

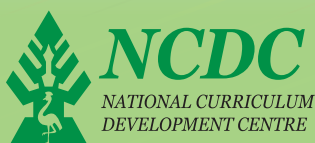


THE REPUBLIC OF UGANDA
Ministry of Education and Sports

ADVANCED SECONDARY CURRICULUM



CLOTHING AND TEXTILE ASSESSMENT GUIDELINES



2026

ADVANCED SECONDARY CURRICULUM

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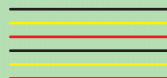
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NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P. O Box 7002, Kampala, or Email: admin@ncdc.go.ug or on the Website: www.ncdc.go.ug



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1. Introduction

This assessment guidelines document has been developed as a companion to the Assessment Framework for Advanced Secondary Curriculum and should be read and applied in conjunction with it. The Framework provides the overarching principles, standards, and requirements for assessment across all subjects, while this guideline contextualises those provisions to the specific demands and practices of Clothing and Textiles as a subject.

End of the Cycle Assessment of Clothing and Textile will be administered by the Uganda National Examinations Board (UNEB), guided by three assessment objectives drawn from three assessment constructs. The assessment items will be set at the level of the construct, allowing learners to integrate knowledge, skills, and values drawn from the topics within a construct to address a societal challenge or problem. There will be project work in the form of clothing and textile articles, following a theme that will be provided by UNEB every year. This will contribute 40% to the final score of the practical paper at the end of the cycle.

1.1 Assessment Objectives

Assessment objectives for Clothing and Textile focus on the learner's ability to:

A01: Analyse the structure and development of the textile, clothing, and fashion industry, apply quality assurance principles, and develop marketing strategies to produce competitive and sustainable textile products.

A02: Apply knowledge of textile materials, fabric formation processes, and design principles to analyse, evaluate, and develop sustainable and culturally responsive textile products.

A03: Apply pattern-making and sewing techniques to construct garments and soft furnishings that meet specified functional, aesthetic, and quality requirements.

1.2 Linkage Between Assessment Objectives, Constructs, and Syllabus

The table below shows a linkage between the assessment objectives, the constructs, and the topics in the syllabus that contribute to the construct.

Table 1:

Table showing the relationship between assessment objectives, constructs, and the topics in the syllabus

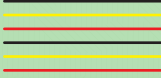
Assessment Objective	Construct	Construct Description	Topics in the Syllabus
A01	1) Development of Textiles Industry , Quality Assurance and Marketing	Understanding the evolution, structure, sustainability practices, and marketing dynamics of the textile, clothing, and fashion industry to support production of competitive, high-quality products.	Topic 8: Development of Textile, Clothing, and Fashion Industry Topic 9: Marketing Quality Products
A02	2) Appreciate textile science and design foundations	Application and integration of textile science, fabric formation processes, and design principles	Topic 1: Fibre to Yarn Topic 2: Fabric Construction and Decoration

		in the production of sustainable, culturally responsive textile products that reflect contemporary fashion trends, heritage, and diversity.	
A03	3) Construction of garments and soft furnishings.	Apply pattern making and sewing techniques in the construction of garments and soft furnishings that meet functional and aesthetic requirements.	Topic 3: Basic Sewing Processes Topic 4: Pattern Making Topic 5: Garment Construction 1 Topic 6: Garment Construction 2 Topic 7: Soft Furnishing

2. Table of Constructs

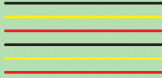
The table below details the constructs for Clothing and Textile, including the competencies and learning outcomes, the expected learner abilities, and the evidence the assessor should look for in the learner's work to determine mastery of the intended learning outcomes (indicators of mastery).

Construct	Competency The learner should be able to:	Ability The learner has the ability to:	Indicators of Mastery The learner:	Level of complexity
Appreciate textile science and fashion trends Integrating textile science, fashion, and design trends to create sustainable designs that	1) process raw fibres into yarns to influence the quality and characteristics of the final textile products.	a) classify fibres. b) use and care for fibres in relation to their characteristics. c) conduct physical, chemical, burning, and microscopic tests on fibres. d) take responsibility for their own learning as they study fibres.	i) classifies fibres according to sources, polymer structures, and characteristics. ii) relates the polymer structures to fibre properties, use, and care. iii) correctly conducts tests and interprets fibre characteristics. iv) identifies the finishes to be applied to the different fibres.	High



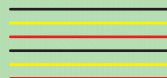
reflect cultural heritage and diversity.	2) apply fabric formation and decoration techniques to create textiles that impact the quality and performance of final products.	a) analyse existing designs to identify elements and principles used. b) think critically in sorting and analysing elements and principles in existing designs. c) construct fabric using various techniques to enhance its functionality and application. d) analyse and interpret the techniques used in fabric construction e) use measurements accurately to make the	i) relates elements and principles of design to fashion trends for the creation of aesthetic designs. ii) distinguishes the different elements and principles used in existing designs. iii) demonstrates different techniques in fabric construction by constructing samples of fabric. iv) relates the suitability of different fabric construction techniques for specific textile products. v) analyses how fabric construction techniques impact the final quality and	Medium
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		different construction techniques. f) work independently and persistently to construct fabric using different techniques.	functionality of a textile product. vi) uses different construction techniques to construct accurate sample fabrics. vii) plans and selects suitable tools and materials for fabric construction. viii) manages time efficiently to complete tasks.	
		g) use aesthetic designs in fabric decoration h) exhibit creativity and innovation in developing aesthetic designs in fabric decoration. i) care for different fabrics	i) correctly applies various fabric decoration techniques. ii) experiments with innovative alternatives of aesthetic designs to enhance appearance and function.	



		j) think critically during the care of fabrics.	iii) recognises and names various fabric finishes and their characteristics. iv) relates the function of the fabric finishes to the suitability of articles in everyday life. v) practices appropriate care techniques for different fabrics. vi) interprets care labels. vii) appropriately uses laundry equipment and reagents. viii) critically predicts outcomes and makes reasoned decisions in the care of different fabrics.	
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	3) explore the evolution of textiles and create a mini-museum featuring traditional and contemporary textile pieces to foster heritage preservation, originality, and cultural diversity.	a) evaluate the suitability of yarn used for specific textile products. b) ability to think critically as they sort and analyse yarn structure. c) design creative and practical approaches in the fashion industry while adhering to sustainability principles, such as the ability to modify fashions to meet current needs.	i) explains the different types of yarn structures. ii) describes the relationship between yarn properties and their suitability for specific products. iii) selects appropriate yarns for use on specific textile articles. i) identifies pre-existing, current, and emerging cycles and trends in fashion. ii) generates fashion ideas based on trend analysis and solves textile needs. iii) incorporates cultural and global influences into fashion ideas.	High
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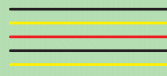


		d) appreciate diversity and multicultural skills and respectfully blends the adopted skills to respond to people of all cultures. e) analyse information on types, origins and techniques of textiles across civilisations. f) think critically and solve problems by planning and carrying out investigations g) assemble mini-museum h) co-operate and conduct self-directed learning while interacting effectively	iv) respects and appreciates fashion trends in the diverse groups. i) exhibits an understanding of ideas on types, origin, and evolution of textiles. ii) articulates findings clearly in written, oral, or visual formats, supported by historical evidence. i) collects and sorts diverse fibres and textile articles that represent a range of historical, cultural, and contemporary significance.	
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		with others as they explore the evolution of textiles and create a mini-museum.	ii) preserves and stores artefacts for reference. iii) assembles the artefacts in a mini-museum with a historical description of the various textile elements.	
Construction of garments and soft furnishings that promote high-quality textile products meeting customer expectations.	1) demonstrate foundational sewing skills to construct and finish textile products with precision, ensuring high quality, durability, and proper functionality.	a) classify the various tools and equipment used in the construction of textile products. b) skilfully operate tools and equipment. c) perform any rectifications/ minor repairs on sewing equipment and tools.	i) classifies the various tools and equipment. ii) operates tools and equipment. iii) performs rectifications/minor repairs on sewing equipment and tools. iv) selects and maintains various tools and equipment.	Medium

Apply sewing techniques to create functional, decorative textile products, that are showcased and marketed to meet high-quality standards and customer satisfaction.	2) create patterns and interpret styles to design and produce garments that ensure accurate fit, functionality, and aesthetic appeal.	d) select and maintain various tools and equipment. a) take body measurements for the different figures. b) develops a metric table for use in garment construction. c) sketch design styles for different occasions, figure types, and ages. d) co-operate and conduct self-directed learning while taking body measurements.	i) takes and records body measurements correctly. ii) generates a metric table for different body sizes. iii) the learner sketches design styles for different occasions, figure types, and ages. iv) works effectively in teams as they take body measurements. v) takes responsibility for their own learning as they cooperate with others when taking body measurements.	
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		e) analyse types of paper patterns and pattern symbols. f) think critically as they sort and analyse information on pattern symbols.	i) interprets paper patterns and pattern symbols. ii) differentiates between commercial and drafted patterns. iii) sorts and analyses information on pattern symbols.	High
		g) draft and adapt basic blocks to different garment styles. h) use mathematical computation in drafting basic blocks.	i) drafts basic blocks using all essential pattern components. ii) adapts the basic blocks to suit the desired style features, size, and designs of different garment styles. iii) uses numbers and measurements accurately in drafting and adapting basic blocks.	High

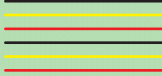


		i) create final patterns from the adapted basic block j) think critically as they create final patterns.	i) transfers pattern markings and style features to create final patterns. ii) critically predicts outcomes and makes reasoned decisions on the final outlook of the desired garment style.	High
3)	apply sewing skills and techniques to produce well-crafted children's clothing for proper fitting, durability, and style.	a) ability to select appropriate materials, styles, colours, aesthetic designs, and sewing processes for children's garments. b) use drafted patterns and adapt them to sketched styles. c) construct a variety of children's garments.	i) selects appropriate materials, styles, colours, and sewing processes for children's garments. ii) uses drafted patterns and adapts them to different sketched styles. iii) constructs a variety of children's garments.	High

		d) identify and correct faults in children's garments. e) creatively display complete children's garments.	iv) identifies and corrects faults in children's garments. v) creatively displays complete children's garments. vi) makes functional, fitting, and comfortable garments for children. vii) experiments with innovative alternatives during the construction of garments.	
4) apply sewing skills and techniques to produce well-crafted adult clothing for a	a) use basic sewing processes in the construction of adult garments. b) creatively and innovatively use basic	i) makes functional, fitting, and comfortable garments for adults. ii) applies suitable and appealing design features.	High	

proper fit, durability, and style.	sewing to construct garments.	iii) experiments with innovative alternatives during the construction of garments.	Medium
	c) analyse garment faults. d) correct garment faults. e) think critically and solve problems.	i) categorises faults in garments. ii) rectifies faults in the garments.	
	f) select and use appropriate display tools. g) exhibit appropriate communication skills as they persuade customers to purchase items during the display of garments.	i) neatly arranges constructed garments on display tools. ii) persuades potential customers to purchase or bargain for items.	
	5) apply basic sewing skills and techniques	a) create soft furnishings. b) creatively and innovatively construct	

	to create functional and visually appealing interior apparel for home décor and self-reliance	functional and visually appealing interior apparel for home décor and self-reliance.	ii) measures and cuts fabric with precision, ensuring consistency and accuracy. iii) incorporates advanced techniques of aesthetic designs. iv) assembles and sews soft furnishing articles with high-quality finishing.	
		c) decorate interior spaces. d) think critically and solve problems (critically thinks and uses soft furnishings in line with the elements and principles of design to improve interior spaces).	i) prepares a design concept or mood board reflecting the client's desired style. ii) arranges soft furnishings to enhance functionality and flow. iii) selects and uses suitable decorative elements that complement the design concept.	



			iv) integrates principles of design in home décor for self-reliance. v) installs soft furnishings securely and safely.	
			i) describes quality standards of textile products. ii) manages goals and time in branding and marketing of high-quality textile products.	High
		a) analyse qualities of textile products. b) cooperate and conduct self-directed learning.		
	6) create and apply marketing strategies that showcase textile quality, meet customer needs, and promote sustainability.	c) analyse essential elements in costing and pricing textile products. d) proficiently use information and communication technology (ICT) to	i) describes the essential elements in costing and pricing textile products. ii) uses digital tools and software to manage the customer relationship management system.	

		market textile products. e) use mathematical computation in costing and pricing textile products.	iii) costs and prices of textile and clothing products using mathematical computation.	
		f) apply marketing approaches. g) sell textile products. h) demonstrate effective communication skills. i) creatively and innovatively showcase textile products for sale.	i) describes components of textile product marketing and selling. ii) demonstrates customer care skills in handling clients. iii) sells textile products. iv) uses a range of media to communicate ideas (on textile usage and care).	

3. Structure of the Assessment Papers

There will be three assessment papers for Clothing and Textiles at the Advanced Secondary Curriculum. A candidate shall be required to sit for **Paper One** (Clothing and Textiles - Theory Assessment) and **Paper Two** (Clothing and Textiles - Practical Assessment). Paper three will be presented as project work.

Paper 1 shall consist of Sections **A** and **B** and will be completed within **2** hours and 30 minutes. All items will be scenario-based. Section **A** will contain **one** compulsory item derived from Construct 1. Section **B** will consist of **two items** derived from Construct 2, from which candidates will be required to attempt any **one**.

Paper 2 will assess a candidate's practical performance skills. It will consist of **one** compulsory, scenario-based item derived from Construct 3 and will be completed within **7** hours. The paper will be conducted in two phases. Phase One (**Planning**) will take **2** hours, while Phase Two (**Production**) will take **5** hours, comprising **2 hours** for preparation and **3 hours** for construction work.

Paper 3 will assess project work, derived from Construct 3, in which learners demonstrate a variety of practical performance skills. It will consist of 3 textile articles that include a dress that fits one self, a child's dress and a household article. The articles will be done over a period of time, starting from senior five term 3 up to term two of senior six. These will be submitted to UNEB for scoring.

Clothing and Textile

Paper I

November 2026

Time: 3 Hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

CLOTHING AND TEXTILE PAPER I

Time: 3 Hours

INSTRUCTIONS TO CANDIDATES

This paper consists of Sections **A** and **B**.

Section **A** contains **one item**. It is compulsory.

Section **B** has **two** equally weighted items. Attempt any **one**.

SECTION A

Instructions: This section has one item, and it is compulsory.

ITEM 1

Your community has seen a growing shift in fashion trends and the adoption of non-biodegradable fabrics. The trends threaten the survival of traditional attire and indigenous fabrics. To address this concern, your cultural institution, together with the Ministry of Gender, Labour and Social Development, has organised a fashion event with the theme, “Threads of Heritage: From Roots to Runway,” aimed at reviving, promoting, and sustaining your community’s textile cultural richness.



Task

Make suggestions to the cultural institution and the Ministry on how the current fashion and textile cultural shifts threaten the community’s cultural heritage and propose strategies through which the Ministry can achieve the objective of the theme.

SECTION B

Instructions: Attempt One item from this section.

Item 2:

A youth fashion enterprise in your community is developing a casual short-sleeved shirt for young adults aged 24–30 to be showcased at an East African cultural fashion exhibition. The shirt must be suitable for Uganda’s warm climate, reflect Ugandan cultural identity, and appeal to modern fashion trends. The designers are considering fabrics such as woven cotton, knitted cotton, bark cloth, and polyester, but they are unsure which option best balances comfort, durability, sustainability, and suitability for small-scale local production.

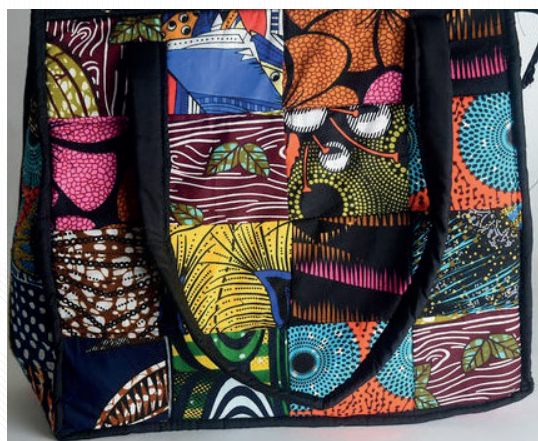
**Task**

Using your knowledge of textile science, fabric formation processes, and design principles, analyse the situation and develop an innovative and justified design proposal for the shirt that addresses the requirements of climate suitability, sustainability, cultural identity, fashion appeal, and small-scale production feasibility.

Item 3

A women’s community enterprise in Bugogi District produces reusable shopping bags made from synthetic woven fabric.

Although the bags are strong and affordable, some customers have raised concerns about environmental sustainability. The enterprise wants to redesign the bags using more sustainable textile materials while maintaining strength, affordability, and attractiveness in local markets. The group is also interested in incorporating design elements that reflect Ugandan cultural identity.



Task

Using your knowledge of textile materials, fabric formation processes, and design principles, analyse the situation and propose an innovative redesign of the shopping bag that improves sustainability, durability, cultural identity, affordability, and market appeal, justifying your decisions.

Clothing and Textile

Paper II

November 2025

Time: 7 hours

UGANDA ADVANCED CERTIFICATE OF EDUCATION

SAMPLE EXAMINATION PAPER

CLOTHING AND TEXTILE

PAPER II

PRACTICAL

Time: 7 hours

INSTRUCTIONS TO CANDIDATES

This paper consists of **one** compulsory item.

- 1) The planning session should be done **3 days** before the practical test to give time for shopping.
- 2) At the end of the planning session, hand in the original shopping list (including your reasons), the pattern, and the assessment item paper to the supervisor.

Item:

Your headteacher recently travelled abroad for a school exchange programme. During the visit, he was impressed by the elegant and unique design of the students' pair of shorts uniform at the host school. He was interested in adopting a similar design for the school. He requested a sample of the uniform pattern. However, only a small-sized pattern (size 12) was available and was provided. Considering the various sizes of the students in the school, he wondered whether he could provide fitting uniforms for them. Having recently won an award for outstanding garment construction skills during a competition organised by the Uganda Tailors' Association, the headteacher has entrusted you to produce a pair of shorts for a new school uniform design.

**Task:**

a) Construct a pair of shorts for yourself as a demonstration of how the provided pattern can be used for making various short sizes.

Preparation Session: 2 Hours

To be held on the day of the assessment before the practical test

Carry out the following:

- 1) Use the layout plan and pattern pieces to cut out the shorts.
- 2) Transfer all the pattern markings required for easy construction of the pair of shorts.
- 3) Tack at every attachment point as much as possible to avoid undoing all the time.

Practical Examination Session: 3 Hours

Task: You are expected to make and complete a pair of shorts that fits you.



4. Scoring Rubric for Paper 1

SECTION A:

ITEM 1: Propose to your cultural institution and the Ministry how your community's textile cultural richness is threatened by these shifts, and show how the Ministry can achieve its objectives.

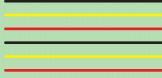
Expected Output: Written proposal to the cultural institution

Basis of assessment	Score 4	Score 3	Score 2	Score 1
Understanding of the task: a) Provide a brief overview of the task with respect to the scenario/context	Demonstrates comprehensive understanding of the task, i.e., identifies ALL the key issues and gives a brief overview of all key issues (shift in fashion trends, adoption of non-biodegradable fabrics, trends that threaten the survival of traditional attires and indigenous fabrics).	Demonstrates good understanding of the task by identifying most key issues and providing a brief explanation though some aspects may be limited.	Demonstrates basic understanding of the task by identifying a few aspects of the task with partial or unclear explanation; alignment with the scenario may be weak.	Demonstrates little or no understanding of the task, or its context; key issues are missing or incorrectly identified.

Generating and presenting ideas a) Explains how the threats affect the survival of traditional attire and indigenous fabrics	i) Demonstrates a comprehensive understanding of fashion trends and use of non-biodegradable fabrics by providing the threats they cause to the survival of traditional attires and indigenous fabrics.	i) Generates relevant ideas explaining some threats from fashion trends and non-biodegradable fabrics, though explanation may lack depth.	i) Mentions some threats but explanations are limited, partially relevant, or under developed	i) Addresses the task with no meaningful explanation of threats to traditional attire and indigenous fabrics; ideas may be irrelevant or vague.
b) Provides suitable strategies for the revival and sustainable use of traditional attire and indigenous fabrics	ii) Shows strong and logical connections between effects of fashion trends and non-biodegradable fabrics on the survival of traditional attires and indigenous fabrics demonstrating synthesis and depth of	ii) Establishes logical connections among most effects of fashion trends and non-biodegradable fabrics on the survival of	ii) Some connections between the threats and strategies for revival but may be uneven or limited in depth; some	ii) No clear connections between threats and strategies; context is ignored; or misunderstood; limited linkage to the context as some strategies

	understanding through providing sustainable and realistic Strategies for revival and sustainable use of traditional attires and indigenous fabric.	traditional attires and indigenous demonstrates ideas and relates them appropriately to the context.	reference to the context is evident.	and risk may not apply to indigenous fabric and traditional attire.
c) Presents ideas coherently	iii) Ideas are presented in a clear, logical, and fluent manner; transitions are smooth and enhance meaning.	iii) Presentation is mostly coherent with logical sequencing and clear transitions from effects to strategies for revival of traditional attire and indigenous fabric; minor	iii) Ideas are understandable but may lack smooth flow or have occasional lapses in logic or organisation.	iii) Presentation lacks clear organisation; ideas appear disjointed or loosely connected.

Making Informed Judgement The conclusion shows proper analysis of fashion trends, the use of non-biodegradable fabrics, and their effect on traditional attire and indigenous fabrics. Suggestions made are realistic in the protection of traditional attire and indigenous fabrics	Forms an opinion/conclusion that is highly informed, insightful, and well-reasoned; based on a comprehensive understanding of fashion trends, use of non-biodegradable fabrics, and their effect on traditional attire and indigenous fabrics. Suggestions made are realistic in the protection of traditional attire and indigenous fabrics.	lapses do not hinder understanding. Forms an opinion/conclusion that is clear, logical, and supported by relevant threats to the traditional attire and indigenous fabric; shows a sound understanding and some evaluation through suggestion of revival strategies, though not deeply elaborated.	Forms an opinion/conclusion that is generally relevant and based on knowledge; fashion trends and non-biodegradable fabrics, but lacks depth in strategies and the need for revival of traditional attires and indigenous fabrics; reasoning is weak with minimal evidence or clarity.	
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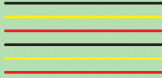
SECTION B:

SCORING RUBRIC; ITEM 2:

Scoring Rubric for item 2: Innovative and justified design proposal for a casual shirt

Output	Basis of assessment	Scores 4	Scores 3	Scores 2	Scores 1
	Introduction (Interpretation of task/context) Comprehension of the task in respect to the scenario/context	Demonstrates clear and accurate understanding of the scenario and task. Correctly identifies all key issues: climate suitability, sustainability, cultural identity, fashion appeal, and small-scale production feasibility.	Demonstrates good understanding of the scenario and task; most key issues are identified.	Demonstrates partial understanding; some key issues identified but explanation is weak or incomplete.	Demonstrates minimal understanding; key issues are missing or misinterpreted.
	Generating ideas a) Addresses the task	Generates relevant, innovative, and comprehensive ideas	Generates relevant ideas that address	Generates few ideas or addresses only	Generates minimal, irrelevant, or off-task ideas.

	that fully address all aspects of the task.	most aspects of the task.	some aspects of the task.	
b) Makes connections within and between ideas and context	Makes strong, logical connections within and between ideas and the scenario/context; shows deep understanding of textile materials, fabric formation, and design principles.	Makes some connections between ideas and context; demonstrates reasonable understanding of textile materials, design, and context.	Makes weak or partial connections; understanding of textile materials or context is limited.	Makes little or no connection between ideas and context; understanding of textile materials is unclear.
c) Presents ideas coherently	Presents ideas clearly, logically, and coherently; ideas flow naturally and are easy to follow.	Ideas are generally clear and logical, with minor lapses in coherence.	Ideas are somewhat unclear or disorganised; difficult to follow in places.	Ideas are poorly presented or incoherent.



	Making informed judgement	Evaluates options effectively and applies knowledge to justify a well-reasoned design decision addressing climate, sustainability, cultural identity, fashion appeal, and production feasibility.	Evaluates options and provides reasonable justification of design decisions; some aspects may lack depth.	Provides limited evaluation or justification; reasoning is partial or superficial.	Provides little or no evaluation; judgement is unclear or unsupported.
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Scoring Rubric for item 3: Innovative redesign of a reusable shopping bag

Basis of assessment	Scores 4	Scores 3	Scores 2	Scores 1
Introduction (Interpretation of task/context) Comprehension of the task in respect to the scenario/context	Demonstrates clear and excellent understanding of the scenario and task; identifies all key issues: sustainability, durability, affordability, cultural identity, and market appeal.	Demonstrates good understanding of the scenario and task; most key issues identified.	Demonstrates partial understanding; some key issues identified but explanation is weak or incomplete.	Demonstrates minimal understanding; key issues missing or misinterpreted.
Generating ideas a) Addresses the task	Generates relevant, creative, and comprehensive ideas that fully address all aspects of the redesign task.	Generates relevant ideas addressing most aspects of the redesign task.	Generates few ideas or addresses only some aspects of the task.	Generates minimal, irrelevant, or off-task ideas.
b) Makes connections within and between ideas and context	Makes strong, logical connections within and between ideas and the	Makes some connections between ideas and context;	Makes weak or partial connections;	Makes little or no connection between ideas

	scenario/context; demonstrates deep understanding of textile materials, fabric formation, and design principles.	demonstrates reasonable understanding of textile materials, design, and context.	understanding of textile materials or context is limited.	and context; understanding is unclear.
c) Presents ideas coherently	Presents ideas clearly, logically, and coherently; ideas flow naturally and are easy to follow.	Ideas are generally clear and logical, with minor lapses in coherence.	Ideas are somewhat unclear or disorganised; difficult to follow in places.	Ideas are poorly presented or incoherent.
Making informed judgement	Evaluates options effectively and applies knowledge to justify a well-reasoned redesign addressing sustainability, durability, affordability, cultural identity, and market appeal.	Evaluates options and provides reasonable justification of redesign decisions; some aspects may lack depth.	Provides limited evaluation or justification; reasoning is partial or superficial.	Provides little or no evaluation; judgement is unclear or unsupported.

SCORING RUBRIC FOR PAPER 2 (PRACTICAL)

SCORING RUBRIC: Pattern Adjustment & Construction of a Pair of Shorts

Expected Output:

Basis of Assessment	Score 4	Score 3	Score 2	Score 1
Design Interpretation a) Interpretation of the design brief and modification of the shorts style to suit a uniform.	Design of the shorts is highly creative, and meets school preferences. Excellent adaptation of style features.	Design of the shorts is creative and suitable with clear appeal to students. Good handling of given features.	Design of the shorts is appropriate but may lack strong creativity or full alignment.	Design of the shorts shows limited creativity; lacks relevance and has minimal attempt to adapt for school uniform
b) Creativity and relevance to modern trends in construction a pair of shorts.	The design demonstrates high originality and innovation, clearly reflecting current fashion trends, such as, contemporary fabrics,	The design shows clear creativity and incorporates recognizable modern trends. Style, fabric,	The design is neat and relevant, with some creative elements. It	The design shows limited or no creativity. Trend relevance is minimal or

	sustainability and functionality. Design choices are purposeful and well-justified. The shorts are aesthetically appealing, practical, and market-relevant.	and finishing are appropriate and appealing. Minor elements may lack strong innovation or detailed justification.	reflects general current trends but lacks distinct originality. Design decisions are somewhat explained but not strongly justified.	outdated. Features appear copied or lack thoughtful adaptation. Limited explanation of design choices.
Pattern Adjustment a) Adjust the commercial paper pattern (maintains balance, proportion, and technical accuracy (waist, hip, inseam, rise, leg opening).	Accurately analyses body measurements and expertly modifies the shorts pattern to fit individual figure types, demonstrating precision, creativity, and efficiency.	Adjusts the shorts pattern effectively to fit individual figure type, showing good understanding of measurements and proportions; minor refinements needed.	Makes basic pattern adjustments to the shorts for general fit, understanding of measurements, and shaping with some errors.	Attempts simple pattern modifications for the shorts, but fit is inconsistent; limited understanding.

Pattern laying and cutting a) Layout on grain and economical use of fabric	Cuts fabric for the shorts precisely according to adjusted pattern; edges smooth, shapes accurate, grain lines followed, and waste minimised.	Cuts fabric for the shorts accurately with neat edges; grain lines are mostly followed; minimal waste.	Cuts fabric for the shorts with acceptable accuracy; generally neat edges, though wasteful	Cuts fabric for the shorts with reasonable shape accuracy; some uneven edges and wasteful
b) Transfer of pattern markings (notches, darts, seam allowances, grain lines)	All pattern markings are transferred accurately, clearly, and precisely; are easy to follow during construction and fully support correct garment assembly. No omissions or errors.	Most pattern markings are transferred accurately with minor inconsistencies. The markings are mostly clear and sufficient for correct garment assembly.	Pattern markings are transferred adequately but with occasional inaccuracies or omissions. Some markings may be unclear, but overall garment assembly is still	Pattern markings are largely missing, or incorrectly transferred. Markings are unclear, requiring extra effort or guesswork

				possible with attention.	during construction.
Construction a) Assembling	Aligns and joins all parts of the shorts with perfect matching of seams, notches, and design features; sequence efficient and logical.	Assembles the shorts with very good alignment; sequence clear and mostly efficient.	Assembles the shorts with good alignment in most parts; sequence followed.	Assembles the shorts with basic alignment; but some steps lack precision	
b) Technique & Finishing (Seam quality, yoke gathers, waistband, hem finish, pressing, overall neatness of the shorts)	Construction and finishing of the shorts are high quality; gathers, waistband, and hem very well executed; excellent pressing and clean presentation.	Construction and finishing of the shorts is of good workmanship; minor imperfections but overall neat and well-finished.	Construction and finishing of the shorts is done in an acceptable manner but with some visible errors; finishing may be uneven.	Construction and finishing of the shorts is poorly done; garment appears incomplete or carelessly made.	

c) Fit & Garment Adjustment	Shorts fit exceptionally well; adjustments made accurately and thoughtfully	Shorts fit well with minor fitting issues; adjustments are appropriate.	Shorts fit in a generally acceptable; minor loose/tight areas; adjustments are basic.	Shorts fit poorly; little or no effort made to adjust.
d) Product presentation	The product is presented professionally and attractively. Garment is clean, pressed/finished, correctly fitted, and displayed neatly. Details like hems, seams, buttons and trims are flawless. Visual appeal is excellent, demonstrating high attention to detail.	The product is presented neatly with minor flaws. Garment is clean and mostly well-finished. Overall appearance is appealing and easy to evaluate, with slight inconsistencies in detail or finishing.	The product is presented adequately. Garment is mostly clean and finished, but some areas show minor imperfections (wrinkles, uneven seams). Presentation is acceptable but	The product is presented poorly. Garment has visible flaws, is untidy, or inconsistently finished. Presentation lacks attention to detail, making it difficult to assess quality.

			could be improved.	
Generic Skills and Values				
a) Time Management	Manages time exceptionally well and applies innovative methods without compromising quality.	Manages time well, solves most challenges effectively, shows creative thinking.	Manages time adequately, solves basic challenges, applies standard methods.	Uses time with guidance; minimal problem-solving; simple solutions only.
b) Care for resources and safety	Uses resources efficiently while making the shorts; almost no waste; workspace safe and orderly; highly professional conduct.	Uses resources effectively; workspace mostly safe and tidy; professional conduct.	Uses resources adequately; workspace mostly safe and orderly; good conduct.	Uses resources with guidance; basic safety observed; respectful conduct.

Reflection & Justification	Insightful reflection; clearly explains design choices for the shorts, target market needs, and construction decisions.	Good reflection with logical explanation of decisions and process for the shorts.	Basic explanation of what was done for the shorts and why; may lack clarity or depth.	Limited or no meaningful reflection; lacks a clear understanding of the construction processes
a) Awareness of the design, purpose and challenges in making the shorts				
b) Fabric selection; suitability for the function, appearance, and style of the shorts	Fabric choice for the shorts is highly appropriate; excellent understanding of fabric properties and is suitability explained.	Good fabric choice for the shorts with clear reasoning linked to garment use and style.	Fabric for the shorts is usable but the justification is basic or general.	Fabric selection for the shorts is poorly suited or lacks a clear explanation.

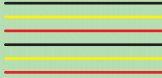
Assessing Project Work:

Demonstration of a variety of practical performance skills through the construction of three textile articles:

- i) A dress that fits oneself
- ii) A child's dress
- iii) A household article

Basis of assessment	Scores 4	Scores 3	Scores 2	Scores 1
Planning and preparation	Demonstrates thorough planning including appropriate selection of fabrics, tools, and techniques for all three articles. Work sequence is well organised.	Demonstrates good planning with suitable selection of materials and tools for most articles.	Planning is basic with limited consideration of materials or techniques.	Shows little or no evidence of planning; materials and techniques are poorly selected.
Pattern preparation and fabric handling	Pattern pieces are accurately prepared and transferred. Fabric is correctly laid, marked, and cut with minimal waste.	Pattern preparation and cutting are mostly accurate with minor errors.	Pattern preparation and cutting show several inaccuracies. Fabric handling is inconsistent.	Pattern preparation and cutting are inaccurate; fabric is poorly handled or wasted.

Application of construction techniques	Demonstrates a wide range of sewing and construction techniques accurately and confidently across the three articles.	Demonstrates several construction techniques with generally accurate application.	Demonstrates limited construction techniques with noticeable errors.	Demonstrates very few construction techniques with frequent errors.
Fit and functionality	Personal dress fits very well; child's dress and household article function effectively for their intended use.	Personal dress fits well with minor adjustments; other articles function adequately.	Fit of personal dress is partially appropriate; functionality of other articles is limited.	Poor fit of personal dress and limited functionality of other articles.
Workmanship and finishing	Work is neat and precise. Seams, hems, and finishes are well executed and durable.	Workmanship is generally neat with minor imperfections.	Workmanship shows irregular seams or uneven finishing.	Workmanship is untidy with poor or incomplete finishing.
Creativity and design application	Demonstrates creativity in design, appropriate fabric choice, and decorative elements that enhance the	Shows some creativity and suitable design choices.	Limited creativity or design consideration.	Little or no evidence of creativity or



	appearance and usefulness of the articles.			design application.
Presentation of completed articles	All three articles are clean, well pressed, attractively displayed, and professionally presented.	Articles are neatly presented with acceptable finishing.	Presentation is adequate but lacks neatness or attention to detail.	Articles are poorly presented, incomplete, or untidy.

5. Performance Level Descriptors

Construct	Performance Level	Descriptor
Textile Design and Construction (Integration of textile science and fashion trends to create sustainable designs reflecting cultural heritage and diversity)	Exceptional	Demonstrates a thorough and insightful understanding of the task. Provides a comprehensive analysis of threats to textile richness and presents creative, practical, and well-reasoned strategies for revival. Ideas are exceptionally coherent, well-organized, and show deep engagement with cultural and sustainable issues.
	Outstanding	Shows a strong understanding of the task. The proposal clearly identifies the key threats and provides relevant, practical strategies with good examples. The presentation is logical, coherent, and demonstrates a solid grasp of the subject, with only minor lapses in depth.
	Satisfactory	Demonstrates a general understanding of the task. The proposal identifies the main threats and suggests appropriate strategies, but the analysis may be general or underdeveloped. Ideas are generally clear, but the proposal may lack insightful connections or strong coherence.
	Basic	Shows partial or limited understanding of the task. The proposal vaguely mentions threats or provides unclear/impractical strategies. The analysis is minimal, lacks supporting examples, and the presentation is fragmented or poorly organised.

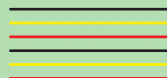
	Elementary	Shows little or no understanding of the task. The proposal misinterprets the prompt, fails to identify relevant threats, or offers no realistic strategies. The presentation is incoherent, disorganised, and fails to address the core requirements.
Construction of garments and soft furnishings that promote high-quality textile products meeting customer expectations. Application of fabric construction and sewing techniques to create functional and decorative	Exceptional	Demonstrates an in-depth and analytical understanding of the given context (e.g., office needs, uniform challenges, student or community requirements). Applies advanced sewing, pattern making, and construction techniques to produce highly functional, durable, and aesthetically innovative garments or soft furnishings. Provides well-justified choices of materials, precise costing, and clear construction processes. Effectively presents and markets the finished products to meet high-quality standards and exceed customer expectations. The response is excellently organized, technically sound, and professionally persuasive.
	Outstanding	Shows a clear understanding of the context and key requirements. Applies appropriate sewing, pattern making, and construction techniques to produce functional and well-finished garments or soft furnishings. Material selection, costing, and design decisions are relevant and mostly well-explained. Demonstrates effective presentation and basic marketing strategies that promote product quality and customer satisfaction. The

textile products that are showcased and marketed to meet high-quality standards and customer satisfaction		response is well-organised, clear, and supported with relevant technical detail.
	Satisfactory	Demonstrates basic understanding of the task and context. Applies some correct sewing and construction techniques, but with limited accuracy, creativity, or finish. Product functionality and aesthetic appeal are adequate but not consistently achieved. Costing, material selection, and marketing ideas are simple and general. The response is understandable but lacks depth, coherence, and a strong linkage between construction quality and customer satisfaction.
	Basic	Shows partial understanding of garment and soft furnishing construction. Sewing and construction techniques are inconsistently applied, resulting in poorly finished or less functional products. Material choices, costing, and design explanations are weak or unclear. Little attention is given to the presentation or marketing of quality products. The response is poorly organised, technically weak, and shows minimal planning.
	Elementary	Shows minimal or no understanding of the construct. Fails to apply appropriate sewing, construction, or finishing techniques. Products, if mentioned, do not meet functional or quality standards. Material selection, costing, and marketing are absent or incorrect. The response is incoherent, irrelevant, and lacks professional or technical structure.

Construction of garments and soft furnishings that promote high-quality textile products meeting customer expectations. Application of fabric construction and sewing techniques to create functional and decorative textile products that are showcased and marketed	Exceptional	Demonstrates outstanding mastery of Clothing & Textile skills. The pair of shorts shows exceptional creativity, precise pattern work, adaptation, accurate cutting, professional construction, and excellent finishing. Fit is highly accurate, fabric choice well-justified, and presentation is clear, organized, and technical.
	Outstanding	Shows strong understanding and skill. The pair of shorts is creative, well-constructed, with minor errors in pattern adjustment, finishing, or fit. Presentation is logical, coherent, and uses appropriate textile terminology.
	Satisfactory	Competent performance. The pair of shorts is generally well-made but may have noticeable issues in fitting, stitching, alignment, pressing, or design execution. Presentation is understandable but lacks refinement.
	Basic	Limited mastery of techniques. The pair of shorts displays several construction errors, poor finishing and fit, weak creativity, and inconsistent use of principles. Presentation is unclear or poorly organised.
	Elementary	Very weak performance. The pair of shorts is incomplete, poorly constructed, or not wearable. Shows minimal understanding of pattern work, adjustments/ adaptation, construction, or design. Presentation is disorganised, irrelevant, or incoherent.

to meet high- quality standards and customer satisfaction		
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