



**CARIBBEAN
EXAMINATIONS
COUNCIL**

**CSEC[®] TEXTILES, CLOTHING
AND FASHION**



**Subject Report
with
Exemplars**

May/June 2023

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2023

**TEXTILES, CLOTHING AND FASHION
GENERAL PROFICIENCY**

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INTRODUCTION

The examination for the CSEC Textiles, Clothing and Fashion is offered at the Technical Proficiency level and comprises the following papers.

- Paper 01 — Multiple choice
- Paper 02 — Structured essay
- Paper 031 — School-Based Assessment (SBA)

Papers 01 and 02 are assessed externally, whereas Paper 03 is assessed internally by the teacher and moderated by CXC.

In 2023, 2357 candidates sat the examination. On Paper 01, the mean score was 35.35 (58.91 per cent) and the standard deviation was 9.10. On Paper 02, the mean mark was 21.81 (27.26 per cent) and the standard deviation 10.14. On Paper 03 (SBA), the mean score was 48.75 (81.25 per cent) while the standard deviation was 9.37. The overall mean score for the subject was 106.72 out of 200 marks. Overall, 72.73 per cent of candidates who took the examination achieved acceptable grades (Grades I–III).

The mean score and mean percentage for Paper 02 and Paper 03 declined compared with the previous two years. The mean score and mean percentage for Paper 01 improved slightly when compared with 2022.

The percentage of candidates who achieved Grade I was 3.40. Additionally, 26.57 per cent of candidates attained Grade II and 42.76 per cent received Grade III.

PAPER 01 — MULTIPLE CHOICE

Paper 01 is a multiple-choice paper consisting of 60 items. These items are as follows.

- Thirty items which test candidates' knowledge of the syllabus content
- Thirty items which test candidates' use of knowledge

The paper is worth 60 marks of candidates' final grade. This represents 30 per cent of the overall mark for the examination.

PAPER 02 — STRUCTURED-ESSAY QUESTIONS

Paper 02 is a structured essay paper comprising six compulsory questions. It tests candidates' ability to answer questions based on all sections of the syllabus. The paper accounts for 40 per cent of the total mark for the examination. Each question is valued at 16 marks. Six marks are awarded for knowledge of the syllabus content and ten marks for the application of that knowledge.

In 2023, candidates exhibited varying levels of familiarity with the subject matter assessed. They showed sound knowledge of certain sections of the syllabus. While candidates generally performed well on questions that tested their knowledge of the subject area, they struggled with questions that required them to apply this knowledge. Candidates did not perform well on questions based on the following topics.

- Conflict Resolution
- Fashion Sketching, Drawing and Pattern Development
- Pattern Drafting
- Pattern Adaptation
- Construction Processes

Question 1

This question was divided into five parts. It tested candidates' ability to

- define the terms *generic name* and *trade name*
- state one example of a fibre from given sources
- complete a table to show the absorbency and resiliency of linen as a fibre
- explain two reasons why the case subjects should make a decision based on a salesperson's advice
- discuss two factors, apart from improving the appearance, that a hall managers should consider when selecting fabrics for making the drapery in a male residence.

Overall, candidates' performance was below average. The mean score was 4.01 out of 16 and the standard deviation was 2.66. Approximately 1.69 per cent of candidates achieved scores between 11 and 14 out of 16 marks. Additionally, 25.62 per cent of candidates scored between 6 and 10 marks whereas approximately 72.67 per cent of candidates obtained scores ranging from 0 to 5. The highest score attained was 14 out of 16. This score was achieved by one candidate.

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

(a) Define EACH of the following terms used in labelling textiles.

(i) Generic name

The name given to a group of
related fibres.

(1 mark)

Examiner's Comments

Candidates performed relatively well on Part (a) (i). Most candidates provided the correct definition of the term *generic name*. Some candidates answered that the term was *the name given to a group of related fibres*. Such candidates were awarded marks for that response. However, a few candidates mistakenly provided the definition of trade name instead.

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

(ii) Trade name

the name given by the manufacturer
to his own product.

(1 mark)

Examiner's Comments

Part (a) (ii) appeared to be challenging for candidates. Only a few candidates were able to define the term *trade name* as *the name given to the product by the manufacturer*.

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

(b) State ONE example of a fibre from EACH of the following sources.

(i) Leaf

Pineapple is a form of leaf
fibre.

(1 mark)

Examiner's Comments

Candidates did not perform well on Part (b) (i). Very few candidates were able to name a fibre from a leaf source. Those candidates who answered correctly gave answers such as *pineapple (pina)*, *coir*, *abaca/hemp*, and *agave/sisal*.

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

(ii) Seed

.....cotton ✓
.....
.....
(1 mark)

Examiner's Comments

Candidates performed fairly well on Part (b) (ii). Most candidates were able to name a fibre from a seed source. Such candidates were awarded full marks. Cotton was the most frequent answer given by candidates.

Candidate's Response to Part (c)

(c) Complete the following table to show the absorbency and resiliency of linen as a fibre.

Fibre Name	Strength	Lustre	Absorbency	Resiliency
Linen	Moderately strong, stronger when wet	High lustre	low high absorbency ✓	low resiliency ✓

(2 marks)

Examiner's Comments

Part (c) was attempted by most candidates. Some candidates obtained full marks while many others obtained at least one mark for giving a partial answer. Most candidates seemed to understand the term *absorbency* but not the term *resiliency*.

Candidate's Response to Part (d)

- (d) Sai and Ramya were shopping for 100% cotton sheet sets for use during the summer. The salesperson, however, introduced them to sheets made from a blend of cotton and a new fibre, lyocell, and convinced them that although they were a little more expensive, they were a better investment.

Explain TWO reasons why Sai and Ramya should take the salesperson's advice and purchase the sheet sets made from the lyocell blend.

They should take the salesperson's advice because, lyocell is great for persons with sensitive skin and it has great absorbency. Therefore, if you are prone to sweating in your sleep, lyocell has great absorbency and cooling preventing you from sweating as well as if you have sensitive skin it is quite delicate.

(4 marks)

Examiner's Comments

This section posed a challenge for candidates. Most candidates managed to secure partial marks as they could articulate the characteristics of lyocell that render it suitable for sheeting. However, only a few candidates succeeded in providing an explanation by comparing the characteristics of cotton and lyocell, detailing why the lyocell blend is more appropriate for sheeting than 100 per cent cotton.

In the exemplar, the candidate was awarded three marks out of four for providing an answer that discussed the significant absorbency, cooling qualities and suitability of the lyocell blend for sensitive skin. To achieve full marks, the candidate should have also mentioned the antibacterial and eco-friendly properties of the blend.

Candidate's Response to Part (e)

How good does it resist sunlight - When making the drapery it should be able to stay in the sunlight for long periods of time without drying.

Price - They need to take into consideration how much the fabric is going to cost them before buying. For example if it is too expensive they can get a blended fabric that has the same properties for cheaper.

(6 marks)

Examiner's Comments

This section appeared to be challenging for some candidates. Most candidates were able to state two factors to be considered when selecting drapery for a residence for male students but were unable to explain the factor. The most frequent correct factors given were colour and cost. Some candidates did not know or understand the term *drapery* in the given context. Such candidates wrote about the term in relation to the proper fitting of clothes instead of in relation to windows.

Question 2

This question was divided into four parts. It tested candidates' ability to

- identify a colour scheme from the given descriptions
- list four reasons for adding colour to fabrics
- complete a table of fabric uses, fabric finishes and classifications using the information provided.

Overall, the candidates' performance was below average. The mean mark was 3.17 out of 16 and the standard deviation 2.55. Approximately 1.1 per cent of candidates scored between 11 and 16 marks while 17.01 per cent scored between six and ten. Additionally, 81.88 per cent of candidates achieved scores between zero and five. The highest mark, 14 out of 16, was attained by one candidate.

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

(a) Identify EACH colour scheme from the following descriptions.

- (i) This colour scheme uses three colours that form an equal-sided triangle on the colour wheel.

.....
The triad colour scheme ✓
.....

(1 mark)

Examiner's Comments

Generally, candidates performed well. Most candidates were able to correctly identify the *triad colour scheme* as the one that formed an equal-sided triangle on the colour wheel.

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

- (ii) This colour scheme combines one colour with the two colours on each side of its direct complement.

.....
This split complementary colour scheme.

(1 mark)

Examiner's Comments

Candidates performed fairly well on Part (a) (ii). Many candidates were able to identify the *split complementary colour scheme* as the colour scheme that combines one colour with two colours on each side of its direct complement.

Candidate's Response to Part (b)

- (b) List FOUR reasons for adding colour to fabrics.

① to change the look

② to add design

③ to create contrast

④ to make it aesthetically pleasing

.....
.....
.....
.....
.....
.....
.....
.....
(4 marks)

Examiner's Comments

Generally, candidates performed well on Part (b). Most candidates were able to list four reasons for adding colour to fabrics. Some candidates listed aesthetics and enhanced appearance as separate reasons and were awarded only one mark because the reasons were similar.

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

- (c) Fabric finishes add properties to a fabric that are not usually present in the fibre used for making the fabric.

TABLE 1: FABRIC FINISHES AND CLASSIFICATIONS

Fabric Use	Appropriate Finish	Function
Fabric for covering dining room chair seats	Soil resistant ✓	functional
Fabric for making shower curtains	Water resistant ✓	functional
Fabric for making a wedding dress	Stain resistant ✓	functional

Complete Table 1 for EACH of the fabric uses provided, using the following information.

- (i) Name ONE finish that would be MOST appropriate for EACH of the fabric uses.
(3 marks)

Examiner's Comments

Part (c) (i) was fairly well done by candidates. Many candidates were able to name appropriate fabric finishes for each fabric use. *Soil resistant*, *water resistant* and *stain resistant* were popular fabric finishes listed. Other appropriate finishes which could have been mentioned were *embossed*, *calendered* and *napped*.

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

- (c) Fabric finishes add properties to a fabric that are not usually present in the fibre used for making the fabric.

TABLE 1: FABRIC FINISHES AND CLASSIFICATIONS

Fabric Use	Appropriate Finish	Function
Fabric for covering dining room chair seats	Soil resistant	functional ✓
Fabric for making shower curtains	Water resistant	functional ✓
Fabric for making a wedding dress	Stain resistant	functional ✓

Complete Table 1 for EACH of the fabric uses provided, using the following information.

- (i) Name ONE finish that would be MOST appropriate for EACH of the fabric uses. (3 marks)
- (ii) State the function under which the finish is classified. (3 marks)

Examiner's Comments

Candidates did not perform well on Part (c) (ii). Candidates misunderstood what was meant by function of the finishes and so they described the uses of the fabric finishes instead. Students should pay attention to the function of the fabric finishes such as *functional*, *decorative*, etc.

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

- (d) Paul's mother is purchasing fabrics to prepare the nursery for his baby sister.
- (i) Name TWO appropriate fabric finishes concerned with the baby's safety, which Paul's mother should consider, when selecting the fabrics for the nursery.

Two appropriate fabric finish that paul's mother should consider would be antibacterial and Durable anti flammable.

(2 marks)

Examiner's Comments

Part (d) (i) was not well done by candidates. Most candidates were able suggest *flame resistant* as an appropriate fabric finish for the baby's nursery. However, few candidates listed antibacterial finish; therefore, most candidates were awarded part of the total mark.

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

- (ii) Suggest ONE reason why any of the fabric finishes named in (d) (i) could assist in the baby's safety in the nursery.

Fire resistant fabric finishes can aid in the baby's safety in the nursery as if there is a fire the fabric used in the room will be less likely to set a blaze thus decreasing the spread of fire which can ultimately save the baby's life. (2 marks)

Total 16 marks

Examiner's Comments

Candidates did not perform well on Part (d) (ii). Most candidates stated 'fire or flame resistant' but they did not explain that in the event of a fire, the fabric would not be burned quickly. Many candidates received partial marks as a result.

Question 3

This question was divided into four parts. It tested candidates' ability to

- identify any two homemade laundry aids and give one function of each
- draw the dry-cleaning symbol represented by the given description
- give the instructions for removing a two-day-old tea stain from the pale blue silk shirt
- describe fully one way to store a silk shirt after laundering it
- describe the steps for making a 20 × 20-inch tote bag from recycled fabric.

Overall, candidates performed below average. The mean mark was 3.08 out of 16 and the standard deviation was 2.65. Approximately 0.84 percent of candidates obtained scores between 11 and 16 marks while 17.99 percent of candidates achieved scores between 6 and 10 out of 16 marks. Approximately 81.16 percent of candidates obtained scores between zero and five. Six candidates achieved the highest mark, 12 out of 16.

Candidate's Response to Part (a)

(a) Identify any TWO **homemade** laundry aids and give ONE function of EACH.

Homemade laundry aid ...Baking soda...and...vinegar... ✓

Function ...Used...to clean fabric or garments...
properly... ✓

Homemade laundry aid ...Fresh Limes... ✓

Function ...Can be used to cleanse or neutralize...
fabric from germs... ✓

(4 marks)

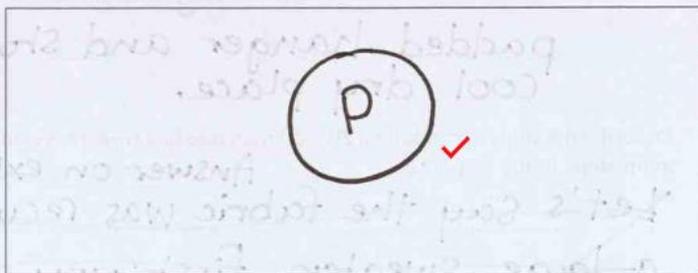
Examiner's Comments

This part was done well by most candidates. They were able to identify different homemade laundry aids and their functions. In instances, where candidates named only the homemade laundry aid and not the function, they did not receive the full mark. Most candidates wrote *baking soda with vinegar* or *lime/lemon juice and salt*.

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

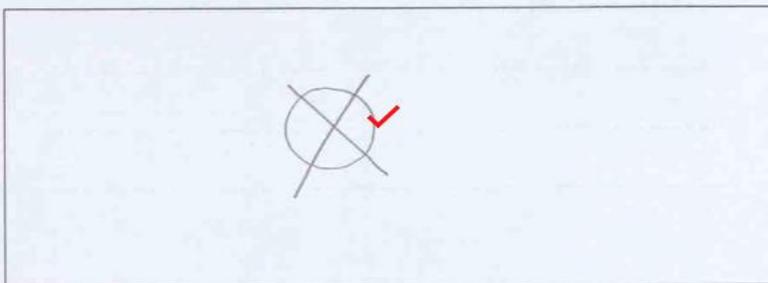
(b) In the spaces provided, draw the dry cleaning symbol that represents EACH of the following instructions.

(i) Dry cleaning in perchloroethylene, white spirit, solvent 11 and 113.



(1 mark)

(ii) Do not dry clean.



(1 mark)

Examiner's Comments

Most candidates knew which symbols they were supposed to draw in Part 3 (b) (i) and Part 3 (b) (ii). Many candidates drew the correct symbol for Part (b) (i) but some candidates placed the P in a diagram with double circles. For Part (b) (ii), some candidates drew the X inside of the circle instead of drawing the lines of the X beyond the perimeter of the circle, as shown in the exemplar above.

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

(c) Tea accidentally spilled on a pale blue silk shirt two days ago. The shirt has dried and it is badly stained.

(i) In TWO steps, give the instructions for removing a two-day old tea stain from the pale blue silk shirt.

Two steps are :

1. soak pale blue silk shirt in vinegar / rubbing alcohol until the agent has penetrated through the shirt.

2. Hand wash and then hang to dry in shade hence the sun doesn't further damage the pale blue silk shirt

(4 marks)

Examiner's Comments

Part (c) (i) was not well done. Most candidates were unable to describe the correct procedures for removing a two-day old tea stain from a coloured silk garment and were only awarded some of the marks for identifying the solutions used to remove the stain. Some candidates wrote incorrect responses such as 'scrubbing the silk garment after treating it with a solution', 'soaking it in water' and 'placing it in bleach or other stain removal products' to treat the tea stain.

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

(ii) Describe fully ONE way to store the silk shirt after laundering.

You must hang the shirt on a padded hanger and store in a cool, dry place.

(2 marks)

Examiner's Comments

Part (c) (ii) was not well done by candidates. They did not correctly describe one way to store a silk shirt after laundering it. Very few candidates provided an answer for which they could be awarded full marks. The exemplar shows an example of a correct answer.

Candidate's Response to Part (d)

- (d) Describe the steps for making a 20 × 20 inch tote bag from recycled fabric. Include FOUR main steps in the response.

1. Acquire pattern paper, measure 20x20 inch and use pattern paper to cut the recycled fabric as well as a suitable handle for the tote

2. Baste the edges of the fabric all around except one side (that'll be the opening)

3. Permanent stitch using the basting as a guide, as well as permanent stitch the handle for the tote

4. Attach handle to tote and remove basting

(4 marks)

Examiner's Comments

Part (d) was attempted by most candidates. In the exemplar, the candidate was awarded full marks for providing the correct steps for constructing the tote bag from recycled fabric. Some candidates were able to write the main steps correctly and were therefore awarded full marks. Many candidates gave the steps but not in the correct order. Such candidates were awarded some of the marks.

Question 4

This question was divided into three main parts. It tested candidates' ability to

- define two of the methods used to resolve conflict when working with others
- name two agencies which individuals can visit in order to receive assistance with resolving conflict
- explain one factor which should be considered when selecting outfits for the family members given in the scenario
- sketch the design for a formal outfit that is representative of one ethnic group in the Caribbean
- label two style features of the design
- identify the ethnic group which influenced the sketch
- name an occasion to which the formal outfit may be worn.

Overall, candidates' performance was satisfactory. The average mark was 6.11 out of 16 and the standard deviation 2.75. Approximately 5.39 per cent of candidates scored between 11 and 16 marks. Additionally, 53.42 per cent of candidates achieved scores between 6 and 10 out of 16 marks. About 41.2 per cent of candidates scored between zero and five. The highest mark of 16 out of 16 was attained by one candidate.

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

- (a) (i) Define TWO of the methods used to resolve conflict when working with others.

Two methods are :

1. *accommodating* - this is putting your interest and wants last and accepting the views of others

2. *collaborating* - collaborating is individuals working together to achieve a common set goal

(4 marks)

Examiner's Comments

This section was not well done. Many candidates were not able to list two methods of resolving conflicts and appropriately define them. Candidates need to pay more attention to the differences in the definitions of the conflict resolution terms.

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

- (ii) Name TWO agencies which individuals can visit in order to receive assistance with resolving conflict.

1) Conflict resolution Councils
2) Victim support unit

(2 marks)

Examiner's Comments

Candidates found Part (a) (ii) challenging. Most candidates named only one agency that could assist individuals with resolving conflict. Some popular responses included the police station's Victim Support Unit and the Office of the Ombudsman.

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

- (b) Sharon and Michael are getting married. Family members are selecting appropriate clothing which they will wear to the wedding.

Explain ONE factor which should be considered when selecting outfits for EACH of the following family members.

- (i) Sharon's two-year-old toddler

It should be breathable and comfortable
so that the child will not feel any dis-
comfort. she should be able to move around
in the outfit

(2 marks)

Examiner's Comments

Part (b) (i) was not very well done by candidates. They did not identify and explain the factors to consider when selecting clothing for the two-year-old toddler. *Comfort, fabric* and *style* were some of the correct factors that should have been given.

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

(ii) Michael's sister who is 20 years old

Her figure type as you would want to select clothing that flatters her body type.

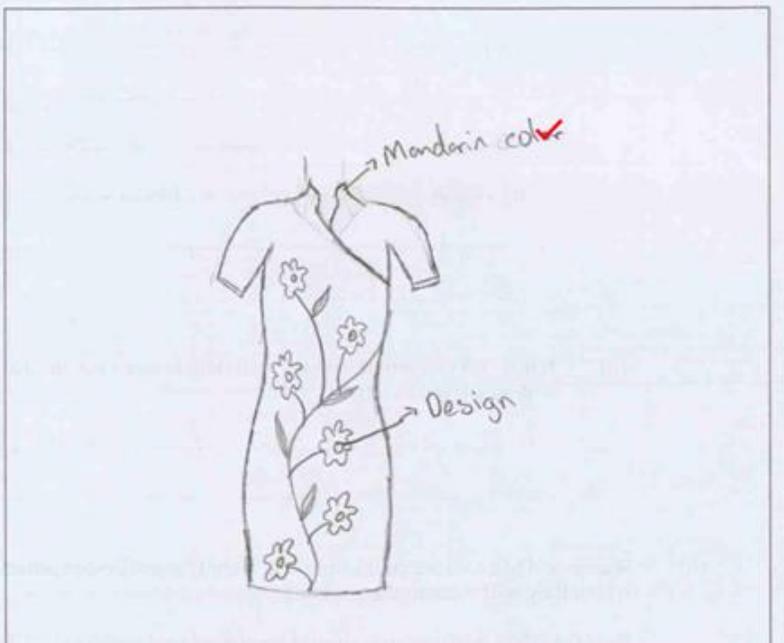
(2 marks)

Examiner's Comments

Part (b) (ii) was not very well done. Candidates were not familiar with the factors to be considered when selecting clothing for the 20-year-old. Factors such as *style*, *figure type* and *personal preference* should have been given.

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

(c) (i) Sketch the design for a formal outfit that is representative of ONE ethnic group in the Caribbean.



Examiner's Comments

In Part (c) (i), candidates were able to sketch an appropriate outfit that represents one of the ethnic groups in the Caribbean. However, in Part (c) (ii), some candidates were unable to label two style features of the design. In the exemplar, the candidate responded well to each part.

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

(iii) Identify the ethnic group which influenced the sketch in (c) (i).

..... Chinese ✓

(1 mark)

Examiner's Comments

Candidates performed well on Part (c) (iii). Most candidates were able to identify the ethnic group that influenced their sketch.

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

(iv) Name an occasion to which the formal outfit drawn in (c) (i) may be worn.

..... Traditional wedding ✓

(1 mark)

Examiner's Comments

Candidates did well in Part (c) (iv). Most candidates named an occasion to which the outfit drawn could be worn.

Question 5

This question was divided into five parts. It tested candidates' ability to

- define one of the given terms relating to fashion
- describe one role of any two of the fashion industry personnel mentioned
- answer questions based on a given figure of a modern Caribbean ball gown
- discuss one way in which a major silhouette of the past influenced the design of the gown in the given figure
- sketch a cushion that illustrates the concept of rhythm and colours that harmonize with the room
- label the colours on the cushion
- suggest suitable outfits for the case subject for each occasion given.

Overall, the candidates' performance was satisfactory. The mean score and standard deviation were 6.78 out of 16 and 2.50, respectively. Approximately 5.64 per cent of candidates achieved marks between 11 and 16 while 65.64 per cent scored between 6 and 10. Additionally, 28.72 per cent of candidates received scores ranging from zero to five. The highest mark was 14 out of 16, attained by three candidates.

Candidate's Response to Part (a)

- (a) Define ONE of the following terms relating to fashion.

Catwalk

A catwalk is long extended walk way for models to walk down on and show the garment to the onlookers.

OR

Haute couture

.....

.....

.....

(2 marks)

Examiner's Comments

Part (a) was challenging for candidates. Several candidates did not give a full response so they were awarded part of the total mark. Some candidates indicated that a catwalk is 'the way the model walks', instead of saying *it is a runway or platform used by the model to showcase clothing.*

Candidate's Response to Part (b)

- (b) The fashion industry is a network of fashion designers, manufacturers, wholesalers, retailers and public relations officers.

Describe ONE role of any TWO of the fashion industry personnel mentioned above.

One role of fashion designers ^{is} ~~are~~ to come up with innovative and new ~~ideas~~ of garments by using CAD (computer aided design) or croquis. One role of ~~retails~~ retailers is to sell finished garments to individual consumers for example Hickles who sell individual clothing like dresses and tops to both children and adults.

(4 marks)

Examiner's Comments

Part (b) was not well done by candidates. Many candidates chose to describe the roles of the fashion designer and the manufacturer. Very few candidates were awarded full marks. Candidates did not have a good understanding of the roles of fashion industry personnel. In the exemplar, the candidate did not fully describe the role of the retailer; therefore, only three marks were awarded.

Candidate's Response to Part (c)

- (c) Study Figure 1, which is an example of a modern Caribbean ball gown, and answer the question that follows.



Figure 1. Modern Caribbean ball gown

In fashion, the past influences the present. Discuss ONE way in which a major silhouette of the past has influenced the gown in Figure 1.

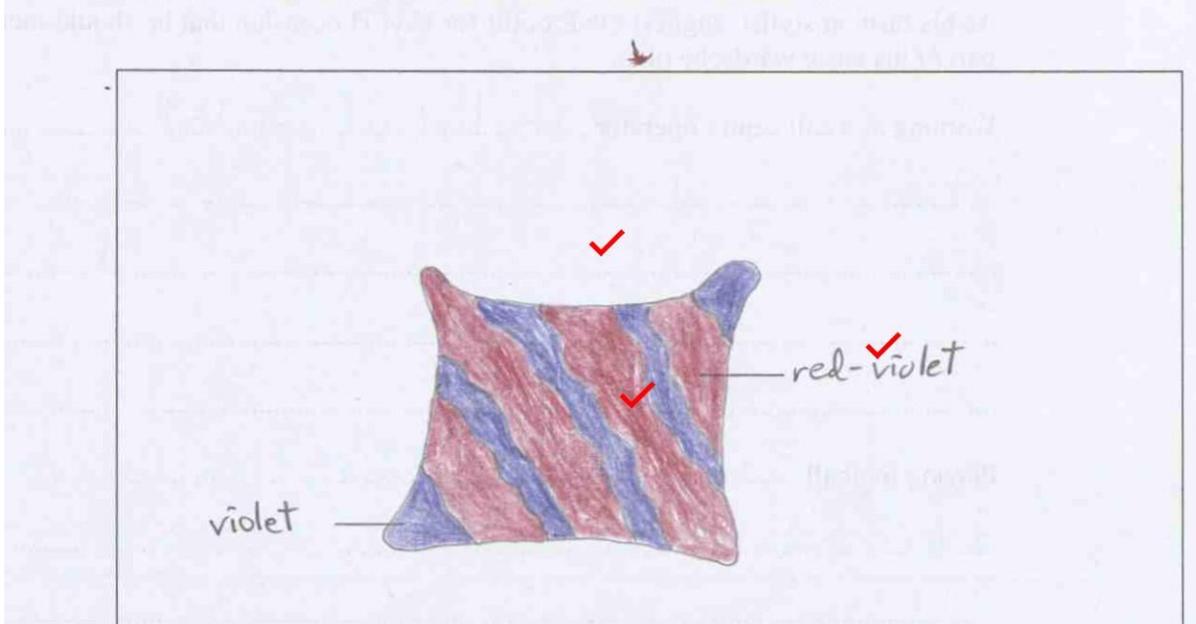
The mermaid silhouette is used here to influence the flare of the dress. The bottom half of the dress takes on the form of a mermaid tail that hugs the curves of the hips and flares at the knees, similar to the mermaid silhouette.

Examiner's Comments

Candidates found Part (c) challenging. Very few candidates were able to identify one major style feature from the past, such as *the mermaid silhouette* or *peplum*, that influenced the modern design shown in Figure 1. Most candidates were awarded partial marks. Some candidates did not know the names of the style or silhouettes that influenced the style nor did they know how to explain/discuss the silhouette seen in figure.

Candidate's Response to Part (d)

(d) Mary is looking for accessories to decorate her living room which is purple in colour. In the box below, sketch a cushion that illustrates the concept of rhythm and colours that harmonize with the room. Label the colours on the cushion.



Examiner's Comments

Part (d) was well done by most candidates. They were able to sketch a cushion on which the concept of rhythm, the use of colour and lines that showed movement were illustrated. Some candidates were awarded part of the total mark because they sketched the cushion but did not label the lines or the colours.

Candidate's Response to Part (e)

- (e) Jonathan has just been hired as a call centre operator. He plays football in the evenings, attends a club meeting once a week and goes out with friends on weekends.

As his fashion stylist, suggest ONE outfit for EACH occasion that he should include as part of his basic wardrobe plan.

Working as a call centre operator ...white shirt with long sleeves...
and a black pair of trousers

Playing football ...a light weight jersey and light weight...
three quarter shorts.

Examiner's Comments

Part (e) was fairly well done by candidates. Most of them gave suitable suggestions of pieces to include in the case subject's wardrobe for each occasion given. Some candidates did not explain themselves clearly and gave responses such as a 'jacket/suit' for "Working as a call centre operator" 'shorts and shirt' for "Playing football" and 'jacket suit' for "Club meeting". Several candidates did not use their knowledge as a fashion stylist to create suitable wardrobe.

Question 6

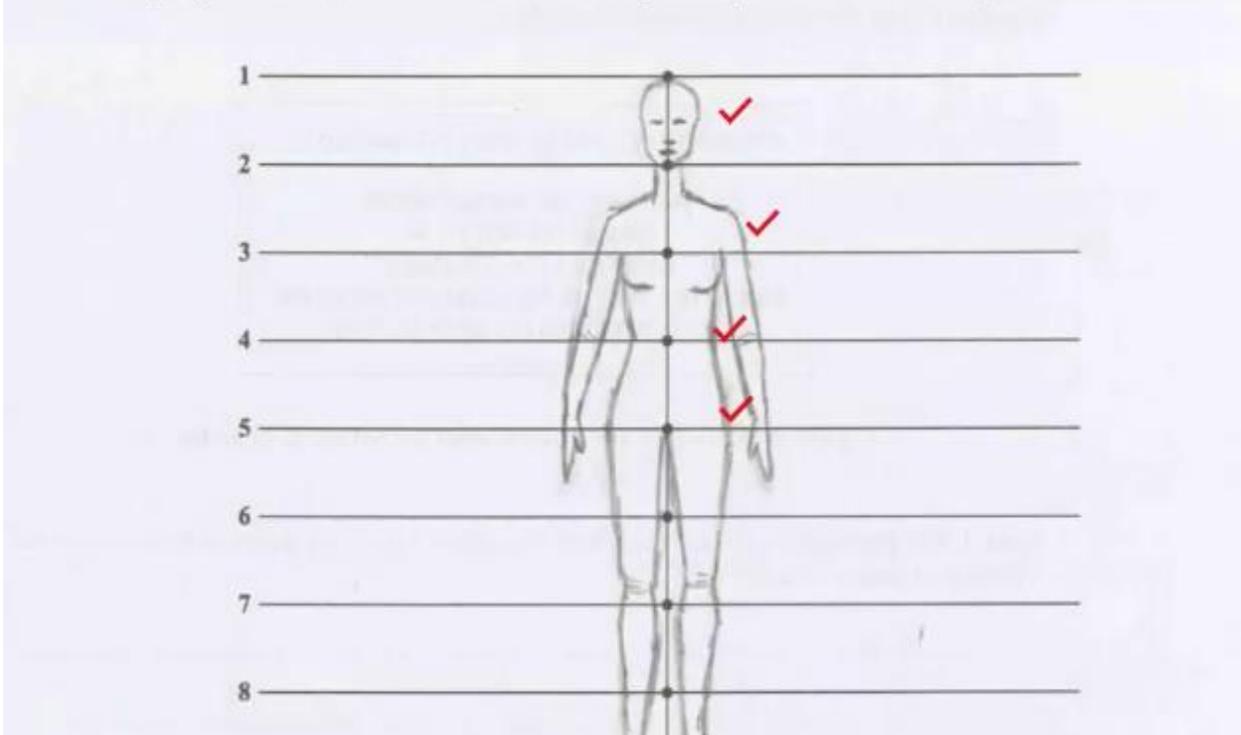
This question tested candidates' ability to

- sketch the first four quarters of a basic female fashion croquis
- state an appropriate style feature that could be used to camouflage large bust, giving reason for the answer
- state two precautionary measures that should be taken for the safe handling of the chemical shown in a given figure
- state the name and number of the pattern symbol shown in a given figure
- state why the pattern symbol is placed in the specific position on the pattern
- name two methods of controlling fullness that could be applied to a bodice top to match the pattern pieces
- explain the first two steps in constructing one of the methods identified
- sketch each step mentioned.

Overall, candidates' performance was unsatisfactory. The mean mark was 3.02 out of 16 and the standard deviation was 2.98. Approximately 2.55 per cent of candidates scored between 11 and 16 marks. Furthermore, 16.42 per cent of candidates achieved scores ranging from 6 to 10 out of 16 marks. Approximately 81.05 per cent of candidates obtained scores between zero and five. The highest mark of 15 out of 16 was achieved by three candidates.

Candidate's Response to Part (a)

6. Study Figure 2 which shows the nine heads croquis template and answer the question that follows.



(a) Sketch the first FOUR quarters of a basic female fashion croquis. (4 marks)

Examiner's Comments

Part (a) was very challenging for candidates. Only a few candidates were able to sketch the first four quarters of the croquis. Some candidates drew the croquis to the left or the right of the centre line which was not acceptable. Candidates must pay attention to drawing the body parts in the appropriate spaces on the template. For example, the head fits within the first space or above the first line and the neck and shoulders fit in the second space.

Candidate's Response to Part (b)

(b) State, with a reason, an appropriate style feature that could be used to camouflage large bust.

A flared, colorful skirt. This will draw the attention from the bust area to the lower half of the body.

(2 marks)

Examiner's Comments

Candidates performed fairly well on Part (b). Most candidates were able to state style features that could be used to camouflage large bust. Some candidates received a part of the total mark only because they were unable to give appropriate reasons for the style feature stated.

Candidate's Response to Part (c)

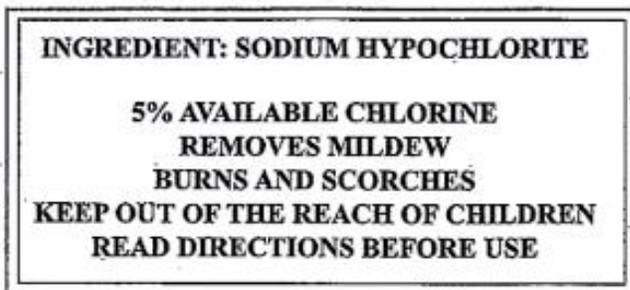


Figure 3. Label on a chemical used for removal of stains

State TWO precautionary measures that should be taken for the safe handling of the chemical shown in Figure 3.

When handling the chemical you should use gloves
and you should only use it in an open ventilated
place.

Examiner's Comments

Candidates did not perform well on Part (c). Some candidates wrote the instructions they saw on the label (for example, "keep out of the reach of children"). Instead, they should have given precautionary measures such as wearing gloves, good ventilation, etc.

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

- (d) Study Figure 4 which shows the back pattern of a bodice and answer the questions that follow.

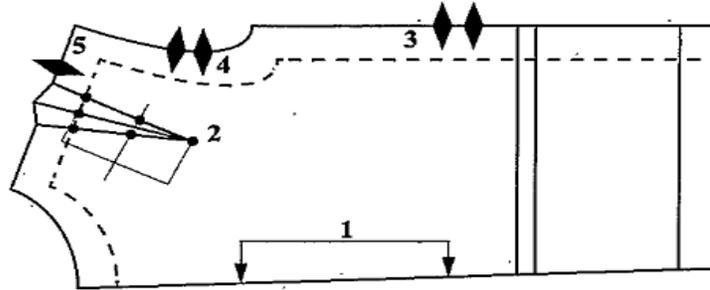


Figure 4. Bodice back pattern

- (i) State the name and number of the pattern symbol in Figure 4 that would be used to position the pattern piece on the fabric.

PATTERN SYMBOL NUMBER 1 PLACE OR FOLD: ✓

(1 mark)

Examiner's Comments

Candidates performed fairly well on Part (d) (i). Most candidates were able to identify the symbol as the *place on fold* symbol.

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

- (ii) State why the pattern symbol named in (d) (i) in Figure 4 is placed in that position on the pattern.

To be able to cut the full back bodice without having to cut two pieces. ✓

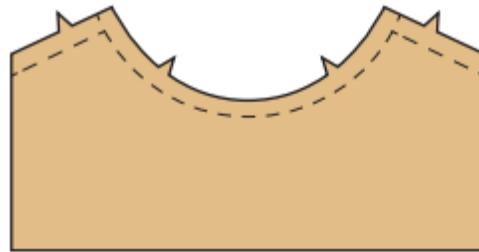
(1 mark)

Examiner's Comments

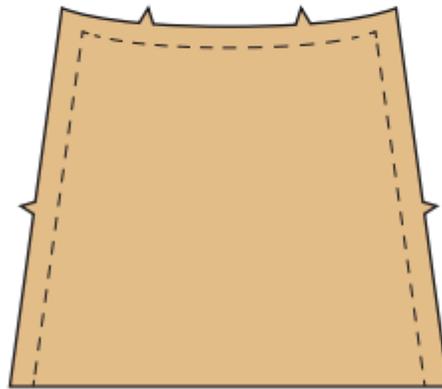
Overall, candidates did not perform well on Part (d) (ii). Most candidates were unable to state the reason why the place on fold symbol should be placed at the centre of the back of the pattern.

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

(e) Study Figure 5 which shows pattern pieces A and B, and answer the questions that follow.



A



B

Figure 5. Diagram of pattern pieces

(i) You are required to join the bodice top, A, to the skirt, B. Name TWO methods of controlling fullness that could be applied to the bodice top in order to match the pattern pieces.

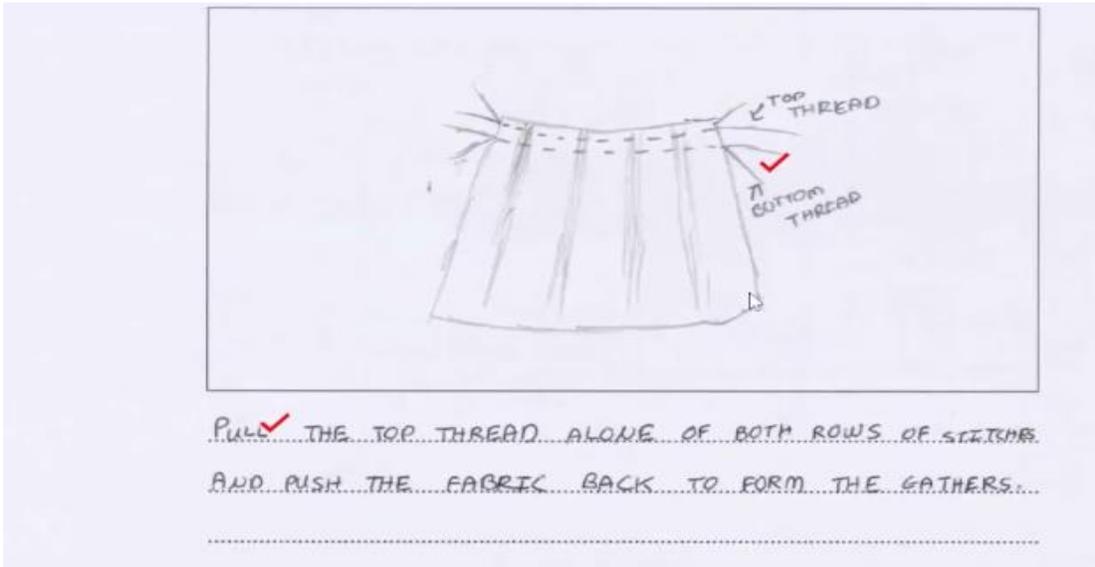
Two methods that can control fullness are ~~GATHERS~~ ^{GATHERS} ✓
AND ^{TUCKS} ✓.

(2 marks)

Examiner's Comments

Candidates did well in Part (e) (i) as most of them were able to name two methods of controlling fullness.

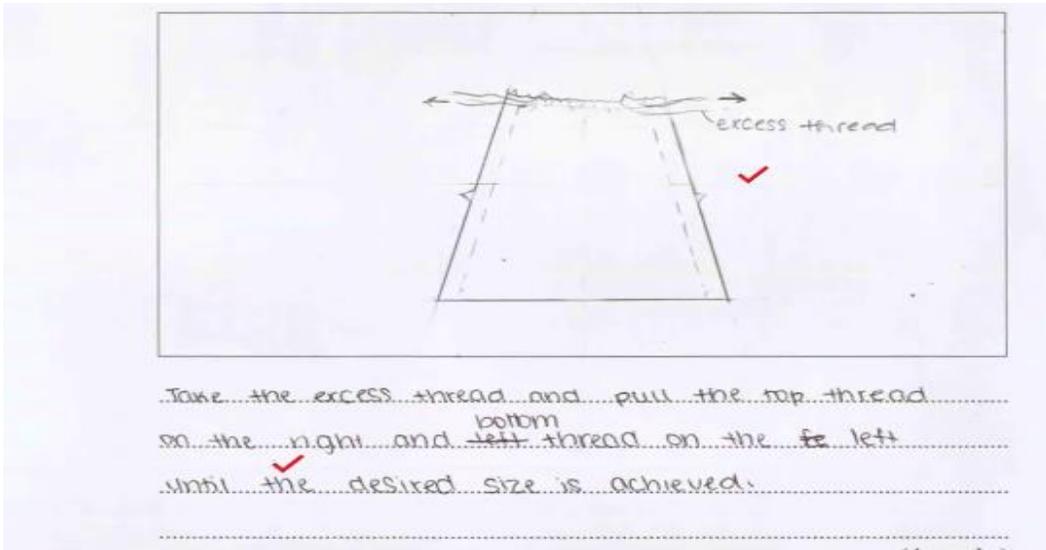
Candidate's Response to Part (e) (ii) — Step 1



Examiner's Comments

Part (e) (ii) Step 1 was not well done by candidates. Most candidates were not able to sketch the diagram showing two rows of gathers stitching. Most candidates showed just one row of stitching. Doing so was not acceptable for illustrating gathers.

Candidate's Response to Part (e) (ii) — Step 2



Examiner's Comments

Part (e) (ii) Step 2 was also not well done by candidates. Most candidates were not able to sketch and describe the basic construction processes for the methods of controlling fullness selected.

GENERAL RECOMMENDATIONS

- Teachers should incorporate more scenario-based questions in formative and summative assessments. This approach would help students become familiar with applying the knowledge needed to answer these types of questions. Teachers should also place greater emphasis on instructing students in the application of concepts.
- Teachers should spend more time developing students' understanding of the concepts in the new areas of the syllabus.
- Teachers should encourage students to read the entire question and note carefully what is required of them before attempting to supply answers. Students should also be encouraged to respond to all the requirements of the questions.
- Teachers should ensure that students understand the importance of noting the number of marks allocated to a question and providing information that aligns with the marks awarded.
- Students should maximize their use of free online videos to help them understand concepts.
- Students' competence in expression needs to be improved so that they can express their ideas better. Better expression could help students to demonstrate their understanding of concepts.
- Teachers should ensure that students are familiar with the subject's technical jargon so that they can use it appropriately.
- Students should pay attention to the verbs used in questions and provide relevant and thorough responses. Often, students give brief phrases or sentences when a question requires a complete answer. When the verbs "discuss" or "explain" are used, students should provide more than just a short sentence or phrase.
- Many responses were difficult to read. Efforts must be taken to assist students in improving their penmanship.
- Teachers should request exit feedback from grade 11 students in order to guide strategies for enhancing subject delivery.
- Colleagues from the Science and Art departments can serve as resource persons to assist in the development of relevant concepts.