

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2010

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY**

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GENERAL COMMENTS

The 29th examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2010. Approximately 2,500 candidates across the various territories wrote the examination. The examination comprised three papers.

Paper 01 - Multiple Choice

This paper comprised 60 questions designed to test all the areas of the syllabus and was divided equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2).

Paper 02 - Structured Essay Questions

This paper comprised seven structured essay-type questions from which candidates were expected to answer five. Part A of the paper comprised three questions which were compulsory and Part B comprised four questions from which the candidates were instructed to choose any two. Each question was worth a total of 16 marks.

Part 03/1 - School Based Assessment

The School-Based Assessment comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 24 marks. The assignments were prepared by class teachers, assessed by them and verified by an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test candidate's knowledge of the burning characteristics, methods of identification and inherent properties of basic textile fibres.

For Part (a) (i), most candidates were able to identify some of the fibres based on characteristics given. Part (a) (ii) was well done by the candidates. Most were able to name another type of test that is used for fibre identification. These included *microscopic and chemical*. Some candidates, though, showed a lack of knowledge of the topic.

For Part (b), most of the candidates confused the definitions for blend and mixture. Their definitions omitted the key word 'different'. In several instances, fibre was used instead of yarn when defining mixture. Candidates were unable in most cases to state the key point — that blending is done at the yarn making stage while mixing is done at the fabric making stage. In the definition of mixture, fabric construction was never mentioned. It was evident that this topic needs some attention to ensure that the clear distinction is made and the stage at which blending and mixing are done is reinforced by concrete examples where possible.

Part (c) was widely known and many candidates were able to score full marks. Reasons given for blending fibres included *improving texture, appearance and performance*. For Part (d), many candidates were able to name dry cleaning as the correct method to care for a fabric with the majority component as wool. A large percentage of the students gave hand washing as the preferred method. Some candidates were able to give the correct reasons why dry cleaning would be the most appropriate method. These included *preventing shrinkage, retaining colour and extending clothing life*.

However, many candidates were unable to answer this part of the question well enough to earn marks at the higher ranges.

This question was compulsory. The highest mark scored overall was 15; however, the majority of the candidates scored 7 marks or lower.

Question 2

This question tested candidates' knowledge of factors to be considered in the selection of appropriate clothing and the principles of design in clothing. Part (a) of this question was well answered by most candidates. Candidates were able to list the reasons for wearing clothes, including for *ceremonial purposes* and *group identification*.

Parts (b) (i) and (ii) were also well done by most candidates. Candidates were able to sketch appropriate outfits for wearing to a conference. They were also able to identify the style features; however, many of them did not follow the instructions for labelling on the sketch but listed the style features instead. Part (c) of the question presented the most difficulty to candidates. They were unable to differentiate between fad, fashion and classic as it relates to clothing. Most of the given reasons did not support the term used to describe the designs.

Scores obtained for this question ranged between 1 and 16 marks.

Question 3

The concept of openings and fastenings was the objective tested in this question. Generally, candidates were able to answer the parts of this question well.

Part (a) required candidates to state two rules for attaching fasteners and was fairly well done. Part (b) was also fairly well handled. Generally, candidates were able to state two reasons for using openings on garments. However, in many instances, the reasons were given for the use of fasteners rather than the use of openings.

Part (c) was also fairly well done. The question asked candidates to name two types of openings other than slit openings. However as in Part (b), some candidates confused openings with fastenings and answered the question accordingly.

Part (d) was very poorly done. Some candidates made no attempt to answer this part and many of those who did were unable to describe the instructions for making a faced slit opening. Instead, they gave instructions for doing other processes, so that the word facing was never mentioned. Some gave instructions for attaching fasteners such as buttons and buttonholes or zippers.

For Part (e), candidates were generally able to name at least one suitable fastener for the faced slit opening. In many cases, candidates named one part of the fastener only, for example, buttons or hooks instead of buttons and buttonholes or hooks and bars. It was noted though, that one reference text mentioned loops only as a closure/fastener instead of loops and buttons. This reinforces the often discussed point that teachers need to encourage students to use as many reference texts and sources as possible, and also to ensure that the teaching references used are cross checked where necessary to maintain technical correctness and currency with the technological advancements in the discipline.

Question 4

Candidates' knowledge of yarns and yarn types, the principles of design and the use of commercial patterns were tested in this question.

Candidates who attempted Part (a) (i) were generally able to define 'filament yarn' correctly. Part (a) (ii) was also well known as most candidates were able to name two other types of yarns and a wide variety of yarns

were named including *staple, ply* and *cable*. Part (a) (iii) was fairly well answered. However, some candidates were unable to describe the features of the yarns selected at (ii).

Part (b) (i) of the question was well done. The majority of candidates were able to name two of the principles of design as *balance, emphasis, proportion, rhythm* or *harmony*. Part (b) (ii) was generally not very well answered as some candidates gave the definition for the principles that they named, but did not list the features included in the design of the garment. Some candidates sketched a design and indicated the features on the sketch.

Part (c) was most widely known. Most candidates were able to give two adequate reasons to justify drafting patterns as opposed to buying commercial patterns. These included the *sense of satisfaction and self-fulfilment, ready availability and ease in adapting*.

Scores for this question ranged between 5 and 14 marks.

Question 5

For Part (a) of this question, candidates were asked to state advantages of renovating clothing or household articles while Part (b) required that candidates list benefits of recycling and give examples of two household articles that could be made from a tablecloth. Some candidates were able to answer Part (a) of the question correctly but many confused renovation with recycling.

In Part (b), the majority of candidates were able to answer Part (b) (i) correctly by listing four benefits of recycling. For Part (b) (ii), candidates were able to list the two articles, although some of the articles named were small in relation to the size of an average tablecloth. Part (iii) was well done. The equipment named related to the articles that the candidates identified. Some candidates however listed tools used for drafting. Part (iv) was also answered well. Most candidates were able to give the rules to be observed in laying out the pattern pieces for their particular project named. Some, however, gave instructions for drafting of the pattern. Correct responses included *separating pattern pieces by careful cutting, pressing pattern pieces and identifying grain line and other markings*.

This question was optional. It was a popular choice however, and the majority of candidates writing the examination opted to do it. They scored higher in the use of knowledge section than in the knowledge section. The highest mark scored was 15.

Question 6

The objectives tested in this question were selected from Module 2, Special Techniques in Garment Construction. The specific areas tested were application of waistline finishes and selecting and using appropriate support fabrics for garment construction.

Parts (a) (i), (ii) and (iii) were generally poorly done. Many candidates did not seem to know the term 'support fabric', hence they were unable to give correct responses. Correct responses included *hair canvas, buckram and interfacing*.

Part (b) (i) was widely known. Candidates were able to identify the outfit shown as a costume. For Part (b) (ii), many candidates listed elements and principles instead of identifying style features. These features included *founce, frills, raglan sleeves and side zipper*.

Part (b) (iii) was poorly done by the majority of the candidates. The candidates listed waist finishes instead of illustrating how the waistline of the outfit could be finished.

Question 7

This question was based on Module 12. The objectives tested were 4, 5, 6 and 7.

The question required candidates to name three fabrics suitable for making curtains and three ways in which curtains could be enhanced. For the application marks, candidates were asked to sketch the design of curtains for a bedroom, give the measurements and calculate the amount of fabric needed, and describe how the hem of the curtains would be finished.

For Part (a), candidates were unable in most instances to name fabrics suitable for curtains but were able to answer Part (b) and name ways in which curtains can be enhanced. Part (c) (i) was also well handled. Most candidates were able to sketch appropriate designs and to describe how the hem of the curtain should be finished. Candidates generally had difficulty in calculating fabric needed for making curtains. The process for determining yardage was not known by most of the candidates who attempted the question.