texture, colour appearance and performance, to understand the practical effects of finishing on fabrics.	a) Engage learners in conversions to assess their ability to select appropriate fabric finishes.
		b) Observe learners as they work to evaluate their skill of creativity in applying fabric finishes.
		c) Critique learners' finished fabric based on:
		   i) The type of fabric and the observed changes after the finish is applied.
		   ii) The inclusion of relevant illustrations or diagrams where applicable.
		   iii) The neatness and overall presentation of the finished fabric.

f) demonstrate skills of fabric care to ensure the durability of various fabrics. (u, s, v, gs)	a) In groups, learners collect textile articles with different care labels to:
	   i) interpret the information on care labels (symbols and fabric details) and use it to demonstrate the required special care for the various fabrics, taking note of the different finishes.
		a) Engage in discussions with learners to evaluate their understanding of fabric care.
		b) Observe learners as they interpret care labels to judge their ability to sort and analyse information.
		c) Critique the care label checklist regarding correct fabric care based on:
		   i) The logical flow of information.
		   ii) The matching of symbols with the correct processes.

	ii) make a care label checklist regarding the various care practices. iii) make a write-up and present their findings in a plenary.	

	b) In pairs, learners use ICT and other resources to:
	i) categorise laundry equipment and reagents according to function.
	ii) Demonstrate various laundry process techniques (e.g., preparation for washing, the washing process, and finishing). During the preparation stage, learners should also show how to make repairs and decide when to recycle or remodel an article.
		a) Engage learners in dialogue to evaluate their ability to select appropriate equipment, reagents, and techniques for various laundry processes.
		b) Observe learner's ability to collaborate as they work effectively in diverse teams while demonstrating different stages of the laundry process.
		c) Critique the laundered product based on:
		    i) The absence of stains.
		    ii) Neatness.
		    iii) Freshness.

SENIOR FIVE TERM 2

TOPIC 3: Basic Sewing Processes

Duration: 84 periods

Competency: The learner demonstrates foundational sewing skills to construct and finish textile products with precision, ensuring high quality, durability, and proper functionality.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) operate tools and equipment used in garment and soft furnishings construction. (u, s, v, gs)	a) In groups, learners explore different equipment and tools and classify them according to their functions. The classification may include: measuring, pressing, cleaning and maintenance, drafting and marking, cutting, sewing, fitting, storage, and miscellaneous tools. b) Learners present their classification findings using diagrams on flip charts or manila boards, and display them in the classroom for a gallery walk.	a) Engage learners in discussions to assess their understanding of how tools and equipment are classified by functions. b) Observe learners as they sort tools, noting their level of critical thinking in grouping items by function. c) Evaluate learners' classification table of tools based on the logical connection made between equipment and its corresponding function.

	c) In pairs, learners use the existing literature and ICT resources to develop a comprehensive guide that includes:
	
	  i) factors that influence choice of tools and equipment (e.g., ease of use and assembly, storage, cost, availability of spare parts, material, brand, efficiency, model, etc.).
	
	  ii) Best care practices for each tool and equipment used in garment construction, for display in the workshop.
		a) Engage learners in discussion to assess their ability to select appropriate sewing equipment and tools, and to develop a comprehensive care practice guide.
		
		b) Observe learners as they present their choice and care practice guides, evaluating their confidence and clarity in explaining their opinions.
		
		c) Critique learners' choice and care practice guides—which may include posters, interactive display boards, care guide booklets, demonstrative videos, bulletin boards, or step-by-step instruction cards based on the comprehensiveness of information and coherence of the content

d) The learner practices using the sewing machine, tools, and other equipment to create different line types (straight, zigzag, curved) while producing the following:
 	
   i) A portfolio of the sample works.
   ii) Small articles, such as a table mat, table runner, or pin cushion.
   iii) An apron for use in the workshop.
 	
Note: When using the sewing machine, emphasise the following points:
 	
   i) Correct threading of the machine.
   ii) Proper winding and securing of the bobbin.
   iii) Effective use of the peddle.
   iv) Accurate fastening on and off the fabric.
   v) Correct positioning of the article being made.
   vi) Appropriate sitting posture on the machine.
   vii) Maintaining confidence and concentration.
   viii) Proper positioning of the machine relative to light source.
   ix) Ensuring a steady flow of fabric without pulling.
	a) Engage with learners through probing questions to evaluate their ability to efficiently operate the available sewing machine(s), tools, and other equipment.
	b) Observe learners as they use the sewing machine, focusing on their adherence to safety precautions, including:
	   i) Regulation of light intensity.
	   ii) Maintaining correct posture.
	   iii) Wearing appropriate protective wear.
	c) Critique learners' portfolio of samples and finished articles by assessing:
	   i) The quality of line formation in stitches.
	   ii) The correctness of stitch length and tension.
	   iii) The neatness of both the stitches and the overall articles.

e) Using video clips or textbooks, learners will: i) Observe and study common sewing machine faults and document each fault along with its respective remedy.	a) Discuss with learners to evaluate their skill of correcting common machine faults. b) Observe learner as they conduct minor repairs and appraise the ability to take responsibility for own learning.

	ii) conduct minor repairs on the sewing. Note: Common machine faults include: • Breaking of needles. • Breaking of thread. • Puckering of stitches. • Low machine speed. • Incorrect tension settings. • Incorrect winding of the bobbin reel, etc.	c) Assess learners' write-up of the sewing machine faults and their respective remedies, focusing on the correctness and logical flow of information.
b) construct basic sewing processes for the production of quality textile articles. (u, s, v, gs)	a) Using audio-visual materials, garments samples, and existing literature, learners examine various sewing processes through the concept mapping technique. They analyse the suitability of each process in relation to style, fabric type, and the age of the wearer. b) Learners compile a detailed report that includes the name of each sewing process, accompanying illustrations, the techniques involved, and its applicability. These processes include: • Stitches: Temporary, permanent, decorative. • Seams: Open, enclosed. • Openings and Fastenings: Bound openings, faced openings, zip openings, box pleat openings, and placket openings. • Pockets: Bound, patch, and in-seam. • Sleeves: Basic, short, puff, cap, shirt-long/short.	a) Engage leaners in discussions as they justify the names of different sewing processes used in garments. b) Observe learners as they identify basic sewing processes, noting their creative use of imagination to explore different possibilities. c) Evaluate learners' detailed reports on sewing processes—including names, illustrations, techniques, and applicability—by considering: i) The logical flow of information. ii) The neatness of illustrations. iii) The accuracy of the described procedures.

	i) Collars: Flat, standing, and rolled. ii) Disposal of Fullness: Gathers, pleats, darts, tucks, easing, smocking, shirring, and ruching. iii) Edge Finishing: Hemming, facing, binding, overlock, and zigzag techniques.	

	c) Using video clips, illustrations in reference books, and guided practice on the procedures of basic sewing processes, learners:
	  i) Constructs sample sewing processes.
	  ii) Compiles the sample sewing processes into an album.
		a) Engage learners in discussions as they make samples of basic sewing processes to evaluate their creativity.
		b) Observe learners' ability to work independently with persistence while meeting deadlines as they make samples of basic sewing processes.
		c) Critique learners' album, focusing on the following:
		  i) Workmanship of the techniques.
		  ii) Correct labeling of the basic sewing processes.
		  iii) Organisation and neatness of the album.
		  iv) Creativity in presentation and display of the samples.

c) make quality aesthetic designs suitable for garments and household articles. (u, s, v, gs)	a) In groups, learners use a range of garments with designs, reference books (dictionary, textbooks, and magazines) photos, newspaper cut-outs, illustrations, etc. to examine the different aesthetic designs, their techniques, functions and applicability. They note their findings in their notebook and present to their colleagues.	a) Engage learners in discussions to assess their ability to categorise the different aesthetic designs. b) Observe learners' ability to sort and analyse information as they use the various resources to examine the different aesthetic designs. c) Critique learners' notebook based on the appropriateness and logical flow of information.

	b) Learners use internet tutorials, illustrations in textbooks, or insights from resource persons to explore aesthetic design techniques. They: i) create samples of each technique on fabrics pieces $(15cm \times 10cm)$. ii) compile the samples into an album for reference. iii) Design and sew a cushion cover or a tote bag incorporating decorative features (aesthetic design). The aesthetic design techniques may include: • Appliqué • Faggoting • Quilting • Beadwork • Embroidery • Piping • Binding • Patch work	a) Engage learners in discussions to justify their choice of aesthetic designs while creating the samples. b) Observe learners' ability to effectively and responsibly use ICT, textbook illustrations, or guidance from resource persons to replicate aesthetic design on sample fabrics. c) Evaluate learners' album of aesthetic samples based on: i) Neatness and precision in stitching during construction. ii) Creativity in attaching and integrating aesthetic designs onto sample fabrics. iii) Appropriate stitch tension and stitch length.

SENIOR FIVE TERM 3

TOPIC 4: Pattern Making and Style Interpretation   **Duration**: 34 periods

Competency: The learner creates patterns and interprets styles to design and produce garments that ensure accurate fit, functionality, and aesthetic appeal.
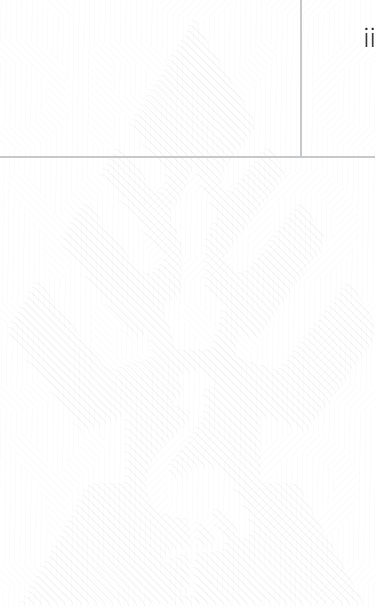
Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) design styles for different occasions, figure types and ages. (u, s, v, gs)	a) In groups, learners use textbooks, fashion magazines, or ICT to: i) explore the different figure types (hourglass, inverted triangle, rectangle, and pear) by observing, drawing, and describing displayed images in their notebooks. They take note of key considerations when designing styles for different individuals and occasions, such as upper body, waist, thighs and legs, and body fat. Learners present their findings in a plenary session. ii) sketch various styles suited for different occasions and figure types, illustrating the effects of elements and principles of design (e.g., shapes, balance, and proportion) in their notebooks.	a) Engage learners in a discussion to assess their understanding of the characteristic features of different figure types and the suitability of various styles. b) Observe learners during presentations to evaluate their creativity and innovation in designing styles for different figure types. i) assess learners' sketch notebook based on: accuracy and appropriateness of styles for different figure types. ii) neatness and clarity of sketches. iii) effective application of elements and principles of design in relation to figure type. iv) correct identification and labeling of figure types.
b) accurately take body measurements to make a metric table for use in garment construction. (u, s, v, gs)	a) In pairs, learners use textbooks or ICT to: i) explore the categories of body measurements and common acronyms used in garment	a) Engage learners in discussions to assess their practical skills in accurately taking and recording body measurements.

	construction within the fashion industry. They take note of the key factors to consider while taking body measurements, including: • The correct order of taking measurements • Appropriate tightness of the tape measure on the body • Proper posture of the client • Impact of bulky clothing on accuracy • Standard acronym used for body measurements Learners compile their findings and present them in a plenary. ii) Draw a human figure and accurately mark the key body measurement points. iii) Role-play as customers and fashion designers, practising how to take and record body measurements using correct acronyms. iv) Grade measurements into different sizes and create a personalised body measurement metric table.	b) Observe learners as they take and record body measurements, evaluating their cooperation, adherence to correct procedures, and ability to work independently. c) Critique learners' body measurement metric table based on: i) accuracy of recorded body measurements. ii) inclusion of all necessary measurements based on garment style. iii) use of standard. measurement units. iv) neatness and organisation of the table. v) effective integration of ICT tools in the process.
c) interpret the different types of patterns and their symbols for use in garment construction. (u, s, v, gs)	a) Using a flipped classroom approach, learners work in groups to explore different types of paper patterns (commercial and drafted) through reference books and/ICT resources to:	a) Engage learners in a discussion to assess their understanding of pattern symbols and markings, ensuring they can correctly interpret different patterns. b) Observe learners' mathematical computation skills by evaluating

	i) analyse pattern symbols and examine the information printed on the various pattern envelopes, including age/size, styles, notions, suitable fabric, pattern brand and direction for sewing instructions.
	ii) create a chart illustrating pattern symbols and their meanings.
	iii) display their charts in the classroom and conduct a gallery walk to compare and discuss their findings.
		their ability to accurately interpret measurements, figures, and symbols on patterns.
		c) Review learners' charts of pattern symbols, focusing on:
		  i) Accuracy in naming of symbols.
		  ii) correct application and interpretation of symbols.
		  iii) clarity and organisation of the chart.

d) draft paper patterns for use in garment construction and for commercial purposes. (u, s, v, gs)	Learners use textbooks, ICT resources, and drafting tools to draft basic blocks for various garments, ensuring accuracy in measurements and proportions. The garments include:
	
	• A pair of shorts
	• A pair of trousers
	• A skirt
	• A frock
	• A long-sleeved shirt
	• A dress
	Learners follow the generated measurements to create precise drafts, applying drafting principles and techniques.
		a. Engage learners in discussions to evaluate their skill in drafting the different basic blocks.
		b. Observe learners as they work focusing on their mathematical computation skills to use numbers and measure accurate proficiency in drafting various basic blocks for the different garments.
		c. Evaluate learners' basic block patterns based on:
		  • precision and accuracy of measurements.
		  • appropriateness of proportions and design.
		  • neatness and clarity of the drafted patterns.

e) adapt basic blocks to various style features to enhance the construction of standard fashions. (u, s, v, gs)	In pairs, learners use textbooks, ICT resources, and drafting tools to take a second set of body measurements, referring to the previously sketched styles. They adapt the basic pattern blocks to fit the measurements and incorporate style features to create final patterns. The	a) Engage learners in a discussion to assess their ability to modify and adapt pattern blocks to suit the desired style features, sizes, and design needs while creating final patterns.

following aspects should be considered:	b) Observe learners' critical thinking and creatively as they adapt the basic blocks, ensuring they properly transfer pattern markings to create final patterns suited to the desired style.
i) Style features such as pockets, pleats for fullness disposure, necklines, openings, sleeves, etc. ii) Correct placement and marking of pattern symbols on the final pattern.	c) Critique learners adapted patterns for different styles and age groups, focusing on: i) correct placement of markings (e.g., grain lines, seam allowances). ii) protection of self and work surfaces during pattern creation. iii) appropriateness and accuracy of adjustments made to fit the desired and age group.

TOPIC 5: Garment Construction – Part 1

Duration: 74 periods

Competency: The learner applies sewing skills and techniques to produce well-crafted children's clothing for proper fitting, durability, and style.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) construct children's garments to ensure durability and meet consumer needs. (u, s, v, gs)	a) In groups, learners use textbooks, samples of children's garments, magazines, newspapers, and internet tutorials to: i) examine different sewing processes used on children's wear. ii) Brainstorm: • The choice of fabrics. • The styles and designs. • The colour. • The choice of aesthetic designs. iii) Learners document their findings in their notebooks iv) Individually, leaners work outside the classroom to create a garment design plan book, outlining the articles they intend to make.	a) Discuss with learners to assess their understanding of the different sewing processes used on children's garments. b) Observe learners' communication skills as they confidently present and clearly explain their ideas. c) Evaluate learners' notebook and garment design plan book on the following: i) logical sequence and flow of information. ii) justification for the choice of designs, fabrics, and sewing processes. iii) inclusion of sketches/illustrations of the styles to be made.
	b) Learners individually use their earlier drafted patterns, adapt them to sketched styles of choice and use various sewing processes with aesthetic designs to make a range of children's garments like: i) dress ii) short iii) shirt iv) jumpsuit v) romper vi) Skirt	a) Discuss with learners and evaluate their ability to use the drafted patterns and basic sewing skills to creatively and innovatively construct children's garments. b) Observe learners' environmental and health awareness as they construct a range of children's garments to assess: i) conservation of fuel. ii) waste management (disposal and recycling of waste [i.e., use off cuts to make door mats, creative wear, hair bands, trimmings]).

<table>
<tr>
<td></td>
<td></td>
<td>

iii) Safe use of equipment and tools

c) Critique the complete garment based on these aspects and their indicators:

   i) quality of construction.

   ii) fit and comfort.

   iii) design and aesthetics.

   iv) functionality.

   v) care instructions.

</td>
</tr>
<tr>
<td>

b) examine faults in the children's garments for quality assurance. (u, s, v, gs)

</td>
<td>

a) In pairs, learners evaluate each other's garments during the construction process, identifying strengths and areas for improvement. They discuss the quality of workmanship, pinpoint faults, determine their possible causes, and suggest corrections as they work.

b) Learners document their findings in a detailed write-up, highlighting the faults identified and the corresponding corrective actions.

</td>
<td>

a) Discuss with learners to evaluate their ability to examine garments, explain possible faults, identify their causes, and devise practical solutions for correction or mitigation.

b) Observe learners' level of cooperation by evaluating their ability to take responsibility for their learning, particularly in how they accept and dealing with constructive criticism.

c) Critique learners' write-up on identified faults and their possible corrections, focusing on:

   i) clarity and precision of description.

   ii) logical categorisation of faults.

   iii) use of relevant supporting evidence.

   iv) evaluation of the impact on functionality, safety, and overall garment quality.

</td>
</tr>
<tr>
<td></td>
<td>

c) The learner uses the existing literature and ICT (internet tutorials) to observe and rectify the faults in garments.

</td>
<td>

a) Discuss with learners and assess their ability to rectify faults in garments.

b) Observe learners' level of problem-solving as they rectify the faults in garments.

c) Critique learners' garment based on:

   i) tension of stitches.

   ii) neatness.

   iii) suitability of seams.

   iv) functionality of the garment.

</td>
</tr>
</table>

c) display the constructed children's garments to ensure proper fitting and style. (u, s, v, gs)	In groups, learners use a flipped classroom approach to organise an exhibition showcasing their constructed children's garments. The exhibition should demonstrate technical skills (such as visual merchandising, fabric knowledge, size and fitting knowledge) and creativity. While preparing for exhibition, learners should address challenges related to fit, practicality, and visual appeal, ensuring that their garments reflect both functionality and aesthetic design.	a) Discuss with learners to assess their ability to adjust and modify a variety of garments, ensuring durability, style, and standards.
		b) Observe learners' creativity and innovation during exhibition, particularly in how they apply visual merchandising, fabric knowledge, and fitting expertise.
		c) Evaluate learners' exhibited garments based on:
		  i) the use of a mannequin or dress form to assess garment hang, collars positioning, and sleeve fit for proper fitting.
		  ii) correct placement of style features and details on the garments.
		  iii) the quality and organisation of the display fixture setup.
		  iv) safety measures taken during garment display and handling
		  v) engagement strategies for potential customers, such as interactive elements or explanations.

SENIOR SIX TERM 1

TOPIC 6: Garment Construction - Part II   **Duration**:108 periods

Competency: The learner applies sewing skills and techniques to produce well-crafted adult clothing for a proper fit, durability, and style.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) construct adult garments to ensure durability and meet consumer needs. (u, s, v, gs)	a) Learners use textbooks, samples of adult garments, magazines, newspapers, or internet tutorials to examine various sewing processes used in adult wear
	
	b) Through think-pair-share, learners brainstorm:
	
	  i) Fabric selection and its appropriateness for different designs.
	  ii) Styles and designs suitable for adult wear.
	  iii) Colour choices and their impact on fashion.
	  iv) Aesthetic designs choices and their visual appeal.
	  v) Understanding and incorporating customer preferences into design decisions.
	
	c) Learners take notes of their findings in their notebooks and present their ideas to the class for discussion and feedback.
	
	d) Individually, leaners work outside the class to develop a garment design plan book, which will include detailed plans for the articles they aim to create.
		a) Engage learners in a discussion to assess their understanding of the different sewing processes used on adult garments, and how they apply this knowledge in their examination of the garments.
		
		b) Observe learners' ability to respect and engage with each other while presenting their findings, focusing on their confidence and fluency in explaining ideas related to sewing processes used on adult wear.
		
		c) Evaluate learners' notebook and garment design plan books based on:
		  i) clear justification for the choice of designs, fabrics, and sewing processes.
		  ii) accurate and detailed sketches/illustrations of the styles to be made.
		  iii) logical flow and chronological order of information presented.

	The leaner individually uses their previous drafted patterns, adapting them to selected sketched styles. They then apply various sewing processes and aesthetic designs to create a range of adult garments. One of these garments should address a specific community clothing need. The garments to be created include:
	
	i) A dress (formal, casual, party)
	ii) Traditional/cultural wear (*Kanzu, Busuti, Gomesi, Mishanana, Kaftan*)
	iii) A pair of trousers
	iv) A shirt/blouse
	v) A jacket
		a) Dialogue with learner as they construct various adult garments to evaluate their ability to engage in solving community clothing needs.
		b) Observe learners while they create a range of adult garments, focusing on their creativity and innovation in experimenting with new ideas, and evaluating how well they demonstrate the value of hard work and self-reliance.
		c) Critique the completed garments based on the following aspects and their indicators:
		  i) Quality of construction
		  ii) Fit and comfort
		  iii) Design and aesthetics
		  iv) Functionality
		  v) Care instructions

b) examine faults in constructed adult garments for quality assurance. (u, s, v, gs)	In pairs, learners critique each other's step-by-step workmanship during garment construction to:
	
	i) appreciate the quality of work.
	ii) identify faults, their causes, and possible corrections. work and
	iii) make a detailed write-up on the identified faults, their causes, and suggested corrections.
		a) Engage learners in a discussion to evaluate their ability to examine garments, identify potential faults, explain their causes, and propose effective ways of mitigating or correcting these faults.
		b) Observe learners' level of cooperation and teamwork, focusing on their ability to work effectively in diverse teams.
		c) Critique learners' write-ups on faults and corrections in each other's workmanship of constructed garments, to assess:
		  i) clarity of description.
		  ii) categorisation of faults.
		  iii) use of supportive evidence.
		  iv) impact on functionality and safety.

	a) Learners use the existing literature and ICT (internet tutorials) to observe and rectify the faults in garments.	a) Discuss with learners to assess their skill of rectifying faults in garments. b) Observe learners' level of problem-solving as they rectify faults in garments.

		c) Critique the garment based on the following criteria:
		   i) Tension of stitches
		   ii) Neatness
		   iii) Suitability of seams
		   iv) Functionality

c) display the constructed adult garments to ensure proper fitting and style. (u, s, v, gs)	In groups, learners use a flipped classroom approach to organise an exhibition to display their completed garments of various designs, demonstrating technical skills (visual merchandising, fabric knowledge, size, and fitting knowledge) and creativity while addressing challenges related to fit, practicality, and visual appeal.	a) Engage learners in discussions to assess their ability to modify a range of displayed garments, ensuring durability, style, and proper fitting.
		b) Observe learners' creativity and innovation skills as they explore possibilities in visual merchandising, fabric knowledge, size, and fitting knowledge during exhibition.
		c) Critique learners' displayed garments based on:
		   i) The use of a mannequin to check on the hang of the garment and the fit of the collars.
		   ii) Correct positioning of style features.
		   iii) Display fixture setup.
		   iv) Safety considerations.
		   v) Potential customer engagement strategies

SENIOR SIX TERM 2

TOPIC 7: Soft Furnishings
Duration: 52 periods

Competency: The learner applies basic sewing skills and techniques to create functional and visually appealing interior apparel for home décor and self-reliance

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies
a) create soft furnishings that meet client needs. (u, s, v, gs)	a) In pairs, learners use textbooks, samples of soft furnishings, magazines, newspapers, or online tutorials to: i) examine types of soft furnishings in the interior spaces and their uses. ii) brainstorm the guidelines for: • choice of fabrics to use. • colour and texture. • choice of aesthetic designs. iii) analyse the construction techniques and their procedures (e.g., appliqué, quilting, Bead work, pile work, macramé, patchwork, needlepoint, binding, embroidery, piping and smocking etc.). b) Learners make detailed write-ups of their findings.	a) Engage learners in discussions as they brainstorm, to assessing their understanding of soft furnishings, particularly focusing on: i) Types and uses. ii) Choice of fabrics, colours, and aesthetic designs. iii) Techniques used in their construction. b) Observe learners' ability to sort and analyse information as they explore the techniques and procedures used in the construction of soft furnishings. c) Critique the quality of learners' write-ups based on the following criteria: i) Clarity of organisation and explanation of the notes. ii) Relevancy of examples provided. iii) Use of illustrations where applicable.
	a) Using the soft furnishing construction techniques, the learner: i) makes soft furnishings, incorporating aesthetic design skills to them. ii) examines and critiques the workmanship of each	a) Converse with learners to assess their ability to create soft furnishings that can be used in decorating interior spaces. b) Observe learners as they make soft furnishings, ensuring authenticity and originality. c) Critique learners' constructed articles based on the following:

	other's constructed soft furnishing, decorative household articles (appreciate quality and identify the faults in the constructed fabrics) and make write-ups on faults and their possible corrections.	i) Correct construction skills and application of aesthetic design while articulately using the elements and principles of design. ii) Overall appearance of the articles. iii) Appropriate material choice and accessories. iv) Functionality of the articles (comfortability, style).

b) decorate interior spaces to enhance their appearance and feel. (u, s, v, gs)	Learners use soft furnishings they have constructed to decorate an interior space of their choice (sitting room, dining room, bedroom) considering the colour scheme and needs of the consumer.	a. Engage learners in discussions to evaluate their ability to enhance appearance of interior spaces, focusing on their selection colour scheme choice and how well they address the needs of the consumer.
		b. Observe learners as they decorate an interior space of their choice, assessing their creativity, innovation, and environmental awareness, with a focus on:
		  i) The use of innovative alternatives in design.
		  ii) Waste management practices during the decorating process.
		c. Evaluate the completed interior space based on the following: criteria:
		  i) Design intent and originality
		  ii) Appropriateness and effectiveness of the colour scheme
		  iii) Application of the elements and principles of design
		  iv) Consideration of sustainability and ease of maintenance considerations

TOPIC 8: Development of Textile, Clothing, and Fashion Industry

Duration: 56 periods

Competency: The learner explores the evolution of textiles and creates a mini-museum featuring traditional and contemporary textile pieces to foster heritage preservation, originality, and cultural diversity.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) analyse the fashion industry trends to develop innovative sustainable fashion solutions. (u, s, v, gs)	In groups, learners collaborate to compile a report on the history of textiles from a region of choice for submission to the school library. The report should include the following:
	
	i) Research on textiles from the chosen region
	ii) Relevant illustrations such as pictures, photographs, or drawings
	iii) Integration of ICT tools to enhance their report
	iv) Proper referencing sources
	v) A cover page containing the report's title, the class, the date of submission, and the details of group members
	
	This activity will be supported by the following guidelines:
	
	a) Use of magazines, photographs, printouts from the internet and library to:
	  i) brainstorm reasons for wearing clothes, why the variations in clothing worldwide, and factors that influence fashion trends.
	  ii) explore fashion, fads, style and fashion cycles (include how the cultural wears evolved e.g., *Gomesi, Kanzu, Busuuti, Suuka, Mishanana*) over time. Learners will also suggest possible alterations to current fashion trends to better meet the needs of their community.
		a) Engage in dialogue with learners as they brainstorm and present their findings to evaluate their understanding of trends in the fashion industry over time.
		b) Observe learners' critical thinking ability as they:
		  i) compare various perspectives on the reasons for wearing clothes and the factors that contribute to clothing variations worldwide.
		  ii) propose suggestions for improving fashion to better meet the needs of the community.
		c) Critique learners' write-ups, focusing on the accuracy, relevancy, and depth of the information provided.

	iii) present their group findings to the class and individually write a report based on the harmonised facts gathered during the research process.	
	b) Using fashion magazines, images from the internet, newspapers, learners collect and compile different fashion samples and makes fashion albums. c) Learners critique each other's fashion album to enhance their learning.	a) Discuss with learners as they collect sample items for the fashion albums to establish their understanding of fashion styles and cycles. b) Observe learners' ability to conduct self-directed learning through working independently with persistence. c) Critique learners' fashion albums based on the following: i) The sequential arrangement of the fashion trends ii) Name and year of fashion trend iii) Type of fashion trend iv) Compilation and description/illustration of different fashion samples v) The neatness of the fashion album
b) examine the historical development of textiles across different civilizations. (u, s, v, gs)	a) Learners will draw on their personal experiences with folktales, cultural activities, literature, and traditional attire to share ideas and insights about the history and development of textiles in their cultures. They should consider key innovations and the influences of various cultural practices. b) Learners will compile a written report that synthesises and harmonises the collective findings from their discussions and research.	a) Engage in discussions with learners to evaluate their ability to critically assess the historical development of traditional textiles. Specially, determine their understanding of: i) Types of textiles: Their ability to identify and differentiate various textile forms. ii) Origin of textiles: Their knowledge of where these textiles originated. iii) Evolution and usage: Their capacity to analyse how these textiles developed over time and how they have been traditionally used. b) Monitor and assess learners' engagement and demonstration of diversity and multicultural skills as they share insights about their respective cultures. c) Review learners' write-ups to determine their proficiency in:

		i) identifying key innovations and cultural influences: How effectively they pinpoint and explain the major innovations and cultural factors shaping textile history. ii) connect historical and modern textiles: Their ability to draw meaningful connections between traditional textiles and contemporary practices.
	c) In groups, learners select a civilization and investigate the origin of different textiles across cultures. For example, groups explore: i) Silk production in China ii) Cotton weaving in Egypt iii) Wool processing in Europe iv) Backcloth production in Uganda Each group prepares a detailed case study that covers: i) Traditional techniques used in textile production ii) Textile origin of the textile iii) Materials used in the process iv) How these traditional elements have influenced the development of contemporary textile designs d) Following their case study, each group compiles a written report describing their findings. They will then present their findings to the class, highlighting key insights from their investigation.	a) Engage learners in discussions to evaluate their understanding of: i) Textile origins: How different textiles emerged across various civilisations. ii) Materials used: The raw materials integral to textile production. iii) Traditional techniques: The traditional methods employed in textile development and how these methods have influenced contemporary textile designs. b) Monitor learners' collaboration, self-directed learning, and time management skill by observing: i) Their ability to work in groups. ii) Their initiative in taking responsibility for their own learning iii) Their persistence and independence while managing tasks and deadlines. c) Assess learners' write- ups on the origin of textiles across civilisations by considering: i) The accuracy of the information presented ii) The logical sequencing and clarity of the content.
	e) Using textbooks, ICT resources, and collaborative group work, learners will:	a) Engage in conversations with learners as they develop the questionnaire, focusing on the

i) In groups, develop a comprehensive questionnaire that may include:
- Name of textile
- Type of textile
- Country of origin
- Ideal use
- Unique characteristics
- Evolution of the textiles over time

Note:

- **Purpose**: The questionnaire will guide the study visits to observe, identify, and gather evidence about both pre-existing and current textile artefacts.
- **Field visit options:** Possible locations for the study visit include fabric shops, markets, cultural sites, museums, textile factories, and garment construction workshops.
- **Documentation:** Where possible, learners should use Smartphones to take pictures and video recordings of their findings.

ii) Individually, learners collect textile samples and create a fabric swatch that documents their findings.

iii) The swatch should detail the evolution from traditional to contemporary fibres, fabrics, and textile articles, as guided by the questionnaire. In class, learners will display their fabric swatches for a gallery walk, allowing the class to appreciate the diverse designs, materials, and techniques used in various textiles.

clarity and relevance of their guiding questions for the field study.

b) Observe learners as they sort and analyse information within the fabric swatch books, noting how effectively they apply critical thinking to organise and interpret their data.

c) Review and critique learners' fabric swatch books and questionnaire by assessing:

i) Visual and artefact collection: The appropriateness and quality of images and artefacts collected.

ii) Content accuracy and relevance: The correctness of the information provided and the relevance of the questions concerning fabric identity, origin, and usage.

c)	assemble various pre-existing, current fibres, and textile articles	a) In groups, learners collaborate to create a mini-museum featuring a curated collection of items, including: • Various fibres	a) Engage in conversations with learners as they create a mini-museum, checking their understanding of each item's historical background, cultural

| for a mini-museum exhibition. (u, s, v, gs) | • Textile articles
• Fabric swatches
• Videos
• Images
i) Content focus: The exhibits should highlight a range of textile elements historical to contemporary contexts, with examples from Uganda and international sources.
ii) A gallery walk: After setting up the mini-museum, each group will lead a gallery walk where all participants will have the opportunity to view and provide constructive feedback on each other's display.
iii) Deadline: The completed project must be submitted by end of Term Two. | significance, and contribution to Uganda's textile heritage.
b) Observe learners during the mini-museum setup to evaluate their participation, teamwork, and creative skills in exhibiting the collection.
c) Assess the assembled mini-museum based on:
  i) Exhibit setup: The organisation and presentation of the mini-museum.
  ii) Historical accuracy: The correctness and depth of the information provided about the history and development of textiles.
  iii) Diversity and description: The range of textile products presented and the clarity of their descriptions. |

SENIOR SIX TERM 3

TOPIC 9: Marketing Quality Textile Products

Duration: 72 periods

Competency: The learner creates and applies marketing strategies that showcase textile quality, meet customer needs and promote sustainability.

Learning Outcomes The learner should be able to:	Suggested Teaching and Learning Activities	Sample Assessment Strategies

a) evaluate the quality control standards for textile products to ensure customer satisfaction and enhance brand reputation. (u, k, s, gs)	a) Through role play, learners work in teams and act their assigned roles. One group acts as quality control inspectors, while the other group act as manufactures. **Task**: Using mock textile samples, the quality control inspectors evaluate each product against a set of acceptable standards (e.g., fabric strength, seam layout, stitching quality, edge finishing, and garment fitting). The inspectors provide constructive feedback on areas for improvement, simulating real-world quality control processes.
	
	b) Following the role-play, each team produces a written report detailing their feedback. **Content**: The report should clearly outline strengths and areas for improvement based on the established quality standards, ensuring that the commendations are specific and actionable.
	
	Note: The accepted quality standards for evaluation include:
	
	• Fabric strength
	• Seam layout
	• Stitching quality
	• Neatening of edges
	• Garment fitting, among others
		a) Engage learners in discussions to evaluate their understanding of quality standards for textile products, including key attributes such as textile strength, stitching techniques, and finishing details.
		
		b) Observe learners' collaboration within their teams, assessing their ability to:
		  i) Work effectively together in assigned roles
		  ii) Provide constructive guidance on improving textile quality.
		  iii) Adhere to established quality standards for textile products.
		
		c) Review the inspectors' final reports based on the product evaluation criteria:
		  i) Fabric strength
		  ii) Stitching techniques etc
		  iii) Logical questionings by inspectors to manufacturers
		  iv) Appropriate response from manufacturers

b) cost products for profitability and consumer satisfaction. (s, v, gs)	a) In pairs, learners use textbooks and ICT to examine the essential elements of costing and pricing, such as:
	  i) direct production costs (raw materials, labour and wastage).
	  ii) overhead costs (fixed overheads e.g., rent, machine depreciation, and indirect overheads e.g., wages, equipment operating costs).
	  iii) other operating costs (packaging, branding, and labeling) that can be used to determine the selling price of the various textiles and clothing products.
	b) Learners make detailed write-ups of their findings and present them.
		a) Engage in discussions with learners to assess their understanding of key elements involved in costing and pricing various textiles and clothing products, including factors such as material costs, labour, overhead, and market dynamics.
		b) Observe learners during presentations to assess:
		  i) Their ability to collaborate effectively.
		  ii) The depth and relevance of their evaluative questions when analysing essential elements of costing and pricing.
		c) Critique learners' write-ups on costing and pricing elements, focusing on:
		  i) Clarity and organisation: A well-structured and logically compiled analysis of costing and pricing elements.
		  ii) Accuracy and relevance: The correctness of the information provided and its applicability to real-world textile and clothing markets.

	a) In groups, learners generate a costing and pricing checklists on manila/flip-charts and display them in the classroom for a gallery walk.
	b) Learners cost and price any textile and clothing product of their choice and share in a plenary session.
		a) Engage learners in discussions to assess their integrity and ethical decision-making as they:
		  i) Develop a costing and pricing checklist.
		  ii) Accurately determine the cost of textile and clothing products while ensuring fairness and transparency in pricing.
		b) Observe learners' ability to apply mathematical skills in calculating:
		  i) Unit production cost: The cost per item produced, considering material expenses, labour, and overhead costs.
		  ii) Selling price: The appropriate pricing of a selected textile or clothing product, factoring in profit margins, market demand, and sustainability consideration.
		c) Critique learners' costing and pricing checklists based on:

		i) Logical structure: A well-organised and coherent presentation of costing and pricing elements. ii) Accuracy and relevance: The correctness of the included components and their applicability in real-world textile and clothing markets.
c) sell high quality textile and clothing products to maximize market turnover. (s, v, gs)	a) In groups, learners use the library or ICT to analyse the components of product marketing and selling. These include: i) Product marketing ii) Product positioning and messaging iii) Advertising and promotions using ICT (social media campaigns or influencing partnerships) iv) Customer handling and follow-up (customer retention, record keeping) v) Selling of the product to increase product visibility and turnover. Learners make detailed write-ups and present in a plenary session.	a) Engage learners in discussions to assess their understanding of the components of product marketing and selling. b) Observe learners' communication skill as they use a range of media to communicate ideas about the product. c) Critique learners' write-ups on components of product marketing and selling based on the correctness of information.
	b) Learners exhibit and sell their textile and clothing products.	Engage learners in discussions to assess their proficiency in marketing textile and clothing products, focusing on: i) Communication and presentation: Ability to clearly articulate product features and benefits. ii) Product branding: Creativity in branding and packaging to enhance market appeal. iii) Customer engagement: Strategies used to attract and retain customers. a. Observe learners' ability to:

		i) Work collaboratively to generate innovative marketing ideas
		ii) Use ICT effectively to promote and communicate product details, including digital advertising and online marketing tools.
		b. Critique the effectiveness of learners' marketing approaches in the exhibition based on:
		i) Art of display: Organisation and visual appeal of product presentation.
		ii) Product attractiveness: Effectiveness of labeling, branding, and packaging.
		iii) Pricing strategy: Appropriateness of pricing in relation to market trends.
		iv) Environmental and health consideration: Sustainable and ethical marketing practices.
		v) Customer care practices: Ability to interact professionally and handle customer inquiries.
		vi) Record-keeping practices: Accuracy in tracking sales, inventory, and financial records.
		vii) ICT integration: Use of digital platforms for advertising and promotions.

3.0 ASSESSMENT

3.1 Assessing Clothing and Textiles

The adapted curriculum establishes new learning expectations, a shift from Objectives to Learning Outcomes that emphasises application of knowledge and deeper learning, ultimately leading to skills acquisition. These Learning outcomes are categorised into knowledge (K), understanding (U), skills (S), values (V), and attitudes (A).

Assessing values and attitudes differs from assessing knowledge, understanding, and skills. Since values and attitudes are personal, variable, and develop over time, they cannot be effectively measured through traditional tests and examinations. However, they remain essential and can be assessed through long-term observation and learner interactions.

This section primarily focuses on assessing knowledge, understanding, and skills, each of which requires distinct assessment methods.

Knowledge can be assessed through written tests

Understanding and skills require more practical and applied assessment approaches to measure deeper learning and competency.

Given these diverse assessment needs, the teacher's role in assessment becomes even more crucial, ensuring that learners are evaluated using appropriate methods that reflect both theoretical knowledge and practical application.

3.2 Formative Assessment

In this adapted curriculum, the teacher's role in assessment extends beyond administering tests. It involves making professional judgement about learners' progress during regular teaching and learning activities. These judgments focus on how well learners achieve the Learning Outcomes outlined in the syllabus. To make accurate judgments, teachers must evaluate learners' performance based on specific learning outcome.

Formative assessment occurs in three key forms:

a. **Observation** – watching learners as they work, which is effective for assessing skills, values, and attitudes.
b. **Conversation** – Engaging learners through questions and discussions, ideal for assessing knowledge and understanding.
c. **Product** – Evaluating tangible learner outputs, such as written reports, translations, calculations, presentations, maps, diagrams, models, drawings, or paintings. A "product" in this context refers to something physical and permanent that the teacher can review over time.

When all the three forms of assessment are used together, triangulation occurs where evidence from one method (e.g., observation) is validated by cross-checking it with the other two (e.g., conversation and product). This enhances reliability and depth in assessment.

3.3 Assessing Generic Skills

Generic Skills are embedded within the syllabuses as part of the Learning Outcomes and do not require separate assessment. Their progression is integrated into the increasingly complex contexts of subject content. Teachers assess generic skills within subject-specific Learning Outcomes using **an observation checklist and a scoring rubric**.

Observation

Triangulation

Product   **Conversation**
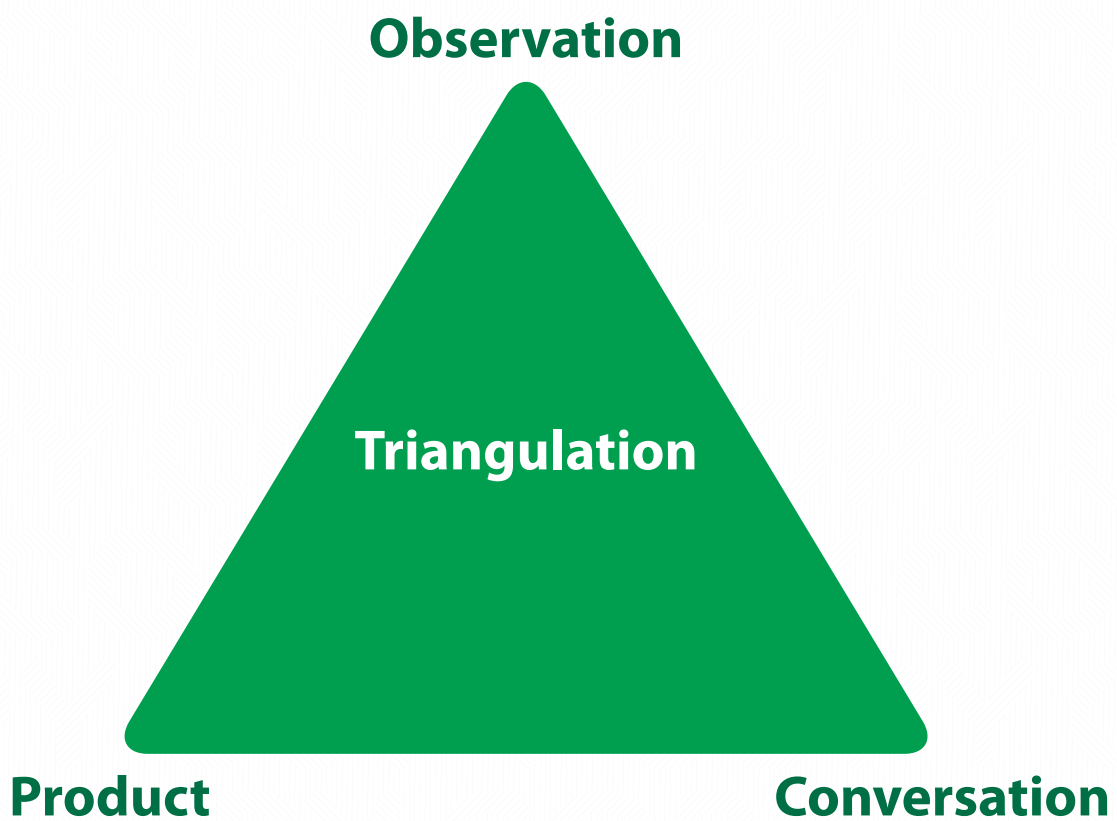
3.4 Assessing Values/Attitudes

Unlike knowledge, understanding, and skills, values and attitudes cannot be assessed through traditional tests and examinations because they are personal, variable, and develop over time. However, this does not diminish their importance. Instead, they should be observed and evaluated over an extended period through interactions and learners' behaviours in different contexts.

3.5 Assessment of Project-Based Learning

Project-based learning (PBL) is an instructional approach in which learners acquire knowledge and skills by engaging in extended enquiry to investigate and respond to real-world challenges. A PBL task must:

i)   Be **driven by a central question** that guides inquiry.
ii) Involve **sustained investigation** and problem-solving.

Assessment of PBL is conducted using:

i)   **A rubric** to evaluate learners' depth of understanding, critical thinking, and creativity.
ii) **An observation checklist** to track collaboration, engagement, and problem-solving skills.

3.6 Examinations

There will be only one school-based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through end-of-topic, scenario-based tasks (Activities of Integration). Learners will also be subjected to the end-of-cycle assessment for certification.

3.7 Record Keeping

In a competency-based curriculum, accurate and comprehensive record-keeping is crucial to track learners' progress and achievements. Therefore, the teacher and school **must keep accurate records about learners' performance using:**

*   **Observation checklists**
*   **Rubrics**
*   **Scoring grids**

These tools provide a holistic overview of learners' strengths, weaknesses, and areas for improvement. The collected data and evidence must be systematically recorded and stored in learners' files, portfolios, and anecdotal notes to support continuous assessment and personalised learning.

GLOSSARY OF KEY TERMS

Term	Definition
competency curriculum	One in which learners develop the ability to apply their learning with confidence in a range of situations.
differentiation	The design or adaptation of learning experiences to suit an individual learner's needs, strengths, preferences, and abilities.
formative assessment	The process of judging a learner's performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps.
generic skills	Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and day-to-day life.
inclusion	An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential.
learning outcome	A statement which specifies what the learner should know, under-stand, or be able to do within a particular aspect of a subject.
process skill	A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area.
sample assessment activity	An activity which gives a learner the opportunity to show the extent to which she/he has achieved the Learning Outcomes. This is usually part of the normal teaching and learning process, and not something extra at the end of a topic.
suggested learning activity	An aspect of the normal teaching and learning process that will enable a formative assessment to be made.

SUGGESTED READING LIST OF REFERENCES

Aldrich, W. (2012). *Metric pattern cutting for menswear.* John Wiley & Sons.

Aldrich, W. (2013). *Fabrics and pattern cutting.* John Wiley & Sons.

Aldrich, W. (2015). *Metric pattern cutting for women's wear.* John Wiley & Sons.

Anbumani, N. (2007). *Knitting fundamentals, machines, structures, and developments.* New Age International.

Anna, C. (2024). *The forever wardrobe: Find your style. Transform your clothes. Save time and money.* Bloomsbury Publishing.

Bagabo, E. (2019). *Enhancing the teaching of clothing and textile science: A case study of Mengo Senior Secondary School Kampala* [Unpublished master's thesis].

Banner, B. (2022). *Make, sew, and mend: Traditional techniques to sustainably maintain and refashion your clothes.* Page Street Publishing.

Cassidy, T., & Goswami, P. (2017). *Textile and clothing design technology.* CRC Press.

Digolo, P. O. O. (2013). *Art and design for Forms 3 and 4.* Heinemann Kenya Ltd.

Haffenden, V., & Patmore, F. (2019). *The knitting book: Over 250 step-by-step techniques.* Penguin.

TexFad. (2025, January 24). *Banana project.* TexFad Uganda. Retrieved from https://texfad.co.ug/banana-project.php

SkillPack. (2025, January 24). *Fiber products.* Retrieved from https://www.skilpack.org/fiber-products.php

Shaw, K. A., Liddell, L. A., & Samuels, C. S. (2024). *Fashion design & construction* (12th ed.). The Goodheart-Willcox Company, Inc.

Liddell, L. A., & Samuels, C. S. (2012). *Apparel: Design, textiles & construction.*

Neal, M. M., Brown-Wilson, C. A., & Edwards, L. (2014). *Needlework for schools* (2nd ed.). Nelson Thornes.

Rwawiire, S., Luggya, G. W., & Tomkova, B. (2013). Morphology, thermal, and mechanical characterization of bark cloth from *Ficus natalensis. International Scholarly Research Notices, 2013,* 1–8. https://doi.org/ [insert DOI if available]

Smith, A. (2012). *Dressmaking: The complete step-by-step guide.* Dorling Kindersley Ltd.

Tebyetekerwa, M., Mugaanire, I. T., & Yang, S. (2023). Uganda textile education and industry: The current status and investment opportunities. In X. Yan, L. Chen, & H. Memon (Eds.), *Quality education and international partnership for textile and fashion. SDGs and Textiles.* Springer. https://doi.org/ [insert DOI if available]

Twebaze, C., Zhang, M., Zhuang, X., Kimani, M., Zheng, G., & Wang, Z. (2022). Banana fiber degumming by alkali treatment and ultrasonic methods. *Journal of Natural Fibers, 19(16),* 12911–12923. https://doi.org/ [insert DOI if available]

Wood, D. (2020). *The complete book of sewing techniques: A practical guide to sewing, patchwork, and embroidery shown in more than 1200 step-by-step photographs.* Anness Publishing.

Wynne, A. (1997). *The motivate series–Textiles.* Macmillan Education Ltd.