

**CARIBBEAN EXAMINATIONS COUNCIL**

**REPORT ON CANDIDATES' WORK IN THE  
SECONDARY EDUCATION CERTIFICATE EXAMINATIONS**

**JUNE 2005**

**CLOTHING AND TEXTILES**

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**CLOTHING AND TEXTILES**  
**GENERAL PROFICIENCY EXAMINATIONS**  
**JUNE 2005**

**GENERAL COMMENTS**

The Caribbean Examinations Council administered the twenty-fourth examination of Clothing and Textiles in June 2005.

**Paper 01 – Multiple Choice**

This paper comprised 60 items which examined all areas of the syllabus. Thirty items tested Knowledge (Profile 1) while thirty items tested the candidates' Use of Knowledge (Profile 2). Performance on this paper was satisfactory. The mean score was 34 out of 60, and scores ranged from 0 - 52.

**Paper 02 – Structured Essay Questions**

This paper comprised seven structured essay questions from which candidates were expected to answer five questions. Part A of the paper comprised three compulsory questions and Part B comprised four questions from which the candidates should answer two questions. Each question was worth 16 marks, six of these marks tested knowledge and ten tested the use of knowledge. Performance on this paper was fair. The mean score was 33 out of 80, and scores ranged from 0 - 67.

**Paper 03 – School-Based Assessment**

The School Based Assessment comprised three practical assignments designed to test the practical ability of the candidates. The assignments were worth 20 marks each. These assignments were set by the class teacher. The first and third assignments were marked by the teacher while the second assignment was assessed by both the teacher and a visiting moderator. Performance on this component of the examination was good. The mean score was 47 out of 60, and scores ranged from 4 - 60.

**DETAILED COMMENTS**

**Paper 02 – Structured Essay Questions**

Question 1

In Part (a), candidates were required to name the method of fabric decoration that uses a potato and paint for decorating a kitchen curtain, sketch a design that could be used for decorating the kitchen curtain and list the instructions for decorating the kitchen curtain with the design.

The method, printing, and the method of application were well known and many candidates gained full marks for this section. The designs sketched for use on the curtain were clear and appropriate.

In part (b), candidates were required to suggest two fabrics made by the plain weave that were suitable for making a shirt for a waitress at a beach-side restaurant and to provide two reasons why fabric made by the plain weave was suitable for making the shirt.

The practice of using fibre names instead of fabric names, as was required, was the pitfall of this question. Many candidates incorrectly gave cotton as a fabric name. Names of fabrics made by the plain weave are calico, cambric, muslin, broadcloth, voile, mercerised cotton and glazed cotton. Many candidates were able to suggest the reasons for using fabric made by the plain weave for making the shirt.

In part (c), candidates had some difficulty with this section which required them to give four reasons why polyester / cotton drill should be selected instead of cotton drill for making an apron. Many gave the characteristics of the fabric instead of the reasons for the suitability of the fabric for making an apron.

Nevertheless, this question was well done. Effort must be made to use fabric names to describe fabric instead of referring to them by their fibre names.

## Question 2

In Part (a), candidates were required to define the term “emphasis” as it related to the principles of design in clothing.

Generally most candidates were able to define the term “emphasis” as it related to the principles of design. However, several candidates did not know that emphasis related to the focal point of a design and instead labelled parts of all-over prints.

### Part (b)

This section was well done and most candidates were able to list two or more guidelines for choosing fabric for the pyjamas for a child. However, a few candidates incorrectly gave the guidelines for purchasing the pyjamas.

Candidates were required to sketch the front view of pyjamas and label one area to show the use of emphasis in the design. The sketches of the front view of the pyjamas were, for the most part, well done and the designs that indicated “emphasis” were well positioned and age appropriate.

As in Question 1, the problem of using fibre names instead of fabric names arose, where candidates were required to suggest a suitable fabric for the garment. Fabrics such as seersucker, cambric, poplin, and gingham could have been appropriate for making the pyjamas.

Part (c) required candidates to suggest ways in which rhythm could be introduced into a night dress made from satin and give one use for the chosen trim.

This section posed some difficulty for candidates as most were unable to define the term “rhythm” as it related to design in clothing. Since rhythm, proportion and harmony are the less popular principles of design, the use of these should be encouraged as well as added revision on the topic. Similarly, the reason for the choice of trim was not widely known.

## Question 3

Part (a) required that candidates list four rules for working seams.

It was disappointing that candidates were not able to list these basic rules for working seams since this section tested content that is fundamental to the subject. It is expected that this information should be widely known especially since seams are essential to the construction of most garments. It is suggested that such areas of the syllabus form a part of the revision for the examination since this area might have been done very early in the course.

Part (b) tested candidates knowledge of the methods for finishing a neckline.

Most candidates scored high marks in this section. Some candidates disregarded the fabric from which the garment was made and as a result gave incorrect answers.

Part (c) required candidates to suggest two ways in which fraying seams and fraying buttonholes could have been avoided after laundering, name one type of suitable opening or edge finish for the garment, and to give instructions for making the opening or edge finish.

Most candidates had grave difficulty with this section. They failed to relate the fraying to a combination of poor and inappropriate construction details and their relationship to the characteristics of the fabric, in this case soft and loosely woven fabric. Candidates stated that the problem could have been avoided by “better” laundry techniques and therefore suggested laundry related solutions instead. Despite their ability to select a suitable opening or edge finish for the garment, they were, for the most part, unable to give clear instructions for making the opening or the edge finish selected.

Notwithstanding the difficulties experienced by some candidates, a few gained full marks for this question.

#### Question 4

In Part (a), candidates were required to describe the cotton production processes, ginning, carding and combing.

It appears as though candidates have difficulty with what is considered the most basic information of the subject. Cotton is usually the first textile fibre to which students are exposed and its study is the least complicated of the fibres. In spite of this, this section was poorly done. Candidates were more familiar with the process of ginning than with the other two processes.

#### Part (b)

This section, which required that candidates name a test that could be used in identifying the fibre content of fabric was fairly well done. The most popular method of identification named was the burning test. The microscopic and the chemical tests were less popular answers.

In Part (c), candidates were required to explain the steps that are necessary before and during the laundering of a red T-shirt, a pair of heavily soiled denim jeans, a white sheet, two pillow cases and a pair of white socks.

Those candidates who attempted this section performed very well. Generally, candidates described the stages involved in the laundering but excluded the details regarding the removal of the ink.

This question was very popular and was fairly well done. The responses could have been improved by the candidates paying attention to the key words in the question, “before” and “during”.

#### Question 5

In Part (a), the majority of candidates knew alternate reasons for wearing clothes besides modesty and protection, and as a result gained full marks in this section.

Part (b) required candidates to describe one task carried out during maintenance of equipment, supervision of staff and working on the assembly line within the garment industry.

Candidates were quite clear as to the tasks required for maintaining equipment and supervising staff but they were not as au fait with those required for working on the assembly line in a garment industry.

Part (c) tested candidates' ability to sketch the front view of a formal outfit that had two style features reflecting the Chinese culture, label the two style features that were distinctly Chinese and name a fabric from which the garment could be made.

This section was very well done and candidates are to be commended for the high level of knowledge and the level of artistry displayed. The style features that reflected the Chinese culture were clearly labelled. However, as in the previous questions where fabric names were required, candidates gave the names of textile fibres instead of the names of silk fabrics such as charmeuse, brocade, shantung, duppion, silk georgette, silk chiffon and silk faille.

The reasons for the choice of fabric seldom related to the fabric chosen and the style of the garment. Nonetheless this section was well done.

Question 5 was the most popular of the optional questions and was well done.

#### Question 6

Part (a) tested candidates' knowledge of sewing tools.

Most candidates were able to correctly name the tools illustrated, but some were not able to give the uses of these tools. A few candidates could not identify the hem gauge and as a result could not give its use.

Part (b) required candidates to change the shape of the neckline in a given diagram to a square neckline, draw the shape of the facing for the square neckline and insert the pattern markings that are required in order to apply the facing.

This section was reasonably well done. The candidates were able to change the shape of a neckline to a square neckline. Similarly the shape of the facing was accurate and the width of the facing was even. Most candidates were able to insert at least one of the necessary pattern markings but less than half of those who attempted the question were able to insert all of the required pattern markings.

#### Question 7

Part (a) tested candidates' understanding of the tests to be conducted in order to determine the fibre content of various fabrics.

This information was fairly well known. Most candidates were able to state the results of the tests. However, the results of the chemical tests were not as well known as the other tests.

In part (b), candidates were required to name two suitable support fabrics that could be used on the tailored jacket in a given diagram, and suggest how the support fabrics selected could be used in making the jacket.

This section proved most challenging to the students as many students seemed not to be familiar with the term "support fabrics" despite the fact that it is a technical term and one used in the syllabus. However, it is commendable that there were those who knew the information and used it well in answering the question. Expected responses for the general uses of support fabrics are for interfacing, interlining and lining. Support fabrics are therefore used during the construction of garments or furnishings to line an area or garment, give shape to an area, reinforce an area or create a crisp professional finish, among other uses. Examples of support fabrics are pella, sheath lining, sponge, wadding and batting.

Part (c) required that candidates sketch the layout for a size 12 pattern on fabric that was 150 cm (60") wide to show the three main pattern pieces needed to make the jacket.

Candidates knew the concept of layout. Generally, they knew how to make a layout but neglected to indicate the position of the fold or use it when sketching the layout. Most candidates were able to score at least half of the marks in this section.

There were a few excellent responses to this question but this question attracted the least responses on the paper.

### **SCHOOL BASED ASSESSMENT**

The requirements for the year under review were similar in structure to those of 2004. Each of the three practical questions was worth 20 marks. Questions were set by individual teachers or by groups of teachers in order to develop territorial questions. Assignment 2 was prescribed by the Council for moderation and was jointly assessed by the class teacher and a visiting teacher who concurred towards an agreed mark. Generally, the assignments submitted were well done and an improvement was noted especially in the areas of pattern drafting.

As a result of teachers setting their own questions for the SBA, the assignments were varied. In some cases, teachers submitted either more than, or less than the five samples requested. Generally, the samples were selected according to CXC guidelines and in the majority of cases, the candidates' details were accurately recorded. Teachers are reminded that all assignments should be set guided by the details of the generic mark scheme provided by CXC.

Many teachers submitted the first and third assignment, despite a specific request from CXC that the second assignment should be submitted. In some cases, the sample consisted of all three assignments. A greater number of assignments were submitted without copies of the questions or mark schemes.

#### Appropriateness of Activities

All of the samples submitted were relevant to the course as they conformed to the objectives for the testing of practical skills, planning, manipulation, and evaluation and presentation skills. However, some of the samples did not reflect the degree of difficulty required or were not commensurate with the standard suggested in the syllabus guidelines.

Some of the common problems observed included facings that were incorrectly placed on garments, seams that were unfinished, collars and sleeves that were not securely attached and selvedges that were inappropriately used as seam finishes on garments. A number of garments did not incorporate the use of the elements and principles of design as prescribed in the generic mark scheme. Examiners expected to see at least some simple use of colour harmonies in the selection of fabric and use of fabric trims, the use of trims to introduce rhythm into a design, or some area of emphasis to create a focal point on the garment towards the fulfilment of the requirements for this section.

#### Mark Schemes

In the majority of cases, mark schemes were appropriate for the assignments set. However, in a few cases, teachers did not use the current CXC mark scheme for the moderation of assignments. In other cases, the weighting of marks was not appropriate. There were cases where candidates were awarded too many marks for the presentation of garments and articles, and in other cases, there was no breakdown showing teachers' allocation of marks. The teachers' marks did not always comply with CXC's regulations and as a result  $\frac{1}{2}$  and  $\frac{1}{4}$  marks were included in totals.

### Planning and Preparation

In several cases, the pattern drafts were absent from the folders while other samples reflected the incorrect use of dressmakers' carbon. There was little evidence of the use of other methods of transferring markings, such as tailor's tacks.

The samples submitted fittingly utilised a wide range of processes such as hems, collars, sleeves, pockets, edge finishes, facings and casings. Several of the samples appropriately included the use of decorations such as braid, embroidery, appliqué, batik and tie dye.

The neatening processes ranged from very good to very poor

### Pattern Drafting

There was a great improvement in the area of pattern drafting. The majority of drafts reflected accurate calculations. In most cases, the lines on the drafts were straight and curves neatly drawn. The majority of the candidates also had the appropriate pattern markings inserted on each pattern piece.

### Communication of Information

In general, candidates expressed themselves fluently using correct grammar. However, in a few cases, this information was not submitted.

### Evaluation and Presentation

The samples presented ranged from very clean and neat to untidy. The practice of using pins, needles and staples to attach/mount samples in folders was evident and is a practice that must be discouraged. It is both unsightly and a potential hazard to handlers. As a result, it was difficult to examine some of the samples.

## **RECOMMENDATIONS**

- All areas of the syllabus should be covered as the examination is set from every module in the syllabus. This will maximize the opportunity for the candidates to be successful in the examination.
- Candidates should practice reading questions and underlining the key words before answering the questions.
- Candidates should practice using fabrics instead of their fibre names. No marks are awarded if fibre names are given in the cases where fabric names are required. The use of swatch kits, visual examination and tactile manipulation of fabrics reinforce the identification of fabrics.
- Sketches should be large and clear and when required labelling should be accurate.
- The generic mark scheme provided by CXC should be used as a guide when setting and marking School Based Assessment assignments.
- A high standard of workmanship should be encouraged and attention paid to producing neat work that is well presented.
- Fractions of marks should not be submitted for the total marks. All fractions should be rounded off to the next whole number.
- In cases where a group project was assigned, candidates should submit their individual assignments.