THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2020

TEXTILES AND DRESSMAKING

THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2020

052 TEXTILES AND DRESSMAKING

Published by
The National Examinations Council of Tanzania
P. O. Box 2624
Dar es Salaam, Tanzania.

Table of Contents

FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on Candidates' Item Response Analysis for the Certificate of Secondary Education Examination (CSEE) 2020 in Textiles and Dressmaking. The report has been prepared to provide feedback to candidates, teachers, parents, school managers, administrators, policy makers and the public on the candidates' performance and the challenges they encountered in attempting the questions.

This report highlights some of the factors that contributed to candidates' failure to answer the questions correctly. Such factors include insufficient knowledge about the subject content, failure to understand the requirements of the tasks given, insufficient skills in the practical oriented concepts and misinterpretation of the question requirement. In contrast, the candidates who performed well had adequate knowledge about diverse concepts of Textiles and Dressmaking, which enabled them to understand the demands of the questions and present relevant responses in all items of the paper. The analysis of each question has been done to show the strength and weakness of the candidates in answering the questions.

The feedback provided in this report will enable education stakeholders to identify proper measures to be taken to improve candidates' performance in future.

Finally, the National Examinations Council of Tanzania is grateful to all stakeholders who provided valuable assistance in the preparation of this report in their various capacities.

Dr Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the candidates' performance in Textiles and Dressmaking theory paper for the Certificate of Secondary Education Examination (CSEE) held in November, 2020. The examination assessed competences according to the 1997 Home Economics syllabus for the certificate of secondary education examination.

The report is based on two papers: a theory paper 052/1 *Textiles and Dressmaking 1* and a practical paper 052/2 *Textiles and Dressmaking 2*. The paper 1, *Textiles and Dressmaking 1* was comprised of eleven questions which were distributed in three sections: A, B and C. Sections A and B were compulsory. Section A consisted of two questions (multiple choice items and matching items). The multiple choice items carried 10 marks, while the matching items carried 5 marks. Section B consisted of seven short answer questions, which carried 10 marks each. Section C consisted of two structured questions, which carried 15 marks each. Paper 2, *Textiles and Dressmaking 2*, was comprised of one question, with eight tasks to be tested. Each task consisted of different activities.

A total of 150 candidates sat for this paper. Among them, 137 candidates passed the examination with the following grades: A – 6 (4.0%), B – 22 (14.7%), C – 68 (45.3%) and D – 41(27.3%). However, 13 (8.7%) candidates failed. These scores imply that the candidates' general performance was good. The candidate's performance in this year has decreased by 1.8 percent as compared to the performance in 2019, in which 93.1% of the 160 candidates who sat for the examination passed while only 6.9 percent failed.

In this report, the analysis of their performance on each question is categorized as good, average or weak using *green*, *yellow* and *red* colours, respectively. The pass mark for each question was 30 percent of the marks allocated or above. The performance was graded as poor (weak) if the candidates scored from 0 - 29 marks, average if the scores were from 30 – 64 marks and good if the scores were from 65 – 100 marks.

The report also presents the requirement of each question, the percent of the candidates who attempted the question, the general performance, the reasons for their performance, and the misconception. Some extracts obtained from the candidates' responses are included to provide a general overview of how the candidates responded in view of the demand of each item. Tables and graphs that indicate the distribution of candidate's scores are inserted for illustration.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION IN PAPER 1

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items, constructed from the following topics/subtopics: *Sewing Equipment, The Sewing Machine, Basic Sewing Stitches, Patterns, Methods of Controlling Fullness, A Child's Garment, Fabrics, Soft Home Furnishings, Style, Colour and Line in Garment Making* and *Economics in Textiles and Dressmaking*.

This question was attempted by all 150 (100%) candidates who sat for this examination. The analysis of their performance indicates that 46 (26.6%) candidates scored from 7 to 10 marks and 64 (42.7%) candidates scored from 3 to 6 marks. Moreover, 46 (30.7%) candidates scored from 0 to 2 marks, out of the 10 allotted marks. The general performance on this question was good since 104 (69.4%) candidates scored from average and above. Figure 1 illustrates the performance on this question.

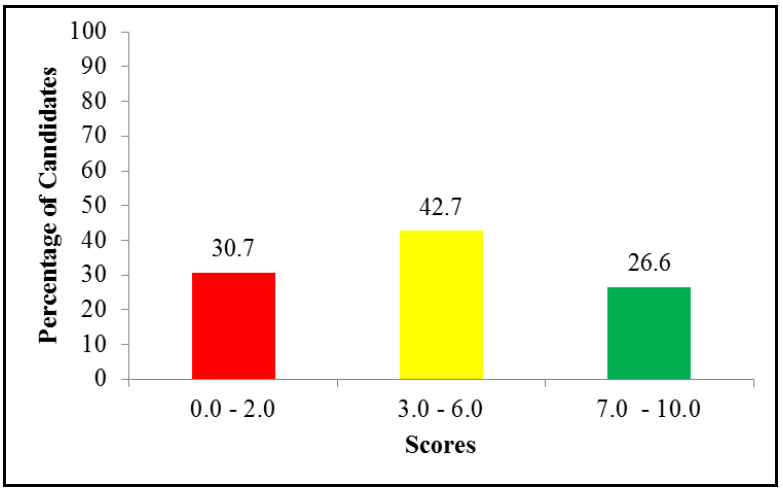


Figure 1: *The percentage of candidates' performance on Question 1*

The analysis of candidates' responses to the items of the question is as follows: In item (i), the candidates were required to identify the proper sewing tool used for pressing curved seams and darts. The correct answer was B - *Tailor's ham*. The candidates who chose the correct response had enough knowledge of the uses of sewing equipment, particularly tailor's ham, which is a firmly padded cushion used as a shaping device for areas such as curved seams, collars and darts. The candidates who selected A - *tailors iron*, D -

charcoal iron and E - *steam iron* had insufficient knowledge of sewing equipment because all these pieces of ironing equipment are used only for removing creases and flattening garment during sewing. The candidates who chose C - *pressing cloth* had insufficient knowledge on the functions of pressing equipment, since pressing cloth is a piece of cloth/fabric used to cover the garment during pressing so that the iron does not come into direct contact with the fabric.

In item (ii), the candidates were required to identify part of the sewing machine used to cover around the feed dog. The correct response was D - *Throat plate*. The candidates who chose this response had sufficient knowledge about parts of the sewing machine and their functions. However, the candidates who selected the wrong responses; A - *Slide plate*, B - *Presser foot*, C - *Needle clamp* and E - *Take up lever* had insufficient knowledge about parts of the sewing machine as well as their uses. They failed to understand that the slide plate is the part of sewing machine which covers the bobbin and bobbin case while the presser foot is for holding fabric in place when machining. Moreover, these candidates failed to realize that the take up lever is a part of the sewing machine that allows the upper thread to move up and down to produce stitch formation while machining and the needle clamp is used to hold the needle in place.

Item (iii) required the candidates to identify the function of basting stitches. The correct response was C - *To match strips*. The candidates who selected the correct response had sufficient knowledge of basic sewing stitches and their uses. They were aware that stitches are useful for matching strips when working with striped fabrics to help them to match correctly and bring accuracy and good appearance on the garment. However, the candidates who chose responses A - *To mark fitting lines*, B - *To prevent fraying*, C - *To join folded edges* and E - *To secure hems* mixed up the uses of different stitches. They failed to understand that the suitable stitches for marking fitting lines is thread marking, while loop stitches are useful for preventing fraying of fabric. Besides, the suitable stitches for joining folded edges are faggoting stitches, while hemming stitches are for securing hems.

In item (iv), the candidates were required to identify pattern marking indicated by rows of small, evenly spaced holes in a perforated pattern. The correct answer was B - *seam allowance*. The candidates who chose the correct response had adequate knowledge of pattern markings, the types and symbols in the pattern as well as their meaning. The good knowledge and skills enabled them to recognise that seam allowance is one of the pattern markings indicated

by evenly spaced holes on perforated patterns. The candidates who selected A - *place to fold* and C - *straight grain* failed to understand that the place to fold in perforated pattern is indicated by two small holes, three small holes, or oblong slot while straight grain is indicated by three large evenly spaced holes. Furthermore, the candidates who selected D - *matching edges* and E - *adjustment line* were not aware that matching edges are indicated by edge notched once, twice or thrice.

Item (v) required the candidates to identify procedures for working gathers by machine. The correct answer was B - *Adjust the stitch to its longest length*. The candidates who chose the correct response understood that stitches for making gathers should be loosely stitched for gathers to be pulled to become evenly distributed. It seems that the candidates had enough practice on working gathers by machine. The candidates who selected A - *fasten on and off securely when sewing* and C - *use one stitch at a time* did not recognize that these were general rules for working stitches. Those selected D - *pull up both threads together* failed to realize that the procedure is applied when working gathers by hand whereby both threads are pulled together and wound around a pin until gathers are evenly distributed. Furthermore, the candidates who selected E - *stitch two lines in warp* lacked knowledge of gathers. They failed to understand that gathers must be worked in two lines following weft threads and formed by pulling together warp threads.

In item (vi), the candidates were required to give the reason why tucks are worked on children garments. The correct response was C - *To allow for lengthening and widening*. The candidates chose the correct response had sufficient knowledge about the methods of altering outgrown garments as tucks on bodice and skirts allow for future lengthening and widening on children garments. The candidates who selected A - *to prolong the life of the garment* failed to understand that prolonging the life of the garment cannot be achieved by using tucks but by repairing clothes, which makes them last longer. Besides, those who selected B - *ensure good fit of the garment* failed to understand that the good fit is brought about by the correct measurements. Moreover, the candidates who selected D - *allow shrinkage during washing* were not aware that cotton fabric tends to shrink. Therefore, allowance for shrinkage must be made when cutting out. Moreover, the candidates who selected E - *to allow shortening and lengthening* lacked enough knowledge about where to make alterations on children's garments.

Item (vii) required the candidates to give the reason why viscose rayon is suitable for making towels. The correct answer was E - *it is absorbent*. The

candidates who chose this response had adequate knowledge of the properties of viscose rayon and its uses. Viscose rayon is one of the most absorbent fibres, even more than cotton and linen. This reason makes it suitable for making towels. The candidates who selected A - *it crease badly* failed to identify that absorbency is the quality of good materials for making towels and not its shrinkage quality. Those who selected B - *it is easier to launder* failed to understand that the quality of the material for towels is not its simplicity in laundering. Furthermore, those who selected C - *has greater elasticity* failed to realize that elasticity is not one of the properties of towelling material. The candidates who selected D - *it sheds dirt easily* failed to realize that, though it is among the viscose properties, it does not contain the qualities of the material for making towels.

In item (viii), the candidates were required to identify the aim of using curtains in the house. The correct response was D - *for privacy to people*. The candidates who chose the correct response had adequate knowledge of the uses of curtains, which are to ensure the house/room has some reasonable privacy. The candidates who selected incorrect answers had inadequate knowledge of soft furnishing and its uses, particularly the uses of curtains. As for the candidates who opted for A - *for comfort and warmth* they failed to realize that comfortability can be brought about by using of pillows and side cushions. Those who selected B - *protecting colour* were not aware that chair covers and bed spreads are the ones which can be used for protecting colour. Moreover, those who selected C - *for noise reduction* failed to realize that carpets can reduce noise. If the floor is lined with a carpet, no noise will be produced when someone enters into to the room with pointed sole shoes. Nevertheless, those candidates who selected E - *for maintaining cleanliness* failed to recognize that cleanliness can be maintained using floor coverings and loose covers.

Item (ix) required the candidates to give the reason why cool colours in garment making are suitable for a short and plump person. The correct answer is E - *they have receding effect*. The candidates who chose the correct response had sufficient knowledge of the effect of colour on an individual's figure. A cool colour reduces the figure; therefore, when used by a short and plump person it will reduce the figure and add height. The candidates who selected the incorrect responses had insufficient knowledge of figure faults and their remedy. Those who selected B - *They make one feel comfortable* failed to realize that comfortability is brought about by the type of material used and the garment itself but not the colour of the material. For those who selected A

- *They have advancing effect*, C - *They make one look larger* and D - *They highlight the figure outline* failed to understand that those effects can be caused by warm colours.

In item (x), the candidates were required to identify the possible source of fund for running a tailoring business. The correct response was D - *Loan*, *Wage* and *Grant*. The candidates who chose the correct response had adequate knowledge about the possible source of funds when establishing a tailoring business. They further understood that one can get loans from banks, cooperative societies, vikoba, or friends. Moreover, wages can be obtained after working and being paid; grants can also be acquired from donors. The candidates who selected incorrect answers such as B - *debts, profit and grants*; C - *debts, wages* and *profit*; and E - *loan, profit* and *grant* had insufficient knowledge about the source of funds for running a tailoring business because profit can be gained after starting a business.

2.1.2 Question 2: Matching Items

This question consisted of five matching items constructed from the sub-topic of *Fastenings*. The candidates were required to match the fasteners' description in **List A** with the name of fasteners in **List B** by writing the letter of the correct responses in the answer booklet provided.

The question was attempted by all 150 (100%) candidates who sat for the examination. The data analysis indicates that 66 (44.0%) candidates scored from 4 to 5 marks; 44 (29.3%) candidates scored from 2 to 3 marks; and 40 (26.7%) candidates scored from 0 to 1 mark. The candidates' general performance on this question was good since 110 (73.3%) candidates scored above average. Figure 2 illustrates this data.

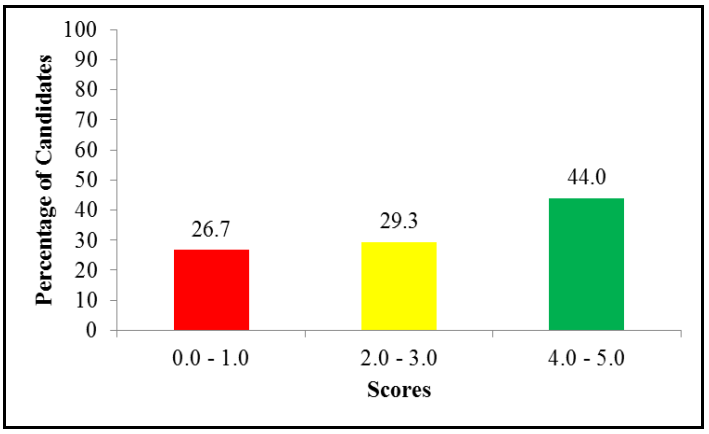


Figure 2: *The percentage of candidates' performance on Question 2*

The analysis of the candidates' responses to this question shows that in item (i), which stated "A fastener with a firm layer which sticks to a furry layer", the correct response was E - *Velcro*. The candidates who correctly matched understood that the fastener consists of two layers, which must be pressed together to be fastened. The majority of the candidates selected F - *Press stud*. These candidates failed to understand that press studs are made of metals, although they are also fastened by pressing two parts together. Those who selected other responses lacked adequate knowledge of the types of fasteners.

Item (ii) stated, "Part of fastener made from narrow stretchy tubes of fabrics" the correct response was G - *Rouleau loops*. The candidates who selected the correct response had adequate knowledge of the types of buttons. They understood that rouleau loops are used as a substitute for buttonholes and that they are made from narrow tubes of fabrics. Some candidates selected C - *Worked bars*. These candidates mixed the worked bars and rouleau loops because they are both loops. However, worked bars are made using strands of threads.

Item (iii) stated that "the fasteners with holes or made with a shank which have a protruding hole". The candidates who chose the correct response A - *Buttons* had sufficient knowledge of buttons. They understood that buttons are of different types. For example, some may have holes, others may have a shank while some may not have holes or shanks. A good example is the rivet button. Other candidates chose incorrect responses B - *Metal loops* and F- *Press stud*. They mixed the stitching holes, which are found in metal bars, and press studs with stitching holes, which are found in buttons.

Item (iv) stated, "A fastener with teeth which is opened by means of the slider and the tab". Most of the candidates who chose the correct response D - *Teeth and slider* had sufficient knowledge of fastenings, and they were familiar with the parts of a zip which enabled them to identify the correct type of a fastener. Other candidates did not answer this part of the question. Maybe these candidates were not familiar with the type of fastener described in this part.

In item (v) stated, "The type of fastener which consists of a ball and a socket". The candidates who chose the correct response F - *Press stud* had adequate knowledge of fastenings. They understood that press studs consist of two sections which snap fit tightly into each other when pressed together.

In contrast, the candidates who chose wrong responses E - *Velcro* probably mixed it with press studs because both Velcro and press studs involve two parts which must be pressed together to be fastened.

2.2 Section B: Short Answer Questions

This section was comprised of seven compulsory short answer questions from the topics/sub-topics of *Undergarments, Collar, Methods of controlling fullness, Mending, Seams, Openings* and *Garment Construction* (*preparation of material for cutting out*).

2.2.1 Question 3: Undergarments.

The candidates were required to explain four factors to consider when choosing the material for a half-slip in part (a). In part (b), the candidates were required to explain the procedures for inserting elastic in a half-slip.

The analysis indicates that the question was attempted by 148 (98.7%) candidates who sat for the examination; Two (2) candidates (1.3%) did not attempt it. The analysis shows that 19 (12.8 %) candidates scored from 7 to 10 marks; 57 (38.5%) scored from 3 to 6 marks; and 72 (48.6%) scored from 0 to 2.5 marks, out of the 10 allotted marks. The general performance of the candidates on this question was average as 76 (51.3%) candidates scored above average. Figure 3 summarizes this data.

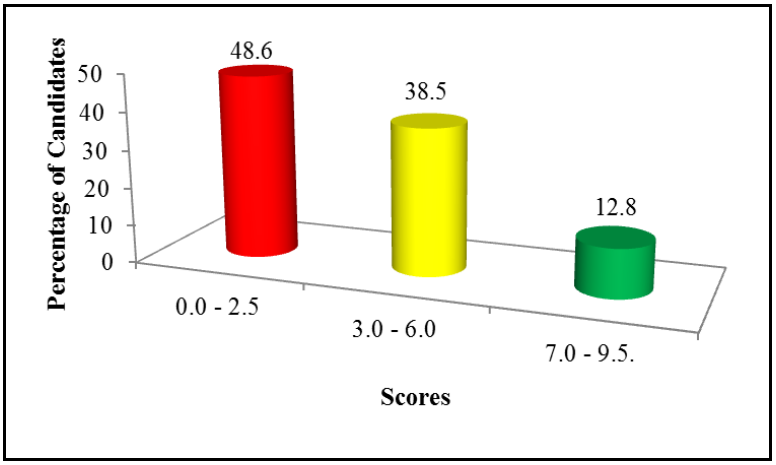
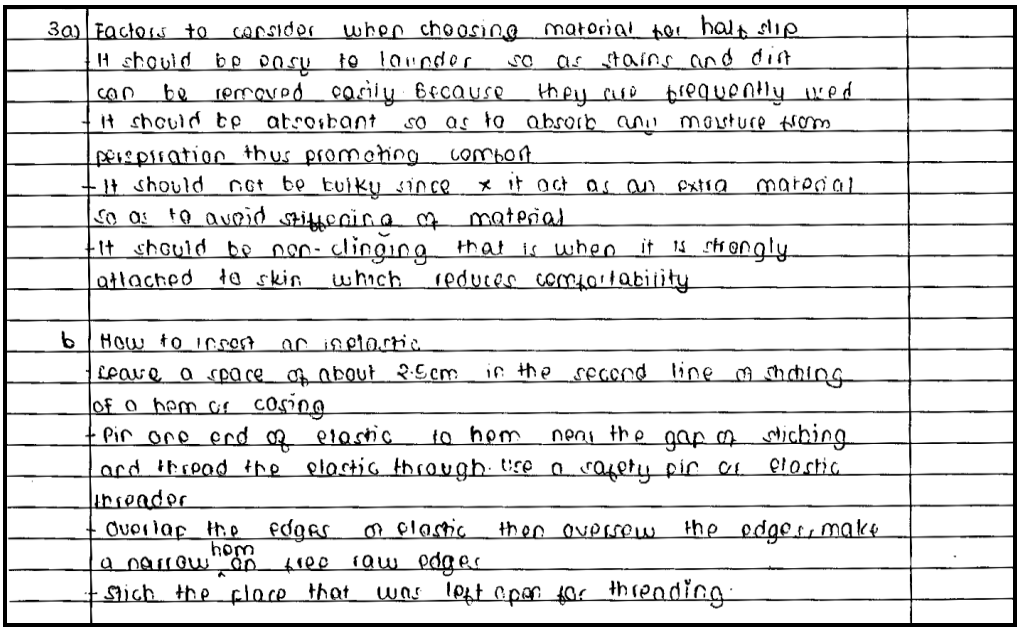


Figure 3: *The percentage of candidates' performance on Question 3*

The analysis indicates that 76 (51.3%) candidates scored from 3 to 10 marks. These had adequate knowledge of undergarments. They managed to explain factors to consider when choosing material for a half-slip. Most of them

managed to give the correct responses in part (a). For example, the responses included; *it should be non- clinging, it should be easy to launder, it should be absorbent, it should be of the best quality* and *it should not be bulky*.

Moreover, in part (b), some of the candidates correctly provided the procedures for inserting elastic in half-slip, such as *Leave at least 2.5 cm of the hem on the casing between the stitching line where the elastic is to be inserted, insert the elastic in the case, overlap the two ends of elastic and join by oversewing stitches, after inserting the elastic in the half-slip, machine the edge that was unstitched*. Other candidates gave two to three steps out of the four steps required by the question. A further analysis shows that some of the candidates mixed correct and incorrect points. Therefore they failed to score all the 10 marks allotted to this question. Extract 3.1 is a sample of the correct answers.


3(a) Factors to consider when choosing material for half slip
- It should be easy to launder so as stains and dirt can be removed easily because they are frequently used
- It should be absorbant so as to absorb any moisture from perspiration thus promoting comfort
- It should not be bulky since × it act as an extra material so as to avoid stiffening of material
- It should be non-clinging that is when it is strongly attached to skin which reduces comfortability

b How to insert an inelastic
- Leave a space of about 2.5cm in the second line of stching of a hem or casing
- Pin one end of elastic to hem near the gap of stching and thread the elastic through use a safety pin or elastic threader
- Overlap the edges of elastic then oversew the edges, make a narrow hem on free raw edges
- Stich the place that was left open for threading

Extract 3.1: A sample of candidates' good responses to Question 3.

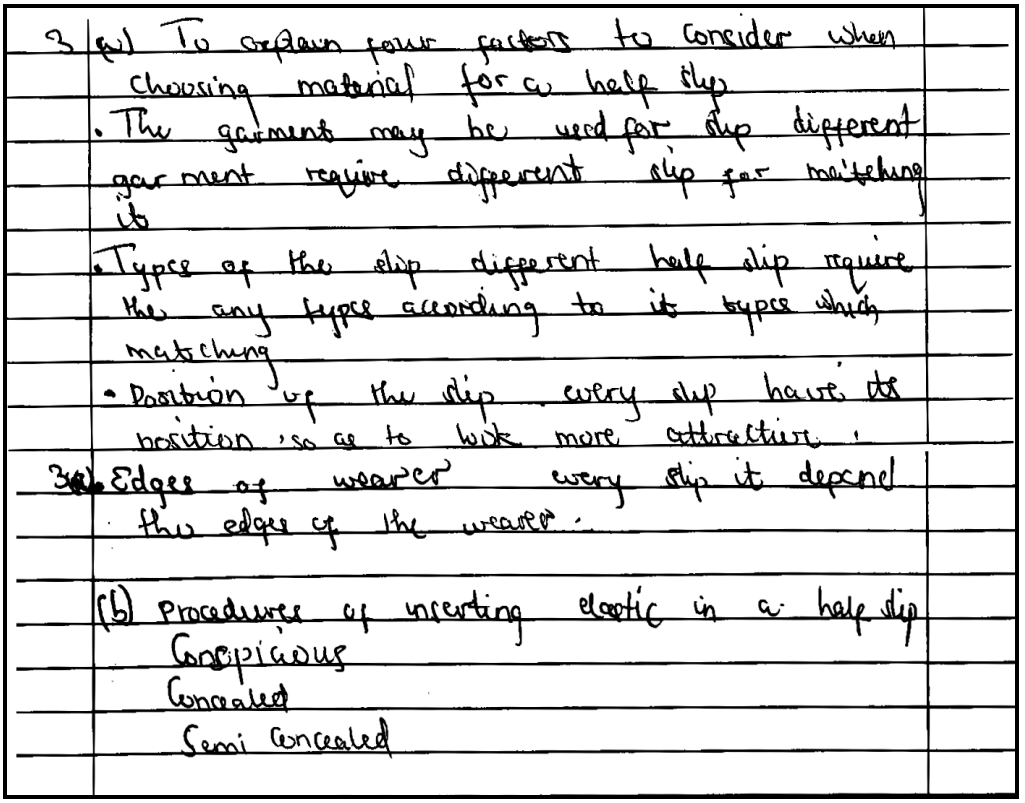
In Extract 3.1, the candidate provided the factors to consider when choosing the material for a half slip in part (a), although some the explanations in one point were not satisfactory. The candidate also provided the correct procedure for inserting elastic in a case in part (b). Hence he/she scored high marks.

In contrast, 72 (48.6%) candidates performed poorly due to inadequate knowledge of undergarments. Some of these candidates failed to understand the need of the question, hence they provided incorrect responses. For

example, in part (a), one candidate gave the points to consider when choosing an opening instead of the factors to consider when choosing the material for a half-slip; he/she wrote, *type of garment, style of the garment, type of fabric* and *nature of the material*. Other candidates provided the points to consider when choosing fasteners. Some of their responses were *purpose, position, age of the wearer* and *type of the fabric*. Another candidate gave points concerning pattern drafting. The responses were such as *make sure you take correctly the measurements*; *make sure marks are located on specific areas*; *make sure the material colour is matching with the skin;* and *you should consider the type of garment will be made*.

Moreover, the candidates in this group provided unrelated responses. For instance one candidate wrote points about the garment instead of the factors to consider when choosing the material for a half-slip; he/she wrote, *colour of the garment, amount of money available, size of the garment* and *texture of the garment*.

In part (b) most of the candidates failed to provide the correct procedures for transferring pattern markings. For example, one candidate wrote, *put the pins; use paper to transfer marking before sewing; remove the paper in the garment; basting and press*. Besides, another candidate wrote irrelevant responses such as *mark the place for putting the inserting elastic*; *prepare the half-slip*; *put temporary for easing working;* and *use the machine to stitch*. Furthermore, some of the candidates misinterpreted the question requirements. For example, one candidate provided the points to consider when choosing clothes by writing *figure type, colour, style* and *weather*. Others left this part unanswered. Extract 3.2 is a sample answer from the scripts of the candidate who scored lower marks.


3 (a) To explain four factors to consider when choosing material for a half slip
• The garments may be used for slip different garment require different slip for matching its
• Types of the slip different half slip require the any types according to its types which matching
• Position of the slip every slip have its position so as to look more attractive.
Edges of weaver every slip it depend the edges of the weaver.

(b) Procedures of inserting elastic in a half slip
Conspicuous
Concealed
Semi Concealed

Extract 3.2: A sample of candidates' poor responses to Question 3.

In Extract 3.2, the candidate provided irrelevant points in part (a). He/she also provided the types of zips instead of the procedure for inserting elastic in a half slip in part (b). Thus, he/she scored lower marks.

2.2.2 Question 4: Collars

The question required the candidates to give two reasons why collars are attached to the garments in part (a), differentiate a flat collar from a standing collar in part (b) and explain briefly five steps for attaching collars on garments using the crossway strip in part (c).

The question was attempted by all 150 (100%) candidates who sat for the examination. The analysis indicates that 4 (2.7%) candidates scored from 8 to 10 marks; 85 (56.6%) candidates scored from 3 to 6 marks; and 61 (40.7%) candidates scored from 0 to 2.5 marks, of which 9.3 percent scored 0 marks out of the 10 allotted marks. Their general performance on this question was average since 89 (59.3%) candidates scored from average and above. Figure 4 illustrates this data.

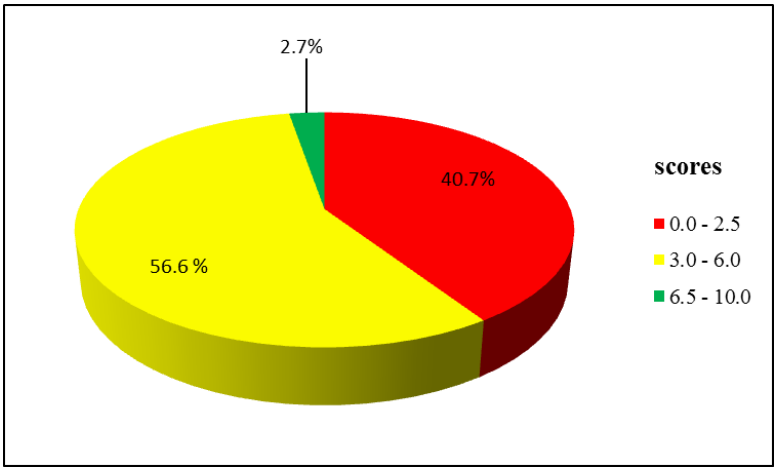
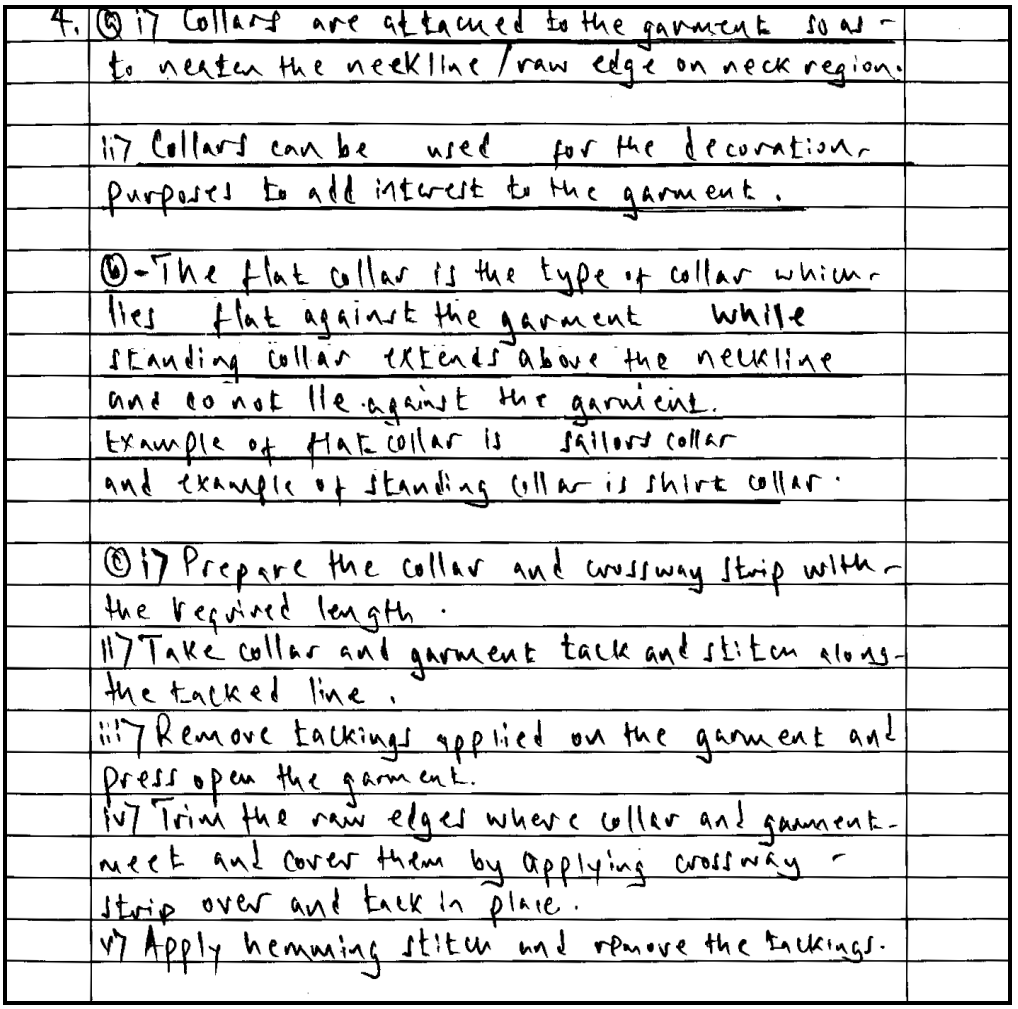


Figure 4: *The percentage of candidates' performance on Question 4*

The candidates' response analysis specifies that candidates who correctly addressed this question had enough knowledge and skills in the types of collars, uses and the procedures for attaching collars on garments using the crossway strip. Most of the candidates managed to give reasons why collars are attached to the garment. They gave responses such as, *for decoration* and *functional* (*neatening neckline of the garments*). Besides they also correctly differentiated flat from standing collars. For example, one candidate wrote, *flat collar lies flat while standing collar extends from the neckline of the garment*.

The candidates also provided the correct procedures for attaching collars to garments. However, some of the candidates provided only two to three steps, out of five steps required by the question. Extract 4.1 is a sample of the correct responses to the question.



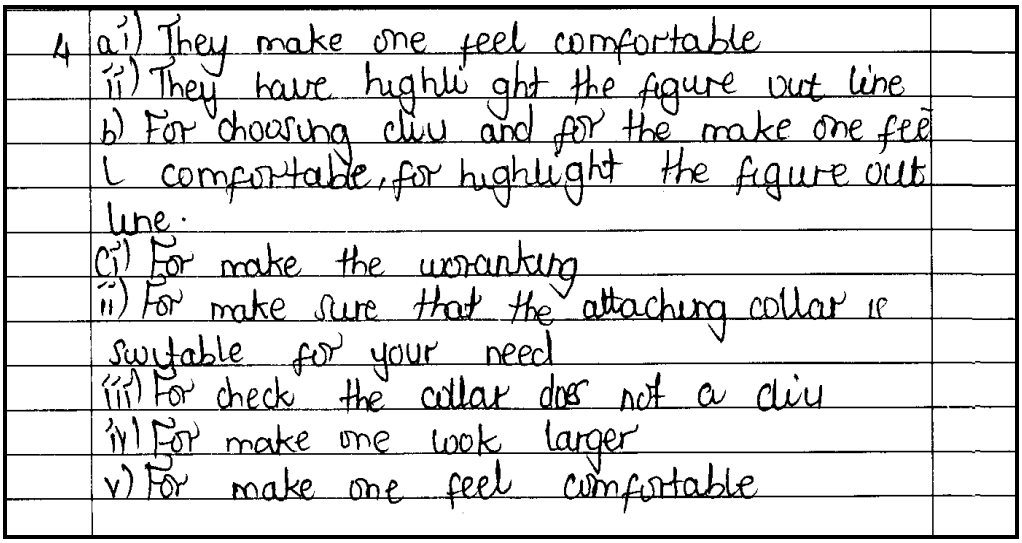
Extract 4.1: A sample of the candidates' good responses to Question 4.

In Extract 4.1, the candidate provided the reasons for attaching collars on a garment in part (a) and differentiated flat from standing collar in part (b). Moreover, in part (c), the candidate briefly explained the steps for attaching a collar on a garment using a crossway strip.

A further analysis indicates that the candidates who poorly addressed this question had inadequate knowledge of collars. Most of them failed to understand the need of the question; hence, they provided incorrect responses. For example in part (a), one candidate provided irrelevant responses such as, *it is reduce time* and *it is longer material*. Another candidate wrote, *because collar is attached before garment attached, it helps to give up the cool*. Other candidates misinterpreted the question. For example, one candidate provided the uses of an opening in a garment instead of the reasons for attaching a collar on a garment; he/she wrote, *collars are attached to the garment so that*

to allow smooth putting on and off of the blouse. Moreover, in part (b), most of the candidates provided incorrect answers. Some of the responses were, *the flat collar differ from standing collar because it is sewed with only one layer of the garment*; *the flat collar differ from standing collar because flat is the strong collar*; *flat collar put in the shirt while standing collar put in the blouse*; and *flat collars are sewn in flat way while standing collar are sewn in standing way*.

Furthermore, the majority of the candidates misunderstood the requirement of the question. Hence they failed to provide the correct steps in part (c). For example, one candidate wrote, *work the side seam; work the shoulder seam; work the collar separately, attach the crossway strip to the collar, attach the collar with the worked crossway strip on the neckline of the garment* and *stitch as well as neatening*. Other candidates copied texts from the previous questions. For example, some candidates provided responses such as *shortening and lengthening; use one line of stitch at a time; for grant; has greater elasticity;* and *for protecting collar* while others mixed the steps. Furthermore, some of the candidates skipped this part. Extract 4.2 is a sample answer from the script of the candidate who failed to address this question.


4 a) i) They make one feel comfortable
ii) They have highlight the figure out line
b) For choosing cliu and for the make one feel comfortable, for highlight the figure out line.
c) i) For make the worarking
ii) For make sure that the attaching collar is suitable for your need
iii) For check the collar dos not a cliu
iv) For make one look larger
v) For make one feel comfortable

Extract 4.2: A sample of candidates' poor responses to Question 4.

Extract 4.2 shows the response of a candidate who provided irrelevant responses to all parts (a), (b) and (c). Hence he/she scored low marks. This indicates that the candidate had insufficient knowledge about collars.

2.2.3 Question 5: Methods of Controlling Fullness

This question required the candidates to explain how shirring differs from gathering in part (a), outline two ways of obtaining good gathers in part (b) and explain briefly the steps for working gathers by hand in part (c).

The question was attempted by all 150 (100%) candidates who sat for this examination. The analysis shows that 22 (14.7%) candidates scored from 6.5 to 10 marks; 27 (18.0%) candidates scored from 3 to 6 marks; and 101 (67.3%) candidates scored from 0 to 2.5 marks; among them, 57.3% scored zero (0). The general performance on this question was average since 49 (32.7%) candidates scored below average. Figure 5 summarizes this data.

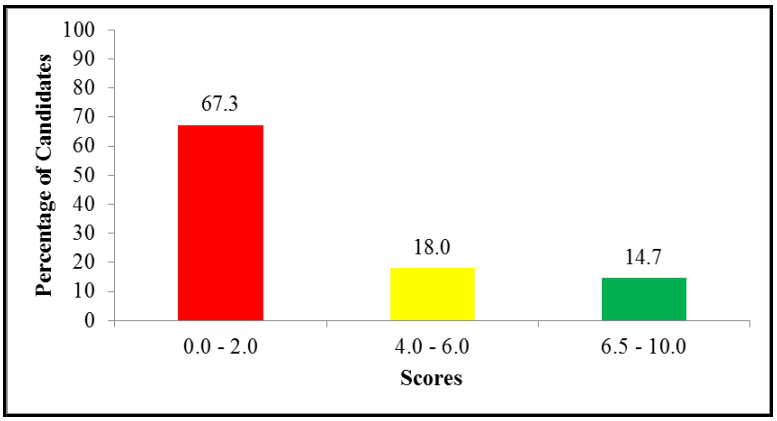
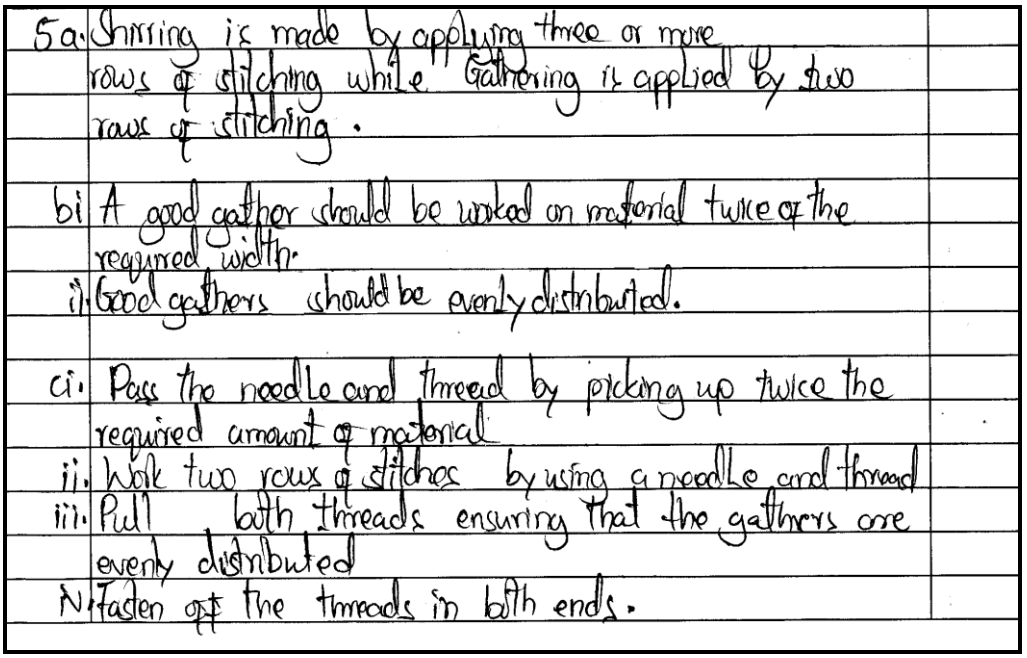


Figure 5: The percentage of candidates' performance on Question 5

The candidates' response analysis indicates that 27 (18.0%) candidates who scored from 6.5 to 10 marks had adequate knowledge and skills in the methods of controlling fullness. Accordingly, they provided the correct answers for all parts of the question. In part (a), most of them differentiated shirring from gathers by providing responses such as, *shirring use three or more rows of stitches while gathers uses two rows of stitches* and *shirring refers to a method of reducing fullness by working several rows of running stitches while gathering is a method of reducing fullness by working two rows of running stitches over and under the fitting line*. In part (b), some of the candidates managed to provide ways to obtain good gathers. Examples of their responses were, *working two rows of stitches and distributing gathers evenly; the size of material used should be twice as much*; *by ensuring that the gathers are well distributed when pulling the thread*; *by using fine material suitable for gathers; by ensuring good and well distribution of the folds before stitching*. Moreover, other candidates in this group managed to give the steps for

working gathers by hand, though they mixed the steps. Extract 5.1 is a sample of the correct answers in this question.



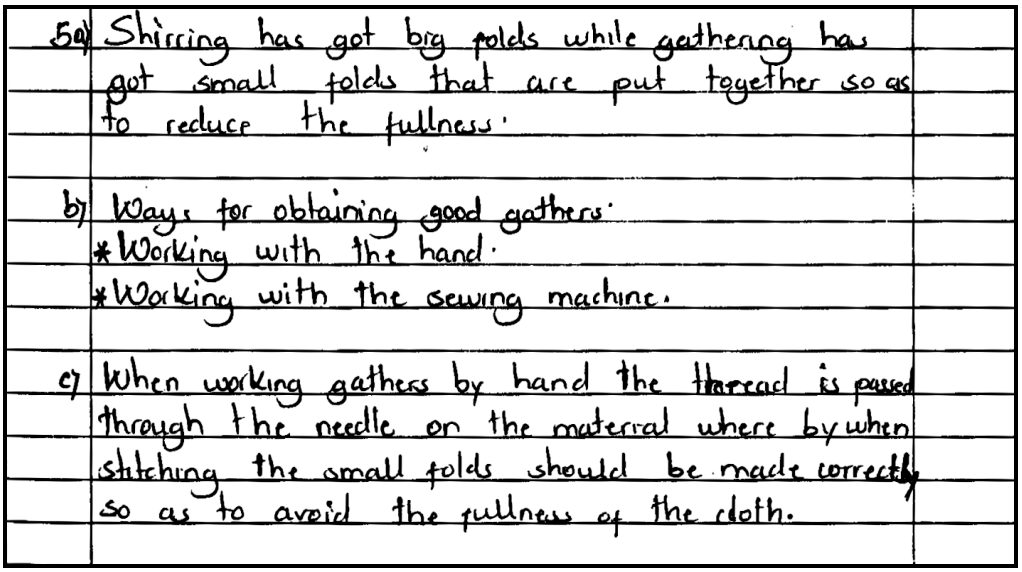
Extract 5.1: A sample of candidates' good responses to Question 5.

In Extract 5.1, the candidate provided the differences between shirring and gathering in part (a). He/she also outlined two ways of obtaining good gathers in part (b). Moreover the candidate explained the steps for working gathers by hand. Hence he/she scored high marks.

Nevertheless, a further analysis shows that 104 (67.3%) candidates scored poorly. These had insufficient knowledge about the methods of controlling fullness; moreover others failed to understand the demand of the question. Therefore, they provided incorrect responses. In part (a), some of the candidates misunderstood the question; hence they provided points about tacks and pleats. For example, one candidate wrote, *gathering is the method of making a lot small folds of the material/garment while shirring are stitched folds which are spaced from each other*. Another candidate wrote, *shirring is the fold of material formed by three or more layers of material while gathers is the method of manipulating curves*. Thus, this candidate failed to understand that easing is used to manipulate curves. Moreover, other candidates provided irrelevant responses which were not related to the question. For example, one candidate answered, *shirring differ from gathering as the shirring have a regular distance between them but gathering have irregular distance between them*. A further analysis indicates that the majority of the candidates

misinterpreted part (b) of the question. They provided the ways of making gathers instead of ways of obtaining good gathers, such as *by using hands* and *by using machine stitches*.

Similarly, most of the candidates failed to provide the correct steps for working gathers by hand in part (c). They presented irrelevant responses. For instance, one candidate wrote, *press the material so as to remove unwanted folds, fold the material at any interval, use a needle to attach the folds, work two stitches so as to keep the folds on place* while others left this part unanswered. This proved that the candidates lacked enough practice in working on gathers and shirring. Extract 5.2 is a sample of irrelevant answers to the question.


5a) Shirring has got big folds while gathering has got small folds that are put together so as to reduce the fullness.

b) Ways for obtaining good gathers.
*Working with the hand.
*Working with the sewing machine.

c) When working gathers by hand the thread is passed through the needle on the material where by when stitching the small folds should be made correctly so as to avoid the fullness of the cloth.

Extract 5.2: A sample of candidates' poor responses to Question 5.

In Extract 5.2, the candidate provided irrelevant responses in all parts of the question. In part (b), he/she provided two ways of working gathers, showing that the candidate had insufficient knowledge about gathers. Accordingly, he/she scored low marks.

2.2.4 Question 6: Mending

The candidates were required to give one reason for repairing garments before laundering in part (a), to state six rules to observe when darning a garment in part (b) and to explain three causes of tear and wear in garments in part (c).

This question was attempted by all 150 (100%) candidates who sat for the examination. The candidates' performance analysis on this question indicates

that 48 (32.0%) candidates scored from 6.5 to 10 marks; 47 (31.3%) candidates scored from 3 to 6 marks; and 55 (36.7%) candidates scored from 0 to 2.5. Among them, 25 (16.7%) candidates scored zero (0) marks. Their general performance on this question was good since 95 (63.3%) candidates scored from average and above. Figure 6 illustrative.

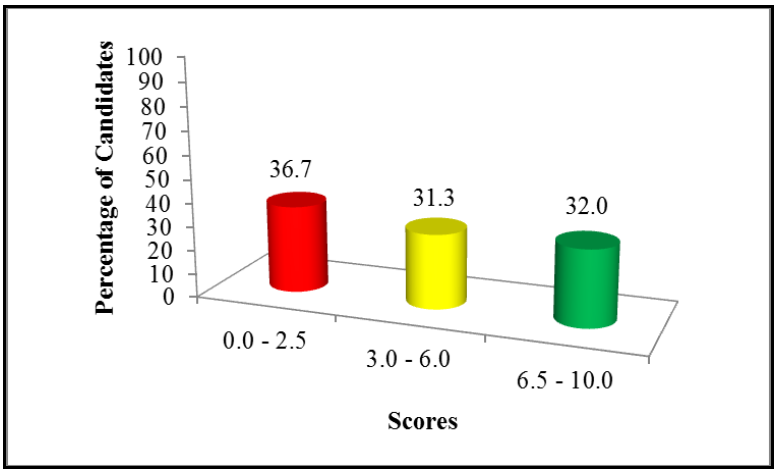


Figure 6: *The percentage of candidates' performance on Question 6*

The candidates' responses analysis indicates that 47 (31.1%) candidates performed well on this question. These had adequate knowledge of the concept of mending. In part (a), most of the candidates provided the correct reason for repairing clothes before laundering. Their responses were such as, *is to prevent the garment for further damaging, to prevent further tear on a garment which could be caused by friction during washing, to prevent the garment from wearing out more during washing*. Moreover, in part (b), they correctly stated six rules to observe when darning a garment. For example, one candidate wrote, *The complete darn should be large enough to cover the worn out part; Darning needle should be long enough; Irregular shape should be worked to avoid strain; Loops should be left at the end to allow stretching; Darning should always worked on the wrong side* and *Thread used must match the garment in colour and texture*.

Furthermore, in part (c), the candidates managed to explain three causes of tear and wear in a garment by providing responses such as, *hanging garments on sharp objects, friction when the garment is washed frequently, frequent wearing* and *poor storage of clothes*. These responses indicate that they were knowledgeable about the mending procedures and the causes of wear and tear on garments. Extract 6.1 is a sample answer from the script of the candidate who scored higher marks.

6a)	- This is because due to the friction applied when washing clothes	
	the fibres fraying or the stiches lose are made more weaker	
	thus increasing the problem.	
b)	- Darning should be worked on the wrongside.	
	- The thread used should match with the colour and texture	
	of the garment.	
	- The darning needle should be long enough to make a row	
	of stitches whe darning.	
	- leave a loop at the end of each line of stiching to	
	allow room for shrinkage	
	- work an oblonge or irregular shape when darning.	
	so as to cover the worn out places.	
	- The darning worked should cover the wain out areas	
6b)	and even the strong areas around it.	
c)	- frequent laundering of garments, garments which tend to	
	undergo frequent washing like children clothes tend to	
	get wear and tear easily due to the friction which is	
	applied when washing the garments.	
	- Hanging clothes on sharp edges, when clothes are hanged	
	on sharp edge and when they dry up and its time to	
	unhung them a person tends to pull the cloth thus	
	causing tear on the cloth.	
	- Friction between the body and cloth, some parts of garment	
	such as seats of trousers, heels of socks and pockets are	
	frequently incontact with the body thus causing them	
	to easily encounter friction and thus causing it to wear	
	and tear.	

Extract 6.1: A sample of candidates' good responses to Question 6.

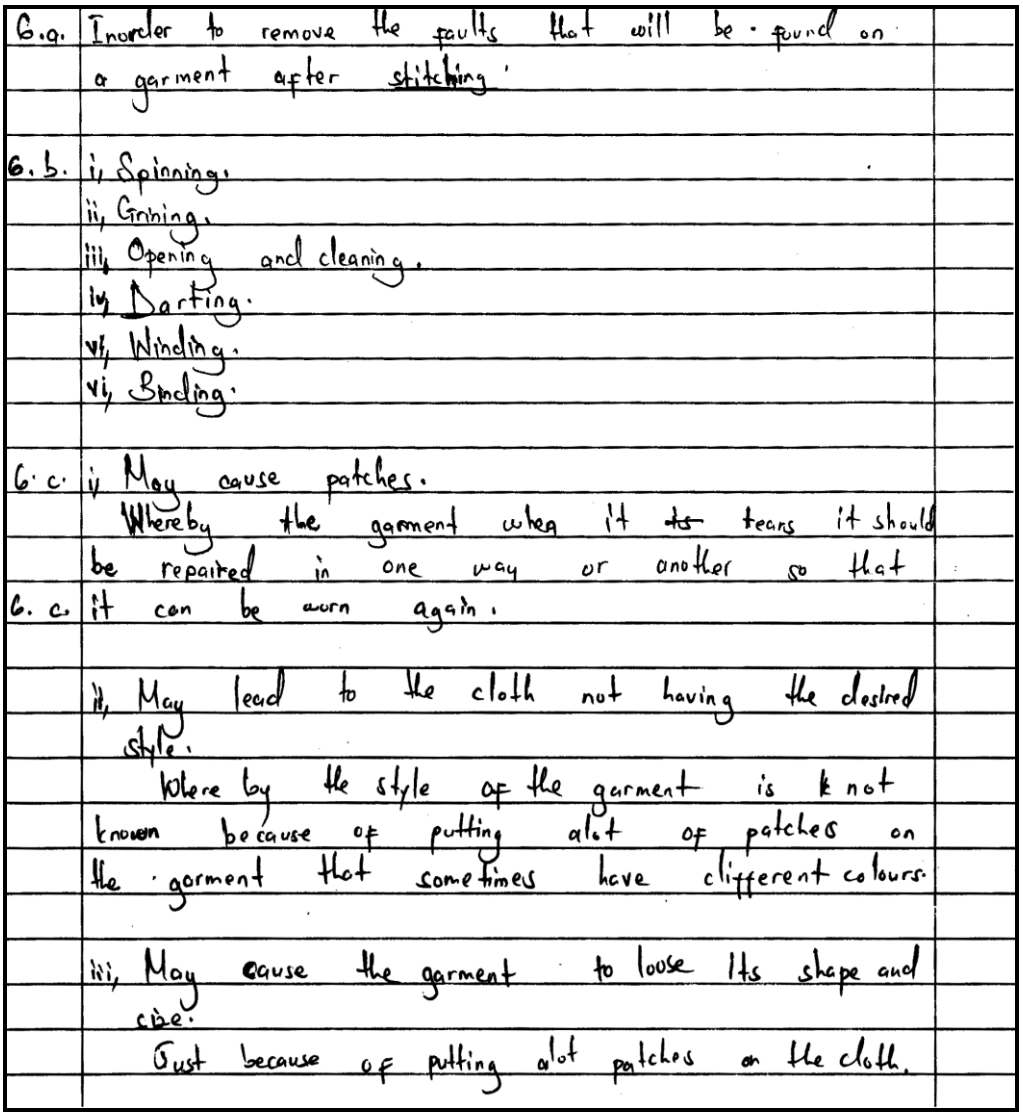
In Extract 6.1, the candidate provided the correct response in all parts of the question. This shows that he/she had a sufficient knowledge of mending, which enabled to answer correctly and score higher marks.

In contrast, 25 (16.7%) candidates performed poorly on this question due to insufficient knowledge about mending. Moreover, other candidates in this group misunderstood the demand of the question. For example, in part (a), one candidate provided the reason for sorting garments before laundering instead of the reason for mending; he/she wrote, *so that to remove things that are not supposed to be washed*. Another candidate wrote, *because all garments come from the animals and artificial fibres* but failed to understand that mending is

done in all types of fabrics. Furthermore, other candidates provided irrelevant responses such as, *in order to ensure good fit of the garment, in order to prevent the garment to get dirty, because it may shrink* and *make it too tight when a person wear it*. These answers were not related to the question asked.

A further analysis shows that, in part (b), some of the candidates misinterpreted the question and provided incorrect answers. For example, one candidate provided the steps of transferring pattern markings and cutting out instead of rules to observe when darning; for instance, *put pinning in the garment, put the carbon paper on the pattern, draw the pattern using carbon paper, show the line in a carbon paper and put out pinning after cutting*. Another candidate provided different types of garments and soft furnishings such as, *undergarments, underwear, clothes, curtains, rugs, and cushions*. Moreover, others mixed the terms "patching" and "darning". Hence they provided the rules for working patches instead of darning. For example, one candidate wrote, *the patch should be large enough to cover all the worn out part, the fabric for patching should have the same colour, texture and designs as that of the garment*.

Furthermore, in part (c), most of the candidates failed to provide the causes of tear and wear in a garment. For example, one candidate wrote, *it is comfortable, it sheds dirt easily and it is advancing effect* while others gave incorrect responses such as; *the fabric cut the thread, the fabric they have not the figure it leads to the wear and tear, the fabric are the cotton also it cause of the tear and wear*. Conversely, other candidates copied the text from the previous questions. The candidates' responses prove that they did not understand the demand of the question because they wrote inappropriate points contrary to the question demand. Extract 6.2 is a sample of poor response to the question.



Extract 6.2: A sample of candidates' poor responses to Question 6.

In Extract 6.2, the candidate wrongly wrote about the production of cotton instead of the rules to observe when darning in part (b).He/she also provided incorrect responses in part (a) and (c), hence scored lower marks.

2.2.5 Question 7: Seams

In part (a), the question required the candidates to (i) explain briefly with the aid of diagrams the procedures for working open seams and (ii) describe briefly three ways of neatening open seam. In part (b) the question required the candidates to explain briefly two faults that may occur when working open seams.

The question was attempted by 148 (98.7%) candidates who sat for this examination: Two (2) candidates (1.3%) did not attempt it. The data analysis indicates that 50 (33.8%) candidates scored from 6.5 to 10 marks, 30 (20.3%) candidates scored from 3 to 6 marks and 68 (45.9%) candidates scored from 0 to 3 marks; among them, 41 (27.7%) candidates scored zero (0). The general performance on this question was average since 80 (54.1%) candidates scored above average. Figure 7 illustrates the performance.

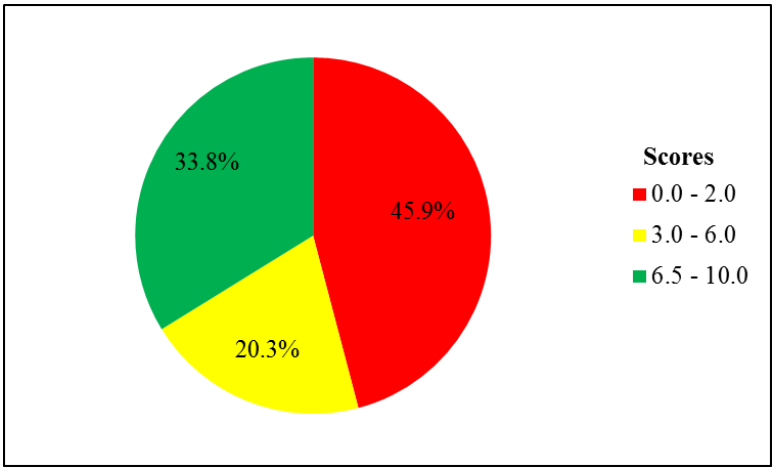
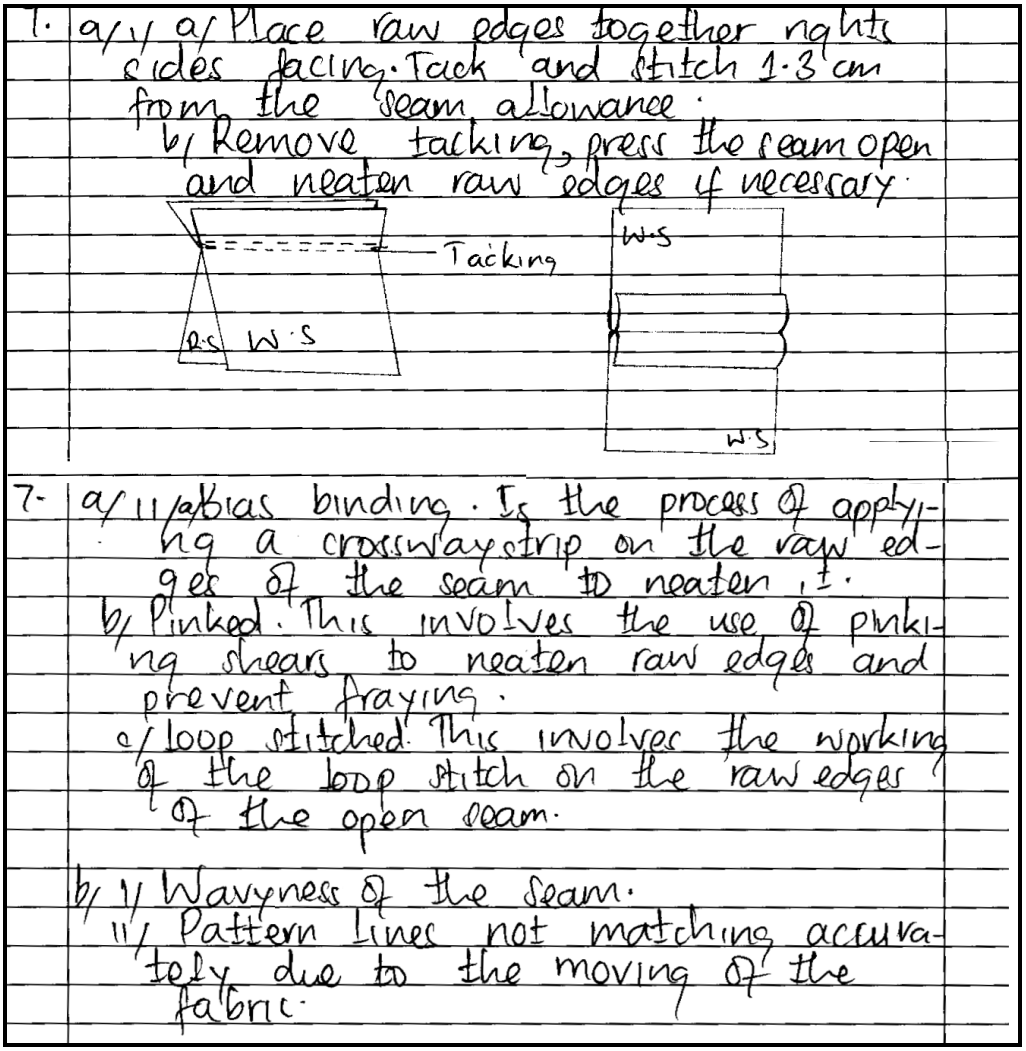


Figure 7: *The percentage of candidates' performance on Question 7*

The analysis of candidates' responses indicates that the 50 (33.8%) candidates who scored from 6.5 to 10 marks had adequate knowledge of the concept of seams, which enabled them to provide relevant responses. In part (a) (i) most of them managed to explain the procedures for working open seams. Their responses were such as, *place raw edges together right side facing; tack and stitch along the seam line;* and *press the seam open by using a pressing cloth*. In part (a) (ii), they also provided the correct ways of neatening open seams. Their responses were such as, *the three step zig zag, by pinking, overcasting, by machine stitching* and *by using binding.*

Furthermore, the candidates were correctly explained the faults that may occur when working open seams in part (b). For example, one candidate wrote, *The stripes in the garment not meet after stitching* and *pocket on the open seam*. Another candidate wrote *waviness of the seam allowance* and *loops in between the seam as the stitches are not strong enough*. Their responses prove that the candidates were aware of the faults that may occur when working open seams. However, some of the provided responses in some parts of the question were not entirely correct. Hence, they scored less than the allocated marks. Extract

7.1 is a sample answer from the script of the candidate with higher performance.



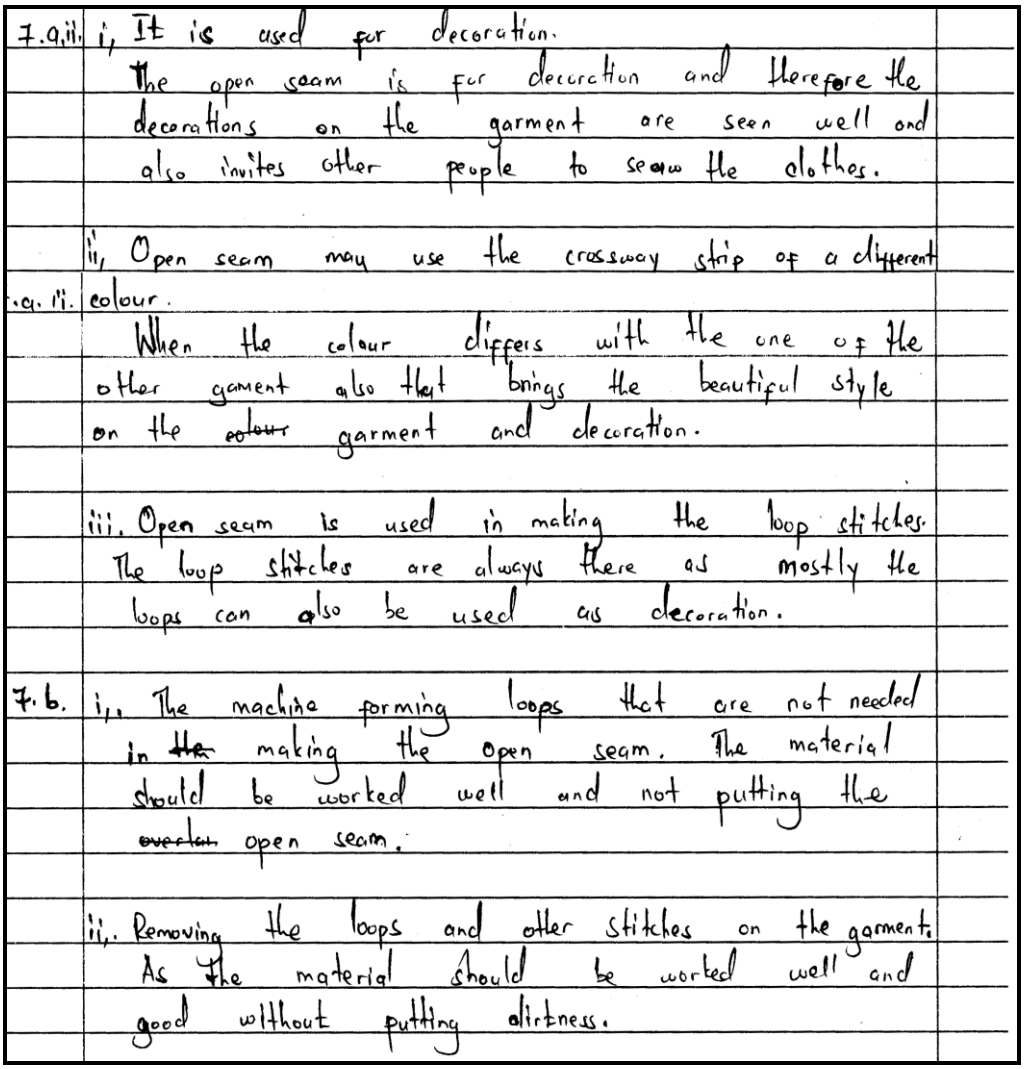
Extract 7.1: A sample of candidates' good responses to Question 7.

In Extract 7.1, the candidate provided the correct procedures for working open seams and the way to neat an open seam in parts (a) (i) and (ii). Moreover, the candidate explained the faults that may occur when working open seams in part (b), hence he/she scored higher marks.

In contrast, the analysis of candidates' responses reveals that the 68 (45.9%) candidates who performed poorly had inadequate knowledge about seams while others misinterpreted the requirement of the question. Some of the candidates failed to explain the procedure for working open seams. For example, one candidate wrote, *Place the two pieces of fabric wrong sides facing, tack and stitch*. He/she failed to realize that working open seams

should start by placing the fabric right sides facing each other. Another candidate wrote, *Join the two pieces of material while edges facing each other*. The candidate was not knowledgeable that joining two pieces of material while edges facing each other can be done by faggoting stitches, which is not an open seam. The responses from the candidates who failed to understand the need of the question were irrelevant since they provided the uses of open seam instead of how to work it. For example, one candidate wrote, *It can be used on shirts, skirts, blouses*. In part (ii), most of the candidates failed to describe ways of neatening an open seam. For example, one candidate confused the words open seam for openings hence he/she provided the fastenings which are used to close the openings such as *zips, button and buttonholes, hooks and bars*.

Furthermore, other candidates failed to explain the faults that may occur when working an open seam in part (b). Most of the candidates provided the faults which occur when making stitches instead of faults which occur when working seams. Their responses were such as *breaking of thread, loops on the wrong side of garments, puckered seam, the stitches not interlocking, material may not move under the presser foot, overlapping of threads*. Moreover other candidates gave irrelevant responses while others left this part unanswered. Extract 7.2 is a sample answer from a candidate who scored lower marks.


7.a.i. i, It is used for decoration.
The open seam is for decoration and therefore the decorations on the garment are seen well and also invites other people to seew the clothes.

ii, Open seam may use the crossway strip of a different
7.a.ii. colour.
When the colour differs with the one of the other gament also that brings the beautiful style on the ~~colour~~ garment and decoration.

iii. Open seam is used in making the loop stitches.
The loop stitches are always there as mostly the loops can also be used as decoration.

7.b. i,. The machine forming loops that are not needed in ~~the~~ making the open seam. The material should be worked well and not putting the ~~overlan~~ open seam.

ii,. Removing the loops and other stitches on the garment.
As the material should be worked well and good without putting slirtness.

Extract 7.2: A sample of candidates' poor responses to Question 7.

In Extract 7.2, the candidate provided irrelevant responses to part (a) and (b). This indicates that the candidate had insufficient knowledge about seams which led him/her to provide incorrect answers. Therefore, he/she scored lower marks.

2.2.6 Question 8: Openings

The candidates were required to explain three things to be observed to make an opening neat and even in part (a); part (b) required them to outline four ways that can be used to decorate a faced slit opening; and part (c) required the candidates to explain, with the aid of diagrams, the preparation procedure for working faced opening.

The question was attempted by 146 (97.3%) candidates who sat for the examination. Four (4) candidates (2.7%) did not attempt it. The analysis of the candidates' performance indicates that 132 (90.4%) candidates scored from 0 to 2.5 marks, out of which 97 (66.4%) scored zero (0), 13 (8.9%) candidates scored from 3 to 6 marks and only 1 (0.7%) scored 6.5 marks out of 10 allotted marks. The general performance in this question was poor since 132 (90.4%) candidates scored below average indicating that they had insufficient knowledge about openings. This data is illustrated in figure 8.

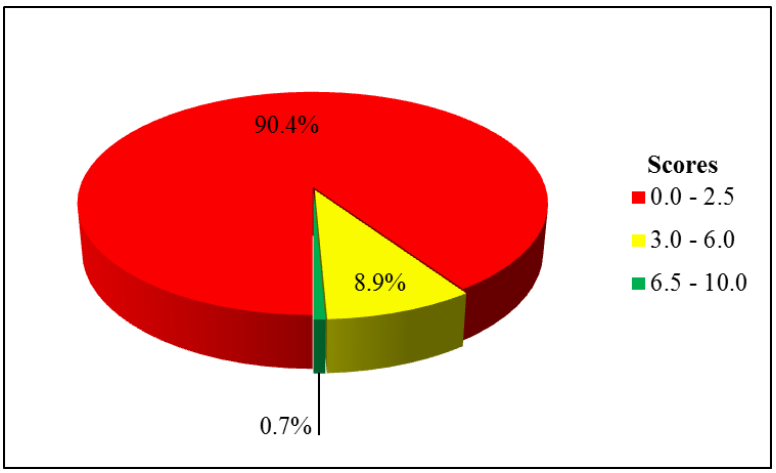


Figure 8: *The percentage of candidates' performance on Question 8*

The candidates' response analysis shows that 132 (90.4%) candidates performed poorly because of insufficient knowledge about the topic of openings, while others misinterpreted the requirement of the question. In part (a), some of them provided the factors to consider when choosing the style of an opening and fastening instead of the things to be observed to make an opening neat and even. Hence they provided responses such as, *position of the opening, consider the type of the fabric used, age of the wearer* and *the style of the garment*. Others provided unrelated responses. For example, one candidate wrote, *An opening should be gradual tapering at the point, an opening should be firmly secured and hemmed* and *opening should be well attached on garments.*

A further analysis indicates that the candidates failed to understand the demand of the question in part (b). Therefore they provided the methods of finishing raw edges. Examples include, *binding, facing, by using crossway strips, additional of material on the main garment such as yokes*. These candidates were supposed to provide ways that can be used to decorate a faced slit opening. Others gave the ways of closing an opening by writing different

fastenings. For example, one candidate wrote, *by the use of fastenings such as zips, use of Rouleau loops, by using button and buttonholes*. Others skipped this part. Most of the candidates in this group failed to describe using diagrams the preparation procedure for working a faced slit opening in part (c). For example, one candidate wrote, C*onsider the garment being made and that it should be suitable on a given type of cloth. Consider the material being used if it matches with the opening* and *Consider position of an opening on the garment.* Another candidates wrote, *An opening should be of proportional size; an opening size should be proportional also correspond of the whole of garment; an opening should be of similar width in body part*. These responses indicate that the candidates did not understand the question demand as illustrated in Extract 8.0.

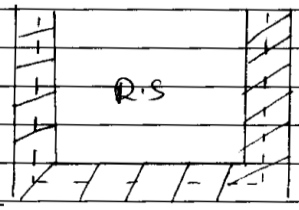
8. a) i) The seam can be wrong side on the facing the flat strong a finish on a garment

ii) Width the material Used for sewing and the Opening neat and even in the garment

iii) Equal Colour of thread and seam that material Used in sewing.

b) i) Shapped facing
ii) transparent material
iii) Zigzag
iv) gathers.

c)



8 c) Preparation procedure for walking faced slit Opening.

i) Cutting the material by Used the pattern Used for sewing on garment
ii) Pass the material Used in sewing in wrong side space used seam.
iii) Used the flat strong finish on a garment
iv) Joining the garment into piece into sewing process

Extract 8.0: A sample of candidates' poor responses to Question 8.

In Extract 8.0, the candidate did not provide relevant responses to any part of the question; hence he/she scored lower marks. This shows that the candidate had inadequate knowledge about openings.

In contrast, the analysis indicates that 14 (9.6%) candidates scored above average. These had moderate knowledge about openings. Most of the

candidates in this category insufficiently explained three things to observe to make an opening neat and even. For instance, in part (a), some of the candidates mixed relevant and irrelevant responses. Moreover, in part (b), some of the candidates managed to give two to three points on the ways that can be used to decorate a faced slit opening. For example, one candidate wrote, *by using contrasting colour of the facing, by turning the facing to the right side of the material, by working embroidery stitches on the right side of the opening*. Another candidate wrote, *sewing rows of machine stitches on the right side of the opening, shaping the edges of the facing*. Furthermore, some candidates mixed correct and incorrect answers while others gave irrelevant responses. In part (c), some of the candidates managed to give the preparation procedure for working a faced slit opening by drawing correct diagrams, while others failed to do so. These responses show that the candidates were aware of the concept of opening but lacked adequate knowledge to answer this question effectively.

2.2.7 Question 9: Garment Construction

This question required the candidates to describe two tests for identifying the direction of selvedge threads on a piece of material in part (a), while in part (b), they were required to explain briefly five rules they would observe when preparing material for cutting out.

The analysis indicates that the question was attempted by 148 (98.7%) candidates who sat for the examination. Two (2) candidates (1.3%) did not attempt it. The analysis indicates that, 134 (89.9%) candidates scored from 0 to 2.5 marks; among them 61 (41.2%) candidates scored zero (0) and 15 (10.1%) candidates scored from 3 to 5 marks, out of 10 allotted marks. The general performance on this question was poor since 134 (89.9%) candidates scored below average. This performance shows that the candidates had inadequate knowledge about garment construction. Table 1 illustrates the performance.

Table 1: *Candidates' Performance on Question 9*

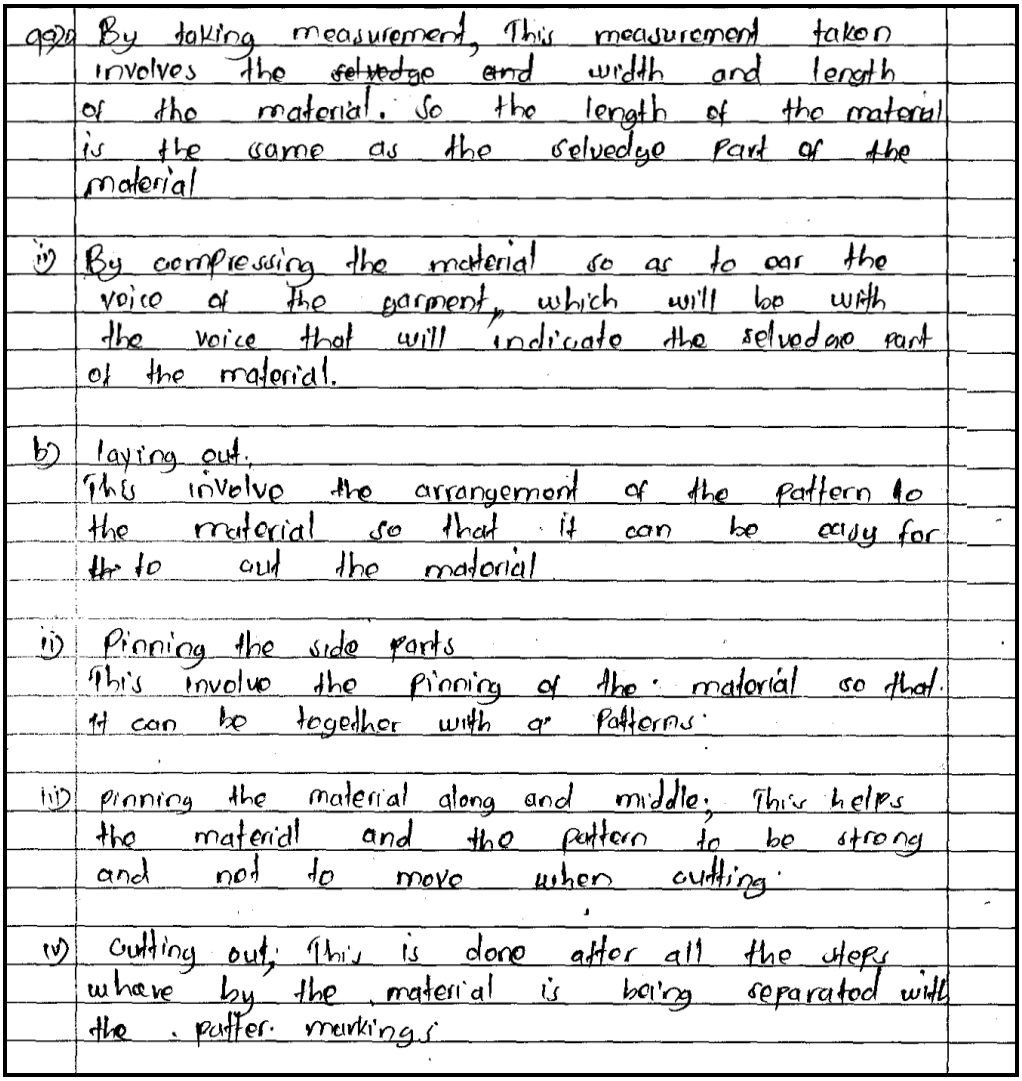
Scores	No. of Candidates	Percentage
0-2.5	134	89.9
3-6	15	10.1

N=149

Table 1 shows that the general performance on this question was poor since 89.9 percent of the candidates scored below average.

The candidates' response analysis indicates that the majority of the candidates (89.9%) did not have adequate knowledge about garment construction. Thus, they failed to provide the correct response to this question. In part (a), most of the candidates failed to describe the tests for identifying the direction of the selvedge threads on a piece of material. Hence, they provided irrelevant answers. For example, one candidate wrote, *The selvedge thread on a piece of material are identified by looking on the raw of the material; the selvedge threads are long than other thread*. Another candidate responded *Through measuring the length of the material by using a tape measure* and *the selvedge thread has the sound than others*. However, the candidate failed to realize that the tape measure can be used to measure any part of the material. Moreover, other candidates copied some texts from the previous question. For example, one candidate wrote, *Allow shortening and lengthening and allow the life of the garment* and *to prolong and to ensure good fit if the garment to make one line of stitch at a time*.

In part (b), the candidates gave the procedure for cutting out instead of rules to be observed when preparing material for cutting out. For example, one candidate wrote, *place the large pieces of pattern and cut them first before the small pattern pieces; use sharp cutting out shear when cutting out; place the table at the place where there is enough light;* and *place the hand on the work when cutting out*. These responses indicate that the candidates lacked skills in identifying the direction of selvedge threads. Accordingly, they failed to explain the rules to be followed when preparing materials for cutting out. Moreover, they lacked enough practice in laying and cutting out. Extract 9.0 is a sample of the poor responses to this question.



Extract 9.0: A sample of candidates' poor response to Question 9.

In Extract 9.0, the candidate provided irrelevant responses in part (a). Moreover, he/she provided the procedure for laying and cutting out the material instead of the rules to observe when preparing material for cutting out. The candidate had insufficient knowledge of garment construction. Consequently, he/she scored low marks.

The analysis indicates that, conversely, the 15 (10.1%) candidates who scored average marks had moderate knowledge about garment construction. They provided correct tests to identify the direction of selvedge threads on a piece of material. However, their explanations were not satisfactory. For example, one candidate wrote, *Through pulling and stretching the edges of the fabric. The edges which will stretch it will be weft and that will not stretch it will be*

the selvedge threads as they do not stretch and *by pulling the fabric to produce sound*. *The sharp sound is produces from the selvedge direction*. Furthermore, the candidates failed to provide the correct responses in part (b) which were as follows;

- Straighten the ends of the length of material by cutting along a straight thread of the pattern of the material or draw out a thread across the end of the fabric and cut along it.
- If it is not possible to cut the fabric immediately, remove it from its bag and store it rolled onto a rod or folded paper.
- Examine the fabrics flaws. On most length of material any bad flows are indicated on the selvedge opposite with a small tag.
- Test the material for shrinkage. If not guaranteed shrink-proof, the material should be pressed all over evenly with a hot iron or a damp cloth.
- Examine the pattern of material.

All the candidates in this category provided one or two points in part (a), which led them to score average marks.

2.3 Section C: Structured Questions

This section consisted of two structured questions from the topic of *Dressmaking Process* (Pockets) and *Fabrics*. The candidates were required to answer only one question. Each question carried 15 marks.

2.3.1 Question 10: Pockets

The question had three parts. The candidates were required to give two reasons for having a pocket on garment in part (a), differentiate a patch pocket from a bound pocket in part (b), and explain with the aid of diagrams the steps of working a patch pocket in part (c).

This optional question was attempted by 105 (70.0%) candidates who sat for the examination and 45 (30%) candidates did not attempt it. The candidates' response analysis indicates that 18 (17.1%) candidates scored from 10.5 to 13 marks, out of 15 allotted marks; 31 (29.5%) scored from 5 to 10 marks; and 56 (53.3%) candidates scored from 0 to 4.5 marks; Among them, 02 (3.6%) scored 0 marks. The general performance in this question was average since 49 (54.3%) candidates scored above average. Figure 9 summarizes the performance.

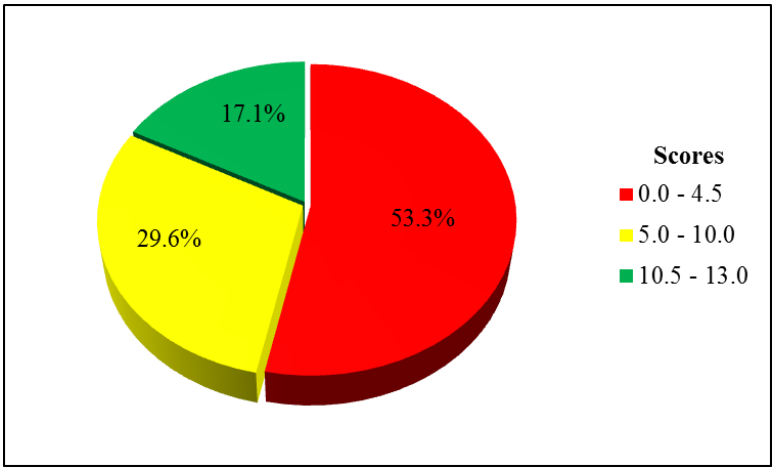


Figure 9: *The percentage of candidates' performance on Question 10*

On the other hand, the analysis of the candidates' responses indicates that those who performed well had sufficient knowledge about the types of pockets, their uses, and how to work pockets. One candidate responded in part (a) as follows: *For function, that is to put small objects inside* and *for decorative purpose*. Another candidate wrote, *Functional reasons such as storing small objects* and *improving appearance by using contrast pocket on plain garment*.

Furthermore, in part (b), these candidates correctly differentiated patch pockets from bound pockets. Some of their responses were, *A patch pocket is the type of pocket that is stitched flat on the right side of a garment while a bound pocket is a pocket which resembles a large bound buttonhole*. Another candidate wrote, *Patch pocket is seen on the right side of the garment after it is done and is sewn by stitching a different piece of material on the right side of the garment WHILE a bound pocket is seen on the wrong side of the garment after it is done and on the right side it appears like a large bound buttonhole*. Moreover, these candidates managed to provide the steps for working a patch pocket although some of the explanations were not satisfactory. Hence they did not score full marks. Extract 10.1 is a sample answer from the script of the candidate who performed well.

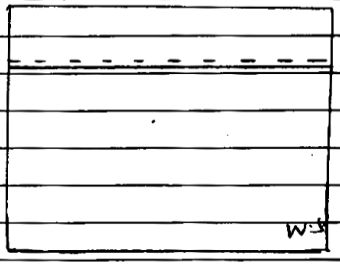
10a) Reasons for having pocket on garments:
- For decoration as in some pockets are used as decoration once a contrasting colour is used example patch pocket can be used to alter a decorative effect.
- For keeping small items such as money safe in which one can walk with it example concealed or in seam pocket.

b) A patch pocket is stitched on the right side of the garment while a bound pocket is stitched on the wrong side of the garment and looks like a large bound buttonhole.

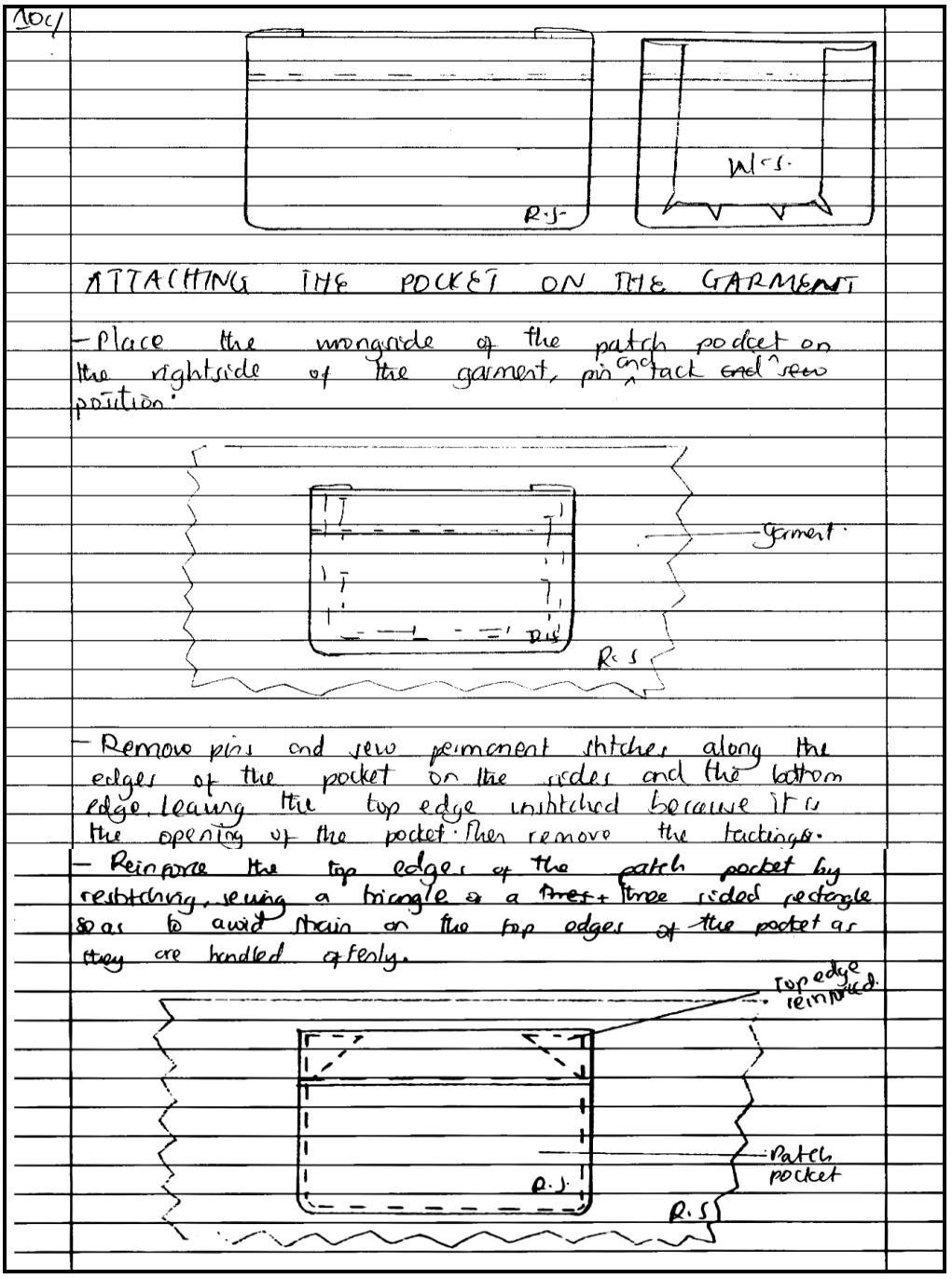
c) Steps for making a patch pocket:

PREPARATION OF THE POCKET
- Cut out the required shape ~~and~~ of the pocket and the required width of the pocket opening.

- Make a hem on the top edge of the pocket which can be much wide than the other turnings and stitch into position.



- Then, make turnings on the sides of the pocket together with the bottom edge of the pocket towards the right side.
- For curved edges, clip the corners so that the pocket can lie flat.



Extract 10.1. A sample of candidates' good responses to Question 10.

In Extract 10.1, the candidate provided the correct reasons for having pockets on a garment in part (a). He/she differentiated patch from bound pockets in part (b). Moreover the candidate managed to explain, with the aid of diagrams, the steps to be followed in working a patch pocket. Thus, he/she scored high marks.

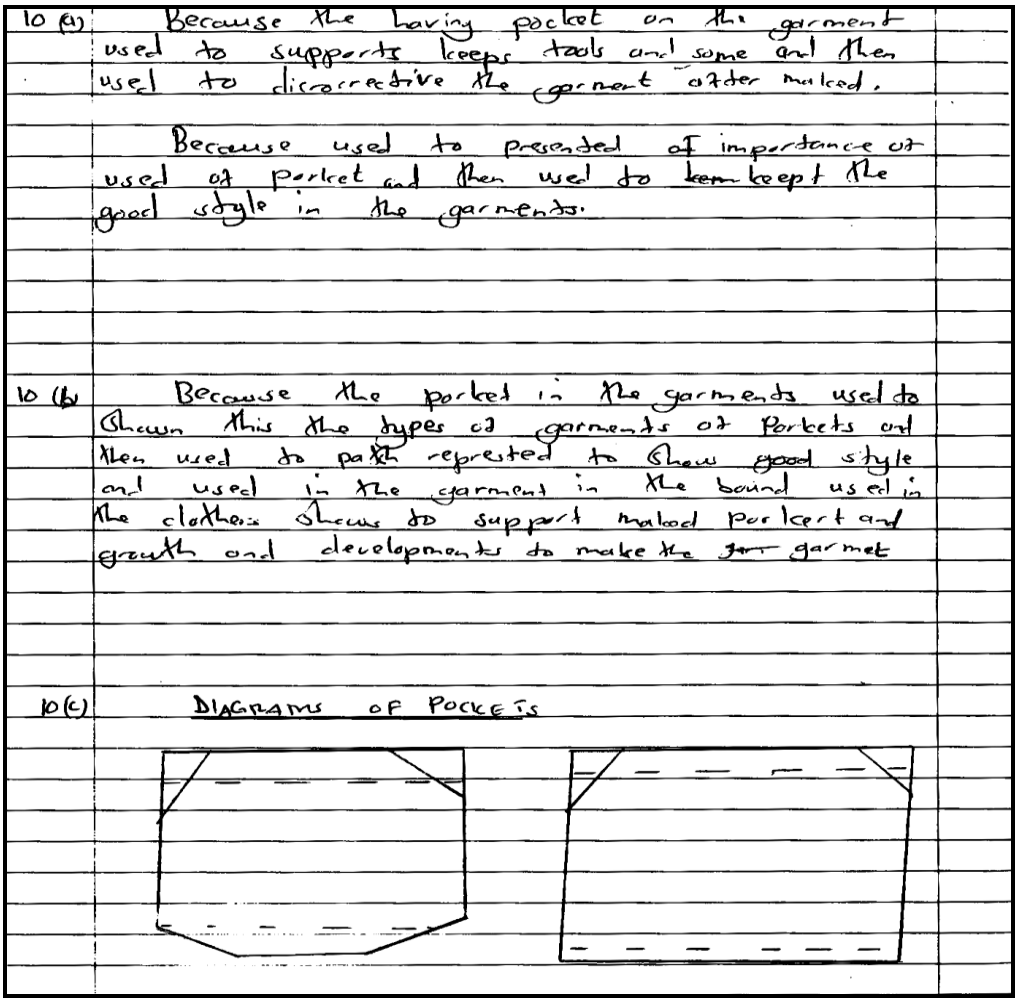
In contrast, 31 (10.5%) candidates scored average marks. These managed to provide one to two points out of the total points required by the question. Some candidates mixed correct and incorrect points to answer the question. Others provided the correct responses in part (a) and (b) but failed to explain the steps to follow in working a patch pocket: hence, scored average marks. For example, in part (a), one candidate wrote, *Pockets are used for decorative purposes when different colours are used*. In part (b), he/she wrote, *A patch differs from bound because a patch pocket is attached on the outer part of the garment while a bound pocket is made inside and is seen outside like a large buttonhole*.

A further analysis of the candidates' responses reveals that the 56 (45.7%) candidates who performed poorly had inadequate knowledge of pockets. Some of them failed to understand the demand of the question. For example, in part (a), some of the candidate failed to give the reasons for having pockets on garments. One candidate wrote, *Pockets are used as a patch (mending) example patch pocket*. This response shows that the candidate misinterpreted the patches used for mending and patch pocket. Other candidates managed to give one reason for having pockets instead of two reasons as the question demand.

In part (b), these candidates failed to differentiate between patch pocket and bound pocket. Therefore they provided incorrect responses such as, *patch pocket is a piece of material added and it is seen outside while bound pocket is the piece of material which is not added outside it is not seen outside; patch pockets are pockets found on shirts while bound pockets are found on trousers*; *pocket differs from bound pocket in a way that with patch pocket another layer of material id added on the garment while bound pocket there is no layer added but it is within the garment*. Another candidate wrote, *patch pocket is the type of pocket which attached in the garment while bound pocket is the type of pocket which inserted into garment*. The correct difference between the patch pocket and the bound pocket is that 'patch pocket is a piece of material stitched flat on the outside of the garment while the bound pocket looks like a large bound buttonhole made by double layers of material which are stitched together to form a pocket'.

Moreover, the candidates who performed poorly in part (c) of this question failed to understand the demand of the question. Hence, they provided irrelevant responses instead of explaining the steps of working a patch pocket. For example, one candidate wrote, *Sew your garment you need example the apron, cut a piece of cloth in curved shape, place the curved shape to your*

apron through folding and use the running stitch to attach it before sewing, stitch the patch with the machine, cut the yoke with different colour so that to show the decoration of pocket. Some drew incorrect diagrams to show the steps to work a patch pocket while others skipped this part. Extract 10.2 is a sample of irrelevant answers to this question.


10 (a) Because the having pocket on the garment used to supports keeps tools and some and then used to discorrective the garment after marked.

Because used to presented of importance of used of porket and then used to keem keept the good style in the garments.

10 (b) Because the porket in the garments used to Shown this the types of garments of Porkets and then used to paxx repreated to Shows good style and used in the garment in the bound used in the clothes Shows to support maked porkert and growth and developments to make the ~~for~~ garmet

10(c) DIAGRAMS OF POCKETS

Working a patch pocket is the system or process where by machine maked the ~~e~~ clother of putting on the garment after made or keeept the some part on the garment and then the pocket on the clother or the garment used to supports decration and used to keep advantage and keep the good tools and othe things, I am going to following the patch pockets

Choose the material the same of clother used. in this the steps of used before wanted to maked the pocket because should to be maked a good quality of used in the garment and then used to getting good shown the style after maked.

Cutting the material: used the cutting the material because it is the good step because used before maked the porket and then maked the good porket in the garmant.

Decrotating the good style in the clothers and the porket used for decrotating in the clother and in the garment because it is good importance for useed to decrotating on the garments and then supports to growth and developments textiles and dressmaking.

Produced the types of good wanted to used. it wanted to be or to maked the porket should be to try avoid used in the maked of clothers and then steps of working a ~~path~~ patch of the pocket and then used this step to supports of maked to pockets

Generally the steps of working a ~~path~~ patch of porket used to good importance because keeept many some thing including the money.

Extract 10.2: A sample of candidates' poor responses to Question 10.

In Extract 10.2, the candidate failed to provide the correct responses in all parts of the question. Hence, he/she scored lower marks. The candidate also portrayed difficulties in responding to the question using the English language.

2.3.2 Question 11: Fabrics

The question required the candidates to give reasons why linen material is suitable during summer in part (a), in part (b) they were required to outline two properties that make linen fabric better than cotton, and in part (c), they were required to explain the eight steps of manufacturing linen fabric.

This question was skipped by most candidates; only 42 (28.0%) candidates who sat for the examination attempted it while 108 (72.0%) candidates did not. The analysis of the candidates' performance shows that 13 (31.0%) candidates scored from 10.5 to 13.5 marks; 3 (7.1%) candidates scored from 5.5 to 8 marks; and 26 (61.9%) candidates scored from 0 to 4.5 marks. Among them 5 (11.9%) candidates scored zero (0). The general performance on this question was average since 16 (38.1%) candidates scored from average and above. Figure 10 illustrates this data.

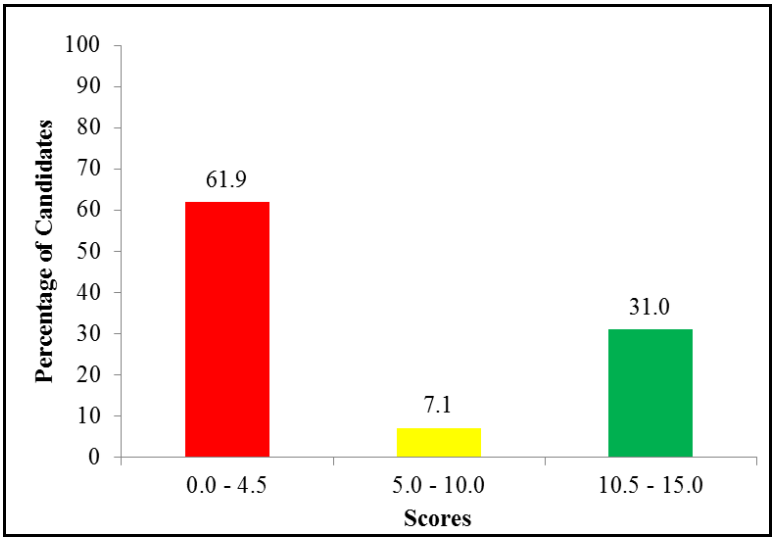


Figure 10: *The Percentage of candidates' performance on Question 11*

The analysis reveals that the 13 (31%) candidates who performed well on this question had adequate knowledge of the manufacturing process of linen fabric as well as its advantageous properties over cotton fabric. Most of the candidates gave correct reasons as to why linen material is suitable during summer in part (a). The candidates' responses were such as, *linen is cool to wear, it is good absorbent and makes a person to remain cool, it is a good conductor of heat*.

A further analysis shows that, in part (b), the candidates correctly outlined the properties that make linen fabric better than cotton fabric. For example, one candidate wrote, *Linen does not shrink as compared to cotton fabric.* Another candidate wrote, *Linen is lustrous and shine brighter than cotton*. However, most of the candidates provided one point out of the two points required by the question. Other relevant points were, 'linen can withstand high temperature', 'linen fabric is very strong', 'linen material is more brittle than cotton material'. Moreover, the candidates explained correctly all eight steps of manufacturing linen fabrics in part (c), although some of the candidates' explanations were not satisfactory. Extract 11.1 is a sample of the correct responses from the script of a candidates who had sufficient knowledge about linen fabric manufacturing and properties that make linen better than cotton fabric.

11.a) Linen is suitable during summer because it is a good conductor of heat. thus it easily loses heat.

b) - Linen is stronger fabric than cotton fabric.
- Linen is not affected by mildew.

11 c) MANUFACTURE OF LINEN FABRIC.

Retting, this involve the rotting away of the woody stem covering of a flax plant. This process takes place nowdays in tanks under controlled conditions.

Scutching, The fibres are cleaned, the seeds and stem covering are removed.

Hackling, The fibres are combed and shorth threads are removed incidentally !

Spinning, The fibres are immersed in hot water to loosen the natural gum so that to facilitate twisting of the several yarns together to form a compact yarn.

Weaving, the weft threads are passed alternately over and under the warp threads, most of the times plaine weave is formed.

Bleaching is a process which involves the addition of chlorine in the linen fabric so as to make it more white

Fabrics formed are then dyed into several colours such that they can be sold in different qualities.

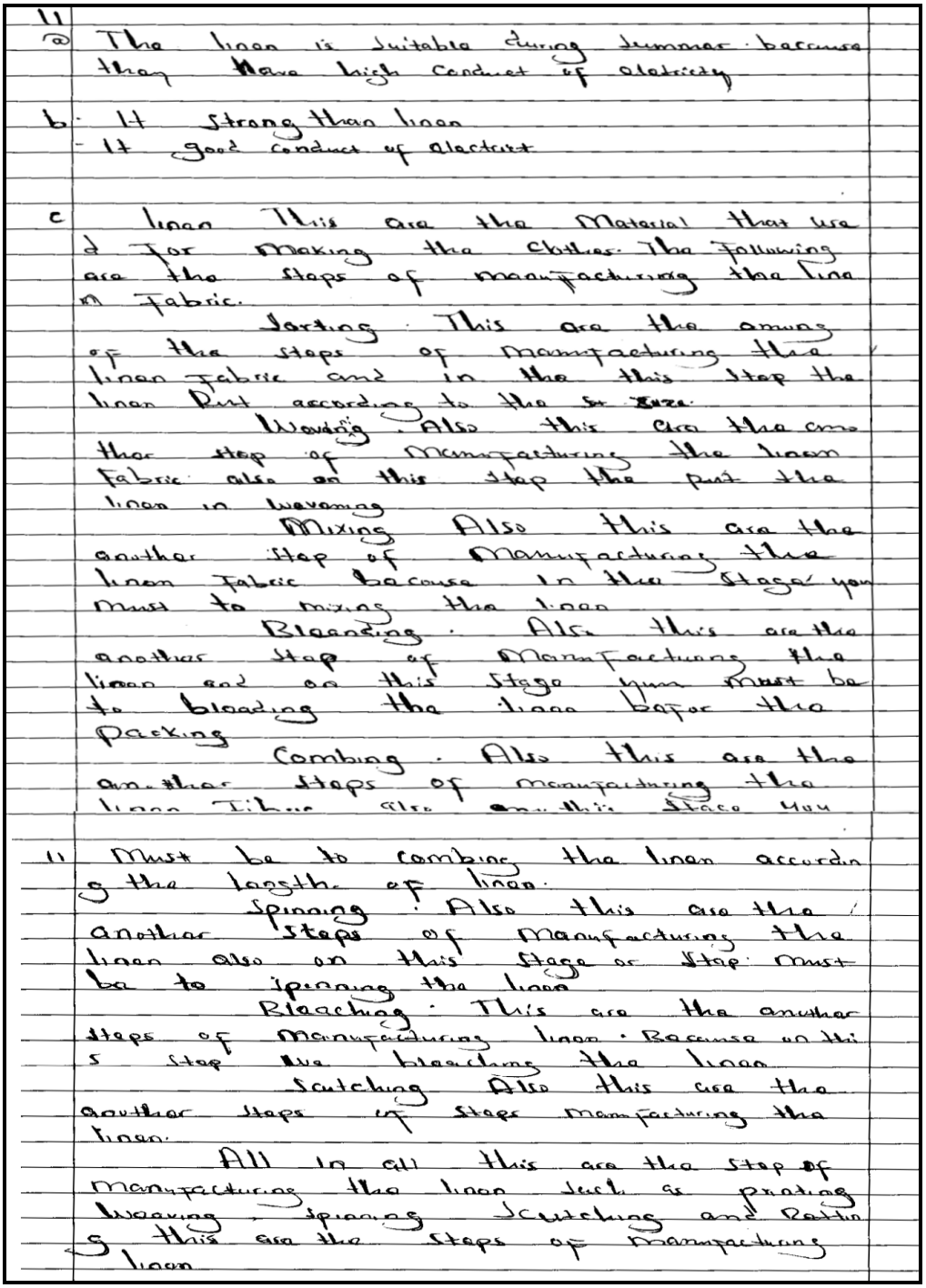
Extract 11.1: A sample of candidates' good responses to Question 11.

In Extract 11.1, the candidate managed to provide the reason why linen fabric is suitable during summer in part (a). He/she also managed to provide one correct properties which makes linen fabric better than cotton fabric in part (b). Moreover, the candidate explained the steps of manufacturing linen fabric. Thus he/she scored high marks.

Furthermore, the analysis indicates that very few candidates performed average on this question. The analysis shows that some of them mixed correct and incorrect responses while others gave two to three points out of the total points required in different parts of the question.

In contrast, the 26 (61.9%) candidates who performed poorly had inadequate knowledge about fabrics, which led them to provide incorrect responses. Most of these candidates failed to differentiate between cotton and linen. In part (a), some of them wrote about cotton fabric instead of linen fabric. For example, one candidate wrote, *Cotton fabric is good absorbent than linen*. In part (b), the candidates failed to outline the properties that make linen fabric better than cotton fabric. For example, one candidate responded *Cotton fabric has low resilience and linen fabric is crease resistant*. However, the candidate failed to realise that linen fabric creases badly unless treated with crease-resistant finish. Another candidate wrote *Linen stays longer than cotton*, but they lacked knowledge that its durability depends on the care of the fabric.

Besides, analysis indicates that, in part (c), some of the candidates mixed the production steps of other fabrics and that of linen. For example, one candidate provided the production steps of cotton fabric as he/she wrote, *balling, bale braking, opening, carding, drawing, roving, sorting, spinning and weaving* instead of 'retting, scutching, hackling, spinning, weaving, bleaching and printing/dyeing'. Another candidate provided steps for wool production instead of linen production. This candidate confused *Linen* and *wool* fabrics. Other candidates provided irrelevant answers featured by unclear meanings due to their failure to understand the demand of the question. These responses show that the candidates had inadequate knowledge of fabrics production and its properties. Extract 11.2 is a sample answer from the script of a candidate who performed poorly.


11
a) The linen is suitable during summer because they have high conduct of electricity

b. It strong than linen
- It good conduct of electrict

c linen This are the Material that use d for making the clothes. The following are the steps of manufacturing the linen fabric.

Sorting. This are the among of the steps of manufacturing the linen fabric and in the this step the linen Put according to the size.

Weaving. Also this are the one ther step of manufacturing the linen fabric also on this step the put the linen in weaving

Mixing Also this are the another step of manufacturing the linen fabric because in the stage you must to mixing the linen

Bleaching. Also this are the another step of manufacturing the linen and on this stage you must be to bleaching the linen befor the packing

Combing. Also this are the another steps of manufacturing the linen Tibue also on this stage you

11 Must be to combing the linen according the lagth of linen.

Spinning. Also this are the another steps of manufacturing the linen also on this stage or step must be to spinning the linen

Bleaching. This are the another steps of manufacturing linen. Because on this step we bleaching the linen

Scutching Also this are the another steps of steps manufacturing the linen.

All in all this are the step of manufacturing the linen such as printing weaving, spinning scutching and Bettin g this are the steps of manufacturing linen

Extract 11.2: A sample of candidates' poor responses to Question 11.

In Extract 11.2, the candidate provided incorrect responses to all parts of the question. In part (c), he/she mixed the steps to produce different fabric production. These responses indicate that the candidate was not knowledgeable about linen fabric.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN PAPER 2

The paper consisted of one question that required the candidates to perform eight tasks, which include *presentation, cutting out, making tucks, working the pleat, joining the yoke to the dress front, joining the dress back, yoke and yoke lining to the shoulder seam, joining the side seam of the dress* and *finishing the yoke lining* to complete the right half of a child dress. Furthermore, the candidates were required to demonstrate all the activities indicated in each task.

3.1 Task 1: Presentation

In this task, the candidates were required to present the right half of a child dress. The task consisted of activities (a), (b) and (c). The candidates were required to (a) present a neat garment, (b) attach a label securely on a single fabric, and (c) make the correct side of the garment.

This task was performed by all 150 (100%) candidates. The analysis of the candidates' performance indicates that 88 (58.7%) candidates scored from 6 to 9.0 marks; 42 (28.0%) candidates scored from 3 to 4 marks; and 20 (13.3%) candidates scored from 0 to 2.5 marks. The general performance on this task was good since 130 (86.7%) candidates scored average and above. The candidates showed a good mastery of presentation skills, like neatness, correct labelling and making the correct side of the garment. Thus, they scored high marks. Figure 2.1 illustrates the performance.

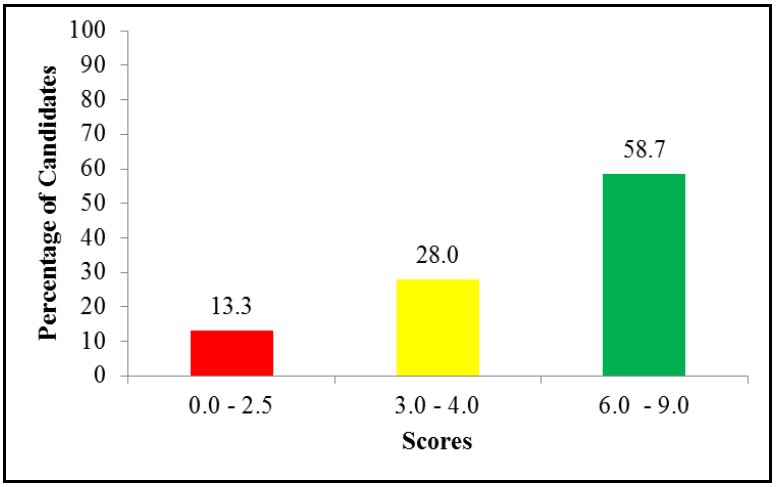


Figure 11: *The percentage of candidates' performance on Task 1*

The analysis shows that the candidates (58.7%) managed to present the neat work in part (a) as they managed to remove the pins, tacking threads and loose

threads. They also attached a label correctly on a single layer of the fabric using tacking stitches. Moreover, the candidates made the correct side of the garment in part (c), which was the *right side*. This indicates that the candidates had sufficient knowledge about and how to present a finished work. As a result, they scored higher marks.

In contrast, 20 (13.3%) candidates had weak performance. Hence, they failed to present their articles as the task required. In part (a), some of them did not remove the tacking threads while others did not trim the finished seam, leaving the loose threads hanging. Moreover, some of the candidates had articles with tracing marks seen on the right side of the garment. In part (b), some of the candidates attached the label by machine stitches, instead of using tacking stitches. Others attached the label on the double layer of the material while others attached over the seamline. Furthermore, some of the candidates made the left side of the garment instead of the right side. This shows that the candidates lacked enough practice in making a garment. Accordingly, they failed to join the garment correctly and scored lower marks.

3.2 Task 2: Cutting Out

In this task, the candidates were required to demonstrate the skills in cutting the material. The task had activities (a), (b), (c) and (d), The candidates were required to cut a dress front in activity (a), dress back in activity (b) and a yoke in activity (c). Moreover, the candidates were required to cut a yoke lining in activity (d). All pieces were supposed to follow the exact grain of the fabric.

The task was performed by all 150 (100%) candidates. The data analysis indicates that 65 (43.3%) candidates scored from 8.5 to 12 marks; 61 (40.7%) candidates scored from 4 to 8 marks; and 24 (16.0%) candidates scored from 0 to 3 marks. The general performance on this task was good since 126 (84.0%) candidates scored above average. Figure 2.2 illustrates this data.

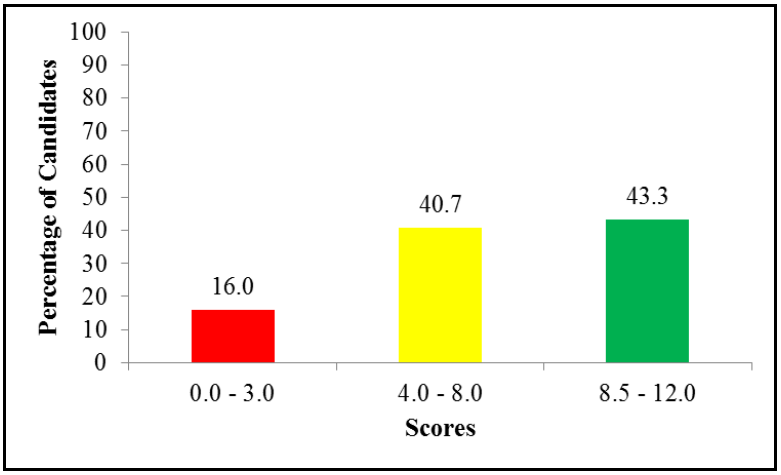


Figure 12: *The percentage of candidates' performance on Task 2*

On the other hand, analysis indicates that most of the candidates managed to cut the dress front in activity (a), whereby they cut exactly on the grain; besides, they appropriately cut the dress back in activity (b). Furthermore, the analysis shows that most of the candidates successfully cut a yoke and a yoke lining in activity (c), although some of them failed to cut the yoke lining correctly in activity (d). Most of these candidates managed to cut the material on the exact grain. However, some of them missed the grain as the materials were cut slightly off grain.

Nevertheless, a further analysis shows that some of the candidates failed to cut the material on grain. Instead, they cut off grain while other candidates cut correctly the dress front in activity (a) and dress back in activity (b). However, they failed to cut the yoke piece on grain in activity (c) and yoke lining in activity (d). Other candidates failed to cut correctly any of the pieces. Hence they scored low marks.

3.3 Task 3: Making Tucks

In this task, the candidates were required to make tucks. The task consisted of activities (a), (b), (c). In activity (a), the candidates were required to make a tuck correctly; in activity (b), they were required to space the tucks correctly, and in activity (c), they were required to make tucks in even width.

The task was performed by all 150 (100%) candidates. The analysis indicates that 40 (26.7%) candidates scored from 7 to 10 marks; 54 (36.0 %) candidates scored from 3 to 6 marks; and 56 (37.3%) candidates scored from 0 to 2.5 marks. The general performance on this task was average since 94 (62.7%) candidates scored above average. Figure 2.3 summarizes this data.

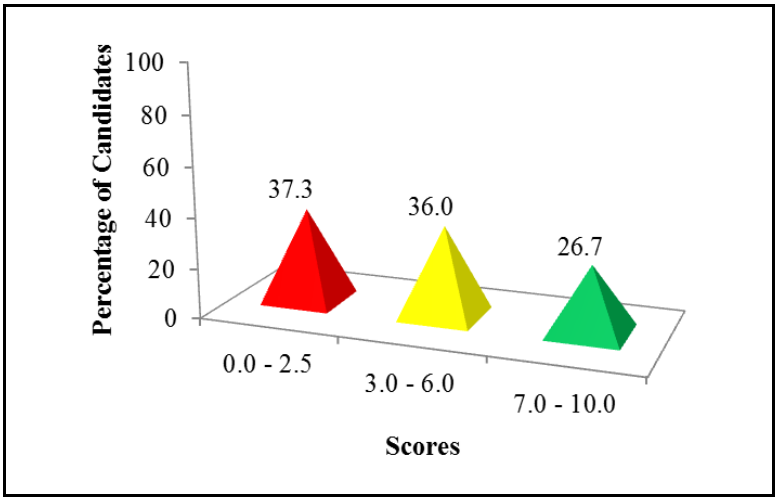


Figure 13*: The percentage of candidates' performance on Task 3*

The data analysis shows that only a few candidates managed to make the correct tuck in activity (a), although some of the candidates in this managed to make spaced tucks in activity (b) while others managed to make tacks with even width in activity (c). This shows that the candidates used tape measures to get the accurate width of the tuck, which implies that they were knowledgeable about making tucks.

On the other hand, the majority of the candidates failed to make the correct tucks in activity (a). Some of them made pleats instead of tucks. Others made gathers instead of tucks. These candidates lacked enough practice in working with tucks. In activity (b), most of them failed to make spaced tucks. Some of them made unspaced tucks while others made undefined tucks. Moreover, the candidates also failed to make even width on the tucks in activity (c); some mixed the tuck of different measurements because other tucks were wider than the rest of the tucks. All the tucks were supposed to measure the same in width. This shows that the candidates had insufficient knowledge about tucks and the process of making them.

3.4 Task 4: Working the Pleat

In this task, the candidates were required to work a pleat. The task consisted of activities (a) and (b). The candidates were required to work an inverted pleat correctly in activity (a) and to press the finished pleat made with even width in activity (b).

The task was performed by all 150 (100%) candidates. The analysis shows that 111 (74.0%) candidates scored from 5 to 7 marks; 15 (10.0 %) candidates scored from 2.5 to 4.5 marks; and 24 (16.0%) candidates scored from 0 to 2

marks. The general performance on this task was good since 126 (84.0%) candidates scored from average and above. Figure 2.4 is illustrative.

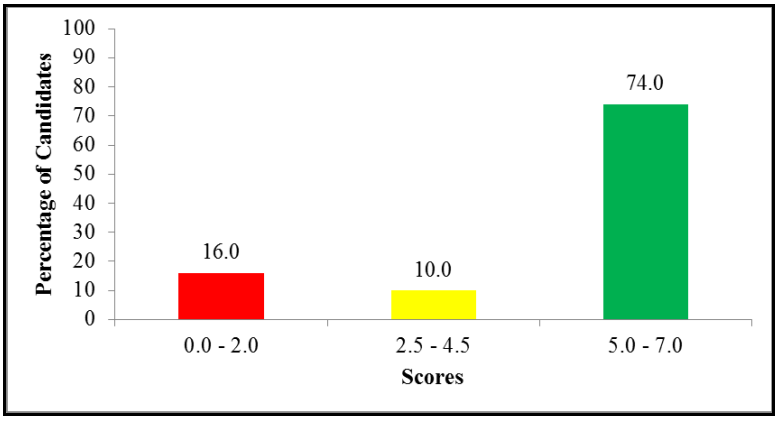


Figure 14*: The percentage of candidates' performance on Task 4*

The data analysis shows that most of the candidates made inverted pleats correctly in activity (a). These candidates followed the pattern markings which led them to get the correct inverted pleats. In activity (b), most of them managed to press the pleats with even width. This shows that the candidates had adequate knowledge and enough practice which contributed to making the correct inverted pleats.

On the contrary, a few, 24 (16%) candidates had weak performance. They failed to make inverted pleats in activity (a). Most of them did not follow the pattern markings. Some of the candidates joined the front and back pieces instead of making pleats on a front piece only. In activity (b), most of the candidates failed to make pleats with even width since such pleats were wrongly made. Other candidates did not perform this activity. Hence they scored lower marks.

3.5 Task 5: Joining the Yoke to the Dress Front

In this task, the candidates were required to join the yoke to the front part of the dress. The task consisted of activities (a), (b), (c) and (d). In these activities, the candidates were required to (a) work the correct seam, (b) make stitches close the edge, (c) trim seam allowance and clip the corner well, and (d) press well.

This task was performed by all 150 (100%) candidates. The analysis shows that 24 (16.0%) candidates scored from 6.5 to 9 marks; 54 (36.0%) candidates scored from 3 to 6 marks; and 72 (48.0%) candidates scored from 0 to 2.5

marks. The general performance on this task was good since 78 (52.0%) candidates scored from average and above. Figure 2.5 summarizes this data.

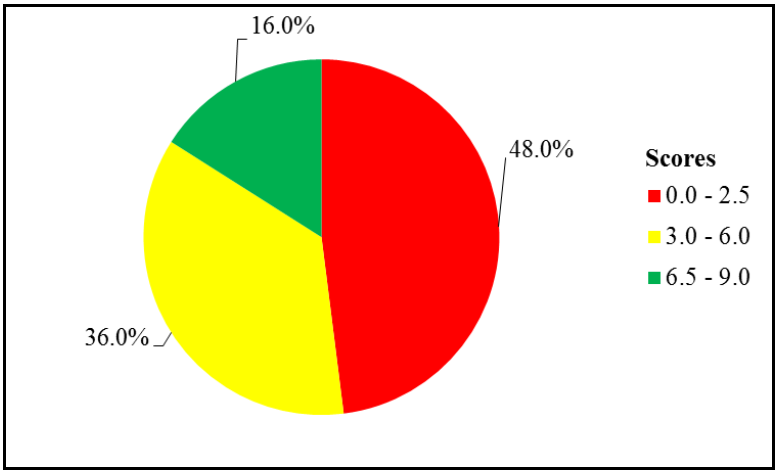


Figure 15*: The percentage of candidates' performance on Task 5*

The data analysis shows that most of the candidates made correct seams in activity (a). These candidates identified the seam from the given diagram. Some of the candidates managed to stitch straight close to the edge in activity (b). However, other candidates made overlaid seams but not close to the edge. Moreover, most of the candidates in this group managed to trim the seam allowance and clipped the corner well in activity (c). In activity (d), the candidates correctly pressed the finished seams.

On the other hand, 72 (48%) candidates failed to make the correct seam in activity (a). Some of them worked open seams and others worked double stitched seams. These candidates failed to recognize the correct seam from the given diagram. In activity (b), most of them failed to stitch straight close to edge since the seam worked was wrong. Moreover, some of the candidates left the seam without trimming in activity (c), causing the bulkiness of the finished seam. In activity (d), some of them failed to press the finished seam. These candidates were not aware that pressing makes the finished seam to lie flat neat. This shows that the candidates had insufficient knowledge about seams and how to work them. Therefore, they scored lower marks.

3.6 Task 6: Joining the Dress Back, Yoke and Yoke Lining to the Shoulder Seam

In this task, the candidates were required to join the shoulder part of the back dress, yoke and yoke lining together. The task consisted of activities (a), (b), (c) and (d). In these activities, the candidates were required to (a) work the

correct seam, (b) join the shoulder seal correctly, (c) trim seam allowance, and (d) press well the finished seam.

This task was performed by all 150 (100%) candidates. The analysis shows that 37 (24.7%) candidates scored from 6.5 to 10 marks; 57 (38.0%) candidates scored from 3 to 6 marks; and 56 (37.3%) candidates scored from 0 to 2.5 marks. The general performance on this task was average since 94 (62.7%) candidates scored from average and above. Figure 2.6 illustrates this data.

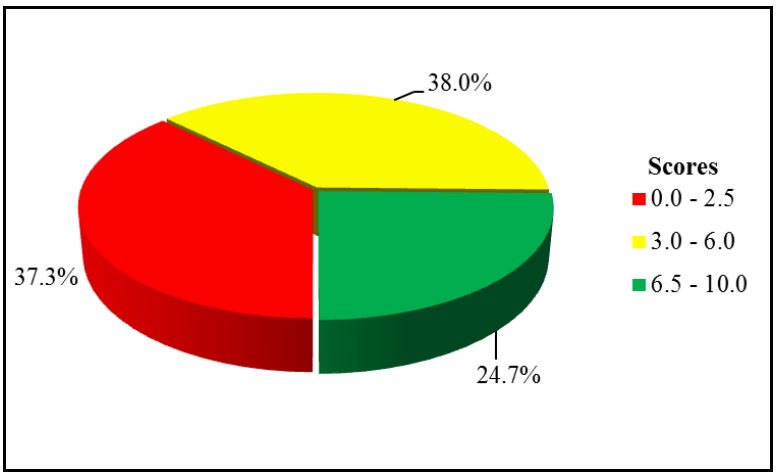


Figure 16*: The percentage of candidates' performance on Task 6*

The analysis shows that (24.7%) candidates managed to join the shoulder part of the back dress, yoke and yoke lining together in activity (a). They also joined all pieces together using the correct seam which was the *open seam*. In activity (b), the candidates managed to join the shoulder seal by inserting the back dress between the yoke and the yoke lining. This shows that these candidates had sufficient knowledge and enough practise in making dresses with yoke which enabled them to join correctly all pieces. In activity (c), most of the candidates trimmed the seam allowance well, and in activity (d), the candidates successfully press the seam open, which made a neat work.

In contrast, 56 (37.3%) candidates failed to make the correct seam in activity (a). Others worked double stitched seams instead of open seams. Moreover, others failed to work any seam in this activity. In activity (b), most of the candidates failed to join the shoulder correctly. Other candidates joined all pieces together. This caused the seam allowance to be seen on the right side of the garment. Moreover, other candidates joined the shoulder and side seam. Therefore, the shoulder side could not be identified while others left the

shoulder part open. These candidates had inadequate knowledge about working a dress with yoke. Consequently, they did not score high marks.

3.7 Task 7: Joining the Side Seam of the Dress

In this task, the candidates were required to join the side seam of the dress. The task consisted of activities (a), (b), (c) and (d). In these activities, the candidates were required to (a) work the correct seam, (b) neaten the seam well, (c) trim the seam well and (d) press well the finished seam.

This task was performed by all 150 (100%) candidates. The analysis shows that 91 (60.7%) candidates scored from 5.5 to 8 marks; 26 (17.3%) candidates scored from 3 to 6 marks; and 33 (22.0%) candidates scored from 0 to 2 marks. The general performance on this task was good since 117 (78.0%) candidates scored from average and above. Figure 2.7 is illustrative.

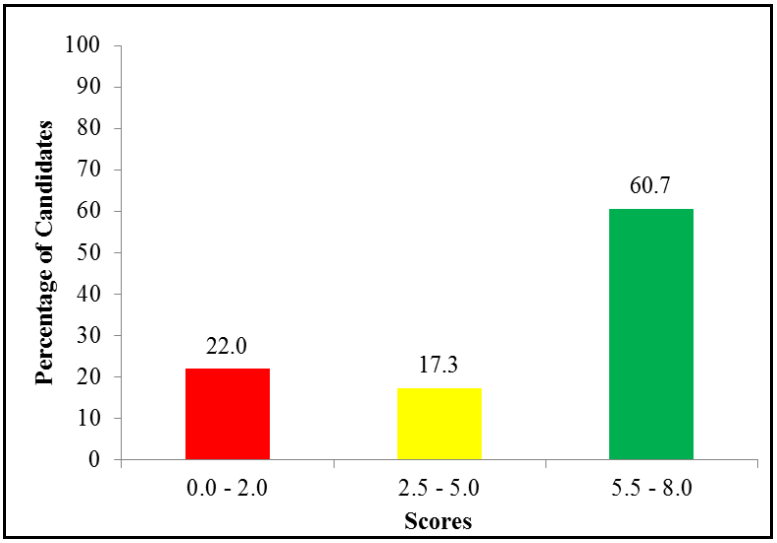


Figure 17: *The percentage of candidates' performance on Task 7*

The analysis shows that the majority of the candidates worked the correct seam, which was the *open seam* or *French seam*. The candidates who chose the *open seam* managed to work the seam correctly in activity (a). These candidates managed to join the side seam. Moreover, the candidates who chose to use the *French seam* managed to work the seam by stitching on the right side first. In activity (b), they managed to trim the *open seam* to remove the loose threads. Furthermore, the candidates who worked the *French seam* managed to trim the seam allowance as they were aware that trimming was essential to reduce the bulkiness in the finished seam. The candidates also managed to neaten the *open seam* using different methods in activity (c). The methods used were such as loop stitches, overcasting, machine stitching, and

pinking shears. Furthermore, most of the candidates managed to work the *French seam* with the even width of 6mm. This seam is self-neatened; hence, the candidates managed to work a neat seam. In activity (d), most of them managed to work an *open seam* with even width. This was possible using pattern markings. Thus, these candidates managed to follow the markings. Moreover, those candidates who worked the French seam managed to work a seam without pockets along the edges. This indicates that the candidates had good knowledge of working different types of seams. Therefore, they scored high marks.

In contrast, 33 (22%) candidates failed to make the correct seam in activity (a). Some of them worked the *machine fell seam* instead of the *open seam* or *French seam*. These candidates failed to understand that the suitable seam for a child dress is the *open seam* or *French seam*. In activity (b), they failed to trim correctly the seam while others did not trim the seam at all. In activity (c), most of them failed to neaten the seam, leaving excess material which causes bulkiness in the finished seam. In activity (d), some of them did not follow the pattern markings. Hence, they worked the seam with uneven width. Moreover, other candidates worked seams with pockets along the edges of the seam. This indicates that the candidate had insufficient knowledge of the seam and how to work it. Accordingly, they scored lower marks.

3.8 Task 8: Finishing the Yoke Lining Hem

In this task, the candidates were required to finish a yoke lining by hemming. The task consisted of activities (a), (b) and (c). In these activities, the candidates were required to (a) work good hemming stitches, (b) lay a yoke flat and (c) press the yoke well.

This task was performed by all 150 (100%) candidates. The analysis their performance shows that 45 (30.0%) candidates scored from 7 to 10 marks; 48 (32.0%) candidates scored from 3 to 6 marks; and 57 (38.0%) candidates scored from 0 to 2.5 marks. The general performance on this task was average since 93 (62.0%) candidates scored from average and above. Figure 2.8 summarizes this data.

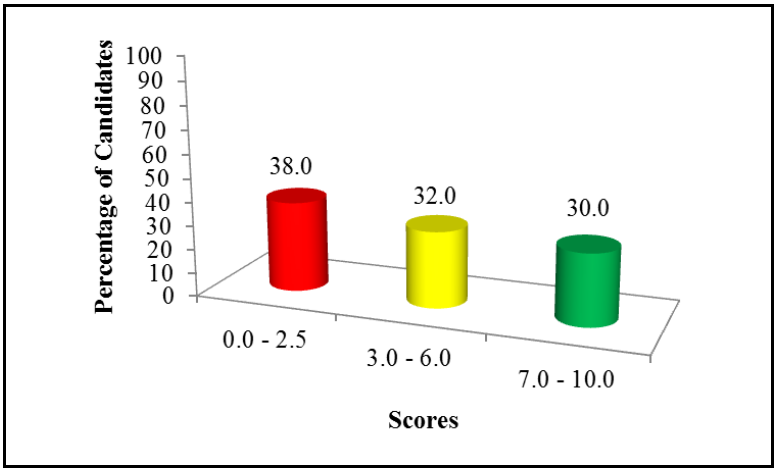


Figure 18: *The percentage of candidates' performance on Task 8*

The analysis shows that most of the candidates managed to work good hemming stitches to neat the yoke in activity (a). Most of the candidates also laid the yoke flat in activity (b). Moreover, the candidates pressed the yoke well, achieving a neat work in activity (c). These candidates had sufficient knowledge about hemming and how to make the work neat by pressing well, scoring high marks.

On the other hand, 57 (38%) candidates failed to make good hemming stitches in activity (a). Most of them worked different stitches instead of hemming stitches; others worked hemming stitches without folding the raw edge. In activity (b), these candidates failed to lay the yoke flat since some of them worked the hemming without trimming, causing bulkiness of the seam. Moreover, they failed to press the finished yoke since some of them joined the yoke wrongly. Therefore, pressing the yoke was not possible. This shows that the candidates had inadequate knowledge of working the yoke on a dress. Accordingly, they scored lower marks.

ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' performance per topic wise in the Textiles and Dressmaking examination for the Certified Secondary Education Examination (CSEE) 2020 revealed that good performance was found in Question 2 which comprised matching items constructed from the sub topic of *fastenings* (73.3%), it ranked first. It was followed by question 1 which was composed of multiple choice items (69.4%). The questions were constructed from various topics, including *Sewing Equipment, The Sewing Machine, Stitches, Pattern Drafting, Methods of Controlling Fullness, Fabrics, Soft Home Furnishing, Colour, Style and Lines in Garment Construction* and *Economics in Textiles*

(69.4%). The analysis shows that the good performance was contributed by the sufficient knowledge about the concepts of the subject matter and the ability of the candidates to understand the demand of the questions.

Furthermore, the analysis reveals that the average performance was observed in the topics/subtopics of *Mending* (63.3%), *Collars* (59.4%), *Pockets* (54.3%), *Seams* (54.1%), *Undergarment* (51.3%), *Fabric* (38.1%) and *Methods of Controlling Fullness* (32.7%).

Moreover, weak performance was found in the topics *Garment Construction* (10.1%) and *Openings* (9.6%) as indicated in *Appendix I*. The analysis shows that the poor performance observed in these topics was due to inability to provide all the points as required by the questions or due to insufficient explanations of the points given as well as the lack of enough practice in practical oriented concepts. Poor command of the English language and inadequate preparation for examination also contributed to the poor performance by these candidates.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The candidates' general performance in the Textile and Dressmaking subject in CSEE 2020 was good since 91.3 percent of the candidates who sat for the examination passed; only 8.7 failed. The analysis indicated that the level of performance in 2020 has decreased by 1.8 percent compared to the performance in 2019.

The good performance was contributed by adequate knowledge of basic concepts of the subject matter and the ability to understand the demands of questions; while the poor performance was contributed by insufficient knowledge about the subject content, failure to understand the requirements of the tasks given, insufficient skills in the practical oriented concepts and misinterpretation of the question requirement.

4.2 Recommendations

To improve the performance of candidates in future in the subject of Textiles and Dressmaking, this report recommends the following:

(a) All topics should be taught thoroughly. Teachers should take strong measures to teach and raise performance on the topics of *Garment Construction* and *Openings* which was poorly performed. More practice in practical concepts should be emphasized for the topics of *Methods of Controlling Fullness* and *Fabrics*, although they were averagely performed. Teachers should use different approaches to enhance good performance on all topics.

(b) Teachers should use different teaching and learning methods that are competence-based. They should also use various teaching and learning materials.

(c) Textiles and Dressmaking laboratories should be well equipped with learning material to enable students to perform practical activities in topics which requires practical, such as *Garment Construction* and *Dressmaking Processes*.

(d) Candidates should be encouraged to use the English language all the time when they are at school and to read books to help them to raise and improve their English language proficiency especially in writing, reading and in speaking.

(e) School managers and head of schools should provide teachers and candidates with teaching and learning materials for practical lessons which will enable the candidates relate the concepts gained theoretically with the actual practice.

(f) Candidates should be guided and given revisions before examinations.

Appendix I

Summary of candidates' Performance per Topic

S/N	Topic/Sub topic	Question Number	The Percentage of candidates who scored 30% and Above	Remarks
1.	Various Topics (Matching items)	2	73.3	Good
2.	Various Topics (Multiple Choice items)	1	69.4	Good
3.	Mending	6	63.3	Average
4.	Collars	4	59.4	Average
5.	Pockets	10	54.3	Average
6.	Seams	7	54.1	Average
7.	Undergarments	3	51.3	Average
8.	Fabrics	11	38.1	Average
9.	Methods of controlling Fullness	5	32.7	Average
10.	Garment Constucrion	9	10.1	Weak
11.	Opening	8	9.6	Weak

Appendix II

The Comparison of Candidates' Performance in 2019 and 2020