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) 2021

TEXTILES AND DRESSMAKING

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052 TEXTILES AND DRESSMAKING

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue a report on Candidates' Item Response Analysis (CIRA) for Certificate of Secondary Education Examination (CSEE) 2021 in the Textiles and Dressmaking subject. The report provides feedback to the educational administrators, students, teachers, parents, policy makers and the public in general on the performance of the candidates. The CSEE marks the end of four years of Ordinary Secondary Education. This summative evaluation shows among other things, the effectiveness of the education system in general and the education delivery system in particular. Essentially, the candidates' responses to the examination questions, strongly indicate what the education system was or was not able to offer to the candidates in their four years of Ordinary Secondary Education.

The analysis presented in this report seeks to contribute towards the understanding of possible reasons for the candidates' performance on each question. The report highlights some of the factors that made the candidates to score high marks on the questions. Such factors include the ability to adhere to the demands of the questions to identify the tasks of the questions to express themselves by using English Language and the knowledge of the concepts related to the subject. Furthermore, the analysis highlights the factors that made some candidates to score low marks on the questions. Such factors include failure to adhere to the demands of the questions, failure to identify the tasks of the questions, lack of knowledge about the concepts related to the subject, poor drawing skills and poor command of the English Language.

The feedback provided will enable the educational administrators, school managers, teachers, and students to identify proper measures to improve candidates' performance in the future examinations administered by the Council.

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

Dr Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report presents the performance of candidates, who sat for (CSEE) Certificate of Secondary Education Examination in Textiles and Dressmaking subject held in November, 2021. The Textiles and Dressmaking examination had two papers namely; *052/1 Textiles and Dressmaking 1* and *052/2 Textiles and Dressmaking 2*. The examination assessed the competences according to the 1997 Home Economics syllabus for the certificate of secondary education examinations.

The *Textiles and Dressmaking 1* paper comprised of eleven questions which were distributed into sections: A, B and C. Questions in 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. The *Textiles and Dressmaking 2* paper comprised of one question, with eight tasks to be tested. Each task consisted of different activities.

A total of 120 candidates sat for this paper, of which 120 (100%) candidates scored the following grades: A – 5 (4.2%), B – 25 (20.8%), C - 65 (54.2%) and D - 25 (20.8%). Further analysis shows that, the candidates' performance in this year has increased by 8.7 percent as compared to the performance in year 2020 in which out of 151 candidates who sat for that examination, 138 (91.3%) passed and 13 (8.7%) failed.

This report provides the analysis of candidates' performance on each question and items in particular. The performance was categorized as *Good, Average* or *Weak* using *green*, *yellow* and *red* colours, respectively. The pass mark for each question was 30 per cent of the marks allocated, or above. The performance was graded as 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 requirements of each question, the per cent of the candidates who attempted the question, the general performance and the reasons for their performance. Some extracts obtained from the candidates'

scripts, tables and graphs that indicate the distribution of candidates' scores are used to illustrate the reported cases.

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

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of (i) to (x) multiple choice items which were composed from the following topics/subtopics: *Sewing Room, Mending, Soft Home Furnishing, Basic Sewing Stitches, Dressmaking Processes (Seams, Openings, Pockets* and *Methods of Controlling Fullness), Undergarments* and *Economics in Textiles and Dressmaking*. The candidates were required to choose the correct answer from among the five given alternatives and write its letter beside the item number in the answer booklet provided.

The analysis of the performance indicates that 35 (29.2%) candidates scored from 7 to 10 marks and 75 (62.5%) candidates scored from 3 to 6 marks. However, 10 (8.3%) candidates scored from 0 to 2 marks out of the 10 allotted marks. Figure 1 illustrates the performance.

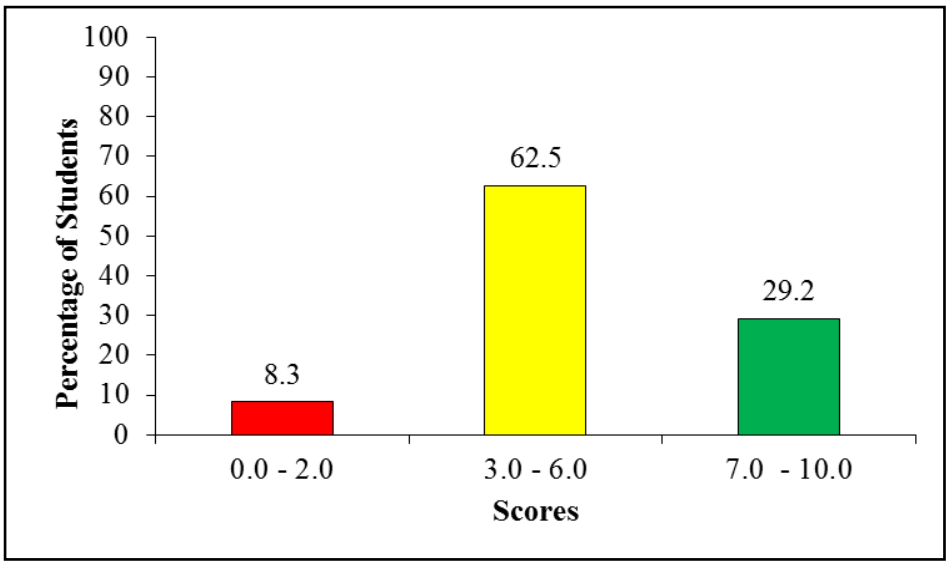


Figure 1: *The Summary of Candidates' Performance on Question 1*

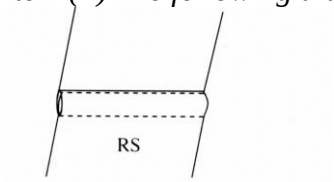
Figure 1 indicates that the general performance on this question was good since 110 (91.7%) candidates scored from average and above. This shows that the candidates had adequate knowledge of different topics tested which enabled them to get high scores. The analysis of candidates' responses on each item is as follows:

Item (i) Which of the following are the best storage facilities in the sewing room?

A. Hangers, suitcase and drawers
B. Boxes, cupboard and hangers
C. Suitcase, cupboard and hangers
D. Drawers, cupboards and hangers
E. Suitcase, hangers and boxes

The correct response was D - *Drawers, cupboard and hangers*. The candidates who opted for the correct response had sufficient knowledge of the sewing equipment and its function. These candidates understood that drawers, cupboards and hangers are best used to store clothes and keep them free from dust and mildew. However, the candidates who opted for A - *Hangers, suitcase and drawer* and C - *Suitcase, cupboard and hangers* failed to understand that a suitcase is used for carrying clothes while travelling, therefore it cannot be in a sewing room. Those who opted for B – *Boxes, cupboard and hangers* and E – *suitcase, hanger and boxes* failed to understand that if boxes will be used for storing clothes, they may cause mildew stain and entries of insects in the clothes.

Item (ii) The following diagram of seam presents



A. an open seam *B. a welt seam* *C. a machine fell seam*
D. a French seam *E. an overlaid seam*

The correct response was C - *A machine fell seam*. The candidates who opted for the correct response had sufficient knowledge about the seams and how they work. Those who opted for incorrect response A - *An open seam* and B - *A welt seam* failed to understand that these are plain seams

which are pressed flat and do not show stitches on right side of materials. However the candidates who chose D - *A French seam* were not aware that a completed French seam does not show stitches on the right side of the work. Moreover, the candidates who chose E - *An overlaid seam* did not know that an overlaid seam shows one line of stitch on the right side.

Item (iii) Why is it necessary to mend a worn out garment?

A. To save wear and tear	*B. To make them new*	*C. To make them durable*
D. To save money	*E. To make them strong*	

The correct answer was A - *To save wear and tear*. The candidates, who managed to opt for the correct response were aware that mending will protect the garment from further wearing which may result to tear. These candidates had adequate knowledge on the importance of mending garments. On the other hand, the candidate who opted for B - *To make them new* failed to understand that mending does not make a garment new, but makes it neat. Those who opted for C - *To make them durable,* and E - *To make them strong* failed to realize that a worn out garment cannot be strong, or durable by repairing, but the wear and tear can be prevented. This shows that, the candidates had inadequate knowledge about the importance of mending clothes. They also lacked practical skills on mending garments. However, the candidate who opted for D - *To save money* were not aware that others pay for the repair to be done. Therefore, saving money will not be applicable to everyone.

Item (iv) Why is it advisable to change the position of carpet frequently?

A. To prevent insect attack	*B. To prevent dust from outside*	*C. To prevent discoloring*
D. To keep the carpets clean	*E. To prevent uneven wearing*	

The correct response was E - *To prevent uneven wearing*. The candidate who opted correctly were aware that frequent stepping on the carpet causes wear on the same part if not changed. To avoid that, its position is supposed to be changed frequently. The candidates who chose A - *To prevent insects attack* failed to understand that changing the position of carpet is not a barrier to prevent insect from passing, or attacking the carpet. Moreover,

the candidates who opted for B - *To prevent dust from outside* and D - *To keep the carpet clean* failed to understand that the dust from outside can be prevented by keeping the carpet clean and not by changing the position. Also, washing can keep the carpet clean.

Item (v) Which of the following stitches resemble a back stitch on the wrong side?

A. Faggoting *B. Stem* *C. Satin*
D. Loop *E. Chain*

The correct response was B - *Stem/*E - *Chain*. The candidate who opted for the correct response had enough knowledge of stitch and its working procedures. They understood that during making stem and chain stitches, they show stitches on the wrong sides which resembles back stitches. However, the candidates who chose A - *Faggoting*, C - *Satin* and D - *Loop* had insufficient knowledge of stitches and their working procedures. These candidates failed to understand that loop stitches and satin stitches look the same on both sides. Furthermore, the faggoting stitches do not show stitches that resemble back stitch on the wrong side.

Item (vi) Which type of opening will you use at the back of a silk blouse?

A. Continuous wrap opening *B. Zip opening* *C. Bound opening*
D. Hem opening *E. Box pleat opening*

The correct response was A - *Continuous wrap opening*. The candidates who opted for the correct response had sufficient knowledge of different openings and their uses, since they were able to identify the correct type of opening. Those who opted for B - *Zip opening* failed to understand that a zip is not an opening, but it is a fastener which is used to close an opening. Those who opted for D - *Hem opening* were not aware that a hem is not an opening, but the edge of a piece of cloth which is folded and sewn to prevent untying of the fabric. Furthermore, the candidates who chose C - *Bound opening* failed to understand that the bound opening is not suitable for a delicate material, since it is not reinforced at the base as compared to continuous wrap opening. Moreover, those who opted for E - *Box pleat opening* had no idea that box pleat opening is worked on the front part of a blouse, or a shirtwaister style dress and not at the back of a blouse.

Item (vii) Why triangular shape stitching is worked at the top corners of a patch pocket?

A. To make it neat *B. To avoid fraying* *C. To make it Strong*
D. To close the pocket *E. For decoration*

The correct response was C - *To make it strong*. The candidates who opted for the correct response were aware that top corners of patch pockets need to be strengthened because of putting the hands in and out. The candidates who opted for A - *To make it neat* failed to realize that, neatness of the pocket can be done by binding facing and hemming. The candidate who opted for B - *To avoid fraying* mixed the finishes done on a pocket before attaching it on a garment, and after attaching on a garment. This is because raw edges are enclosed by stitching around the pocket, leaving the top open. The candidates who opted for D - *To close the pocket* were not aware that closing or opening of the pocket will depend of fasteners, and not stitches. Triangular shape stitching are not used to close the pocket, but to strengthen the corners. However, the candidates who opted for E - *For decoration* failed to understand that a patch pocket can be decorated by using contrast coloured material on facing or binding or by using the coloured thread on top of the pocket.

Item (viii) Which one of the following types of material is appropriate for obtaining good gathers?

A. Heavy and soft material *B. Fine or hard material* *C. Fine and soft material*
D. Soft and strong material *E. Strong and hard material*

The correct response was C - *Fine and soft material*. The candidates who chose the correct response had sufficient knowledge of making gathers on a garment. However, the candidates who opted for A - *Heavy and soft material*, B - *Fine and hard material* and E - *Strong and hard material* failed to understand that heavy and hard materials will add extra bulkiness on the garment because the width of fabric for gathers is twice the width of the finished garment. Therefore, a heavy material is not suitable for gathers.

Item (ix) From the list of the following factors, which set represent the factors to consider when purchasing undergarment?

(a) Workmanship
(b) Draping quality
(c) Flammability
(d) Durability
(e) Heat conductivity

A. (c) and (b) *B. (a) and (b)* *C. (b) and (e)*
D. (a) and (d) *E. (c) and (e)*

The correct response was D - *Workmanship and Durability*. The candidates who opted for the correct response had enough knowledge of the factor to consider when purchasing undergarments. On the other hand, the candidates who opted who opted for A - *Flammability* and *Draping quality* and E - *Flammability* and *Heat conductivity* mixed between the undergarments and child's garment. Flammability is one of the factors to be considered when choosing material for children's garment. In addition, it is the ability of the material to catch fire thus, it is not a factor to consider when purchasing underwear. For the candidates who chose B - *Workmanship* and *Draping quality* and C - *Draping quality* and *Heat conductivity* failed to understand that draping quality is a characteristic of man-made fabrics such as rayon and nylon which can be considered when choosing material for evening wear, blouses and nightwear.

Item (x) If the selling price of a shirt is Tsh. 7,000/= and the total cost of the material is Tsh. 2,500/=, what will be the gross profit?

A. Tsh. 6,250 *B. Tsh. 6,500* *C. Tsh. 3,750*
D. Tsh. 3,250 *E. Tsh. 4,500*

The correct response was E - *Tsh. 4,500/=*. The candidates who opted for the correct response had sufficient knowledge about calculations, especially on how to calculate the gross profit. Either, the candidates who opted for A - *Tsh. 6,250/=*, B - *Tsh. 6,500/=*, C - *Tsh. 3,750/=* and D - *Tsh. 3,250/=* failed to understand that selling price (Tsh. 7,000) minus total cost of the material (Tsh. 2,500/=) is equal to the gross profit. This shows that the candidates had inadequate knowledge of mathematical calculations.

2.1.2 Question 2: Matching Items

This question consisted of five items which were set from the sub topic of *Dressmaking Processes (Methods of Controlling Fullness)*. The candidates were required to match the methods of controlling fullness in List A, with their respective correct names in List B by writing the letter of the correct response beside the item number in the answer booklet provided.

The analysis shows that 46 (38.3%) candidates scored from 4 to 5 marks, 43 (35.9%) candidates scored from 2 to 3 marks and 31 (25.8%) candidates scored from 0 to 1 mark. Figure 2 illustrates the performance.

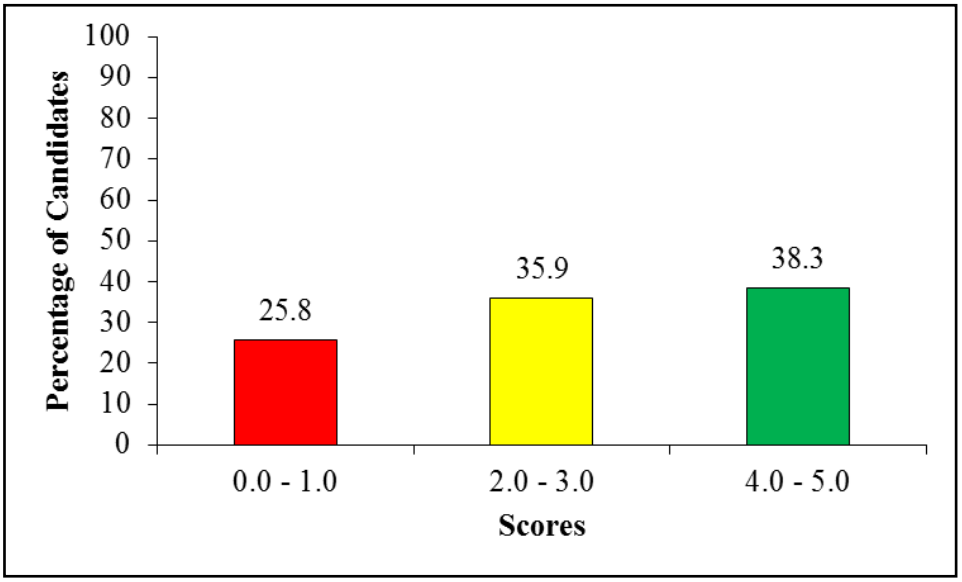


Figure 2: *The Summary of Candidates' Performance on Question 2*

The candidates' general performance on this question was good since 89 (74.2%) candidates scored above average. This performance indicates that, the candidates had adequate knowledge of the methods of controlling fullness.

The analysis of candidates' responses to the items is as follows: In items (i), candidates were required to match the statement which stated that, *stitched folds worked on either the right or wrong side of the garment*, with one of the given alternatives. The correct response was F - *Tucks*. The candidates, who opted for correct response had sufficient knowledge of the methods of controlling fullness during garment construction. They were

aware of the procedures of making tucks. However, the candidates who opted for A - *Darts* mixed between the procedures of stitching folds on tucks and on darts. They failed to understand that a dart is a stitched fold which is usually worked on the wrong side of garment.

In item (ii), the candidate were required to match the statement which stated that, 'A method of manipulating curved seams and fullness in sleeve heads', with one of the given alternatives. The correct response was C - *Easing*. The candidates who opted for the correct response had sufficient knowledge about the methods of controlling fullness on a curved area. Those who chose incorrect responses, most of them opted for B – *Gathers*. These candidates were confused between the uses of gathers on a puffed sleeve and easing on the sleeve head of a shirt sleeve. They had insufficient knowledge about the application of easing on the garment.

In item (iii), the candidates were required to match the statement which stated that, 'A fold of fabric which consist of three layers designed to give extra width in the garment", with one of given alternatives. The correct response was G - *Pleats*. The candidates who opted for the correct response were aware that pleats consist of three layers of fabric that fold and are designed to give extra width in garments. Most candidates who matched incorrectly opted for A - *Darts*. These candidates confused between pleat and darts, since the darts are also small pleats. However, darts are tapered from a narrower to a fuller part of the figure for shaping the waistline and bust line. Moreover, darts are worked on the wrong side.

In item (iv), the candidates were required to match the statement which stated that, 'Small pleats tapered from a narrower to a fuller part of the figure', with one of the given alternatives. The correct response was A - *Darts*. The candidates who matched correctly had enough knowledge of how to work darts on the garment. Most candidates who opted for the incorrect responses chose F - *Tucks*. These candidates were confused because both Darts and Tucks are stitched folds. However, they failed to realize that Darts are stitched folds, usually constructed on the wrong side, while tucks are small folds which may vary greatly in width and are worked on either right or wrong side of the garment.

In item (v), the candidates were required to match the statement which stated that, 'Worked by pulling together three or more rows of machine stitching.' The correct response was D - *Shirring*. The candidates who opted for the correct response understood that shirring is worked to produce a decorative effect. However, most candidates wrongly opted for B - *Gathers* and E – *Smocking*. These candidates failed to understand that gathers is a method of reducing fullness whereby two rows of gathering are worked, one just outside the stitching line and one 6 mm further away. On the other side, smocking is a form of gathering in which several rows of stitches are worked and embroidered to control fullness.

2.2 Section B: Short Answer Questions

This section comprised of seven compulsory short answer questions from the topics/sub-topics of *Fabrics, Dressmaking Processes* (*Fastenings and Edge Finishing), The Sewing Machine, Making a Blouse, Children's Clothing* and *Style Colour and Line in Garment Making*.

2.2.1 Question 3: Fabrics

The candidates were required to outline three factors that cause shrinkage of woollen clothes in part (a) (i). In part (a) (ii), the candidates were required to give the points of advice on taking care of a woollen garment which needs frequent washing. In part (b) the candidates were required to explain the three important conditions to remember so as to maintain the quality of woven woollen garment. In part (c), they were required to draw a diagram of woollen fibres as appears under the microscope, and indicate its characteristics.

The analysis indicates that, 13 (10.8%) candidates scored from 7 to 9 out of 10 allotted marks, 34 (28.4%) candidates scored from 3 to 6 marks and 73 (60.8%) candidates scored from 0 to 2.5 marks. Figure 3 summarizes the candidates' performance.

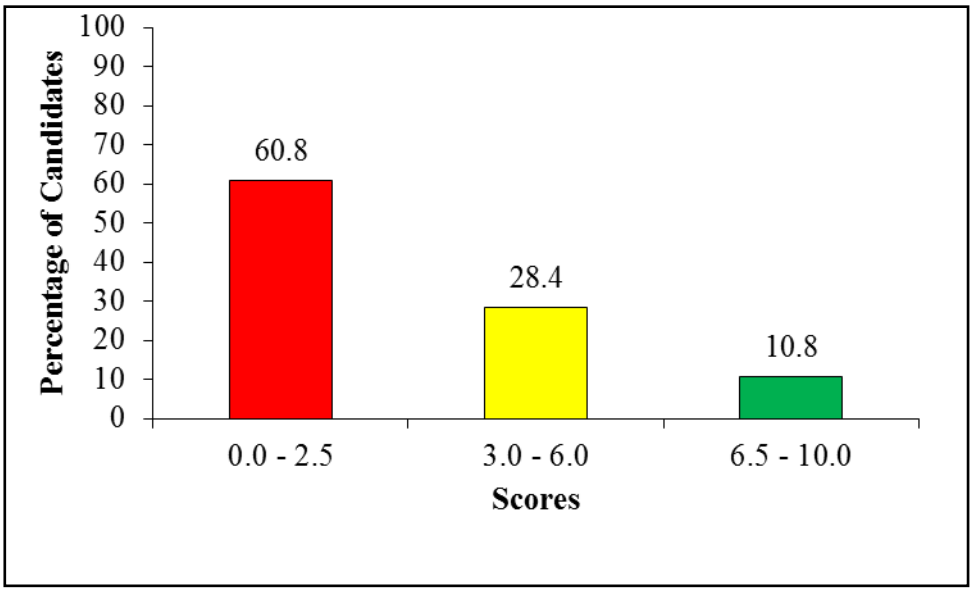


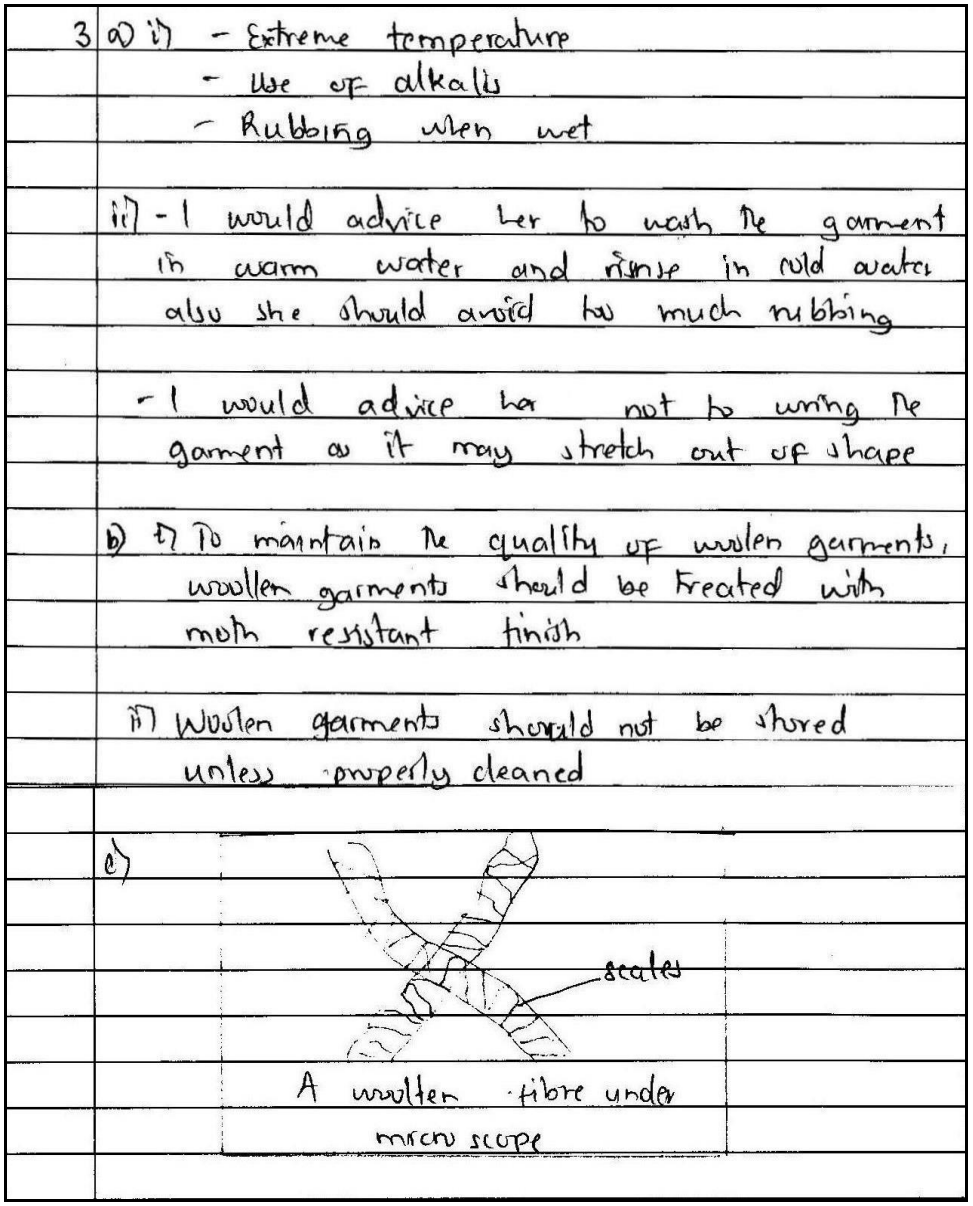
Figure 3: *The Summary of Candidates' Performance on Question 3*

The general performance of the candidates on this question was average since 47 (39.2%) of them scored from average and above. This shows that some of these candidates had sufficient knowledge about the woollen fabrics.

The analysis further indicates that these candidates managed to outline three factors that cause shrinkage of woollen clothes in part (a) (i) by providing the responses such as; *Extreme temperature*, *use of alkalis*, and *rubbing when wet*. Also, most candidates in this category managed to provide two points of advice on how to care a woollen garment which needs frequent washing in part (ii). For example, one candidate wrote; *avoid rubbing when it is wet, avoid using alkalis on woollen garment* and *avoid wringing of woollen garment as a result the garment will deform*.

Moreover, in part (b) most of these candidate managed to provide two correct responses out of the three required points. The responses provided were such as; *To maintain the quality of woollen garments, woollen garments should be treated with moth resistant finish*, *Woollen garments should not be stored unless properly cleaned*, *use commercial moth deterrent* and *Buy a garment which is already applied with moth resistance finishes*. In part (c) the majority of these candidates managed to draw a well diagram of woollen fibre as it appears under the microscope, but some

candidates failed to indicate its characteristic. Extract 3.1 is a sample of the correct responses from one of the candidates.



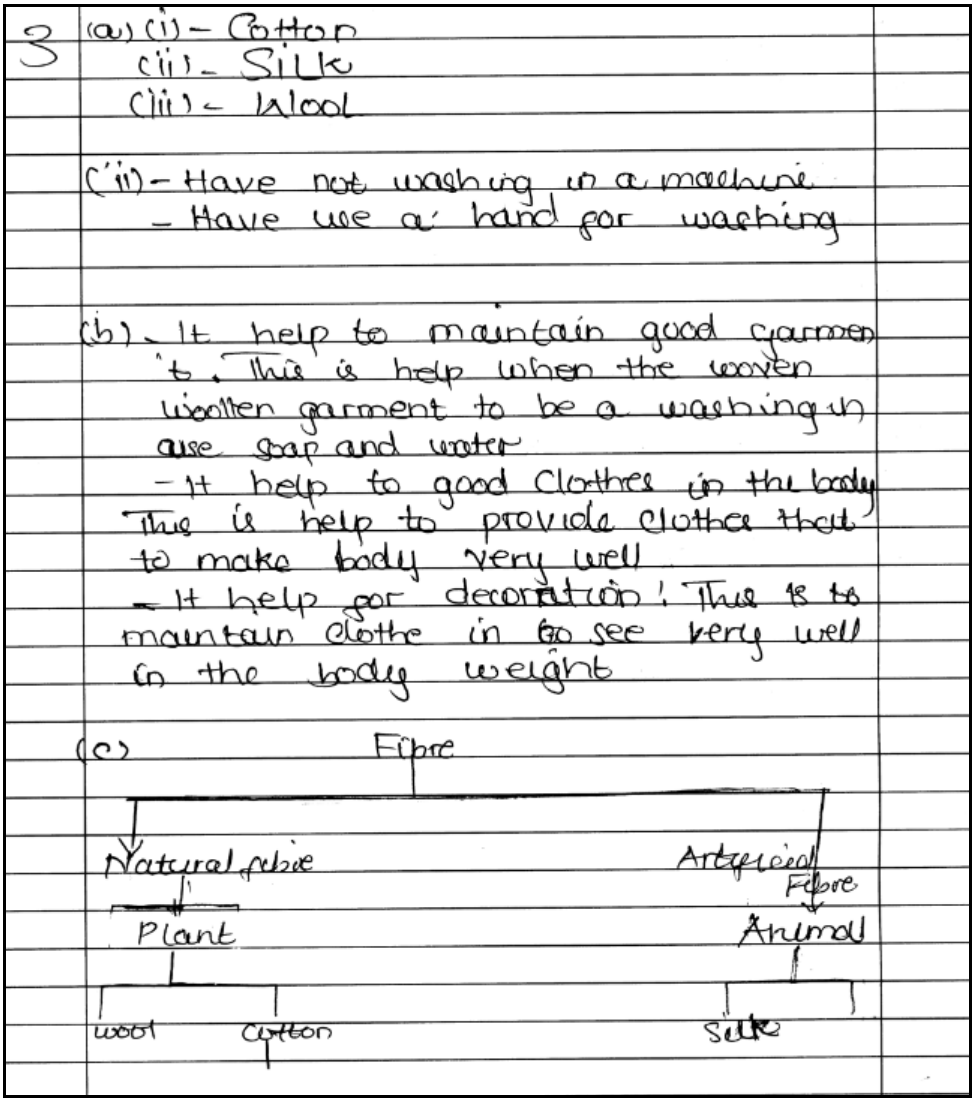
Extract 3.1: A sample of candidates' correct responses to question 3

In Extract 3.1, the candidate managed to provide correctly the factors which cause shrinkage of woollen fabric in part (a) (i). He/she also managed to provide the points to remember in order to maintain the quality of a woven

woollen garment. Moreover, the candidate drew a microscopic diagram of a woollen fibre and show its characteristic scales.

Further analysis shows that 73 (60.8%) candidates performed poorly due to insufficient knowledge about fabrics. Most of these candidates misinterpreted the question, thus provided incorrect responses. For example in part (i) one candidate provided the properties of woollen fabrics, such as; *it is bad conductor of heat, it is not strong* and *it is flammable by of fabric*. Another candidate wrote; *figure type, colour* and *fabric*, but he/she failed to understand that some of these were the factors to consider when choosing a style of a garment. In part (ii) most candidates provided the rules for washing clothes, such as; *I can advise my friend on to separate white garment and coloured garment when washing, mend the garment before washing* and *do not make garment that is woven on direct sun*. Another candidate provided irrelevant responses, such as; *It is used for decoration, it is used for coat cover*.

Moreover, in part (b) most candidates misunderstood the demands of the question. They provided the importance of maintaining a good quality of woven woollen garment instead of the important points to remember. For example, one candidate wrote; *It helps to prolong the strongest of the garment, it helps prolong the long time of the garment, it helps to repair damage of the garment*. Another candidate wrote; *It make it to be neat and attractive, it make the garment to live longer and it maintain the quality of the garment*. In part (c), most candidates failed to draw the correct diagram due to poor drawing skills, and insufficient knowledge about fabrics. Some of them drew the microscopic diagrams of different fibres like cotton and linen. Other candidates provided the properties of woollen fibres such as; *it is fluffy, it is soft and light in weight and it contain natural grease from sheep*. Furthermore, some candidates drew irrelevant diagrams which were not related to the question asked. Extract 3.2 is a sample of incorrect responses from the script of one of the candidates.



Extract 3.2: A sample of candidates' incorrect responses to question 3

In Extract 3.2, the candidate misunderstood the question and provided examples of natural fibres in part (a) (i), while in part (a) (ii), he/she provided irrelevant responses. In part (b) the candidate provided incorrect responses instead of the important points to remember in order to maintain the quality of woven woollen garment. Moreover, he/she drew a diagram showing the classification of fibres, instead of a microscopic diagram of woollen fibres in part (c).

2.2.2 Question 4: Dressmaking Processes (Fastenings)

The candidates were required to differentiate ball button from rivet button in part (a) (i). In part (a) (ii), they were required to give a reason on why horizontal buttonhole is preferred to be used on garment with front closure. Moreover, in part (b) the candidates were required to state three rules for attaching button. In part (c) (i), they were required to state the reason on why it is important to make a shank, while in part (c) (ii), the candidates were required to draw a diagram of a button with shank and label it.

The candidates' performance analysis for this question indicates that 7 (5.8%) candidates scored from 6.5 to 9 out of 10 allotted marks, 34 (28.4%) scored from 3 to 6 marks and 79 (65.8%) candidates scored from 0 to 2.5 marks. Figure 4 illustrate the performance.

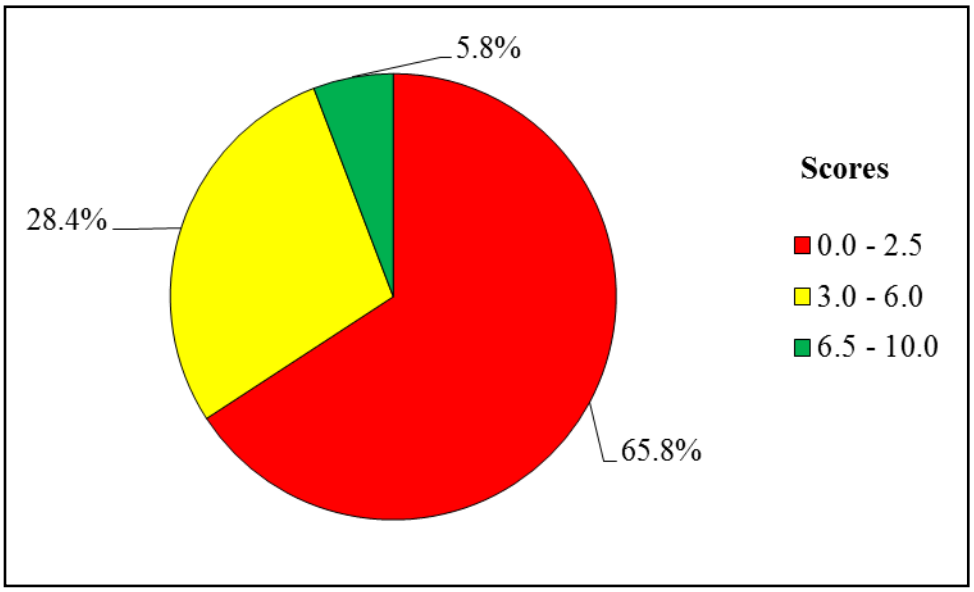


Figure 4: *The Summary of Candidates' Performance on Question 4*

The general performance on this question was average, since 41 (34.2%) candidates scored from average and above. These candidates had sufficient knowledge about the dressmaking processes especially on fastenings.

Most of these candidates managed to differentiate the ball button from rivet button. For example, in part (a) (i) one of the candidates wrote; *Rivet button is a type of button which consists of a rivet section and does not require any sewing while ball button this is a type of button which consists of pierced*

holes and molded stitching. In part (a) (ii), some candidates provided the correct reason on why horizontal button hole is preferred to be used on the garment with front closure. For example, one candidate wrote; *Horizontal buttonhole is preferred to be used on garments with front closure because horizontal buttonholes creates strain on the fabric in which this strain prevent the button from slipping out of the garment and leave a gap*.

In part (b), most candidates were able to provide the correct rules for attaching button. The responses provided were, such as; *Buttons should be attached on double layers of the materials such as jackets, Button should not be positioned too close to the edge, Buttons may be worked by hand or machine*. Another candidate wrote; *Do not sew/attach the button too close to the edge instead stitch the button at least half the diameter from the edge, attach buttons in the same direction for all buttons in a series*. Moreover, some candidates were able to provide the correct reason on the importance of making a shank when attaching a flat button in part (c) (i). For example, one candidate wrote; *It is important to make a shank so as to create space between the button and the garment thus allowing the button to enter the buttonhole so as to close the garment*. In item (ii), some candidates managed to draw a good diagram of a button with shank and labeled the shank. Extract 4.1 is a sample of the correct responses from the script of one of the candidates.

04 a) i) Rivet button
Is a type of button which consists of a rivet section and does not require any sewing

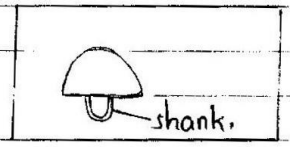
Ball button.
This is a type of button which consists of piercerd holes and moulded stitching

ii) Horizontal buttonhole is prefered to be used on garment with front closure inorder to prevent the edge of the button from slipping out of the garment and leaving a gap

b) - Buttons should be attached on double layers of the materials such as jackets etc.
- Buttons should not be positioned too close to the edge
- Buttons should be firmly attached by hand or machine

c) i) - It is important to make a shank so as to create space between the button and the garment thus allowing the buttonhole to enter the button so as to close the garment

ii)



Extract 4.1: A sample of candidates' correct responses to question 4

In Extract 4.1, the candidate correctly differentiated the rivet button from ball button. He/she also managed to provide the correct responses in part (b) and (c) and drew a well labelled diagram of the button with a shank.

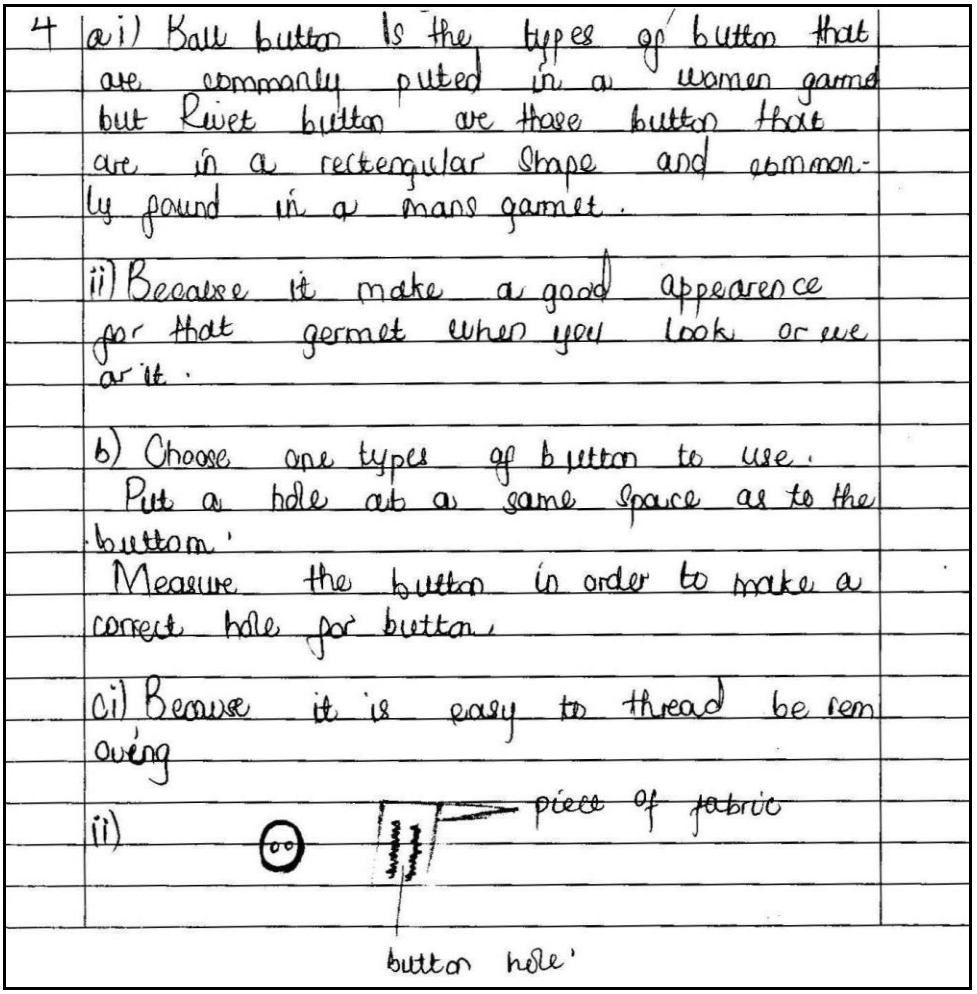
On the other hand, most candidates 79 (65.8%) scored below average. These candidates had insufficient knowledge of fastenings, especially on types of buttons. In part (a) (i), some of them failed to differentiate the ball button from the rivet button. For example, one candidate wrote; *Ball button is the button which are form circle structure like ball while rivet button are button that structure like rectangle.* Another candidate wrote; *A ball button*

is the type of button which is used for functional and decoration, while rivet button is the type of button which is used for functional only. In item (ii), some candidates misinterpreted the question, hence they provided the importance of openings, instead of the reason for preference of horizontal buttonholes on garments with front closure. For example, one candidate wrote; *horizontal buttonhole is preferred to be used on garments with front closure, this is so as to fasten on and off the cloth, or to easily put on and off the garment*. Another candidate wrote; *Because horizontal buttonhole is easy to open and closed with the garment*. Either, one candidate provided the responses such as; *Because horizontal buttonhole is easy to construct and easy to use when putting on and off the garment*. Moreover, other candidates misunderstood the word "with front closure" as used in the question hence, they provided irrelevant responses. For example, one candidate wrote; *Because it make the garment seen very well, will be neat and attractive*. This candidate failed to understand that 'front closure' means that, the opening of that particular garment is designed to be on the front part, like on shirts.

Furthermore, most candidates failed to understand the demands of the question in part (b), as they provided the rules for working stitches instead of the rules for attaching button. For example, one candidate gave the responses as; *When attaching a button on a garment always use the correct size of the needle and type of the thread according to the colour and texture of the garment, never use a knot when attaching a button,* and *work one stitch at a time*. Another candidate provided the steps of attaching a button as he/she wrote; *mark the place of the button to be attached, place the button to the material* and *stitch the button to attach on the garment*. Likewise, some candidates provided irrelevant responses. For example, one candidate wrote; *the button should match with the colour of the cloth, the thread used should match with the colour of the button and cloth* and *the button should be kept in good position to the buttonhole for easy opening*.

Additionally, some candidates failed to give the importance of making a shank when attaching a flat button in part (c) (i). For example one candidate wrote; *In order to allow a free movement of the body and good appearance to the wearer*. Other candidates misinterpreted the needs of the question. For example, one of the candidates provided the factors to consider when choosing fasteners, instead of the rules for attaching button as he/she wrote; *The position, the garment* and *the fabric*.

However, some candidates showed poor drawing skills in part (c) (ii). These candidates drew a diagram with a button and a buttonhole. Other candidates drew a complete garment with buttons on the front part. Some candidates misunderstood the question, as one of the candidates drew the diagrams showing the steps of preparing the patch pocket. Extract 4.2 is a sample of incorrect responses from a script of one of the candidates.



Extract 4.2: A sample of candidates' incorrect responses to question 4

In Extract 4.2, the candidate provided incorrect responses in part (a) and (b). He/she drew a button and buttonhole instead of a button with a shank in part (c). This shows that the candidate had inadequate knowledge about fastenings, hence she/he scored low marks.

2.2.3 Question 5: Dressmaking Processes (Edge Finishing)

This question required the candidates to briefly explain four faults which may occur when joining crossway strip, and give the cause for each fault in part (a) (i) and (ii). Moreover, in part (b) the candidates were required to explain the steps for neatening raw edges using binding.

The candidates' performance analysis for this question indicates that 93 (77.5%) candidates scored from 0 to 2.5 marks, 25 (20.8%) candidates scored from 3 to 6.0 marks and only 2 (1.7%) candidates scored from 6.5 to 7.0 out of 10 allotted marks. Figure 5 summarizes this performance.

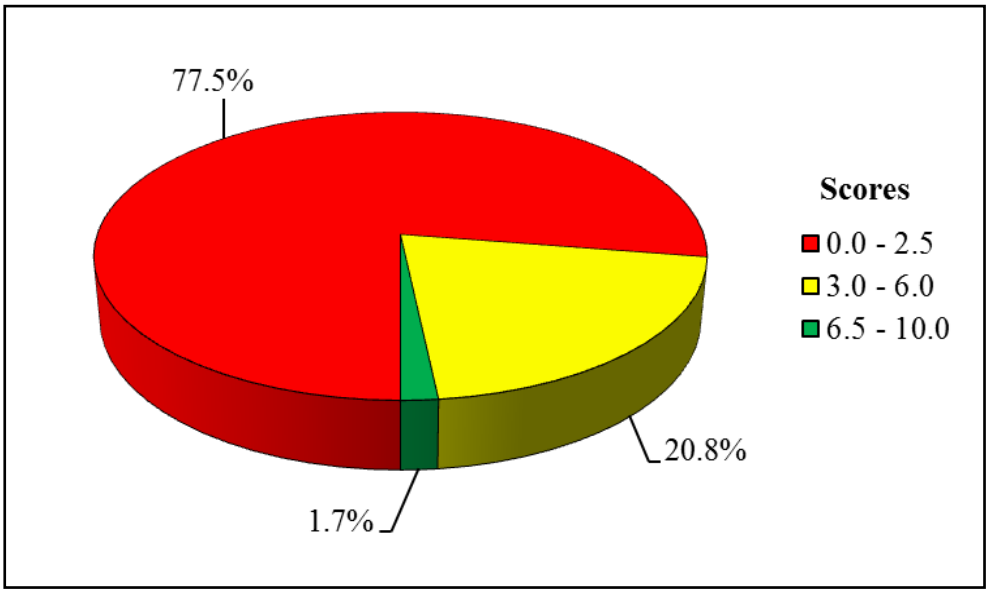


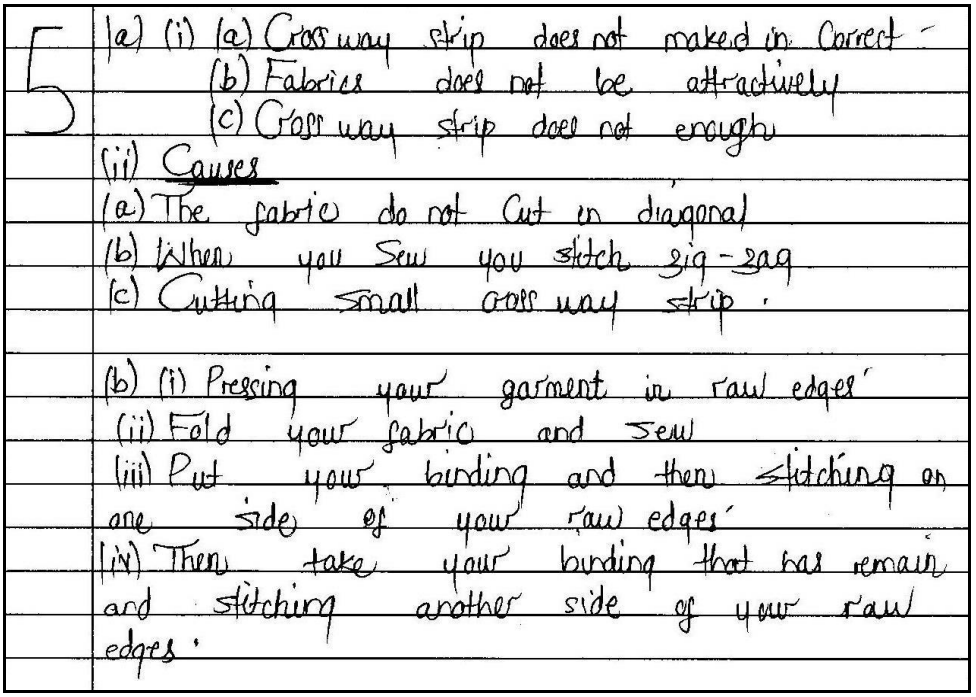
Figure 5: *The Summary of Candidates' Performance on Question 5*

The general performance of the candidates on this question was poor since 93 (77.5%) candidates scored below average. This shows that the majority of candidates had insufficient knowledge about dressmaking processes, especially on edge finishes.

Further analysis indicates that, some candidates misunderstood the question as they provided the faults of the machine, instead of the faults which may occur when joining a crossway strip. For example, in part (a) (i) one candidate wrote; *missed stitches, needle breaking, thread breaking* and *loops on right side*. Either, in part (ii) the same candidate provided the causes of the mentioned faults, as; *when the thread is weak, when the*

needle is too tight and non used, incorrectly threading the machine and the tension is too tighten. Furthermore, the analysis shows that some candidates provided irrelevant points. For example, one candidate wrote; *piping, Roleau loop, raw edges, neatening raw edges.* This candidate failed to understand that some of the mentioned items are the uses of a crossway strip. Either, this candidate provided irrelevant explanation of the point he/she mentioned in part (i), as; *Piping caused by to keep some errors, Roleau loop caused by the person who makes the wider, Raw edges to make the caused by not good fitting the garment, neatening raw edge caused by not very good stitching in the line*.

In part (b), most candidates misunderstood the need of the question. For example, one candidate provided different types of neatening stitches such as; *zig zag, overcasting, loop stitches* and *double stitching* instead of steps of neatening raw edge by using binding. Other candidates provided irrelevant responses. For example, one candidate wrote; *Fold the fabric in two edges, make fit the fabric for start to sew, start your stitching for finish your work.* Moreover, another candidate wrote, *Press your garment in raw edge, Fold your fabric and sew, Put your binding and then stitching on one side of your raw edges then take your binding that has remain and stitching another side of your raw edge*. These responses show that, the candidates had inadequate knowledge about edge finishes. Extract 5.1 is a sample of incorrect responses from a script of one of the candidates.



Extract 5.1: A sample of candidates' incorrect responses to question 5

In Extract 5.1, the candidate provided irrelevant responses in part (a) (i) and (ii). He/she also incorrectly explained the steps of neatening raw edge by using binding in part (b). The correct steps were; *place and tack the right side of the strip to the right side of the garment, machine along the stitching line, remove the tacking thread and turn the binding to the wrong side of the garment and tack in position and make hemming stitch.* The candidate also demonstrated the poor use of English Language.

Furthermore, the analysis of the candidates' responses indicates that, the candidates who performed above average in this question 27 (22.5%) managed to provide two to three correct faults which may occur when joining crossway strip in part (a) (i). For example, the correct responses provided were such as; *joins making uneven level after joining the stripes, stripes running in opposite directions, the grains running in different direction, joins running in opposite directions instead of being parallel to each other*. Moreover, in part (ii) the candidates managed to provide some correct causes of faults mentioned in part (a) (i) by giving the responses such as; *When the joins makes uneven level in the completed stripes is caused due to not overlapping the turning, stripes running in opposite*

direction is caused due to confusing the wrong side and the right side of the garment, joins running in opposite directions instead of parallel to each other is caused due to not cutting the selvedge edges parallel to each other, and *the grain weave running in different directions is caused due to joining the weft side to a selvedge side*. These candidates had adequate knowledge on crossway strips and might also have practical experience gained from neatening raw edges.

In part (b), some of candidates who scored above average, managed to provide correct steps of neatening raw edges using binding. Some of the responses were such as; *Place the raw edges of strip to the edge of the garment, right sides facing; Tack and stitch the layers together on the stitching line; Remove tacking, turn the free edge of the binding to the wrong side of the garment and make small fold on the edge of the binding* and *Tack and hem the edge into position.* This indicates that some candidates had practices on neatening raw edges by using binding. However, most candidates in this category managed to provide two to three points out of four required by the question, which made them score below full marks.

2.2.4 Question 6: The Sewing Machine

This question consisted of parts (a), (b) and (c). In part (a), the candidates were required to explain the use of hemmer foot and show how it works. In part (b), they were required to describe the causes and remedies of each of the following machine fault, (i) loops occurring on the right side of stitching and (ii) stitches not interlocking. Moreover, in part (c) they were required to explain the procedures for bringing the bobbin thread up, ready for stitching.

The analysis of candidates' performance for this question reveals that 7 (5.8%) candidates scored from 7 to 9.5 out of 10 allotted marks, 29 (24.2%) candidates scored from 3 to 6 marks and 84 (70%) candidates scored from 0 to 2.5 marks. Figure 6 summarizes this performance.

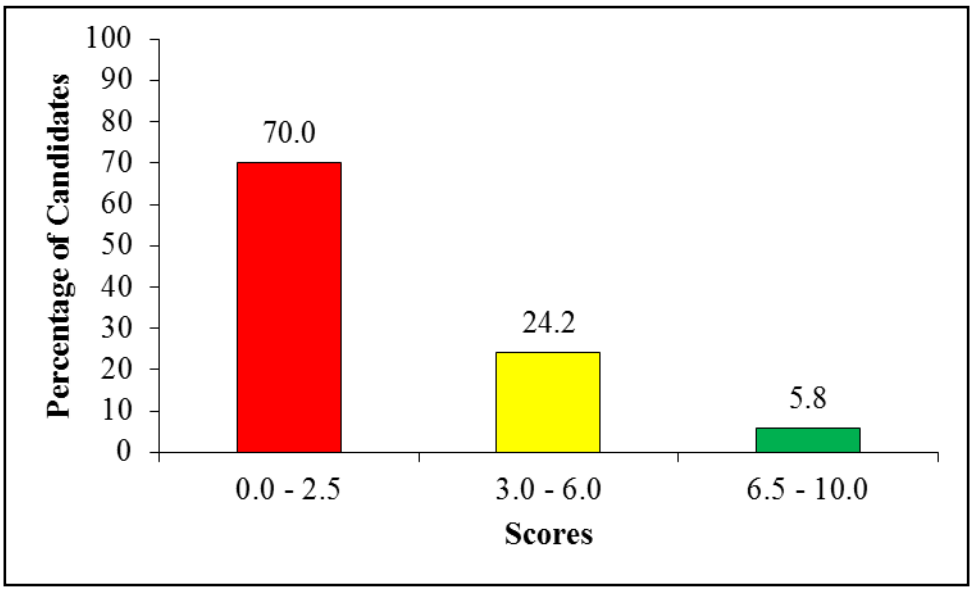
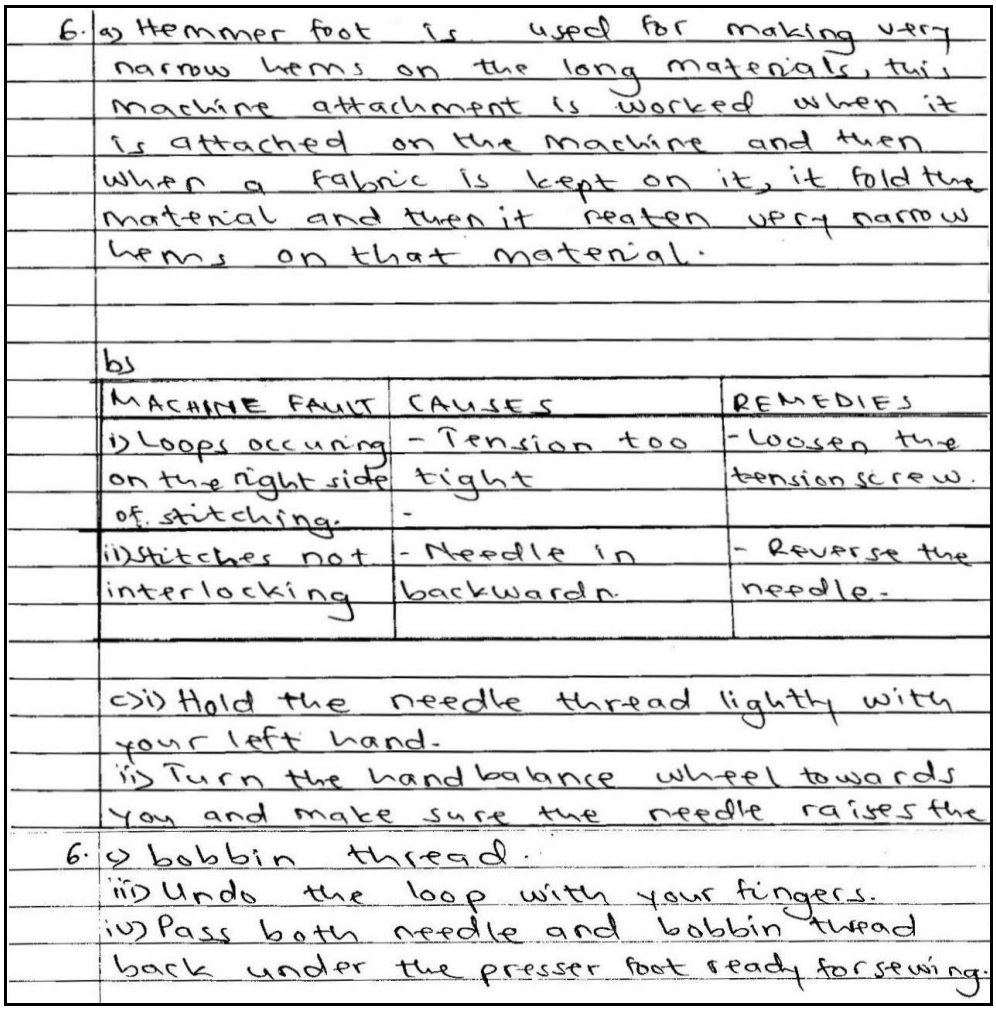


Figure 6: *The Summary of Candidates' Performance on Question 6*

The general performance of candidates on this question was average as 36 (30%) candidates scored from average and above marks. Some of these candidates had sufficient knowledge about the sewing machine. They were able to explain the use of hemmer foot and the way it works. For example, in part (a) one candidate wrote; *A hemmer foot is used for making very narrow hems on the materials, when it is attached on the machine it fold the material and then it create very narrow hems on that material*. In part (b) (i) and (ii) the majority of candidates provided the correct causes, and remedies of the faults given. The responses provided were such as; (i) Loops occurring on the right side of stitching: Cause: *Tension too tight* Remedy: *Loosen the tension screw*. (ii) Stitches are not interlocking; Cause - *Needle in backwards*; Remedy - *Reverse the needle*. Furthermore, most candidates who performed well in this question managed to recall and provide correctly the procedures for bringing the bobbin thread up ready for stitching. These candidates provided the responses such as;

(i) Hold the needle thread lightly with your left hand.
(ii) Move the wheel such that the needle inters into the hole.
(iii) Turn the hand balance wheel towards you and make sure the needle raises the bobbin thread.
(iv) Pull up the upper thread which contains the lower thread

Extract 6.1 is a sample of the correct responses from a script of one of the candidates.



6. a) Hemmer foot is used for making very narrow hems on the long materials, this machine attachment is worked when it is attached on the machine and then when a fabric is kept on it, it fold the material and then it reaten very narrow hems on that material.

b)

MACHINE FAULT	CAUSES	REMEDIES
i) Loops occuring on the right side of stitching.	- Tension too tight	- Loosen the tension screw.
ii) Stitches not interlocking	- Needle in backwardn.	- Reverse the needle.

c) i) Hold the needle thread lightly with your left hand.

ii) Turn the hand balance wheel towards you and make sure the needle raises the

6. bobbin thread.

iii) Undo the loop with your fingers.

iv) Pass both needle and bobbin thread back under the presser foot ready for sewing.

Extract 6.1: A sample of candidates' correct responses to question 6

In Extract 6.1, the candidate managed to explain the uses of a hemmer foot in part (a). He/she also described the causes and remedies correctly in part (b). Moreover, the candidate was able to explain the procedure for bringing the bobbin thread up.

On the other hand, most candidates with weak performance 84 (70%) lacked the knowledge of the sewing machine. These candidates failed to explain the use of hemmer foot and how it works in part (a). Most of them gave the functions of different parts of the machine and small equipment. For example, one candidate wrote; *Hemmer foot this is a part of sewing machine it help to keep down the needle and put up the needle*, however, *a hand wheel is the one which allows the needle to raise and lower the needle*

by hand. Another candidate wrote; *The hemmer foot is the instrument we use for wearing on the finger in order to prevent accident in a sewing room*. However, this candidate failed to understand that, this is the function of a thimble which is worn on a middle finger to protect the finger when sewing by using hand needle.

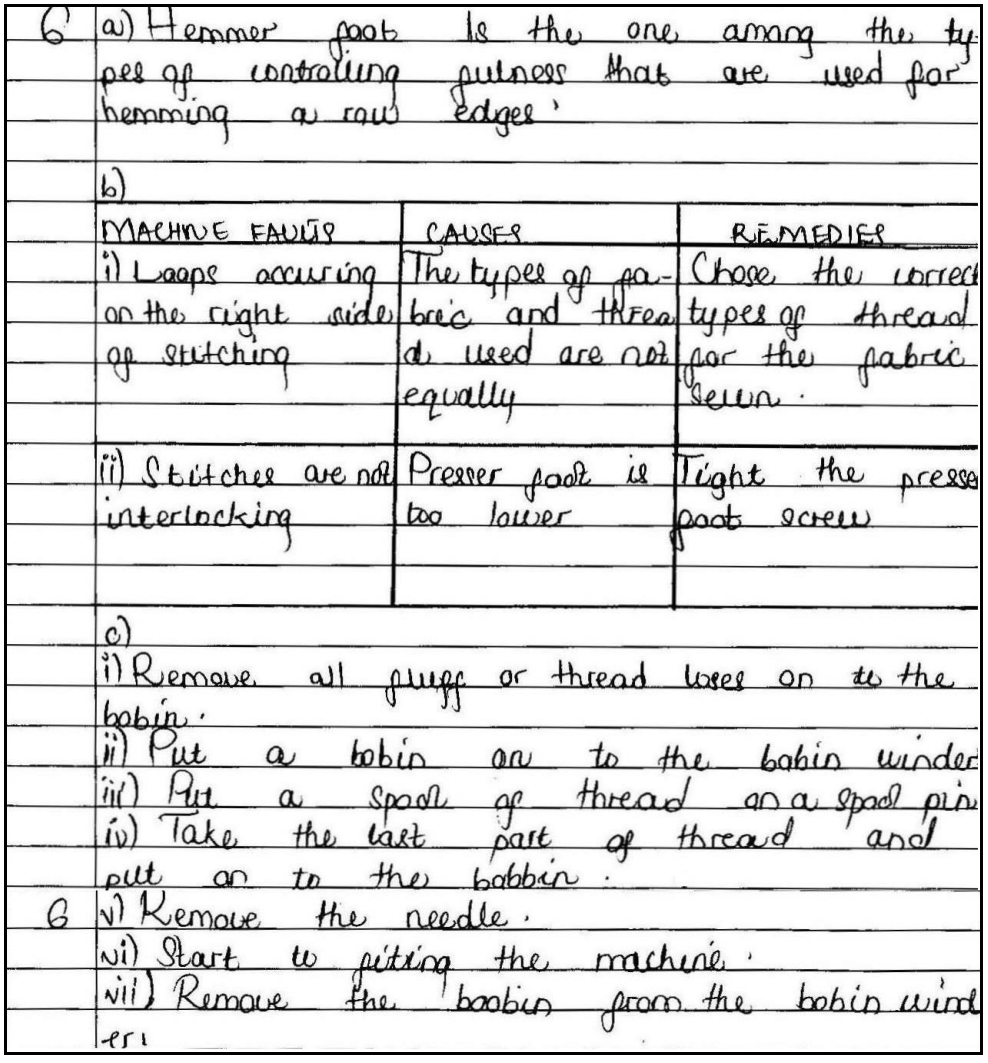
Also another candidate wrote; *Hemmer foot is the one among the type of controlling fullness that are used for hemming a row edges.* This candidate failed to understand that, a hemmer is a tool which is attached on a machine while controlling of fullness is done on a garment by using different methods like gathers, darts, pleats and tucks. Another candidate wrote; *the hemmer foot is used to allow movement of the material when sewing*. However, the candidate failed to understand that this is the function of a *feed dog*. It also shows that the candidate had less practices on working with a sewing machine using different attachments.

In part (b), most of the candidates mixed the faults in question with other machine faults which were not asked. For example, in item (i) loops occurring on the right side of stitching. One of the candidates wrote; Causes - *Backward stitching of the machine.* Remedies - *The machine has to be stitched infrontward*. In item (ii), stitches not interlocking. He/she wrote; Causes - *Bad regulation of stitch regulator*. Remedies - *Stitch regulator has to be used to reduce stitches*. Another candidate wrote; (i) Causes - *Tension disc too loose,* Remedy - *Tighten the tension disc. (ii)* Causes - *Presser foot not lowered*, Remedy - *Lower the pressor foot*. Moreover, most candidates misinterpreted the demands of the question in part (c). Some of them provided the procedures for winding bobbin, instead of the procedures for bringing the bobbing thread up. For example, one of the candidates wrote;

(i) *Remove all fluff or thread loses on the bobbin*
(ii) *Put a bobbin on to the bobbin winder*
(iii) *Put a spool of thread on spool pin*
(iv) *Take the last part of thread and put on the bobbin*
(v) *Remove the needle*
(vi) *Start to fitting the machine*
(vii) *Remove the bobbin from the bobbin winder.*

Other candidates gave the procedures for threading the machine and getting the machine ready for sewing. For example, one candidate wrote; *Fill the bobbin by thread, place to the bobbin case, thread the machine so that*

thread to pass in the needle and *start the stop motion without replace any material to the plate of the machine*. Extract 6.2 is a sample of incorrect responses from a script of one of the candidates.



6 a) Hemmer foot is the one among the types of controlling fulness that are used for hemming a raw edges.

b)

MACHINE FAULTS	CAUSES	REMEDIES
i) Loops occuring on the right side of stitching	The types of fabric and thread used are not equally	Chose the correct types of thread for the fabric sewn.
ii) Stitches are not interlocking	Presser foot is too lower	Tight the presser foot screw

c)

i) Remove all fluff or thread loses on to the bobin.
ii) Put a bobin on to the bobin winder
iii) Put a spool of thread on a spool pin
iv) Take the last part of thread and put on to the bobbin.
6 vi) Remove the needle.
vii) Start to fitting the machine.
viii) Remove the boobin from the bobin winder.

Extract 6.2: A sample of candidates' incorrect responses to question 6

In Extract 6.2, the candidate provided the faults and remedies of other faults of the machine which were not asked by the question. Moreover, he/she incorrectly gave the procedures for winding the thread on a bobbin, instead of the procedures for bringing the bobbin thread up.

2.2.5 Question 7: Making the Blouse

This question consisted of parts (a) and (b). In part (a), the candidates were required to explain how to take the required measurements when drafting a basic bodice pattern. In part (b), they were required to indicate the position of the pattern markings in the bodice printed patterns for (i) Seam line, (ii) Straight grain, (iii) Notches and (iv) Place to fold.

The analysis shows that 39 (32.5%) candidates scored from 7 to 9.5 marks, 39 (32.5%) candidates scored from 3 to 6 marks and 42 (35.0%) candidates scored from 0 to 2.5 out of 10 marks. Figure 7 illustrates this performance.

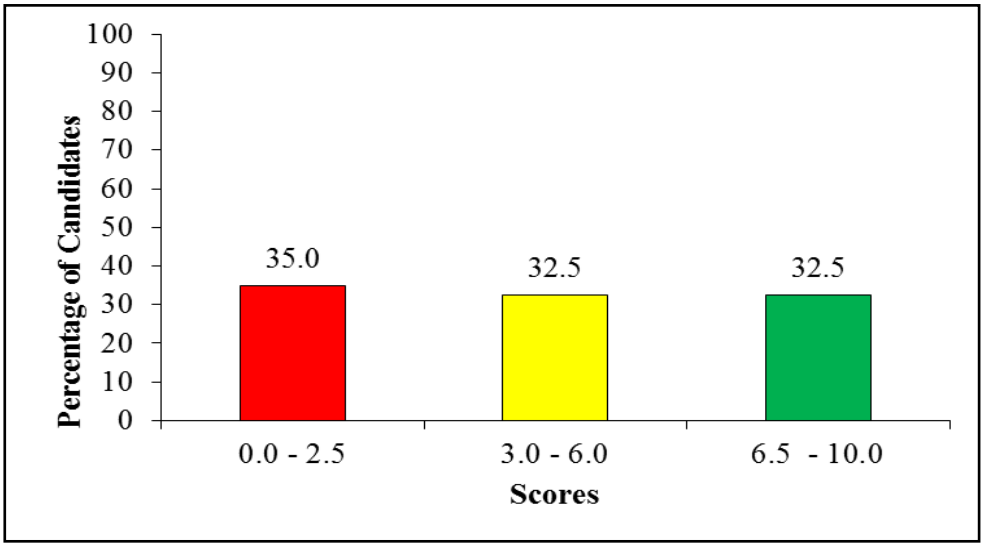


Figure 7: *The Summary of Candidates' Performance on Question 7*

The general performance of the candidates on this question was good as 78 (65.0%) candidates scored from average and above marks. This shows that most candidates had sufficient knowledge about pattern drafting and pattern markings.

The candidates who performed well in this question managed to explain the ways of taking the required measurements for drafting a basic bodice pattern in part (a). The responses provided were such as;

(i) *Neck width - place the tape measure around the base of neck.*

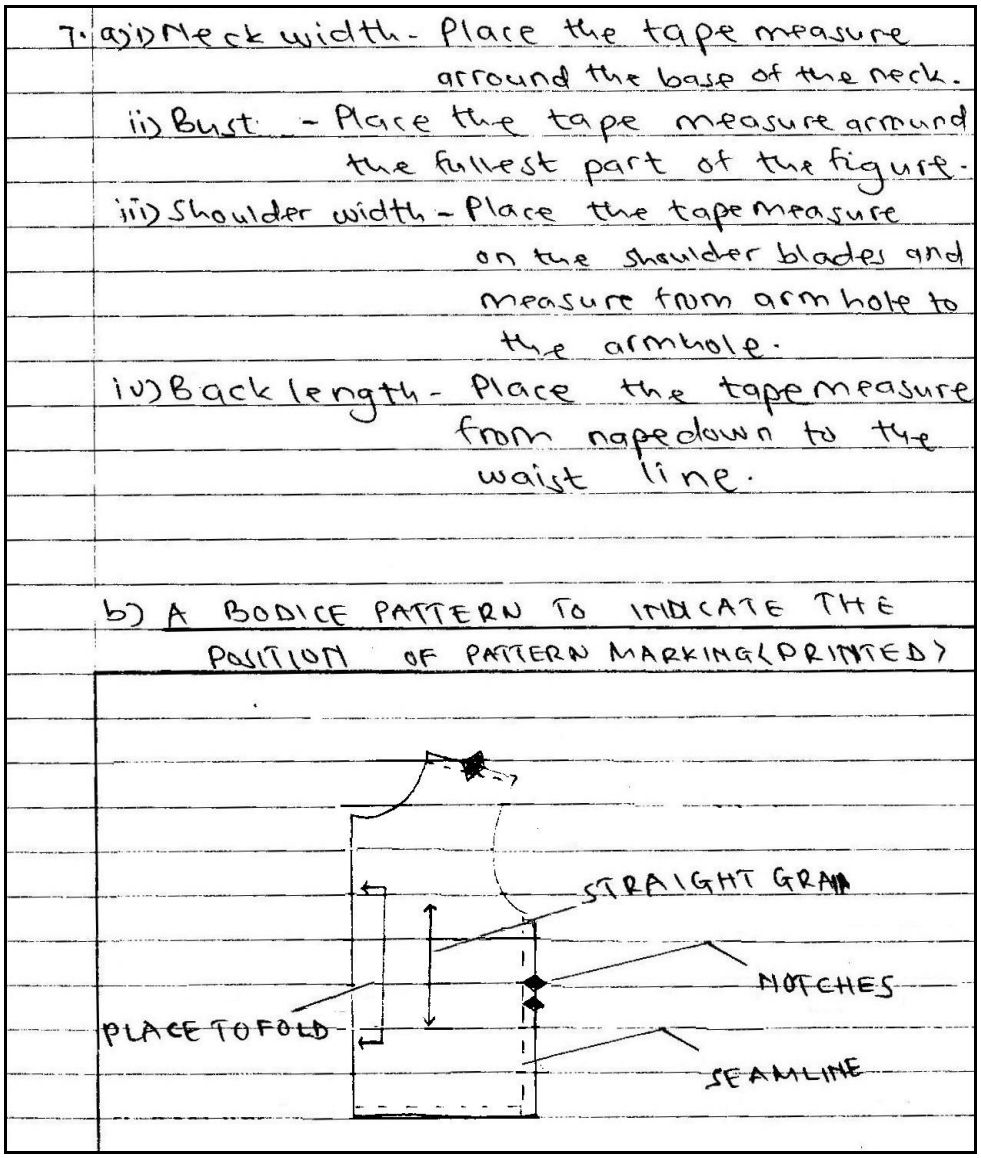
(ii) *Bust - place the tape measure around the fullest part of the figure.*

(iii) *Shoulder width - pale the tape measure on the shoulder blades and measure from arm hole to the arm hole.*

(iv) Back length - place the tape measure from nape down to the waistline.

These candidates had practical experience gained from drafting basic bodice pattern which enabled them to explain how to take the required measurements when drafting basic bodice pattern.

In part (b), some candidates managed to draw a well labeled diagram of a bodice pattern. Extract 7.1 is a sample of the correct responses from one of the candidates.



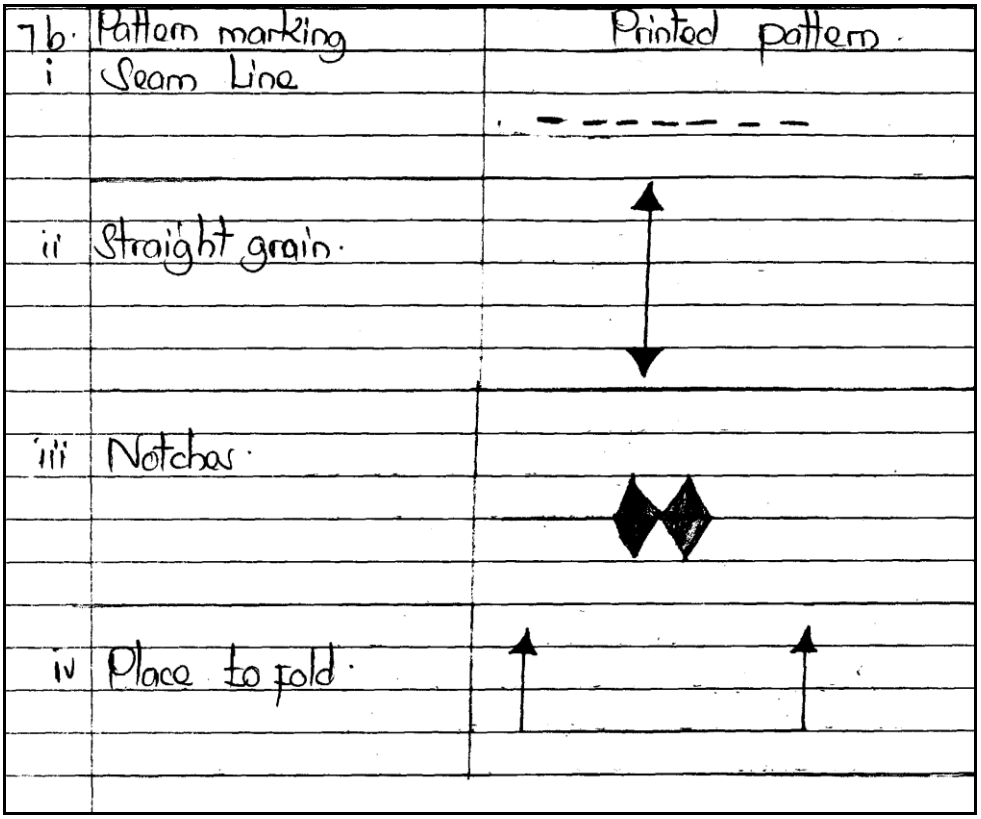
Extract 7.1: A sample of candidates' correct responses to question 7

In Extract 7.1, the candidate correctly explained how to take measurements for a bodice. Also, he/she correctly drew a bodice pattern and indicated the position of each pattern markings as required by the question. This shows that, the candidate had sufficient knowledge about pattern drafting and markings hence, he/she scored high marks.

Further analysis indicates that some candidates who scored low marks had insufficient knowledge on drafting of basic bodice pattern. The majority of these candidates misinterpreted the question, as they explained the rules for taking the body measurements, instead of the procedures for taking the body measurements for drafting a basic bodice pattern. For example, one candidates wrote; *I will take the measurement over well fitted clothes, I will use a firm fiberglass tape measure for accuracy, I will stand behind the person to be measured when taking horizontal measurement* and *I will write the measurements as I take width first then length*. Other candidates provided irrelevant responses due to lack of knowledge about pattern drafting. For example, one candidate wrote; *I would take the required measurement considering the pattern alternatives which depends on waist, body size, hips width and hip length*. However, this candidate failed to understand that, the required measurements for drafting the basic block pattern are bust, neck, shoulder width and back length.

Furthermore, another candidate wrote; *I would require measurements on shoulder length, bust length, neck length and back width*. The candidate was not aware that the shoulders, bust and neck are measured in width and not in length. Also, he/she was not aware that the measurement required is back length and not the back width. However, the candidate failed to explain how to take the mentioned measurements.

In part (b), most candidates drew very poor diagram of bodice pattern and confused in labeling it. Others drew pattern markings and described their functions. Moreover, other candidates drew a diagram showing where to pass the tape measure without any explanation. These responses indicate that these candidates lacked enough practices on drafting patterns. Extract 7.2 is a sample of incorrect response from a script of one of the candidates.



Extract 7.2: A sample of candidate's incorrect responses to question 7 (b)

In Extract 7.2, the candidate drew the pattern markings and their meanings instead of the bodice pattern showing the position of the markings given in the question hence he/she scored low marks.

2.2.6 Question 8: Children's Clothing

The question required the candidates to give two features of a garment suitable for children who are learning to dress themselves and write one reason for each feature in part (a). Moreover, in part (b) the candidates were required to explain four points to consider when choosing materials for a child's garment.

The analysis shows that 16 (13.3%) candidates scored from 6.5 to 10.0 out of 10 allotted marks, 35 (29.2%) scored from 3 to 6 marks and 69 (57.5%) candidates scored from 0 to 2.5 marks. This performance is illustrated in Figure 8.

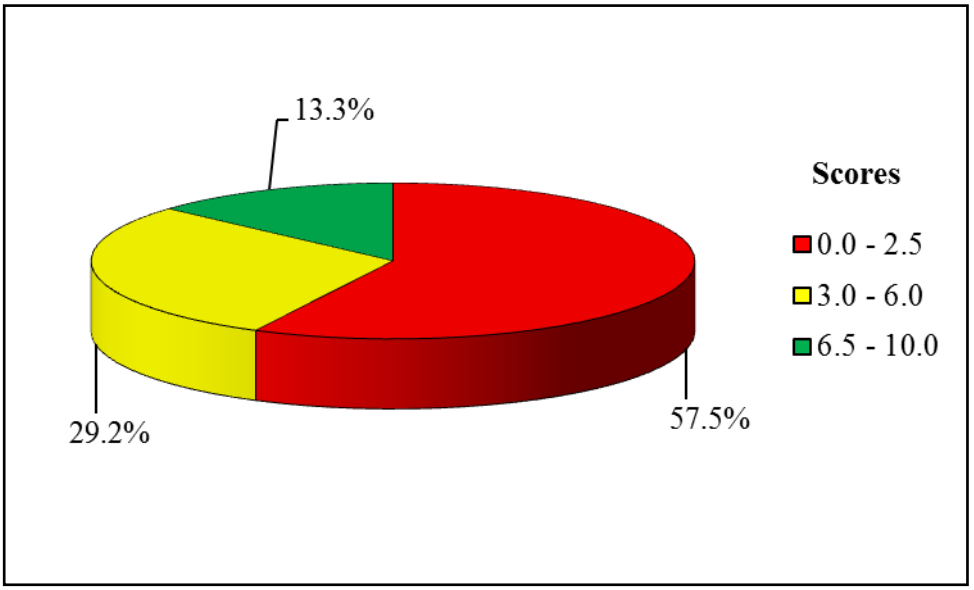


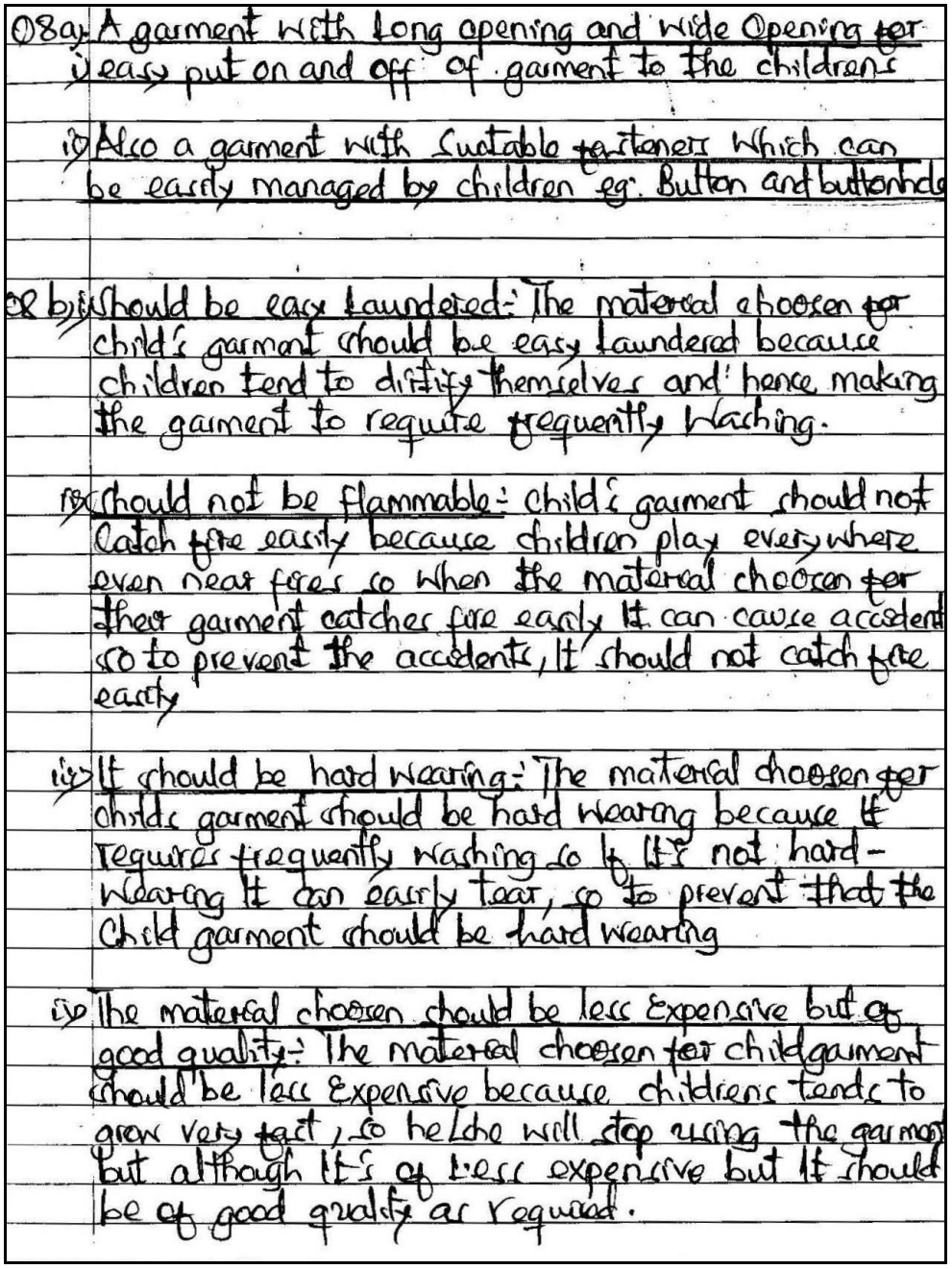
Figure 8: *The Summary Candidates' Performance on Question 8*

The general performance of the candidate on this question was average, since 51 (42.5%) candidates scored from average and above. This indicates that the candidates had sufficient knowledge about children's clothing.

The analysis indicates that the candidate who performed well managed to provide the two correct garment features suitable for children who are learning to dress themselves and the reasons for each feature. These candidates had practical experience gained on making of the children's garments. The correct responses provided were such as; *Garment with long openings so as to put on and off the garment easily; Also the garment with simple fasteners like ribbons, Velcro because these fasteners are very possible for them to open when they want to open and close*; *The garments with reasonable size of sleeve and neckline, this will allow the child to dress up comfortably; Long openings to allow the child to easily put on and off the garment* and *Easily manageable fasteners so as to enable the child to dress him/herself easily, example ribbons and tapes.*

Moreover, some candidates managed to provide all the four correct answers with clear explanations in part (b). For example, one candidate wrote; *Material chosen for child's garments should be easier laundered, Material chosen should be hard wearing, Material chosen should be non-flammable*

and *material chosen for child's garment should be less expensive*. Extract 8.2 is a sample of the correct response from one of the candidate.



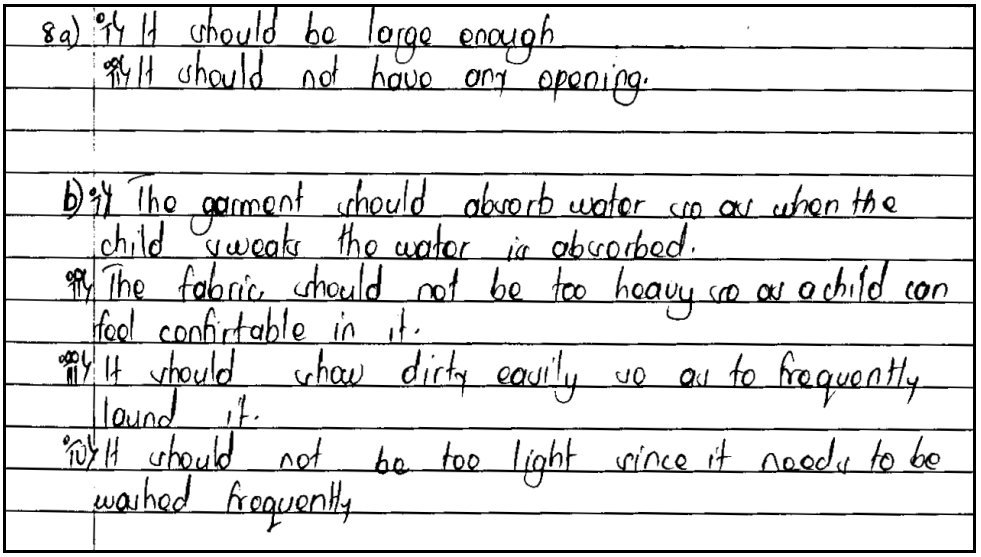
Extract 8.1: A sample of candidates' correct responses to question 8

In Extract 8.1, the candidate gave the correct features suitable for children who are learning to dress themselves. He/she also managed to provide correctly the points to consider when choosing the material for a child's garment, something that made him/her score higher.

In contrast, 69 (57.5%) of the candidates who scored low marks had inadequate knowledge of the children's clothing. For example, one candidate provided the points to consider when choosing the fastenings as he/she wrote; *type of the garment* and *age of the wearer*, instead of features suitable for children who are learning to dress themselves. Another candidate provided the types of fabrics as he/she wrote; *cotton because it make children body weight* and *wool that use for decoration*.

Moreover, some candidates failed to understand the demands of the question. For example, one of them mentioned and explained the features of textile fibres, instead of writing the garment features suitable for children who are learning to dress themselves. He/she gave the responses such as; *cotton material because it absorb hot, shifony material because shide easy to the body*. Furthermore, another candidate provided the points to consider when choosing a style for a child's garment, instead of features suitable for a child's garment, as he/she wrote; *Type of the fabric, age of the child* and *size of the material*.

Additionally, some candidates misinterpreted the question in part (b). They gave the points about the garment instead of the material. For example, one candidate wrote; *Opening - the opening introduced on the child's garment should be suitable and well neatened, Fastenings - should be suitable and not harmful to children, decorations - added on the cloth for good appearance should be suitable and well placed* and *methods of fullness disposal should be well fitting for child's garment*. Another candidate provided irrelevant responses such as; *Uses of the garment* and *style of the garment*. However, the candidate failed to understand that the mentioned points were not for the material as required by the question. Extract 8.2 is a sample of incorrect responses from a script of one of the candidates.



Extract 8.2: A sample of candidates' incorrect responses to Question 8

In Extract 8.2, the candidate gave incorrect responses in part (a). The candidate also misunderstood the question in part (b) as he/she provided the responses about the garment, instead of the points to consider when choosing material for a child' garment, as a result he/she scored low marks.

2.2.7 Question 9: Style, Colour and Line in Garment Making

The question required the candidates to describe the effects of vertical and horizontal lines on a person with short and plump figure in part (a). In part (b), the question required the candidates to explain four factors that contribute to the correct choice of a style in garment making. Moreover, in part (c), the candidates were required to suggest a suitable fabric to be used for a short and plump person and give the reasons for their choice.

The analysis shows that 23 (19.2%) candidates scored from 7 to 9 out of 10 allotted marks, 56 (46.6%) candidates scored from 3 to 6 marks and 41 (34.2%) candidates scored from 0 to 2.5 marks. Figure 9 illustrate this performance.

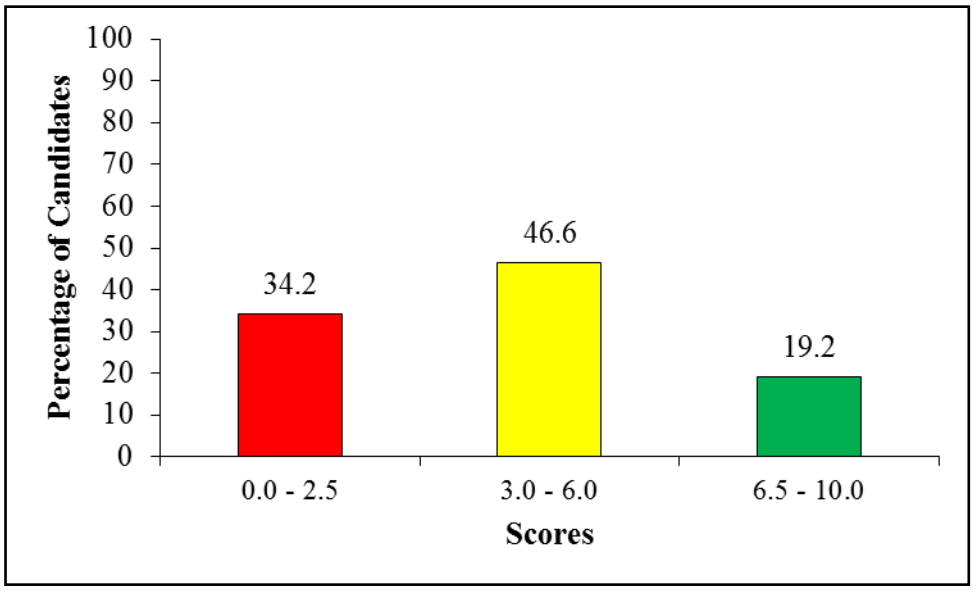


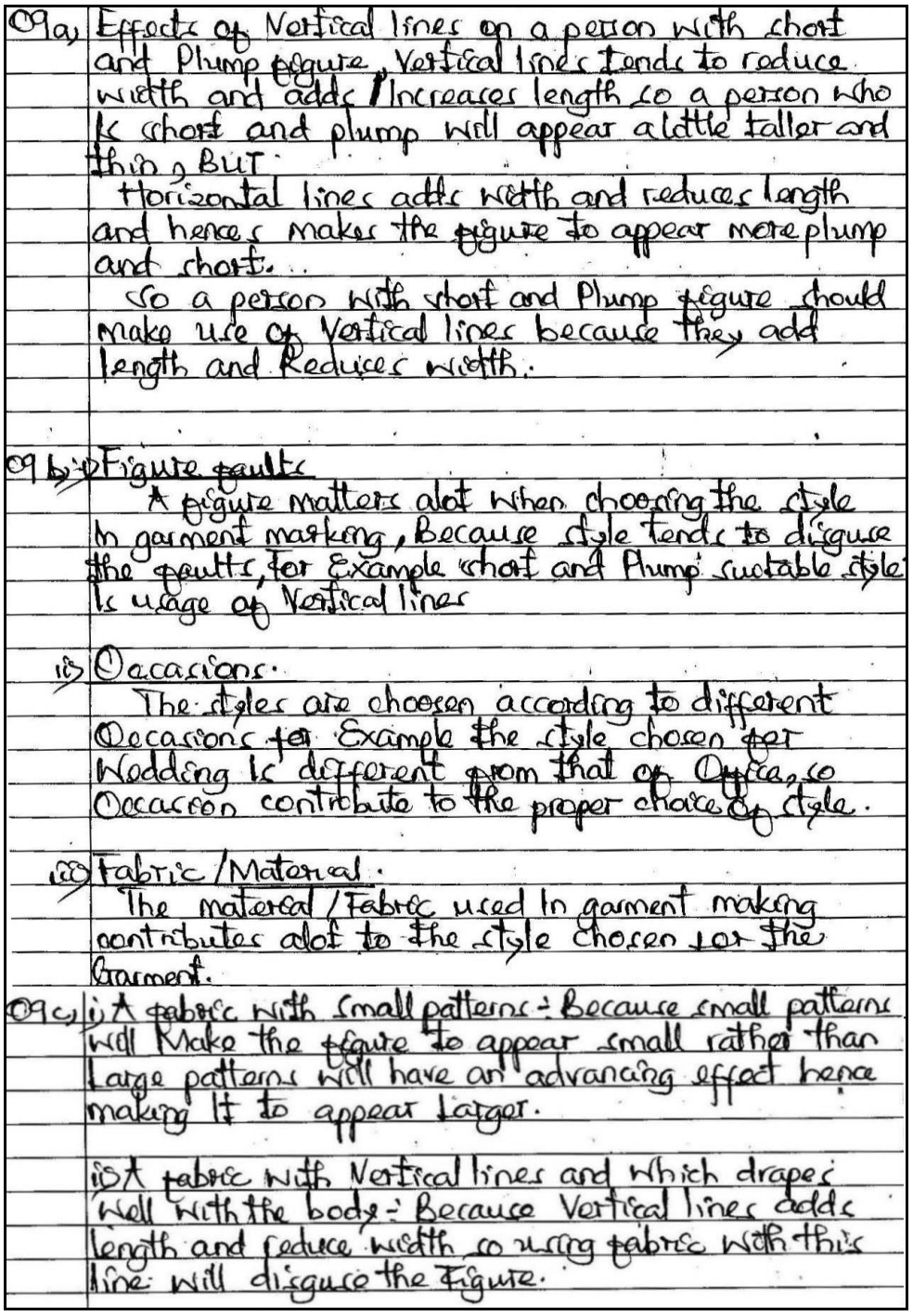
Figure 9: *The Candidates' Performance on Question 9*

The general performance of the candidates on this question was good since 79 (65.8%) candidates scored from average marks and above. This indicates that these candidates had sufficient knowledge about the effects of lines in garment making.

These candidates managed to describe the effects of vertical lines and horizontal lines on a person with short and plump figure. For example, in part (a) the responses provided were such as; *Vertical lines on a person with short and plump figure will make him or her to look thin and taller as vertical lines reduce width and increase height*. Either, on the horizontal lines, they wrote; *Horizontal lines on a person with short and plump figure will make him or her to look plumper and shorter as horizontal lines reduce height and increase width*. Other candidates wrote; *Vertical lines have an effect of increasing length and reducing size thus on short and plump figure they make one to look tall and thin* and *Horizontal lines have an effect of reducing height and increasing size thus on short and plump figure one appears more short and fat*.

In part (b), the majority of candidates managed to explain four factors that contribute to the correct choice of style in garment making. For example, one candidate wrote; *The style chosen must be suitable for the occasion*, *The style should be within the capability of the worker to carry out*, *If the*

fabric is already bought, the style should be suitable for the fabric and *choose the flattering style which is current and fashionable and it should hide the figure faults.* Only a small number of candidates provided the correct response in part (c). For example, one candidate wrote; *The fabric should be light in weight because the person will appear taller and thinner*. The majority of candidates wrote; *The use fabric with vertical lines as they have an effect of making one to appear tall and thin thus reduces the size and increases ones height*. However, the effect of vertical lines was already mentioned in the question. Extract 9.1 is a sample of the correct responses from a script of one of the candidates.



9a) Effects of Vertical lines on a person with short and Plump figure, Vertical lines tends to reduce width and adds / Increases length so a person who is short and plump will appear a little taller and thin, BUT.
Horizontal lines adds width and reduces length and hence, makes the figure to appear more plump and short...
So a person with short and Plump figure should make use of Vertical lines because they add length and Reduces width.

9b) i) Figure faults
A figure matters alot when choosing the style in garment marking, Because style tends to disguse the faults, for Example short and Plump suitable style is usage of Vertical lines

ii) Occasions.
The styles are choosen according to different Occasions for Example the style chosen for Wedding is different from that of Office, so Occacion contribute to the proper choice of style.

iii) Fabric / Material.
The material / Fabric used in garment making contributes alot to the style chosen for the Garment.

9c) i) A fabric with small patterns : Because small patterns will Make the figure to appear small rather than Large patterns will have an advancing effect hence making it to appear larger.

ii) A fabric with Vertical lines and which drapes Well with the body : Because Vertical lines adds length and reduce width, so using fabric with this line will disguse the figure.

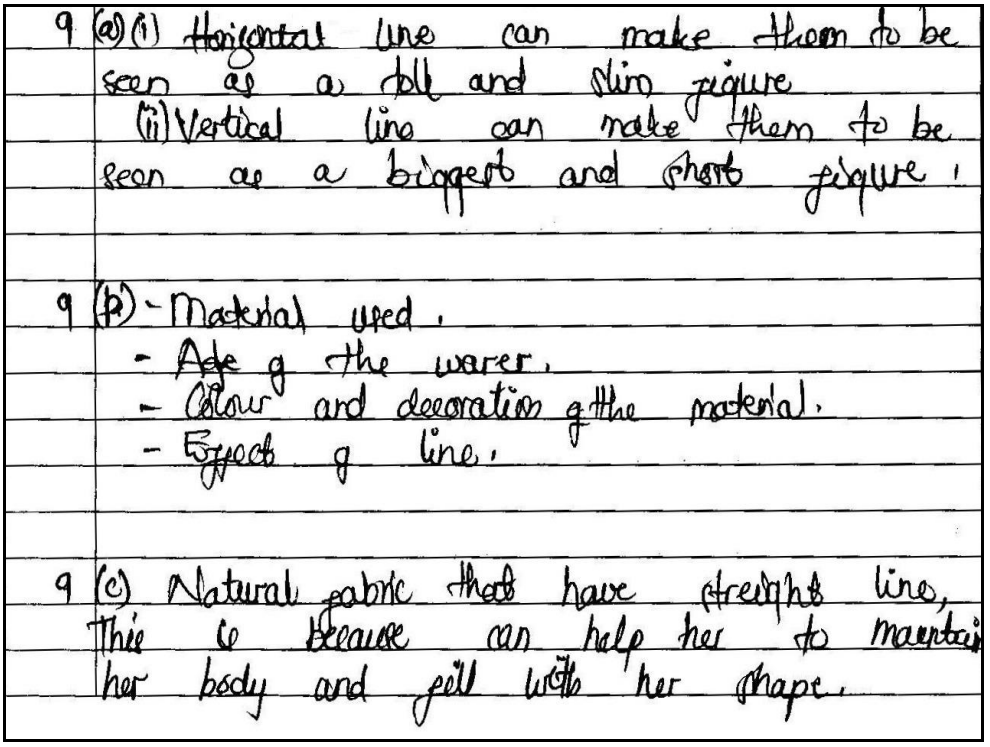
Extract 9.1: A sample of candidates' correct responses to question 9

In Extract 9.1, the candidate managed to provide the correct responses in all the parts of the question. However, he/she gave three points in part (b), out of four points as required by the question thus scored less than full marks.

On the other hand, some candidates 41 (34.2%) scored below average. These candidates had inadequate knowledge about the lines in garment making, since they failed to provide the correct responses. For example, in part (a) one candidate wrote; *Vertical lines, short big person, avoid big clothes avoid colour of clothes in order to prevent the factors of vertical lines. Horizontal lines, small person avoid the clothes of black and white in order to prevent the factors of horizontal lines*. This candidate failed to differentiate between colour and lines, as a result he/she provided the responses on colours instead of lines. Other candidates misinterpreted the question. For example, one candidate wrote; *The effect of vertical lines on a person with short and plump figure they make a person to look more short and plump while the horizontal lines on a person with short and plump figure makes a person to look tall and fat*, although the opposite is true. Another candidate wrote; *Horizontal line can make them to be seen as a tall and slim figure, vertical line can make them to be seen as biggest and short figure*.

Moreover, in part (b) most candidates failed to understand the demands of the question. For example, one candidate provided some of the points to consider when choosing the fasteners such as; *the age of the wearer, the garment being made* and *the position of the style*. Another candidate provided the points to consider when choosing the style for a child garment, as he/she wrote; *avoid style which are not easily laundered, the style of the garment should allow growth of the child* and *the style of the garment should avoid too much decorations*.

Furthermore, some candidates misinterpreted part (c) of the question. For example, one candidate wrote; *use the fabric which will make her seen as a tall and not short. Use the fabric with large decorations like large flowers and other types of decoration*. Another candidate wrote; *the suitable fabric to be used for a short plump figure is large horizontal lines with large designs*. However, the mentioned points favour the slim and tall figure more than a short and plump figure. Extract 9.2 is a sample of incorrect responses from the script of one of the candidates.



Extract 9.2: A sample of candidates' incorrect responses to question 9

In Extract 9.1, the candidate mixed the effects of vertical and horizontal lines as he/she gave the opposite responses to each. He/she also gave some points to consider when choosing the type of fasteners in part (b), instead of the factors that contribute to the correct choice of a style in garment making.

2.3 Section C: Structured Questions

This section consisted of two structured questions which were composed from the topics of *Fabrics* and *Making the Blouse*. The candidates were required to answer only one question. Each question carried 15 marks.

2.3.1 Question 10: Fabrics

The question required the candidates to identify the type of fabric which is suitable to be used in hot climate and give a reason for the choice in part (a). Moreover, in part (b) the candidates were required to explain the manufacturing processes of the natural fabric commonly produced in Tanzania, basing on the process done at the spinning mill.

The analysis of candidates' performance indicates that the question was attempted by 51 (42.5%) candidates. Further analysis indicates that 17 (33.3%) candidates scored 10.5 to 14 out of 15 allotted marks, 11 (21.6%) candidates scored from 4.5 to 9.5 marks and 23 (45.1%) candidates scored from 0 to 4.0 marks. Among them 4 (7.8%) candidates scored zero. Figure 10 summarizes this performance.

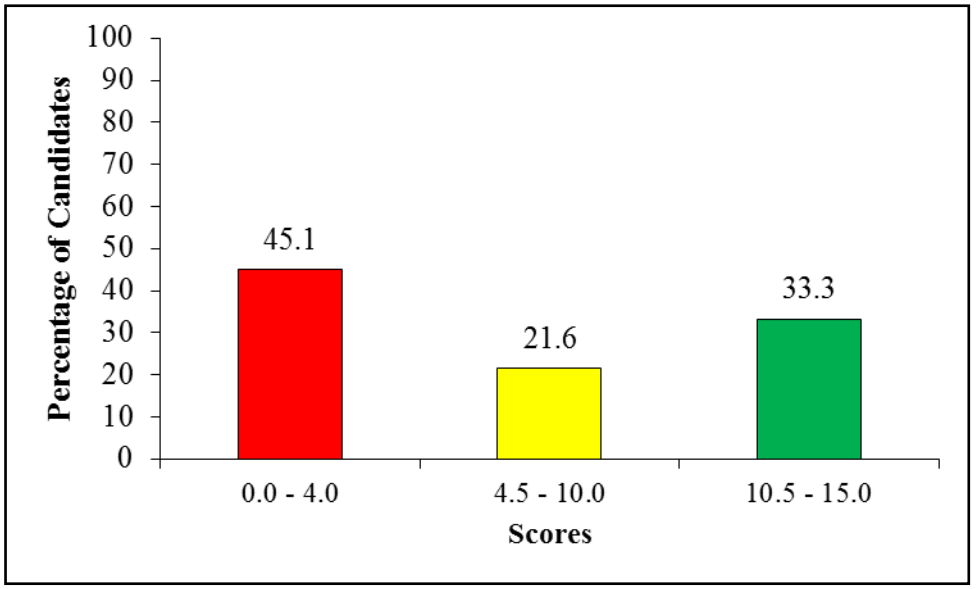


Figure 10: *The Summary of Candidates' Performance on Question 10*

The general performance on this question was average since 28 (54.9%) candidates scored from 4.5 to 14 marks. This performance shows that, the candidates had sufficient knowledge about fabrics, especially the natural fabrics produced in Tanzania.

The analysis of the performance indicates that most of the candidates managed to provide the type of fabric suitable to be used in hot climate and gave the correct reason for the choice. For example, one candidate wrote; *Cotton is suitable to be used in hot climate. This is because cotton is a good conductor of heat thus absorbs moisture and allows the body to cool.* Another candidate wrote; *cotton is suitable to be used in hot climate because it is absorbent.*

In part (b) most candidates managed to provide correctly all the processes for manufacturing the natural fabric commonly produced in Tanzania, such as cotton fabrics. The correct responses were; *Bale Breaking, Opening and Cleansing, Carding, Combing, Drawing, Slubbing, Roving, Spinning,*

Winding, *Doubling*, *Weaving* and *Printing*. These candidates also managed to provide clear explanations to the processes mentioned, although some explanations were not satisfactory. However, most of the candidates provided the explanation on the production process from the first step which is bale breaking, although the question required them to explain from the spinning mill. Extract 10.1 is a sample of the correct responses from a script of one of the candidates.

10 a) The type of fabric suitable to be used in hot climate is cotton fabric and this is because cotton fabric is absorbent.

The natural fabric commonly produced in Tanzania is cotton and the following are the manufacturing processes of cotton:

Ginning: the raw cotton is passed through machine with separate the cotton and seeds and stem.

Baling: the cotton is packed into bundle for shipping to the factories.

Bale breaking: the bundles are broken down into matted fibres and get rid of impurities.

Opening and cleaning: this is where 'lap' is produced where as lap is a the unbroken sheet of cotton fibre.

carding: this is where 'sliver' is formed where as sliver is a loose rope of cotton fibre.

combining: the cotton fibres are placed through drum set with teeth.

Drawing: sliver is pulled out and twisted several slivers.

slubbing: drawing out of sliver continue which is now known as roving.

Roving: A fine enough threads are produced ready for spinning.

spinning: several cotton thread are spun and twisted to their continous length.

10 a) winding: the faults in the threads are removed and the threads are wounded

Doubling: two or more threads are twisted to form a thread with a greater strength.

weaving: the thread as then woven with the weft threads over and under the warp threads to produce fabrics.

Printing: the fabric are passed through roller that apply paints in the woven fabric.

Extract 10.1: A sample of candidates' correct responses to question 10

In Extract 10.1, the candidate provided the correct type of fabric which is suitable in hot climate. He/she also explained the manufacturing process of cotton fabric which is produced in Tanzania, resulting into scoring high marks.

Further analysis shows that 23 (45.1%) candidates who performed poorly lacked enough knowledge of fabrics. Some candidates provided incorrect types of fabrics in part (a). For example, one candidate wrote; *woollen fabric because it is good absorbent*. Despite the fact that woollen fabric absorbs a lot of moisture, it retains it; therefore, is not suitable to be used in hot climate. Other candidates gave artificial fabrics such as; *nylon* and *polyester*. However, these fabrics are not good absorbent of moisture, therefore, they are not suitable in hot climate. Furthermore, some candidates managed to give the suitable fabric to be used in hot climate but failed to provide correct reason for their choice. For example, one of the candidates wrote; *Cotton fabric because the cotton fabric is the type of cloth of soft materials which produce the curtain and other*. Another candidate wrote; *The type of fabric which is suitable to be used is rayon and linen because are not good conductor of heat during hot climate*.

Moreover, some candidates misinterpreted the question. They provided the production processes of other fabrics like wool, silk and linen. However, these candidates failed to understand that all the mentioned fabrics are not commonly produced in Tanzania. For example, one candidate provided the manufacturing process of woollen fabrics, such as;
Shearing; This is the first step where by the sheep are sheared to produce wool and then they are transported to the industry.
Scouring; This is the second step which is involved and in this step wool is taken to water containing ammonia.
Combing; The wool is combed as such are arranged in good direction or one direction.
Spinning; This is the last step of producing woolen fibres whereby the threads are arranged in order.

Other candidates gave incorrect steps of manufacturing cotton fabric by mixing the steps. For example, one candidate wrote; *Balling, scutching, weaving, drawing, doubling, combing, opening, printing* and *winding*, instead of following the correct steps from *bale breaking* to *printing*. Extract 10.2 is a sample answer from a script of one of the candidates.

10 The type of fabric is suitable to be useed in hot climate : a reason for ~~your~~ choice

types of garment : This types of fabric is attached to removal of fabric or garment.

types of fabric : this type of garment natural fabric folds worked on either the right or wrong side of the garment.

Types of ~~gath~~ : this are fabric of method manipulating curved seams and fullness in sleve heads which set represent appropriate for obtained good gath ers :

Typeo of Stitched : the types of Stiteles folds worked on either the right or wrong side of the garment worked by pulling together three or more rows of machine stitching Small pleats tapered from a narrow er to a fuller part of the figure

The following suitable to be used in hot climate.

Extract 10.2: A sample of candidates' incorrect responses to question 10

In Extract 10.2, the candidate provided irrelevant responses in all the parts of the question, as he/she copied some text from the question paper, as a result he/she scored low marks.

2.3.2 Question 11: Dressmaking Processes (Fastenings)

The question required the candidate to sketch the layout of the pattern pieces of the short sleeved blouse, having front opening with a wrap to be fastened by button and button hole in part (a). In part (b), they were required to describe five important points to observe when laying out pattern pieces on the material, and part (c) required them to explain five points to remember when cutting out the fabric.

This question was the most omitted question as only 69 (57.5%) candidates attempted it. The analysis of the candidates' performance shows that 50 (72.5%) candidates scored from 0 to 4.0 marks, out of which 12 (17.4%) candidates scored zero. 16 (23.2%) candidates scored 4.5 to 10 marks and only 3 (4.3%) candidates scored from 11.5 to 12.5 marks out of 15 allotted marks. Figure 11 illustrates this performance.

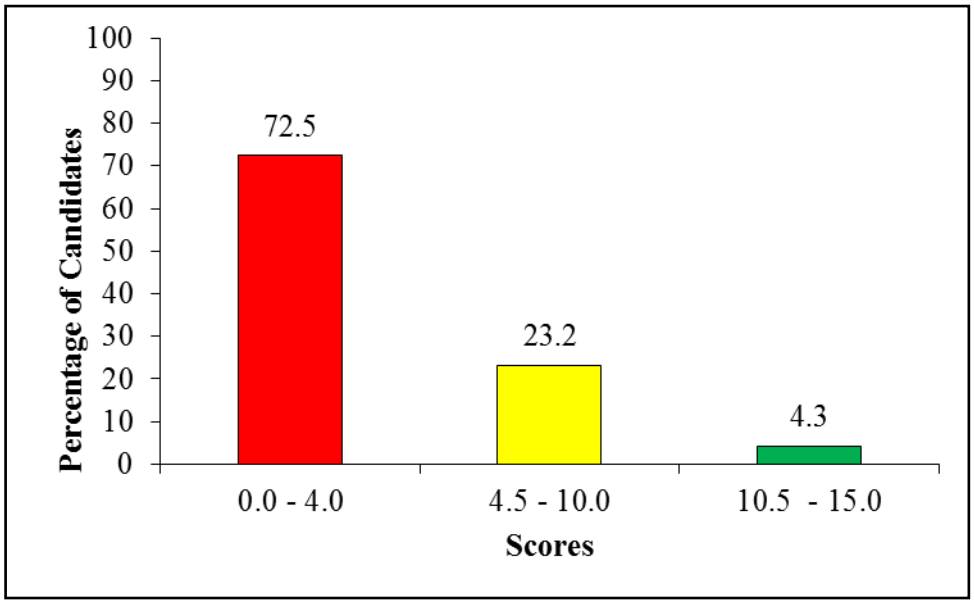


Figure 11: *The Summary of Candidates' Performance on Question 11*

The general performance on this question was weak since 19 (27.5%) candidates scored above average. This reveals that most of the candidates had inadequate knowledge about drafting patterns for a blouse.

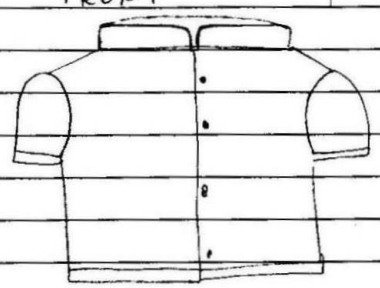
The analysis indicates that most candidates misinterpreted the question. Some of them drew a blouse with buttons and buttonholes in part (a); others

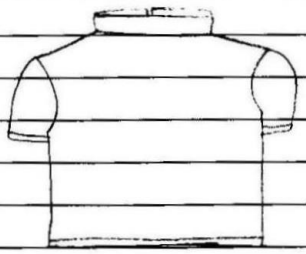
drew undefined pieces and labeled them as different parts of a blouse. Moreover, other candidates drew incorrect diagrams without labeling them. These candidates also showed poor drawing skills. Either, in part (b) most candidates misunderstood the question. They provided the procedures of laying and cutting out, instead of the points to remember when cutting out the fabric. For example, one candidate wrote; *pinning the pattern pieces of the material, avoid trimming and shivering and cut the pattern by using sharp scissor*. Other candidates provided irrelevant responses such as; *it helps to give the shape of the garment, it helps to make our own garment, it helps to attaching the garment with the direct points, it helps to give the new shape*.

Moreover, other candidates provided the importance of using patterns in garment making, instead of important points to observe when laying out pattern pieces on the material. For example, one candidate wrote; *in order to get the accurate measurement, in order to get good desired shape and style, it helps to accurately size of garment, it help to find the specific shape of the garment* and *it help to find the faults when cutting the fabric*. Furthermore, some candidates provided the points to consider when transferring pattern markings as they wrote responses, such as; *The pattern marking should be followed exactly how they are, The use of tracing wheel and carbon paper should be followed when transferring patterns markings to the fabric, The stitching line should be also indicated* and *All the measurement should be followed*.

In part (c), most candidates provided irrelevant responses, such as; *The wrong and right side of the fabric should also be considered, use the carbon paper, use of the scissors when cutting out*. *Remove the pins when cutting out, remove edges on the fabric, avoid trimming and remove tacking on the materials*. Other candidates misunderstood the needs of the question, as they gave the preparation of material before laying out, instead of the points to remember when cutting out the fabric. For example, one candidate wrote; *press the fabric to remove folds, pre-shrink the fabric and pull the fabric to straighten it*. Extract 11.1 is a sample of incorrect responses from a script of one of the candidates.

11.





11. b) i) The pattern making should be followed exactly how they are.

ii) The use of tracing wheel and carbon paper should be followed when transfering patterns to the fabric.

iii) The stitching line should be left.

iv) The seam line should be also indicated.

v) All the measurements should be followed.

c) i) The weft and the selvedge part should be put into consideration.

ii) The wrong and right ~~wigl~~ side of the fabric should also be considered.

iii) Remove all the pins when cutting out.

iv) Use of the scissors when cutting out.

v) Use of carbon paper.

Extract 11.1: A sample of candidates' incorrect responses to question 11

In Extract 11.1, the candidate drew the front and back view of a completed blouse in part (a). He/she also provided some points to consider when transferring pattern markings in part (b), instead of important points to observe when laying out pattern pieces on the material. Moreover, the candidate gave irrelevant responses in part (c), and scored low marks.

In contrast, the 19 (27.5%) candidates who scored average and high marks in this question managed to sketch a diagram of the pattern pieces of short-sleeved blouse. Though, some of them failed to label correctly the position of pattern marking in part (a) of the question. In part (b), some candidates managed to provide two to three correct points out of five points required by the question. The responses were; *layout large patterns pieces first then followed by the small pattern pieces, plan the entire laying out first so as to know if the fabric will be enough or not, patterns with "place to fold" indication should be placed on a place folded edge of material, press the pieces to remove creases and lie flat, arrange the pattern pieces closely together but not overlapping to reduce wastage of the material*.

Moreover, in part (c) most candidates provided both correct and incorrect responses which led them to score average marks. The correct responses were; *Cut directionally to the grain of the fabric, Cut away or parallel to yourself and not towards yourself, Never move the fabric while cutting instead one should move along the worktable, Cut notches outward and double or triple notches should be cut once, to mark centre lines and folds clip 5mm, cut using long even strokes to prevent jagged edges and make the working neat*. These few candidates showed adequate knowledge about pattern layout on the material and how to cut out the fabric for making a short-sleeved blouse.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN PAPER 2

The paper consisted of one question that required the candidates to perform eight tasks. The tasks included *presentation, cutting out, joining the shoulder seam, joining the side seam, making a collar, making an opening, attaching collar to the neckline* and *attaching a button to an opening* to complete the right half of the shirt. The candidates were required to demonstrate all the activities indicated in each task. This paper carried a total of 100 marks in which 75 marks come from the real practical and 25 marks are obtained from the Coursework from the candidates during their course of study.

3.1 Task 1: Presentation

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

The task was attempted by all 120 (100%) candidates. The analysis of the candidates' performance indicates that 91 (75.8%) candidates scored from 6.5 to 9.0 marks 23 (19.2%) candidates scored from 3 to 5 marks and 6 (5.0%) candidates scored from 0 to 2.5 marks. Figure 12 summarizes the performance.

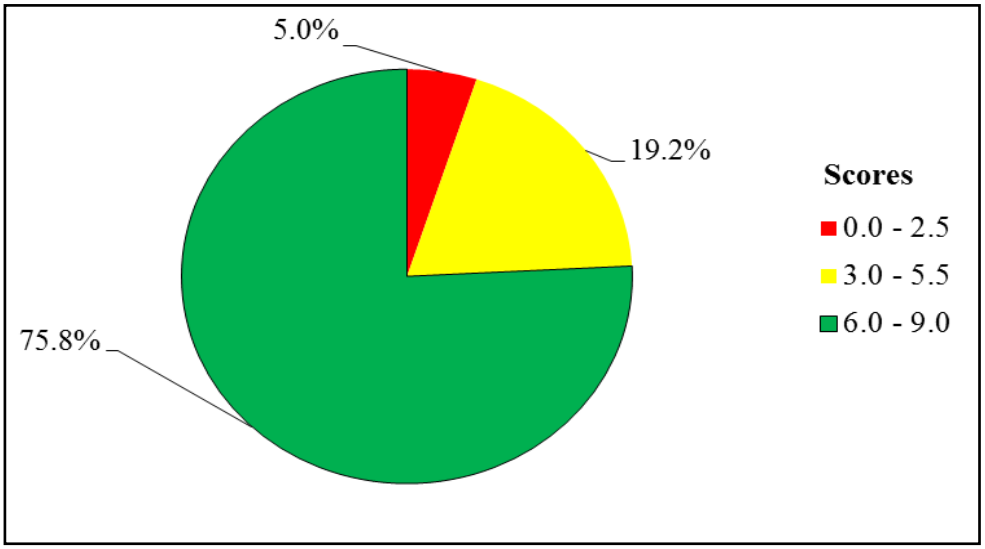


Figure 12: *The Summary of Candidates' Performance on Task 1*

The general performance on this task was good since 114 (95%) candidates scored from average and above. The candidates who performed well in this task managed to show good presentation skills like neatness, correct labelling and making the correct side of the garment. Hence they scored high marks.

The analysis indicates that the majority of candidates managed to remove the pins, tacking threads and loose threads in part (a). Either, in part (b) they attached a label correctly on a single layer of the fabric using tacking stitches. Moreover, most candidates made the correct side of the garment in part (c) which was the *right side*. The analysis shows that the candidates had sufficient knowledge about how to finish a garment and present a finished work.

On the other hand, only few, 6 (5.0%) candidates had weak performance. These candidates failed to present their articles correctly as the task required. In part (a), some candidates left loose threads hanging, while others did not remove the tacking threads. Either, some candidates did not trim the finished seam and others had articles with tracing marks seen on the right side of the garment. In part (b), some 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 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, as a result, they scored lower marks.

3.2 Task 2: Cutting Out

In this task, the candidates were required to show the skills in cutting the material. The task had these activities; to cut a shirt front in activity (a), shirt back in activity (b) and a collar in activity (c). Moreover, all the pieces were supposed to follow the grain of the fabric.

The task was attempted by all 120 (100%) candidates. Data analysis shows that 80 (66.7%) candidates scored from 6 to 9 marks, 30 (25.0 %) candidates scored from 3 to 5 marks and 10 (8.3 %) candidates scored from 0 to 2 marks. Figure 13 illustrates this performance.

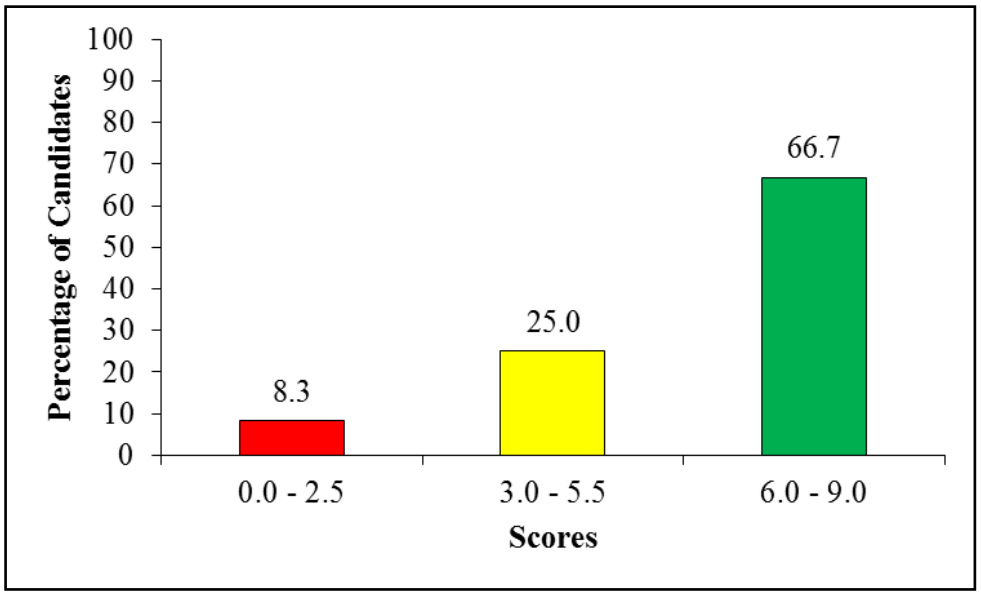


Figure 13: *The Summary of Candidates' Performance on Task 2*

The general performance on this task was good. About 110 (91.7%) candidates scored from average and above. This indicates that most candidates managed to cut the front shirt in activity (a), whereby some of them were able to cut exactly on the grain. Moreover, these candidates were able to cut the shirt back in activity (b). Furthermore, the analysis shows that some candidates managed to cut a collar in activity (c). However, some of them managed to cut the material on the exact grain.

On the other hand, the analysis further indicates that few candidates 10 (8.3%) failed to cut the shirt front and back in activity (a) and (b) respectively. These candidates incorrectly laid the pattern, hence ended up with pieces of material which could not make the front part of a shirt, or the back part. Furthermore, some candidates failed to cut a collar in activity (c). Some of them placed a pattern on a single layer of material, instead of double layer, while others did not cut a collar. Additionally, most candidates in this category failed to cut the material exactly on grain. They either cut slightly off grain or completely off grain. Other candidates failed to cut the material correctly in any of the pieces, hence, they scored low marks.

3.3 Task 3: Joining the Shoulder Seam

In this task, the candidates were required to join the shoulder seam. The task consisted of the activities of joining the shoulder seam either by using an open seam, or a French seam. The activities were; to (a) work the correct seam, (b) neaten the seam well, (c) make even width and (d) trim the seam well.

The analysis indicates that 86 (71.7%) candidates scored from 5.5 to 8 marks, 15 (12.5 %) candidates scored from 2.5 to 5 marks and 19 (15.8%) candidates scored from 0 to 2 marks. Figure 14 illustrates this performance.

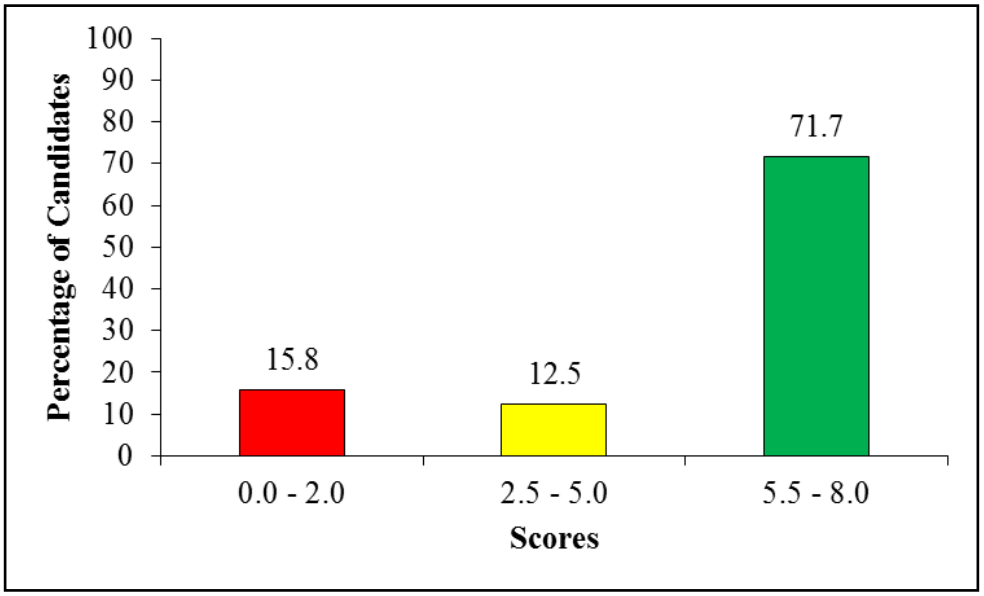


Figure 14*: The Summary of Candidates' Performance on Task 3*

The general performance on this task was good since 101 (84.2%) candidates scored above average. This performance shows that the candidates had sufficient knowledge of garment making, especially on seam making. Most candidates opted for the French seam. These candidates managed to make a well neatened seam which was well trimmed and the width of the finished seam was 6 mm for most candidates. Moreover, some candidates used an open seam to join the shoulder seam. These candidates managed to make the open seam correctly, trim and neat the seam by different methods, such as machine stitches and loop stitching.

On the other hand, the candidates 19 (15.8%) with weak performance made an overlaid seam instead of a French seam. Others worked a French seam

incorrectly such that the wrong side of a seam appeared on the right side. Others did not trim the turnings, thus the seam appeared with uneven width. Also, other candidates joined the French seam, but the finished seam had pockets along the edges. This shows that the candidates did not press the turnings completely open and flat after working the first stitching. Furthermore, some candidates who chose an open seam failed to trim the seam and the width was not even. Others neatened the turnings without trimming them. This shows that these candidates lacked enough practices on working different types of seam.

3.4 Task 4: Joining the Side Seam

In this task, the candidates were required to join the side seam. The task consisted of the activities of joining the side seam either by using open seam or a French seam. The task consisted of activities; to (a) work the correct seam, (b) neaten the seam well, (c) make even width and (d) trim the seam well.

The analysis indicates that 85 (70.8%) candidates scored from 5.5 to 8 marks, 25 (20.9 %) candidates scored from 2.5 to 5 marks and 10 (8.3%) candidates scored from 0 to 2 marks. Figure 15 summarizes this performance.

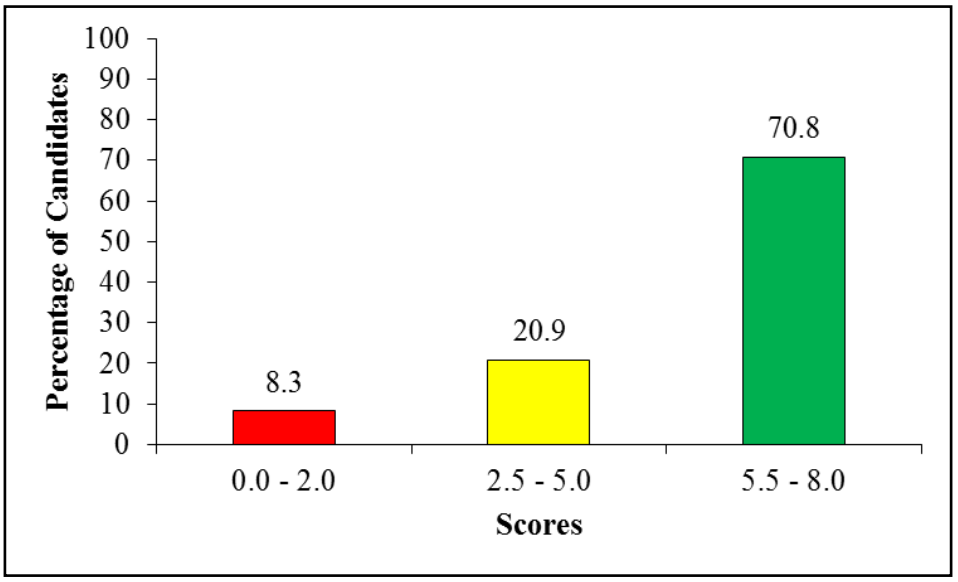


Figure 15: *The Summary of Candidates' Performance on Task 4*

The general performance on this task was good since 110 (91.7%) candidates scored from average and above. This performance shows that the candidates had sufficient knowledge of garment making, especially on seam making. Some candidates opted for a *French seam* and others chose an *open 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 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 turnings so as to reduce the bulkiness in the finished seam. These candidates also managed to neaten the *open seam* using different methods such as machining, loop stitching and pinking shears in activity (c).

In addition, most candidates managed to work the *French seam* with the even width of 6 mm. 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 by 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.

On the other hand, 10 (8.3%) 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 a French seam with pockets along the edges of the seam. This indicates that, the candidates had insufficient knowledge about seams and they scored lower marks.

3.5 Task 5: Making a Collar

In this task, the candidates were required to (i) remove the turning allowance on interfacing before pressing, (ii) remove the corners on interfacing to reduce bulkiness, (iii) press the interfacing on the wrong side of the under collar, (iv) use the correct seam, (v) trim the seam and clip the curved edge to give the seam flat and thin edge and (vi) make the seam without pockets along the edges on the right side.

The analysis shows that 48 (40%) candidates scored from 8 to 12 marks, 58 (48.3%) candidates scored from 3.5 to 7.5 marks and 14 (11.7%) candidates scored from 0 to 3 marks. Figure 16 illustrates this performance.

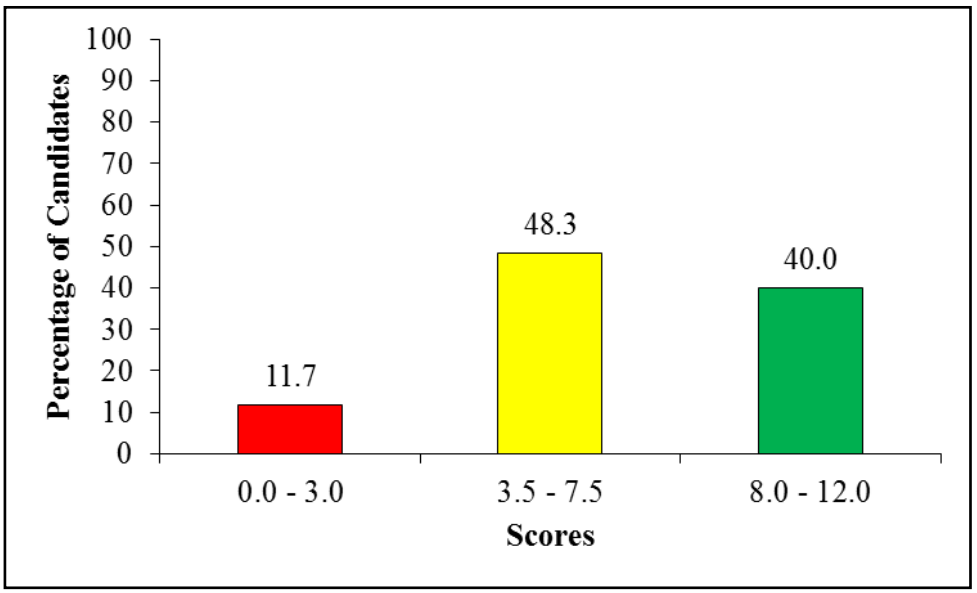


Figure 16*: The Summary of Candidates' Performance on Task 5*

The general performance on this task was good as 106 (88.3%) candidates scored from average and above. These candidates had sufficient knowledge about collars and how to attach them.

The performance analysis shows that most candidates managed to remove the turning allowance on the interfacing before pressing. They also removed the corners on the interface so as to reduce the bulkiness. Moreover, some candidates managed to press the interface correctly on the wrong side of the under collar. These candidates had enough practice on attaching collars. Furthermore, the analysis shows that most candidates used the correct seam which was an open seam. Either, most of them were

able to trim the seam and clip the curved edges to give the seam flat and thin edge. Additionally, some candidates were able to press the seam open before neatening the edge, so as to avoid pockets along the edges of the seam on the right side.

On the other hand, the analysis indicates that 14 (11.7%) candidates who had weak performance failed to attach the collar on the garment. Some of them failed to cover the interface on the wrong side by using the under collar. Other candidates turned the collar upside down, therefore, it could not fit on the neckline of the garment. Furthermore, some candidates did not attach the collar at all. These candidates showed inadequate knowledge about collars and how to attach them. Either, some candidates incorrectly attached the collar by stitching on the right side, therefore, the neatening was done on the right side. Generally, these candidates lacked enough practices on attaching collars.

3.6 Task 6: Making an Opening

In this task, the candidates were required to make an opening on a shirt. The task consisted of four specific activities; to (i) Neat well the facing edge, (ii) Neat the facing by machine edge stitching, (iii) Press the interfacing on the wrong side of the facing and (iv) fold the opening correctly.

This task was performed by all 120 (100%) candidates. The analysis indicates that 22 (18.3%) candidates scored from 6 to 9 marks, 51 (42.5%) candidates scored from 3 to 5.5 marks and 47 (39.2%) candidates scored from 0 to 2.5 marks. Figure 17 illustrates this performance.

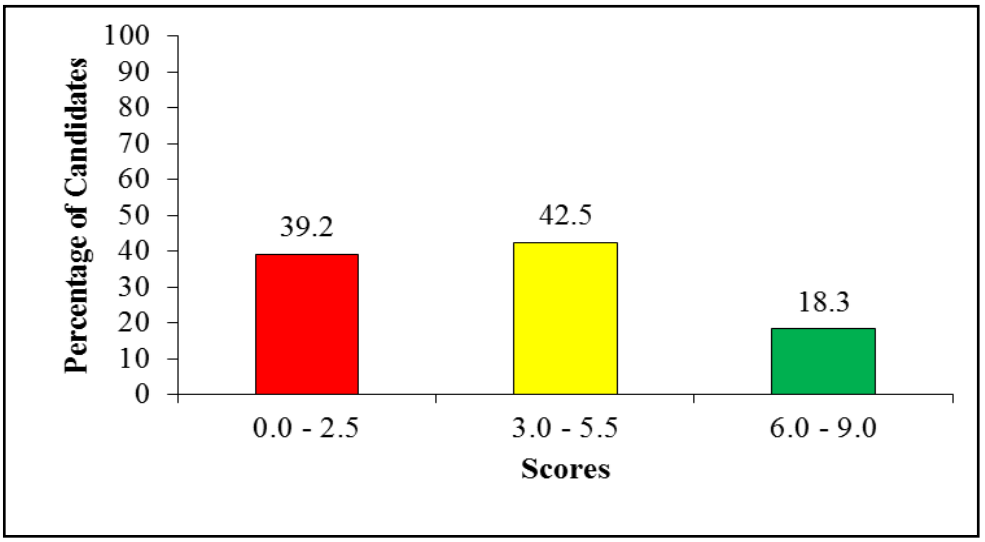


Figure 17*: The Summary of Candidates' Performance on Task 6*

The general performance on this task was average since 73 (60.8%) candidates scored from average and above. These candidates had sufficient knowledge about openings and how to neat the raw edges. They managed to neat the edge of the interfacing correctly by using the machine edge stitching in activity (i) and (ii). Also, they managed to press the interfacing on the wrong side of the facing, which shows that they were knowledgeable about facing and interfacing. Moreover, they correctly folded the opening towards the wrong side of the garment. This indicates that these candidates had enough practice on making openings.

In contrast, 47 (39.2%) candidates failed to make an opening. Others did not prepare the facing at all. Others failed to neat the edges of the facing

and some of them fitted the edge of the facing on a garment by machine stitches, therefore, the line of stitches could be seen on the right side of the garment. Either, some candidates folded the opening without facing in it, while others pressed the interfacing on both sides of the facing in the activity. Moreover, others failed to fold the opening, therefore, they pressed the interfacing on the right side of the garment. This indicates that these candidates lacked enough practices on making openings which contributed to weak performance.

3.7 Task 7: Attaching a Collar to the Neckline

In this task, the candidates were required to attach a collar to the neckline. The task consisted of the following activities; to (i) attach the collar by using the correct procedure, (ii) use correct stitches to attach the underside of the collar, (iii) trim the seam well, (iv) use the correct stitch to hold the upper collar on the neckline and (v) stand the collar well.

The analysis of data shows that 51 (42.5%) candidates scored from 6.5 to 10 marks, 40 (33.3%) candidates scored from 3 to 6 marks and 29 (24.2%) candidates scored from 0 to 2.5 marks, as presented in Figure 18.

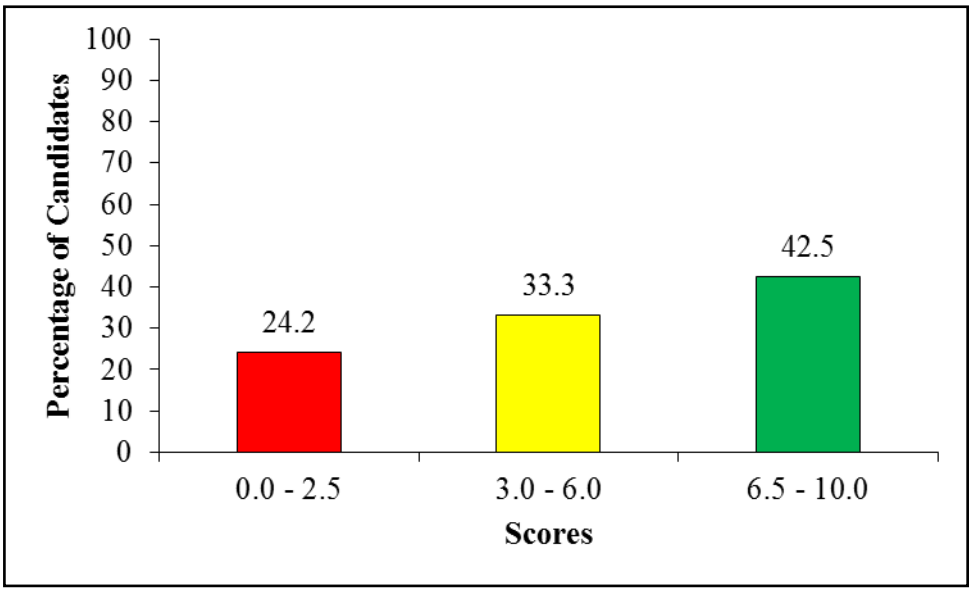


Figure 18: *The Summary of Candidates' Performance on Task 7*

The general performance on this task was good since 91 (75.8%) candidates scored from average and above. This indicates that most candidates had sufficient knowledge on blouse making, especially on

attaching collars. They managed to attach the collar using the correct procedures. These candidates attached the collar to the neckline by starting with the underside of the collar. They also used the correct stitches to join the seam which was the machine stitching. Then, they were able to trim the seam so as to reduce the bulkiness. Moreover, these candidates managed to use the hemming stitches to hold the upper collar on the neckline. By following the correct procedures, most candidates were able to make a completed collar which stands well on a garment.

In contrast, 29 (24.2 %) candidates failed to follow the notches as they switched the position of a collar. The front part of the collar was attached on the back part of garment on the neckline. Other candidates failed to trim the turnings, hence there was bulkiness inside the finished collar. These candidates failed to understand the importance of trimming the turnings. Moreover, most candidates used the machine sewing stitches to hold the upper collar on the neckline, instead of hemming stitches. Furthermore, some candidates failed to attach a collar on the neckline, therefore, the neckline was not neatened. The analysis shows that these candidates lacked enough practices on making the collar and attach them on the neckline, as a result they scored low marks.

3.8 Task 8: Attaching a Button to an Opening

In this task, the candidates were required to attach a button to an opening. The task consisted of the following activities; to (i) position the button correctly, (ii) sew on double material, (iii) make a shank, (iv) sew a button with holes in a horizontal direction and (v) secure the stitches on the wrong side.

The analysis of the candidates' performance shows that 80 (66.7%) candidates scored from 6.5 to 10 marks, 34 (28.3%) candidates scored from 3 to 6 marks and 6 (5.0%) candidates scored from 0 to 2 marks. Figure 19 summarizes this performance.

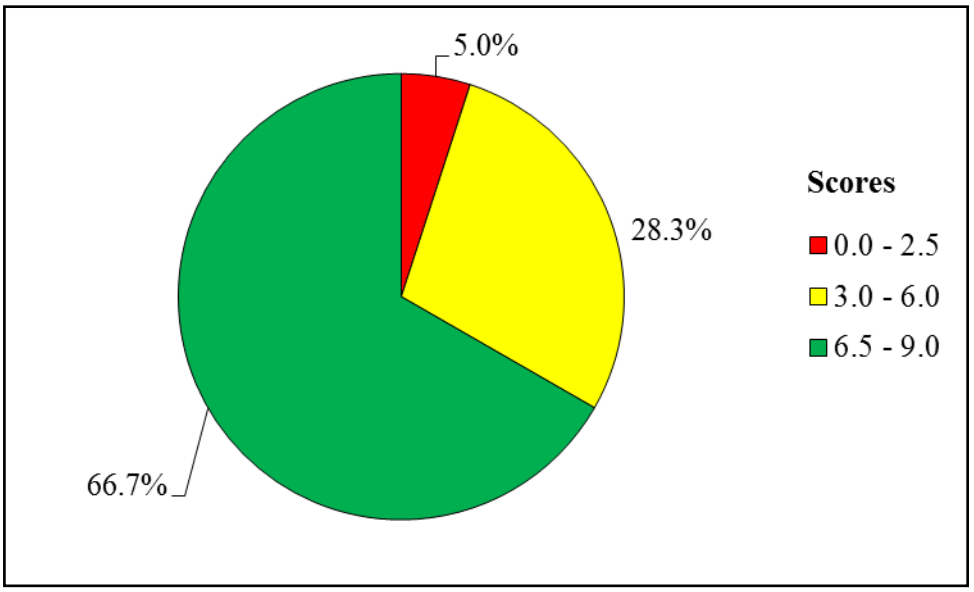


Figure 19: *The Summary of Candidates' Performance on Task 8*

The general performance on this task was good since 114 (95%) candidates scored from average and above. These candidates had sufficient knowledge about fastenings, especially the buttons and how to attach them.

The analysis shows that most candidates managed to position the button correctly on the distance of ½ diameters from the edge. They also put a button on double pieces of the material. Furthermore, these candidates managed to make a shank correctly since the button used was a flat button. Also, some candidates were aware of how to place the button with holes, as they managed to place it with holes in a horizontal direction. Additionally, the analysis shows that most candidates secured the stitches well on the wrong side of the garment. This indicates that these candidates had enough practices on working with fastenings, especially the buttons.

On the other hand, 6 (5.0%) candidates failed to position the button correctly. Some of them placed the button at the end of the edge, instead of ½ a diameter from the edge. Others placed the button on a collar and some of them placed the button on the back part of a shirt. Moreover, the analysis shows that most candidates sew the button on a single piece of fabric, instead of double fabric. These candidates failed to understand that all the fastenings should be worked on double material. Furthermore, some candidates did not make a shank under the button. They were not aware that the flat button is normally strengthened by a shank. Additionally, some

candidates failed to place the button with holes in the correct direction as they placed it in vertical direction. Also, these candidates failed to secure the stitches as they left the thread hanging on the wrong side, thus they scored lower marks.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' performance topic wise shows that a good performance was seen in Question 1, which was derived from various topics. The question had the highest performance (91.7%), followed by question 9 which was derived from the topic of Style, Colour and Line in Garment Making (65.8%) and question 7 which was derived from the topic of Making the Garment (65%). The good performance in these topics was mainly due to the candidates' wide knowledge of the concepts related to the subject. Furthermore, the candidates' ability to adhere to the demands of the questions, good drawing skills and ability to express themselves by using English Language contributed to the good performance in particular questions.

The average performance was observed in five topics/sub topics as follows; the sub topic of Dressmaking Processes (53%) which was tested in questions 5, 2, 4 and 11; Fabrics (47.1%) in questions 10 and 3; Children Clothing (42.5%) in question 8 and The Sewing Machine (30%) in question 6.

The candidates' average performance was triggered by provision of fewer points as per demands of the question, poor drawing skills, lack of English Language writing skills and failure to adhere to the demands of the questions.

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The performance of candidates in CSEE 2021 Textiles and Dressmaking subject was good since 100 per cent of the candidates passed the examination. From the analysis, it was revealed that factors that enabled 100 per cent of the candidates to score 30 percent and above in the examination were; ability to identify the requirements of the question, adequate knowledge and skills on the concept related to the subject and sufficient English Language skills. Furthermore, enough practices in practical oriented concepts helped the candidates to gain more knowledge from what they learned theoretically. They also helped the candidates to have enough skills on the tested concepts. Furthermore, analysis shows that the performance in year 2021 has increased by 8.7 per cent as compared to the performance in year 2020. This is a good achievement for the subject.

5.2 Recommendations

In order to maintain the good performance of candidates in future in the subject of Textiles and Dressmaking, it is recommends that:

(a) Teachers should put more emphasis on students' practices on both theory and practical oriented concepts to meet the objectives.

(b) Candidates should be encouraged to use English language in all aspects of teaching and learning processes in order to improve English Language skills.

(c) Students should make fabric sample book which will enable them to familiarize with different types of fabrics and their characteristics, advantages and disadvantages.

(d) Teachers should arrange study tours with students to visit a textile industry to see how the fabrics are manufactured; this will enable the candidates to understand the concepts better.

(e) Teachers should encourage group discussions among the students which helps to exchange the ideas and improve understanding of the concepts.

Appendix I

Summary of Candidates' Performance per Topic

S/N	Topic/Sub topic	Question Number	The Percentage of candidates who scored 30% and Above	The Average Percentage of candidates who scored 30% and Above	Remarks
1.	Various Topics (Matching items)	1		91.7	Good
2.	Style, Colour and Line in Garment Making	9		65.8	Good
3.	Making the Blouse	7		65	Good
4.	Dressmaking Processes (Edge Finishes)	5	77.5	53.4	Average
5.	Dressmaking Processes (Methods of Controlling Fullness)	2	74.2		
6.	Dressmaking Processes (Fastenings)	4	34.2		
7.	Dressmaking Processes (Fastenings)	11	27.5		
8.	Fabrics	10	54.9	47.1	Average
9.	Fabrics	3	39.2		
10.	Children Clothing	8		42.5	Average
11.	The Sewing Machine	6		30	Average