

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

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®] EXAMINATION**

MAY/JUNE 2013

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

GENERAL COMMENTS

The 32nd examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2013. This examination comprised three papers: Papers 01, 02 and 03.

Paper 01 – Multiple Choice

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

The Profile 1 component was better handled than the Profile 2 component. Candidates seemed to have misinterpreted the questions, or, were not able to apply the principles to specific situations as required.

Paper 02 – Structured Essay Questions

This paper comprised two parts with seven structured essay questions in total, from which candidates were required to answer five.

Part A of the paper comprised three questions which were compulsory and Part B consisted of four questions from which the candidates were required to choose any two. Each question was worth a total of sixteen marks allocated as follows: six marks for the Knowledge component of the question and ten marks for Use of Knowledge. The modules from which the compulsory questions in Section A were derived are specifically stated in the syllabus.

The Examining Committee observed that many candidates persisted in not reading the questions completely or misinterpreting the questions and so lost marks for not paying attention to what the questions specifically asked.

The language of the discipline is, in many cases, a challenge for some candidates who respond using colloquialisms that are not always familiar to the Examiners.

Candidates continued to show inadequacy in applying the knowledge of the subject matter to specific situations and so lost valuable marks as was clearly shown in candidates' responses to Question 7.

That candidates continue to perform poorly in the compulsory part of the paper is a cause for concern since the parts of the syllabus from which these questions were developed are clearly identified in the syllabus.

Paper 031 – 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 20 marks. The assignments were set and assessed by the class teachers using the criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test the candidates' knowledge of fabric terms, fabric finishes for specific end uses, and fibre properties and characteristics as they pertain to blends and mixtures for fabrics.

Candidates performed poorly on the knowledge part of this question. Many candidates were unable to clearly define the terms ‘nap’ and ‘selvedge’. Many who attempted this part of the question could not give a simple, clear definition and used colloquialisms to attempt a definition. As a result of not being able to define ‘nap’, candidates then could not give the two examples of fabrics with a nap, as required by the question.

Part (b) of this question required candidates to name an appropriate finish for a specific end use and to classify the finish as either preparatory, functional or aesthetic.

Many candidates confused fibre and fabric finish with garment finishing processes and so answers like “zig zag” or “serging” were given. In many instances, though, candidates were able to name appropriate finishes and correctly classify them.

It was apparent that some candidates did not use the information provided in the stem of the question and gave responses such as chemical or mechanical finish instead of the information that was requested. Many candidates did not attempt to answer this part of the question.

Part (c) of the question asked candidates to name a fibre that could be mixed with cotton fibre to make fabric for a school shirt and a close-fitting ladies’ blouse. While most candidates who attempted the question named polyester as the other fibre for the school shirt, only a few identified spandex as the fibre to be mixed with cotton for the fabric for the close-fitting ladies’ shirt. Many candidates named polyester or nylon as the other fibre for this use.

Although candidates were able to select the correct fibre in many instances, some of them could not state the main reason for their selection. Terms such as *it makes the garment comfortable or cool* indicated that the candidates were not referring to the synthetic fibre that they named. Examples of the answers expected were that *the synthetic fibres would improve resiliency, increase durability, give stretch, and make the fabric easier to launder*.

Marks gained for this question ranged from zero to twelve. No candidate who attempted this question gained full marks. Generally, performance on this question was surprisingly poor.

Question 2

This question tested candidates’ knowledge of notions, and factors influencing their choice as it relates to clothing and textiles.

Most candidates who attempted this question were able to correctly define the term ‘notions’ as well as to state factors affecting the choice of notions.

For part (b) of this question, a sketch of a jacket in the process of being assembled was shown and candidates were asked to name two appropriate notions for finishing the jacket. Most candidates were able to identify suitable notions to be used and to explain how one of the notions selected would be used. Surprisingly, a large number of candidates did not use the information that was given in the sketch to formulate a response. Buttonholes as well as the hem binding being applied were shown, so it was expected that those at least would be given as appropriate notions.

Candidates who did not gain marks for this part of the question were also the ones who did not gain marks for the definition of the term ‘notions’.

Part (c) of the question showed a sketch of a two-piece ladies’ suit and required candidates to identify places on the garment where the principles of balance and proportion were used. Most candidates who attempted this question were able to identify one place on the garment where balance was used. However, many of them were unable to identify and explain proportion. Many candidates confused balance and proportion. The definitions of the terms were interchanged in many instances.

Although many candidates gave commendable responses, the use of language for the discipline needs considerable improvement.

Marks gained on this question ranged from zero to sixteen.

Question 3

This question tested the knowledge of seams, preparation and application of facings and the use of appropriate fastenings.

Generally, Part (a) of the question was fairly well known.

Part (b) of the question required candidates to outline steps in the preparation of the facing for a blouse shown and to list two important guidelines to be followed when attaching the facing. This proved to be challenging for many of the candidates. Candidates were not careful in their responses and were unable to differentiate between the preparation and the application of the facing.

Generally, the candidates who scored high marks in this section were also the candidates who did well in other questions.

Part (c), which required candidates to name two suitable fastenings for the edges of a blouse that did not overlap, was fairly well done, but it was also surprising to see the number of candidates who listed *buttons* and *buttonholes* for their responses.

It is evident that candidates either did not read the questions completely or under examination conditions they performed poorly.

Marks on this question ranged from zero to fifteen.

Question 4

Fashion terms, style influences and knowledge of cultural influences on Caribbean fashion were the concepts tested in this question. In Part (a), most candidates were able to define at least two of the terms correctly. The definitions of fashion and fad were most widely known. Some candidates defined 'style' as a way of dressing rather than as the distinctive features, characteristics or details of a particular design.

Definitions were worded in a variety of ways and use of language was a challenge but candidates generally seemed to have an understanding of the terms.

In Part (b) (i) of this question, a sketch of a sarong skirt was shown and candidates were asked to identify the cultural influence for the design. Many candidates identified the cultural influence of the design shown as being African instead of the Indian influence of the sari, in spite of leading terms like wrapped, pleated folds and side drape.

Part (b) (ii) asked candidates to sketch a design for a male that showed the influence of the Chinese culture on Caribbean fashion. Again, it is clear that candidates did not read and interpret the questions correctly. Most candidates sketched a decidedly Chinese garment with no consideration of appropriateness for the Caribbean male. Sketches, however, were generally of good quality.

Part (b) (iii) required candidates to label a style feature of the sketch that showed a Chinese influence. While there has been some improvement in response to the instruction "label", too many candidates still merely state the style feature, with no clear indication of where on the design the style feature is located.

Part (c) of the question, which was based on the Module “Career Opportunities” (in the field of Clothing and Textiles), was fairly well done by most candidates who attempted this question. In many cases, though, candidates gave reasons why *clothing* rather than *textiles* was an important area of study. The reasons given included statements such as *the individual needs to know how to take measurements or to learn all about the different types of clothing*.

Many candidates gave fairly good responses to why art is important, but in many cases the reasons given were for art in general and not why art is important in the study of Clothing and Textiles.

Part (c) of the question was the least known.

The quality of the responses suggests that this may be a module in the syllabus that requires greater attention on the part of teachers and students.

Marks awarded for this question ranged from zero to sixteen.

Question 5

This question was designed to test candidates’ knowledge of selection, use and care of sewing tools and equipment, adjusting and using the sewing machine for working with specific fabrics, and selection and use of pressing tools.

Most candidates attempting this question showed excellent knowledge of tools and equipment. This section of the question, which was the knowledge component, was very well handled.

However, when it came to making adjustments to the sewing machine to sew specific fabrics, candidates generally were not able to give appropriate responses. In many cases some generalizations were given, for example, *adjust stitch*, or *change needle*, without any specifics that related to the fabric that was to be sewn.

Again, the responses here suggested an inability to apply the general knowledge to specific situations. Where candidates were asked to name pressing tools for a specific scenario they named general pressing tools, showing an inability to apply the knowledge as opposed to recall of information.

Again, inadequacy in the use of the language associated with the subject was noted in candidates’ responses; for example, a candidate’s response to the adjustment to be made was *tighten the thing for the stitch*.

Part (d), which asked why pressing was more appropriate than ironing, proved a challenge. Candidates used the terms ‘pressing’ and ‘ironing’ interchangeably and, hence, in many cases were unable to give a suitable response to the question as asked on the examination paper.

Marks awarded ranged from zero to sixteen.

Question 6

This question was designed to test candidates’ knowledge and the application of the knowledge of the use of commercial patterns.

Most candidates got full marks for the knowledge component of the question.

Part (b) of the question gave candidates the measurements for a size ten figure and required that candidates show the layout of a sketch, using a specific length and width of fabric.

This part of the question was handled extremely well by a few candidates, who showed a familiarity with the Module as outlined in the syllabus. Some candidates who attempted this question were clearly not familiar with pattern layout. It was also apparent that those who did poorly on this part did not understand the concepts of ‘fold’ and ‘selvedge’, with some candidates illustrating the fabric folded diagonally.

The marks on this question ranged from zero to sixteen.

Question 7

This question tested knowledge of types of collars, insertion of plain sleeves, fabrics requiring special care in laying, cutting and assembling, and selection of fabrics and assembly of soft furnishing.

Part (a) of the question showed two collars and asked candidates to identify them by name.

This part of the question was generally poorly done. Many candidates scored zero on this part of the question. Some candidates were able to name the shawl or rolled collar but only a very small number of candidates identified the convertible collar.

Part (b) of the question asked candidates to state guidelines for laying out the pattern pieces and assembling cut fabric pieces to make a garment using velvet. Many candidates gave generic answers not paying attention to the specific situation given in the question. Most candidates who answered the question failed to recognize that velvet is a napped fabric and therefore all the pattern pieces needed to be laid in the same direction. The same applied to the assembling of the garment and the specific requirements for needle size, thread tension and type of thread.

For Part (c) of the question many candidates confused fabric properties with fabric names.

For Part (d) (ii), candidates were asked to explain one guideline to be followed when inserting the zipper in the striped cushion cover.

Again, candidates gave general guidelines and did not take into consideration that the stripes would have to match over the zipper.

Marks gained for this question ranged from zero to twelve.

Recommendations

Continuing to build on the interest in the area and the performance in the examinations is the challenge for the teachers of this subject. This would require a wide range of approaches and use of information in the environment to channel and challenge candidates to improve their personal performance at the examinations.

Paper 031 – School Based Assessment (SBA)

The SBA produced varying results. Many students performed well while others demonstrated average performance. The marks ranged from 3 to 20 out of a possible maximum of 20 marks for each assignment.

Recommendations for Improvement of the SBA

- It is essential that equipment, tools and materials are adequate for conducting the SBA in Clothing and Textiles.
- Clothing and Textiles teachers should develop effective strategies for adequately preparing the students for the SBA activities.
- Students should be clear on the tools, equipment and materials that are needed for each assessment before it is started so that the possibility of poor performance for the lack of resources is minimized.
- Students should be guided on the range of activities and alternative resources that they can employ to get the projects completed.
- Time management skills are required for completing the SBA assignments in the allotted period.
- SBA workshops may be helpful for both external assessors and teachers.
- Students should be encouraged to master the essential skills that are critical to each assignment.
- Pattern adaptation needs to be given greater focus in delivering the curriculum in schools.
- The marks allotted by agreement between the teacher and the external assessor should be entered in the appropriate column of the Record of Marks form; no fractions should be submitted.
- Assessment forms should be completed thoroughly and all required information included.