

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

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

MAY/JUNE 2009

CLOTHING AND TEXTILES

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GENERAL PROFICIENCY EXAMINATION
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GENERAL COMMENTS

The Caribbean Examinations Council administered the twenty-eighth examination in Clothing and Textiles in June 2009. Two thousand four hundred and seventy-four students across the territories wrote the examinations.

Paper 01 - Multiple Choice

This paper comprised sixty questions which were designed to test all areas of the syllabus and were divided equally to test Knowledge (Profile 01) and Use of Knowledge (Profile 02).

Paper 02 - Structured Essay Questions

This paper comprised seven structured essay questions from which the candidates were expected to answer five questions. Part A of the paper comprised three compulsory questions, and Part B comprised four questions from which candidates were expected to answer two questions. Each of the questions was worth sixteen marks; six of these marks were assigned to the testing of Knowledge and ten to the testing of the Use of Knowledge.

Paper 03 – School Based Assessment

The School Based Assessment comprised three practical assignments designed to test the practical skills of the candidates. Each of the assignments was worth twenty marks. The assignments were set by the class teachers and marked by the teacher and an external moderator. Assignments one and three were marked by the class teacher while Assignment two was marked by the teacher and the external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question tested candidates' understanding of different fabric construction methods, as well as various techniques suitable for creating simple designs on fabrics.

Parts (a) and (b) of the question posed a great deal of difficulty to the majority of the candidates. Many candidates were unable to define and give examples of fabrics made by the fabric construction methods listed. This is considered a basic part of the textiles element in the syllabus and was designed to test knowledge. It may be useful to have students collect samples of fabrics and identify the methods of construction by dissecting the fabrics so that they can define the construction methods in their own words. A variety of stimuli should be utilised for the students to grasp what may very well be perceived as an abstract concept.

Part (c) (i) and (ii) were done very well by most candidates. However, those who did not perform well were unable to name the stitches to be used for embroidering the pattern.

Part (c) (iii) was done well by most candidates. They were able to list appropriate factors to be considered when selecting yarns for the project.

Candidates who scored highly in this question displayed an ability to:

- (a) think logically and apply the knowledge in a given scenario
- (b) define given terms.

Question 2

This question tested candidates' understanding of special considerations necessary for designing garments for a young woman with a plus sized figure. This was a compulsory question.

Part (a) of the question was not generally well done. Some of the candidates apparently were not familiar with the term "plus sized figure". This was indicated when candidates suggested elasticized waistlines, gathered skirt and flared skirt as design recommendations. Others seemed to have confused the terms horizontal and vertical when discussing the lines suitable for designing garments for a plus sized figure. This was made clear when what was shown on the sketches, and the description (in some cases) that accompanied the sketches, was found to be not compatible.

Part (b) was generally well done by the candidates who were familiar with the term plus sized figure.

Part (c) was fairly well done. However, it appeared that candidates did not link Parts (a) (b) and (c), so that sketches done in Part (c) did not reflect the style features named in Part (b).

Part (d) (i) was generally well done. In most cases candidates were able to name two suitable notions for the garment they selected.

Part (d) (ii) was generally poorly answered as most candidates named fibres instead of fabrics.

In Part (d) (iii) most candidates were able to name the fabrics with suitable textures for the plus sized figure.

Part (e) was generally well done. Most candidates were able to sketch at least four care label symbols correctly. However, many candidates did not select the care label symbol suitable for the fabric chosen in Part (d) (ii).

Given the variety of figure types in the immediate school population, the module on clothing may be well articulated by relating figure type, age, and activities to appropriateness for specific end uses. The handling of the question by many of the candidates showed a familiarity with styles that are currently popular but they were not able to relate these to appropriateness to the figure type. While it seems as if the rules of clothing as we knew them, no longer apply in the selection of clothing, especially as it relates to the variety of clothing available at retail, this very fact may be used to engender discussion and help students to discriminate in appropriate selection based on figure type, so that clothing enhances positive features of the figure and minimizes or camouflages figure flaws and negative features.

Question 3

Candidates were asked to:

- (a) State TWO functions of openings used on garments.
- (b) Name TWO types of openings commonly used on **children's** garments.
- (c) Identify TWO types of fastening used on clothing.
- (d) Explain in at least FIVE steps, the process for making ONE of the openings named at 3 (b).

Candidates were to use diagrams **where necessary** to illustrate their answer.

In attempting Part (a), most candidates were unable to state the functions of openings. Some had difficulty with the term 'functions', and interpreted it to mean 'the opening of an establishment' rather than a process used in garments. Others interpreted it as any opening found in a garment, such as 'the neck opening' or 'the sleeve or armhole opening'. Still others viewed an opening as an entrance and therefore gave 'pockets' as their answer.

For Part (b), most candidates were unable to differentiate between an 'opening' and a 'fastening'. In most cases they named fastenings rather than openings. e.g. buttons and buttonholes.

The majority of the candidates were able to identify two types of fastenings used on clothing. However, some gave incomplete fastenings. E.g. 'buttons', rather than 'button and buttonholes/loops', 'hooks' instead of 'hook and eyes/bars', and 'frogs' rather than 'frogs and toggles'.

Part (d) was poorly done, with most of the candidates scoring zero. Since most answered Part (b) incorrectly, it impacted on the responses in Part (d), which drew on knowledge from Part (b).

Candidates gave steps for making gathers, pockets, and fastenings such as buttons and buttonholes. Those who gave instructions for making an opening did not do so in chronological order.

It was evident from the responses to this question that the majority of candidates were not familiar with the module on openings and fastenings. The topic can be reinforced by the use of actual garments with different types of openings and their locations. For practical assignments it may be worth experimenting with full scale garments with a combination of processes, for example, a skirt could be used to teach seams; application of waistbands; use of support fabrics; and openings, all in a wearable garment, which may have more relevance to the students.

Question 4

This question tested candidates' understanding of basic textile terms as well as the properties of natural and man-made fibres and fibre identification methods.

Parts (a) (b) and (c) of the question were fairly well done by the majority of the candidates. Some candidates confused the name of the fibres with names of fabrics.

Part (d) posed a great deal of difficulty. Candidates gave definitions for appearance and hand-feel, instead of explaining how appearance and hand-feel can be used to help determine fibre type.

Candidates were able to correctly outline the factors to be considered when purchasing fabrics. They were however unable to state appropriate reasons why a particular fabric would be suitable for the particular end use. Candidates who scored highly on this question displayed the ability to:

- (i) List and explain textile terms.
- (ii) Explain the properties of fibres.

Question 5

Candidates were asked to:

- (a) Name TWO sewing machine attachments that could be used to obtain quality results on a project.
- (b) List FOUR advantages of using commercial patterns.
- (c) From a gathered skirt with a floral pattern which was to be recycled to make TWO cushion covers with shirred face, 1 ½ inch corded piping and a zipper:
 - (i) Outline FOUR considerations for determining whether there was enough fabric for the TWO cushion covers.

- (ii) Explain how the raw edges of ruffles could be finished, before attaching the lace.
- (iii) Name TWO other projects for which this fabric could be used, and justify the reasons.

For Part (a), some candidates misinterpreted the question, and gave types of sewing machines as their answer. Others were able to name at least ONE attachment.

Part (b) was widely known, and candidates were able to respond correctly.

Responses to Part (c) (i) were vague and sometimes too general, although some candidates were able to give at least two considerations.

Candidates failed in Part (c) (ii) to explain the way in which they would finish the raw edge, however, they were able to list a method of finishing a raw edge.

Part (c) (iii) was widely known, and candidates were able to name two projects.

Question 6

This question was designed to test candidates' knowledge of commercial garment production operations. In addition, it required candidates to describe an outfit suitable for a chief bridesmaid in terms of colour, type of fabric, design details, use of notions and suitable support fabric.

Part (a) was generally well answered. Most candidates could state two benefits of having an outfit made in a garment factory.

Part (b) was generally well answered as candidates were able to name basic factory operations.

Part (c) (i) was fairly well answered in most cases. However, some candidates did not describe the garment, but simply sketched it instead. Students were given the marks for clearly labelled sketches. Some candidates did not link Part (c) of the question with the wedding ceremony mentioned in the stimulus so that their choices of fabric colour, fabric type and details of the design were inappropriate for a full figured chief bridesmaid. There also seemed to be some difficulty in candidates understanding what was meant by the statement "an outfit which includes a skirt".

Part (c) (ii) was not generally well answered, many candidates were unable to describe "a waistline finish". Part (c) (iii) was also poorly answered as many candidates were unable to describe a "support fabric" as one of the inputs to garment making.

Question 7

Candidates were required to:

- (a) Name FOUR items in the category of 'soft furnishings'.
- (b) State TWO factors that influence the choice of 'soft furnishings'.
- (c)
 - (i) Estimate how much sheer fabric 225 cm (90inches) wide would be needed to make window coverings with a decorative valance for a window 90 cm (3 ft) wide and 150 cm (5 ft) long. The valance was to be 45 cm (18 inches) long. They were to explain their calculations.
 - (ii) State two notions/trims which would be 'decorative' for the valance made from a sheer fabric.

Part (a) was widely known and candidates were able to name many items. Most candidates scored full marks.

Part (b) was a bit difficult and candidates seemed to be a confused in their reasoning. E.g. ‘to make room beautiful’, ‘to decorate room’, to make room look bigger.

Part (c) (i) proved challenging for the candidates. The majority scored zero.

Part (c) (iii) was widely known and a variety of notions was suggested.

Candidates were generally unable to explain how to calculate yardage for the making of the curtains. It was expected that students would calculate:

- (a) The number of panels of fabric needed for the curtains to cover the width of the window.
- (b) The length of the window plus the additional amount chosen for the desired length of the curtain.
- (c) The amount desired for depth of casing and hem plus the seam allowances (turnings) for both the casing and hem.
- (d) The number of panels for the valance.
- (e) The width of casings and hems.
- (f) Seam allowance for casing and hems.

Calculations would be based on the measurements given and the choice for length of curtain. Thus, width of window is 36 inches, fabric is 90 inches wide.

Two panels of fabric is 180 inches, enough to give full gathered curtains, **since the basic recommendation is at least three times the width of the window to be covered (36x3=108).**

Length of window is five feet (60 ins) **Desired length of curtains is 90 inches**
Casing is desired to be five (5) inches wide plus turning of five (5) inches = **10 inches**
Seam allowance for casing is half inch twice because the fabric is sheer = **1 inch**
Hem is desired to be three (3) inches wide plus turning of three (3) inches = **6 inches**
Seam allowance for hem is half inch twice because fabric is sheer= **1 inch**
For one panel 90 + 10+1+6+1 = 108 inches ÷ 36 inches = three (3) yards per panel.

For two panels, six yards is needed, but any logical computation would have been given the marks for this question.

Project work such as shopping for curtain fabric; constructing curtains and valances; estimating quantities and detailing the steps required in computing the quantities may be helpful to students in thinking through the process in a logical sequence.

GENERAL RECOMMENDATIONS

- (i) It is suggested that the language of the syllabus be replicated in the teaching of the modules so that the students are familiar with the standard terms used in the discipline.
- (ii) Students’ level of writing and expression need to be improved, so that their ideas can be better expressed to demonstrate their understanding of the knowledge and application of knowledge components.
- (iii) Relating the concepts to current fashion may help to make them more relevant to the students. In this regard students can be encouraged to do information searches to supplement the information that is imparted by the teacher.