



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), 2022**

TEXTILES AND DRESSMAKING



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052 TEXTILES AND DRESSMAKING

Published by

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

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FOREWORD

This report presents Candidates' Items Response Analysis (CIRA) on Form Four Textiles and Dressmaking National Examination which was conducted in November 2022. This report aims to provide feedback to all educational stakeholders on the factors that contributed to the candidates' performance in Textiles and Dressmaking.

The Certificate of Secondary Education Examination (CSEE) is a summative evaluation which among other things, shows the effectiveness of the education system and the education delivery system in particular. This analysis shows justification for the candidates' performance in the Textiles and Dressmaking subject. The candidates who attained high scores had adequate knowledge of the subject content and understood the question requirements.

However, candidates who scored low marks faced difficulties in responding to the questions due to inadequate knowledge of the basic concepts of Textiles and Dressmaking, misinterpretation of the questions, insufficient skills in addressing practical oriented issues, poor drawing skills and low proficiency in the English language. Therefore, the candidates provided irrelevant, incorrect and incomplete responses or skipped some questions/parts of the questions.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will highlight the challenges which education stakeholders should take proper measures to improve teaching and learning the Textiles and Dressmaking subject. Consequently, students will acquire knowledge, skills and competence indicated in the syllabus for better performance in future examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the candidates' performance in the Certificate of Secondary Education Examination (CSEE), specifically in Textiles and Dressmaking conducted in November 2022. The examination had two papers: *052/1 Textiles and Dressmaking 1* and *052/2 Textiles and Dressmaking 2*. These papers assessed the competences following the requirements of the 1997 Home Economics syllabus for the Certificate of Secondary Education Examination.

The *Textiles and Dressmaking 1* paper consisted of eleven questions. These were distributed in three sections, namely A, B, and C. Sections A and B were compulsory. Section A comprised of two questions (Multiple Choice Items and Matching Items). The multiple choice question had 10 items, each carrying 1 mark, making a total of 10 marks. The matching item question had 5 items, each carrying 1 mark, making a total of 5 marks. Section B was comprised of seven short answer questions, each carrying 10 marks. Section C consisted of two structured questions from which the candidates were required to choose one. Each question carried 15 marks. The *Textiles and Dressmaking 2* paper was comprised of one question with eight tasks. Each task consisted of different activities.

A total of 130 candidates sat for this examination in 2022. Of whom 130 (100%) passed the examination with the following grades: A 10 (7.69%), B 16 (12.31%), C 79 (60.77%) and D 25 (19.23%). The candidates' performance in 2022 is similar to the performance in 2021. All the candidates who sat for the examination (100%) passed.

The analysis of candidates' performance on each question is done and categorized as good, average or weak using green, yellow and red colours, respectively. The pass mark for each question was at least 30 per cent of the allocated marks. The performance was graded as poor (weak) if the percentage of the candidates who passed ranged from 0 to 29, average if the percentage ranged from 30 to 64 and good if the percentage ranged from 65 to 100.

The report also presents the requirement of each question, the per cent of the candidates who attempted the question and their scores, as well as the reasons for their performance. Some extracts from the candidates' scripts

and graphs that indicate the distribution of the candidates' scores are inserted to illustrate the reported cases.

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

2.1 Section A: Objective Questions

This section consisted of two compulsory questions. Question 1 comprised 10 multiple choice items and Question 2 comprised 5 items for matching. Each item weighed 1 mark, making a total of 15 marks for the entire section.

2.1.1 Question 1: Multiple Choice Items

This question had ten (i-x) multiple choice items set from the topics/subtopics of *Sleeve; Fabrics; Edge Finishing; Economics in Textile and Dressmaking; Basic Stiches; Undergarment; Pattern Markings; Pockets* and *Style, Colour and Lines in Garment Making*. It required the candidates to choose the correct answer from the given alternatives and write its letter beside the item number in the answer booklet provided.

All the candidates who sat for this paper attempted this question. The analysis of their performance indicates that 44 (33.85%) of the candidates scored from 7 to 9 marks; 85 (65.38%) scored 3 to 6 marks and 01 (0.77%) scored from 0 to 2 marks, out of the 10 allotted marks. The performance on this question is summarised in Figure 1.

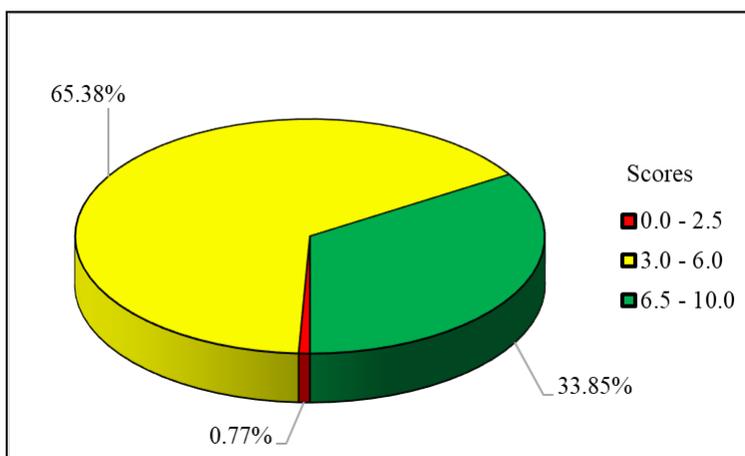


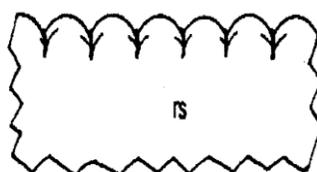
Figure 1: Candidates' Performance on Question 1

Figure 1 indicates that the general performance on this question was good since 129 (99.23%) of the candidates scored from average and above. This shows that the candidates had sufficient knowledge of the concepts, which enabled them to score high. The analysis of candidates' responses to each item is as follows,

Item (i) was composed from the sub-topic of *Dressmaking processes (Sleeves)*, and it required the candidates to identify the sleeve that forms part of the bodice section in garments. The correct answer was E - *Magyar sleeve*. The candidates who chose the correct response had sufficient knowledge which enabled them to understand that the Magyar sleeve is cut in one with the garment. The candidates who incorrectly chose A - *Cap sleeve*, B - *Bishop sleeve*, C - *Puff sleeve* and E - *Shirt sleeve* had insufficient knowledge about the types of sleeve. They failed to realize that cap sleeve, bishop sleeve, putt sleeves and shirt sleeve are all set-in sleeves that are cut separately from the garment and then set into the armhole of that garment.

Item (ii) was composed from the topic of *Fabrics* and required the candidates explain why is it advised to use an apron made from cotton fabric. The correct response was C - *It is easy to launder*. The candidates who chose the correct response had sufficient knowledge and understood that an apron gets dirt easily so it requires frequent laundering. Therefore, it should be easy to launder. The candidates who chose A - *it suits the outer garment* did not understand that an apron is worn on top of the outer garment, not inside another garment. The candidates who chose B - *it is wrinkle-resistant* failed to realize that even cotton fabrics form wrinkles. Moreover, those who selected D - *It drapes well* did not understand that draping qualities are well observed on a garment worn on the body rather than a garment worn on top of another garment. Furthermore, the candidates who chose E - *it does not attract dirt* did not know that all fabric gets dirt depending on the kind of activity performed.

Item (iii) was composed from the sub topic of *Dressmaking processes (Edge finishes)*. The candidates were given the following diagram of edge finishing and required to identify what it represents from the given alternative. What does the following diagram of edge finishing represent?.



The correct response was D - *Shell edging*. The candidates who chose the correct response had adequate knowledge of edge finishes and practical skills in doing decorative processes. They understood that the shell edge is made by folds which are fixed on a hem. Those who chose B - *Net applique* and E - *Shadow work* failed to realize that shadow work and net applique are decorative techniques which can be used on a garment or fabric but not for edge finishing. Moreover, the candidates who selected A - *Faced scalloping* and C - *Worked scalloping* failed to understand that these are arch-shaped, faced or stitching done along the fabric edge. They are drawn and stitched as half a circle or a little smaller with the dome facing outside the fabric.

Item (iv) from the topic of *The Childs Garment* asked why puff sleeves are preferred to be used on children garment. The correct response was C - *They are easy to alter*; This response was chosen by the candidates who were familiar with children's garments. They knew that children's garments require alteration because the children are growing. The candidates who chose A - *They are easy to make* and D - *They are easy to decorate* did not understand that the procedures for attaching sleeves on children's garments are similar to those for attaching them on adult's garment. However, those who opted for B - *They are easy to launder* and E - *They are easy to iron* were not aware that laundering and ironing the curved section of any garment is not always easy.

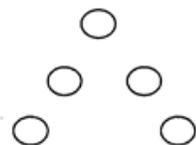
Item (v) required the candidates to identify the name given to the positive gain remaining after all costs and expenses have been deducted from the total sale. The question was set from the topic of *Economics in Textiles*. The correct response was B - *Profit*. The candidate who chose for the correct response had adequate knowledge of economic in textile and dressmaking. They were aware that profit is calculated by subtracting the total sales from the summation of all costs and expenses. The candidates who selected A - *Sales* did not know that sales comprise the amount of money obtained after selling goods or services. The candidates who chose C - *Cost* failed to understand that cost are expenses incurred after buying raw materials for making products. Moreover, the candidates who selected D - *Rates* did not understand that rates are the fixed prices paid or exchanged for goods or services with money. Those who chose E - *Price* did not realize that price is the amount of money expected to be paid for goods and services after estimations.

Item (vi) was composed from the topic of *Basic Stitches*. It required the candidates to identify the stitch that is worked over a single turning with the folded edge held

away from the worker. The correct response was A - *Herringbone*. This response was chosen by the candidates with adequate knowledge of basic sewing stitches and their uses. They understood that herringbone is a neatening stitch which is worked over some single turnings with the folded edges away from the worker. Those who chose B - *Overcasting*, C - *Buttonholing* and E - *Zig-zag* did not understand that, those stitches are worked on the raw edges of the material. Moreover, the candidates who chose D - *Hemming* were not aware that hemming is worked from right to left with the hem held over the fingers of the left hand and the rest of the garment is held towards the worker.

Item (vii) was set from the topic of *Undergarments*. It required the candidates to identify the properties to consider when choosing material for undergarment. The correct response was A - *Good absorbent*. The candidates who chose the correct response were familiar with undergarments and the suitable properties of the materials used to make them. They were aware that an undergarment should be absorbent to absorb body moisture and make the wearer comfortable. A few candidates chose B - *Dark coloured* and E - *Heavy texture*. These did not know that the undergarment should have light colour to show dirt easily and light texture to make the wearer comfortable. Moreover, the candidates who chose C - *Easy to iron* failed to understand that the ironing aspect is not considered when choosing an undergarment. Furthermore, the candidates who chose D - *Dyes easily* did not to understand that this is the property for natural fabrics such as cotton, linen, wool and silk.

Item (viii) was set from the sub topic of *Pattern markings*. It required the candidates to identify the meaning of the pattern marking which is shown by the following diagram.



The correct response was E - *Darts*. The candidates who selected this response had enough knowledge of and practical skills in pattern marking. The candidates understood that five holes in the triangle form represent darts. The candidates who opted for A - *Place to fold* failed to understand that place to fold is represented by two or three small holes. Those who chose B - *Matching edges* did not realize that matching edges are

represented by the edge notched once, twice or thrice. The candidate who selected C - *Straight grain of fabric* were not aware that the straight grain of fabric is represented by three large evenly spaced holes. Furthermore, those who opted for D - *Seam allowance* did not understand that seam allowance is represented by pattern marking with row of small, evenly spaced holes.

Item (ix) was constructed from the topic of *Dressmaking processes (Pockets)* and it demanded the candidates to identify the correct uses of pockets on the garment. The correct response was C - *I For keeping small things* and III *For decoration*. These candidates were familiar with the uses of pockets. Those who chose A - *II For keeping ornaments* and V *For keeping bottles*, B - *I. for keeping small things* and IV *For keeping scissors*, D *II For keeping ornaments* and III *For decoration* and E - *I For keeping small things* and IV *For keeping scissors* did not know that keeping ornaments, bottles or scissors in the pockets can tear the pockets and harm the wearer.

Item (x) was set from the topic of *Style colour and line in garment construction*. It asked, “Why are light colours in garment making suitable for a short and slim person?” The correct response was A - *It makes one look fat*. The candidates who chose the correct response knew the effects of colours on garment making; that is, a light colour in a garment makes a short and slim person look fat. Those who opted for B - *It makes one feel comfortable* did not understand that light colours have nothing to do with person’s comfortability. The candidates who chose C - *It has a receding effect* did not understand that light colours in garment construction makes a person appear closer rather than they real are. The candidates who chose D - *It highlights the figure outline* mixed up the highlight of the figure outline in drawings, which is done by light colours. Furthermore, the candidates who chose E - *It has an advanced effect* did not know that advanced effect of the garment is caused by bright colours.

2.1.2 Question 2: The Sewing Machine

This question comprised five matching items set from the topic of the *Sewing Machine*. It required the candidates to match the functions of different parts in List A with the corresponding parts of a sewing machine in List B by writing the letter of the correct response beside the item number in the answer booklet provided.

The question was attempted by all the candidates who sat for this paper. The analysis done shows that 49 (37.69%) of the candidates scored from 4

to 5 marks; 48 (36.93%) scored from 2 to 3 marks and 21 (25.38%) scored from 0 to 2 marks. Their performance on this question is summarised in Figure 2.

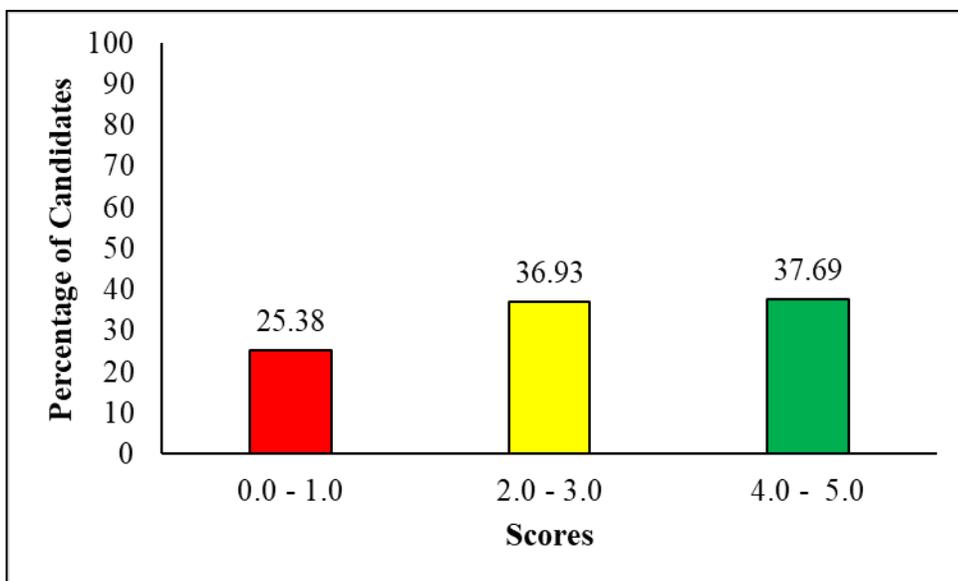


Figure 2: *Candidates' Performance on Question 2*

The candidates' general performance on this question was good since 74.62 per cent scored average marks or above. This indicates that they had adequate knowledge about the topic of the sewing machine, particularly about the parts of the machine. Those who scored low marks failed to match correctly most of the items. The analysis of the candidates' responses to each item is as follows:

Item (i) required the candidates to match the statement which stated that “it helps to prevent fabric from being caught in the feed dog” with one of the alternatives given. The correct response was G - *Throat plate*. The candidates who matched it correctly had sufficient knowledge of sewing machine parts and their functions, particularly the throat plate, which covers the area around the feed dog and prevents the fabric from being caught in the feed dog. However, most of the candidates wrongly matched it with C - *Slide plate*. These candidates confused the throat plate with the slide plate. They did not understand that the slide plate covers the bobbin and bobbin case inside the shuttle case.

Item (ii) stated that “it manages the interlocking of needle and bobbin threads as the stitch is being formed”. The correct response was F - *Tension control*. The candidates who matched it correctly realized that the tension control is useful for forming the correct tension of stitch when the upper thread and the lower thread interlock. However, some of the candidates matched it incorrectly with E - *Stop motion screw*. These candidates confused the word ‘control’ of the tension with the *control* of the motion.

In item (iii), the candidates were required to match the statement “it is loosened only when threading the bobbin” with one of the alternatives given. The correct response was E - *Stop motion screw*. The candidates who matched it correctly understood that, during threading the machine, the stop motion screw is used to disengage the movement of the needle. Analysis shows that some of the candidates incorrectly matched it with B - *Presser foot*. These candidates did not understand that the presser foot holds the fabric in place during stitching.

Item (iv) required the candidates to match the statement which stated that “it enables the fabric to move along under the presses foot” with one of the alternatives given. The correct response was A - *Feed dog*. The candidates who matched it with the correct response had sufficient knowledge about parts of machine and their uses. A few candidates matched it with B - *Tension control*. These candidates misunderstood the function of the tension control, which is to manage the interlocking of needle and bobbin threads as the stitch is being formed.

In item (v), the candidates were required to match the statement, “It holds the fabric in place during stitching,” with one of the alternatives given. The correct response was B - *Presser foot*. The candidates who matched it correctly understood that the presser foot is used for holding fabric on the feeders to facilitate its movement during sewing. However, some candidates matched the item with D - *Spool pin*. These candidates did not know that the spool pin does not hold the fabric in place during stitching but holds the reel of thread in place during sewing.

2.2 Section B: Short Answer Questions

This section was comprised of seven compulsory short answer questions from the topics/subtopics of *Sewing Equipment, Fabrics, Soft Home*

Furnishing, Methods of Controlling Fullness, Seams, Fasteners and Mending.

2.2.1 Question 3: Sewing Equipment

Part (a) of the question required the candidate to differentiate sewing tools (i) Seam roll from Tailors ham and (ii) A clipper from a Seam ripper. Part (b) required the candidates to describe the functions of the following sewing tools; (i) Tracing wheel, (ii) Thimble, (iii) Stiletto and (iv) Pinking shears. Moreover, part (c) required the candidates to give two point on how to arrange small and large equipment in their sewing room.

Statistics indicate that the question was attempted by all the candidates who sat for this paper. The analysis shows that 22 (16.92%) of the candidates scored from 6.5 to 9.5 marks; 55 (42.31%) scored from 3.0 to 6.0 marks and 42 (40.77%) scored from 0 to 2.5 marks out of the 10 allotted marks. Figure 3 summarizes these results.

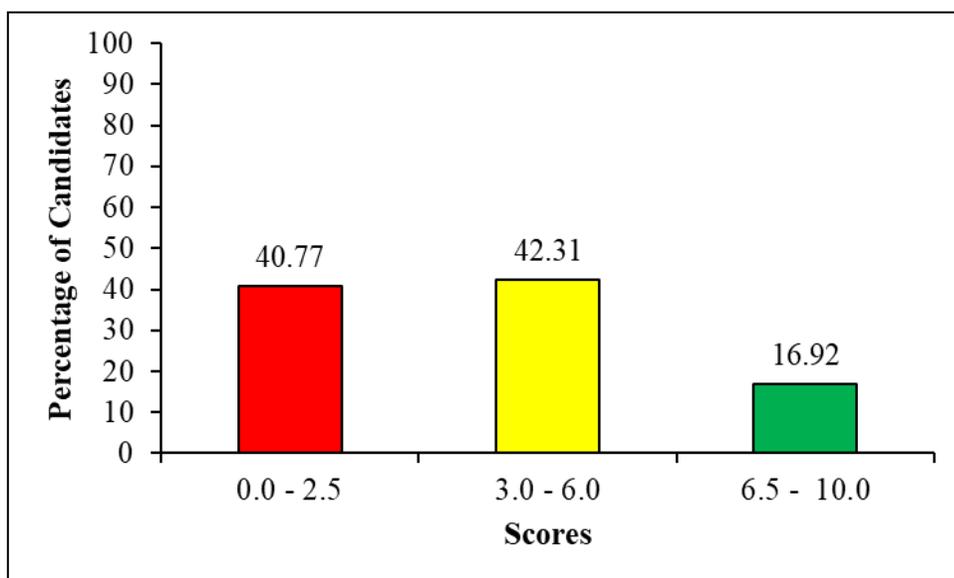


Figure 3: *Candidates' Performance on Question 3*

The candidates' general performance on this question was average since 59.23 per cent scored average marks or above. These candidates had adequate knowledge of and skills in sewing equipment. Most of them correctly differentiated the sewing tools in part (a) (i). Some of their correct responses were *Seam roll is a pressing equipment used when pressing*

curved areas of garment, while Tailors ham is a pressing equipment used when pressing narrow areas of garment, sleeve and collars. In part (a) (ii) their correct responses include a clipper is used to snip unwanted threads or temporary stitches while a seam ripper is used to unpick unwanted threads or stitches. In part (b), most of the candidates correctly described the functions of the sewing tools. In part (b) (i), they wrote Tracing wheel is used to transfer pattern marking used with a carbon paper. In (ii), they wrote Thimbles are worn on the middle finger during hand sewing to avoid pricking of the finger using hand needle. In (iii), the responses were Stiletto is used for making eyelets and in (iv) they wrote Pinking shears are used for neatening raw edges of material that do not fray easily. In part (c), their correct responses included small equipment like needles, scissors and threads should be kept in labelled drawers and large equipment like full length mirrors should be kept in the fitting room for easy viewing when dressing the garment. These responses show that the candidates were knowledgeable about sewing equipment. Extract 3.1 illustrates this scenario further.

3	A seam roll is long and slender in a cylindrical shape and is used to press small curves and straighten seams while a tailors ham is thicker than a seam roll use to press edges such as napes of collars.
	A clipper is used to snip unwanted threads and do small cuttings while a seam ripper is used to unpick unwanted threads or stitches.
	b) i) Tracing wheel is used to transfer pattern marking used with a carbon paper.
	ii) Thimbles are worn on the finger during hand sewing to avoid pricking of the finger using hand needles.
	iii) Stiletto is used for making eyelets.
	iv) Pinking shears are used for neatening raw edges of materials that don't fray easily.
	c) Small equipment may be stored in drawers. Large equipment like tables may be placed at the centre.

Extract 3.1: A Sample of Candidate's Correct Responses to Question 3

In Extract 3.1, the candidate managed to differentiate the sewing tools in part (a); moreover, he/she correctly described the functions of the different tools given in part (b). In part (c), the candidate managed to explain the correct ways of arranging the small and large equipment in the sewing room.

In contrast, 40.77 per cent of the candidates scored below average. These had inadequate knowledge of and skills in using sewing equipment. Some of them did not know the functions of sewing tools. Hence, they provided incorrect responses. For example, in part (a) (i), one of the candidates gave the responses about the seam on the material instead of a tool. He/she wrote *seam roll is the instrument used for holding the seam found by joining two layers of materials while Tailors ham it enable the tailor to perform various activities like hemming*. Another candidate wrote *seam roll is used to identify the measurement on the material*. In part (a) (ii), he/she mixed the functions of these tools by providing responses such as *A clipper is used to put the markings on the garment while a seam ripper is used to remove unwanted stitches on the garment*. This candidate failed to differentiate the clipper from the ripper, hence providing the wrong response.

In part (b), some of the candidates failed to describe functions of the sewing tools. For example, one candidate gave the function of a balancing wheel instead of that of the tracing wheel. He/she wrote *tracing wheel it is used for starting and stop the machine movement*. Besides, in part (b) (ii), some of the candidates misunderstood the question; hence they provided incorrect responses. For example, one of them wrote *thimbles are used for pushing the machine* and another candidate wrote; *It is worn during sewing by machine to avoid different injuries*. Moreover, in part (b) (iii), one of the candidates provided the function a needle and thread instead of the function of a stiletto. He/she wrote *stiletto is used to make stitches*. However, this candidate was not aware that the stiletto is used to make holes in embroidery work. In part (b) (iv), some of the candidates gave incorrect functions of the pinking shear. For example, one candidate gave the function of cutting scissors instead of that of the pinking shear. He/she wrote *Pinking shears is used for cutting heavy clothes only like jeans, coats and others*.

Similarly, in part (c), some of the candidates misunderstood the demand of the question. For example, one of the candidates wrote *by considering their functions*, and *by conserving their size*. Another candidate misinterpreted the question and gave the reason for arranging equipment instead of how to arrange the equipment in the room. He/she wrote *to get enough space in the sewing room and to save time during sewing activities*. Extract 3.2 is illustrative.

	i) Tracing wheel It can be used for tracing the machine.
	ii) Thimbles. It can be used for pushing the machine.
3c	I can arrange the small and large equipment in my - Sewing room by :
	i) putting all small equipment from their place which are be kept.
	ii) Putting all large equipment from their place which- are be' kept.
	iv) Pinking shears It can be used for cutting embroi- deri materials.
	i) Tracing wheel It can be used for tracing the machine.
	ii) Thimbles. It can be used for pushing the machine.
3c	I can arrange the small and large equipment in my - Sewing room by :
	i) putting all small equipment from their place which are be kept.
	ii) Putting all large equipment from their place which- are be' kept.

Extract 3.2: A Sample of Candidate's Incorrect Responses to Question 3

In Extract 3.2 the candidate provided irrelevant responses to parts (a), (b) and (c).

2.2.2 Question 4: Fabrics

The candidates were required to (a) give four points why yarns are blended and (b) describe four types of finishes applied to fabric in preparation for further processing.

Analysis indicates that the candidates who sat for this paper attempted the question. Among them, 100 (76.92%) scored from 0 to 2.5 marks; 12 (9.23%) scored from 3.0 to 6.0 marks and 18 (13.85%) scored from 6.5 to 10.0 marks. Figure 4 summarizes these data.

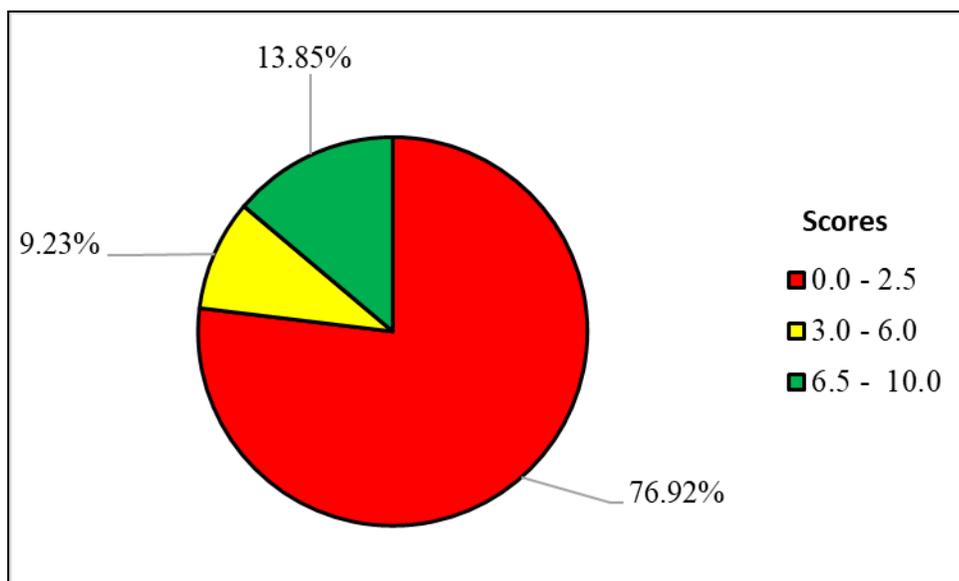


Figure 4: Candidates' Performance on Question 4

The candidates' general performance on this question was poor since 76.92 per cent of them scored from 0 to 2.5 marks. Most of the candidates with weak performance lacked knowledge about fabrics.

In part (a), most of them provided unrelated responses about the reasons for blending yarn. Some of them mixed different ideas, which did not address to the question. For example, one of these candidates wrote *yarn blended because yarn it manufactures the fabric; because yarn its manufacture the garment and clothes; because yarn it helps to protect the good proper dress*. Another candidate wrote that *They are blended to avoid them from getting moisture, in order to protect them from tearing, because they are strong and used mainly in heavy clothes*. This candidate did not understand

that tearing can be caused by poor handling of the fabric. Therefore, it cannot be avoided by blending yarns.

Moreover, in part (b), most of the candidates failed to describe four types finishes applied to fabrics in preparation for further processing. Some of them misinterpreted the requirement of the question. Accordingly, they provided responses about finishes done on a garment during garment construction instead of the finish done on a fabric. For example, one candidate wrote *hemming, pinking shear, overlocking and facing*. Others provided responses such as *by locking machine, by bias stripe, by crossway stripe and by pinking shears*. Moreover, others skipped answering some parts of the question. Extract 4.1 is a sample of the incorrect responses from one of these candidates.

4. a) i)	Because they are strong and used mainly in heavy clothes.
	ii) Most of them they are used for decoration on the garment.
	iii) In order to protect their appearance and attractiveness.
	iv) In order to protect them from tearing.
b) i)	Neatening finishes it is mainly used after finishing sewing in order to avoid the hanging thread from being seen.
	ii) Cross way strip which is used for finishing the raw edges on the garment.
	iii) Fastening it is used by on openings for easy putting on and off of the garment so through fastening helps for decoration.
	iv) Open seam is the type of seam which enable the wearer for easy putting on and off of the garment.

Extract 4.1: A Sample of The Incorrect Responses to Question 4

In Extract 4.1, the candidate misinterpreted the question and gave irrelevant responses. He/she provided the finishes done on a garment during

construction instead of finishes done on the fabric. This shows that the candidate had inadequate knowledge about the fabric finishes applied to fabrics; hence they scored low marks.

Conversely, only 23.08 per cent of the candidates attained average performance or above. These candidates had sufficient knowledge about fabrics. Most of them gave four correct reasons for blending yarn in part (a). In part (b), some of them correctly described four types of finishes applied to fabrics in preparation for further processing. Others managed to provide two to three correct points out of the four points required; hence they scored average marks. Extract 4.2 is a sample of the correct responses from one of the candidates.

04.	a) i) Aesthetic finishes.
	- This helps the fabric to improve its appearance and texture
	example: butting, calendering
	ii) Reduce costs.
	- An expensive fabric with yarns are mixed with less expensive ones to form fabric of better quality.
	iii) Functional finishes.
	- This is done to improve the performance of the fabric
	example: Antistatic, water resilience
	iv) Yarns are blended to produce strong fabrics with strong yarns and weak yarns are combined together.
	b) i) De-gumming - The gum is boiled away from silk fibre ready for further process.
	ii) Bleaching - This is done to fibres so as to have a white colour.
	iii) Mercerisation - This is done by introducing fibres to sulphuric acid to enable seeds and burs.
	iv) De-lusture - This is done to fibres so as to reduce the lusture on fibres.

Extract 4.2: A Sample of Candidates' Correct Responses to Question 4

In Extract 4.2, the candidate managed to give responses for blending yarn in part (a). He/she also managed to describe four types of finishes applied to fabrics in preparation for further processing.

2.2.3 Question 5: Soft Home Furnishing

The question required the candidates to describe five points showing the importance of using soft home furnishings in part (a). It also required them to explain five ways of protecting carpets from being damaged in part (a).

Statistics indicate that, all the candidates who sat for this paper attempted the question. Among them, 35 (26.92%) of the candidates scored from 6.5 to 8.0 marks; 69 (53.08%) scored from 3.0 to 6.0 marks and 26 (20.00%) scored from 0 to 2.5 marks out of the 10 allotted marks. Figure 3 illustrates this data.

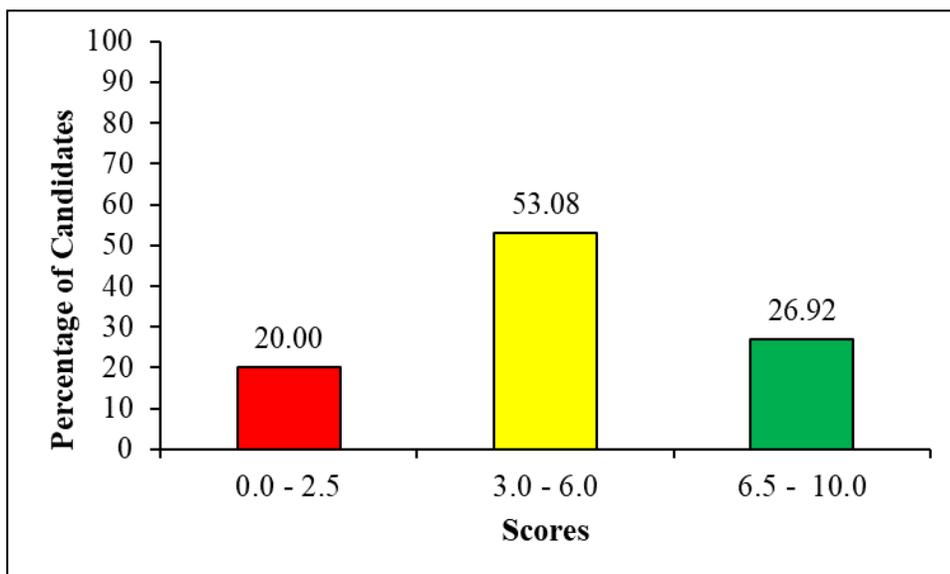


Figure 5: *Candidates' Performance on Question 5*

Analysis shows that the general performance on this question was good since 80.00 per cent of the candidates scored from average or above. However, no candidate above 8 marks.

Most of the candidates who scored the highest (26.92%) managed to describe the importance of using soft home furnishings but failed to give all points. Analysis also shows that most of them correctly explained all the five ways of protecting carpets from being damaged. These responses show that the candidates had sufficient knowledge about soft home furnishings. Such knowledge enabled them to provide the correct responses. The data indicate that about half (53.08%) of the candidates scored averagely. These candidates were able to describe few points on the importance of using soft home furnishings and two to three correct ways of protecting carpets from damage as illustrated in Extract 5.1.

05. A.	i. They are used for privacy to a person. Some of the soft furnishings are used for privacy or good example is the curtains.
	ii. They are used for comfortability. Many soft furnishes are used for comfortability a good example is Pillows.
	iii. They are used to reduce noise when walking in the house. a good example is the carpets.
	iv. They are used for filling the space and decoration in the house some soft furnishes are used in filling the space in the house and some for decoration example sofas.
	v. They are used for protection. These are used for protecting the sewing machines from the dusts.
B.	
	i. Changing the position of the carpets from an intervals of weeks or days.
	ii. Avoid pouring different liquids on the carpets. example stains
	iii. Cleaning the carpets as instructed from the labels found on the carpet.
	iv. The carpets should be done airing when necessary
	v. The carpets should be mended where necessary to avoid it to be torn and functionless.

Extract 5.1: A Sample of Candidates' Correct Responses to Question 5

In Extract 5.1, the candidate managed to give description about the importance of using soft home furnishings in part (a). He/she also explained five ways of protecting the carpet from being damaged. However, some of the explanations were not satisfactory hence, they did not score full marks.

Conversely, 20 per cent of the candidates scored below average. Most of them lacked knowledge while a few of them misunderstood the requirement of the question. For instance, some of candidates provided the properties of soft home furnishing instead of the importance in part (a). For example, one of the candidates wrote *easy to wash, easy to show dirtiness, they have low cost. they do not take long time to dry*. Another candidate

gave responses such as *they are not expensive not like hard furnishing* and *they do not need large spaces in a room*. This candidate was confused by the words ‘soft’ and ‘hard’. Analysis revealed that other candidates skipped this part of the question. Similarly, some of the candidates provided incorrect responses to part (b) such as *people should not walk on it by shoes or sandals; avoid washing it frequently, avoid insects for example housefly or mosquitoes* and *to keep new one after every year*. However, the candidate failed to understand that walking with shoes on cannot damage the carpet and frequently washing or cleaning the carpet is one of the cares required for the carpet. Such responses indicate that the candidates had insufficient knowledge about soft home furnishing, especially carpets. Hence, they scored low marks.

2.2.4 Question 6: Methods of Controlling Fullness

The question required the candidates to differentiate darts from easing in part (a), outline four types of darts and give the function of each type in part (b), and state two general guidelines for working darts in part (c).

The question was attempted by all the candidates who sat for this paper. Analysis shows that 15 (11.54%) of the candidates scored from 6.5 to 10 marks; 28 (21.54%) scored from 3.5 to 6 marks and 87 (66.92%) scored from 0 to 2.5 marks. The performance of this question is illustrated in Figure 6.

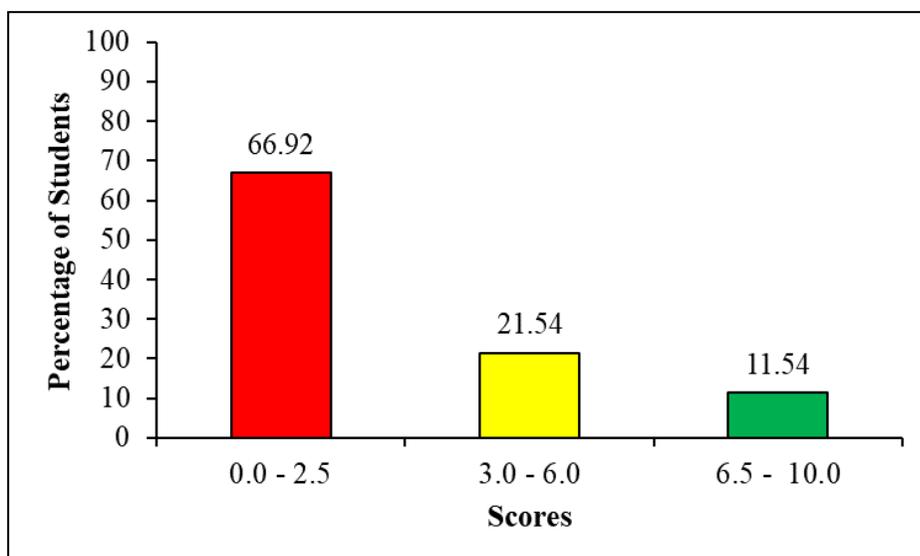


Figure 6: Candidates' Performance on Question 6

Figure 6 shows that the general performance on this question was average since 43 (33.08%) of the candidates scored from average marks and above.

The candidates' responses analysis indicates that those who performed well had sufficient knowledge of darts and easing. Hence, they managed to provide the correct responses. For example, in part (a), some of the candidates correctly differentiated darts from easing. In part (b), they correctly outlined four types of darts and gave the function of each.

Furthermore, in part (c), a few of them managed to give correct responses on the general guidelines for working darts such as *single pointed darts should be worked from wider end then taper to the point; the double pointed darts are worked like single pointed darts starting from the wider end then taper to point of both ends*. Extract 6.1 is a sample of the correct responses.

6. a)	Darts this is a fold on a garment stitched from wider to narrow part hence giving a garment shape.
	Easing this is a method of manipulating curved seams as it is stitched with one row.
b) i/	Back neck dart - for acomodating nape.
ii/	Elbow dart - for giving a sleeve good fit and shaping elbow
iii/	Shoulder dart - for accomedating shoulders on a garment
iv/	Underarm dart - for giving good shape of the Bust
c) i/	darts should be sewn from wider to narrow part of the fold.
ii/	Double pointed dart worked as same as single pointed dart

Extract 6.1: A Sample of Candidates' Correct Responses to Question 6

In Extract 6.1, the candidate correctly differentiated darts from easing correctly. He/she also managed to outline four types of darts and their functions. Moreover, the candidate stated two general guidelines for working darts.

In contrast, 66.72 per cent of the candidates performed poorly. In part (a), some of these candidates provided incorrect responses whereas others wrote irrelevant differentiation. For example, one of these candidates wrote *darts contain stitch that are done on wrong side but become to appear like seam on the right side while easing is like gathers but doesn't have many decorations*. Another candidate wrote *dart is the process of cutting the fabric then join together while easing is the process of putting the thread in the fabric in order to get the pleat*. In part (b), some of them misunderstood the question. For example, they gave different types of darts according to body parts such as head darts, shoulder darts, front darts and back darts. Others explained types of pleats, seam allowance and straight grain of the fabric. Moreover, in part (c), some of the candidates misinterpreted the question. For example, one of them provided rules for working stitches instead of working darts. He/she wrote *use the correct thread for the material; when starting to sew, never start with a knot*. Other candidates misunderstood the question as some of them gave the procedure of working darts instead of general rules. For example, one of the candidates wrote *mark the darts on the material; tack and stitch the dart from back to front*. These responses show that the candidate had inadequate knowledge about the methods of controlling fullness, especially darts. Hence, he/she scored low marks. Extract 6.2 is a sample of such responses.

6	(a). Darts → is a very common method to control fullness while easing is the method involve fullness.
	(b) → pleats boxing " to hold the fullness on the garment with the skirt to stand the box at the centre.
	→ knife pleats refer to stay like knife to around the body of the garment clothes.
	→ Seam allowance refer to make darts with the own garment.
	→ straight grain of the fabric refer to the straight line keep on the material and the garment attached well fitted.
	(c). → should be equal distributed. → should be sewing with in neckline.

Extract 6.2: A Sample of Candidates' Incorrect Responses to Question 6

In Extract 6.2, the candidate provided the types of pleats and pattern markings in part (b) instead of the types of darts. Moreover, he/she provided incorrect responses to parts (a) and (c).

2.2.5 Question 7: Seams

This question required the candidates to (a) provide the reasons as to why the double stitched seam is known as the strongest seam, (b) briefly explain the six steps of working a double stitched seam and (c) give two faults which may occur when working a double stitched seam.

The question was attempted by all the candidates who sat for this paper. Analysis shows that 21 (16.15%) of the candidates scored from 6.5 to 10 marks; 19 (14.62%) scored from 3.5 to 6 marks and 90 (69.23%) scored from 0 to 2.5 marks. Their performance on this question is summarized in Figure 7.

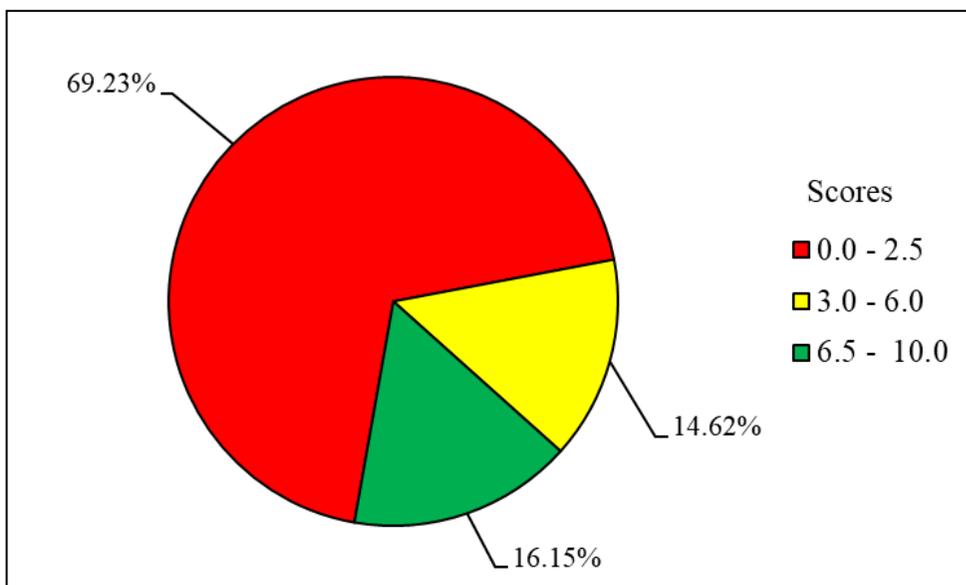


Figure 7: *Candidates' Performance on Question 7*

The analysis shows that the general performance on this question was average since 30.77 per cent of the candidates scored from average marks and above. These candidates had sufficient knowledge about seams.

A further analysis shows that 16.15 per cent of the candidates performed well on this question. These candidates had adequate knowledge of and practical skills in working seams, especially in how to work a double stitched seam. They managed to justify why double stitched seam is known as the strongest seam. For example, in part (a), one of the candidates wrote *the double stitched seam is strongest seam because it is worked in such a way that it is strengthened by two rows of machine stitches*. Similarly in part (b), they explained the correct steps to work a double stitched seam, such as *place two pieces of the material together wrong side facing; tack and stitch 1.3 cm from the edge to make a seam; cut or trim the backside turning half its depth, make a 5mm turning to make sure that the trimmed turning lay over the trimmed turning, tack and stitch close to the edge so as to secure the turning and remove tacking and press the seam*.

Moreover, in part (c), most of the candidates managed to give the faults which may occur when working double stitched seams such as the one shown by Extract 7.1.

7.	a) Double stitched seam is known as strongest seam because due to that the edges are well neatened and two rows of stitches are used hence making it to become firm.
7.	B) i/ Place two raw edges wrong side facing ii/ tack and stitch 1.3cm below fitting line iii/ Remove tacking and st press open and reduce one turning to half it's length iv/ Make a 5mm turning on the free edge to hide the raw edges v/ Turn the fold to the back side of the garment vi/ stitch close to the edge of the fold.
7.	c) i/ Raw edges appearing on the rightside of garment ii/ Seam turning to the front part of the garment

Extract 7.1: A Sample of Candidates' Correct Responses to Question 7

In Extract 7.1, the candidate managed to explain why the double stitched seam is known as the strongest seam in part (a). He/she also managed to briefly explain the six steps in working the double stitched seam in part (b). Moreover, the candidate correctly gave the faults which may occur when working the double stitched seam in part (c).

Conversely, 69.23 per cent of the candidates performed poorly. These had insufficient knowledge about seams and lacked practical skills in working double stitched seams. In part (a), some of them provided incorrect reasons for the double stitched seam to be known as the strongest seam. For example, one of the candidates wrote *because it is strong and make the fabric or garment be crushed so easy during finishing*. Another candidate wrote *double stitched seam are the line or ways that can see piece of fabric after has been sound but strongest seam is the line that formed for sewing together piece of fabric or like*. In part (b), some of the candidates provided properties and uses of a seam instead of the steps in working a double stitched seam. For example, one candidate wrote *it is durability, it is washability; it is used for decorative; it used for soft material*. Other candidates misinterpreted the question and provided the rules for working stitches instead of the steps in working a double stitched seam. For example, one of the candidates wrote *the thread used should be suitable for the material;*

the width of seam depend on texture of the material; all seams of the same type in a garment should be same width; avoid puckering of seam on very delicate fabric; to create to seam of the garment in realize of the width and to delicate of the seam of the garment texture.

Furthermore, in part (c), some of these candidates misunderstood the question. Thus, they provided machine faults instead of faults which may occur when working double stitched seams. For example, one of the candidates wrote *the stitches are come upward on the garment during stitching; the stitch is not interlocking on a garment* and another candidate wrote *the material to not move on the presser foot due to folding loops due to folding or much material*. Due to these incorrect responses the candidates received low marks. Extract 7.2 is another sample of the incorrect responses.

7a	Double stitched seam its know as the strong gerst seam because its used the sho rp needle for those work.
b.	i. Thread used must be suitable for the fabri ic
	ii. width of the seam depend the texture of the fabric.
	iii. the choose the thread of the seam to the same type of fabric
	iv. choose the right size of stitch for the work to be done
	v. choose the right size of the stitch depend the texture of the similar width.
	vi. should be use the material
7c	i. Over laid seam
	ii. Double stitched seam

Extract 7.2: A Sample of Candidates' Incorrect Responses to Question 7

In Extract 7.2, the candidate provided the rules for working seams instead of the steps in working double stitched seams in part (b). He/she also gave the types of stitches instead of the faults that may occur when working a double stitched seam in part (c).

2.2.6 Question 8: Fastenings

Question 8 required the candidates to state three rules for attaching fastenings in part (a), describe four factors which can affect the choice of a fastener in part (b) and explain three steps in attaching a hook on a garment in part (c).

All the 130 candidates who sat for this paper attempted the question. Among them, 14 (10.77%) of the candidates scored from 7 to 10 marks; 44 (33.85%) scored from 3 to 6 marks and 72 (55.38%) scored from 0 to 2.5 marks out of the 10 allotted marks. Their performance on this question is illustrated in Figure 8.

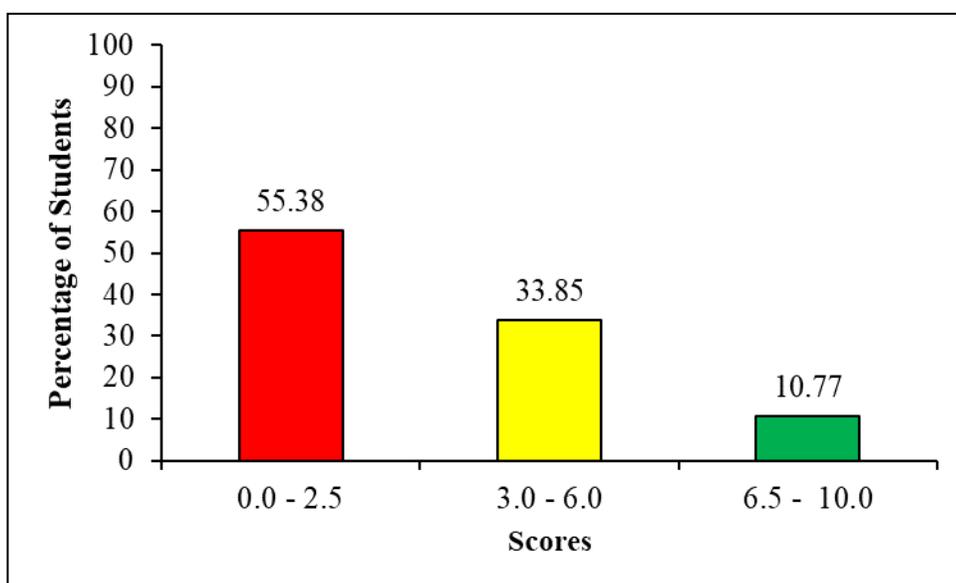


Figure 8: Candidates' Performance on Question 8

The candidates' general performance on this question was average since 44.05 per cent scored from average marks and above. Analysis indicates that those who scored from 6.5 to 10 marks managed to provide the correct responses about rules for attaching fastenings in part (a). Some of their responses were the *fastener should be worked on a double layer of the material; the fastener should be inconspicuous unless it is meant to be decorative or to give a decorative effect; the fastener should be washable if the garment or fabric is washable*. Moreover, some of the candidates

managed to describe correctly the factors that can affect the choice of a fastener in part (b).

Furthermore, most of the candidates managed to explain the three steps in attaching a hook on a garment in part (c) as Extract 8.1 illustrates.

8	<p>or ▽ They should be worked on double fabric.</p> <p>▽ They should be worked in a way as possible.</p>
8	<p>▽ If the garment (or fabric) is likely to be washable the fastener worked should also be washable.</p> <p>b</p> <p>▽ fabric:</p> <p>The fastener used depends on the type of fabric as button and buttonholes can not be worked on light weight fabrics.</p> <p>▽ garment:</p> <p>Also the fastener chosen should also consider the garment being made. As some fasteners can not be used on clothes like evening gown like velvet but jumbo size are suitable.</p> <p>▽ Age of the wearer:</p> <p>The age of the wearer should be considered as some fasteners like ribbon and velvet can not be used for grown-up garment but suitable for children's wear.</p> <p>▽ Cost to the wearer:</p> <p>If the fastener is too expensive then the garment is going to be expensive too. Thus the cost of the fastener should not be too high to reduce cost of the garment too.</p> <p>c</p> <p>▽ Work or attach the hook at the edge of the garment.</p> <p>▽ Then anchoring stitches should be worked twice on the hook and the garment.</p> <p>▽ Work buttonhole stitches evenly around the hook to hold it.</p>

Extract 8.1: A Sample of Candidates' Correct Responses to Question 8

In Extract 8.1, the candidate correctly stated three rules for attaching fastenings in part (a). He/she also described briefly four factors that can affect the choice of a fastener in part (b) and explained the three steps in attaching a hook on a garment in part (c).

In contrary, 72 (55.38%) of the candidates performed poorly. These had insufficient knowledge of and practical skills in fastening. Others misinterpreted the question. For example, in part (a), one of the candidates gave the methods of neatening raw edges instead of the rules for attaching fastenings. He/she wrote *using facing, using binding, upper of the neckline*. Another candidate wrote *they should not be sewn too close to the edge; they should leave no space when closed*. However, this candidate failed to understand that it depends on the type of a fastener and the style of a garment. Likewise, in part (b), some of the candidates provided incorrect responses. For example, one of the candidates wrote *hard to make the laundry; material should be flammable; to choose the colour and style; climate and material texture*. Another candidate wrote *large size of an opening, differentiation of colours between fasteners and the fabrics or garment, oversize of fastenings and large holes of the openings*. Such responses show that the candidates lacked appropriate knowledge.

In part (c), some of them provided incorrect steps, whereas others gave irrelevant responses. For example, one of the candidates wrote *mark position for the hook; tack the hook in place and work loop stitches to hold the hook firmly*. This candidate failed to understand that fasteners like hooks cannot be tacked first. Besides, the type of stitches used to attach the hook is buttonhole stitches and not loop stitches. Another candidate gave irrelevant responses such as *to maintain the hook on a garment; to stitch the hook upper the neckline of the garment and to join the part A and part B with same one patch will place*. These responses indicate that the candidates lacked enough practice in attaching fastening, hence scoring low marks. Extract 8.2 is a sample of the incorrect responses to the question.

a	90
	i) It help to provide... attaching wheel
	ii) It help to produce... well condition... of armhole
	iii) It help to facilitate the attaching fastening
	b)
	i) It should be non-flammable
	ii) It should be not attractive
	iii) It should be not bulky
	iv) It should be absorbent
	c
	i) It should be knowledges
	ii) It should be wrongside away
	iii) It should be attaching on a garment

Extract 8.2: A Sample of Candidates' Incorrect Responses to Question 8

In Extract 8.2, the candidate provided the properties of the material instead of the factors which affect the choice of fasteners in part (b). He/she also gave irrelevant responses to parts (a) and (c).

2.2.7 Question 9: Mending

This question required the candidates to outline six types of household articles which can be repaired by a calico patch in part (a), state three rules of working the calico patch in part (b) and use diagram to describe how the patch is prepared before covering the article to be patched in part (c).

The question was attempted by all the candidates who sat for this paper. The analysis of their performance indicates that 3 (2.31%) of the candidates scored from 6.5 to 7.5 marks; 48 (36.92%) from 3 to 6 marks and 79 (60.77%) scored from 0 to 2.5 marks out of the 10 allotted marks. Their performance on this question is illustrated in Figure 9.

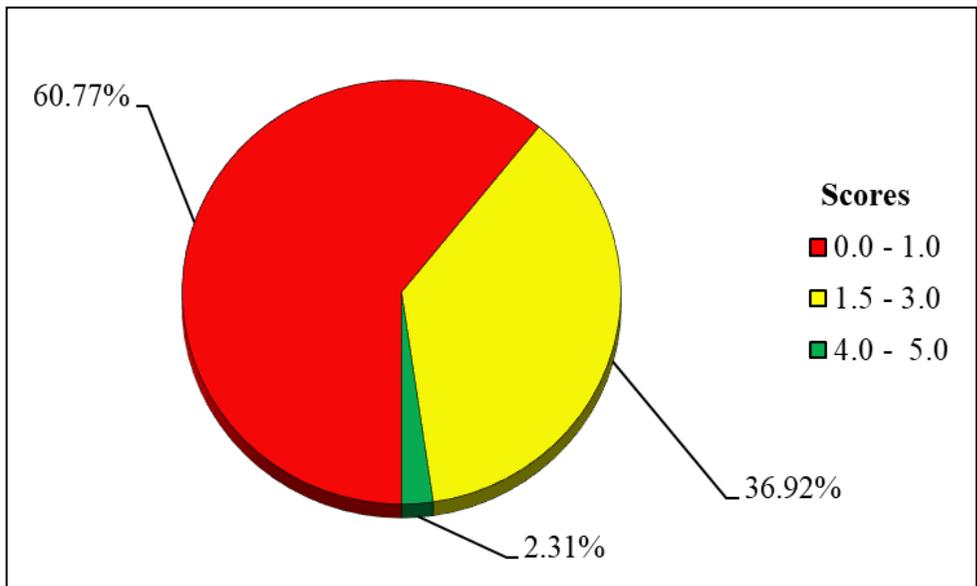
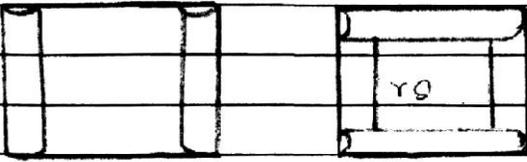


Figure 9: *Candidates' Performance on Question 9*

The candidates' general performance of candidates on this question was average since 51 (39.23%) scored from average marks and above. However, the highest score was 7.5 marks. These candidates had sufficient knowledge of and practical skills in mending especially using the calico patch.

The analysis of their responses shows that most of the candidates managed to outline six article types that can be repaired using the calico patch. The correct responses provided to part (a) were such as *table cloth, tray cloth, bed sheets, pillow cases, towels curtain and cushion cover*. In part (b), some candidates managed to give all the correct responses, such as *the patch should match the patterns and texture of the article being repaired; cut perfect squares for patch and patching material should be large enough to cover the hole and surrounding area and pre-shrink the patch before its application*. In part (c), only few candidates managed to provide the correct responses although some of the points or diagrams were not sufficient. Therefore, none of them score full marks. Extract 9.1 shows the responses from a script of a candidate who scored high marks in Question 9.

9	a) i) Bed sheets
	ii) Table cloths
	iii) Pillow cases
	iv) Curtains
	v) Plain garments
	vi) Cushion covers
	b) i) The patch should be large enough to fit the worn out part and the surrounding fabric
	ii) It should be cut into a perfect square
	iii) It should have similar colour and texture as the worn out fabric
	c) The patch is cut into a perfect square and its edges are folded such that the raw edges are inconspicuous
9.	co
	

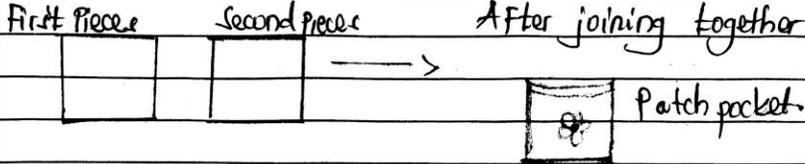
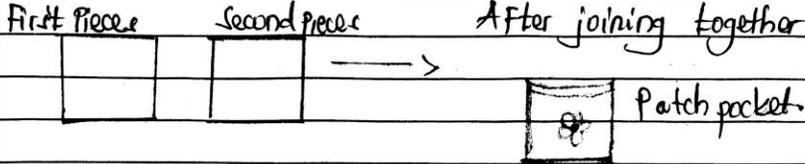
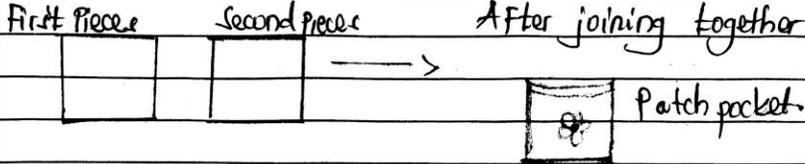
Extract 9.1: A Sample of Candidates' Correct Responses to Question 9

In Extract 9.1, the candidates managed to provide correctly five out of six points in part (a). He/she also managed to state the rules for working the calico patch in part (b). However, in part (c), the candidate described how patch is prepared before covering the article with the correct diagrams; the explanations were not satisfactory. Hence, he/she could not score full marks.

A further analysis shows that 79 (60.77%) of the candidates scored poorly. These candidates lacked knowledge about the topic of mending, especially using the calico patch. These candidates provided different types of garment instead of household articles which can be repaired by the calico patch in part (a), such as apron, skirts and T-shirts, sweaters, gowns, *kanga*

and *vitenge*. These candidates did not understand that garments differ from household articles. Other candidates wrote some of the household soft furnishings, such as *carpets*, *blankets*, *pillows* and *cushions*. However, they did not know that these are not garments. Thus, they cannot be worn on the body. In part (b), they provided the wrong responses as well.

Furthermore, in part (c), most of these candidates failed to describe how a patch is prepared before covering the article. For example, one candidate described the procedure for preparing an article instead of the patch. He/she wrote *measure the area to be patched first; trim all the loose threads and measure and cut the calico patch*. Another candidate gave the procedure for cutting the patch instead of those for preparing it to cover the article. He/she wrote *lay out the material selected to obtain the patch; match the garment to create a perfect square and cut along the markings to obtain the patch*. Moreover, some candidates drew diagrams of a complete worked patch, which was not the requirement of the question. Extract 9.2 shows such responses.

09.	a) The types of house hold articles which can be repaired by a calico patch are								
	i) Skirt.								
	ii) shirt.								
	iii) Blouse.								
	iv) T-shirt.								
	v) Gowns.								
	b) The rules of working a calico patch are								
	i) Make sure a patch sewn on a wrong side.								
	ii) Make sure a patch sewn on a raw edge.								
	iii) Make sure a patch colour match with a garment colour.								
	c) The patch is prepared by								
	→ cut out two pieces of a fabric and join it together.								
	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="border: none;">First piece</td> <td style="border: none;">Second piece</td> <td style="border: none;">→</td> <td style="border: none;">After joining together</td> </tr> <tr> <td style="border: 1px solid black; width: 50px; height: 40px;"></td> <td style="border: 1px solid black; width: 50px; height: 40px;"></td> <td style="border: none;"></td> <td style="border: 1px solid black; width: 60px; height: 40px; text-align: center;">  </td> </tr> </table>	First piece	Second piece	→	After joining together				
First piece	Second piece	→	After joining together						
									

Extract 9.2: A Sample of Candidates' Incorrect Responses to Question 9

In Extract 9.2, the candidate listed the garments which can be treated with different types of patches in part (a) and provided incorrect responses to part (b). Moreover, the candidate wrongly drew the diagrams in part (c).

2.3 Section C: Structured Questions

This section consisted of two optional structured questions from the subtopic of *Opening* and the topic of *Fabrics*. The section required the candidates to answer only one question from this section. Each question carried 15 marks.

2.3.1 Question 10: Openings

Question 10 required the candidates to explain three factors which determine the strength of an opening in part (a) and to use diagrams in explaining the procedure of making a continuous wrap opening in part (b).

The question was attempted by 40 (30.77%) out of the 130 candidates out of 130 who sat for this paper. Analysis shows that all candidates (100%) failed by scoring below average (0.0 to 1.0 marks). Their performance on this question is illustrated in Table 1.

Table 1: *Candidates Performance on Question 10*

Scores	No. of Candidates	Per centage
0-2.5	40	100

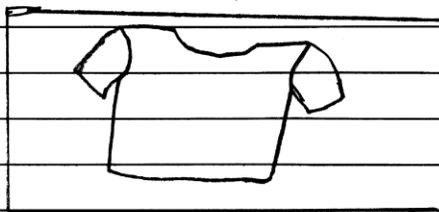
N=40

The candidates' general performance on this question was poor. All 40 candidates scored below average. Analysis reveals further that this question was the least opted and performed.

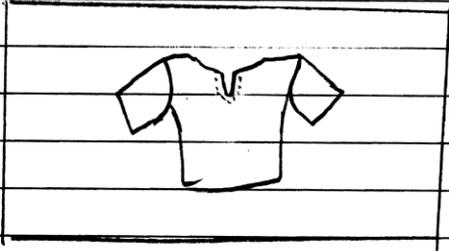
Most of the candidates briefly explained the factors to consider when choosing the style of an opening instead of the factors that determine the strength of an opening. Some of their responses were *the type of garment being made; the position of where the openings can be made and the type of material being used*. Other candidates provided the factors to consider when choosing fasteners. For example, one candidate wrote *age of the wearer; cost of the wearer; the garment and the position*. Moreover, some of them provided the rules for working fasteners.

In part (b), the candidates failed to explain the correct procedure for making a continuous wrap opening and they drew the wrong diagrams. For

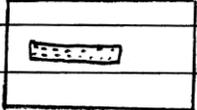
example, one of the candidates gave incorrect procedures as he/she wrote *find the position to make a continuous wrap opening; measure the length of your opening; stitch very carefully to avoid stitching in wrap opening and lastly press a wrap open well*. Other candidates provided the procedure for joining a crossway stripe while others provided the procedure for joining an open seam. For example, one of them wrote *place the raw edges together while the right side facing; neat the tacking and join the right side of material together; remove the tacking and hanging threads on the garment and press the seam open*. These responses show that the candidate had insufficient knowledge about opening and lacked enough practice in working continuous wrap openings. Some of these candidates also demonstrated the poor proficiency in English. Extract 10 is illustrative.

10. i)	An opening should be worked on double layers, so as so as to make it remain strong. double layers enable the fasten openings to not flay out instead to be strong.
ii)	An opening should be worked with the double stitch. This will enable it to have a strong begining and strong ending.
iii)	An opening should have evenly space, from each other so as to enable easily fasten opening and being ma strong.
b)	Continous wrap opening is the type of opening that is maily put on the back of the garment for easily puting on and off. Some of the procedures are
v)	prepare the garment to be put for and opening
	

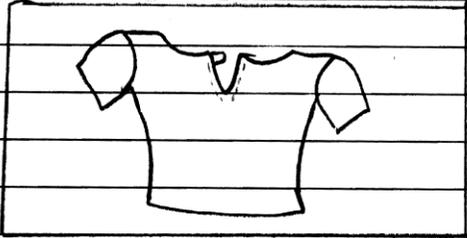
to b. ii) Cut a small part on the back of the blouse and neaten it neatly



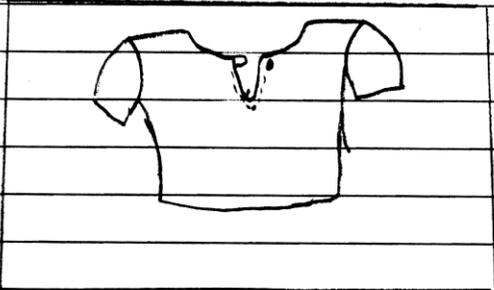
iii) Use another piece of cloth and make a small piece of material to be put on an opening



iv) Put the made piece of material to the opening made



vi) Put the button for easy opening and cloth closing at the garment



Extract 10: A Sample of Candidates' Incorrect Responses to Question 10

In Extract 10, the candidate provided the rules for working fasteners in part (a) instead of the factors that determine the strength of an opening.

Moreover, he/she provided the incorrect procedure for making a continuous wrap opening, with incorrect diagrams.

2.3.2 Question 11: Fabrics

The question consisted of two parts. Part (a) required the candidates to describe three sources of the woollen fibres and part (b) required the candidates to explain the production process of woollen fabrics.

This was an optional question and it was attempted by 90 (69.23%) of the 130 candidates who sat for this paper. Their performance indicates that 20 (22.20%) of the candidates scored from 10.5 to 14.0 marks; 16 (17.78%) scored from 4.5 to 10 marks and 54 (60.00%) scored from 0 to 3.5 marks out of the 15 allotted marks. The performance on this question is summarised in Figure 10.

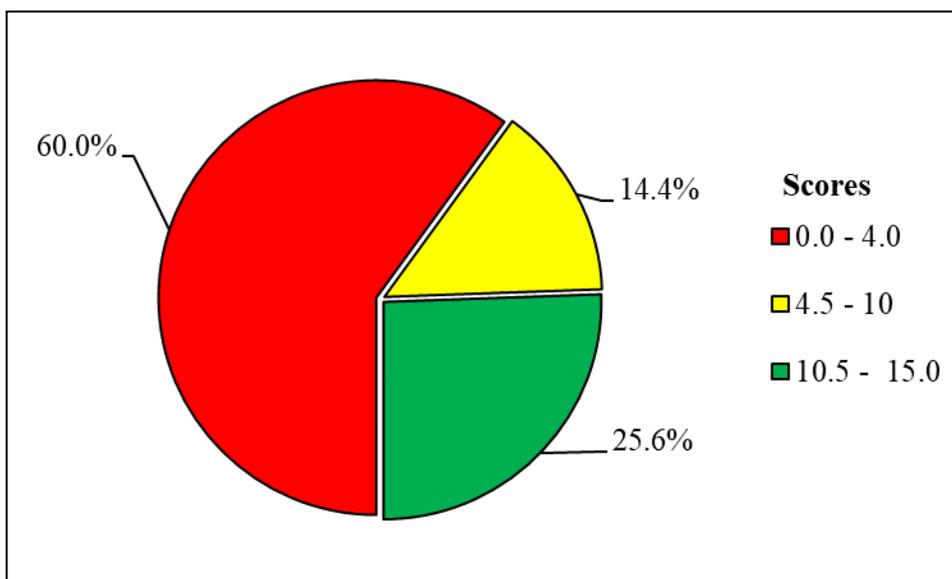


Figure 10: *Candidates' Performance on Question 11*

The candidates' general performance on this question was average since 36 (39.98%) scored from average marks and above. Analysis shows that those candidates who scored above average had sufficient knowledge about fabrics. These candidates correctly described the sources of woollen fibres. Some responses provided in part (a) included *Sheep, Rabbits, Camel* and *Angora*. Moreover, most of the candidates correctly explained process of producing woollen fabrics in part (b). They understood the concept of

woollen fibres and the production of woollen fabrics. However, some of them failed to explain one or more points in each part. Hence, they did not score full marks. Extract 11.1 shows a response by a candidate who scored well in this question.

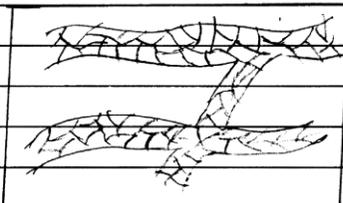
11.	<p>a) Wool fibres are from different three sources and they are necessary for fabric construction. The sources of woollen fibres are; from slaughtered sheep which produce wool known as pulled wool. Also a woollen fibre is produced from unslaughtered sheep that is a sheep which is alive known as sheared wool.</p>
	<p>b) The following are production process of woollen fabrics:-</p>
	<p>First; Sorting - The fibres are being sorted according to the length, soundness, fineness and colour.</p>
	<p>Second; Scouring - The fibres are immersed in hot soap water so as to remove natural grease and sweat.</p>
	<p>Third; Rinsing and drying - The fibres are rinsed to remove soap and dried to remove water from fibres.</p>
	<p>Fourth; Carbonizing - The fibres are immersed in dilute sulphuric acid to enable seeds and burs ready to be crushed after drying.</p>
	<p>Fifth; Blending - Different qualities of wool are spread in layers and passed in a machine known as a willeying machine.</p>
	<p>Sixth; Carding - The mixture is blended and converted to a thin soft band known as a sliver.</p>

	seventh; combing - In this stage; short thread are being removed out.
	eighth; spinning - Threads are being twisted together to produce threads of sufficient thickness and length.
	ninth; weaving - This is a last stage where as the threads are sent to weavers and firmly woven to form a fabric.

Extract 11.1: A Sample of Candidates' Correct Responses to Question 11

In Extract 11.1, the candidate managed to describe the sources of woollen fibres. He/she also correctly explained the process of producing woollen fabrics. However, the candidate described only one source of woollen fibres with the alternative categorization of woollen fibres. Thus, he/she did not score full marks.

In contrast, 54 (60.00%) of the candidates performed poorly. These candidates had inadequate knowledge about fabrics. Others misinterpreted the question, hence failing to explain the correct sources of woollen fibres. Some of them provided the classification of fibres instead of the sources of woollen fibres in part (a). For example, one of the candidates wrote *animal fibres*, *chemical fibres* and *plant fibres*. Another candidate mentioned *animals*, *plants* and *insect*. In part (b), some of these candidates provided the production of cotton fibres instead of woollen fibres. For example, one of them wrote *opening*, *carding*, *combing*, *drawing*, *slubbing*, *roving*, *spinning*, *winding* and *weaving*. Other candidates failed to describe the process of producing of woollen fibres. One of these candidates wrote *shearing*, *scutching*, *scouring*, *washing*, *spinning* and *weaving*. These responses indicate that the candidates had insufficient knowledge about fabrics as Extract 11.2 shows.

11. g)	i) Animals like sheeps, the hair from the sheeps skin is processed into wool.
	ii) Chemicals ; chemicals may be used in industries to manufacture wool.
	iii) Vegetables ; some vegetables are used to produce or sources of wool.
b)	i) Shearing ; is the process that involves cutting and shaving off the sheeps hair.
	ii) Scutching ; is the process that involves cleaning of the shaved hair.
	iii) Carding ; is the process that involves straightening of the fibres produced.
11. b)	iv) Spinning ; is the process of soaking the fibres in hot water to loosen the natural gum.
	v) Weaving ; is the twisting together of fibres to produce a strong yarn.
	vi) Printing ; is the introduction of printed pattern on a plain material for decoration purpose.
	DIAGRAM FOR WOOL.
	

Extract 11.2: A Sample of Candidates' Incorrect Responses to Question 11

In Extract 11.2, the candidate did not understand the requirement of the question. Accordingly, he/she provided different sources of fibres instead of the sources of woolen fibres. In part (b), the candidate incorrectly explained the process of producing woollen fibres.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE ON EACH QUESTION IN PAPER 2

The paper consisted of one question that required the candidates to perform eight tasks to make a half of a child's dress. The tasks included *presentation, cutting out, joining the shoulder seam, joining the side seam of the bodice, joining the side seam of the sleeve, attaching the sleeve to the armhole, preparing a skirt and attaching the skirt to the bodice*. It required the candidates to demonstrate all the activities indicated in each task. This paper carried a total of 100 marks; of which, 75 marks come from the real practical and 25 marks from the coursework of the candidates during their course of study.

3.1 Task 1: Presentation

This task required the candidates to present the right half of the dress. The task consisted of the following activities, (a) present a neat garment, (b) label tacked securely on a single fabric and (c) make the correct side of the garment. This task weighed 10 marks.

The task was attempted by all the 130 candidates. Their performance indicates that 91 (70.00%) of the candidates scored from 6.5 to 9.0 marks; 30 (23.08%) scored from 3 to 6 marks and 9 (6.92%) scored from 0 to 2.5 marks. Figure 11 summarizes the performance.

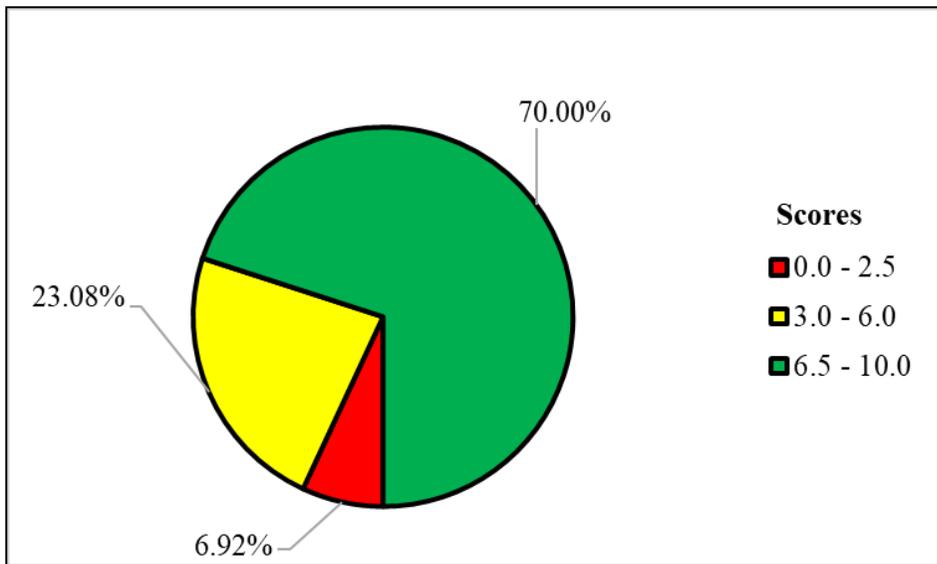


Figure 11: *Candidates' Performance on Task 1*

The general performance on this task was good since 121 (93.08%) of the candidates scored from average and above. The candidates who performed well on this task showed good presentation skills, like neatness and correct labelling. They also made the correct side of the garment as per the demand of the question. Hence, they scored high marks. However, the highest score was 9 out of the 10 marks.

Analysis indicates that the majority of candidates managed to remove the pins and tacking threads. There were no tracing marks in part (a). In part (b), they also attached labels correctly to a single layer of the fabric using tacking stitches. Moreover, most of these candidates made the correct side of the garment in part (c), which was the *right side*. This shows that they had sufficient knowledge about finishing a garment and presenting a finished work.

On the other hand, 9 (6.92%) of the candidates attained weak performance. These candidates failed to present their articles correctly. In part (a), some of them left loose threads hanging, whereas others did not remove the tacking threads. Moreover, some candidates did not trim the finished seams and others had articles with tracing marks seen on the right side of the garment. In part (b), some of the candidates attached the labels by machine stitches instead of using tacking stitches. Others attached labels on the

double layer of the material, while others attached the label over the seamline. Furthermore, some of the candidates wrongly made the left side of the garment instead of the right side. This shows that the candidates lacked sufficient practice in making 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 fabric. The task had these activities; to cut a front bodice in activity (a), back bodice in activity (b), skirt front in activity (c), skirt back in activity (d) and a sleeve in activity (e). Moreover, all the pieces were supposed to follow the grain of the fabric. The task was allocated a total of 15 marks.

The task was attempted by all the 130 candidates. Analysis shows that 61 (46.92%) of the candidates scored from 10.0 to 15.0 marks; 50 (38.46%) scored from 4.5 to 9.5 marks and 19 (14.62%) scored from 0 to 4.0 marks. Figure 12 illustrates this performance.

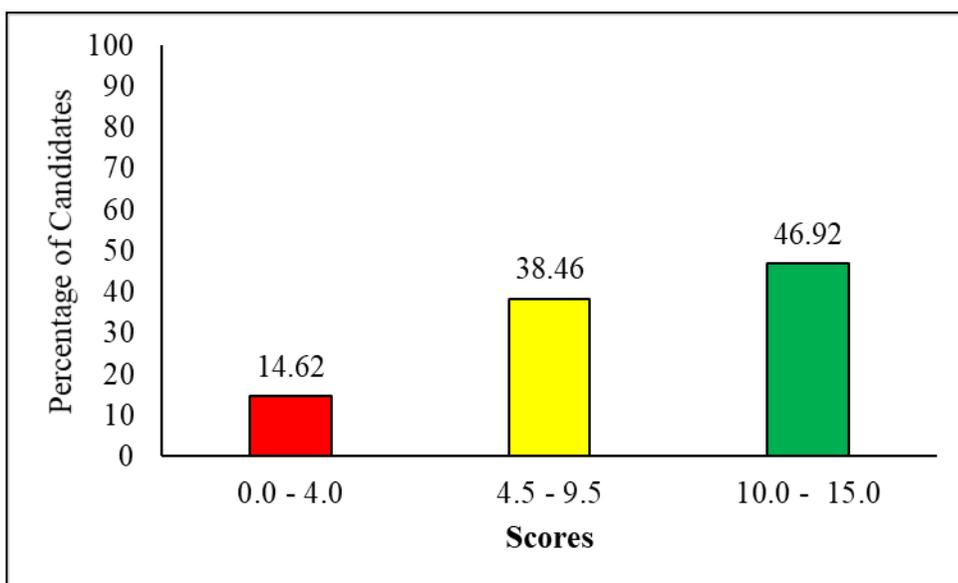


Figure 12: *Candidates' Performance on Task 2*

The general performance on this task was good since 111 (85.38%) of the candidates scored from average marks and above. This performance shows that most of the candidates managed to cut the front bodice correctly in Activity (a) whereby some of them managed to cut exactly on grain.

Moreover, most of these candidates managed to cut the back bodice in Activity (b). Furthermore, analysis shows that some of the candidates managed to cut the skirt front exactly on grain in Activity (c) and a few of them cut on slightly off the grain. Moreover, some of the candidates managed to cut the back bodice in Activity (d). In part (e), most of the candidates managed to cut the sleeve exactly on grain. This indicates that the candidates had sufficient knowledge of and skills in laying out and cutting out garments.

In contrast, the analysis further indicates that 19 (14.62%) of the candidates failed to cut the bodice front and back, skirt back and front and sleeve in activities (a), (b), (c), (d) and (e), respectively. These candidates incorrectly laid the pattern, ending up with pieces of material which could not make the front part or the back part of a dress. Some candidates laid on the weft of the material resulted in scoring zero for cutting out. Additionally, most of the candidates failed to cut the material exactly on grain. They either cut it 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 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 well for those who used the open seam and no pockets along the edges of the seam for those who used the French seam. This task carried 7 marks.

All the 130 candidates attempted this task. Among them 90 (69.23%) candidates scored from 4.5 to 7 marks; 29 (22.31%) scored from 2.5 to 4.0 marks and 11 (8.46 %) scored from 0 to 2.0 marks. Figure 13 illustrates this performance.

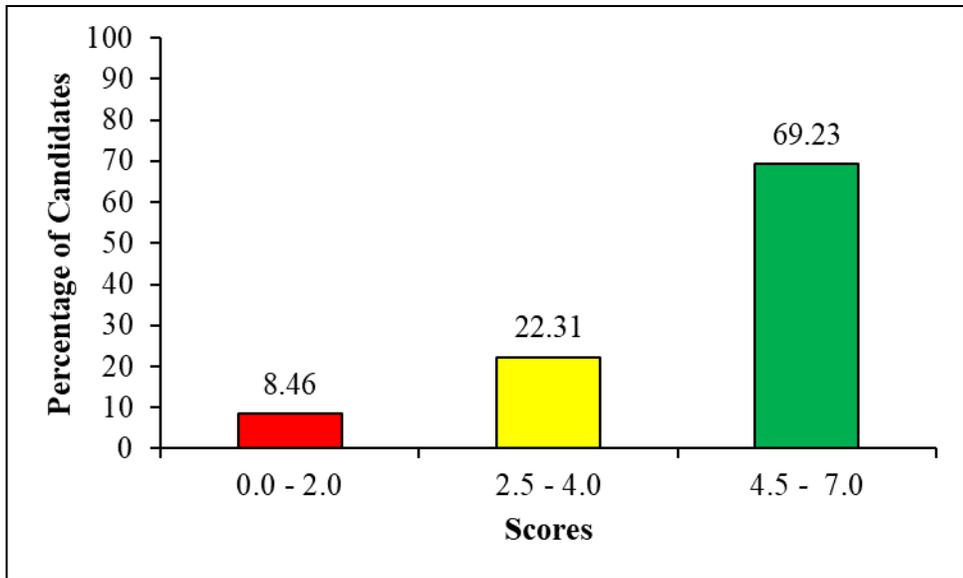


Figure 13: *Candidates' Performance on Task 3*

Their general performance on this task was good since 119 (91.54%) of the candidates scored above average. This performance shows that the candidates had sufficient knowledge of garment making, especially seam making. Most candidates chose for the open seam. These candidates managed to make well neatened seams which were well trimmed and the widths of the finished seams were neatened using different methods, such as machine stitches. Moreover, a few candidates used the French seam to join the shoulder seam. These managed to make well neatened seams which were well trimmed, with an even width of 6 mm. Besides, there were no pockets along the edge of the seam in part (d).

Conversely, the 11 (8.46%) of the candidates attained weak performance. These candidates failed to respond to the task correctly; weak activities were observed on neatening seams in part (b); they also made uneven widths of the seam in part (c). Some of the candidates did not trim the seam; others neatened the turnings without trimming them and some poorly trimmed the edges of the seam in part (d). As for these who opted for the French seam, they created pockets along the edges of the seam. Hence they ended up with lower marks. This shows that these candidates lacked enough practice to working different types of seams.

3.4 Task 4: Joining the Side Seam

This task required the candidates to join the side seam of the bodice. The task consisted of activities of joining the side seam by using either the open seam or the 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.

Analysis indicates that 92 (70.77%) of the candidates scored from 4.5 to 7.0 marks; 26 (20.00%) scored from 2.5 to 4.0 marks and 12 (9.23%) scored from 0 to 2.0 marks. The task carried 7 marks. Figure 14 summarizes this performance.

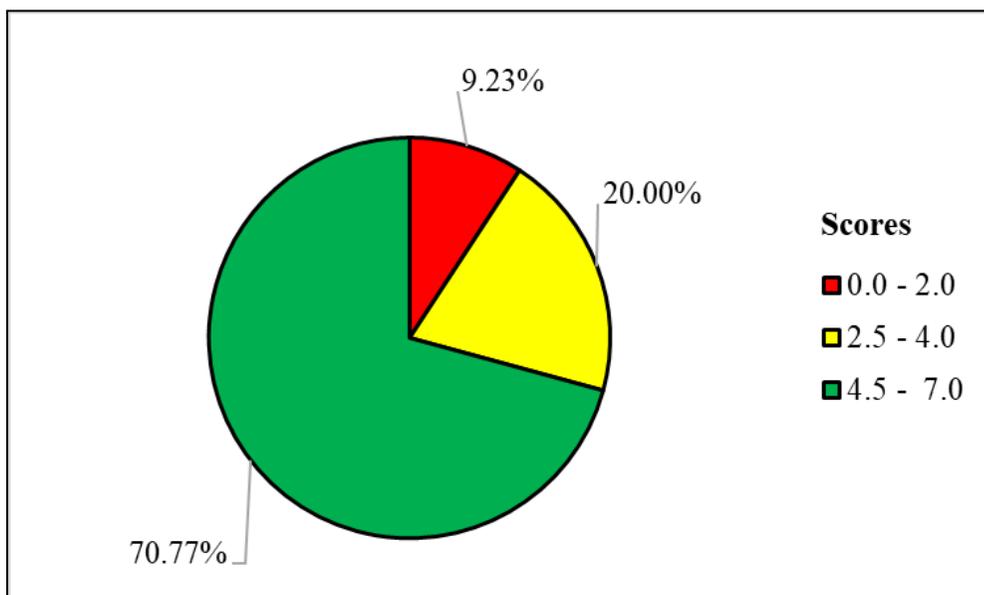


Figure 14: *Candidates' Performance on Task 4*

The general performance on this task was good since 118 (73.08%) of the candidates scored above average. These candidates had sufficient knowledge about garment making, especially on seam making. Some of the candidates chose the French seam and others chose an open seam.

The candidates who chose the open seam correctly worked the seam in Activity (a). These candidates managed to join the side seam. Likewise, those who chose the French seam managed to work the seam by stitching on the right side first. They also managed to trim the turnings to reduce bulkiness in a finished seam. In Activity (b), they managed to neaten the seam, using machine stitch and a few candidates used overlapped stitches for an open seam.

In addition, most of the 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 the neat seam. In parts (c) and (d), most of them managed to work the open seam with even width. This was possible by using pattern markings. The candidates managed to follow the markings. Moreover, the candidates who worked the French seam managed to work the seam without pockets along the edges. This indicates that the candidates had good skills in working different types of seams. Therefore, they scored high marks.

Conversely, 12 (9.23%) of the 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 did not understand that the suitable seam for the child dress is the open seam or French seam. Other candidates worked undefined seams. In Activity (b), they failed to trim correctly the seam, whereas others did not trim the seam at all. In Activity (c), most of them failed to neat the seam, leaving excess material which caused 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 the French seam with pockets along the edges of the seam. This indicates that the candidates had insufficient knowledge about seams.

3.5 Task 5: Joining the Side Seam of the Sleeve

In this task, the candidates were required to join the side seam of a puff sleeve. The activities were to (a) work the correct seam, open or French seam, (b) neat the seam well, (c) make even width and (d) trim the seam, either the open or French seam, (e) neat lower edges of a sleeve by a crossway strip, (f) make even width binding on a lower edge of a sleeve (g) gather of a lower edge of a sleeve well distributed. This task weighed 10 marks.

Analysis shows that 62 (47.69%) of the candidates scored from 6.5 to 10.0 marks; 47 (36.16%) scored from 3.0 to 6.0 marks and 21 (16.15%) scored from 0 to 2.5 marks. Figure 15 illustrates this performance.

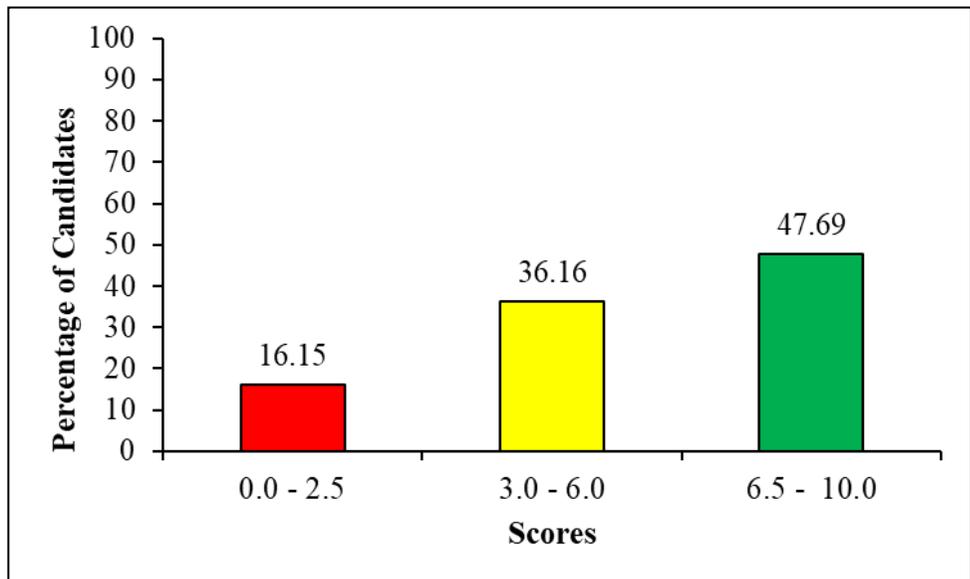


Figure 15: *Candidates' Performance on Task 5*

The general performance on this task was good since 109 (83.85%) of the candidates scored above average. This performance shows that the candidates had adequate knowledge about general making, especially seam making. Some candidates chose open seam and others chose the French seam.

The candidates who chose the open seam or French seam managed to work the seam correctly in Activity (a). They managed to join the seam right side of the sleeve facing each other. Moreover, the candidates who chose the French seam managed to work the seam by stitching on the right side first. In Activity (b), the candidates managed to neaten the open seam using different methods, such as overlock and picking shears. Furthermore, the ones who worked the French seam managed to trim the turnings to reduce the bulkiness in the finished seam in the activity. In Activity (c) the candidates who chose the open seam managed to make even seams by following the pattern markings correctly and those who used the French seam managed to make it with even width. In Activity (d), the candidates managed to trim the seam. Hence, the resulted seam had no bulkiness. In Activities (e), (f) and (g), all the candidates managed to make good gathers and well neaten the edge by binding. In addition, the candidates who opted for the French seam managed to work the seam with an even width of 6 mm.

In contrast, 21 (16.15%) of the candidates had weak performance. These candidates failed to make the correct seam in part (a). Some of them failed to join two sides to make a seam; others failed to make a sleeve. In part (b), most of them failed to neaten the seam straight on the edge. In part (c), the candidates failed to make even seams. In part (d), in the open seam, some candidates trimmed only a half of the seam turning and left the remaining part untrimmed. Others trimmed one side only. For those who chose the French seam, the bulkiness was seen from the inside. Furthermore, these candidates failed to work the gathers. They also failed to neaten the edge by binding in Activities (e), (f) and (g). This indicates that these candidates lacked sufficient practice in making seams.

3.6 Task 6: Attaching the Sleeve to the Armhole

In this task, the candidates were required to attach the prepared sleeve to the armhole of a garment. The task consisted of six specific activities which included to (a) choose the correct seam, open seam to attach a sleeve to the armhole, (b) trim the seam well, (c) make an even width of the seam (d) neaten well the armhole, (e) position the sleeve well to the armhole and (f) gathers evenly distributed. The task carried 11 marks.

Analysis shows that 41 (31.54%) of the candidates scored from 7.5 to 11.0 marks; 64 (49.23%) scored from 3.5 to 7.0 marks and 25 (19.23%) scored from 0 to 3 marks. Figure 16 illustrates this performance.

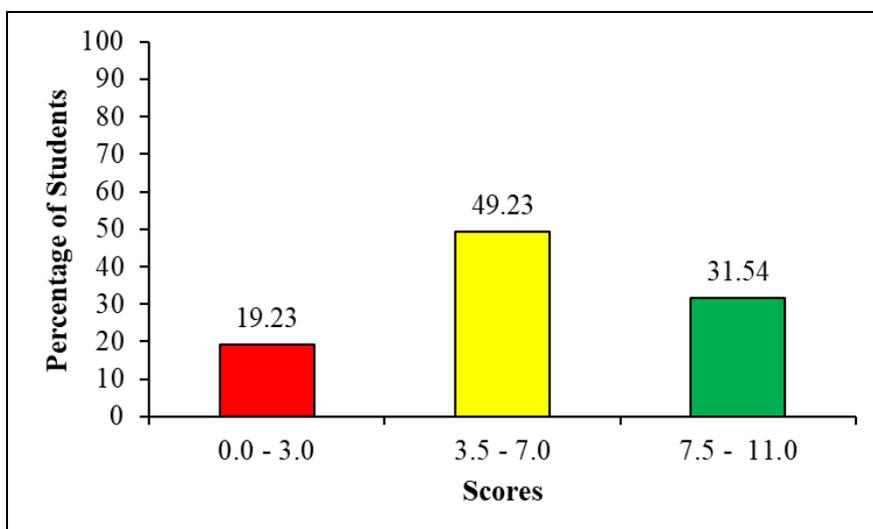


Figure 16: Candidates' Performance on Task 6

The general performance on this task was good since 105 (80.77%) of the candidates scored above average. These candidates had sufficient knowledge about sleeve and how to attach them.

Most of the candidates managed to set a sleeve to the armhole correctly to ensure a good fitting in Activity (a) and they well-trimmed the seam in Activity (b). Moreover, they managed to make an even and a well neatened seam in Activities (c) and (d), respectively. The candidates demonstrated their ability to use notches to match the front, back, underarm and shoulder seams when set in a sleeve. They also correctly arranged gathers evenly on the sleeve head. These candidates had sufficient knowledge and skills in attaching sleeves on a dress.

In contrast, 25 (19.23%) of the candidates who attempted the question had weak performance. These failed to attach the sleeve to the armhole. Some of them used overlaid seam instead of open seams to attach the sleeve in Activity (a); others failed to attach the sleeve. Additionally, some of them failed to trim and neat the raw edges of the armhole, ending up with uneven width of the seam in (b), (c) and (d) respectively. Furthermore, analysis indicates that some of the candidates attached the sleeve on a neckline instead of the armhole. In addition, those who attached the sleeve to the armhole failed to distribute the gathers evenly, which resulted to bulkiness on the sleeve head. These candidates lacked enough skills in attaching the sleeve.

3.7 Task 7: Preparing the Skirt

This task required the candidates to prepare a skirt. The task consisted of the following activities: (a) work the correct seam, open or French seam; (b) neat the seam well; (c) make even width and (d) trim - well for those who used the open seam and no pockets along the edges of the seam for those who used the French seam. This task carried 7 marks.

The analysis of data shows that 88 (67.69%) of the candidates scored from 4.5 to 7.0 marks; 28 (21.54%) scored from 2.5 to 4.0 marks and 14 (10.77%) scored from 0 to 2.0 marks, as Figure 17 presents.

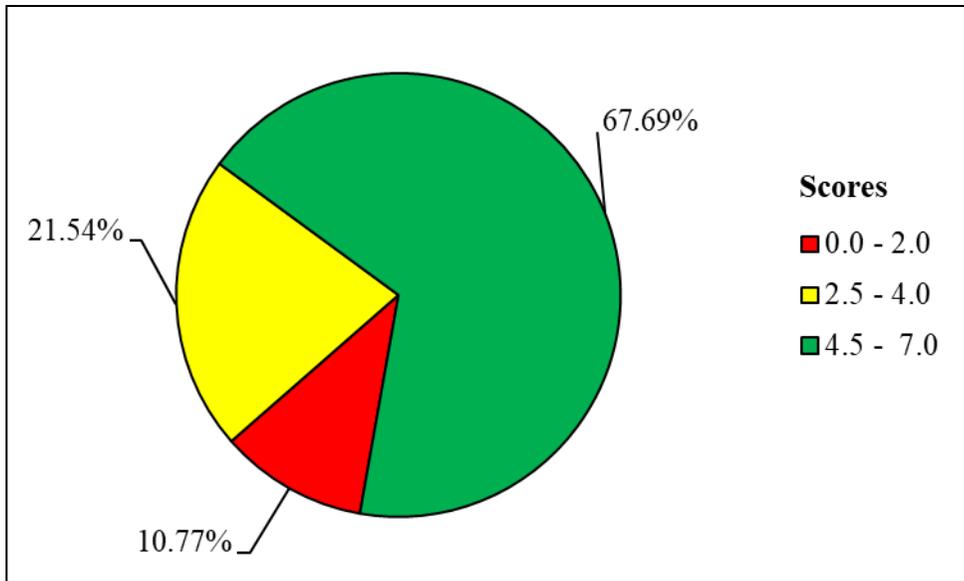


Figure 17: *Candidates' Performance on Task 7*

The general performance on this task was good since 116 (89.23%) of the candidates scored above average. This indicates that most of the candidates had sufficient knowledge about garment making. Analysis shows that most of the candidates used the correct seam open or French seam. Moreover, most of the candidates who chose the open seam managed to trim the seam with even width and neaten it by using various methods, such as machine stitches, loop stitches or overcasting stitches. Those who used the French seam managed to trim the seam and make the width of 6 mm. Furthermore, the resulted seam had no pockets along the edges. This shows that the candidates had enough skills in making seams.

In contrast, 14 (10.77 %) of the candidates failed to prepare a skirt. Some of these candidates failed to match the front and back sides of the skirt. These candidates joined the seam along the waist instead of the side seam. Other candidates used an overlaid seam instead of open or French seam. Moreover, the candidates who managed to make the open seam failed to trim it and the width was not even. Some of those who used the French seam started the seam by joining on the wrong side. Therefore, the wrong side of the seam appeared on the right side of the skirt. Other candidates left the seam untrimmed; hence, it was bulky. This shows that these candidates lacked enough skill in working different types of seams.

3.8 Task 8: Attaching the Skirt to the Bodice

This task required, the candidates to attach a skirt to the bodice. The task consisted of the following activities: (a) working the correct seam which was an open seam, (b) making gathers and distributing them evenly, (c) neatening the seam well and (d) matching the skirt and bodice well. The task weighed 9 marks.

The candidates' performance shows that 58 (44.62%) of them scored from 6.0 to 9.0 marks; 58 (44.61%) scored from 3.0 to 5.5 marks and 14 (10.77%) candidates scored from 0 to 2.5 marks. Figure 18 summarizes this performance.

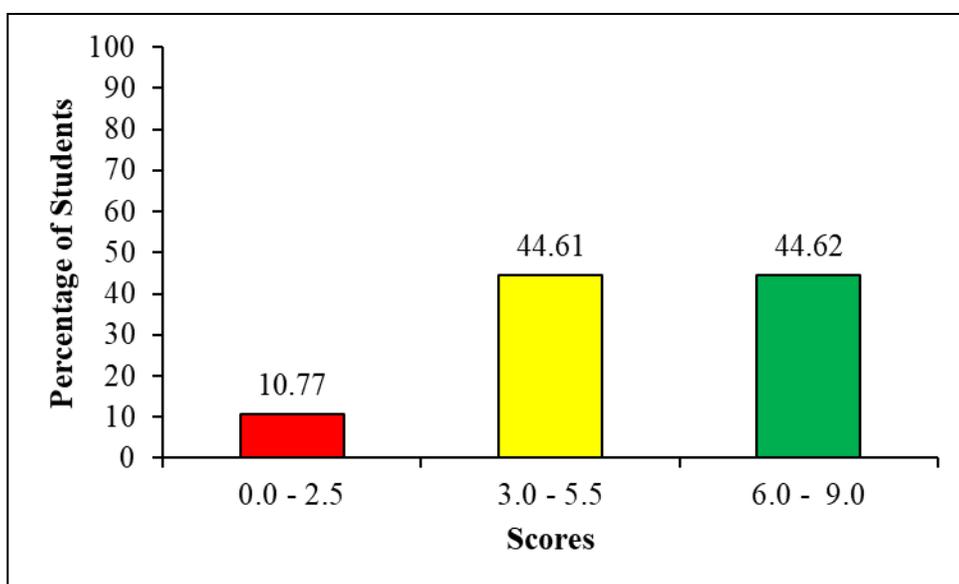


Figure 18: *Candidates' Performance on Task 8*

Their general performance on this task was good since 115 (88.46%) of the candidates scored above average. These candidates had sufficient knowledge about garment making.

Analysis shows that most of the candidates managed to make the correct open seam. They also managed to work good and well distributed gathers in Activity (b). Moreover, analysis shows that most of the candidates managed to neat the seam properly using different methods, such as blanket stitches and zig zag stitches; besides, some of them used the self-neatened

method. This indicates that these candidates had adequate skills in making garments; hence they scored high marks.

In contrast, 14 (10.77%) of the candidates who attempted this question failed to attach the bodice on a skirt. Some of them used the overlaid seam while others failed to join the two parts. In part (b), most of these candidates failed to make good gathers as some of them made few pleats instead of gathers. Moreover, other candidates did not make any gathers on the skirt part. In Activity (c), most of the candidates left the seam without neatening them while others neatened the seam without trimming first. Some of these candidates failed to join the two pieces, the bodice and the skirt, as they failed to match the seams well.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' performance per topic shows that the candidates had good performance on Question 1, which was derived from several topics. They had the highest performance of 99.23%, followed by Question 5, which was derived from the topic of Soft Home Furnishing (80.00%) and Question 2, which was derived from the topic of The Sewing Machine (74.62%). The good performance on these topics was mainly due to the candidates' sufficient knowledge of the concepts covered in these topics. Furthermore, the candidates' ability to adhere to the demands of the questions, good drawing skills and ability to express themselves by using the Textiles and dressmaking contributed to the good performance on particular questions.

The average performance was observed in three topics/sub-topics as follows; *Sewing Equipment* (59.23%), which was tested in Question 3; *Mending* (39.23%), which was tested in Question 9 and *Fabrics* (31.53%), which was tested in Questions 4 and 11.

Furthermore, weak performance was observed in the sub-topic of *Dressmaking processes (Methods of Controlling Fullness, Seams, Fastenings and Openings)* (26.98%) which was tested in Questions 6, 7, 8, and 10, respectively. A summary of the performance on each topic is shown in the appendix.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

The candidates' general performance in the Textiles and Dressmaking subject in the CSEE 2022 was good since all candidates who sat for this examination passed. The comparison between the year 2021 and 2022 indicates that the performance in both years was good. The analysis of the performance on each question indicates that some candidates attained weak performance due to inadequate knowledge of the topics and misinterpretation of the demands of the questions. Consequently, these candidates provided irrelevant or partially correct answers and skipped some questions.

The candidates who demonstrated good performance correctly understood the demand of the questions and they had adequate knowledge of the subject matter. However, their inability to use English language hindered them from performing well. Likewise, they had an average performance on the topics of Sewing Equipment, Fabrics, Mending and Dressmaking processes. The candidates demonstrated inadequate knowledge of the subject content and inadequate practical skills in performing several activities in this subject.

The analysis of the candidates' performance per topic indicated that the topics of Dressmaking Processes (Openings) and Fabrics need more emphasis in teaching and learning as they were poorly performed.

5.2 Recommendations

According to the analysis of the candidates' performance in each question and topic in the Textiles and Dressmaking subject, this report recommends the following:

- (a) Teachers should put more efforts in helping learners to practice Dressmaking processes like openings, fastenings and seams by guiding the candidates through preparing samples of each process. They will enable them to develop competence in practical work.

- (b) Teachers should make sure that all topics identified in the syllabus are effectively covered. Detailed teaching of both theory and practical lessons should be emphasised to meet the objectives stated.
- (c) Teachers should provide tests at the end of each topic to evaluate their candidates' understanding of the topic before moving to the next one. By doing so, teachers will be aware of the challenges facing their candidates in a particular topic. This, will also help them in designing and developing appropriate teaching methods to improve learning.
- (d) Candidates should make fabric sample books which will enable them to familiarize with different types of fabrics and their characteristics, advantages and disadvantages.
- (e) Practical work such as homework, assignments, study tours, gallery walk and sewing activities should also be emphasised. These activities will encourage candidates to interact with one another and participate actively by asking questions and completing tasks independently.

Appendix: Summary of Candidates' Performance per Topic

S/N	Topic/Sub topic	Question Number	The Percentage of candidates who Scored 30% or Above	The Average Percentage of Candidates who Scored 30% or Above	Remarks
1.	Various Topics (Matching items)	1		99.23	Good
2.	Soft Home Furnishing	5		80.00	Good
3.	The Sewing Machine	2		74.62	Good
4.	Sewing Equipment	3		59.23	Average
5.	Mending	9		39.23	Average
6.	Fabrics	11	39.98	31.53	Average
7.	Fabrics	4	23.08		
8.	Dressmaking Processes (Fastenings)	8	44.05	26.98	Weak
9.	Dressmaking Processes (Methods of Controlling Fullness)	6	33.08		
10.	Dressmaking Processes (Seams)	7	30.77		
11.	Dressmaking Processes (Openings)	10	0.00		

