



**CARIBBEAN
EXAMINATIONS
COUNCIL**

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



Subject Report

May/June 2025

CARIBBEAN EXAMINATIONS COUNCIL

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

MAY/JUNE 2025

**TEXTILES, CLOTHING AND FASHION
GENERAL PROFICIENCY**

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INTRODUCTION

This guide has been compiled using on candidates' responses in the May/June 2025 CSEC Textiles, Clothing and Fashion examination. The subject is offered at the Technical Proficiency level.

The examination comprises the following papers.

- Paper 01 — Multiple Choice
- Paper 02 — Structured Essay Questions
- Paper 031 — School-Based Assessment (SBA)

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

A total of 84.49 per cent of candidates achieved acceptable grades (Grades I–III).

PAPER 01 — MULTIPLE CHOICE

This paper comprises 60 multiple choice items designed to assess all areas of the syllabus. Of these 60 items, 30 assess Knowledge (Profile 1) and 30 assess Use of Knowledge (Profile 2).

The paper is worth 60 marks and contributes 30 per cent to candidates' overall examination score.

PAPER 02 — STRUCTURED ESSAY QUESTIONS

Paper 02 consists of six compulsory structured essay questions that assess candidates' understanding across all sections of the syllabus. The paper accounts for 40 per cent of the overall examination score. Each question is worth 16 marks; six marks are awarded for knowledge of the syllabus content and ten marks for the application of that knowledge.

QUESTION 1

Part (a) (i) required candidates to state two groups of man-made fibres and to provide one example for each group. This part was not well done. Candidates were unable to state the two groups of man-made fibres and to provide the relevant examples.

In Part (a) (ii), candidates were required to explain the differences in the composition of natural and man-made fibres. While most candidates scored at least one mark, many provided general differences between natural and man-made fibres instead of focusing on the differences in composition.

Part (b) required candidates to suggest three ways in which self-cleaning textiles could address a problem presented in a scenario. In this scenario, Adrian and his family visited a restaurant and noticed that the tablecloth was soiled due to frequent use. This section was not well done. Many candidates appeared to be unfamiliar with the term *self-cleaning textiles* and were therefore unable to make connections with the scenario.

Part (c) required candidates to interpret fabric label information and explain how it could have prevented the issue of shrinkage and fading. In the scenario, a former student donated rolls of fabric to the Home Economics department to make kitchen curtains. The curtains shrank and faded after laundering. Generally, candidates performed poorly. Many of them demonstrated limited knowledge of fabric labels and were unable to discuss two ways in which fabric labelling information could have prevented the problem.

QUESTION 2

Part (a) (i) was not well done. Many candidates were unfamiliar with the term *saturation* and some incorrectly interpreted it to mean dye adsorption.

Part (a) (ii) was fairly well done. Most candidates were able to define the term *neutrals* and provided appropriate examples such as black, white or grey.

Part (a) (iii) was well done. Most candidates correctly defined the term *pastel* as a light colour, with pastel pink being a popular example.

Part (b) was not very well done. Candidates were required to compare block printing and screen printing. However, most candidates failed to make a clear comparison and earned only two of the four available marks.

Part (c) (i) was well done. Most candidates successfully sketched a suitable design for use in block printing and received full marks.

Part (c) (ii) was poorly done. Only a few candidates correctly named two complementary colours.

Part (c) (iii) showed average performance. While candidates were required to complete a pattern created through block printing. However, many candidates drew only a single motif instead of a repeated design and earned only one of the two available marks.

QUESTION 3

Part (a) (i) was well done. While most candidates correctly listed the kitchen ingredients that could be used to treat stains, some stated equipment instead.

In Part (a) (ii), the performance of candidates was average. Most candidates earned at least one mark; however, many failed to mention the effect of hot water on the protein in blood stains.

Candidates' performance was also average in Part (a) (iii). Although most candidates identified steps in treating stains, a few described the actions to be taken before treatment.

Part (b) (i) was well done. Most candidates were able to state at least one appropriate method of patching suitable for the task.

In Part (b) (ii), responses were often vague or irrelevant. This suggests that some candidates may not have understood that patch selection depends on factors such as the type of tear or aesthetic match.

Part (b) (iii) was fairly well done. While some candidates outlined steps for preparing the patch, they failed to describe the steps for applying the patch to cover the hole.

Part (b) (iv) was well done. Most candidates successfully recommended an item that could be made from the pants.

Part (b) (v) was also well done. While most candidates sketched the selected item, some need to improve their sketching skills.

QUESTION 4

In Part (a), candidates were required to list three reasons for wearing clothes and to provide one example to support each. This section was fairly well done. While most candidates listed appropriate reasons, some gave explanations instead of examples. Consequently, only partial marks were awarded.

Part (b) (i) was fairly well done. Candidates were required to identify two careers relevant to a scenario in which a garment factory faced issues with machine breakdowns and poor product quality. Most candidates correctly identified the role of the career as the quality control officer but gave various names for the sewing machine technician. However, many referred to this role as an engineer, which was not accepted and earned only one of the two available marks.

In Part (b) (ii), candidates' performance was also average. They were expected to explain how the careers listed in Part (b) (i) could solve the problem in the factory. Although many candidates were able to describe the roles of quality control personnel and sewing machine mechanics, they failed to identify the career. Additionally, some candidates were unable to say how the career could solve the problem. Responses such as fix the machines and check the quality of the shirts were common. Candidates were not awarded full marks for such responses because they did not include the required detail.

Part (c) was not well done. Few candidates accurately identified methods of conflict resolution such as collaboration, compromise and mediation. However, fewer candidates were able to describe them. Many candidates were unable to apply the concept of 'Methods of Conflict Resolution' to the scenario and instead offered layman solutions to the problem.

QUESTION 5

In Part (a), most candidates identified at least two of the three style features on the garment. Some candidates only stated lines as a feature without specifying the type of lines visible in the figure.

In Part (b), most candidates identified the silhouette of the garment as the bell. However, some candidates confused the silhouette with the figure type.

In Part (c) candidates were able to identify the style features on the garment; however, they failed to explain why it suited the model's figure type. Many struggled to apply their understanding to the visuals or real-life scenarios.

Part (d), which focused on interior design, was well done by most candidates. A few candidates incorrectly selected accessories instead of soft furnishings. Some candidates applied their knowledge of colour and colour scheme in their responses.

In Part (d) (ii), most candidates earned at least one mark. However, they struggled to clearly explain two ways in which the mirror enhanced the room's décor.

QUESTION 6

In Part (a), candidates were required to differentiate between texture and pattern in textiles. Candidates' performance was average. Most candidates earned one mark for describing texture as the look and feel of the fabric. However, few were able clearly differentiate between pattern and texture.

Part (b) was poorly done. Candidates were required to describe either CAD (Computer-Aided Design) or CAM (Computer-Aided Manufacturing). Very few candidates provided accurate definitions.

Part (c) was fairly well done. Most candidates accurately labelled the bust and the hip of the figure provided. However, a few candidates mislabelled the parts and some did not carefully draw the line to the correct body parts.

Part (d) (i) was well done. Most candidates identified Sewing machine 2 in the figure provided as the machine that would be best to use in the business.

The performance of candidates on Part (d) (ii) was average. Some candidates were able to describe the two features of the machine that made it suitable for the sewing project. Others Identified only one feature and therefore received partial marks.

Many candidates found Part (d) (iii) challenging and so they received no marks. They were unfamiliar with the selvedge edge of the fabric, the meaning of the symbols and how to position the pattern piece on the fabric.