

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



**CANDIDATES' ITEM RESPONSE ANALYSIS  
REPORT FOR THE CERTIFICATE OF SECONDARY  
EDUCATION EXAMINATION (CSEE) 2018**

**052 TEXTILES AND DRESSMAKING**

**THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA**



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EXAMINATION (CSEE) 2018**

**052 TEXTILES AND DRESSMAKING**

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## **ABBREVIATIONS**

CIRA	Candidates' Item Response Analysis
NECTA	National Examinations Council of Tanzania
CSEE	Certificate of Secondary Education Examination

## FOREWORD

The Form Four National Examination is a summative evaluation after four years of study in secondary education. The evaluation intends to assess a candidates' achievement in learning various concepts of Textiles and Dressmaking subject as stipulated in the syllabus. Basically, the candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the students in their four years of secondary education.

The Candidates' Item Response Analysis (CIRA) report in Textiles and Dressmaking subject for Certificate of Secondary Education Examination (CSEE), 2018 has been prepared to provide feedback to students, teachers, parents, policy makers and the public in general on the performance of the candidates in the subject. It is also meant to identify proper measures to be taken in order to improve the candidates' performance in future examinations administered by the Council.

This report is intends to provide insight on the candidates' performance in Textiles and Dressmaking subject. It analyses candidates' performance in every question, and the sample responses from candidates' scripts and statistical data are used for elaboration. Moreover, the analysis focuses on identifying the strengths and weaknesses of the candidates' responses in different examined topics. The analysis highlights some of the factors that made candidates to score high marks. These include adequate knowledge of the subject content and understanding of the question requirements.

Furthermore, the analysis highlights some of the factors which caused poor performance in some questions. Some of the factors include, inadequate knowledge on the basic concepts of Textiles and Dressmaking, misinterpretation of the questions, insufficient skills on practical oriented concepts, poor drawing skills and low proficiency in English Language. Due to these weaknesses, students provided irrelevant, incorrect and incomplete responses or left some questions/parts of questions unanswered.

The National Examinations Council of Tanzania (NECTA) would like to express its gratitude to everyone who participated in the preparation of this report.



Dr. Charles E. Msonde  
**EXECUTIVE SECRETARY**



## 1.0 INTRODUCTION

This report presents the analysis of the performance of the candidates in Certificate of Secondary Education Examination (CSEE), 2018 Textile and Dressmaking subject. The paper was based on the 1997 Textiles and Dressmaking syllabus for secondary education. It consisted of questions which were intended to measure the candidates' competences acquired after completing four years of study in ordinary level.

The paper comprised of eleven (11) questions which were distributed in three sections (A, B and C). Section A comprised of two objective questions (multiple choice items and matching items) which carried 10 marks each. Section B comprised of six short answer questions which carried 10 marks each and section C was made of essay questions with 20 marks each. Sections A and B were compulsory, while in section C the candidates were required to attempt only one question.

According to CSEE 2018 results, a total of 138 candidates sat for this paper of which 134 (97.1%) candidates passed the examination with the following grades: A - 9 (6.5%), B - 15 (10.9%), C - 77 (55.8%) and D - 33 (23.9%). However, 4 (2.9%) failed the examination by obtaining grade F. These scores indicate that the general performance in the year 2018 was good compared to the year 2017, whereby 158 (95.3%) of the candidates passed and 7 (4.7%) failed. This implies that the performance of Textiles and Dressmaking subject (CSEE) 2018 increased by 1.8 percent compared with the performance of 2017.

This report also provides the analysis of candidates' performance in each question. The analysis of students' performance in each question is regarded as *good* if the scores range from 65 to 100 percent, *average* if the scores range from 30 to 64 percent and *weak* if the scores range from 0 to 29 percent. These three categories of performance are indicated in figures and charts by using *green*, *yellow* and *red* colours standing for good, average and weak performances respectively. The pass rate of each question was 30 percent or above as per marks allocated.

The report also presents the requirements of each question, number and the percentage of the candidates who attempted the question with their scores and possible reasons for their performance. Some extracts obtained from the candidate's examination scripts, tables and graphs which indicate the distribution of candidates' scores are inserted alongside the text for

illustration purposes. Furthermore, the report gives a general observation and recommendations which will improve the candidates' performance in future.

## 2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

### 2.1 Section A: Objective Questions

This section consisted of two questions; multiple choice and matching items with 10 items each. The candidates were required to answer all the two questions which carried 10 marks each.

#### 2.1.1 Question 1: Multiple Choice Items

The question consisted of 10 multiple choice items. For each item (i) to (x), the candidates were required to choose the correct answer among the given alternatives. The question items were constructed from the topics/sub topics of the *Sewing Equipment, Sewing Machine, Mending, Fabrics, Pattern Drafting, Disposal of Fullness, Fastenings, Children's Clothing and Sleeves*.

This question was attempted by 138 (100%) candidates. Their scores were as follows: 11 (8.0%) candidates scored from 1 to 2 marks, 93 (67.4%) scored from 3 to 6 marks, and 34 (24.6%) scored from 7 to 9 marks. There was no candidate who scored 0 or 10 marks. Table 1 illustrates this performance.

**Table 1: Candidates' Performance in Question 1**

Marks	No. of Students ( <i>f</i> )	Percentage (%)
1 - 2	11	8.0
3 - 6	93	67.4
7 - 9	34	24.6

*N*=138

Table 1 shows that the candidates' performance in this question was good because, 73 (92%) candidates scored 30 percent and above of the total marks allocated to this question. These candidates managed to choose the correct responses in most of the items. Despite the good performance, further analysis revealed that the 11 (8%) candidates who

scored low marks faced difficulty in answering items (iii), (iv), (vii), (ix) and (x) as follows:

Item (iii) required the candidates to identify the methods used to repair a worn-out blanket. The correct response was *B - Flannel patch*. The candidates who chose the correct response understood the various methods of repairing clothes, hence were aware that the flannel patch is used to repair heavy fabrics. The candidates who chose *A - Print patch* did not understand that print patch is a method that is used to repair outer garments made of printed or woven fabrics like cotton, linen, silk, rayon and nylon. Those who chose *C - Calico patch* failed to understand that calico patch is used for repairing household articles such as bed sheet, pillow cases, table cloth, on cotton overalls, aprons and petticoats, where there is no pattern to be matched. Furthermore, the candidates who chose *D - Motif patch* and *E - Appliqué patch* did not understand that motif patch and Appliqué patch are the similar methods of repairing clothes. Both are decorative ways of repairing garments, whereby the decorative motif is applied to the right side of the garment.

In item (iv), the candidates were required to identify the fabric which can be produced by converting wood pulp by the action of caustic soda. The correct response was *C - Viscose rayon*. The candidates who chose the correct answer understood that wood pulp is the raw material used for manufacturing viscose rayon. The manufacturing process involve the treatment of wood pulp with sodium hydroxide (caustic soda) and carbon disulphide, then filtered and spun into fine threads which are used to make fabric. The candidates who chose *A - Cellulose* did not understand that all types of rayon are cellulosic fibres that can be made from naturally occurring cellulosic base material such as cotton linters or wood pulp. The candidate who chose *D - Acetate rayon* failed to understand that acetate is produced by reacting wood pulp with acetic anhydride and not caustic soda. The candidates who chose *E - Triacetate* were not familiar with the manufacturing of triacetates. In Textiles, triacetate fibres are modifications of acetate rayon derived from a combination of cellulose with acetate from acetic acid and acetate anhydride. This analysis suggests that the candidates had insufficient knowledge on regenerated fibres.

Item (vii) required the candidates to give the purpose of using darts on a garment. The correct response was *B - to give a smooth shape*. The candidates who chose the correct response had enough knowledge on darts that they provide shapes on the garment. On the other hand, the candidates who chose incorrect responses *A - add attractiveness*, *C - allow for growth*, *D - to add extra fullness* and *E - allow free movement* had inadequate knowledge on various methods of disposing fullness and their use on garments. These candidates mixed up the aims of using various methods of disposing fullness such as tucks *to add attractiveness* and *allow for growth*, pleats and gathers, *to add extra width* that can *allow free movement* with that of the dart which *provide shape* and can also be used *to allow for growth*.

In item (ix), the candidates were required to give the usefulness of French seam on children's garments. The correct response was *A - it is strong to withstand frequent washing*. The candidates who chose the correct answer understood that children are very active with vigorously plays, and their garments get soiled badly, thus they need a strong seam which can withstand frequent washing. The French seam is strong because it has double stitching lines and the raw edges are enclosed, hence does not fray easily. The candidates who chose *B - It allows alteration for outgrown garment* and *C - it has deep turnings to allow alterations* did not understand that French seam is not wide, since the seam width is usually not more than 6mm, thus cannot allow alteration. Those who chose *D - it is easy to repair when split out*, were not aware that the turnings of the French seam are enclosed, thus it is not easy to repair the split seam. Moreover, the candidates who chose *E - it has wide turnings and less bulk* did not understand that the turnings on French seam are trimmed to be narrow so that they can be enclosed well. These candidates lacked knowledge on seams, particularly the French seam.

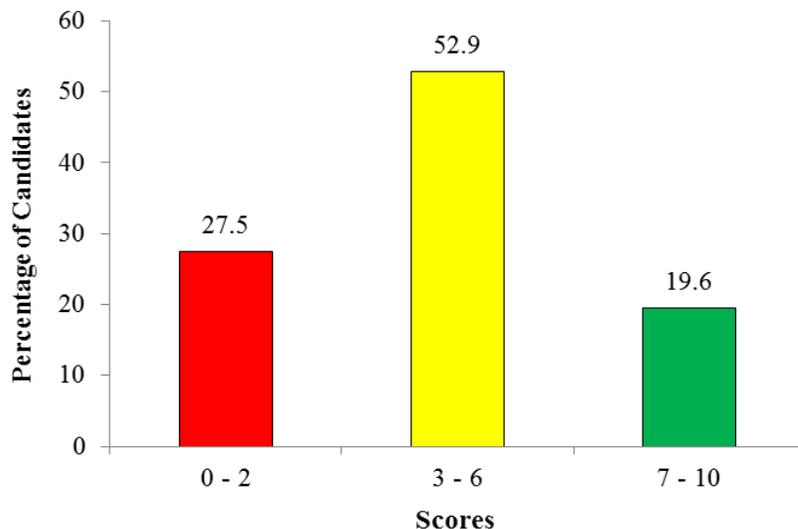
Item (x) required the candidates to provide the use of gusset in a Magyar sleeve. The correct response was *D - allowing movement of the arm*. The candidates who chose the correct response had enough knowledge on how to work on Magyar sleeve. They also understood the use of gusset on Magyar sleeve. On the other hand, the candidates who chose incorrect responses *A - adding decorative effect to the arm*, *B -*

adding strength to underarm, C - giving shape to the underarm and E - reducing friction to the underarm had insufficient knowledge on Magyar sleeve and the use of gusset on sleeves. These candidates did not understand that the gusset is a shaped section inserted at the junction of underarm seam of the Magyar sleeve to provide extra room for the purpose of allowing free movement.

### 2.1.2 Question 2: Matching Items (Mending)

This question had 10 items in List A and 15 responses in List B. The candidates were required to match the mending procedures in **List A** with their corresponding names in **List B** by writing the letter of the correct response beside the item number.

The question was attempted by 138 (100%) candidates who sat for the examination. The analysis indicates that 38 (27.5%) candidates scored from 0 to 2 marks, 73 (52.9%) candidates scored from 3 to 6 marks and 27 (19.6%) scored from 7 to 10 marks. The general performance in this question was good because 100 (72.5%) candidates scored from 3 to 10 marks as illustrated in Figure 1.



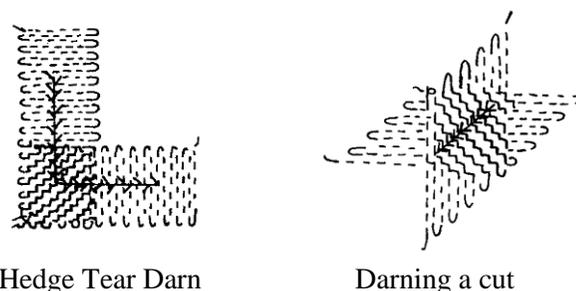
**Figure 1:** Candidates' performance in question 2.

In item (i), the candidates were required to correctly match the statement; “a method of repairing worn out in a zig zag shape that prevents strain on one thread”. The correct response was L – Thin place

*darn*. The candidates who matched correctly had enough knowledge on the methods of repairing garment, hence they managed to recognise the method that is worked in a zig zag shape and the aim of working zigzag shape. However, most candidates matched incorrectly with *C – Machine darning*. These candidates mixed up thin place darn with machine darning because they failed to differentiate the procedures for working the two methods. In fact, thin place darn is worked in a zigzag shape, while machine darning is worked by moving the hoop backward and forward forming irregular shape.

In item (ii), the candidates were required to match the statement; “*An effective method of repairing torn knitted socks in order to give a close knit*” with one of the alternatives given. The correct response was *M - Hole darn*. The candidates who matched correctly had adequate knowledge on mending the knitted socks. The candidates who matched wrongly lacked the knowledge on the types of darns, hence failed to understand that a hole darn is suitable on knitted garments. The suitability of the hole darn on knitted socks is that, the stitches sewn around the hole help to strengthen the weakened area.

Item (iii) required the candidates to match the statement “*An inconspicuous method of repairing a worn out part forming an L shape appearance*” with one of the alternatives given. The correct answer was *D – Hedge tear*. The candidates who matched correctly understood that the aim of working this type of darn is to make it inconspicuous. However, some candidates matched incorrectly with *K - Darning a cut*. These candidates mixed up hedge tear darn with darning a cut because both involve the procedures of bringing together the edges using fish born stitch. They failed to remember that hedge tear darn forms L-shape, and the shape of the darning a cut looks like two crossing blocks as illustrated in Figure 2.



**Figure 2:** *Diagrams of Hedge Tear Darn and Darning a Cut.*

Item (iv) required the candidates to match the statement; “*A useful method of mending torn garment made up by bulky material and those which do not fray*”. The correct answer was *I - Blanket patch*. The candidates who matched correctly understood that the blanket patch is used on fabrics which are too bulky to turn under the turnings and for those which do not fray. The candidates who matched incorrectly seemed to guess the correct answer due to inadequate knowledge on mending. They failed to differentiate patching and darning methods, hence some of them matched the item with darning methods, such as *hole darn (M)*, *thin place darn (L)* and *hedge tear darn (D)*. These candidates failed to understand that darning is a method of repairing garments using needle and thread alone, and patching is done by applying a piece of fabric to cover the torn/worn out area. It is often used when the damaged area is large or not suitable for darning.

Item (v) required the candidates to match the statement; “*A method of changing an existing garment to suit person’s need by adding interested features*” correctly. The correct answer was *A - Renovation*. The candidates who matched correctly understood that renovation is to repair and make a new garment by either changing the style or adding new interested features on it. Most candidates matched wrongly with *E – Motif*. These candidates mixed up the words ‘adding interested features’ with motif because the term motif means a decorative feature. They failed to understand that though motif is a decorative feature and can add interested features on garment, yet it is not used as a method of repairing garment by changing an existing garment.

In item (vi), the candidates were required to correctly match the statement; “*A method useful for repairing an article by drawing edges together with fish bone stitch*”. The correct answer was *K – Darning a cut*. Most candidates matched the statement with *D – Hedge tear* because they failed to differentiate hedge tear with cut darn. Both hedge tear darn and darning a cut use the procedures of drawing edges together with fish bone stitch, but the difference is that, the thread used in hedge tear darn is drawn from the fabrics of the garment so that the stitches are quite invisible, while in cut darn, very fine threads matching the garment are used.

Item (vii) required the candidates to correctly match the statement; “A quick method of repairing a worn out part assisted with a small embroidery hoop”. The correct answer was *C – Machine darning*. The candidates who matched correctly understood that embroidery hoop is a tool used to keep fabric firm while sewing upward and downward direction to cover the worn out area. However, some candidates matched it with *E – Motif*. These candidates related the term embroidery hoop with motif because the embroidery hoop is a tool used during machine embroidering to taut the fabric. In addition, motif is an embroidery feature that adds decorative effect on a garment, and can be worked using embroidery hoop when the surface work requires tension.

Item (viii) required the candidates to match the statement; “A common method usually used for household mending on sheets and pillowcases” correctly. The correct answer was *H – Calico patch*. The candidates who matched correctly had enough knowledge on mending, particularly patching, hence they managed to identify common method of repairing household articles. Most candidates matched incorrectly with *F – Print patch*. These candidates mixed up the two methods because both uses patching fabric, but calico patch is used on cotton where there is no pattern to match, and print patch is used on printed or woven patterns where it can almost be invisible on a garment.

Item (ix) required the candidates to correctly match the statement; “A way of changing the original function of the item and making something new”. The correct answer was *G - Recycling*. The candidates who matched correctly were aware that garments can be re-sewed to produce a new garment. Most candidates matched incorrectly with *A – Renovating*. These candidates mixed up the two concepts (Recycling and Renovating) because they misunderstood their meanings. In garment making, *recycling* means the process of converting no longer usable garments into new articles. For example, making bags, head square, scarves, wall decorations and it can also be used as a muff for wiping and polishing and so on. Renovating is the process of repairing and making a new garment, such as trousers to shorts, max-skirts to min-skirts, long sleeve to short sleeve or sleeveless garments; from adult’s to children’s garments.

Item (x) required the candidates to match the statement; “*An invisible method suitable for repairing out garments made up by patterned material*” correctly. The correct answer was *F – Print patch*. The candidates who matched correctly had adequate knowledge of patching particularly print patch. However, some candidates matched incorrectly with *H – Calico patch*. These candidates mixed up the two methods of repairing garments (print patch and calico patch). The candidates were not aware that the calico patch is worked on wrong side and used on articles where there is no patterns to be matched, and printed patch is worked on right side where the patterns are matched to make the patch almost invisible.

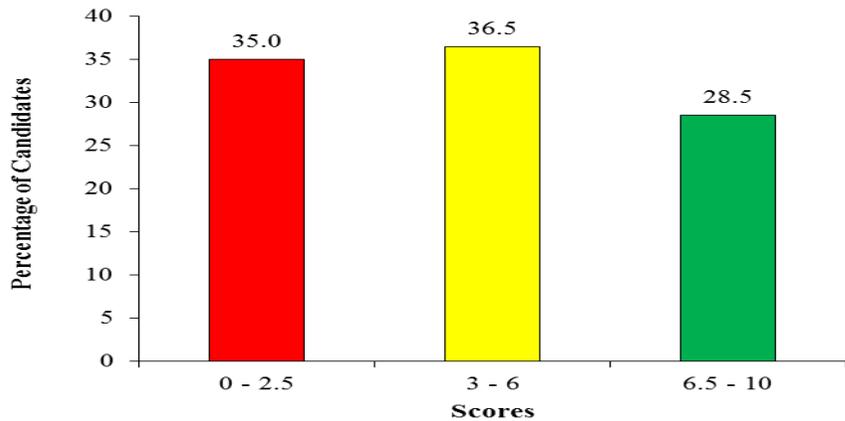
## **2.2 Section B: Short Answer Questions**

This section consisted of six compulsory short answer questions from the topics/sub topics of the *Sewing Machine, Pattern Drafting, Pockets, Soft Home Furnishing, Fabrics and Fastenings*. The candidates were required to answer all the six questions which carried 10 marks each.

### **2.2.1 Question 3: Sewing Machine**

This question was constructed from the topic of *The Sewing Machine*. The candidates were required to (a) explain the functions of (i) Take up lever and (ii) Tension disc spring and screw, (b) outline three steps of removing fabric from the machine after sewing and (c) explain how to bring the bobbin thread up.

The data analysis shows that the question was attempted by 137 (99.3%) candidates. The analysis indicates that 48 (35.0%) candidates scored from 0 to 2.5, of which 19 (13.9%) candidates scored zero. Moreover, 50 (36.5%) candidates scored from 3 to 6 marks and 39 (28.5%) scored from 6.5 to 10. This implies that the general performance in this question was average because 89 (64.5%) candidates scored average and above. Figure 3 illustrates the performance in this question.



**Figure 3:** *Candidates' performance in question 3.*

The item response analysis indicates that 39 (28.3%) candidates who performed well, had enough knowledge on the functions of various parts of sewing machine and how to use the sewing machine. The analysis shows that two (1.5%) candidates scored all the ten marks. These candidates were able to explain the functions of take- up lever, and tension disc spring and screw in part (a). In part (b), the candidates managed to outline correctly the three steps of removing fabric from the machine after sewing. In part (c) they were able to explain the procedures for bringing the bobbin thread up. Extract 3.1 is a sample answer from a script of a candidate who performed well.

### Extract 3.1

3	a) i) To move the upper thread up and down when stitching.
	ii) To adjust the upper tension on the thread when stitching.
	b) i) Bring up the presser foot and ensure that the needle is at its highest point.
	ii) Pull the fabric gently with upper and bobbin and the needle thread together under the presser foot.
	iii) Using a sharp scissors cut both threads and bring the threads under the presser foot to the back of the machine.
	c) i) After threading the <sup>needle</sup> needle, pull the needle thread with the left hand, and slowly run the hand wheel to bring the needle down through the hole to the bobbin case, and pick up the bobbin thread through the needle, then bring up the needle until the end of the both threads <sup>appears</sup> ensuring that the needle is at its highest point, then bring the threads to the back of the machine under the presser foot.

Extract 3.1 shows the responses from the candidate who managed to provide correct response in all parts of the question.

The analysis further shows that 19 (13.9%) candidates who scored zero mixed up the functions of various parts of the sewing machine in part (a). For example, one candidate wrote the function of a *balance wheel* (to start the motion of the machine and stop them) instead of *take up lever*. Another candidate wrote the function of *throat plate* (Prevent fabrics from being caught in the feed dog) instead of *tension disc spring and screw*. The other one mixed up the function of *tension disc spring and screw* with *balance wheel*. Furthermore, some candidates misunderstood the question and provided irrelevant responses such as, “*tension disc spring and screw is the one of function of the machine to stop of the sewing*”, “*take up lever is the process of removing fabric from the machine after sewing*”. These candidates demonstrated inadequate knowledge on the functions of various parts of the sewing machine.

In part (b) the same candidates (those who scored 0) mixed up the steps of removing fabric from the machine after sewing. Some listed the parts of the sewing machine such as *slide plate*, *throat plate*, *presser foot* and *stop motion screw* instead of steps of removing the fabric from the machine after sewing. Other candidates provided irrelevant responses which had no relation to the question such as “*cutting thread*”, “*removing fabrics*”, “*used for the machine was a thread breaking*” and “*sewing machine*”. The candidates also demonstrated poor use of English Language.

In part (c), some candidates provided procedures which were not related to the requirement of the question. For example, one candidate wrote “*to get round of the bobbin winder after that you can get of the sewing for decoration*”. Another candidate wrote “*to bring the bobbin thread up, enter the fabrics from being caught in the feed dog to bring up bobbin thread*”. Extract 3.2 is a sample answer from the script of the candidate who performed poorly.

### Extract 3.2

B3	i) Take up lever This are used to hold up the machine when you sewing.
	ii) Tension disc spring and screw. This are used to control the movement of the machine
B. ii)	Take up the needle and thread by removing the balance screw.
	ii) Remove The fabric by hand handle and balance screw.
	iii) Use the scissor for cutting the thread
C-	loose the thread on the bobbin. - Place the bobbin to the bobbin winder. - <del>Remove</del> Removing the machine in the wrong side - Turn the bobbin in the bobbin winder

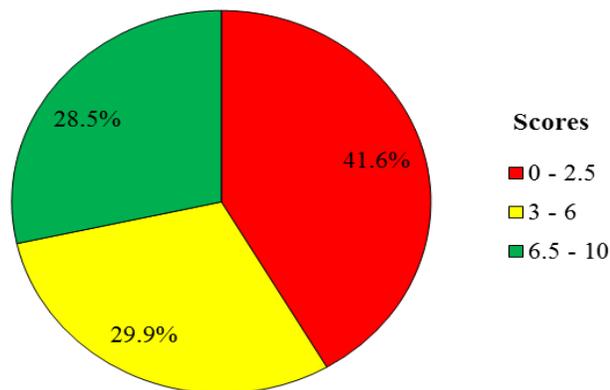
Extract 3.2 indicates the sample response from the candidate who provided irrelevant responses which were also meaningless. He/she also demonstrated poor use of English Language.

The analysis implies that these candidates had inadequate practice on using the sewing machine.

### 2.2.2 Question 4: Pattern Drafting

This question was constructed from the sub topic of *Pattern Drafting*. The candidates were required to (a) identify four body measurements necessary for drafting the block skirt patterns, (b) briefly explain the procedures for taking body measurements identified in 4(a), and (c) state four rules for taking body measurements.

This question was attempted by 137 (99.3%) candidates. Data analysis indicates that 57 (41.6%) candidates scored from 0 to 2.5 marks, 41 (29.9%) scored from 3 to 6 marks, and 39 (28.5%) scored from 6.5 to 10 marks. The general performance for this question was average because 80 (58%) candidates scored average and above, as illustrated in Figure 4.



**Figure 4:** Candidates' performance in question 4.

The item response analysis indicates that 39 (28.5%) candidates who performed well were able to identify four body measurements necessary for drafting the block skirt patterns in part (a), which are *waist*, *hip width*, *hip length* and *the skirt length*. In part (b), the candidates outlined correctly the procedures of taking body measurements and stated correctly the rules for taking body measurements in part (c). Despite the good performance observed to these candidates, some of them failed to explain the procedures for taking some of the body measurements, and others stated correctly two to three rules for taking

body measurements instead of four, hence failed to score all 10 marks. Extract 4.1 is a sample answer from the script of a candidate who performed well.

#### Extract 4.1

A or	i) Waist measurements
	ii) Hip length measurements
	iii) Hip width measurements
	iv) Skirt length measurements.
A or	Procedures of taking body measurements in a
	i) Waist measurements: These are the measurements taken round the natural waist.
	ii) Hip length: These are the measurements that are taken from the waist line down to the highest point of the Hip.
	iii) Hip width: These are the measurements that are taken round the fullest part of the Seat.
	iv) Skirt length: These are the measurements that are taken from the waist line down according to the style and the design of the skirt.
A or	Rules of taking body measurements.
	i) The person to be measured should remove all bulky items or clothes such as sweaters.

ii)	When taking horizontal measurements such as bust and hips stand behind the person.
iii)	Use the pinn glass tape fibre for accurate measurements.
iv)	Record the measurement as you take them and check them regularly.

Extract 4.1 shows the response from the candidate who managed to provide correct responses for all parts in the question.

On the other hand, the analysis shows that, among the 57 (41.6%) candidates who performed poorly, some of them misunderstood the question and provided the sewing equipment such as “*scissors, table, chalk, and tape measurement*”, instead of body measurements necessary for drafting the block pattern in part (a). Others provided the measurements for basic block pattern of a blouse/shirt such as *back length, shoulder width, neck width and wrist* instead of measurements for a skirt. In addition, others provided responses which were not related to the question. In part (b) the candidates provided incorrect procedures for the measurements identified in part (a), since the responses in part (a) were also incorrect. In part (c), the candidates provided irrelevant rules. Extract 4.2 is a sample answer from the script of a candidate who performed poorly.

#### Extract 4.2

4a	Used for correct of stitch
	- Used to pattern part of time
	- It is very stitch of the fastening of the measurement
4b	Temporary stitches
	- Decoration stitches
	- Permanent for the stitches of the blouse and dress

4cm	Neck Line
	- Barb Balance wheel
	- Number of piece paper garment
	- Garment for the measurement
	- Noties

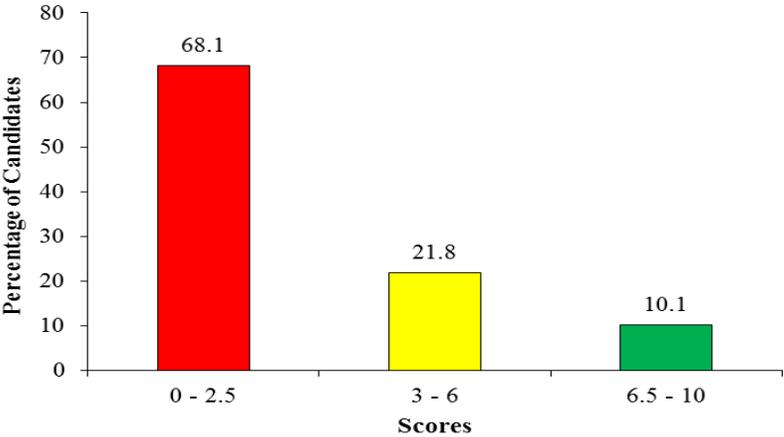
Extract 4.2 shows the response from the candidate who provided irrelevant responses. He/she provided types of stitches in 4 (b) instead of procedures for taking body measurements.

This implies that the candidates had inadequate knowledge on pattern drafting that could be attributed to the lack of practice in drafting patterns.

**2.2.3 Question 5: Pockets**

This question was constructed from the sub topic of *Pockets*. The candidates were required to (a) list two main uses of pockets on a garment, (b) describe two common types of pockets suitable at the back of the trousers, and (c) outline the steps of attaching patch pocket.

The question was attempted by 100 percent (138) of the candidates. Data analysis shows that 14 (10.1%) candidates scored from 6.5 to 8.5 marks, 30 (21.8%) candidates scored from 3 to 6 marks, and 94 (68.1%) scored from 0 to 2.5 marks. The general performance for this question was average because 44 (31.9%) candidates scored from 3 to 10 marks, as illustrated in Figure 5.



**Figure 5:** Candidates' performance in question 5.

The item response analysis indicates that 44 (31.9%) candidates who scored from 3 to 8.5 marks managed to provide correct responses to some parts of the question. In part (a) most of them were able to provide the correct uses of pockets on garments such as “they are used to carry small and little items” and “they can also be used for decoration”. In part (b) some candidates managed to name the two common types of pockets suitable at the back of the trousers which are “welt pocket and bound pocket”. However, they failed to provide correct descriptions on each type of the pocket. In part (c), the candidates provided the correct steps of attaching patch pocket, though some mixed up the steps. Extract 5.1 is a sample answer from a script of a candidate who performed well.

### Extract 5.1

5	a) Uses of pocket on a garment.
	i) Pockets are used to hold light items such as money, pen.
	ii) Pockets are <sup>sometimes</sup> used for decorations example patch pocket.
	b) Common types of pocket suitable at the back of the trousers are:-
	i) Welt pocket - has a piece of material on top covering the pocket
	ii) Bound pocket - can be attached by buttons and are firm when sewn
	c) Steps of attaching patch pocket
	i) Firstly cut the piece of material to the required shape of the pocket example: square shape.
	ii) Secondly, sew at the top of the pocket that is finishing the raw edges at the top of the pocket by making a hem or making a crossway strip.
	iii) Fold the remaining raw edges at the side and slip at the corners if shape is made involving corners

5c)	w) Tack the <sup>topped</sup> edges into position, and tack the pocket on the right side of the garment -
	v) Stitch the pocket accurately in position at all sides leaving at the top open and the stitches applied should be slightly applied to ensure easy entering of the hand in the pocket without destroying it.
	vi) Lastly remove tacking, and press the pocket in position accurately.

Extract 5.1 is the response of the candidate who provided correct responses in part (a) and (c), but failed to describe two types of pockets commonly used at the back of the trousers in part (b), hence failed to score all 10 marks.

The analysis further shows that 94 (68.1%) candidates who performed poorly in this question had inadequate knowledge on pockets and how to attach them. In part (a), some candidates provided irrelevant functions of pockets on garments such as “*pocket used in reducing the width of the garment*”, “*used as a patch in a garment*”. In part (b) some candidates mixed up the types of pockets with the shapes of patch pockets. Examples of responses provided were one “*round shaped pockets*” and “*V-shaped pockets*”. Others provided irrelevant responses which were also meaningless such as “*women pocket*”, “*men pocket*”, “*torn pockets*”, “*open pockets*”, “*zip pockets*” and “*bottom pockets*”. In part (c) the candidates failed to outline the procedures for attaching patch pockets. Extract 5.2 is a sample answer from a script of the candidate who performed poorly in this question.

### Extract 5.2

5	a) Pocket is used as a patch. Pocket is used as decoration
	b) - Round shaped pockets - V-shaped pockets.

	c) Cut the material the shape of the pocket
	i) Take the garment and take back that piece of material for making pocket to the suitable part.
	ii) Thread the machine and the thread should match the colour of the material.
	iv) Stick the pocket to the the garment by using sewing machine or hands.
	v) The pockets should be attached to the right side of the garment, wrong side of the pocket facing right side of the pocket.

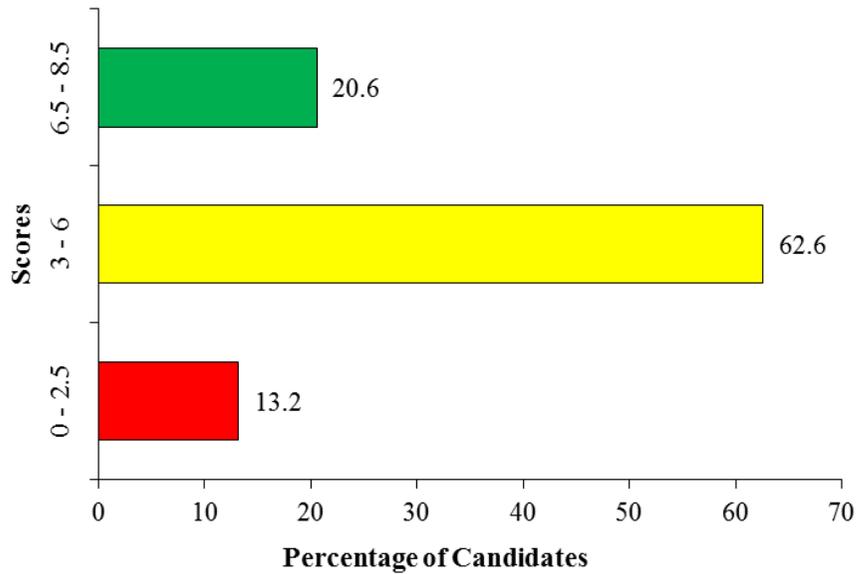
Extract 5.2 shows the answers of the candidate who provided the bottom shapes of the patch pocket as the type of pockets suitable for back of trousers; as well as the steps for attaching pockets which were incorrect, hence scored lower marks.

This analysis suggests that candidates lacked enough knowledge on various types of pockets and seemed to lack sewing practices.

#### 2.2.4 Question 6: Soft Home Furnishing

This question was constructed from the topic of *Soft Home Furnishing*. The candidates were required to (a) outline three functions of curtains, (b) briefly explain four points to consider when choosing curtains, and (c) (i) name four types of floor coverings, (ii) write five advantages of using floor covering.

The question was attempted by 138 (100%) candidates. Data analysis indicates that 28 (20.6%) candidates scored from 6.5 to 8.5 marks, 90 (62.6%) candidates scored from 3 to 6 marks, and 18 (13.2%) scored from 0 to 2.5 marks. There was no candidate who scored above 8.5 marks. The general performance on this question was good because 118 (83.2%) candidates scored average and above, as illustrated in Figure 6.



**Figure 6:** Candidates' performance in question 6.

The item response analysis reveals that 28 (20.6%) candidates who performed well managed to outline the functions of curtains such as “for privacy”, “to decorate the room” and “to prevent excess sunlight to penetrate into the room” in part (a). In part (b), the candidates were able to explain some of the points to consider when choosing curtains. In part (c), they managed to name types of floor coverings and wrote three to four advantages of using floor coverings instead of five advantages. Others mixed up the types of floor and floor coverings, hence failed to score all 10 allocated marks. Most of them named *cement*, *tiles*, *concrete* and *wood* as the types of floor coverings, while these are the types of floor. The candidates did not understand that *floor coverings refer to loose laid materials that are used to cover the floor*. Extract 6.1 is a sample answer from the script of a candidate who scored high marks in this question.

## Extract 6.1

6 a)	i) Curtains improve the appearance of the room or house.
	ii) Curtains provide privacy to individuals by covering open doors or windows.
	iii) Curtains help to maintain cleanliness <sup>of equipments or materials</sup> by preventing dust from entering the house or room.
b)	Points to consider when choosing curtains are;
	i). Quality of the material used to make the curtain should be the one that can last for a long time and with stand frequent laundry,
	ii) The colour of the curtain; This should be the one that matches the colour of the room or house or match most of the furnitures in the house.
	iii) Should be the one that shows dirt easily; The curtain should be that shows dirt easily, meaning the colour should show easily (show when the curtain is dirt).
	iv). The curtain choosing should be regarded on the amount of money you have. Choose the type of curtains according to the amount of money you have to fit your economy.

6c.i)	The types of floor coverings are
	i) Carpets.
	ii) Tiles.
	iii) Mats.
	iv) Soft <del>woods</del> furnished woods.
ii)	Advantages of floor coverings are;
	a) Floor coverings improve the appearance of the room or house.
	b) Floor coverings helps to maintain cleanliness by easing the cleaning.
	c) Floor coverings <del>help</del> provides privance of the <del>bad</del> broken floors by providing good appearance instead of the real.
	d) Floor coverings makes a house with a deference from one house to another.
	e) Floor coverings help the floor to remain good for a long time without destructions or losing its good appearance.

Extract 6.1 indicates the response of the candidate who managed to respond correctly, though some of the parts were not correct hence he/she failed to score all 10 allocated marks.

On the other hand, 18 (13.2%) candidates who scored low provided irrelevant responses. In part (a), some candidates failed to outline the functions of curtains; the responses provided were not related to the question requirements. For example one candidate wrote, “provide the needle for sewing”, “for making the seam in a garment” “used for suport you attaching the partten”. Another one wrote “it is used for making durable and neat”, “it protect against bacteria and diseases”, “it help to saved money”. The candidates also demonstrated poor command of English Language.

In part (b), some candidates misunderstood the question and provided points to consider when choosing materials for making garments such as *type of material, type of fabric, colour of material and size of the*

material instead of the points for choosing curtains. Others provided one correct function of the curtain out of three required by the question. In part (c), the candidates also provided irrelevant responses. Extract 6.2 is a sample answer from the script of a candidate who scored low marks.

### Extract 6.2

6c.	Types of floor coverings
	i) Plant floor covering
	ii) Minerals floor covering
	iii) Artificial floor covering
	iv)
	Advantage
	i) Used for soft housing
	ii) Used for removing of darning
6d.	for decoration
	i) attractive ness
	ii)
6e.	Used for strength of the fabric
	- They are flat of the services.
	- Regeneration Used for absorbent

Extract 6.2 shows the answers of the candidate who provided responses which were not related to the requirements of the question, hence performed poorly.

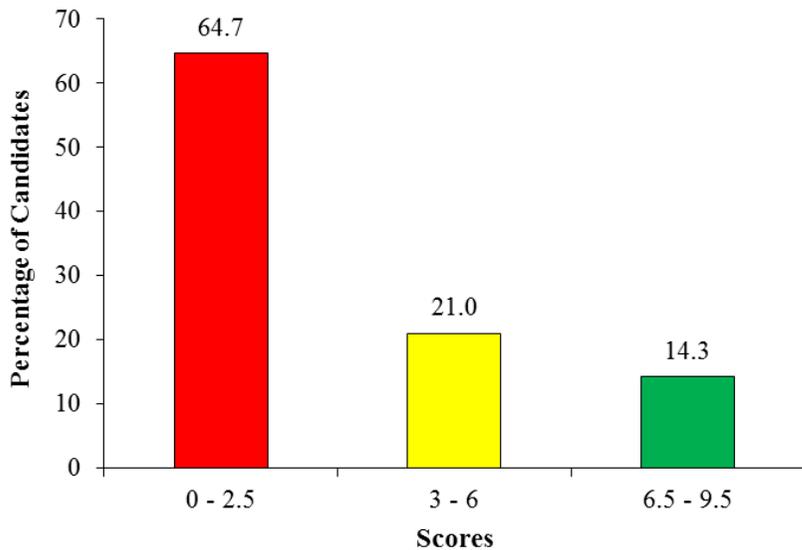
The analysis shows that the candidates lacked enough knowledge on floor coverings.

### 2.2.5 Question 7: Fabrics

The question was constructed from the topic of *Fabrics*. The candidates were required to (a) differentiate staple fibres from filament yarn, (b) (i)

give the meaning of blended yarn, (ii) four reasons for blending yarns with examples. In part (c), the candidates were required to draw and label a diagram of woven material.

The question was attempted by 119 (86.2%) candidates as 19 (13.8%) candidates did not attempt the question. Data analysis indicates that 77 (64.7%) candidates scored 0 to 2.5 marks, of which 47 (39.5%) scored zero. Moreover, 25 (21.0%) candidates scored from 3 to 6 marks, and 17 (14.3%) scored from 6.5 to 9.5 marks. There was no candidate who scored all 10 marks. The performance for this question was average because 42 (35.3%) candidates scored from 3 to 9.5 marks. Figure 7 illustrates these data.



**Figure 7:** Candidates' performance in question 7.

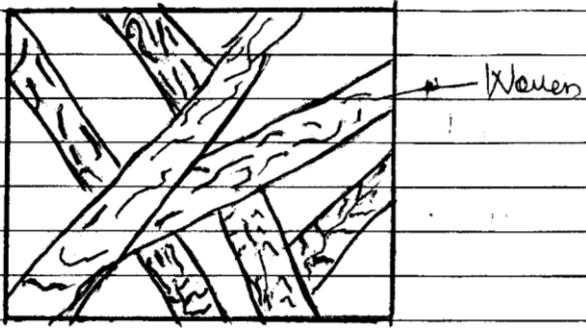
The response analysis indicates that 77 (64.7%) candidates who performed poorly had inadequate knowledge on fibres and yarns. Among them 47 (39.5%) scored zero. In part (a), these candidates failed to differentiate staple fibres and filament yarn. Some of them provided irrelevant responses where one candidate wrote, “*staple fibres are the pieces of materials that are twisted into yarns to make fabrics*” while “*filament yarns are twisted fibres to make threads*”. This candidate did not understand that filaments are not twisted fibres. Another one wrote, “*staple fibre comes from the natural fibres like animal, fruit, plant and*

*extra*” while “*filament fibre that come from organism or bacteria like worm bacteria*”. This candidate mixed up the concepts of filament yarn with the silk worm that produce silk filament. Likewise, others mixed up the meanings of fibres and staple fibres. For example, one candidate wrote “*staple fibres are minute – hair like structure which twisted together to make a yarn*” while “*filament yarn are bonded knitted which make a fabric*”. These candidates did not understand that staple fibres refer to fibres of limited length while filament yarn is a yarn with continuous length. A filament is usually a man-made fibre of indefinite length and may be cut into short lengths to form staple fibres.

In part (b) (i) most candidates failed to provide the correct meaning of blended yarns. Some guessed the meaning of blended yarn and mixed up the term *blending* with *joining*. These candidates were not aware that in textiles there is no process of joining fibres. Others mixed up the term *blending* with *twisting*. These candidates did not understand that blended yarns are two or more different kinds of yarn spun together to make a single yarn. The candidates did not understand that twisting fibres into yarn is the process that is called spinning. The twist binds the fibres together and also contributes to the strength of the yarn. Since the candidates failed to provide the correct meaning of blended yarn, they also faced difficulty in providing the reasons for blending yarns in part (b) (ii). The candidates provided irrelevant responses, like “*yarns are blended so as to make threads*”, “*yarn are blended so as to make fabrics*”, “*yarns are blended so as to make yarns strong*”, and “*yarns are blended so as to make them many for the purpose of making threads*”. Another candidate wrote, “*blended yarns are not heavy fabrics*”, “*blending yarns are easy to make*”, “*blending yarns make the garment to look smart*”, “*blending yarns form a fabric*”.

In part (c), the candidates failed to draw and label a diagram of woven fabric. Most of the diagrams provided were not related to the requirements of the question. Some provided the diagram of fibres as seen under the microscope, others drew a block diagram with either flowers or strips of different directions, and some skipped the question. Extract 7.1 is a sample answer from a script of a candidate who performed poorly.

## Extract 7.1

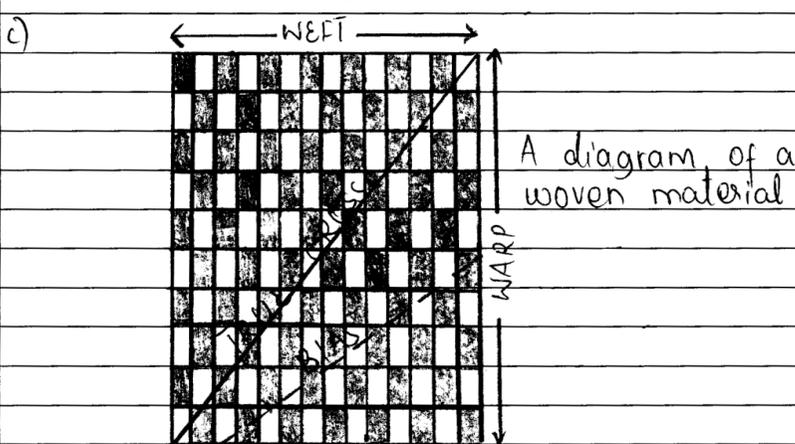
07. a)	<u>Staple fibres</u> That is the fibre come from the natural fibre like animal fruit, plant and extra. But
	<u>Filament yarns</u> Is the fibre that come from organism or bacteria like yeast worm bacteria.
07 b)	<u>Blended yarns</u> That are the one that can made or make a fibre and blended yarns Is organism or bacteria.
	<del>07 c)</del> To draw and label diagram of woven material.
	
	DIAGRAM OF WOVEN MATERIAL

Extract 7.1 shows the responses from the candidate who misinterpreted the question and drew the diagram which resembles the microscopic diagrams of a fibre instead of a woven material.

The analysis further indicates that 17 (14.3%) candidates who performed well had enough knowledge on fabrics. In part (a) the candidates managed to differentiate staple fibres from filament yarn. In part (b) (i) they gave the meaning of blended yarns correctly, though some provided insufficient explanations. In part (b) (ii), some candidates provided the correct responses, others managed to provide one or two reasons for blending yarn instead of four which were required by the question. In part (c) the candidates managed to draw and label correctly the diagram of woven material, but some labelled

incorrectly the directions of warp and weft threads. Others did not label the selvedge threads (the narrow, tightly woven band on both edges of the woven cloth), and some labelled bias and crossway directions which were not required by the question. Extract 7.2 is a sample answer from a script of a candidate who scored high marks in this question.

### Extract 7.2

07-	a) Staple fibres are the short fibres measured in inches or centimetres while filament yarns are the long fibres
	b) i) Blended yarns are the continuous strands b) made by combining different kinds of fibres (both staples and filaments)
	ii) - For functional purposes. - For aesthetic purposes (to improve their performance) - To reduce cost. - To make the yarns more attractive when making clothes fabrics.
	c) 

Extract 7.2 is the sample answer of the candidate who performed well. However, in part (b) (ii) the candidate was not aware that aesthetic is to improve texture and appearance and not performance. He/she also indicated true cross and bias directions instead of selvedge threads in part (c).

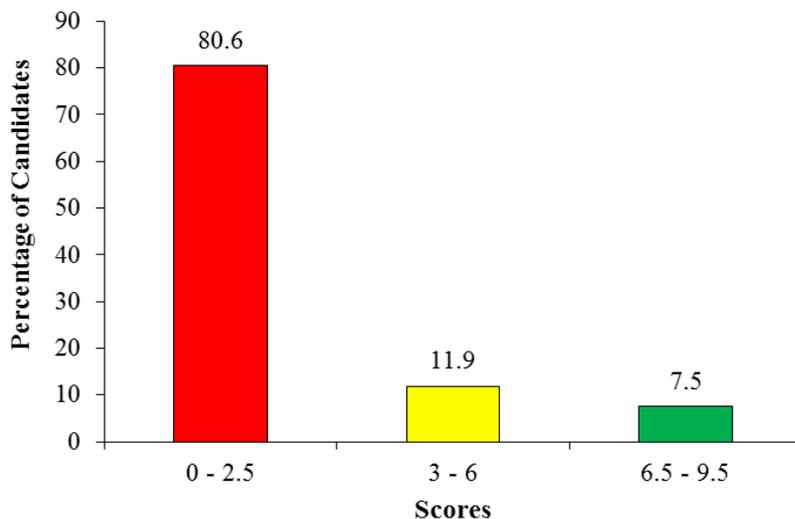
These candidates had adequate knowledge on fibres, yarns and blended yarns. Furthermore, they understood that woven fabric have two sets of

yarn; the warp which runs lengthwise on the fabric and the weft which runs across the warp.

### 2.2.6 Question 8: Fastenings

This question was constructed from the sub topic of *Fastenings*. The candidates were required to (a), state three rules for attaching fastenings, (b) (i) give the meaning of a shank, and (ii) briefly explain the procedures for attaching shank button, and (c) describe three types of buttonhole.

This question was attempted by 134 (97.1%) candidates. The analysis indicates that 10 (7.5%) candidates scored from 6.5 to 9.5 out of 10 allocated marks, and 16 (11.9%) scored from 3 to 6 marks. In addition, 108 (80.6%) candidates scored from 0 to 2.5 marks, of which 55 (41.0%) percent scored zero. These data shows that the general performance for this question was poor as it is illustrated in Figure 8.



**Figure 8:** Candidates' performance in question 8.

The items response analysis shows that 55 (41.0%) candidates who scored zero misunderstood the question. In part (a), some candidates provided the points to consider when choosing fastenings. For example one candidate wrote, “*material being made*’, ‘*fabric being used*’, ‘*shape of the fastening*’ and ‘*position of the fastening*”. Another one wrote, “*when attaching fasteners it should be suitable to the type of opening*’, ‘*it should be suitable for the style of material*’, ‘*it should be suitable for*

*the age of the wearer*”, instead of the rules for attaching fastenings. Others wrote the procedures for attaching fastenings which were also incorrect with a lot of grammatical errors.

In part (b) (i), most candidates provided incorrect meanings such as, “*a shank is a piece of cloth which attached to a bottom so as to improve the appearance of the button*”. “*a shank is a space or hole between the button and the fabric*”, “*a shank is a material on a button which allow the movement of the button*”. These candidates mixed up the shank (stem) with a hole or material/fabric. They did not understand that a *shank is a stem which provide small amount of space between button and a garment to allow a garment to hang and drape well*. Since the candidates misunderstood the meaning of the shank, they also failed to provide the correct procedures for attaching shank button in part (b) (ii). Others skipped the question.

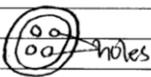
In part (c), some of candidates mixed up the term buttonholes and buttons. Instead of describing the types of buttonholes, they drew types of buttons. Others described the types of buttons such as *two - hole button, four - hole button, covered button and rivet button*. The analysis shows that the candidates misunderstood the requirements of the question. Extract 8.1 and 8.2 show the sample responses from the scripts of the candidates who performed poorly.

### **Extract 8.1**

	<p>Q8 Rules for attaching fastenings</p> <ul style="list-style-type: none"> <li>- Material being made</li> <li>- The fabric being used</li> <li>- The shape of fastening</li> <li>- The position of fastening.</li> </ul> <p>b) i) Shank is the small holes that have been on a button. For example of shank.</p> <div style="text-align: center;">  <p>That is the button with a shank.</p> <p>Shank</p> </div>
	<p>8 b) ii) Procedure of attaching shank button.</p> <ol style="list-style-type: none"> <li>i) Take your fabric or your garment, needle and thread</li> <li>ii) Put thread to the needle.</li> <li>iii) Start to sewing by using hand.</li> <li>iv) Make sure that when you sewing the shank button on you attach material with a shank.</li> </ol> <p>c) Types of buttonholes</p> <ol style="list-style-type: none"> <li>i) Vertical buttonholes</li> <li>ii) Horizontal buttonholes and</li> <li>iii) Vinted buttonholes.</li> </ol>

Extract 8.1 shows the responses from the candidate who wrote the factors to consider when choosing fastenings, instead of rules for attaching fastenings in part (a). In part (b) (i) he/she provided incorrect meaning of the shank. The responses on other parts were also irrelevant to the question, hence performed poorly.

### Extract 8.2

8(a)	- Place the fastener on a material. - Pin the fastener and the material together. - Attach by using threads and needles on both of its sides.
8(b)	A Shank is a <sup>hole</sup> space between the button and the fabric / material.
8(c)	A button with double / two holes.
	
	A button with four button holes.
	
	Shank button
	

Extract 8.2 indicates the answers from the candidate who provided irrelevant responses in part (a), and incorrect meaning of the shank in part (b). Moreover, he/she drew the types of buttons instead of describing the types of buttonholes, thus performed poorly.

Further analysis reveals that, 10 (7.5%) candidates who performed well had enough knowledge on fastenings and how to attach them. In part (a), some candidates managed to give the correct rules for attaching fastenings. In part (b) (i), the candidates provided the meaning of the shank, and in part (b) (ii), most candidates managed to provide one or two steps of attaching shank button correctly. Furthermore, in part (c) the candidates were able to describe the three types of buttonhole correctly, though some of them failed to give the correct explanations to some points, as a results they failed to score all the 10 allocated marks. Extract 8.3 is a sample answer from the script of a candidate who performed well.

### Extract 8.3

8a i)	Fastenings should always be sewn on double thickness.
ii)	If the garment is likely to be washed, the fastenings should also be washable.
iii)	Fastenings should be inconspicuous unless decorative effect is desired.
8b i)	Shank is the stem between the button and the garment.
ii-	A sew shank button such that the shank is parallel to the buttonhole.
-	Pass slit
-	pass the needle through the fabric and the shank as stitches are worked.
-	work several stitches to fasten the button securely.
-	Finish off neatly on the wrong side.
8c i)	Hand worked buttonhole. This is the type of buttonhole which is worked by hand by using buttonholing stitches then the button hole is cut through stitches.
8c ii)	Machine worked buttonholes. These refers to the buttonholes which are worked by the machine using zigzag stitches.
iii)	Inseam buttonhole This is a button holes which is found in the side seam of the garment.

Extract 8.3 shows the answers from the candidate who managed to provide the correct responses in all parts of the question, but provided incorrect rules in part (a) (i), hence failed to score all 10 marks.

These candidates demonstrated adequate knowledge on fastenings, specifically types of buttons and buttonholes, rules for attaching buttons as well as procedures of attaching shank button.

### **2.3 Section C: Essay Questions**

This section consisted of three optional essay type questions from the topic of *Fabrics*, *Children's Clothing* and *Seams*. The candidates were required to answer only one question from this section which carried 20 marks each.

#### **2.3.1 Question 9: Fabrics**

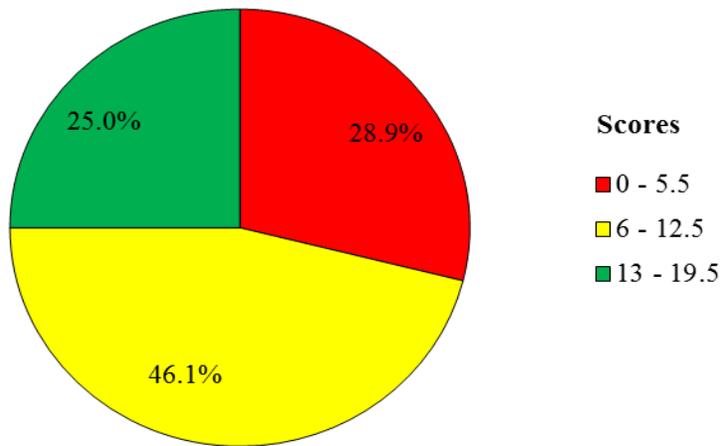
The question was constructed from the topic of *Fabrics*. The candidates were required to explain the manufacturing process of viscose rayon, seven properties of viscose rayon and care facts of rayon.

None of the candidates attempted this question. This might be due to inadequate knowledge on viscose fibre, hence failed to explain the manufacturing process of viscose rayon, its properties, and care facts. It has been also observed that, this question might be the most difficult to them, and therefore they opted for the other two questions.

#### **2.3.2 Question 10: Children's Clothing**

This question was constructed from the topic of *Children's Clothing*. The candidates were required to explain in detail three points to consider when choosing fabrics and garment styles suitable for children.

This question was opted by 128 (92.8%) candidates. Data analysis indicates that 32 (25.0%) candidates scored from 13 to 19.5 marks, 59 (46.1%) candidates scored from 6 to 12.5 marks, and 37 (28.9%) scored from 0 to 5.5 marks. The general performance for this question was good because 71.1 percent of the candidates scored 6 to 19.5 out of 20 allocated marks. Figure 10 illustrates these data.



**Figure 9:** *Candidates' performance in question 10.*

The items response analysis indicates that 32 (25.0%) candidates who performed well in this question had adequate knowledge on children's clothing. The candidates managed to provide three correct points to consider when choosing fabrics and garment styles suitable for children. Extract 10.1 is a sample answer from the script of a candidate who performed well.

## Extract 10.1

101	Children garments are the clothes which are designed and made <sup>to be</sup> sewn specifically for the children's use. nowadays there are various styles thus children clothes need to be sewn and not dressing them with the old fashioned clothes for the adults. The following are the points to consider when choosing the fabric suitable for the garment of children:
	The fabric should be easy to launder. Cotton fabric up to that of denim are easy to launder. Wool mixtures such as <i>Witella</i> and <i>Clydella</i> are also washable. Synthetic fibres are however easy to launder but great care must be taken when they are used since they are poor conductor of heat <del>to</del> and they are not absorbent hence they do not allow perspiration to escape from the body. They also do not absorb moisture of the body hence chills may occur.
	The fabric should be hard wearing. The fabric used for making children garment should not necessarily be bulky <del>but</del> should be fine but <del>not</del> strongly woven. The fabrics

10.	<p>Which are firmly woven withstand the effect of rubbing and friction hence they stay longer without wearing and tearing hence enables the baby to wear the garment over long time.</p> <p>The fabric chosen should be non-flammable. The fabric of making child garment should not catch fire easily. Special finish which is flame resistant finish should be applied on the clothes with napped or fluffy surface. Nylon should not be chosen unless treated with this finish since when it burns it forms a firm sticky bead. It doesn't mean that when the fabric is treated with flame resistant finish does not catch fire but it reduces the effect.</p> <p>The following are the point to consider when choosing garment style for children:</p> <p>The style should not involve elaborate decoration. The style of the garment should allow simple decoration such as gathers, tucks, these may be used currently for decoration but may take extra width or length which may later be altered to give increased length or width. The garment may also be decorated by applique and commercial trimmings such as ribbons and laces. These decorations are suitable for both male and female children.</p> <p>The style should allow for the growth of the child. This entails wide sleeve bands and loose fitting dress and two piece rather than one piece garment. The clothes should</p>
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10	<p>not be made to fit the child currently but should be weared in some years latter when the clothes are made with deep hems and wide seam allowances it means that it will be easily altered when it is outgrown.</p> <p>The style should allow for it to be easily put on and taken off. The style chosen should allow the child to put on and take off the garment easily by him/herself. This entails long openings and simple fasteners such as velcro, ribbons and press studs which can be operated easily. When short openings are made the baby will get difficulties in putting on and taking off the garment. Also, when clothes are loose fitting it is easy for the baby to put them on and take off.</p> <p>Therefore, when making the children garment you should choose the style carefully, use pattern one size above the actual child's size, make wide seam allowances at the waist, allow generous wrapover so that buttons may be moved to give increased width on skirts, shorts and jumpers which are supported by strap work button hole on the waist band and moved down the button as required, make deep hems on the lower edge of dresses, trouser legs and sleeves and tucks on skirt and bodice and finally shrink the fabric before cutting if there is slightest risk of shrinking.</p>
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Extract 10.1 shows the answer of the candidate who managed to provide the points to consider when choosing fabrics and garment style suitable for children, hence performed well.

The analysis further shows that 37 (28.9%) candidates who performed poorly had inadequate knowledge on children's clothing. Some of them provided the points to consider when choosing the type of seam such as the "type of fabric", "the garment being made", instead of the points to consider when choosing fabrics. Others provided irrelevant responses which were meaningless such as "material used of fabric", "the age of the wearing", "amount of fabric" and "style of the decoration". The candidates also demonstrated poor command of English Language. Extract 10.2 is a sample answer from a script of the candidate who scored low marks.

### Extract 10.2

to.	children garment is the garment which allow alteration for outgrowth in the garment. The following are the points to consider when choosing fabrics and garment styles suitable for children;
	style for the children was used style for the decoration on the clother. There were make sure shape of children and garment of children are suitable for the clother. so we were taken to the style so shape was support style for the childrens of the garment.
	figure. There were the one of the considering to the chearing in the children. Figure was used children to make sure clother was tighting of pitten children for the figure on the garment.
	Material should be non-expensive for the garment there were acceptable to take for your children to make sure there was a garment. Mc ke sure that children were a not in a flammable to the dangours on the expensive to the fabric. In in the lire was suitable for the dangerous in the style of the children garment.
	Generally all in all there were the points to consider when choosing fabrics and garment style suitable for children so to make sure that people was take care for the fabric of the children garment.

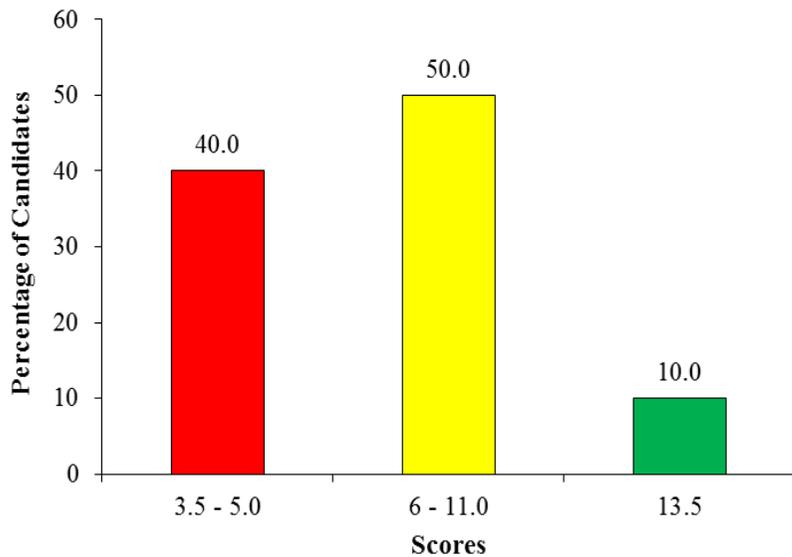
Extract 10.2 shows the response of the candidate who provided irrelevant response hence performed poorly.

The candidates in this category lacked enough knowledge on the choice of materials and the styles for children’s clothing.

### 2.3.3 Question 11: Seams

The question was constructed from the sub-topic of *Seams*. The candidates were required to determine the steps of making double stitched seam with the aid of diagrams and outline four common faults which may occur when working double stitched seam.

This was an optional question which was opted by 10 (7.2%) candidates. Data analysis indicates that one (10.0%) candidate scored 13.5 marks. Five (50.0%) candidates scored from 6 to 11 marks and four (40%) candidates scored 3.5 to 5 marks. There was no candidate who scored below 3.5 or above 13.5 marks. The general performance of this question was good since six (60.0%) candidates scored average and above, as illustrated in Figure 10.



**Figure 10:** *Candidates’ performance in question 11.*

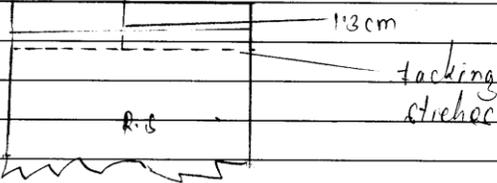
The analysis indicates that five (50%) candidates who performed averagely had enough knowledge on double stitched seam and how to make it. Some candidates managed to provide the steps for making double stitched seam correctly, though some of the steps were not correct. The candidates also failed to draw the diagrams for each steps.

Those who tried to draw the diagrams demonstrated poor drawing skills. On the other hand, some candidates correctly provided the common faults which may occur when working double stitched seam and some provided one to two faults out of four faults required by the question, which led to average score. Extract 11.1 is a sample answer from a script of a candidate who performed averagely.

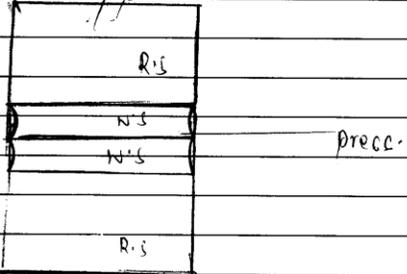
### Extract 11.1

Qn Double stitched seam is a type of inconspicuous seam which perform both functional and decorative uses. It is commonly used in trousers and night dress since it is a self-hand neated seam and which is not bulky compared to that of french seam. But the following are the steps used for making double stitched seam which are as follows

1. To place the two pieces of material together with right side wrong side facing and then tack 1.3 cm from the edge of the fabric for the depth required for the seam.

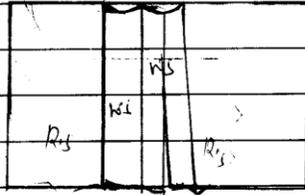


2. Stitch in position then remove tacking then press the seam open.



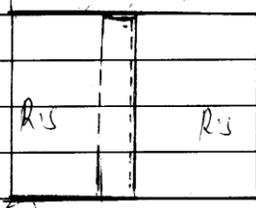
Qn  
11.

Then cut out half of the ~~width~~ <sup>length</sup> of the back <sup>edge</sup> ~~width~~ of the 'doub' seam



cut the back <sup>edge</sup> width of the seam into its half.

Make a 5mm turning on the front edge the turn it toward the back edge making sure that the front edge overlap the back edge completely then back edge stitch along the edge of the front edge of the seam.



But the following are some of faults which may occur when making double/ditched seam which are:

Variation in width of the seam  
This is due to poor cutting of the <sup>edges</sup> ~~thickness~~ of the seam and also poor stitching of the front edge of the seam to its edge.

On 11. Furthermore the puckering of the seam when stitching is due to the poor pressing of the double stitched seam after the first stitching is done. There fore press well first then work tack ing before working machine stitches to check for the thickness of the seam so as to prevent puckering.

Also frayed edges seen on the ~~to~~ right side. this is caused due to, the turning of the front edge of the seam is too small making the edge of the back edge to be seen after steaming to avoid this make sure that the turning is ~~too~~ enough to cover the edges of the ~~and~~ back edge of the open seam.

further more the seam turned towards the front this is due to incorrect cutting of the edges. the front edge is cut and then the back edge is turned towards the edge of the front edge and turning is made and stitch and hence makes a fault instead of making the cutting and turning to the back edge and turning to the front edge so as to make it correct.

In conclusion these are some of the steps of making double stitched seam and it's faults. There fore when ~~working~~ working this type of seam care must be taken to avoid these faults of the seam and hence make the double stitched seam to appear nicely on the garment.

Extract 11.1 shows the sample response of the candidate who managed to explain some of the steps of making double stitched seam, and outlined the common faults which may occur when working double stitched seam correctly. But he/she failed to draw the correct diagrams for each step, hence performed average.

The analysis further shows that four (40%) candidates who performed poorly, some provided incorrect steps for making double stitched seam, and others provided irrelevant responses. However, some candidates outlined correctly the common faults which may occur when working double stitched seam. This analysis indicates that the candidates lacked

drawing practise, had insufficient practical skills or they were poorly prepared for the examination, hence scored low marks. Extract 11.2 is a sample answer from a script of a candidate who performed poorly.

### Extract 11.2

11(a) (iii)	<p>fold the other seam allowance <del>toward</del> <sup>over</sup> the cut seam allowance. <del>Use</del> Pin, tack, <del>stitch</del> and remove the <del>tackings</del> and pins then stitch and remove the tackings.</p>
	A do
	A double stitched seam
(b)	<p>The common faults which may occur include</p> <p>(i) The seam appearing on the wrong side due to incorrect placing of the materials.</p> <p>(ii) frayed <del>edges</del> <sup>threads</sup> on the right side.</p> <p>(iii) bulging of the seam on the right side.</p> <p>(iv) The dragging of the seam</p>

Extract 11.2 indicates the sample response of the candidate who drew the diagram of machine fell seam, but he/she failed to explain the procedures for working the seam in part (a). In part (b) the candidate managed to outline correctly one common fault which may occur when working double stitched seam (b) (i), hence scored low marks.

### 3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates performance per topic was done with the aim of identifying the topics with *weak*, *average* and *good* performance. The Textiles and Dressmaking subject examination in CSEE 2018 covers the following topics/sub topics: *Home soft furnishing*, *Mending*, *Children's clothing*, *Sewing Machine*, *Seams*, *Pattern Drafting*, *Fabrics*, *Pockets* and *Fastenings*.

The analysis shows that *Multiple Choice Items* (92%), *Home Soft Furnishing* (83.2%), *Mending* (72.5%) and *Childrens' Clothing* (71.1%) topics were well done. The good performance on these topics was probably due to the fact that the candidates were taught intensively on the topics/sub topics measured. Hence, they understood well the contents or the candidates were prepared well for the examination.

The performance of *Sewing Machine* (64.5), *Seams* (60%), *Pattern Drafting* (58.0%), *Fabrics* (35.5%) and *Pockets* (31.9%) topics was average. This average performance can be attributed to the relatively adequate knowledge on the basic knowledge on sewing machine, seams and pattern drafting. However, the analysis revealed that, the most difficult areas on this category were the topics of *fabrics* and *pockets*. It has been observed that, the candidates had inadequate knowledge on pockets, the concept of blended yarn, reasons for blending yarns and insufficient drawing skills.

Furthermore, the performance of the sub topic *Fastenings* (19.4%) was poor. The analysis revealed that the poor performance observed in the sub topic was contributed by the lack of basic knowledge on fastenings. It has been observed that, possibly this was due to the poor coverage of the topic, specifically on the rules for attaching fastenings, types of buttons and buttonholes, meaning of shank and the procedures for attaching shank button, or lack of practical activities on fastenings. If the candidates had enough practical activities on the fastenings, they could remember much more the learnt concepts related to the question. It might also be that the candidates had poor examination preparations. In addition, the low proficiency in English Language was observed as another reason for poor performance, hence the candidates misinterpreted the questions, skipped some questions or provided irrelevant responses.

Further the analysis revealed that question number 9 from the topic of *fabric* was avoided by all the candidates. This might be either due to inadequate knowledge on viscose fibre, or the question was the most difficult to them, and therefore they opted for other two questions. The candidates' performance in topic wise is summarizes in *Appendix A*.

#### **4.0 CONCLUSION**

The analysis of the candidates' performance in each question indicates that the good and average performance observed were a result of adequate knowledge on the basic concepts of *Home Soft Furnishing Mending, Childrens' Clothing, Sewing Machine, Seams, Pattern Drafting, Fabrics* and *Pockets* measured. Whereas, the poor performance was a result of the lack of the basic knowledge on *Fastenings* concepts, that led the candidates to provide irrelevant answers, skipped some questions and provided incomplete answers. However, the inability of using English Language was observed as a problem to the candidates who performed poorly.

The general performance of the candidates in Textiles and Dressmaking subject in CSEE, 2018 was good since 134 (97.10%) candidates who sat for the examination passed with the following grades: A - 9 (6.5%), B - 15 (10.9%), C - 77 (55.8%) and D - 33 (23.9%). However, 4 (2.9%) failed the examination by obtaining grade F as illustrated in *Appendix B*. These results indicate that the general performance in year 2018 was good compared to the year 2017 whereby 158 (95.3%) of the candidates passed and 7 (4.7%) failed. *Appendix C* illustrates the comparison of performance in year 2017 with 2018.

#### **5.0 RECOMMENDATIONS**

According to the analysis of the candidates' performance in each question and topic in Textiles and Dressmaking subject, it is recommended that:

- (a) Teachers should make sure that all topics identified in the syllabus are effectively covered. Detailed teaching on both theory and practical lessons should be emphasised to meet the objectives stated.
- (b) The candidates should be encouraged to use English Language outside and inside the classrooms, reading story books and participate in

debates in order to improve both spoken and written English Language skills.

- (c) Students should be given more tests and examinations as this will motivate them to learn and be conversant with what they have learned.
- (d) Teachers should improve teaching and learning techniques that emphasise on student - centred. Practical work such as homework, assignments, study tours, gallery walk and sewing activities should also be emphasised. These encourage students to interact with one another and participate actively on asking questions and complete tasks independently.

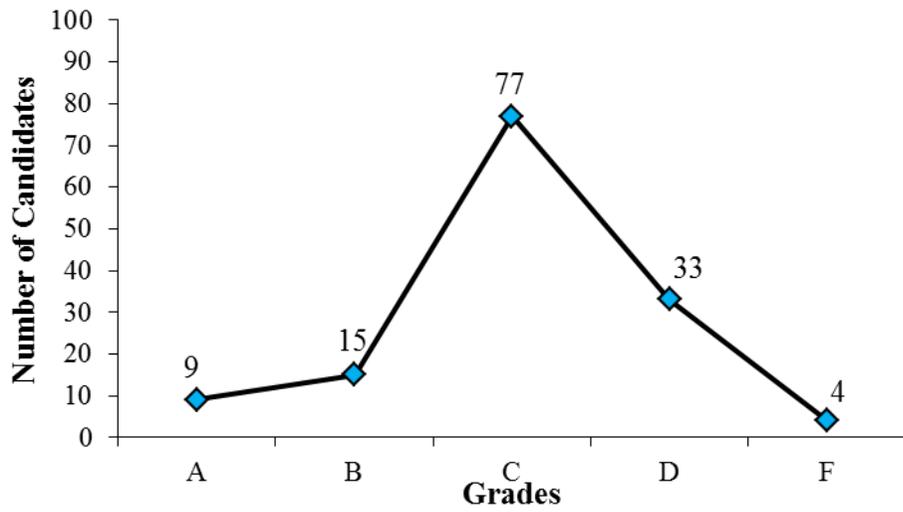
## Appendices

Appendix A

### Summary of Candidates' Performance -Topic wise

S/N	Topic/Sub topic	Question No.	The Percentage of Candidates with Score 30% and Above	Remarks
1.	Multiple Choice items	1	92.0	Good
2.	Home Soft Furnishing	6	83.2	Good
3.	Mending	2	72.5	Good
4.	Children's Clothing	10	71.1	Good
5.	Sewing Machine	3	64.5	Average
6.	Seams	11	60	Average
7.	Pattern Drafting	4	58.0	Average
8.	Fabric	7	35.3	Average
9.	Pockets	5	31.9	Average
10.	Fastenings	8	19.4	Poor

**The Candidates' General Performance in Textiles and Dressmaking Subject  
CSEE 2018**



### The Comparison of Candidates' Performance in 2017/2018

