THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

STUDENTS' ITEMS RESPONSE ANALYSIS REPORT FOR THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2018
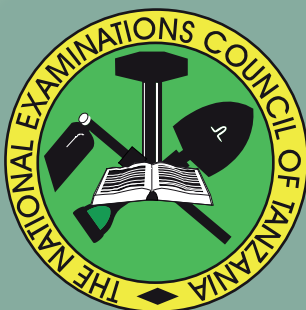
052 TEXTILES AND DRESSMAKING

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052 TEXTILES AND DRESSMAKING

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LIST OF ABREVIATIONS

SIRA   Students' Item Response Analysis

NECTA   National Examinations Council of Tanzania

FTNA   Form Two National Assessment

FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Students' Item Response Analysis (SIRA) report on Textiles and Dressmaking subject. The report has been prepared to provide feedback to teachers, student, parents, policy makers and the public in general on the performance of the students in the subject, and to identify proper measures to be taken in order to improve the students' performance in future assessment administered by the Council.

The analysis presented is intended to provide insight on the students' performance in Textiles and Dressmaking subject. It analyses students' performance in each question, thus the sample responses from students' scripts and the statistical data are used for elaboration. Furthermore, the report focuses on identifying the strengths and weaknesses of the students' response in different assessed topics. The report highlights some of the factors which caused poor performance in some of the questions. Some of the factors established as the causes of poor performance include: insufficient knowledge on the basic concepts of Textiles and Dressmaking, misinterpretation of questions, insufficient skills on practical oriented concepts, and low proficiency in English Language. Due to these, students provided irrelevant, incorrect, and incomplete or leave some parts of questions unanswered.

NECTA would like to express its sincere gratitude to everyone who participated in the preparation of this report.

Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the students' performance in Textiles and Dressmaking Paper of Form Two National Assessment (FTNA) conducted in November, 2018. The examination measured competences according to the 1996 Home Economics syllabus.

The paper comprised of eleven (11) questions which were distributed in three sections, namely A, B and C. Section A consisted of three (3) objective questions, ten (10) multiple choice items, seven (07) true or false items and seven (07) matching items. Section B consisted of six (6) short answer questions and two (2) essay questions in section C. Sections A and B were compulsory, while in section C, the students were required to choose one question.

According to the FTNA 2018 results, a total of 621 (89.22%) students sat for this paper, of which 324 (52.17%) students passed but 297 (47.83%) failed. In the year 2017 the student who sat for this subject were 831 (97.53%) of whom 145 (17.44%) passed and 686 (82.55%) failed, as illustrated in *Appendix C*. This implies that the students' performance this year has increased by 34.72% compared to year 2017.

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 by using *green*, *yellow* and *red* colours for *good*, *average* and *weak* performance, respectively. The pass rate of each question was 30 percent or above as per marks allocated.

The report also presents the requirement of each question, the percentage of the students who attempted the question with their scores, and the possible reasons for such performance. Some extracts obtained from the students' scripts and graphs that indicate distribution of students' scores are inserted in this report for illustration purposes.

It is expected that, education stakeholders will find this report useful in the sense that the information provided will enable them to take necessary measures in order to improve teaching and learning process.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE IN EACH QUESTION

2.1 Section A: Objective Questions

This section consisted with three objective questions, which are *Multiple Choice Items*, *True or False* and *Matching Items*. The students were required to answer all questions in this section.

2.1.1 Question 1: Multiple Choice Items

This question consisted of ten (10) multiple choice items constructed from various topics/sub-topics, namely *Sewing Machine*, *Fabrics*, *Basic Sewing Stitches, Pockets, Pattern Marking, Edge Finishes, Disposal Fullness*, *Sleeves*, *Taking Body Measurements* and *Estimation of Material for a Shirt/Blouse*.

The question was attempted by all (100%) students who sat for this paper. Their scores were as follows: 12.2 percent of the students scored from 0 to 2 marks, 65.7 percent scored from 3 to 6 marks and 22.1 percent scored from 7 to 10 marks. The results suggest that the general performance of the students was good because 87.7 percent scored average and above, as illustrated in Figure 1.
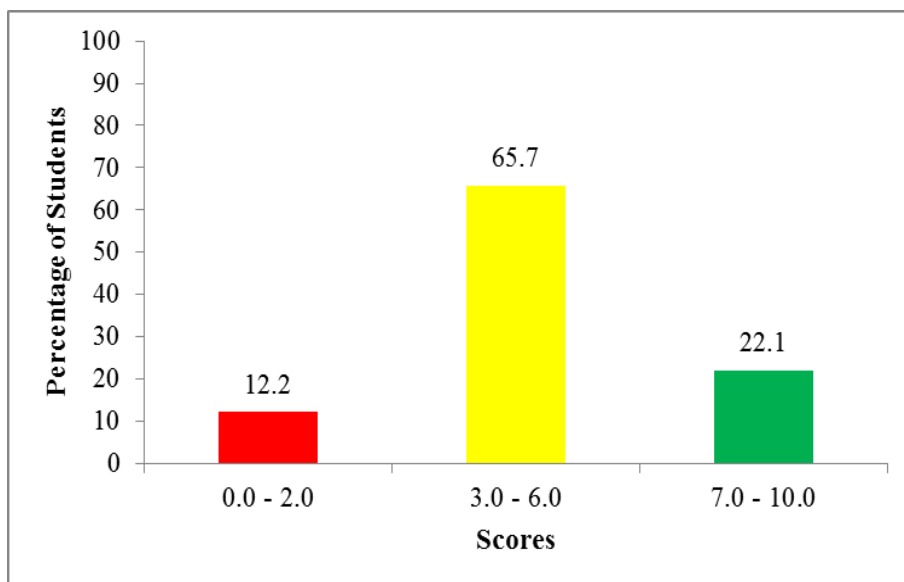

Figure 1: *Students' Performance in Question 1.*

The analysis of the students' responses indicates that, in item (i), the students were required to identify the part of sewing machine which is

used to hold the reel of thread in place. The correct answer was *B – Spool pin*. The students who opted for the correct response had enough knowledge on various parts of sewing machine and their functions. The students who opted for *A – Take up lever* did not understand that this is the part which pulls thread off the spool. Those who chose *C – Thread guide* did not understand that thread guide is used to keep thread in place. Furthermore, the students who chose *D – Feed dog* were not familiar that feed dog is used to move fabric under the presser foot. These students demonstrated inadequate knowledge on the function of various parts of sewing machine, hence failed to recognise the part used for holding the reel of thread.

Item (ii) required the students to choose the best type of fabric to be worn in warm area. The correct response was *C – Cotton*. The students who opted for this response had adequate knowledge on the characteristics of cotton fibres as it absorb moisture well and its mesh allows air to pass freely, hence making it a cool material to wear. The students who opted for incorrect responses *A - wool*, *B - nylon* and *D – silk*, had inadequate knowledge on properties of fibres because they failed to understand that wool, nylon and silk fabrics are warm to wear and good non-conductor of heat.

In item (iii), the students were required to identify an embroidery stitch from the given alternatives. The correct response was *A – Stem stitch*. The students who choose the correct response were able to recognise an embroidery stitch from other groups of stitches. The students who responded wrongly had insufficient knowledge on classification of stitches, hence failed to identify the type of embroidery stitches from joining stitches, (B - back stitches), temporary stitches (C - diagonal stitches) and Neatening stitches (D - hemming stitches).

In item (iv), the students were required to choose the types of pockets which are commonly used on shorts. The correct answer was *A - bound and side pockets*. The students who chose the correct answer had enough knowledge on the types of pockets and their suitability on various types of garments. The students who chose the incorrect response *B – patch and side pockets*, *C – patch and bound pockets* and *D - Welt pocket and patch pocket* did not understand that the pockets commonly used on shorts are *side*, *bound* and *welt pockets*. However,

patch pocket is often used on shorts such as jeans and corduroy but *not commonly* used.

In item (v), the students were required to point out the name of the following pattern marking:
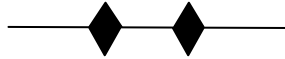
The correct response was *C – notches*. The students who opted for the correct response had adequate knowledge on pattern markings. Those who opted for incorrect response *A – seam line*, failed to distinguish between the notches and seam line since notches are usually indicated on the cutting line. The students who opted for *B - darts* and *D – grain line*, demonstrated inadequate knowledge of pattern marking since the two markings (darts and grain line) are totally different. The *grain line* is indicated by a long black arrow and the *dart* is indicated by black spots in a triangle with connecting lines.

Item (vi) required the students to identify the kind of fabrics that can be neatened by binding on plain seam. The correct response was *D – loose woven fabric which fray easily*. The students who chose the correct response had enough knowledge on the methods of neatening plain seam on various fabrics. Conversely, the students who chose incorrect responses *A – the fabric which does not fray easily*, failed to understand that binding is used to enclose the edges that fray easily. Those who chose *B – the fabric which is stiff* did not understand that if binding is used on stiff material it will adds bulky, thus not suitable on stiff fabrics. For those who opted for *C – the fabric which are likely to shrink* had inadequate knowledge on the aim of neatening seams, and also misunderstood the meaning of the word *shrink* (which means become smaller in size) since there is no relationship between neatening of seams and shrinkage.

In item (vii), the students were required to identify the techniques which can be used to treat a dart which is too thick. The correct answer was *B – snip the dart through the centre and neaten the raw edges*. The students who chose the correct answer had enough knowledge on how to make darts. Students who chose incorrect response had insufficient knowledge on dart making since all the procedures given, *A – machine the bulky part in place and neaten the raw edges*, *C - Press the dart flat with a hot iron and stitch in place* and *D – Machine the dart by tapering*

it off at the broad are incorrect procedures, thus cannot reduce thickness on the dart.

Item (viii) required the students to identify the techniques which are useful for finishing the lower edge of the sleeve. The correct answer was *A - binding, facing, self-hem and cuffs*. The students who chose the correct response had adequate knowledge on how to make sleeves. On the other hand, the students who chose incorrect responses, *B – self hem, binding, zigzag and band*; C – *facing, cuffs, zigzag, and bias binding* and D – *self hem, scalloping, facing and zigzag* had insufficient knowledge on how to make sleeves because all ways mentioned on distracters are suitable for neatening lower edge of sleeve except *zigzag*. The students did not understand that zigzag is useful for neatening raw edges of a single layer of fabric, hence cannot be useful for finishing the lower edge of sleeve.

Item (ix) required the students to identify the importance of taking body measurements before making a garment. The correct response was *C – to get a good fit and help in choosing pattern*. The students who chose the correct response had enough knowledge on garment making. The students who chose incorrect response *A - to make the accuracy of the measurements* did not understand that, this is attained by observing correctly the rules for taking body measurements. Those who chose *B – to know the width of the material* and *D – to know the length of the fabric needed for a garments* were not aware that knowing the length or width of fabric is not an important thing for taking body measurements before making a garment but are important thing to consider when buying the fabric.

In item (x), the students were asked to identify the factors which determine the amount of fabrics required on making a garment from the given alternatives. The correct response was *B – the styles of the garment*, *size of the wearer and width of fabric*. The students who chose the correct answer had adequate knowledge on the important things to consider during estimation of material when making a garment. On the other hand, the students who incorrectly chose *A – the size of the wearer, length of the material and style of the garment*, *C – the length of the fabric, the style of the garment and width of the dress* and *D – the width of the material, the size of the wearer and the width of the hips*, were not aware that length of material/fabric, width of the dress and

width of the hip are not important in the determination of the amount of the fabric required on making a garment.

2.1.2 Question 2: True or False Items

This question consisted of seven (07) True or False Items constructed from seven (07) sub-topics, namely *Sewing Equipment*, *Sleeves*, *Pockets*, *Disposal of Fullness*, *Edge Finishes* and *Undergarments*. The students were required to write TRUE if the statement was correct and FALSE if the statement was not correct in the provided space.

This was compulsory question and all (100%) students attempted this question. The general performance in this question was good because.8 percent of the students scored above average. Among them 63.3 percent scored from 5 to 7 marks and 31.5 percent of the students scored from 3 to 4 marks. Moreover, 5.2 percent scored from 0 to 2 marks as illustrated in Figure 2 illustrates.
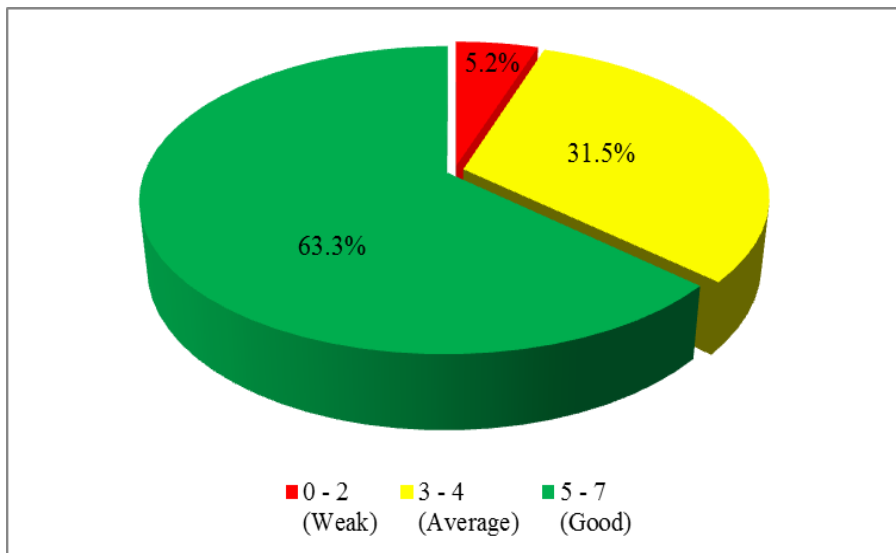
Figure 2: Students' Performance in Question 2.

The analysis of the students' responses indicated that in item (i) the statement stated that, *A tailors chalk, tracing wheel and pinking shears can be used as a marking tools*. The correct response was *FALSE*. The students who wrote *TRUE* did not understand that marking tools are the tools that are used to put marks on fabric or transferring marking from pattern on to the fabric. Furthermore, pinking shear is a type of scissor

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useful for neatening edges of specimen, heavy fabrics which do not fray easily and seams of garments to be lined, thus pinking shears is not a marking tool.

In item (ii), the statement stated that, *Magyar sleeve is cut all in one with the main body of the garment*. The correct response was *TRUE*. The students who responded correctly were familiar with various types of sleeves, hence managed to identify the Magyar sleeve. The students who wrote FALSE lacked sufficient knowledge on various types of sleeves and failed to understand that Magyar sleeve is a sleeve cut in one with bodice section.

In item (iii), the statement stated that, *The procedure of working patch pocket is the same as that of the bound pocket*. The correct response was *FALSE*. The students who wrote *FALSE* were familiar with the steps of making patch pocket and that of making bound pockets. Those who wrote *TRUE* did not understand that the steps for making patch pocket differ from that of making bound pocket. The bound pocket is made by using two layers of material stitched together on the wrong side of the garment to form a pocket and its opening is made by using the crossway strip. On the contrary, the patch pocket is a piece of material cut in various shapes and stitched flat on the outside of a garment leaving one part open.

The statement in item (iv) stated that, *Gathers can be used in both children's garments and elders with plump figure*. The correct response was *FALSE*. The students who opted for the correct response understood that gathers are suitable on children's garment because they allow room for growth and easy to be altered. But it is unsuitable for elders with plump figure since they tend to add bulkiness. The students who wrote *TRUE* were not aware that it is not advisable for the person with plump figure to use gathers on garments as they tend to make the person look fatter.

The statement in item (v), stated that, *A hem consists of two turning that are held in place using stitches*. The correct response was TRUE. The students, who wrote *TRUE* had adequate knowledge on how to work a hem. Those who wrote *FALSE* had insufficient knowledge on hems, hence did not understand that a hem is made by folding fabric twice on

to one side of the work, making the first turn a narrow one and held in place using hemming, machining, overlock or zigzag stitches.

In item (vi), the statement stated that, *Undergarment should fit well to allow the outer garment to hang and fit well*. The correct answer was *TRUE*. The students who wrote *FALSE* had insufficient knowledge on the style for underwear and failed to understand that the undergarment should slight fit well beneath the outer garment for the comfort of the wearer and to allow the outer garment to hang and fit well.

In item (vii), the statement stated that, *A dart can be sniped and neatened to avoid dragging*. The correct answer is *TRUE*. The student who responded correctly had adequate knowledge on the ways of treating darts. The students who wrote *FALSE* had insufficient knowledge on how to treat double ended dart in order to avoid dragging. The dart should be snipped across its widest part to allow it to spread.

2.1.3 Question 3: Matching Items (Fabrics)

This question consisted of seven (7) Matching Items constructed from the *Fabrics* topic. The students were required to match the phrases in List A with the responses in List B by writing the letters of the correct responses in the spaces provided. The question tested the students' understanding of fibres' characteristics as seen under the microscope.

The question was attempted by all (100%) students who sat for this paper. The analysis of performance shows that, the general performance of this question was very poor because 91.5 percent of the student scored from 0 to 2 marks. Moreover, 7.9 percent of the students scored from 3 to 4 marks and 0.6 scored from 5 to 6 marks out of 7 allocated marks. There was no student who scored all the 7 marks. Table 1 illustrates the performance.

Table 1: Students' Performance in Question 3

Marks	No. of Students (*f*)	Percentage (%)
0 – 2	568	91.5
3 - 4	49	7.9
5 - 6	04	0.6

N=621

The students' items response analysis indicates that in item (i), the students were required to match the statement which stated: *A fibre with twist characteristic*, with one of the responses given. The correct response was *B – Cotton*. The students who matched correctly understood that the appearance of cotton fibre under the microscope is seen as a flat ribbon with a slight twist in it. However, the students who matched the statement incorrectly had inadequate knowledge on the microscopic characteristics of the fibres. Most of the students matched the statement incorrectly with *D – Linen*. These students mixed up the twist appearance in cotton fibres and nodes appearance in linen fibres.

Item (ii) required the students to match the statements which stated: *A fibre which is identified by nodes characteristics*, with one of the responses given. The correct response was *D – Linen*. The students who matched correctly understood that the microscopic appearance of linen fibres has crossing lines that form nodes. Some of the students matched incorrectly with *B – Cotton.* These students mixed up the crossing lines that form node in linen fibres with twist characteristic of cotton. Moreover, the students who matched incorrectly with other fibres showed inadequate knowledge on fibre identification especially microscopic test.

In item (iii), the students were required to match the statement which stated: *A fibre with parallel markings characteristics* with one of the responses given. The correct answer was *F - Rayon*. Most of the students matched incorrectly with *H – Viscose*. These students mixed up the microscopic appearance of rayon with that of silk since both appeared smooth like glass rods, however rayon shows *parallel lines* while viscose shows *wavy lines*. The students who matched incorrectly with other alternatives had insufficient knowledge on microscopic test of fibres.

In item (iv), the students were required to match the statement which stated: *A fibre identified by overlapping scales* with one of the responses given. The correct answer was *G – Wool*. The students who matched correctly understood that the microscopic characteristic of wool is the overlapping surface cell structure, commonly known as 'scales'. The students who matched incorrectly had insufficient knowledge on the microscopic characteristics of different fibres, since

the microscopic characteristics of wool fibre are unique and do not resemble any other type of fibres.

In item (v), the students were required to match the statement which stated: *A fibre identified by its smoothness* with the responses given. The correct answer was *E – Silk*. The students who matched correctly understood that silk is a smooth and lustrous fibre. Some of the students matched the statement incorrectly with *A – Nylon*. These students mixed up the microscopic appearance of nylon and silk because both appeared smooth, though silk is lustrous and softer than nylon. Degumming process which separates twin fibroin filaments into individual silk filament is the one which makes the silk filament finer and more lustrous.

Item (vi) required the students to match the statements which stated: *A fibre which looks like grass rod and it is quite smooth*, with one of the response provided. The correct response was *A – nylon*. The students who matched correctly understood that under the microscope nylon is seen generally fine, round, smooth and lustrous. Some of the students matched the statement incorrectly with *E – Silk* because both nylon and silk are smooth and lustrous though silk has better-quality characteristic than nylon. Other students who matched incorrectly had inadequate knowledge on fibre characteristic, hence failed to recognise the characteristics of various fibres.

In item (vii), the students were required to match the statement which stated: *A fibre which looks like transparent rods marked with wavy lines*, with one of the response provided. The correct response was *H – Viscose*. The students who matched the statement correctly understood that viscose is the specific type of rayon made by using viscose (cellulose xanthanate), hence microscopic characteristics of viscose and rayon are different. Some of the students mixed up the microscopic characteristic of viscose and rayon. These students were not aware that under the microscope, viscose shows highly irregular or serrated edges and rayon is seen as a smooth like glass rod with parallel lines called striations.

2.2 Section B: Short Answer Questions

This section had six compulsory short answers questions from various sub topics, namely *Sewing Equipment*, *Edge Finishes*, *Fastenings*,

Basic Sewing Stitches, *Fabrics* and *Undergarments*. Each question carried a total of 10 marks.

2.2.1 Question 4: Sewing Equipment

This question was constructed from the sub topic of *Sewing Equipment*. The students were required to (a) identify four types of scissors and give the function of each type, (b) to differentiate sleeve board from ironing board and (c) to outline four uses of a dummy.

The analysis of performance indicates that 100 percent of students who sat for this paper attempted the question. The general performance in this question was average because 47.2 percent of the students scored above average. Among them, 44.3 percent scored from 3 to 6 marks and 2.9 percent scored from 6.5 to 10 marks. Furthermore, 52.8 percent of the students scored from 0 to 2.5 marks, as illustrated in Table 2.

Table 2: Students' Performance in Question 4

Marks	No. of Students (*f*)	Percentage (%)
0 – 2.5	328	52.8
3 - 6	275	44.3
6.5 - 10	18	2.9

N=621

The students' responses analysis indicates that, in part (a), some of the students with average performance were able to mention the types of scissors and their function. In part (b), the students were able to differentiate sleeve board from ironing board, whereas in part (c), the students managed to outline two to three uses of dummy out of four as per question requirement, hence failed to score all 10 allotted marks. However, there were few (0.2%) students who managed to score all 10 marks. Extract 4.1 is a sample answer from a script of a student who managed to provide correct responses.

Extract 4.1

4. (a) Identify four types of scissors and give the function of each type.

  (i) ...... - Trimming...scissors........................

  Function....used......for....trimming...edges...of...materials.....................

  (ii) ...... - Embroidery....scissors........................

  Function ....I - used..for..cutting..when..doing...embroidery...work.:........

  (iii) ... - Paper...scissors................................

  Function ....used...for..cutting...papers...

  (iv) ....Cutting....out...scissors.................

  Function ....used...for...cutting...materials...in...garment...construction..........

  (b) Differentiate sleeve board from ironing board.

  ..... - A sleeve board is very narrow and small and it is used
  ..for pressing parts of garments like sleeves so as to remove creases
  ..and to make them straight while Ironing board is big and
  ..is used specifically for ironing clothes of different kinds
  ..such as dresses, shirts and trousers.
  ....

  (c) Outline four uses of a dummy.

  (i) - It It is used to check the hanging of the sleeves.:............
  (ii) - It is used to check whether the collar fits well:..................
  (iii) - It is used to check whether the garment will fit the person well:
  (iv) - Used to checks parts of the garment that needs correction:.......

Extract 4.1 shows the response of a student who managed to identify four types of scissors and give correct function for each type. He/she differentiated the sleeve board and ironing board correctly, and managed to outline four uses of a dummy.

The students (52.8%) who performed poorly were not able to identify four types of scissors, and failed to provide the function of each type in part (a). Some of the students failed to distinguish between the cutting tools and the marking tools. Others provided irrelevant answers such as *electric scissors*, *shevers scissors* and *pins and needle scissors, big scissors, plain scissors*. In part (b), the students could not differentiate the sleeve board from the ironing board, hence provided irrelevant response. Most of the students were not knowledgeable on sleeve board, thus failed to distinguish it from ironing board. Moreover, in part

(c), the students failed to outline the uses of dummy. Some of them outlined the uses of crossway strip such as *binding raw edges*, *facing raw edges*, *bound buttonhole*, *piping* instead of the uses of dummy such as *checking the hang of sleeve*, *the set of the collar*, *the line of a seams* and *line of a pocket*. Others provided irrelevant responses and some skipped the question. This indicates that the students under this category lacked enough knowledge on sewing equipment and their uses. Extract 4.2 is a sample answer from a script of a student who provided types of fibres instead of scissors in part (a), he/she failed to differentiate sleeve board from ironing board in part (b), and poorly outlined the uses of dummy in part (c).

Extract 4.2

4. (a) Identify four types of scissors and give the function of each type.

(i) Cotton

Function It help of Suppot OF clothes

(ii) Nylon

Function W covery of clothes of every where

(iii) Linen of cotton

Function

(iv) Still it help of cathing of

Function clothes OF every where of clothes

(b) Differentiate sleeve board from ironing board.

Are part of garment of sleeve of wearing of arm of every things of wearing of garment. board: W the special room of used of sewing machine of every things of Sewing machine and no board no people sewing clothes of every day.

(c) Outline four uses of a dummy.

(i) Searing of garment
(ii) Uses of position
(iii) Used of garment
(iv) Used of shape of seam.

Extract 4.2 shows the answer of a student who provided irrelevant responses due to insufficient knowledge on sewing equipment.

2.2.2 Question 5: Basic Sewing Stitches

This question was constructed from *Basic Sewing Stitches* topic. The students were required to (a) give the meaning of stitches, (b) list down four main groups of stitches and provide three examples in each group, and (c) state five rules for working stitches.

The question was attempted by 100 percent of the student who sat for this assessment. The general performance in this question was good because 78.9 percent performed above average. The analysis of performance shows that 43.2 percent of the students scored from 6.5 to 10 marks, 35.7 percent scored from 3 to 6 marks, and 21.1 percent scored from 0 to 2.5 marks. Figure 3 summarises the performance in this question.
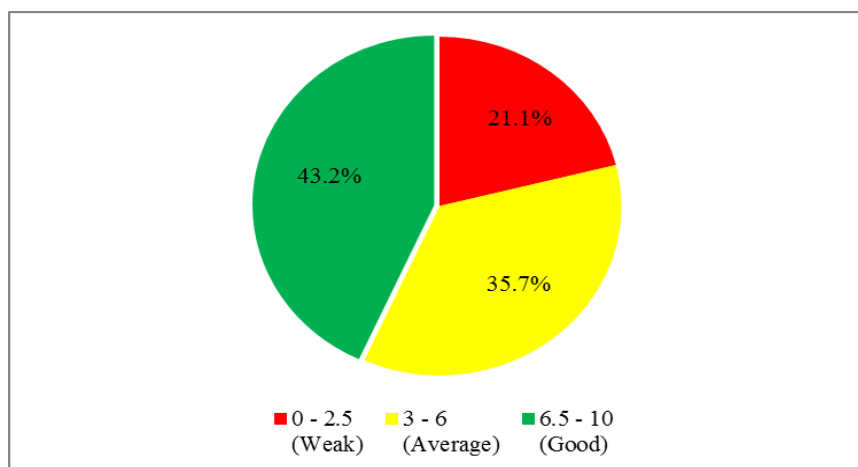
Figure 3: Students' Performance in Question 5.

The students' response analysis shows that 43.2 percent of the students who performed well, among them, 0.3 percent scored all the 10 marks. These students were able to give the meaning of a stitch in part (a). The students understood that a stitch is a mark made on a material by using needle and thread. In part (b), the students listed the four main groups of stitches correctly and give three examples for each group. In part (c), the students managed to state five rules for working stitches. This suggests that some students were knowledgeable on the groups of stitches. Extract 5.1 is a sample answer from the script of a student who managed to provide correct response.

Extracts 5.1

5. (a) Give the meaning of a stitch.

stitch is mark made on a piece of cloth by using a needle and a thread

(b) List down four main groups of stitches and give three example in each group.

(i) *Decorative stitches.*
Examples *stem stitch, satin stitch, and Laizy daizy stitch.*

(ii) *Neatening stitches*
Examples *Hemming stitch, faggoting stitch and Overcasting stitch*
overcasting stitch

(iii) *Joining stitches*
Examples *Back stitch, Running stitch and overcasting*
oversewing stitch.

(iv) *Temporary stitches.*
Examples *Diagonal tacking, Thread marking and Long and short tacking.*

(c) State five rules for working stitches.

(i) *Work one stitch at a time.*

(ii) *Never use a knot for fastening on stitches.*

(iii) *fasten on and off securely.*

(iv) *Use the correct size of needle and the right type of thread for the fabric.*

(v) *Wear a thimble on the middle ⊕ finger of the hand you use for sewing.*

Extract 5.1 shows the answer of a student who gave the correct meaning of a stitch, listed correctly four main groups of stitches and gave three examples in each group. Moreover, he/she stated well the general rules for working stitches.

The analysis indicates further that, the students (3.7%) who scored zero some provided wrong definition of a stitch in part (a). For example, one of the students wrote "stitch is the title stitch of garment of sewing machine". The other one wrote "Stitch is the material of the growth of

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decorative stitches". Some copied some expressions from multiple choice items which were irrelevant to the question asked. For example, one of the students wrote "A stitch is the width of the material the size of the wearer and the width of the hips". This statement was copied from question 1 item (x). Others listed the groups of stitches instead of meaning, and some did not answer the question. In part (b), most of the students misunderstood the question, hence listed the types of stitches instead of the group of stitches, and failed to give examples. Others provided irrelevant responses such as *title stitches*, *bounder stitches*, *sewing stitches*, *iron stitches* and *impoliding stitch*. There were also a good number of students who did not attempt this part of the question.

The analysis also indicates that in part (c), some of the students failed to distinguish between the rules for working seams and the rules for working stitches. Others wrote irrelevant responses such as *to produce the cotton, to produce the hemming, to produce diagonal, to produce the stem and to produce the back* which were meaningless and the language used was also poor. This implies that students had insufficient knowledge on stitches. Extract 5.2 shows a sample of poor response from a script of a student who failed to provide correct answers.

Extract 5.2

5. (a) Give the meaning of a stitch.
.....stitch - N the matira Material of the.....
.......growth of decorative stichs.....
....

(b) List down four main groups of stitches and give three example in each group.
(i) ..Stem steches.....
Examples ....embroderp stitch.....

(ii) ...Diagonal stitcher.....
Examples ....Decorative stich.....

(iii) ...Back stitches.....
Examples ....Marking stitch.....

(iv) ...Heming stitches.....
Examples ....
....

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(c) State five rules for working stitches.

(i) ...The......working.stitches...should...be....material...........

The...working....stitches...should...be.......easing....
(ii) The...working..Stitches..Should..be.........easing.'
th.

(iii) The..Stitches...should..be.....material...of....material
to...easily..of..garment

(iv) The...stitches...Should...be......decorative...and..steam
Stitches

(v) The..stitches...Should...be.....embroidery...of..stitches

Extract 5.2 shows a response of a student who failed to give the meaning of a stitch, listed types of stitches instead of main groups of stitches and failed to state rules for working stitches.

2.2.3 Question 6: Fabrics

This question was constructed from the *Fabrics topic*. The students were required to (a) differentiate fibres from yarns and (b) show the classification of man-made fibre by using a chat and give two examples in each group. In part (c), the students were required to outline five advantages of cotton fibre.

The question was attempted by 621 (100%) students who sat for the assessment. The analysis of performance indicates that 59.9 percent of the students scored from 0 to 2.5 marks but 30.9 percent scored zero. The analysis shows further that 36.9 percent of the students scored from 3 to 6 marks, and 3.2 percent scored from 6.5 to 9 marks out of 10 allotted marks. There was no student who scored full (10) marks allotted in this question. The general performance in this question was average because 40.1 percent scored above average. Figure 4 gives a summary of this performance.
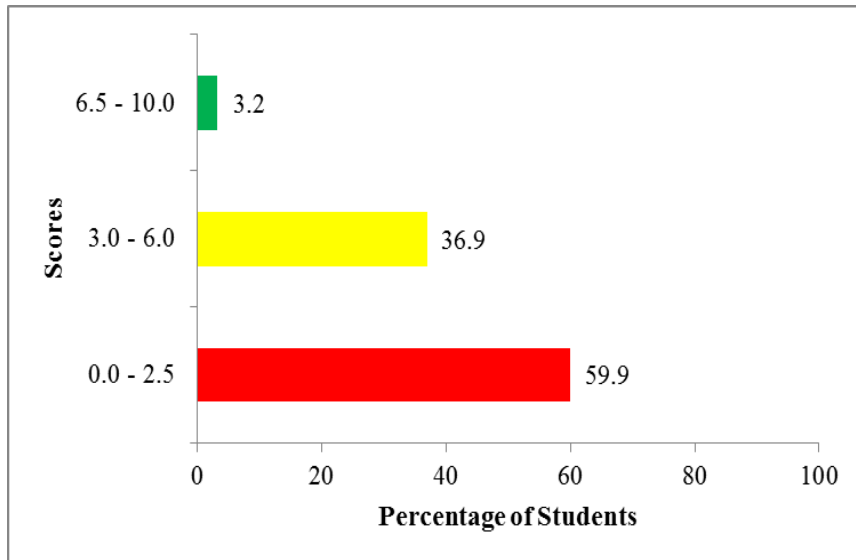
Figure 4: *Students' Performance in Question 6.*

The analysis of the students' responses shows that the students (30.9%) who scored zero were not able to differentiate fibres from yarns in part (a). Most of the students provided irrelevant responses. For example, one student wrote "fibre is the study of making fabrics while yarns are the material which can be used to make fabrics". Another student wrote "fibre is a fabric that makes up a cloth while the yarn should be absorbent and easy to use it and they are always small". The other one wrote, "Fibre are pieces of threads which are woven and knittened while yarns are threads which are not woven on knittened". This response shows that the students lacked sufficient knowledge on fibres and yarn.

Performance analysis indicates further that a number of students provided irrelevant answers in part (b). Most of them failed to draw a chart showing classification of man-made fibres. For instance, some of them drew various types of garments instead of a chart showing classification of fibres. Others misunderstood the requirement of the question and drew the classification chart showing natural and man-made fibres which were also incorrectly labelled. Moreover, some of the students skipped the question. In part (c), some students provided wrong responses in relation to the advantage of cotton fibre. For example, some of the responses were: *it is water proof*, *does not absorb*

heat faster, *it is very expensive*, *it is washable*. Others drew the classification chart and labelled natural fibres instead of man-made fibres. The other ones provided responses which are irrelevant and the language was also poor. For example, *it is very suitable material*, *it is texture material of industries*, *it is to avoid could*, *it helps to make the smooth in the garment*, *when we use cotton fibre it make us to look smart*. The analysis shows that some students did not respond to this part. Extract 6.1 illustrate a sample answer from a script of a student who performed poorly.
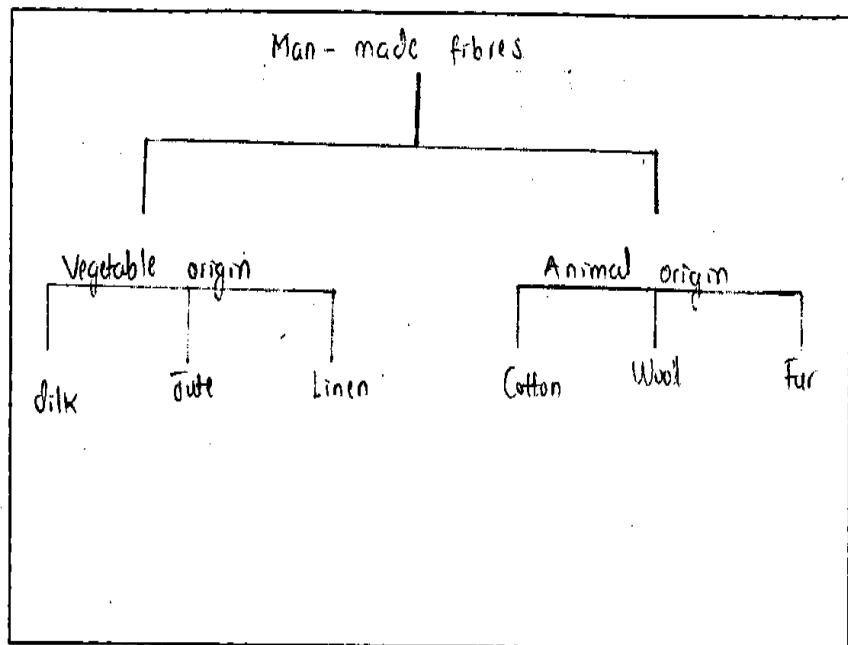
Extract 6.1

(a) Differentiate fibres from yarns.

Fibres are material such as fabric or rope which is made from the mass of natural or artificial thread.

while

Yarns are threads that has been spun, for used to Knitting, weaving

Man - made fibres

Vegetable origin

Silk   Jute   Linen

Animal origin

Cotton   Wool   Fur

(c) Outline five advantages of cotton fibre.

(i) When we used a Cotton fibre it make us to look smart ~~good~~ for every one if we use it.

(ii) It help us a period of Cold seasons because when we used Cotton fibre it can help us to fell warms in our bodies.

(iii) It help to make us to look neat when we worn in our body.

(iv) It is a source of employment because when we have Cotton and then we sell for other Countries it can give us money for employing our Country

Extract 6.1 shows the response of a student who failed to differentiate fibre from yarn, in part (b), he/she drew the classification chart of man-made fibres, but the classes and examples labelled were of natural fibres. Moreover, in part (c) the student provided irrelevant response.

The analysis indicates further that there were a number of students who performed well. In part (a) the students managed to differentiate fibres from yarns. In part (b), they classified man-made fibres correctly and in part (c), the students outlined correctly three to four advantages of cotton fibre out of five advantages required in this question. Due to that the students could not score full (10) marks. Extract 6.2 is a sample response from a script of a student with good performance.

Extract 6.2

6. (a) Differentiate fibres from yarns.

Fibres are hair like strands which can be natural or artificial used to make yarns while yarns are continous strands of fibres which are it can be woven or neated and twisted together to make fabric.

(b) Using a chart, show the classification of man-made fibres and give two examples in each class.


```
                    ┌─────────────────────┐
                    │ Man - Made  fibres. │
                    └─────────────────────┘
              ↓                                      ↓
    Regenerated fibres                      Synthetic fibres
         example.                                example.
        - Rayon                                - Nylon
        - Viscose.                             - polyster.
```
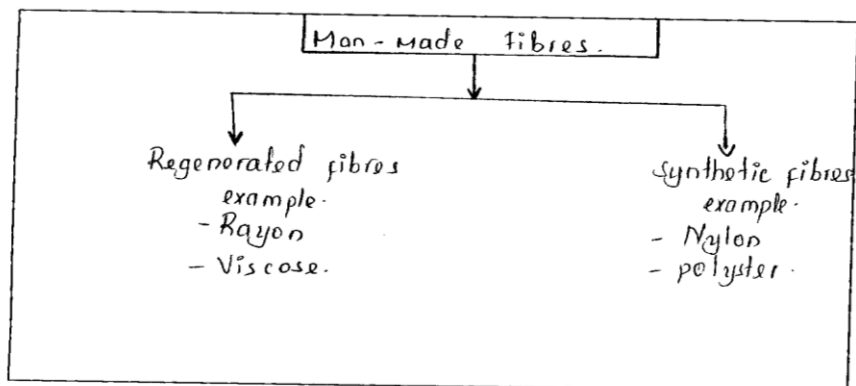
(c) Outline five advantages of cotton fibre.

(i) It absorb moisture.

(ii) It readily to absorb dye.

(iii) It strong when wet than when dry.

(iv) It is not affected by alkaline.

(v) It is smooth and finest form.

Extract 6.2 is a response of a student who managed to differentiate fibre from yarn and classified correctly man-made fibre with two examples of fibres in each class. However, the student outlined four points correctly out of five advantages of cotton fibres, hence failed to score all the 10 marks.

2.2.4 Question 7: Undergarments

This question was constructed from *Undergarments* topic. In this question, the students were required to (a) define the term lingerie and (b) briefly explain points to observe when selecting material for undergarment. In part (c), they were required to outline two points to consider when selecting colour and styles of undergarment.

The question was attempted by all students (100%) who sat for this paper. The analysis of performance indicates that 44.3 percent of the students scored from 0 to 2.5 marks, and 19.8 percent scored zero. Furthermore, 32.2 percent of the students scored from 3 to 6 marks, and 23.5 percent scored from 6.5 to 10 marks. This suggests that the general performance in this question was average because 55.7 percent of the

students scored above average. Figure 5 illustrates the performance in this question.
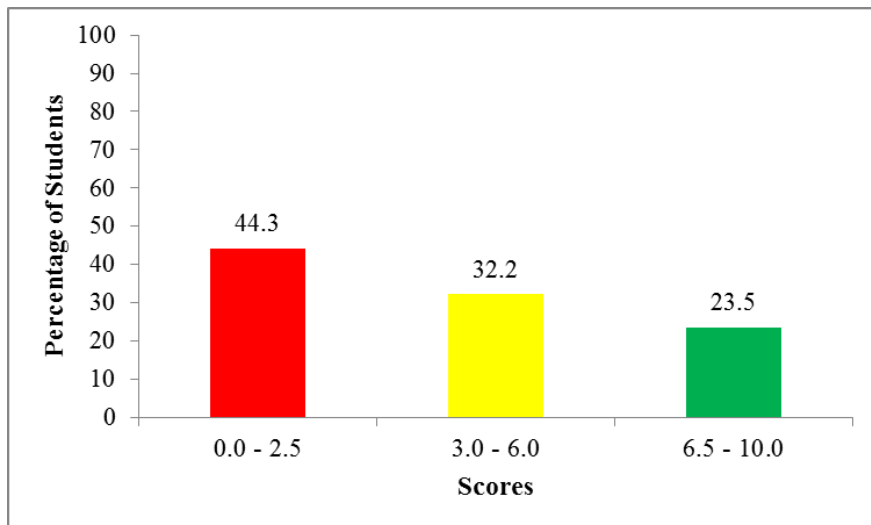
Figure 5: *Students' Performance in Question 7.*

The students' responses analysis shows that, the students (23.5%) with good performance managed to define the term lingerie, which is part (a). These students were knowledgeable on lingerie concept that is, a women's underwear, though they did not explain that it includes also nightclothes (sleepwear). In part (b), the students were able to explain briefly the points to consider when selecting material for undergarments. In part (c), the students were able to outline points to be considered when selecting colour and styles for undergarments. Extract 7.1 is a sample answer from a script of a student who managed to provide correct responses.

Extract 7.1

7. (a) Define the term Lingerie.

    Lingerie is the type of undergarment worn by women only.

(b) Briefly explain five points to observe when selecting material for undergarment.

(i) The material should be absorbant to absorb moisture.

(ii) The material should be not bulk' as it is difficult to dry.

(iii) The material should be non-clinging to avoid the outer garment from showing.

(iv) The material should be easy to launder as it is worn frequently and washed daily.

(v) The material should be durable so as it can last longer

(c) Outline two points to be considered when selecting colour and styles of undergarments.
Colour

(i) The colour should blend to some extent to the one worn over it

(ii) The colour should not be chosen that it should not showdirt

Style

(i) The style should correspond to that of outer garment

(ii) The style should fit beneath the outer garment.

Extract 7.1 shows a response of a student who managed to provide correct response in all parts in the question, though in part (a) he/she did not explain that lingerie includes also sleepwear.

Analysis shows that 44.3 percent of the students who sat for this paper performed poorly. Some of them provided incorrect definition of the term lingerie. For example, one of the students wrote "Lingerie as the instrument of lingerie or fabric and materials of every things of body". Another student defined lingerie as "the type of cotton which has light weight". This indicates that these students lack sufficient knowledge on the term lingerie. In part (b), some of the students failed to distinguish the points to consider when purchasing undergarments and the points to consider when choosing material for undergarments. Others provided irrelevant answers which did not relate to the question. Furthermore, some misunderstood the question, thus copied some words from the matching item question such as *a fibre with twist characteristics*, *a fibre which is identified by nodes characteristics* and *a fibre which looks like transparent* which did not relate to the question.

The analysis reveals further that in part (c) the students provided irrelevant responses such as *should be different from the main garment*, *should not be hard but soft and fast*, *cotton colour is very simple of*

body for everything and *linen is very important of clothes*. This implies that these students lacked knowledge on undergarment. There were also some students who misunderstood the question, hence skipped the question. The analysis shows that the students demonstrated poor command of the English Language. Extract 7.2 is a sample response from a script of a student with poor performance.

Extract 7.2

7. (a) Define the term Lingerie.

......Is the Instrument of lingerie of fabric and materials of every things of body......

(b) Briefly explain five points to observe when selecting material for undergarment.

(i) You get materials of very of people of wearing of very smart.

(ii) To get Material of very of wearing of surrounding you body.

(iii) To Choice of materials of very Smart of wearing of body.

(iv) To Chewing materials of no Cutating to time to time no take materials of very good.

(v) Chousing materials of very simpe simple of figure of You body.

(c) Outline two points to be considered when selecting colour and styles of undergarments.
Colour

(i) Cotton colour is very simple of body for every things.

(ii) pink is very importance of sewing machine.

Style

(i) Linen is very importane of clothes.

(ii) wool is very of good of wear

Extract 7.2 shows the response of a student who illustrated inadequate knowledge on underwear, thus provided irrelevant responses which did not relate to the question and the language used was also poor.

2.2.5 Question 8: Edge Finishes

The question was constructed from *Edge Finishes* sub-topic. The students were required to (a) give the meaning of a hem, (b) briefly explain four factors affecting the choice of a hem and, (c) outline five qualities of a good hem.

This question was attempted by all students (100%) who sat for this assessment. The analysis of performance indicates that 88.2 percent of the student scored from 0 to 2.5 marks. Among them, 30.8 percent scored zero, 11.6 percent scored from 3 to 6 marks, and very few (0.2%) scored 6.5 marks out of 10 allotted marks. The general performance in this question was poor, as Table 3 illustrates.

Table 3: Students' Performance in Question 8

Marks	No. of Students (f)	Percentage (%)
0 – 2.5	548	88.2
3 - 6	72	11.6
6.5 - 10	01	0.2

N=621

The students' response analysis shows that the students (30.8%) who scored zero had inadequate knowledge on edge finishing. In part (a), majority provided incorrect responses which do not relate to the question such as "Hem are the decorative materials used in piping methods,' is a gap led on a garment,' a substance which are used during the sewing of button of a garment,' a hem is a stitch used to join two layers of material". Some of the students do not respond to this question. In part (b), the students failed to provide the factors affecting the choice of a hem. The students provided responses which were incorrect such as "poor style,' does not strong,' people are dislike it,' style of pattern pieces,' position of the raw edges", instead of *the fabric weight*, *the texture of fabric*, *the style of the garment* and *the use of the garment*. Likewise, in part (c) the students were not knowledgeable on the qualities of a good hem. Some outlined the types of sewing equipment such as *needles*, *scissors*, *piece of cloth*, *tap measure*, *needle*, *seam ripper*, and *tailors chalk* and others provided irrelevant answers. Most of the students skipped the question. The response

analysis shows that, the students lacked sufficient knowledge and practical skills on hems. A hem is a basic sewing process taught during form one classes under the topic of basic sewing stitches. Performance analysis indicates that students were not either taught well the topic, had insufficient practical skills, or they were poorly prepared for the assessment. Extract 8.1 is a sample answer from a script of a student who performed poorly.

Extract 8.1

8. (a) Give a meaning of a hem.
Is the thing which are used to finishing the edge of the garment

(b) Briefly explain four factors affecting the choice of a hem.
(i) The type of the cloth to be hammed. eg nylon is not suitable for having hem
(ii) The stitching method if the hem is not well stitched it will not be well attarched
(iii) The length of the fabric and size of the fabric affect the choice of the hem
(iv) The width and shape of the fabric its affecting the choice of the hem

(c) Outline five qualities of a good hem.
(i) It should be applyed accurately
(ii) It should not fray easly
(iii) It should be washable
(iv) The hem should be well applyed
(v) the hem shoud have the same landry requirement as the garment.

Extract 8.1 shows the answer of a student who provides irrelevant response which indicates inadequate knowledge on hems.

Despite the fact that most of the students performed poorly in this question, few students (11.8%) had average performance. The student who performed averagely had some knowledge on hems, thus managed to provide the meaning of the term. These students were also able to

provide at least one to two factors which affect the choice of a hem and outlined two to three out of five qualities of a good hem required by the question. The analysis indicates that the students who failed to provide correct responses and those who provided incomplete response had no sufficient knowledge on the topic, thus scoring average marks. Extract 8:2 shows a sample answer from a student with average performance.

Extract 8.2

8. (a) Give a meaning of a hem.
........Is...a.method.of.joining...which.is.consist...of.two........
.turnings.which.are.held.together.using..stitches.:..........
....

(b) Briefly explain four factors affecting the choice of a hem.
(i) ....Fabric.being...used.or.material...being.used.:........
....The.hem.will.depend.on.the.fabric.being.used.)
(ii) ....Use.of.the.article.:.The.use..of..the.garment...
...will.also.asure...the...choice.of.hem.:.............
(iii) ...style.of.the.garment.:.The.hem.will.depend.on.the
....desired.style.of.the.wearer.:.............
(iv) ......The.effect.desired.:...The.hem.will.also.depend
........on.the..effect.desired.by.the.wearer.:.............

(c) Outline five qualities of a good hem.
(i) ...It.should...be.flat.:.................................
....
(ii) ...It.should..have.a.good..tension.:.............
....
(iii) ...It.should..have.a.good..density.:.............
....
(iv) ...It.should.be.firm.:.............
....
(v) ...It...should...have..both..similar.widths.and.have
..similar.lengths.:...

Extract 8.2 indicates the answer of a student who managed to provide few correct response on part (b) and (c).

2.2.6 Question 9: Fastenings

This question was constructed from *Fastening* sub-topic. The students were required to (a) (i) state the meaning of hook and eye and (ii) identify four places were hooks and eyes can be used on garments. In

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part (b), the students were asked to briefly describe three types of eyes and their uses for completing a set of hook fastening, and (c) outline four steps of attaching hooks on a garment.

The question was attempted by all students (100%) who sat for this assessment. The students' performance in this question was poor because 71.9 percent scored from 0 to 2.5 marks. The analysis of performance indicates further that 22.1 percent of the students scored zero, 23.4 percent scored from 3 to 6 marks, and 4.7 percent scored from 6.5 to 10 marks. Figure 6 illustrate the performance in this question.
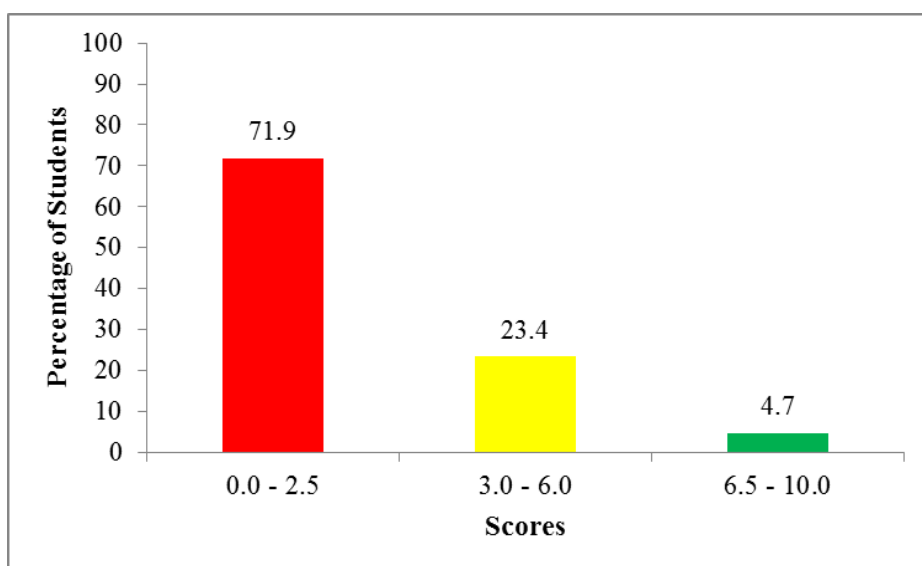

Figure 6: Students' Performance in Question 9.

The analysis shows that the students who scored zero (22.1%), in part (a) (i) failed to give the meaning of hook and eye due to insufficient knowledge on fastenings. Some of the students provided irrelevant responses. For example, one of the students wrote that, "hook is the place which used to complete the gap of garment". Another one wrote, "hook and eye is one of home economics of the mother craft, house craft needle work and food and nutrition". These responses did not relate to the requirement of the question. In part (a) (ii) the students failed to identify places where hooks and eye can be used on a garment. Some of them listed various types of garments such as *skirt*, *short*, *dresses* and *shirt*. Others provided ways of disposing fullness such as

gathers, *darts*, *elastic, easing*, while others listed the parts of the body like *neck*, *shoulder*, *bust*, instead of places such as at the *top of zip opening*, *on waistband*, *cuffs* and *faced slit openings*. This suggests that the students had no sufficient knowledge on hooks and eyes.

In part (b), the students failed to describe briefly three types of eyes and their uses. Some of the students misunderstood the question, hence provided irrelevant answers. For example, one student wrote, "straight hook fastening, cut hook fastenings rotate hook fastenings". Another student wrote, "look fastenings, looping eyes, decorative eyes" and the other one wrote, "feed hook, take hook and group hook". Other students skipped the question. This implies that those students had no sufficient knowledge on fastenings.

In part (c), the students failed to give the steps of attaching hooks on a garment. Majority provided incorrect steps which are not applicable in attaching hooks on a garment. A number of students did not respond to this part. These responses illustrate insufficient knowledge on fastenings. The students lacked practical skills, hence failed to link practical skills with theoretical knowledge. If the students could have enough practical lessons, they might have remembered the concept easily because learning by doing helps learners to remember the concepts easily, hence relate them to a new situation. The following Extract 9.1 shows an answer from a script of a student who performed poorly.

Extract 9.1

9. (a) (i) What does hook and eye mean?
   ...It does hook and eye mean that the garmento....
   ...clother attacking Hip for attack skirt:.......
   ....

   (ii) Identify four places where hooks and eye can be used on a garment
   • ...Hips.......................................
   • ...Wofst.......................................
   • ...Baist.......................................
   • ...stomach.......................................

(b) Briefly describe three types of eyes and their uses for completing a set of hook fastenings.
   (i) ...Hraight hook fastening...................................
   ....

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(ii) ...Cut hook fasteners...

(iii) ...Rotate hook fasteners...

(c) Outline four steps of attaching hooks on a garment.

(i) ...It should be the hooks is attack skirt or garment...

(ii) ...It should be Needle of clothes or garment is very...

(iii) ...It should be the clothes is attacking skirt for the hooks...

(iv) ...It should be the material do not fake in the garment...

Extract 9.1 shows a response of a student who failed to provide correct responses in all parts of the question. The responses provided were irrelevant based on the requirements of the question.

The analysis shows further that the students (4.7%) with good performance had adequate knowledge on fastenings. In part (a), the students managed to give the meaning of hook and eye. They also demonstrated ability on the use of hooks and eye on a garment. In part (b), the students were able to describe types of eyes and their uses for completing a set of hook fastening. However, very few students (0.2%) managed to give the correct steps of attaching hooks on garment. Extract 9:2 is a sample script from one of the students who provided correct responses in some parts of this question.

Extracts 9.2

9. (a) (i) What does hook and eye mean?
...These are the types of fasteners which are mostly used on edges which can meet or overlap...

(ii) Identify four places where hooks and eye can be used on a garment

- ...Waist...
- ...on sleeves end...
- ...Upper part on the garment for example neck...
- ...Wrist bands...

30

(b) Briefly describe three types of eyes and their uses for completing a set of hook fastenings.

(i) Metal bar is mostly used on edges which overlap.

(ii) Metal loop — is used of edges which meet –

(iii) Worked bar — Used in both meeting and overlaping edges.

(c) Outline four steps of attaching hooks on a garment.

(i) Overlap or match the edges in correct position for Closing

(ii) Mark the position of the hook and eye

(iii) Place the hook on the underside of the overlap.

(iv) Work buttonhole stitches on each hook

Extract 9.2 shows a response of a student who managed to provide correct response in all parts of the question.

2.3   Section C: Essay Questions

This section consisted of two optional essay type questions from two sub-topics, namely *Sleeve* and *Laying out Pattern Pieces for a Blouse/Shirt*. The students were required to answer only one question from this section.

2.3.1 Question 10: Sleeves

In this question, students were required to describe with the aid of diagrams, three basic types of sleeves and outline four points to consider when choosing a sleeve.

This question was attempted by 90.7 percent of all the students who sat for this paper. The performance of this question was average because 52.1 percent of students who opted for this question scored from 0 to 4.5 marks. However, 26.5 percent scored from 5 to 10 and 21.4 percent scored from 10.5 to 15 out of 16 allotted marks. Figure 7 illustrates students' performance in this question.
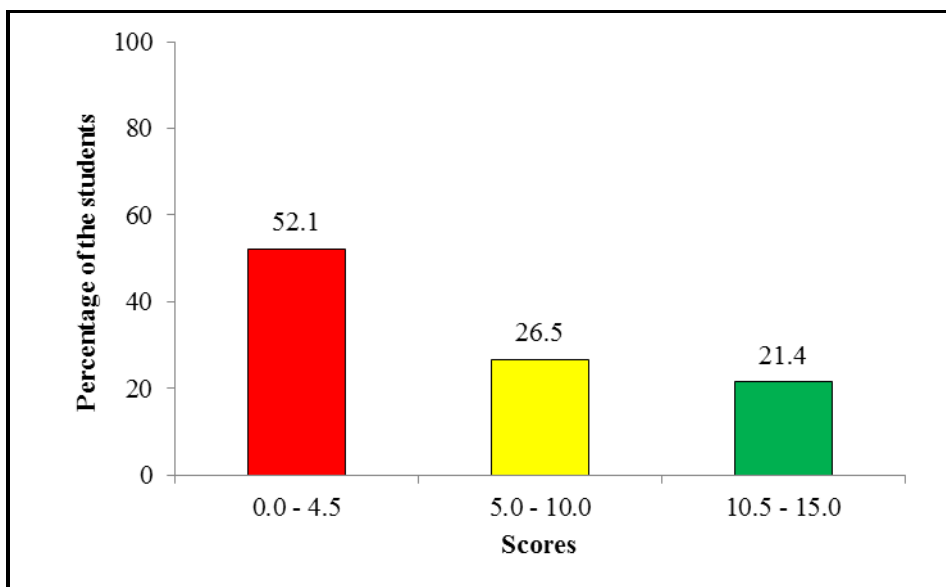
Figure 7: Students' Performance in Question 10.

The analysis indicates that the students (52.1%) with poor performance were not able to describe the basic types of sleeves. These students provided wrong description of sleeves such as *short* and *long sleeves,* hence end up on drawing incorrect diagrams. They also failed to write points to consider when choosing a type of sleeve. Some provided irrelevant responses which do not relate to the requirement of the question, hence scored zero. Furthermore, some of the students managed to describe at least one or two basic types of sleeves, hence scored low marks. The analysis reveals that the students had insufficient knowledge on sleeves and lacked drawing practise and practical lessons, hence failed to relate what they learnt in the class to a new situation. Extract 10.1 is a sample answer from a script of a student who provided irrelevant answers.
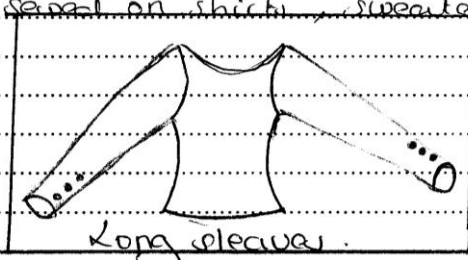
Extract 10.1

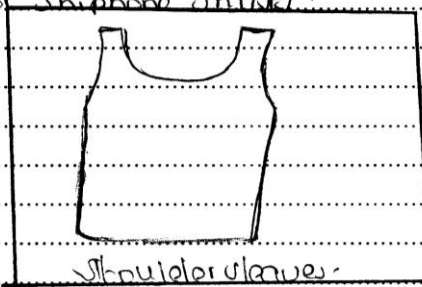Short arm sleave it the type of sleawth that it capect or vewed on dresses and shirt.

Short sleaves.

Long sleaves are types of sleave that are sewed on shirts, sweater, dresses.

Long sleaves.

Shoulder sleave are types of sleave there are not long or short they end on the shouldre part the amainly sewed on vest or shiphone shirts.

Shoulder sleaves.

Factors to consider when choosing a sleave at the moment is:-

The shape of the gament the sleave is sewed according to the shape of the gament are can't sewea the shoulder sleave on a pencial den dress thoug to some people it will be fine but it won't suit the gament.

Dessing of the cloth of the style used matters alot you can sew a long sleave etc on an old fashion dress the slecive won't fit the gament.

The texture of the garment some cloths like shiphone we can not weave the cotton cleave and say it feels the games It won't look perfect because of the texture of the sleave is different.

So when weaving sleeve we should consider the following and I'm poil to chose we use the following sleeve on the design colored.

Extract 10.1 shows a response of a student who did not understand types of sleeve, hence described them as *short*, *long* and *shoulder sleeves* and the sketches were also incorrect. Moreover, the student incorrectly outlined the points to consider when choosing a type of sleeve.

Furthermore the analysis shows that the students (21.4%) who performed well managed to describe correctly one or two out of three basic types of sleeves and draw the diagrams of sleeve somehow correctly. The students also were able to outline the two to three points to consider when choosing a type of sleeve out of four required by the question. Despite the good performance observed on this group of students, some of them failed to draw the types of sleeves, and others provide insufficient explanation, hence failed to score all the 16 marks allotted on this question.

2.3.2 Question 11: Laying out Pattern Pieces for a Blouse/Shirt

The question required the students to demonstrate nine steps to be followed when laying out pattern pieces for a blouse, and to sketch the layout of the pattern pieces of a blouse.

This question was attempted by 23.5 percent of the students who sat for this paper. The general performance of this question was poor because 97.3 percent scored below average. The analysis of performance indicates that 97.3 percent scored from 0 to 2 marks, and 0.7 percent scored 8 marks out of 16 allotted marks. This performance is shown in Table 4.

Table 4: Students' Performance in Question 11

Marks	No. of Students (f)	Percentage (%)
0 – 4.5	145	97.3
5 - 10	00	0.0
8	01	0.7

N=146

The analysis indicates that, the students who attempted this question had insufficient knowledge on the procedure of laying out the pattern pieces of a blouse. The students were not familiar with the number and kind of pattern pieces needed when laying out the blouse, hence failed to make the sketch of the layout. They also seemed to lack knowledge on the rules for laying the pattern pieces, thus failed to demonstrate the nine steps to be followed when laying out pattern pieces of the blouse. The students failed to sketch the layout of pattern pieces and some drew the sketches of various garments such as *shirt*, *blouse* and *skirt*. Others drew a shirt and labelled the parts like *sleeve*, *collar*, *pocket* and *button*. Some provided irrelevant explanation and poor sketches. Extract 11.1 and 11.2 are the samples of responses from the scripts of the students who performed poorly.

Extract 11.1
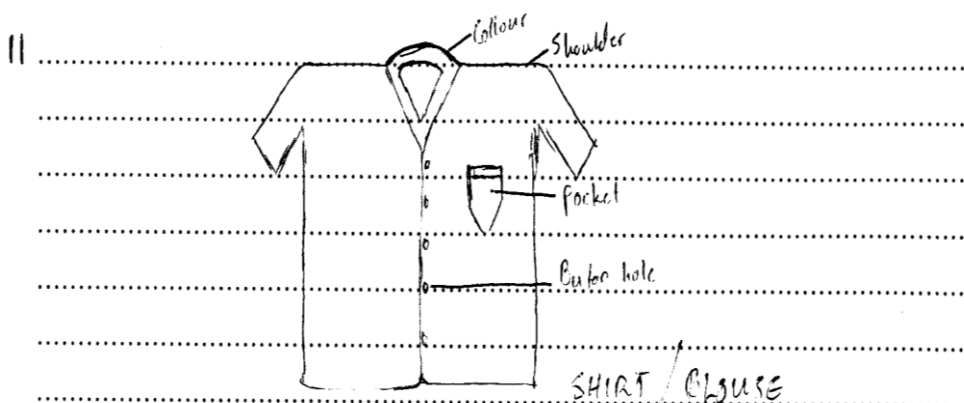
Extract 11.1 shows a response of a student who drew and labelled various parts of the shirt/blouse, instead of sketching the layout of the pattern pieces of a blouse. He/she also failed to demonstrate steps in laying out pattern pieces for a blouse.

Extract 11.2

laying out - is the way of act up slips.

Nine steps to follow when laying out a pattern for a blouse and sketch the layout of pattern pieces is:

The material should be suitable to wear in order to make a good pattern.

It should be suitable for a garment in order to prevent from becoming dirty.

It th make easy to ironingn if our garment are easy to wear becouse of being easy to ironing.

It should be have accurate measurement in order to make a body of it's own shape.

It should be cool to wear to make a garment looks neat and beauty when sewing.

There are disposal of fulness like gathers, smocking, tucks, darts and others.

You must cut a partten by using a body measurement of a garment to make it's original shape.

Matt Material are absorbent in order to make a fit better of a garment.

On laying out patterns pieces of a blouse it required that things in order to get a shape of garment and fit better.

Extract 11.2 shows a response of a student who provided irrelevant explanation. The student was unknowledgeable on the process of laying out pattern pieces.

3.0 ANALYSIS OF THE STUDENTS' PERFORMANCE PER TOPIC

The general performance of the students in Textiles and Dressmaking subject in Form two National Assessment (FTNA) for the year 2018 was average (52.17%). The analysis per topic shows that in *Undergarment*, *Sleeves* and *Sewing Equipment* topics, the students' performed averagely by 55.7%, 47.9% and 47.2%, respectively. Furthermore, the topics of *Fabrics* (24.3%), *Edge Finishes* (11.8%), *Fastenings* (8.1%) and *Laying out Pattern Pieces for a Blouse/Shirt* (2.7%) were poorly performed as the percentages indicate. The performance in *Basic Sewing Stitches* topic was good because 78.9 percent of the students had good performance. Likewise, questions number 1 and 2 which were Multiple Choice Items (87.8%) and True or False items (94.8%), the performance was good. These items were constructed from various topics. *Appendix A* illustrates this analysis.

According to the analysis, there are topics which were well performed, while others had average or poor performance. Poor performance in some topics can be attributed to insufficient knowledge and lack of practical skills on the side of students. The Textiles and Dressmaking subject involves the tasks that need students to observe teacher's demonstrations or to manipulate real objects. Therefore, varieties of teaching and learning techniques that involve students directly to see and do could be emphasised. For instance, gallery walk teaching/learning techniques could be used because during a gallery walk students engage actively on discussion and explore several texts, pictures, diagrams or samples of various garment making process placed around the class. Likewise, demonstration and practical oriented teaching and learning techniques are important to be used because the techniques allow students to develop direct relationship between the theoretical part of the lesson and the practical side of it. Low proficiency in English Language can also be a reason for poor performance because a number of students could not express their ideas clearly in English.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of Textiles and Dressmaking subject in FTNA, 2018 has shown that the students' general performance was average because 324 (52.17%) students passed the assessment with the following grades: A (0), B (13), C (145), and D (166). Moreover, 297 (47.83%) students failed as shown in *Appendix B*. The performance in each topic shows that the students had good

performance in question 1 (87.8%), 2 (94.8%) and 5 (78.9%). Questions 4 (47.2%), 7 (55.7%) and 10 (47.9%) had average performance. On the other hand, the poorly performed questions were numbers 3 and 6 (24.3%), 8 (11.8%), 9 (8.1%) and 11 (2.7%). Generally, poor performance can be attributed to insufficient knowledge on the basic concepts of Textiles and Dressmaking, misinterpretation of the questions, insufficient skills on practical oriented concepts, and low proficiency in English Language. Due to those problems students provided irrelevant, incorrect and incomplete or could not attempt some parts of questions. However, few students demonstrated good ability in various aspects, hence had good performance.

4.2 Recommendations

In order to improve the performance of students in Textiles and Dressmaking subject in future assessment, the following are recommended:

(a) Teachers should make sure that all topics stipulated in the subject syllabus are effectively covered. Both theoretical and practical aspects should be given equal emphasis.

(b) Teachers should improve teaching and learning strategies. Learning should be student-centred. Textiles and Dressmaking subject involve learning activities that need students to observe teacher's demonstrations or manipulation of objects. Therefore, demonstration and practice, gallery walk, study tour, group work and other related techniques should be given priority.

(c) Students should be encouraged to prepare well for the assessment. They should ensure that all topics are well reviewed before they sit for the assessment. Also, teachers should provide sufficient exercises and tests both in theory and practice in order to prepare the students for assessment.

(d) The use of English Language in teaching and learning should be emphasised. Students should be encouraged to speak English at school and out of school in order to improve their level of proficiency in both speaking and writing.

Students' Performance Analysis per Topic

S/N	Topic/Sub topic	Question No.	The Percentage of Students with Score 30% and Above	Remarks
1.	Fabrics	3 & 6	24.3	Poor
2.	Edge Finishes	8	11.8	Poor
3.	Fastenings	9	8.1	Poor
4.	Laying out Pattern Pieces for a Blouse/Shirt	11	2.7	Poor
5.	Undergarment	7	55.7	Average
6.	Sleeves	10	47.9	Average
7.	Sewing Equipment	4	47.2	Average
8.	True or False Items	2	94.8	Good
9.	Multiple Choice Items	1	87.8	Good
10.	Basic Sewing Stitches	5	78.9	Good

Students' General Performance in Textiles and Dressmaking Subject FTNA 2018

Comparison Analysis 2017/2018

Bar chart titled "Comparison Analysis 2017/2018" showing Number of Students by Grades for 2017 (orange) and 2018 (green):

Grades	2017	2018
A	0	0
B	2	13
C	37	145
D	106	166
F	686	297