

CARIBBEAN EXAMINATIONS COUNCIL

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

JUNE 2006

CLOTHING AND TEXTILES

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CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION
JUNE 2006

GENERAL COMMENTS

The Caribbean Examinations Council administered the twenty-fifth examination of Clothing and Textiles in June 2006.

Paper 01 – Multiple Choice

This paper comprised items which examined all areas of the syllabus. Thirty items tested knowledge (Profile 1) while thirty items tested the candidates' use of knowledge (Profile 2).

Paper 02 – Structured Essay Questions

This paper comprised seven structured essay questions from which candidates were expected to answer five questions. Part A of the paper comprised the three compulsory questions and Part B comprised four questions from which the candidates should answer two questions. Each question was worth 16 marks, six of these marks tested knowledge and ten tested the use of knowledge.

Paper 03 – School-Based Assessment

The School Based Assessment comprised three practical assignments designed to test the practical ability of the candidates. The assignments were worth 20 marks each. These assignments were set by the class teacher. The first and third assignments were marked by the teacher while the second assignment was assessed by both the teacher and a visiting examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

Part (a) of this question required that candidates define the terms *staple yarn* and *two-ply yarns* and give one example of each. The majority of the candidates answered this part fairly well. They gave good examples for the most part.

For part (b), candidates were required to name a gift item that could be made in two hours using cold water dye, dye fix, pieces of candle and white cotton fabric and to name the process which could be done using some or all of the materials provided. No facilities existed for soaking the fabric. They were also required to give the instructions for working the process selected.

This part was also well done but in a few cases the candidates did not take the time available for making the item into consideration, or that there were no facilities for soaking the fabric. Most candidates chose batik as the method for decorating the item. It was refreshing to note that some candidates chose other

methods such as tie and dye and were also able to suggest alternative methods of applying the dye to the fabric such as by painting or pouring.

Responses suggest that the topic, indigenous material, which was tested in part (c) was not as popular as was expected although this is usually a favourite topic among students. Candidates were asked to suggest a suitable indigenous material for decorating a shirt made from coarse brown fabric. They were also required to give two reasons why they selected the material. Few candidates gave correct answers with beads being the most popular answer. This was unfortunate because many candidates did not specify the type of beads. Beads can also be made from plastic which in that case will not be classified as indigenous materials. On the other hand, some candidates appeared to confuse indigenous materials with fabric from natural sources such as silk, burlap, cotton and hemp instead of the manner in which it is used in the study of clothing and textiles. Generally, candidates had difficulty expressing the reasons for choosing the indigenous materials. Students should be encouraged to make greater use of indigenous materials in their designs.

Question 2

This question required that candidates sketch the front view of a garment to illustrate one type of balance in design and to name the type of balance used. Generally, candidates were able to produce good sketches illustrating balance but some neglected to label the type of balance used. This section was well done.

In addition, candidates were asked to state two colours apart from black which would have a slimming effect on a plump figure type. Some candidates were not specific, giving such answers as blue or green. These answers were not accepted since these colours range in value and intensity from tints to shades. Many candidates were able to correctly name shades such as navy blue, burgundy, brown, dark green and dark grey.

In part (b), the candidates were required to draw the diagram given and insert and label one style feature to show the use of emphasis and rhythm. This section was well done and many creative designs were inserted. It was interesting to note that throughout the region the choice of item for emphasis was a rose, and braid around the hemline was used to introduce rhythm. Some candidates appeared not to understand the meaning of the word *insert* and just drew the diagram and attempted to label it without making any insertions.

Part (b) (ii) required candidates to name a fabric from which the dress can be made and to give two reasons why this fabric was suitable for the garment. Some candidates were able to name a suitable fabric such as charmeuse, satin and chiffon while others gave the name of fibres such as silk and polyester. Although it is colloquial practice to use fibre names such as polyester and rayon to describe fabrics it is technically incorrect to do so. The examination team does not award marks for the use of fibre names when fabric names are requested, and continues to encourage the use of fabric names.

In the final part of this question, candidates were able to suggest a suitable occasion where the dress could be worn. This was very well done but some candidates had difficulty expressing why the dress was appropriate for the occasion suggested.

Question 3

Part (a) required that candidates name hand stitches that could be used for working common processes. Generally, candidates were unable to correctly name the hand stitches for the uses given. They were most familiar with the hand stitches for keeping the hem in place before machining and least familiar with the hand stitch used for transferring pattern markings to delicate fabric.

A number of issues were noted in part (b) concerning the preparation of a facing in order to apply it to a garment. Many candidates confused the terms *facing* with *interfacing* and *garment*. This resulted in incorrect answers. The term *preparing a facing in order to apply it* was apparently misunderstood and candidates' responses ranged from instructions for drafting to instructions for attaching the facing to the garment.

Part (c) was well known. Most candidates were able to identify the pleats in the diagram as knife pleats. However, candidates, for the most part had difficulty in giving instructions for constructing the pleats due to poor language skills. They also had difficulty in the sequencing of these instructions. Only a few candidates were able to describe the main steps in making knife pleats. Instead, some gave the instructions for making the skirt without zeroing in on the key point which was to *give instructions for making the pleats for the skirt in order to make sure that they are well made*. As a result, these candidates did not focus on points relating to estimation of fabric, marking and folding procedures.

Question 4

Part (a) required that candidates list two advantages and two disadvantages of cotton. This topic is very basic to the study of textiles and as a result it was well done. A few candidates confused the advantages with the disadvantages.

This part of the question also required candidates to state one difference between cotton fibres and elastomeric fibres. The responses to this question were unsatisfactory. There was evidence that candidates knew the properties of each type of fibre but they were unable to use that information to pinpoint the difference.

In part (b), candidates were required to suggest a stain remover that could be used for removing a gravy stain from a pair of linen trousers. They were also required to give instructions for hand washing, ironing and pressing the trousers.

Bleach was incorrectly the choice of many candidates instead of a simple grease-removing agent such as dishwashing liquid. Part (b) (ii) was structured to assist the candidates in organizing their thoughts and answers. Despite this, some candidates did not respond in logical order. In many cases, candidates gave the basic steps in laundering without taking into consideration the fact that the trousers had pleats to be pressed or that it was made from linen and therefore required starching and ironing damp with a hot iron.

Question 5

Part (a) of the question required that candidates define the term *couture*. This was not well known although some candidates were able to offer a variety of appropriate definitions.

Candidates were also required to identify four skills that were required in order to pursue a career in Fashion Design. These were widely known but some candidates named subject areas to be studied instead of stating the skills required.

Candidates were also required to name two types of sewing machines that would be appropriate for making gents' shirts with an embroidered logo on the pocket instead of a sewing machine which only could work straight and zigzag stitches. They were also asked to outline four advantages of choosing one of the sewing machines.

Many candidates were able to name at least two types of sewing machines but in attempting to justify their choice of sewing machine, many also neglected to relate their choice to the garment to be made.

Question 6

Part (a) required that candidates name the line identified on the skirt block in the diagram and state why it was important in pattern drafting. Candidates were able to identify the line as the hipline but most were unable to clearly explain the reason why the hipline was important when drafting a skirt. Only a few candidates mistook the line for the alteration line.

Candidates were also asked to state the uses of the French curve and the L-square in drafting a skirt pattern. This part was fairly well done. The candidates were familiar with the general uses of the French curve and L-square but some did not relate their answers to the question asked for the uses of these in relation to drafting the skirt pattern.

In part (b), candidates were asked to name two pattern markings that were omitted from the diagram of the skirt block pattern and to state why each of the missing marks were important. Candidates were able to identify the missing pattern markings. They were also able to state why these were important. However, instead of pattern markings, for example, darts and notches, a few gave the names of pattern labels such as *Back* and *Front* and *Centre front* and *Centre back*.

Part (c) was also well done. As was requested, candidates were able to justify their preference for drafting patterns instead of purchasing commercial patterns. However, there was the need for candidates to elaborate in order to offer better quality responses. Many stated facts and not reasons.

Question 7

Part (a) required that candidates list two advantages and one disadvantage of using polyester suiting for making a skirt for work. Most candidates were able to give at least one advantage of polyester suiting but candidates generally did not correctly state the disadvantage. Once again they seemed to be confused about the meaning of these two terms.

In addition, candidates were asked to state the effect of heat on nylon and state one reason why this effect occurred. Most candidates were able to give the correct answer. However, many were unable to give the reason why this occurred. Very few candidates referred to *thermoplasticity* in their answers or were able to explain its role in the effect of heat on the fibre.

Part (b) required that candidates sketch a cushion which was made from even stripes and label two elements of design. The sketches were well done and some very creative uses of stripes emerged. Some candidates, however, labelled principles of design instead of the elements line, colour, shape and texture. Some also wrote the names of the elements instead of indicating where they were used on the sketch.

Candidates were also required to give steps for making the cushion up to the stage of completing the seam. Once again, candidates ignored the key point in the question, that is, made from fabric with even stripes. As such, some did not place emphasis on ensuring that the stripes were matching at the seams or that the design should be based on fabric with even stripes. Many ignored the point which stated *up to the stage of completing the seam* and went on to mention stuffing.

GENERAL COMMENTS

- All areas of the syllabus should be covered as the examination is set from every Module in the syllabus. This will maximize the opportunity for candidates to be successful in the examination.
- Candidates should practice reading questions and underlining the key words before answering the questions.
- Candidates should practice using fabrics instead of their fibre names. No marks will be awarded if the fibre names are given in cases where the fabric names are required.
- Sketches should be large and clear and, when required, labelling should be accurate. There has been marked improvement in the presentation of sketches. This is to be commended.
- Topics relating to seams and sewing machines are considered fundamental to the study of clothing construction and should therefore be revisited closer to the examination. Candidates are not performing well in these basic areas.
- Part of the difficulty in producing quality answers is the candidates' inability to express themselves clearly. It is the practice of candidates to just answer questions in point form and not expand on the points. Candidates should be encouraged to answer questions in full giving explanations and using examples to fully illustrate their points.

SCHOOL BASED ASSESSMENT

The reports from the external examiners indicate that the spaces and equipment provided for the candidates to work was adequate. In cases where these were required, it was reported that, except in a few instances, candidates had difficulty in working processes such as the application of the waistband, inserting zippers and working of the buttonhole. Processes such as pleats, where required, were well done although candidates spent much time on making these. Generally, seams were well done and appropriately finished. Pattern drafting still presents a challenge to candidates across the region.

The comments from the external examiners should be more detailed and should also focus on the performance of the candidates in working the specific processes in addition to the examples cited in the general comments section of the evaluation form. Generally, candidates performed well in Paper 03.

- This is the first year in which schools were not required to submit samples of the School Based Assignments. Please note, however, that CXC may require that selected schools submit SBA samples as requested.
- It is expected that the School Based Assessment assignments should be done in the recommended time frame. **These should not be submitted to CXC unless requested.**
- The generic mark scheme provided by CXC should be used as a guide when setting and marking School Based Assessment assignments.
- A high standard of workmanship should be encouraged and attention paid to producing neat work.
- **Candidates should be encouraged to write the instructions for working processes. This would enhance their ability to answer questions on Paper 2 which requires candidates to give these type of instructions.**
- Fractions of marks should not be submitted. All fractions should be rounded off to the nearest whole number.