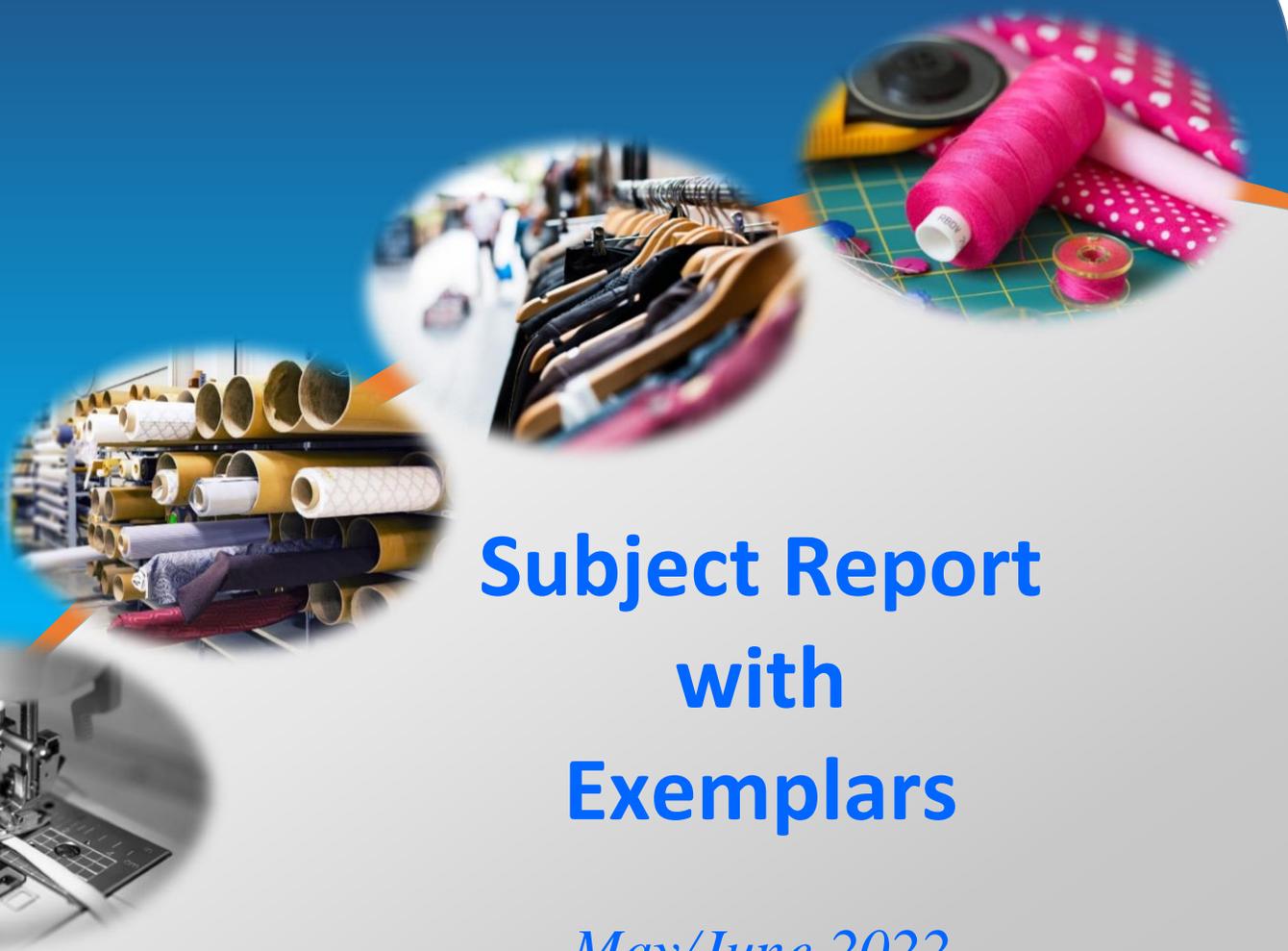




**CARIBBEAN
EXAMINATIONS
COUNCIL**

**TEXTILES CLOTHING AND
FASHION**



**Subject Report
with
Exemplars**

May/June 2022

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2022

**TEXTILES, CLOTHING AND FASHION
GENERAL PROFICIENCY**

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INTRODUCTION

This guide has been put together using candidate responses to the 2022 June examination in Caribbean Secondary Examination Certificate (CESC) Textiles Clothing and Fashion. The subject is offered at the technical proficiency level.

CESC Textiles, Clothing and Fashion focuses on the enhancement of knowledge and the development of skills in the use and care of fabrics. It also includes the study of fashion and design. Candidates acquire skills that help them to create textile designs and make products. They can also make intelligent decisions regarding clothing and other sewn products, and use the knowledge and skills gained from this course of study, for employment and leisure.

The examination consists of three papers. Paper 01 (a multiple-choice paper), Paper 02 (a structured essay paper) and Paper 03 (a school-based assessment). Papers 01 and 02 are assessed externally. Paper 03, which tests students' practical skills, is assessed internally by the teacher and then moderated by CXC.

Paper 01 consists of 60 items and constitutes 30 per cent of the total marks. The duration of the examination is 1 hour and 30 minutes. The 60 items on Paper 01 test skills in the ratio of 1:1, that is, 30 marks for Knowledge and 30 marks for Use of Knowledge. Paper 02 is a structured essay paper which comprises six compulsory questions that test all sections of the syllabus. Paper 02 constitutes 40 per cent of the marks. The duration of Paper 02 is 2 hours and 30 minutes. Each question on Paper 02 is worth 16 marks — 6 marks for Knowledge and 10 marks for the Use of Knowledge.

This year, 2135 candidates wrote Paper 01. The mean mark was 32.68 or approximately 54 per cent. The standard deviation was 9.90. Acceptable grades (Grades I–III) were achieved by approximately 71 per cent of candidates. Paper 02 was written by 2,147 candidates. The mean mark was 24.05 or 30 per cent. The standard deviation was 16.24. Approximately 71 per cent of candidates received Grades I–III. This is a decline when compared with the previous two years where the percentage of candidates earning acceptable grades was 88.86 per cent in 2021 and 83.01 per cent in 2020. The decline in performance was evident in the Grade I and II profiles for Paper 01 and the Grade I–III profiles for Paper 02. There was also a noticeable decline for Profile 1 (Knowledge) and Profile 2 (Use of Knowledge), Grades A to C. The mean score and percentage for Paper 01 and Paper 02 also showed a noticeable decline when compared with the previous two years.

PAPER 01 – MULTIPLE CHOICE

Paper 01 comprised 60 items which were designed to test all areas of the syllabus. An equal number of items were allocated to test Knowledge (Profile 1) and Use of Knowledge (Profile 2). The mean score was 32.67 compared with 36.74 in 2021, 35.91 in 2020 and 33.54 in 2019. The maximum score was 58. The Profile 1 (Knowledge) component was better handled than the Profile 2 (Use of Knowledge) component. In many instances, candidates were unable to apply the principles to the specific scenarios given in the respective questions.

PAPER 02 – STRUCTURED ESSAY QUESTIONS

This report has been put together using exemplars of candidate responses to the 2022 May/June examination in CSEC Textiles, Clothing and Fashion. The responses have been kept according to the original design of the examination paper. The questions are divided into parts and cover a range of topics included in the syllabus. This allows candidates to pull on a wide area of knowledge thus making the examination very accessible. The 16 marks per question are broken down into the following.

- Six marks for knowledge
- Ten marks for the use (application) of knowledge

Candidate performance reflected various levels of familiarity with the subject matter examined. The better performances were seen in instances where knowledge of the subject matter was being tested. Candidates' responses to questions that tested their use of knowledge still need improving. Some topics such as Textiles Fibres, Conflict Resolution, Consumer Rights, Medical Textiles and Pattern Adaptation were not well done.

Question 1

This question was divided into five parts.

Part (a) required candidates to define the terms *microfibres* and *simple yarns*. Part (b) required candidates to outline one reason why textiles are important materials.

Part (c) showed a diagram of slub yarn and candidates were required to respond to three questions.

- Part (c) (i) asked candidates to name one fabric that is made from slub yarn and that is suitable for making a set of drapes for a living room.
- Part (c) (ii) required candidates to give one reason for the choice of fabric provided in (c) (i).
- For Part (c) (iii), candidates had to explain two advantages of the use of blended fibres in yarn construction.
- Part (d) presented a scenario where Deborah required surgery to replace a badly damaged kidney. Candidates were required to suggest, with a reason, one way in which the following medical textiles could be used in Deborah's treatment and recovery.
 - (i) Non-implantable material
 - (ii) Implantable material

Overall performance on this question was below average. The mean mark was 2.93. The standard deviation was 2.30. Approximately 1 per cent of candidates achieved scores between 11 and 13 out of the total 16 marks allocated for the question while 13.42 per cent of candidates achieved scores between 6

and 10 marks. Approximately 86 per cent of candidates obtained scores between 0 and 5. The highest mark was 13 out of 16. This was achieved by one candidate.

Candidate's Response to Part (a) (i)

(i) Microfibers

Microfibres are fibres which are less than one
denier thick and can be seen clearly under
a microscope.

(2 marks)

Examiner's Comments

While this candidate was awarded the two marks for identifying two characteristics of microfibres, a perfect response would have included the use of the terms *polyester* or *synthetic fibre*, for example, *microfibres are polyester/synthetic fibres less than one denier thick*.

Most candidates did not attempt the question. A few candidates obtained full marks. One mark was awarded for partial answers such as 'less than one denier'.

Candidate's Response to Part (a) (ii)

(ii) Simple yarns

Simple yarns are even in size and
relatively smooth or uniform. An example
of a simple yarn is crepe yarn.

(2 marks)

Examiner's Comments

This section appeared challenging for candidates. Only a few candidates gave complete responses. Some candidates did not attempt this question. One mark was awarded for a partial response, for example, 'a simple yarn such as long, continuous, filament, mono filament, made from a single fibre, and smooth'.

Candidate's Response to Part (b)

- (b) Outline ONE reason why textiles are important materials.

Textiles are important materials because they aid in fashion, decoration and also the medical fields. They are used to make clothing and some textiles are even used in the earth (geo textiles). They combine to form fabrics.

(2 marks)

Examiner's Comments

This section was fairly well done. Some candidates obtained full marks. Like this candidate, a few candidates indicated that textiles could be used for other areas such as the medical field and geo-textiles.

Many candidates obtained at least one mark for a partial response.

Candidate's Response to Part (c) (i)

- (c) Carefully study the slub yarn shown in Figure 1 and answer the questions that follow.

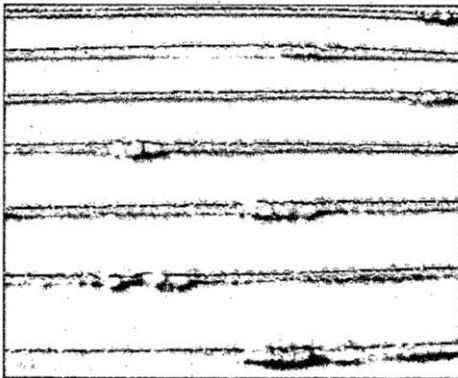


Figure 1. Diagram of slub yarn

Source: <https://www.tradeindia.com/jp5094580/High-Grade-Grey-Slub-Yarn.html>

- (i) Name ONE fabric that is made from the yarn in Figure 1 that is suitable for making a set of drapes for a living room.

Linen

(1 mark)

Examiner's Comments

This section was fairly well done. Most candidates were awarded full marks for naming *linen*, *poly-cotton*, *acetate* and *satin* as fabrics made from slub yarn.

Some candidates gave names of fibres rather than fabrics. Some candidates did not attempt the question.

Candidate's Answer to Part (c) (ii)

- (ii) Give ONE reason for your choice of fabric in (c) (i).

One reason for my choice of fabric
is because linen is strong and durable.

(1 mark)

Examiner's Comments

This section was fairly well answered. Most candidates were awarded the full marks for indicating reasons for choosing the fabric such as *it drapes well* or *because of its strength and durability*. Other acceptable responses included *the blocking out of light* and *for decoration*.

Some candidates, because they gave incorrect responses for Part (c) (i), could not provide a reason for choosing the slub yarn.

Candidate's Response to Part (c) (iii)

- (iii) Explain TWO advantages of the use of blended fibres in yarn construction.

By blending an expensive fiber with a less expensive one,
you can make more affordable fabrics.

Candidate's Response to Part (c) (iii) cont'd

Mixing a weaker fibre with a stronger fibre can increase durability, or other factors such as absorbency or lustre, depending on what you blend.

(4 marks)

Examiner's Comments

This section was attempted by most candidates. A few candidates obtained full marks. Many candidates listed ways that blended fibres would be advantageous, but they were unable to fully explain how; hence a partial mark was awarded. Partial marks were awarded for comfort, texture, durable/strong and long-lasting.

Candidate's Response to Part (d) (i)

(d) Deborah required surgery to replace a badly damaged kidney.

Suggest, with a reason, ONE way in which the use of the following medical textiles could be used in her treatment and recovery:

(i) Non-implantable material

Textiles like gauze can be used on the exterior site where surgery took place. Gauze is a suitable non-implantable material because it absorbs medication well (iodine etc) and keeps wound free of outside elements (germs etc)

(2 marks)

Examiner's Comments

This section appeared challenging for candidates. The term *non-implantable* as medical textiles was not well known. Only a few candidates were able to obtain full marks as many omitted to state the use of the item they had listed. Several candidates obtained partial marks for noting the use of bandages, cotton, or gauze as non-implantable material.

Candidate's Response to Part (d) (ii)

(ii) Implantable material

To help heal the bond between her new kidney and ~~connecting~~ connecting tissues, implantable material can be used to help repair the bond and make it fuse successfully.

(2 marks)

Examiner's Comments

This section was challenging for candidates. The term *implantable* as medical textiles was not well known. Very few candidates obtained full marks and most obtained no marks. A few candidates knew that implantable material could be used to make an artificial kidney.

Question 2

Question 2 was divided into four parts.

Part (a) required candidates to state the meaning of each of the following terms relating to colour and give one example in each case.

- (i) Hue
- (ii) Intensity
- (iii) Value

Part (b) presented the following scenario.

A class activity required students to dye cotton fabrics using different dyes and dyeing techniques. The students were provided with the following raw materials: sorrel, turmeric, onion skins, mahogany bark.

Candidates were required to suggest which two of the raw materials could be used to create the colour orange and then give one reason why the use of a mordant is necessary with respect to helping the natural dye to be permanent.

Part (c) comprised a short scenario which stated that “Nancy has a shirt which is easily soiled”. Candidates were required to describe how a fabric finish could be used to reduce the problem experienced.

Part (d) presented the following scenario.

Amy is trying to explain to her younger sister the batik and tie-dyeing techniques as options for applying colour and designs to a dress for her fashion collection.

Candidates were required to explain one similarity and one difference between the techniques regarding the application of colour to the fabric.

Overall performance on this question was satisfactory. The mean mark was 5.17 and the standard deviation was 3.07. Approximately 32 per cent of candidates achieved scores of between 6 and 10 out of the total 16 marks allocated to the question; 6.94 per cent obtained scores between 11 and 16; and approximately 61 per cent scored between 0 and 5. Two candidates achieved full marks.

Candidate's Response to Part (a) (i)

2. (a) State the meaning of EACH of the following terms relating to colour and give ONE example in each case:

(i) Hue

Hue is the name given to a color eg. red

(2 marks)

Examiner's Comments

This section was generally well done. Most candidates were able to correctly define the term *hue* as *the name of a colour* and were also able to give an appropriate example. Many candidates scored partial marks because they failed to list an example. Other appropriate responses were *a colour on the colour wheel* and *hue is a colour*.

Candidate's Response to Part (a) (ii)

(ii) Intensity

Intensity is the brightness or dullness of colours.

example: yellow

(2 marks)

Examiner's Comments

Many candidates failed to define the term *intensity* accurately. In some instances, this failure was due to candidates mentioning only one of the descriptive terms, either brightness or dullness. It was expected that candidates would mention both since they describe the two extreme levels of intensity.

Some candidates mixed up the definition of intensity with the definition of value and several candidates obtained partial marks because they were unable to give a suitable example.

Candidate's Response to Part (a) (iii)

(iii) Value

Value is the lightness ✓ and darkness of
a colour. For example burgandy ✓

(2 marks)

Examiner's Comments

Many candidates omitted to give both descriptive terms for value — giving either lightness or darkness. Some also mixed up the definitions of value and intensity. A few of the candidates mistakenly associated the term 'value' to mean 'cost.' Most candidates obtained partial marks for giving a suitable example.

Candidate's Response to Part (b) (i)

A class activity required students to dye cotton fabrics using different dyes and dyeing techniques. The students were provided with the following raw materials.

Sorrel
Turmeric
Onion skins
Mahogany bark

(i) Suggest which TWO of the raw materials could be used to create the colour orange.

Two raw materials that can be used to create
orange are sorrel ✓ and Turmeric.

(2 marks)

OR

(i) Suggest which TWO of the raw materials could be used to create the colour orange.

Sorrel ✓
Onion skins ✓

(2 marks)

Examiner's Comments

This section was fairly well done. Some candidates were able suggest *sorrel and turmeric* as the raw materials that could be used to create the colour orange. Most candidates obtained one mark for identifying only one of the materials. *Sorrel and onion skin* was another appropriate answer. Candidates should pay attention to the combination of colour pigments.

Candidate's Response to Part (b) (ii)

- (ii) Give ONE reason why the use of a mordant is necessary with respect to helping the natural dye to be permanent.

One reason why the use of a mordant is necessary to help a natural dye to be permanent is because it helps bond the dye to the fibre and without it natural dyes would fade quickly.

(2 marks)

Examiner's Comments

Most candidates attempted this question; however, many candidates gave only a partial answer. Candidates indicated that mordants were used to fix or cause the dye to stay on the fabric.

Some candidates wrote back what was in the question as the answer, for example, 'mordant is necessary for the natural dye to be permanent'. No mark was awarded for this response.

Candidate's Response to Part (c)

- (c) Nancy has a shirt which is easily soiled. Describe how a fabric finish could be used to reduce the problem experienced.

A stain-resistant finish can help to decrease the stain's ability to stay in the fabric and makes it harder to stain and easier to wash.

(2 marks)

Examiner's Comments

This section was fairly well done. Candidates were required to name a fabric finish and say how it could reduce soiling. Several candidates were able to name appropriate finishes such as *sizing*, *stain resistant* or *soil resistant/repellent*. However, many candidates failed to explain how the fabric finish could reduce soiling, that is, *repel stains making them easy to be removed* etc.

Candidate's Response to Part (d)

Amy is trying to explain to her younger sister the batik and tie-dyeing techniques as options for applying colour and designs to a dress for her fashion collection.

Explain ONE similarity and ONE difference between the TWO techniques regarding the application of colour to the fabric.

Similarity

Both methods use dye to apply colour to fabric by creating unique designs/patterns.
Both tie-dye and batik are methods of design.

Difference

A difference between batik and tie dye is that batik uses hot wax to resist colour while tie-dye uses a folding method, in which dye is not distributed everywhere and pattern can be seen.

(4 marks)

Total 16 marks

Examiner's Comments

This section was generally well done. Most candidates were able to identify one similarity and one difference between batik and tie dyeing. Few candidates obtained the full four marks for this section because many omitted to make the comparison between the two techniques.

Candidates seemed to know the differences better than they knew the similarities of tie-dying and batik.

Question 3

The question was divided into three parts. Part (a) required candidates to identify three pieces of pressing equipment other than a clothes iron and give one function of each.

Part (b) presented a scenario about Andrew, who is single and about to move into a one-bedroom apartment. He needs to purchase a washing machine for a small laundry area. Candidates were required to briefly discuss two factors Andrew should consider when selecting a washing machine for his home.

Part (c) required candidates to explain three reasons why detergent is better than soap when washing heavily soiled clothing.

Candidates found this section challenging. The mean mark was 4.75 and the standard deviation was 2.87. Approximately 2.89 per cent of candidates obtained scores between 11 and 16. Approximately 35 per cent of candidates achieved scores of between 6 and 10 out of the total 16 marks allocated to the question while 61.98 per cent of candidates obtained scores between 0 and 5. The highest mark was 14 out of 16. This was achieved by two candidates.

Candidate's Response to Part (a)

The use of pressing equipment is essential during garment construction.

Identify THREE pieces of pressing equipment **other than a clothes iron** and give ONE function of EACH.

tailor's ham

Function

It is used to add in pressing when a garment has curves such as necklines.

Equipment

Sleeve arm board

Function

Is use to help in pressing or ironing sleeves.

Equipment

Ironing board

Function

It is used to provide a stable and flat place to press or iron clothes, so

(6 marks)

Examiner's Comments

This section was well done. Most candidates were able to identify the names of two pressing equipment correctly and gave appropriate functions of each equipment identified.

There were some instances where candidates listed the pressing equipment but did not state the function. A few candidates still used 'iron' as an example even though the question required them to identify equipment **other than** a clothes iron.

Candidate's Response to Part (b)

Briefly discuss TWO factors Andrew should consider when selecting a washing machine for his home.

Andrew need to considers his space. Since it's a small laundry area, he needs a small but effective washing machine that wouldn't compromise his laundry area.

He also needs to consider his budget. Andrews need to find a washing machine that is small that is appropriate for his budget.

(4 marks)

Examiner's Comments

Few candidates achieved full marks on this section. Candidates were required to state two factors such as *cost*, *space*, *family size* and then discuss the considerations. Many candidates were able to list the features but were not able to say why they should be considered.

Candidates were not awarded marks for stating 'size' since this factor was already referenced in the scenario.

Candidate's Response to Part (c)

- (c) Explain THREE reasons why detergent is better than soap when washing heavily soiled clothing.

1. Detergent has a stronger cleansing power than soap and it would clean clothes properly and quickly, especially it being heavily soiled.

2. Detergent does not leave residue so it would be better. Clothes will be less likely to result in a gray colour like the performance of soap.

3. Detergent is easily soluble in water so the clothes are likely to clean properly and it does not result in wastage of the detergent.

Examiner's Comments

This section of the question was not well done. Candidates were required to make a comparison between detergent and soap as the means for washing heavily soiled clothing, for example, *detergents contain a variety of additives/chemicals which help to remove dirt quicker from heavily soiled garments, whereas soap leaves scum or soil residue in the garment.* In many instances this comparison was not done.

Many candidates mentioned the fragrance of the detergent but this response was not accepted.

Question 4

This question was designed to test candidates' knowledge on principles of management, conflict resolution and careers in the clothing industry. The question was divided into three main parts.

Part (a) (i) required candidates to identify two management principles, other than planning, which could be used while working with others. Part (a) (ii) required candidates to define each principle identified in (a) (i).

Part (b) presented the following scenario.

John has difficulty getting the children to work together on the soft furnishing project because the eldest child refuses to accept suggestions from her siblings.

Candidates were required to explain two strategies that John could use in order to resolve the conflict among the children.

Part (c) presented the following scenario of a Career Day at a school where a fifth-year student was asked to do a presentation to the younger students on careers in the clothing industry. Candidates were required to explain the roles that are played in two careers in the clothing industry where the use of the sewing machine is not involved.

Overall performance on this question was satisfactory. The mean mark was 3.22 and the standard deviation was 4.39. Approximately 3 per cent of candidates obtained scores between 11 and 16 out of the total 16 marks. The percentage of candidates who achieved scores between 6 and 10 was approximately 34 per cent while 63.17 per cent of candidates obtained scores between 0 and 5. One candidate achieved full marks.

Candidate's Response to Part (a) (i)

4. (a) (i) Identify TWO management principles **other than planning** which could be used while working with others.

Two management principles other than planning
which could be used while working with others
are ~~e~~ controlling and organising.

(2 marks)

Examiner's Comments

This section was fairly well done. Most candidates were able to list two management principles. Principles such as *motivating, communicating, controlling* and *organizing* were accepted. Some candidates listed 'planning'. This was not accepted because the question required candidates to identify principles **other than** planning.

Candidate's Response to Part (a) (ii)

(ii) Define EACH principle identified in (a) (i).

Organizing is the process of assembling and assigning the human, financial, physical, informational, and other resources needed to achieve the goals of the business.

Controlling is the evaluation of the workers productive output and ensuring that they stay on target in alignment with the business goals and making corrections if necessary.

(4 marks)

Examiner's Comments

This section was not very well done. Candidates were unable to clearly or sufficiently define the management principle.

Candidate's Response to Part (b)

John has difficulty getting the children to work together on the soft furnishing project because the eldest child refuses to accept suggestions from her siblings.

Explain TWO strategies that he could use in order to resolve the conflict among the children.

Two strategies John could use are - 1) Compromising - this involves both parties reaching a settlement on middle ground to avoid further conflict.

2) Collaborating - this involves both parties working together to resolve the issues that they are having.

(2 marks)

Examiner's Comments

This section was not very well done. Candidates were not familiar with the conflict resolution strategies that could be used in the given scenario. It was expected that candidates would use jargon/technical terms such as *accommodating*, *collaborating* and *compromising*. However, very few candidates did that. Instead, most candidates suggested approaches to resolving the conflict without any reference to the strategies.

Candidate's Response to Part (c)

Explain the roles of TWO careers in the clothing industry that do NOT involve the use of the sewing machine.

1) A fashion designer creates designs and ideas for the team to implement. Sometimes if they have a specific fabric in mind for the design, they may source it themselves.

2) A fashion merchandiser advertises the created products and garments. They are the ones who set up the garments to be sold.

Examiner's Comments

This section was fairly well done. Most candidates were able to identify two careers in the clothing industry and explain the roles of each career. Some candidates identified the careers but were not able to clearly explain the roles. Other candidates did not read the question carefully; hence, they gave responses such as 'tailor' and 'seamstress' which are careers that involve the use of the sewing machine.

Question 5

This question was divided into six parts.

Part (a) (i) required candidates to identify two rights of the consumer and for Part (a) (ii), candidates were asked to explain two procedures for seeking redress for a damaged fabric.

Part (b) was based on a scenario where Jamil's mother refurbished the family room using colours and patterns which she had not discussed with Jamil and with which he disagreed once he returned home. Candidates were required to explain two factors Jamil's mother could have considered when refurbishing the family room to avoid Jamil's displeasure.

Part (c) (i) required candidates to identify suitable fabric finishes for making a window treatment and matching table mats for a kitchen. Then, for Part (c) (ii), candidates had to give reasons for the fabric finish chosen in Part (c) (i). In Part (c) (iii), candidates were asked to sketch the design for a suitable window treatment for the kitchen.

Overall performance on this question was satisfactory. The mean mark was 5.31 and the standard deviation was 2.54. Approximately 3 per cent of candidates obtained scores between 11 and 16 out of the total 16 marks allocated to the question. Approximately 42 per cent of candidates achieved scores of between 6 and 10 and 55.29 per cent of candidates obtained scores between 0 and 5. The highest mark was 15 out of 16. This was achieved by one candidate.

Candidate's Response to Part (a) (i)

- (i) Identify TWO rights of a consumer **other than to seek redress**.

1) The right to be heard ✓

2) The right to safety ✓

.....

.....

(2 marks)

Examiner's Comments

This section was fairly well done. Most candidates were able to identify two consumer rights. Some candidates were awarded partial marks for stating only one consumer right.

A few candidates did not attempt this section.

Candidate's Response to Part (a) (ii)

- (ii) Describe TWO procedures Abdul should follow to seek redress.

He should carry the fabric back to the store and ask for a refund. He can go to the Consumer Affairs Commission and make a complaint or take legal action.

(4 marks)

Examiner's Comments

This section was fairly well done. Most candidates were able to describe the procedures for seeking redress. Some candidates received partial marks for describing only one procedure. Procedures such as *return to the store with your receipt* and *speak with the manager* were often described.

Candidate's Response to Part (b)

- (b) Jamil's mother refurbished the family room by upholstering the sofa with midnight-blue fabric and installing a big navy-blue rug with large patterns on the floor. When Jamil returned home, he was not in agreement with the colour and patterns used in the room.

Discuss TWO factors which Jamil's mother could have considered when refurbishing the family room in order to avoid Jamil's displeasure.

Jamil's mother could have considered Jamil's personal likes to see if he agrees or likes the colour or patterns that were going to be used. Jamil could have suggested an idea.

Jamil's mother could have considered the colour scheme or theme and also the patterns of the soft furnishings since certain colours does not match or the room she

Candidate's Response to Part (b) cont'd

is decorating. The dark colours reduce the light entering the room and large patterns may give a sense of confusion.

(6 marks)

Examiner's Comments

This section was not well done. Candidates identified personal preferences/likes and dislikes, colour and pattern as factors. However, the challenge was explaining why it was necessary to consider those factors. Candidates were not able to think critically or use their knowledge of varied colours, size of patterns, space and effects of lighting to give suitable reasons for the factors chosen.

The response from this exemplar was only awarded four marks as the candidate did not suggest a colour scheme and the appropriate discussion regarding its effect on the room.

Candidate's Response to Part (c) (i)

(c) An interior decorator is required to make a window treatment and matching table mats for a kitchen.

(i) Suggest a suitable fabric finish to be considered when shopping for the fabric.

stain resistant ✓

(1 mark)

Examiner's Comments

The overall responses for this section on fabric finishes were well done by most candidates. Popular responses were *soil resistant*, *flame resistant* and *stain resistant*. Some candidates did not attempt the question while a few gave vague answers such as 'regenerated fibres', 'cotton', 'plain stitch' which indicated that they did not have a clear understanding of the concept of fabric finishes.

Candidate's Response to Part (c) (ii)

- (ii) State ONE reason for the choice of fabric finish suggested in (c) (i).

The soil-resistance is suitable so that the table mats aren't easily soiled when used.

(1 mark)

Examiner's Comments

This section was fairly well done. Most candidates gave a suitable reason for the choice of fabric finish. Some candidates were not able to explain themselves clearly and gave vague responses such as 'spills will occur', 'to match the furniture,' and 'fabric will be sealed and not ravelled'.

Candidate's Response to Part (c) (iii)

- (iii) On the diagram in Figure 2, sketch the design of a suitable window treatment that could be used in the kitchen.

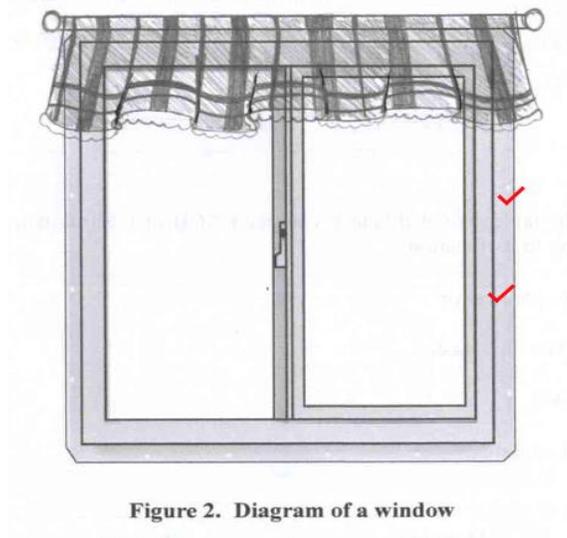


Figure 2. Diagram of a window

Examiner's Comments

This section was well done. Most candidates were able to sketch a suitable design of a window treatment and were awarded full marks. However, a few candidates did not attempt this section of the question.

Question 6

This question was divided into five parts.

Part (a) required candidates to define the term *pattern* as it relates to the principle of design. For Part (b), candidates were provided with a table and asked to classify pattern drafting tools (the french curve, tracing wheel, awl and L-square) according to their functions.

For Part (c), candidates were presented with the height and body measurements of a female and asked to show the use of 'line in design' in the sketch of a pair of pants that would enhance the female's figure type.

Part (d) presented a scenario where Marley made a tailored skirt for a friend but it was two inches tight at the waist when fitted. Candidates were required to prepare a list of instructions to assist Marley in altering the pattern for remaking the skirt. At least four steps were to be identified.

Part (e) was based on a scenario where a Clothing and Textiles laboratory was to be inspected to determine if it meets the health and safety standards. Candidates were required to suggest two guidelines that should be followed to ensure the lab meets the standards. Candidates were also asked to give one justification for each guideline.

Overall performance on this question was satisfactory. The mean mark was 6.29 and the standard deviation was 2.29. Approximately 3 per cent of candidates obtained scores between 11 and 16 out of a total of 16 marks while 61.84 per cent of candidates achieved scores of between 6 and 10. Approximately 35 per cent of candidates obtained scores between 0 and 5. The highest mark was 14 out of 16. This was achieved by two candidates.

Candidate's Response to Part (a)

6. (a) Define the term 'pattern' as it relates to the principle of design.

A pattern is a repeated design or print on a garment or fabric

(2 marks)

Examiner's Comments

This section was relatively well done. Most candidates were able to give the correct response for the term *pattern*. Candidates were awarded partial marks for responses such as *lines, shapes or symbols being repeated*. Some candidates confused the term pattern with commercial pattern. Although the candidate in the exemplar received full marks, including the phrase 'on the surface of an object or fabric' would have made the response more complete.

Candidate's Response to Part (b)

Marking	Shaping
Tracing wheel ✓	L-square ✓
Awl ✓	French curve ✓

(4 marks)

Examiner's Comments

This section was well done. Most candidates were able to classify the tools correctly.

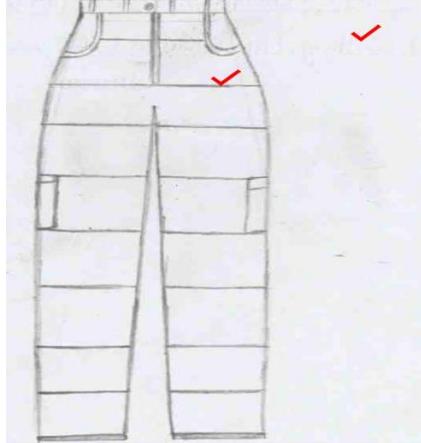
Two of the tools that candidates often placed under the wrong classification were the L-square and the awl.

Candidate's Response to Part (c)

Annette is 5 feet 10 inches and has the following body measurements:

- **Bust — 33 inches**
- **Waist — 23 inches**
- **Hip — 34 inches**

In the box provided below, sketch a pair of pants for Annette to show the use of 'line in design', to enhance her figure type.



Examiner's Comments

This section was well done. Most candidates were able to sketch pants that show the use of lines as an element of design to enhance the figure type outlined in the scenario. Most candidates who attempted this section were awarded full marks.

Partial marks were awarded in cases where candidates used vertical lines instead of horizontal lines.

Candidate's Response to Part (d)

(d) Marley made a tailored skirt for a friend but it was two inches tight at the waist when fitted. Prepare a list of instructions to assist Marley in altering the pattern for remaking the skirt. At least FOUR steps should be identified.

1. Place the original pattern on a piece of fresh paper
2. Secure it with tape to ensure it doesn't move
3. Trace the pattern while leaving an extra two inches at the waist
4. Finish tracing the shape of the pattern
5. Use previous measurements, or using tracing/carbon paper, trace darts and stitching lines onto the new pattern

(4 marks)

Examiner's Comments

This section was very challenging for candidates. They were unable to apply the principles of pattern adaptation to give acceptable responses to the question. Most candidates provided instructions to adjust the skirt waist instead of the skirt pattern. The exemplar above received only two of the four marks since it demonstrated limited understanding of how to adapt the waist of the pattern.

Candidate's Response to Part (e)

Jay's teacher indicated that the Clothing and Textiles laboratory will be inspected next week to determine if it meets the health and safety standards.

Suggest TWO guidelines that should be followed, to ensure the lab meets the standards of health and safety. Give ONE justification for EACH guideline.

Guideline

Ensure pins are placed in pin cushions or stored
appropriately in boxes (small boxes).

Justification

Haphazard pins run the risk of puncturing someone
so they must be stored appropriately to prevent ^{such}.

Guideline

Ensure garbage (food, scrap fabric etc.) is disposed of
properly.

Justification

It is important that garbage is disposed of properly
to prevent foul odours, ~~vermin~~ ^{animal} infestation and infections.

(4 marks)

Examiner's Comments

This section was fairly well done. Most candidates were able to write two guidelines that should be followed to ensure that the lab meets the health and safety standards. Some candidates were awarded partial marks as they omitted the justification for the guidelines mentioned.

Recommendations

- Greater emphasis needs to be placed on the application of concepts. Teachers should include more scenario-based questions in the formative and summative assessments to allow students to become familiar with the application of knowledge that is required to answer these type of questions.
- More time should be spent developing students' understanding of the concepts in those areas of the syllabus that are new.
- Candidates must be encouraged to read through the entire question and note carefully what is required of them, before attempting to supply answers. Candidates should also be reminded to respond to all the requirements of a given question.
- Teacher needs to sensitize students to observe the marks allocated for a question and then plan and provide information that is commensurate with those marks.
- Free online videos may be used to help students understand concepts.
- There needs to be improvement in candidates' level of writing so that their ideas can be better expressed to demonstrate their understanding of the concepts.
- Teachers should ensure that students are familiar with the technical jargon of the subject so that they can use the terminology appropriately.
- Candidates must pay attention to performance verbs in questions and provide relevant and adequate responses. For example, when asked to discuss or explain, candidates tended to give brief phrases or sentences but the question was really requiring them to give complete responses.
- Many responses were extremely difficult to read. Effort must be made to help students practise better penmanship.