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), 2023

TEXTILES AND GARMENT CONSTRUCTION

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052 TEXTILES AND GARMENT CONSTRUCTION

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FOREWORD

This report presents Candidates' Items Response Analysis (CIRA) on the Certificate of Secondary Education Examination (CSEE) which was conducted in November 2023. The Certificate of Secondary Education Examination marks the end of four years of secondary education. It is a summative evaluation which, among other aspects, assesses the knowledge and skills acquired by the candidates in ordinary secondary education level. The report aims to provide feedback to all education stakeholders on the candidates' performance in Textiles and Garment Construction examination.

Generally, the report shows that the candidates' performance in the Textiles and Garment Construction examination was good because 100 per cent of the candidates passed the examination. The factors for the good performance include the candidates' good mastery of the competencies specified in the syllabus, and ability to interpret the demands of the questions. Besides, the report shows that few candidates demonstrated weak performance. The factors for their weak performance include; lack of competences in tested concepts, and inability to interpret the demands of the questions.

The National Examinations Council of Tanzania expects that the educational stakeholders will use the feedback provided in this report to strengthen the teaching and learning of the Textiles and Garment Construction subject in secondary schools. This will ultimately enhance students' competencies as stipulated in the Textiles and Garment Construction subject syllabus for better performance in future examinations conducted by NECTA.

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

Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report is based on the analysis of the candidates' performance in the Textiles and garment construction who sat for Certificate of Secondary Education Examination (CSEE) 2023. The Textiles and Garment Construction examination was set according to the 2022 examination format and the 2021 Home Economics Syllabus.

This report analyses two papers: 052/1 Textiles and Garment Construction 1 (Theory) and 052/2 Textiles and Garment Construction 2 (Practical). Each paper carried a total of 100 marks. A theory paper comprised of eleven questions which were distributed into three sections; A, B and C while a practical paper consisted of one compulsory question.

Section A was compulsory and consisted of two questions. Question 1 was multiple choice items and question 2 was matching items. The multiple-choice question carried 10 marks, while the matching items question carried 6 marks. Section B consisted of six short answer questions, which carried 9 marks each. Section C comprised three structured questions and the candidates were required to answer only two questions, each carried 15 marks. Textiles and Garment Construction 2 was comprised of one question, with seven tasks. Each task consisted of different activities.

A total of 143 candidates sat for this paper, of which all (100%) passed as follows: Grade A - 18 (12.59%), grade B - 26 (18.18%), grade C - 85 (59.44%), and grade D - 14 (9.79%). These results imply that the candidates' general performance was good. Comparatively, the overall candidates' performance in 2023 is 100% which is similar to the performance in 2022 which was also 100%.

In the analysis, the candidates' performance in each question was regarded as good if the score ranged from 65 to 100 per cent, average if the scores range from 30 to 64 per cent and weak if the candidate scored from 0 to 29 per cent. The good, average and weak performance were indicated by using green, yellow and red colours respectively.

This report analyses the candidates' performance in each question by presenting the requirement of each question, responses of the candidates and the reasons for their either good or poor performance. It also indicates

samples of candidates' answers that have been attached as extracts to illustrate the responses. Finally, it provides a conclusion and recommendations.

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

2.1 Section A: Objective Questions

This section comprised two (02) questions, of which question one (01) comprises ten (10) multiple-choice items, each carries one (01) mark. Question two (02) comprised six (6) matching items, each carries one (01 mark). This make a total of 16 marks for the whole section.

2.1.1 Question 1: Multiple Choice Items

This question consisted of (i) to (x) multiple choice items that were composed from the topics or sub-topics namely *Introduction to Sewing*, *Basic Sewing Stitches*, *Choice of Fabrics*, *Garment Making Processes* (*Collars, Edge Finishes, Disposal of Fullness*, *Openings* and *Fastenings*), *Introduction to Textiles, Economics in Textiles,* and *Making a Garment.* The candidates were required to choose the correct answer among the five given alternatives and write its letter beside the item number in answer booklet provided.

The question was attempted by all 143 (100%) candidates who sat for the examination. The analysis of the candidates' performance indicates that 42 (29.37%) candidates scored from 7 to 10 marks, 62 (43.36%) scored from 4 to 6 marks, and 39 (27.27%) scored from 0 to 3 marks. However, 5 (3.50%) candidates scored 0 marks. Figure 1 illustrates candidates 'performance for question 1.

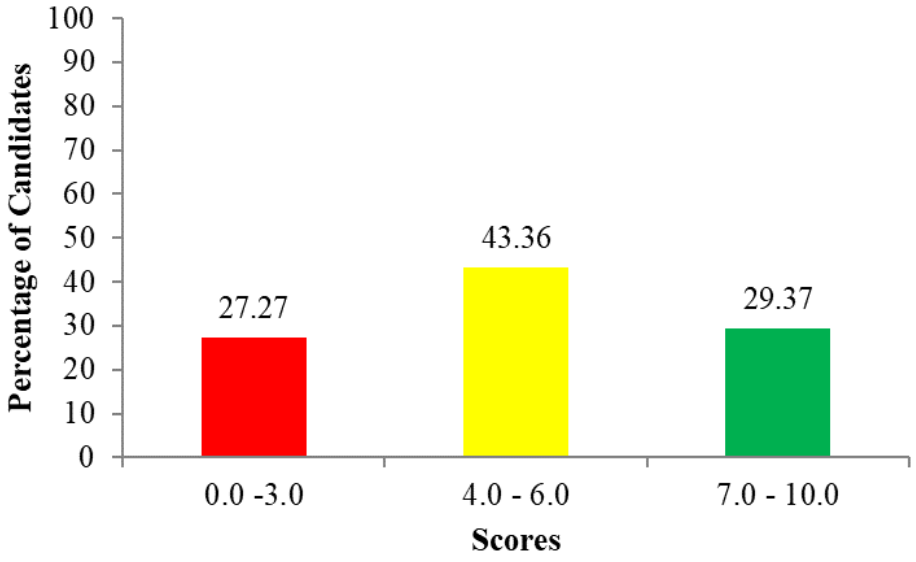


Figure 1: *Candidates' Performance on Question 1*

The general performance in this question was good since 72.73 per cent scored from average and above. This indicates that the candidates had enough knowledge of different topics or sub-topics tested which enables them to get high scores. The analysis of candidates' response in each item was as follows:

In item (i), the candidates were required to identify the reason for fasten on and off the running stitches using two backstitches. The correct answer was B - *It secures the stitches.* The candidates who opted for correct answer had sufficient knowledge about basic sewing stitches and their uses. These candidates were aware that fasten on and off is to tie the beginning and the end of stitches so as to secure them in a fabric permanently. However, the candidates who chose A - *It make the stitches loose*, C - *It makes the stitches neat*, D - *It makes a strong finish* and E - *It makes a strong start* did not know the meaning of fasten on and fasten off. They failed to understand that fasten on and off helps to lock the stitches and prevent unravel.

Item (ii) required the candidates to identify type of line design to be chosen for a person who is short and plump. The correct answer was A - *Vertical line*. The candidates who opted for the correct answer had enough knowledge of the effect of different clothing lines on a figure. These

candidates understood that vertical line of the clothes have effect of adding height and reducing width for short and plump figure and make a person to look taller and slimmer. The candidates who selected B - *Diagonal line* did not know that diagonal line gives lengthening and widening effects on a bodice which is suitable for a person with narrow shoulders and small bust as well as for a tall and slim figure. Those who opted for C - *Circle line* and E - *Spiral line* failed to understand that circle line and spiral line are not having effect of adding height and reducing the width but they create an illusion of fullness and re - emphasize the body figure. Furthermore, the candidates who selected D - *Horizontal line* were not aware that horizontal lines make a person to look bigger, add width at the shoulder, waist or hemline. However, horizontal lines make a taller person to look shorter, therefore it is not suitable to be used in line design for a person who is short and plump.

In item (iii), the candidates were required to identify the type of collar to be attached on a child dress. The correct answer was E - *Peter pan collar.* The candidates who opted correctly had sufficient knowledge about suitable collars on children clothes. They understood that Peter pan collar is among the flat collar that lie flat against the garment to offer comfortability to the child compared to other kind of collars. The candidates who chose A - *Straight collar* and C - *Mandarin collar* failed to understand that these are both stand collars that stand around the neckline hence, limit comfortability of a child especially during playing and also get dirt easily. Moreover, the candidates who chose B - *Rolled collar* and D - *Polo collar* were not aware that these collars are not suitable for the child garment as they stand near to the neck and or roll over to the neck which can irritate the sensitive skin of young child. Also, the small size of child's neck can bring difficulties to wear a Polo collar, consequently comfortability.

In item (iv), the candidates were required to identify type of document to be used by a boutique dealer for keeping records. The correct answer was A - *Cash book.* The candidates who opted correctly had sufficient knowledge about record keeping in Textiles business. These candidates understood that cash book is used in recording purchased and sold items in business firm. However, the candidates who opted for B - *Purchasing form* were not aware that purchasing form is used to issue items to be bought in order to replace those which are not available in the business firm. The candidates

who chose C - *Requisition form* failed to understand that requisition form is used for requesting items from one department to another in the business firm. Moreover, the candidates who opted for D - *Check book* had no idea that check book is used for issuing amount of money to be drawn from bank accounts. Furthermore, the candidates who opted for E - *Bin card* failed to understand that bin card is used to keep a running record of the quantity of items in stock, as well as the dates and quantities of items that have been received, issued or transferred.

Item (v) required the candidates to identify the type of fabric that can be used for making an attractive facing on the dress. The correct answer was C - *A fabric with contrasting colour.* The candidates who opted the correct response had adequate knowledge about facings which enabled them to realize that a fabric with contrasting colour can be used to make an attractive facing on a dress. The candidates who chose B - *A fabric of the same colour,* were not aware that the same colour of fabric will not bring decorative effect on dress. Moreover, the candidates who opted for D - *A heavy fabric with strips* did not understand that a facing should always lie flat, smooth and free from bulk. Furthermore, the candidates who chose E - *Bright coloured fabric with dots* failed to understand that the choice depends on the colour of the garment.

In item (vi), the candidates were required to identify the importance of bale breaking procedures at the spinning mill. The correct answer was C - *It separates matted fibres*. The candidates who opted for that answer had sufficient knowledge on procedures of manufacturing cotton fabrics especially bale breaking. These candidates understood that bale breaking is done to break down the matted fibres to separate from impurities. The candidates who chose A - *It separate seeds from fibres* mixed up between separation of matted fibres with separation of seeds. They forget that the separation of seeds from fibres is done by ginning process. Those candidates who opted for B - *It removes short threads* mixed up bale breaking and carding process which is done to remove short fibres while making loose rope of fibres. However, the candidates who chose D - *It add strength to the fibres* did not understand that doubling process is the one that twist two or more threads together to add strength and not bale breaking process. Moreover, the candidate who opted for E - *It removes*

faults on threads were not aware that there is no any procedure in spinning mills which is carried to remove faults on fibres.
Item (vii) required the candidates to identify set of information which expected to be seen on the front of the envelop of commercial pattern. The correct answer was E - *Patten size, various views of the style* and *pattern identification number*. The candidates who opted for a correct answer had sufficient knowledge about the important information found on the front of the envelope for commercial paper pattern example pattern size, various views of the style and pattern identification. The candidates who chose A - *Pattern size, metric chart* and *various views of the style* failed to realize that metric chart is found on the back of pattern envelope. Nevertheless, the candidates who selected B - *Metric chart, number of pattern pieces* and *pattern identification number*, C - *various views of the style, number of pattern pieces* and *Pattern identification number* and D - *Patten size, number of pattern pieces* and *pattern identification number* were not aware that number of pattern pieces is not found on the front view of the pattern envelope but it found on the back of the envelope.

In item (viii), the candidates were required to identify the cause of gathered skirt that did not drape well. The correct answer was B - *Gathers worked along warp thread*. The candidates who opted for the correct answer had enough knowledge about how to make gathers. These candidates understood that if gathers will be worked along warp thread of skirt will not drape well because do not sustain the strength against the pressure as it is stretchable than warp. For those who selected A - *The material used was soft*, were not aware that soft material is suitable for making gathers as it allows draping. The candidates who selected C - *Gathers evenly distributed*, were not aware that evenly distributed gathers enhance the skirt appearance. However, candidates who opted for D - *Twice the width of the fabric was used* did not understand that the width of fabric is multiplied to allow the desired fullness. Moreover, candidates who opted for E - *Two rows of stitching were used*, were not aware that two rows of stitching give control as the stitching is done between to obtain the best results.

Item (ix) required the candidates to identify the type of button which *is* shown by a given diagram. The correct answer was A - *A button with Shank*. The candidates who opted for the correct answer managed to identify a shank. These candidates understood that a shank is a part of

button that allows spacing for the fabric that will be buttoned together. The candidates who opted for the wrong answer B - *A button with loop* D - *A button with Rouleau Loop* and E - *A button with Buttonhole* did not understand that loop, rouleau loop and buttonhole are the part of fasteners which button is passed to fasten two surfaces together. Those who opted for C – *A button with hook* were not aware that hook is part of fastener which works together with an eye which the hook fits.

In item (x), the candidates were required to identify why it is necessary to run the machine gently while oiling a sewing machine? The correct answer was D - *To distribute oil throughout the machine.* The candidates who opted correct answer had enough knowledge on the sewing machine. These candidates managed to understand that oil drops will be well distributed while parts of machine will be moving. The candidate who chose A - *To remove the excess oil from machine* failed to realize that excess oil in machine will not be removed by running a machine but by rubbing using piece of cotton fabric that will suck away excess oil. For the candidate who opted for B - *To prevent oil from running down the needle*, failed to realize that while putting oil on to the pressure bar, excess oil can drop through to the needle. Therefore, it is not resulted from running a sewing machine after oiling. Those who chose C - *To reduce oil from entering to the feed dog*, failed to understand that the amount of oil will not be controlled by running a sewing machine but by controlling the amount of oil dropped in. Furthermore, the candidates who selected E - *To suck oil from the machine shuttle case,* were not aware that it is just a drop of oil added to the hook race and each feed dog should receive a drop of oil. Therefore, there is nothing to be sucked from the machine shuttle. These candidates did not understand that running the sewing machine for few minutes after adding oil to various parts, helps the oil to spread evenly.

2.1.2 Question 2: Introduction to Textiles

This question consisted of six items which were constructed from the topic of *Introduction to Textiles* (*Manufacturing of fabrics*). The candidates were required to match the procedure for fabric production in List A with their corresponding names 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 143 (100%) candidates who sat for the examination. The data analysis shows that 12 (8.39%) candidates scored

from 5.0 to 6.0 marks and 38 (26.58%) scored from 3.0 to 4.0 marks. In addition, 93 (65.03%) candidates scored from 0 to 2.0 marks. Among them, 15 (10.49%) candidates scored zero. Figure 2 illustrates the candidate performance.

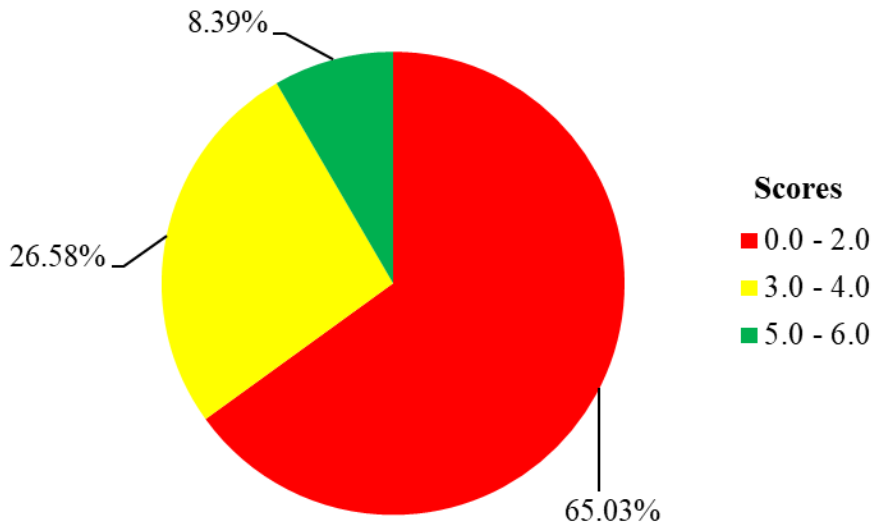


Figure 2: *Candidates' Performance on Question 2*

The general performance of the candidates in this question was average since 34.97 percent of the candidates scored from average or above. This indicates that the candidates had enough knowledge about fabric manufacturing processes, especially in linen which enables them to get high scores. The analysis of candidates' response in each item was as follows:

In item (i), the candidates were required to match the statement which stated; *Cleaning of the fibres and freeing them from seeds and stem coverings*, with one of the alternatives given. The correct answer was C - *Scutching*. The candidates who opted for the correct response had sufficient knowledge about the production of textile fibres, particularly linen. These candidates were aware that linen is a stem fibre, hence outer covering must be removed in order to obtain fibres which are found inside the stem. However, candidates who opted A - *Weaving*, failed to realize that weaving is the process of making fabric and is done after yarn production. Candidates who opted B - *Winding* and H - *Doubling* confused the production procedures for linen from those of cotton. These candidates demonstrated inadequate knowledge about linen production.

Item (ii) required the candidates to match the statement which stated; *Combing and straightening of the fibre and removing short threads hence sliver is formed*, with one of the alternatives given. The correct answer was E - *Hackling*. The candidates who opted forasa correct answer had enough knowledge about production of textile fibres, particularly linen. They understood that after cleaning, the fibres must be combed to make them straight and removing short fibres which are unsuitable for manufacturing linen fabric. On the other hand, candidate who opted for wrong answer had insufficient knowledge about linen fabric production. For those who wrote D - *Retting,* failed to realize that retting is done after harvesting flax plant where they decomposed in tanks. Those who wrote D - *Scutching* they did not understand that this procedure is for freeing the fibre from seeds and stem covering.

In item (iii), the candidates were required to match the statement which stated; *Passing the sliver through a hot water to loosen the gum on the fibre*, with one of the alternatives given. The correct answer was G – *Spinning*. The candidates who opted correctly had sufficient knowledge about production of textile fibres, particularly linen. They were aware that linen fibres contain natural gum which remains after cleaning. Hence, they should be passed in hot water to melt the gum to make easy twisting of fibres and produce a strong yarn/thread for weaving. However, those who opted for incorrect responses E - *Hackling*, had insufficient knowledge about linen production procedures. They failed to realize that hackling is the process of removing short fibres and straighten fibres to form sliver.

Item (iv), required the candidate to match the statement which stated; *Threading weft threads alternatively over and under warp threads*, with one of the alternatives given. The correct answer was A – *Weaving*. The candidates who opted the correct response had sufficient knowledge about fabrics. They were aware that weaving is the process of making fabric whereby the weft threads are interlaced over and under warp threads alternatively. Moreover, those who opted B - *winding* failed to understand that this is the process done after spinning during manufacturing of cotton fabric. The process involves the removal of faults and then the threads are wound on to larger and more convenient reels in the production of cotton fabrics. Moreover, those who chose G – *spinning*, did not understand that spinning is the process of making continuous thread for weaving during the production of cotton fabrics.

In item (v), the candidates were required to match the statement which stated; *Decomposing the woody covering of the flax stem*, with one of the alternatives given. The correct answer was D – *Retting*. The candidates who matched correctly had adequate knowledge on how linen fibres are produced. They recognized that retting is done to soften outer covering and become easily to be removed and leave the fibres free. The candidates who chose wrong answers were not aware how retting procedure is carried out. The candidates who chose H - *Doubling*, failed to recognize that this is the process where two or more threads are twisted together for greater strength which is done in cotton fabric production.

Item (vi) required the candidates to match the statement which stated; *The procedure of applying patterns to the cloth after weaving*, with one of the alternatives given. The correct answer was F – *Printing*. This was chosen by candidates who understood that after fabric has been produced, the coloured pattern is applied to the fabric. On the other hand, some candidates who wrongly chose E – *Hackling*, were not aware that hackling is done to splits and straightening the linen fibres by combing them and removing unwanted short fibres. Moreover, those who opted for A – *Weaving* failed to realize that weaving is the process of making fabric by interlacing weft and warp threads. These candidates were confused by the word cloth in the stem of the question as weaving is one of the methods used to produce it.

2.2 Section B: Short Answer Questions

This section consisted of six compulsory short answer questions from different topics or subtopics such as *Garment making processes, (Pockets, Seams, Sleeves, Fastenings), The Basic Sewing Stitches* and *Making a Garment*. Each question had 09 marks, making a total of 54 marks.

2.2.1 Question 3: Garment Making Processes (Pockets)

The question measured the candidate's competence in types of pockets. It asked as follows:

With the aid of diagrams, describe the three types of pockets commonly used on garment.

The analysis indicates that the question was attempted by all 143 (100%) candidates who sat for this examination. Of whom, 49 (34.27%) scored from 6.5 to 9.0 marks, and 42 (29.37%) scored from 3.0 to 6.0 marks.

Moreover, 52 (36.36%) candidates scored from 0 to 2.5 marks, among them 29 (20.28%) candidates scored zero. Figure 3 gives a summary of the results.

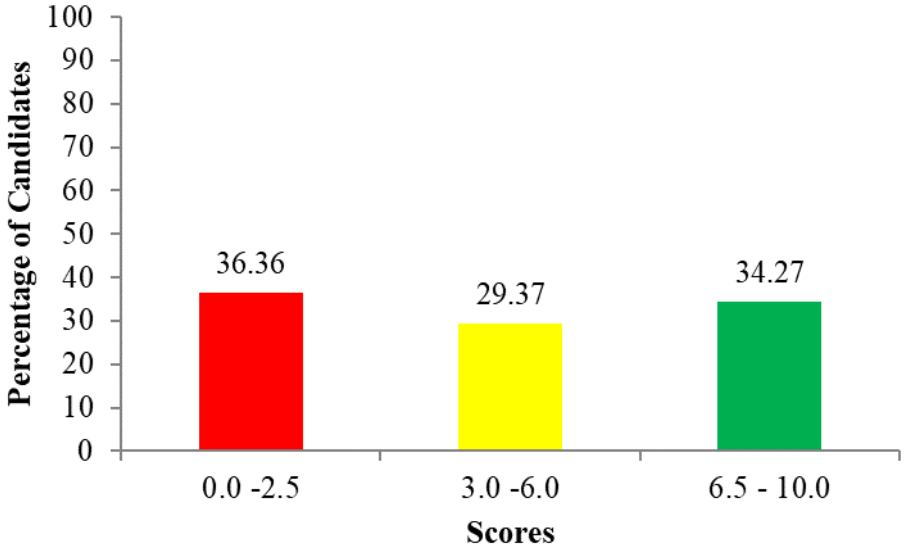


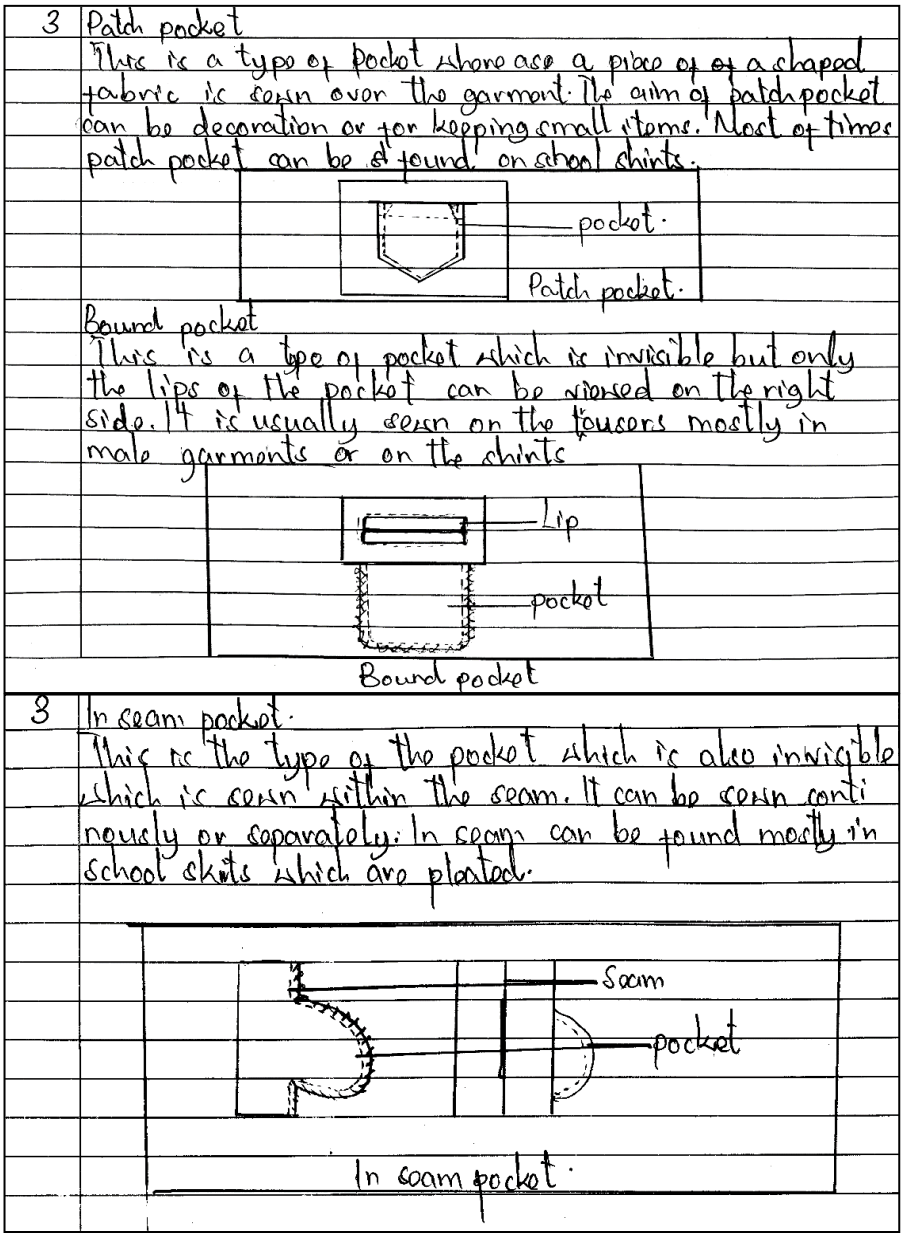
Figure 3: *Candidates' Performance on Question 3*

The general performance of the candidates on this question was average since 63.64 per cent of the candidates scored from average and above.

The analysis shows that the candidates (34.27%) with good performance had sufficient knowledge about the types of pockets. Some of them managed to describe correctly the three types of pockets and drew the diagram correctly. For example, one candidate wrote;

> *Patch pocket - is a type of pocket which is attached on top of a garment leaving the upper section open to allow the hand in the pocket and usually the patch pocket lies flat against such as the garment is used on the back of trouser.*
>
> *Inseam pocket described as a type of pocket that is concealed or not visible since it is sewn within the seam of the garment but also can be sewn as an extension of a garment and found on the skirts or trouser and shirts.*
>
> *Bound pocket is a type of pocket which is visible but only the lips of the pocket can be viewed on the right side and it is usually sewn on the trouser mostly in male garments or on the shirts.*

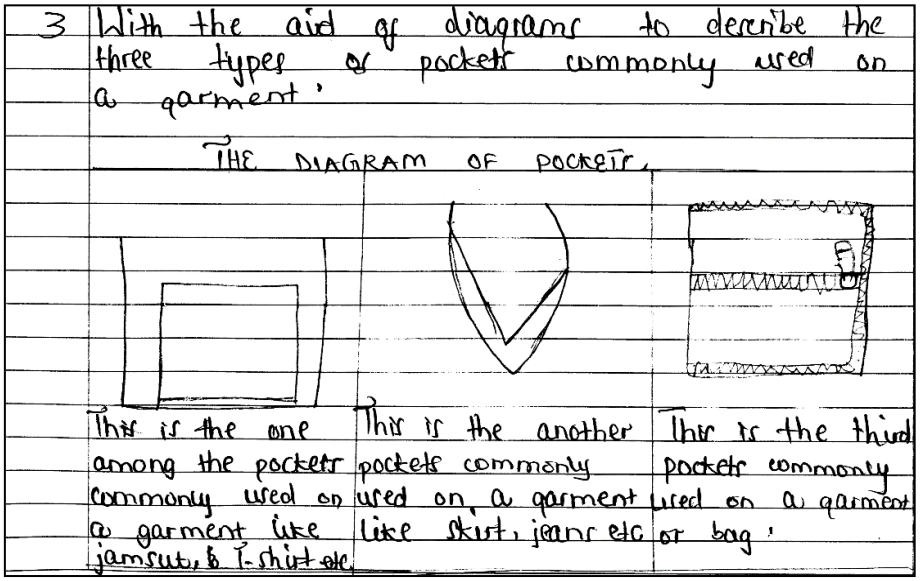
Others managed to describe the types of pocket but failed to draw correct diagrams. Hence, failed to score all the nine allotted marks. Extract 3.1 is a sample of the correct responses from the script of one of the candidates.



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

In Extract 3.1, the candidate managed correctly to describe the three types of pockets commonly used on garment. He/she also drew the correct diagrams of patch, bound and in seam pockets. Hence scored high marks.

Further analysis indicates that (36.36%) of the candidates who performed poorly. Among them 29 (20.28%) scored zero. These candidates had insufficient knowledge about types of pockets and lacked drawing skills. Most of them provided irrelevant responses that do not meet the demand of the question and draw poor diagrams. Moreover, some candidates copied some of questions in this paper and use them as their answers. In addition, some candidates provided incorrect explanations while others provided incorrect diagrams. For example, one candidate wrote; *Patch pockets are sewn with double material to add weight of the pocket*. Other candidates mixed the explanations of the pockets mentioned. For example, one candidate wrote; *Patch pockets are sewn underside of a garment, reached through a vertical opening* and *Slit pockets are pockets that are created from a piece of material placed on top of a garment, with the wrong side down*. This candidate failed to understand that a patch pocket is the one made from a piece of fabric sewn on top of a garment. Hence, scored low marks. Extract 3.2 is a sample of incorrect responses from the script of one of the candidates.



Extract 3.2: A sample of candidates' incorrect responses to Question

In Extract 3.2, the candidate failed to describe the three types of pockets. Also, he/she drew incorrect diagrams of pockets, hence scored low marks.

2.2.2 Question 4: Seams

The question measured the candidate's competence in types of seams. It asked as follows:

Your colleague complained that they failed to correctly make French and double stitched seams. Assist them by:

(a) stating five rules for working on seams when sewing

(b) briefly explaining the distinguishing features of French seam and double stitched seam.

The analysis indicates that the question was attempted by 143 (100%) candidates who sat for this examination. The analysis of candidates' performance shows that 95 (66.43%) scored from 0 to 2.5 marks, among them 38 (26.57%) candidates scored zero. Moreover, 42 (29.37%) candidates scored from 3.0 to 6.0 marks and 06 (4.2%) scored from 6.5 to 8.0 marks out of 9 allotted marks. Figure 4 summarizes these results.

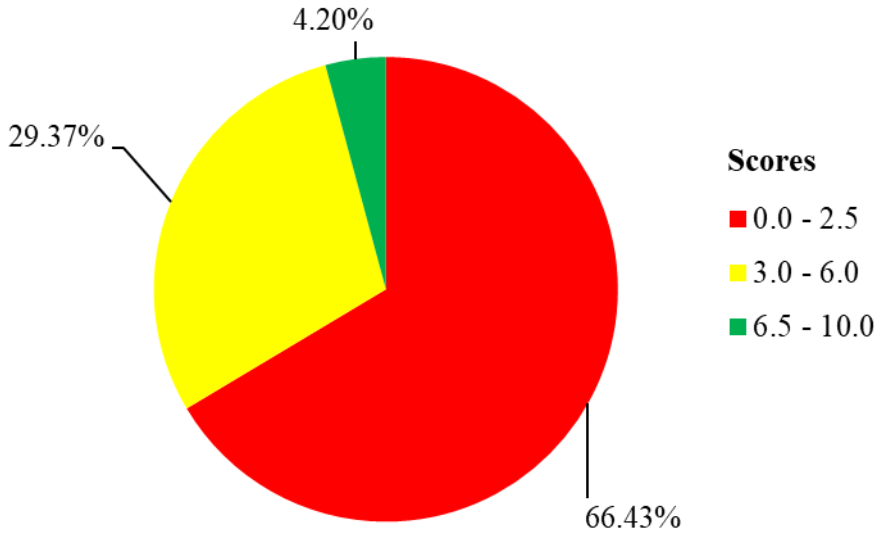


Figure 4: *Candidates' Performance on Question 4*

The general performance of the candidates on this question was average since 48 (33.57%) candidates scored from average or above. The analysis shows that some of candidates had adequate knowledge about the rules for working seams and distinguishing features of French seam and double stitched seam. Most of the candidates managed to provide correct rules for working different seams in part (a). Some of the responses provided were *Thread used should be suitable for the fabric, the width of the seam*

depends on the texture of the fabric, all seams of the same type in a garment must be of similar width, the strength of the seam depends on the firmness of the stitching and to avoid puckering of seam, a piece of tissue paper should be placed behind the layers of fabric.

In part (b) some of the candidates managed to distinguish features of French seam and double stitched seam. Example of responses provided responses were *French seam have one row of stitching on the wrong side while double stitched seam has two rows of stitching on the right side.* These candidates had sufficient knowledge of rules for working different seams and features of French seam and double stitched seam. However, some of the explanations provided were not satisfactorily, hence failed to score all 9 allotted marks. Extract 4.1 is a sample of the correct responses from the script of one of the candidates.

4a) i) Threads used must be suitable for the fabric

ii) The width of the seam depends on the texture of the fabric.

iii) All seams of the same type on the garment must be of similar widths.

iv) The strength of the seam depend on the firmness of the stitching

v) To avoid puckering of the seam on the delicate fabrics place a tissue paper under the fabric before stitching.

b)

FRENCH SEAM	DOUBLE STITCHED SEAM.
i) The seam allowance of the seam is of 6 mm from the raw edge. In which stitches are then sewn.	i) The seam allowance of the seam from the raw edge is 1.3cm where tackings are made and removed after stitching.
ii) After pressing the seam flat turnings are trimmed 4mm from the raw edges. Usually both edges are trimmed.	ii) On pressing the seam flat then one edge is to be trimmed half of its depth leaving the other one not trimmed.
iii) A fold is then made towards right side facing to enclose the raw edges that were both trimmed.	iii) A 5mm turning is made by the front free edge of the seam towards the back to enclose the raw edge cut to half

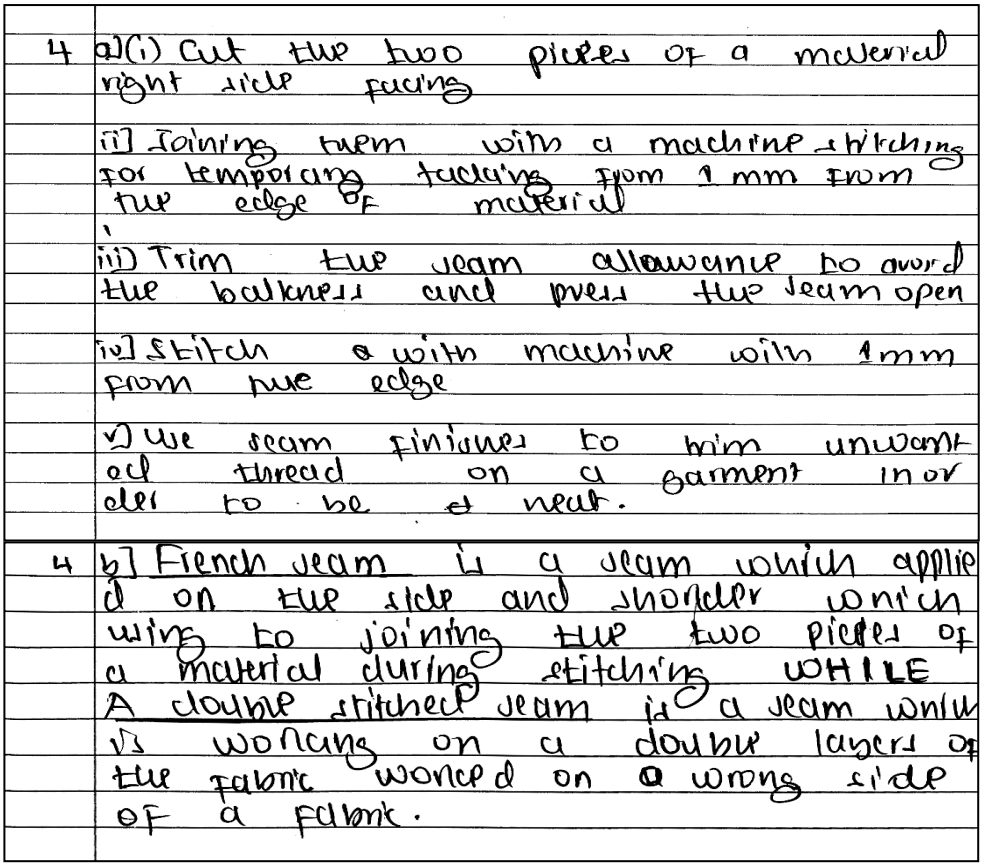
Extract 4.1: A sample of candidates' correct responses to Question 4

In Extract 4.1, the candidate managed to correctly state five rules for working on seams when sewing. Also, he/she was able to briefly explain the distinguishing features of French seam and double stitched seam, Hence, scored high marks.

On the other hand, the analysis indicates that (66.43%) of the candidates scored below average. Among them 38 (26.57%) scored zero. These candidates had inadequate knowledge about seams. Most of them failed to understand the demand of the question in part (a). Some of the candidates provided the rules for working stitches instead of rules for working seams. For example, one candidate wrote; *stitch one stitch at a time, use the correct needle and thread for the fabric, use correct stitch for the fabric,*

wear a thimble on the middle figure for easy pushing of the needle. Another candidate provided irrelevant responses such as *you need to leave a seam allowance of 1.5 cm, the stitch should be evenly spaced, the seam should be firm and durable, the correct needle and thread should be used and they should be fastened on and off securely*.

Moreover, in part (b) some of the candidates provided the uses of seams instead of distinguishing features. For example, one candidate wrote; *French seam is suitable only for the clothes that wearing after body. While double stitched seam is suitable for the children clothes to remove bulkiness*. Other candidates provided the points to consider when choosing seam. For example, one candidate wrote; *Type of fabric to be used, the position of a seam, the garment being made and the shape of the seam*. Others left this part unanswered. These responses show that the candidates had inadequate knowledge on different features of seams. Extract 4.2 is a sample of incorrect responses from the script of one of the candidates.


4 a)(i) Cut the two pieces of a material right side facing

ii) Joining them with a machine stitching for temporary tacking from 1 mm from the edge of material

iii) Trim the seam allowance to avoid the bulkness and press the seam open

iv) Stitch a with machine with 1mm from nue edge

v) We seam finishes to trim unwanted thread on a garment in order to be neat.

4 b) French seam is a seam which applied on the side and shoulder which wing to joining the two pieces of a material during stitching WHILE A double stitched seam is a seam which is working on a double layers of the fabric worked on a wrong side of a fabric.

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

In Extract 4.2, the candidate provided some of the procedures of working seam instead of rules for working seam in part (a). Also, he/she incorrectly explained the distinguishing features of the French and double stitched seams. Hence, scored low marks.

2.2.3 Question 5: The Sleeves

The question measured the candidate's competence on the types of sleeve. It asked as follows:

During the holiday, you are invited to a nearby tailoring mart to train new learners about different types of sleeves. With aid of diagrams briefly explain the three basic types in which you will train the learners.

The analysis indicates that the question was attempted by 143 (100%) candidates who sat for this examination. The analysis of candidates' performance shows that 61 (42.66%) candidates scored from 6.5 to 9.0 marks, among them 23 (16.08%) scored all the 9 allotted marks. In addition, 45 (31.47%) scored from 3.0 to 6.0 marks and 37 (25.87%) scored from 0 to 2.5 marks out of 9 allotted marks. Figure 5 summarizes the results.

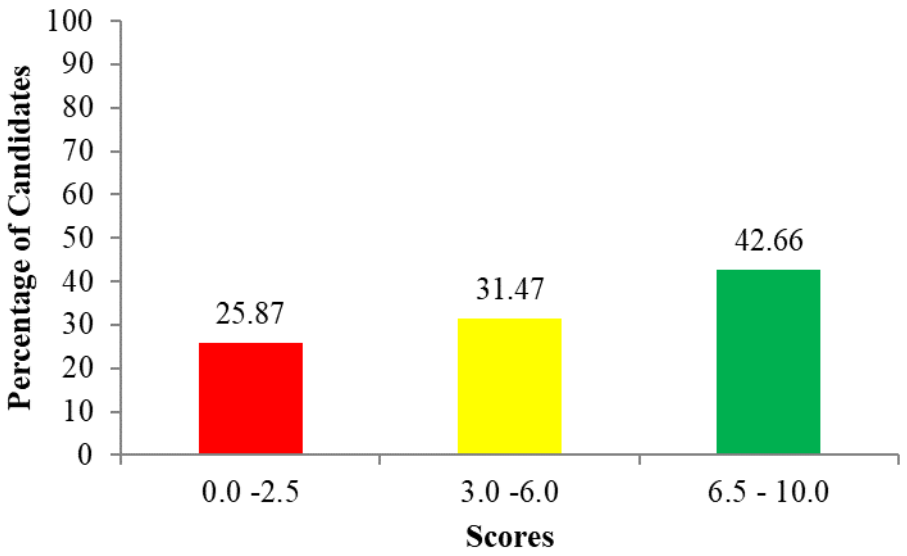
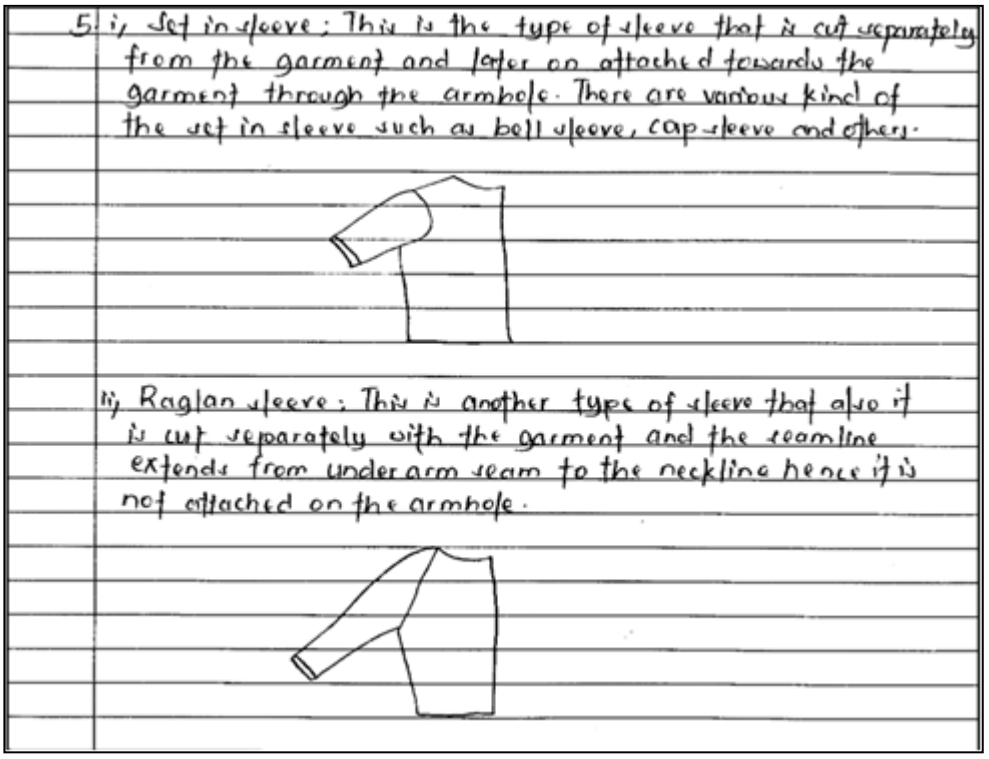


Figure 5: *Candidates' Performance on Question 5*

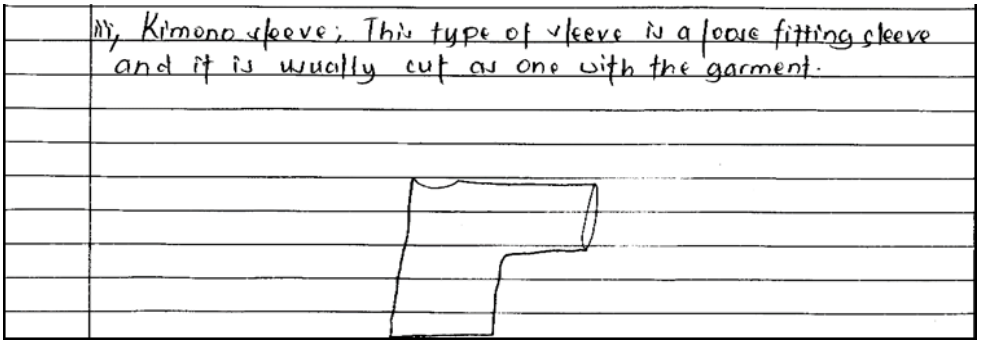
The general performance of the candidates on this question was good since 106 (74.13%) candidates scored from average or above. This shows that

majority of candidates had adequate knowledge about garment making processes particularly the types of sleeves.

The analysis indicates that 61 (42.66%) of the candidates had good performance. Among them 23 (16.08%) scored all the 9 allotted marks. These candidates explained correctly the three basic types of sleeves and drew correct diagram in each type. Some of the correct response provided were *Set in sleeve is the type of sleeve that is cut separate from garment and inserted into the armhole example in shirts; Raglan sleeve is type that is not cut in one with a garment but has seam line from the underarm and forms a neckline with the garment example sweaters; and Kimono sleeve is a type of sleeve where as it is cut in one with a garment and not inserted to the armhole, it does not have underarm seam lines, example bathrobes*. Also, these candidates managed to provide the correct diagram in each explained type of sleeve, hence scored all 9 allotted marks. Extract 5.1 is a sample of the correct responses from the script of one of the candidates.


5: i, Set in sleeve: This is the type of sleeve that is cut separately from the garment and later on attached towards the garment through the armhole. There are various kind of the set in sleeve such as bell sleeve, cap sleeve and others.

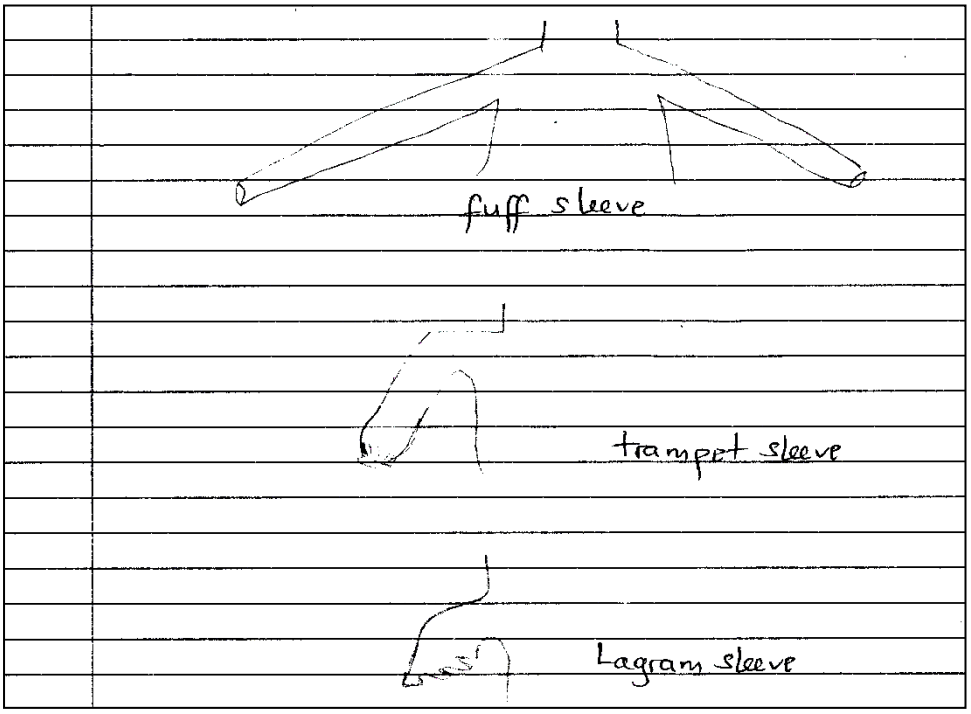
ii, Raglan sleeve: This is another type of sleeve that also it is cut separately with the garment and the seamline extends from underarm seam to the neckline hence it is not attached on the armhole.



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

In Extract 5.1, the candidate managed to briefly explain the three type of sleeves. He/she also drew the correct diagrams for each type. Hence scored high marks.

Further analysis shows that those candidates who scored below average had insufficient knowledge about working on different sleeves. Most of them provided incorrect responses and drew poor diagram in one or more type of sleeve. For example, one candidate wrote; *Sleeve is type of sleeve which cover only a part of the arm and not fully and can be used in T-shirt, Sleeve is a type of sleeve which covers the arm fully and can be used in dresses, shirt and T-shirt and kimono sleeve is a type of sleeve which covers tightly the upper part of the arm and loosely the lower part of the arm*. Other candidates failed to understand the demand of the question and some mixed the explanations of the type of sleeve mentioned. For example, one candidate wrote; *Set-in sleeve is a sleeve made with a garment, it is cut as one with a garment, example in bathrobes*. This candidate failed to understand that the Kimono type is the sleeve cut in one with bodice section. Moreover, some of them provided the examples of sleeves instead of types as required by the question. For example, one candidate wrote; *puff sleeve, bishop sleeve and cap sleeve,* which are the examples of set-in sleeve. Furthermore, these candidates provided poor diagram in each type. Extract 5.2 is a sample of incorrect responses from the script of one of the candidates.



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

In Extract 5.2, the candidate failed to give any explanation. Instead he/she provided incorrect diagrams of types of sleeves with incorrect types names for the drawn diagrams, hence, scored low marks.

2.2.4 Question 6: Basic Sewing Stitches

The question measured the candidate's competence on the uses of stitches. It asked as follows:

Your fellow student wanted to use the diagonal tacking stitches but she felt challenged with slip basting stitches so she asked you for your assistance.

(a) Briefly explain the uses of each type of stitch

(b) With aid of diagram, outline three steps of working diagonal tacking.

(c) *Briefly explain how to remove diagonal tacking threads after permanent stitching.*

The analysis indicates that the question was attempted by 143 (100%) candidates who sat for this examination. The analysis of candidates' performance indicates that 111 (77.62%) candidates scored from 0 to 2.5 marks. Among them 69 (48.25%) scored zero. The analysis further shows

that 22 (15.39%) scored from 3.0 to 6.0 marks and 10 (6.99%) scored from 6.5 to 8.0 marks. Figure 6 illustrate candidates' performance on this question.

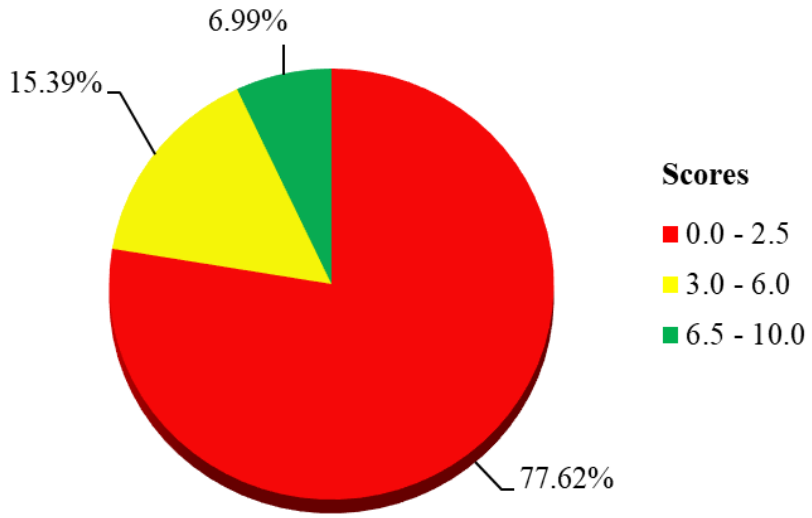
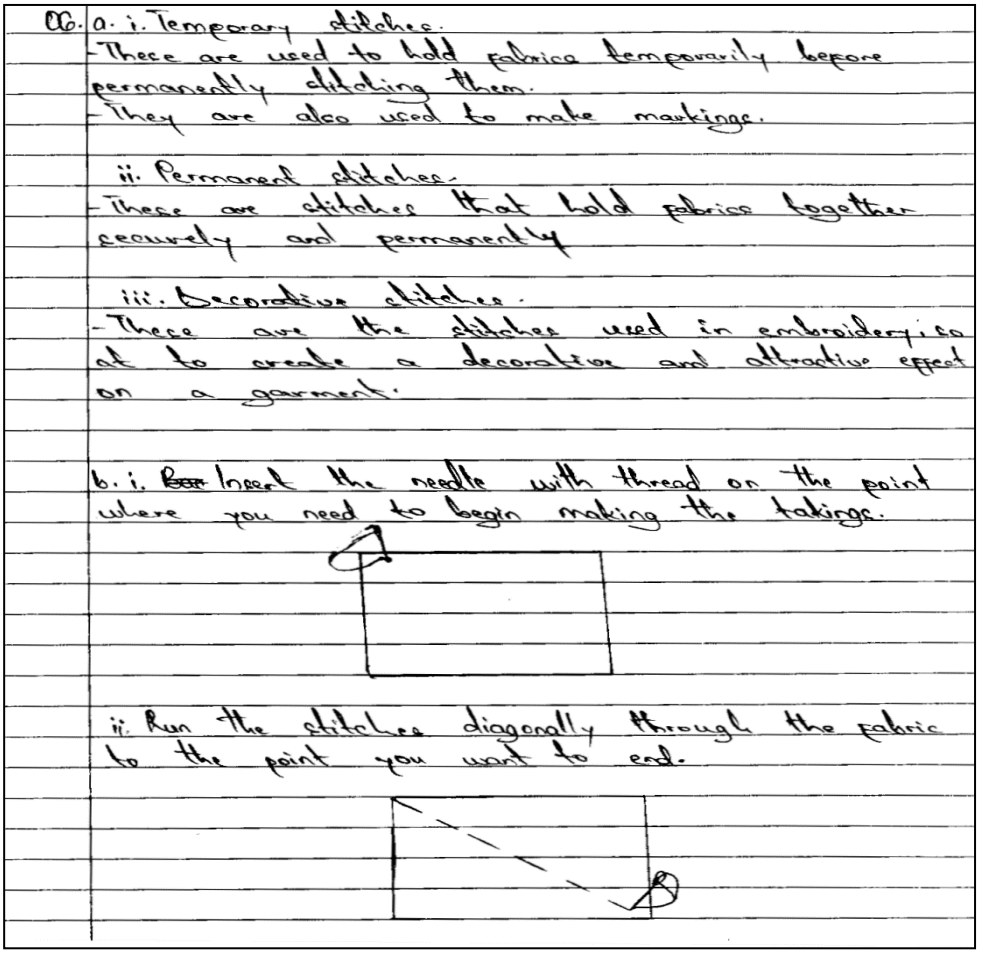


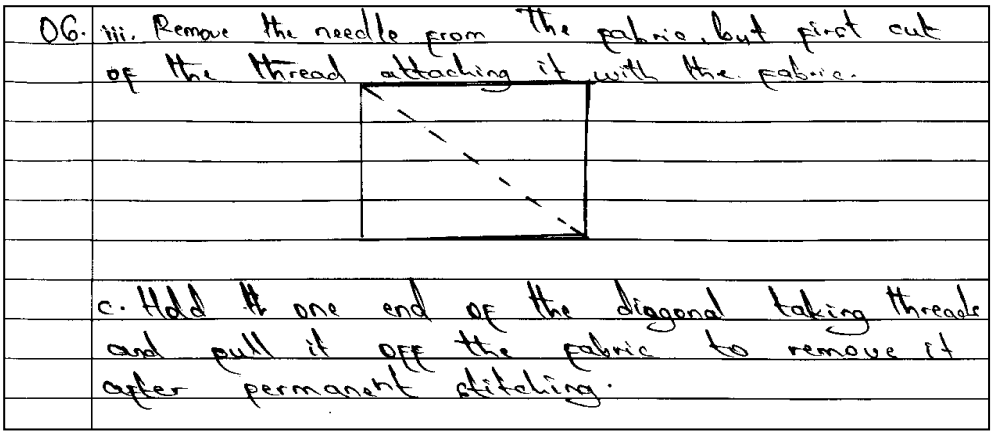
Figure 6: *Candidates' Performance on Question 6*

The candidates' general performance on this question was poor since 111 (77.62%) candidates had weak performance. This shows that majority of candidates had insufficient knowledge about basic sewing stitches, particularly diagonal tacking and slip basting stitches.

The analysis indicates that in part (a), some of the candidate failed to understand the demand of question as they provided groups of stitches instead of uses of stitches in question. For example, one candidate wrote; *Permanent stitches these are the stitches which are helping to hold material for a long time and Temporary stitches are stitches which are using to helping to holding at temporary before making permanent stitches.* Another candidate wrote; *temporary stitches, permanent stitches and decorative stitches.* Other candidates misinterpreted the question as they provided the uses of other stitches. For example, one candidate wrote; *Diagonal tacking – is the temporary stitch used to mark position for darts and notches, Slip basting – is a temporary stitch used to mark fitting lines and pleats.* However, those were the uses of *tailor tacking* and *thread marking* respectively.

In part (b), the candidates demonstrated inadequate knowledge about the steps for working diagonal stitches. Most provided irrelevant responses such as *put thread on your needle use single thread, start to tack a diagonal, use a machine to complete your stitch.* Other responses were *marking a position that are going to make tacking, fold the tacking, making a temporary stitch*. Likewise, the diagrams provided were poor. This indicates that these candidates had insufficient practical skills on how to work diagonal tacking stitches and slip basting stitches. In part (c), some of the candidate misunderstood the demand of the question. For example, one candidate wrote; *remove all the pins used*. Instead of removing tacking thread he/she explained about removing pins. Another candidate wrote; *the diagonal taking is removed after removing pins then permanent stitching*. This candidate was not aware that pins can be used for tacking or basting instead of tacking stitching. Others skipped this part. Extract 6.1 is a sample of incorrect responses from the script of one of the candidates.





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

In Extract 6.1, the candidate provided main types of stitches instead of the uses of diagonal and slip basting stitches in part (a). He/she also gave incorrect responses for part (b) and (c), and the diagrams were poor. Hence scored low marks.

On the other hand, the analysis indicates that 10 (6.99%) candidates who had good performance demonstrated adequate knowledge about basic sewing stitches particularly diagonal tacking. In part (a). Most of them managed to provide correct uses of diagonal tacking and slip basting stitches such as, *Diagonal tacking are used for holding two pieces of fabric to prevent them from slipping out of position and Slip basting are stitches that are used for holding pieces of material and match the pattern correctly.* In part (b), some of the candidates provided correct procedures for working diagonal tacking. For example, one candidate wrote; *fasten on at the beginning of stitches, work the stitches diagonally across the fabric, finish by fasten off at the end of the stitch*. However, some of the diagrams drawn were incorrect. In part (c), the candidates managed to explain how to remove diagonal taking threads after permanent stitching such as *cut the stitches at intervals especially at the beginning and at the end, pull out the threads slowly to prevent damaging the fabric.* This indicates that some candidates had enough knowledge and practical skills on how to work diagonal tacking stitches and slip basting stitches. However, some of them had poor drawing skills, hence failed to score all the 9 marks allotted for this question.

2.2.5 Question 7: Fastenings

The question measured the candidate's competence on how to choose and work buttons. It asked as follows:

(a) Your family tailoring firm got a tender to make school shirts in a certain school and you were given a task to select the button to be used. Propose three suitable different types of buttons to be bought.

(b) Briefly explain six steps you would go through in attaching a button using spacer.

The question was attempted by 143 (100%) candidates who sat for this examination. The analysis of candidates' performance indicates that 111 (77.62%) candidates scored from 0 to 2.5 marks, among them 45 (31.47%) scored zero. Moreover, 21 (14.69%) scored from 3.0 to 6.0 marks and 11 (7.69%) scored 6.5 to 8.0 marks out of 9 allotted marks. Figure 7 gives a summary of this data.

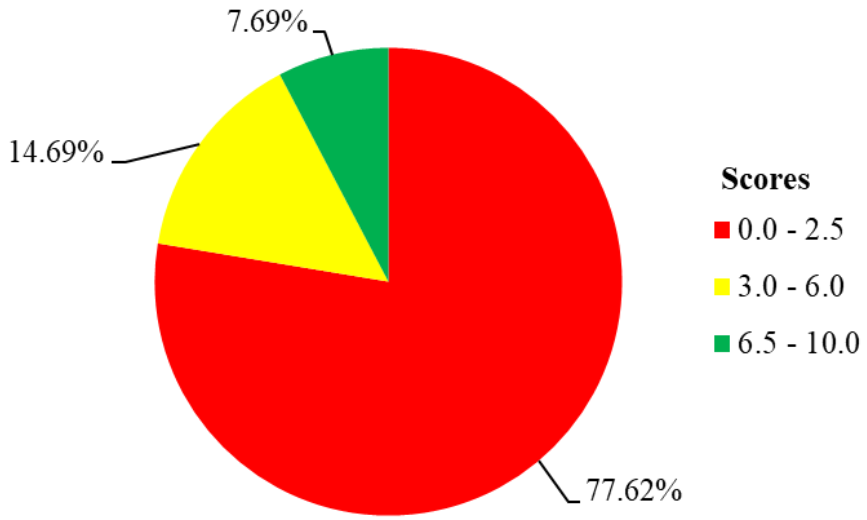
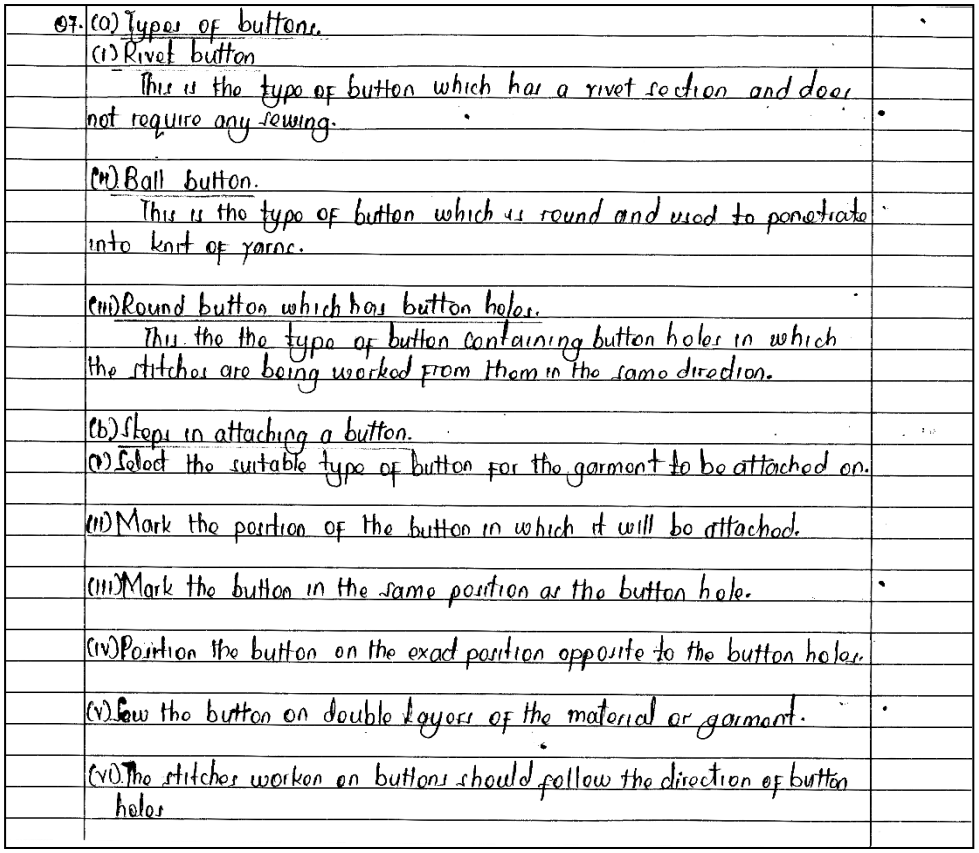


Figure 7: *Candidates' Performance on Question 7*

The general performance of the candidates on this question was poor since 111 (77.62%) candidates scored below average. This shows that majority of candidates had inadequate knowledge about fastenings particularly on how to attach different types of button.

The analysis indicates that some of the candidates who had weak performance misinterpreted the question. Some of the candidates provided

types of fasteners instead of types of buttons. For example, one candidate wrote; *Velcro, hooks and bars, buttons and buttonholes*. Others wrote types of buttons which are not suitable for school shirts. For example, one candidate wrote; *Rivert button, Ball button and Round button*. In part (b), some of the candidates misunderstood the question, some provided the steps of attaching shank buttons instead of attaching a button using a spacer. For example, one of the candidates wrote; *stitch shank on the right position, pass the needle through the fabric and the shank, repeat stitching to strengthen the button, fasten off on the wrong side*. Other candidates gave the general rules for attaching buttons instead of steps of attaching a button using spacer. Extract 7.1 is a sample of incorrect responses from the script of one of the candidates.



07. (a) Types of buttons.
(i) Rivet button
This is the type of button which has a rivet section and does not require any sewing.
(ii) Ball button.
This is the type of button which is round and used to penetrate into knit of yarns.
(iii) Round button which has button holes.
This the the type of button containing button holes in which the stitches are being worked from them in the same direction.
(b) Steps in attaching a button.
(i) Select the suitable type of button for the garment to be attached on.
(ii) Mark the position of the button in which it will be attached.
(iii) Mark the button in the same position as the button hole.
(iv) Position the button on the exact position opposite to the button holes.
(v) Sew the button on double layers of the material or garment.
(vi) The stitches worken on buttons should follow the direction of button holes

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

In Extract 7.1 the candidate provided types of buttons instead of suitable type of buttons for school shirts in part (a). He/she also provided incorrect steps of attaching button with spacer. Hence scored low marks.

On the other hand, analysis further show that 11 (7.6%) candidates who had good performance showed sufficient knowledge on attaching different types of button. These candidates managed to provide correct types of button for a school shirt such as, *Two-hole buttons*, *Three-hole buttons* and *Four-hole buttons* in part (a). In part (b), these candidates managed to correctly explain steps to go through when attaching a button using spacer. The correct steps provided were

(i) Position the button on the garment.

(ii) Place a spacer example toothpick or a match stick across the top of the button.

(iii) Work stitches over the spacer while still securing the button.

(iv) Remove the spacer, raise the button slightly.

(v) Bring the needle out between the button and the fabric.

(vi) *Wind the thread around the stitches between the button and the fabric to form shank take off needle to the back of the fabric and fasten off.*

These candidates had sufficient knowledge and practical skills of fastening particularly attaching button to the shirt. Extract 7.2 is a sample of the correct responses from the script of one of the candidates.

7a, i, Two-hole button; This is the type of button that has two stitching holes.

ii, four-hole button; This is the type of button that has four stitching holes.

iii, Three-hole button; This is the type of button that consist of a three stitching holes.

b, i, Place the button on its position usually half its diameter from the edge of the fabric. This is to ensure that the button is not kept close to the edge.

ii, Put a spacer on top of the button. In which the spacer may be tooth pick or any small tube like that of the pen and others are to be placed on the top of the button.

iii, Pass some thread through the button with the spacer kept in position. The hand sewing needle should pass threads on the holes found on the button with spacer in place.

iv, Remove the spacer from the button and raise the button gently. After passing threads on the button the spacer is to be removed from the button.

7b,	v, Bring out the needle from the fabric or material. The needle is to be brought up from the fabric so as to be at the same place with the sewn threads.
	vi, Wind up the threads by using the needle then fasten off to secure the threads after stitching. The needle winds some threads on to those sewn ones and thread is fasten off.

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

In Extract 7.2, the candidate managed to propose three suitable different types of buttons to be bought in part (a). Also, he/she was able to briefly explain six steps to go through in attaching a button using spacer.

2.2.6 Question 8: Body Measurements

The question measured the candidate's competence on how to take body measurement. It asked as follows:

Tailors at Mtakuja tailoring mart asked for advice from you after the customers' complaints about poorly made trousers. Advise them on;

(a) Five guidelines they should observe to obtain correct body measurement.

(b) How to take waist, hip, thigh, and crotch depth measurements.

The question was attempted by 143 (100%) candidates who sat for this examination. The analysis of candidates' performance indicates that 27 (18.88%) scored from 6.5 to 9 marks, and 51 (35.67%) scored from 3.0 to 6.0 marks. 65 (45.45%) scored from 0 to 2.5 marks, among them 20 (13.99%) candidates scored zero. Figure 8 gives a summary of the results.

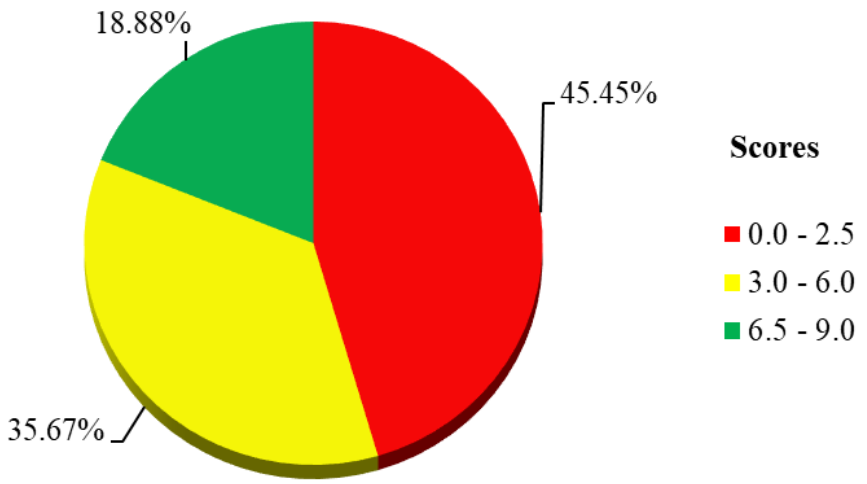
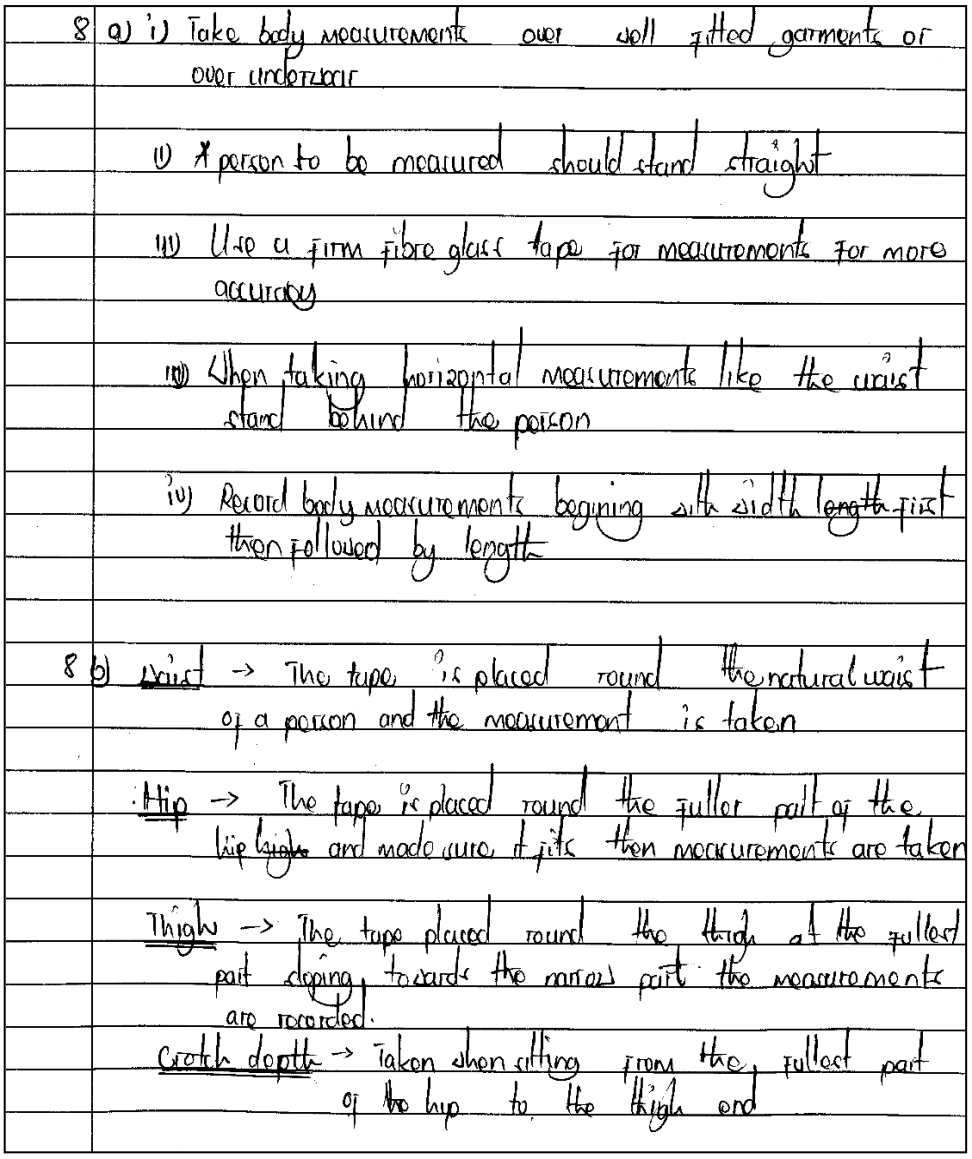


Figure 8: *Candidates' Performance on Question 8*

The general performance of the candidates on this question was average since 78 (54.55%) candidates scored from average or above.

The analysis of candidates' performance shows that those who performed above average had adequate knowledge of taking body measurements. In part (a), most of these candidates managed to explain guidelines to observe when taking body measurements in order to obtain correct measurement. Some of the responses provided were *Use of fibre glass tape measure for accurate measurements; the person to be measured should not wear bulk clothes and is best if they wear undergarment; the person being measured should stand upright; horizontal measurements should be taken behind the person;* and *the measurements should be recorded immediately to avoid mistakes.* In part (b), the candidates provided correct responses on how to take waist, hip, thigh, and crotch depth measurements. Some of the correct responses were *Waist measurements - the measurement should be placed horizontally across the natural waist. Hip - the tape measure should be placed horizontally across the fullest part of the hips. Thigh - tape measure should be placed horizontally across the fullest part of the thigh above the knee* and *Crotch depth - this measurement is taken when a person is seated. The tape measure is placed vertically from the natural waist to the seat.* Extract 8.1 is a sample of the correct responses from the script of one of the candidates.



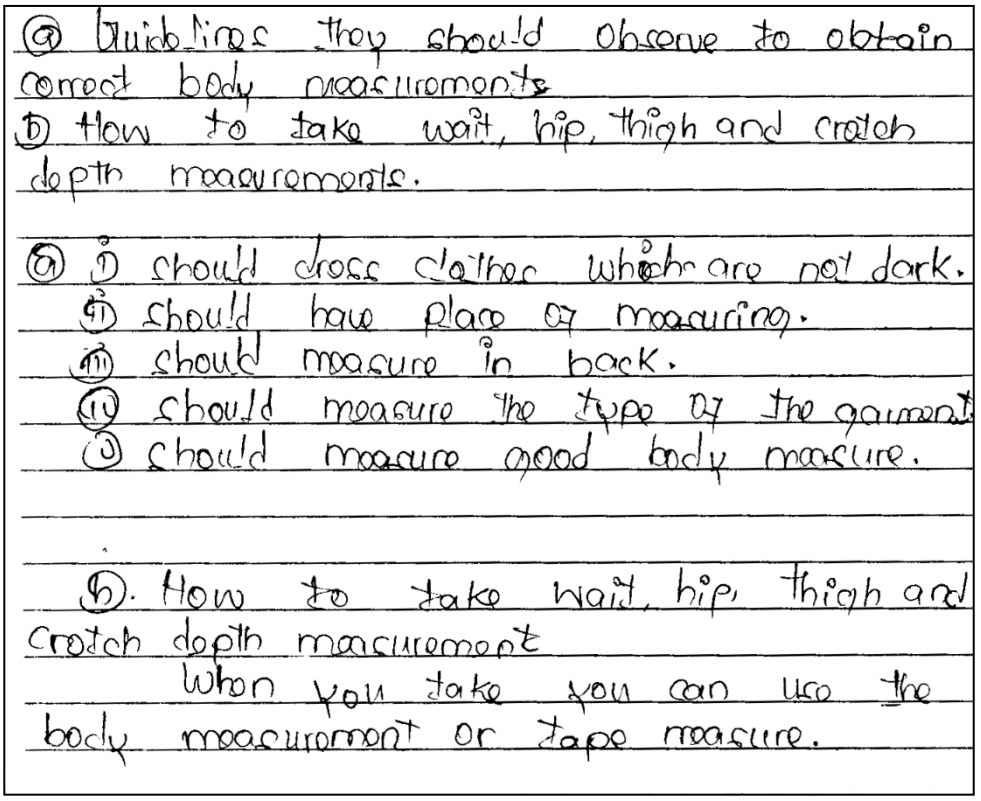
Extract 8.1: A sample of candidates' correct responses to Question 8

In Extract 8.1, the candidate managed to give five guidelines to be observed in order to obtain correct body measurements in part (a). Also, he/she was able to advise correctly how to take waist, hip, thigh, and crotch depth measurements. Hence scored high marks.

On the other hand, the analysis indicates that 65 (45.45%) candidates who performed poorly had inadequate knowledge on taking body measurements. In part (a), some of the candidates failed to understand the demand of the question as they provided the things required for cutting a garment. For

example, one candidate wrote; *using pattern paper, body measurement, various view of the style, use a metric chart, to know the type of the garment, position and style of the garment*. Others gave the measurements required for drafting a basic bodice pattern. For example, one candidate wrote; *waist, shoulders, bust, hips* and *back length* instead of guidelines which should be observed to obtain correct body measurements. Some candidates provided irrelevant responses. For example, one candidate wrote; *Must measure the size of hips body, must measure the size of waist, when the tailor takes body measurement you should not stand, the tailor should measure the length of the skirt and blouse*.

In part (b), the candidates mixed up the procedure for taking measurements. The explanations given were not for the measurements required by the question. For example, one candidate wrote; *waist – measure from the shoulder to the waist; hips – place the tape around the fullest part of the figure across the chest; thigh – measure around the natural waist; crotch depth – measure around the fullest part of the seat*. The explanations were for back length, bust, waist and hips measurements respectively. Other candidate provided the guidelines for taking body measurements. For example, one candidate wrote; *waist – you should leave a thin place example two fingers that she can be able to breath, hip – you should stay back of the person when measuring hips, thigh you should not tight so much that he/she cannot move his or her head, crotch depth - the person should stand upright he/she should not bend*. This indicates that these candidates misinterpreted the demand of the question, hence, scored low marks. Extract 8.2 is a sample of incorrect responses from the script of one of the candidates.



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

In Extract 8.2, the candidate provided irrelevant responses to all parts of the question. He/she had insufficient knowledge about body measurements. Hence, scored low marks.

2.3 Section C: Essay Question

This section consisted of three structured questions from sub-topics of *Disposal of fullness, Seams* and *Fabric finishes.* The candidates required to answer only two questions, which carried 15 marks each.

2.3.1 Question 9: Disposal of Fullness

The question measured the candidate's competence on how to choose methods of controlling fullness. It asked as follows:

Your friend asked for your advice as all the garments she is trying to make do not give the desired shape and they produce excess fabric.

(a) Briefly explain to her the factors which she should consider when choosing the methods of controlling fullness.

(b) *Explain six different methods which can be used to adjust bulkiness when constructing the garment.*

The question was attempted by 122 (85.31%) candidates among those who sat for the examination and 21 (14.69%) candidates did not attempt it. The analysis of the candidates' performance indicates that 22 (18.13%) candidates scored from 10.5 to 13.5 marks out of 15 allotted marks. Furthermore, 50 (40.99%) scored from 4.5 to 10.0 marks and 50 (40.98%) scored from 0 to 4.0 Figure 9 is a summary of this performance.

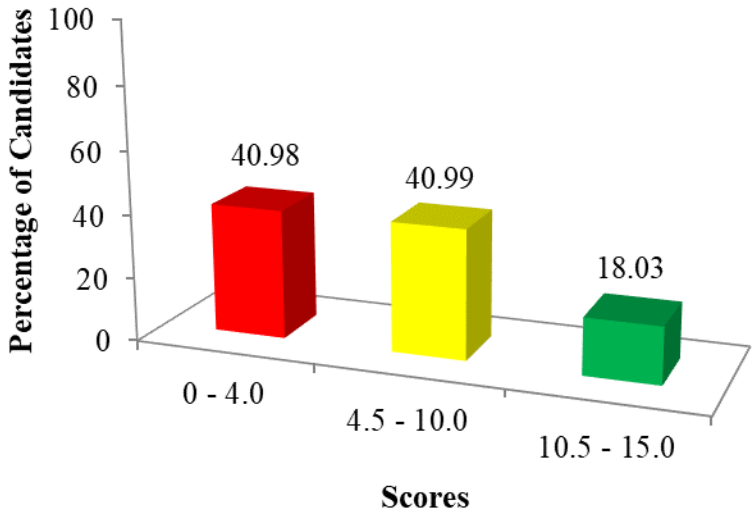


Figure 9: *Candidates' Performance on Question 9*

The candidates' general performance in this question was average since 72 (50.02%) percent of the candidates scored from average or above scores.

The analysis of candidates' responses shows that 22 (18.03%) of the candidates who performed well had enough knowledge about the methods of disposing fullness. In part (a), some of the candidates provided correct and well explained points. For example, one candidate wrote about; *The fabric, the garment, the style* and *the wearer* with correct explanations.

Furthermore, in part (b), these candidates managed to explain six correct methods of disposing fullness which used to adjust bulkiness when constructing a garment such as *Pleats, Tucks, Darts, Gathers, Easing* and

Shirring. Extract 9.1 is a sample of the correct responses from the script of one of the candidates.

09. Controlling fullness refers to the process of arranging an extra material in a garment to give the desired shape/style of the garment at to fit the wearer. Controlling fullness is done so as to give shape to the garment, to ensure appropriate fitting to the wearer and sometimes used for decoration. There are factors to consider when choosing the method of controlling fullness. The following are some of the factors to be considered;

The fabric. The type of fabric being used in making a garment may also limit the ~~type~~ method of controlling fullness to be used. ~~Note~~ Example, soft materials are not suitable for gathers due to the texture of the fabric and the needs to distribute gathers.

The garment. The garment being made also contributes on the choice of the method to dispose fullness. Example, darts can not be used as a method of disposing fullness in trousers or solo dresses and skirts.

The style. Not every style of garments fit to all methods of disposing fullness. Some of the styles need gathers as a method of disposing fullness while some need pleats.

The wearer. Some of the methods of disposing fullness are commonly used for babies, example gathers, while others are mostly used in garments made for grown ups example tucks.

The following are some methods which can be used to adjust bulkiness when constructing the garment

09.

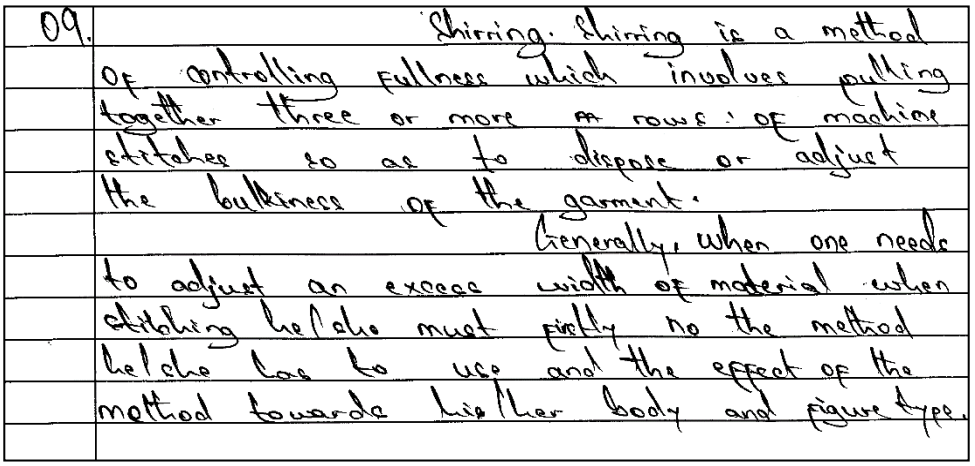
Pleats. Pleats are folds with three layers made of on a garment so as to reduce bulkiness. There are different types of pleats which includes, knife pleats, inverted pleats and box pleats. These are mostly found in women dresses and skirts and mostly used when making school skirts for girls.

Tucks. These are very small folds rather than pleats made on a garment to dispose fullness and as well for decorations. These may appear fully on the skirt or just on the top part of it so as to dispose fullness or adjust bulkness

Darts. Darts are made on the garment so as to reduce / adjust the bulkiness of a fabric. Also, darts are made of garments for fitting of the wearer. There are two types of darts, which are single-pointed darts, and double-pointed darts which are made on shaping dresses most of the times.

Gathering. This method is done through pulling together two rows of machine stitches, distributing the gathers evenly so as to arrange the excess material in a way that it is well organised and fitting the wearer.

Easing. This is a method of disposing fullness which involves pulling together a single row of machine stitches. This method is seen almost similar to that of gathering but gathers are found to be most common and appropriate for use.


09. Shirring. Shirring is a method of controlling fullness which involves pulling together three or more rows of machine stitches so as to dispose or adjust the bulkiness of the garment.
Generally, when one needs to adjust an excess width of material when stitching he/she must firstly no the method he/she has to use and the effect of the method towards his/her body and figure type.

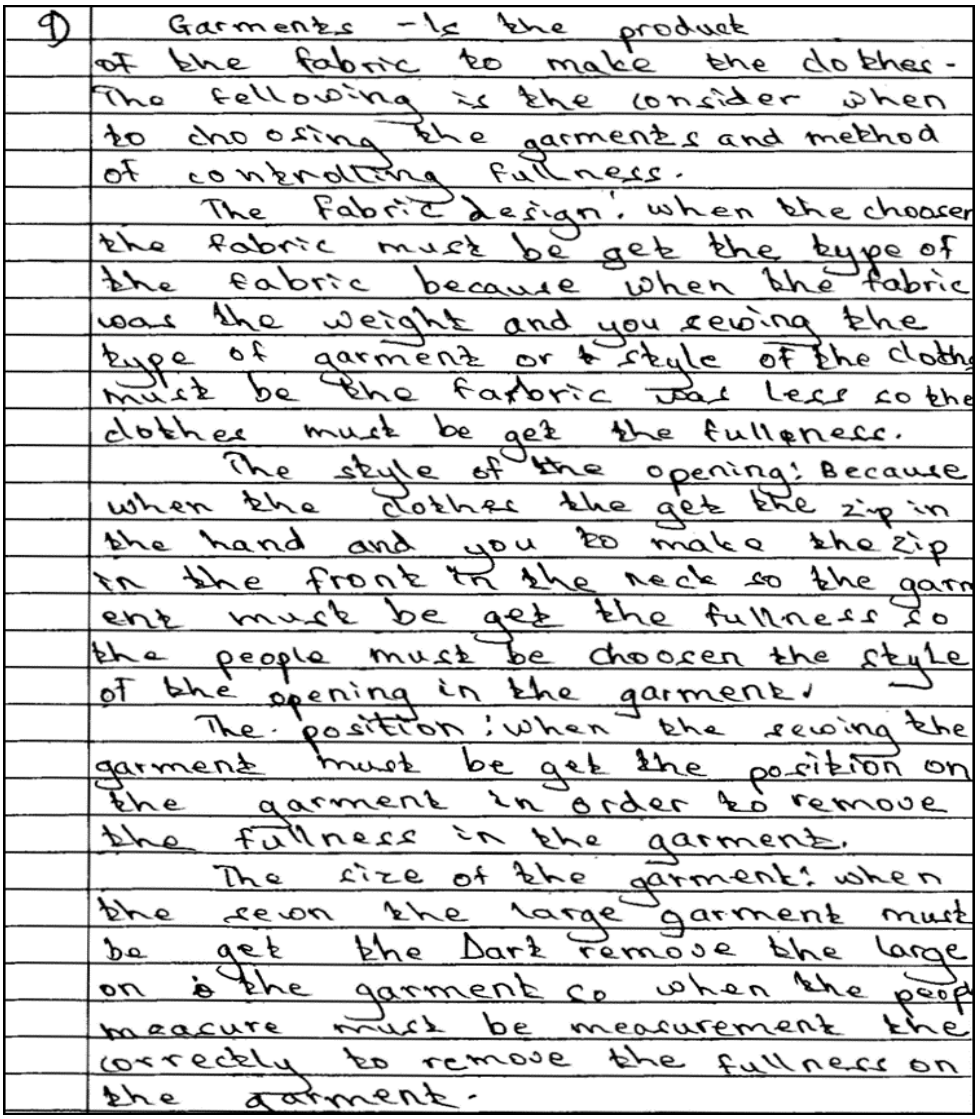
Extract 9.1: A sample of candidates' correct responses to Question 9

In Extract 9.1, the candidate managed to briefly explain the factors to be considered when choosing the methods of controlling fullness. He/she was able to explain six different methods which can be used to adjust bulkiness when constructing the garment. Hence, scored high marks.

Additionally, the analysis shows that 50 (40.99%) candidates had average performance in this question. Some of them mixed correct and incorrect points. For example, in part (a)one candidate wrote; *Fabric being used, Position, Garment being made, Stitches* and *Age of wearer*. Others provided unsatisfactory explanations to some correct points provided, others gave two to three points out of the total points required by the question. Hence, failed to score all 15 allotted marks.

In contrast, the analysis of the candidates' responses indicates that 50 (40.98%) candidates who scored below average marks had inadequate knowledge about methods of disposing fullness. In part (a), some of them provided the methods of neatening raw edges instead of points to consider when choosing the methods of controlling fullness. For example, one candidate wrote; *piping raw edges, hemming, binding and bound buttonhole*. Other candidates misunderstood the question. For example, one candidate wrote; *position of an opening, cost of the wearer, the age of the wearer* and *the garment*. This candidate failed to realize that those were the point to consider when choosing fasteners. Other candidates mentioned few correct points without giving explanations.

In part (b), these candidates failed to provide correct six methods of disposing fullness that can be used to adjust bulkiness when constructing a garment. Some of them provided irrelevant responses such as *for decoration, for neatening, for attractive effort* and *for makes strong garment*. Another candidate wrote*; using appropriate sleeve, use appropriate seam* and *patching*. This candidate failed to realize that patching is a method of repairing a worn-out part by using a piece of fabric to cover the area. Other candidates incorrectly responded to part (a) or (b) and left the other part unanswered. Extract 9.2 is a sample of incorrect responses from the script of one of the candidates.


9) Garments -Is the product of the fabric to make the clothes. The following is the consider when to choosing the garments and method of controlling fullness.

The fabric design: when the chooser the fabric must be get the type of the fabric because when the fabric was the weight and you sewing the type of garments or style of the clothe must be the fabric was less so the clothes must be get the fullness.

The style of the opening: Because when the clothes the get the zip in the hand and you to make the zip in the front in the neck so the garm ent must be get the fullness so the people must be choosen the style of the opening in the garment.

The position: when the sewing the garments must be get the position on the garment in order to remove the fullness in the garments.

The size of the garment: when the sewon the large garment must be get the Dart remove the large on the garment so when the peop measure must be measurement the correctly to remove the fullness on the garment.

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

In Extract 9.2, the candidate provided the points to consider when choosing an opening instead of aspects to consider when choosing methods of controlling fullness in part (a). He/she also gave only two correct points with unsatisfactory explanations in part (b), hence scored low marks.

2.3.2 Question 10: Seams

The question measured the candidate's competence in choosing the seams. It asked as follows:

Your friend wants to make garments but he is undecided about the type of seam he may use. Assist him by:

(a) explaining five factors he should observe.

(b) Outlining five qualities of a well- made seam.

The question was attempted by 131 (91.61%) candidates among those who sat for the examination while 12 (8.39%) candidates did not attempt it. The analysis of the candidates' performance indicates that 7 (12.98%) candidates scored from 10.5 to 13.5 marks, 75 (57.25%) scored from 4.5 to 10.0 marks and 39 (29.77%) scored from 0 to 4.0 out of 15 allotted marks. Among them 8 (6.11%) scored zero. Figure 10 summarizes this data.

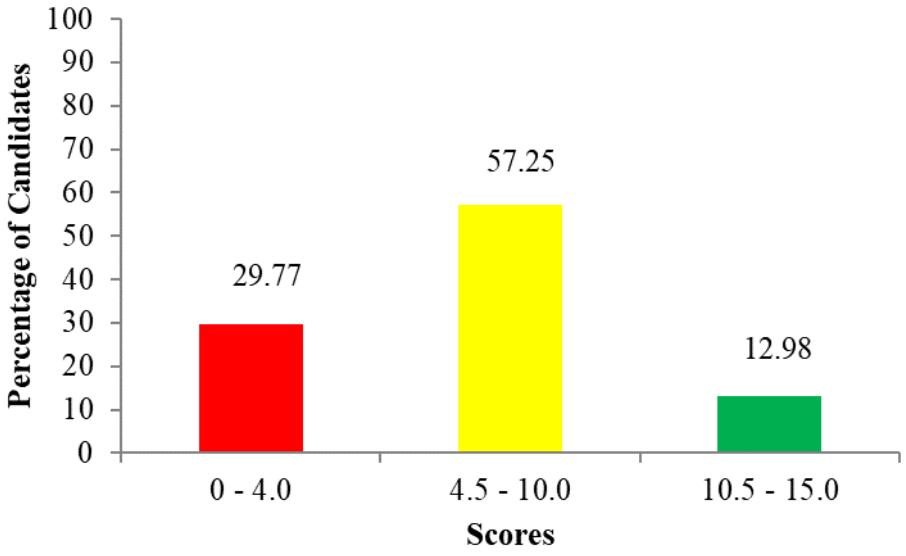
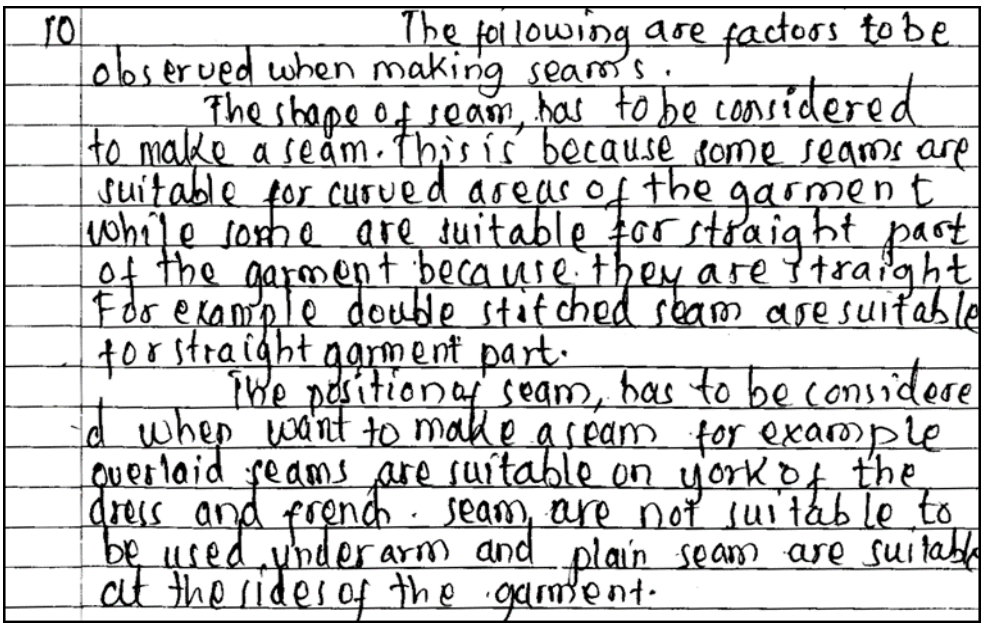


Figure 10: *Candidates' Performance on Question 10*

The general performance of the candidates in this question was good since 92 (70.23%) candidates scored on average or above.

The analysis of candidates' responses reveals that 70.23 per cent of the candidates who performed well in this question had sufficient knowledge about seams. In part (a), the candidates provided correct factors to be observed when deciding the type of seam to use in making garment. For example, one candidate wrote; *The shape of seam, the position of seam, the fabric used, the garment being made, and the style of the garment* with correct explanations. Furthermore, other candidates provided correct points but failed to give satisfactory explanation on one or two correct points. Hence, they did not get all allotted marks in this part.

In part (b), these candidates managed to explain five correct qualities of a well- made seam such as *well-made seam must have even width, must be neat and secure, should meet correctly at joining, it should not be bulk, it should not have pockets at the edges on the wrong side of the seam, it should be well neatened,* and *it should be made exactly on fitting line.* No any candidate scored all 15 allotted marks because some candidates mixed correct and incorrect points while others failed to give all demanded points in one or both parts of this question. Extract 10.1 is a sample of the correct responses from the script of one of the candidates.


10 The following are factors to be observed when making seams.
The shape of seam, has to be considered to make a seam. This is because some seams are suitable for curved areas of the garment while some are suitable for straight part of the garment because they are straight For example double stitched seam are suitable for straight garment part.
The position of seam, has to be considered when want to make a seam for example overlaid seams are suitable on yoke of the dress and french seam are not suitable to be used under arm and plain seam are suitable at the sides of the garment.

10. The fabric used, has to be observed when choosing a seam this is because some kind of fabrics are not suitable for some seams for a example a heavy and bulky fabric is suitable for open seam mostly because open seam is flat seam hence reduces bulkiness on garment.

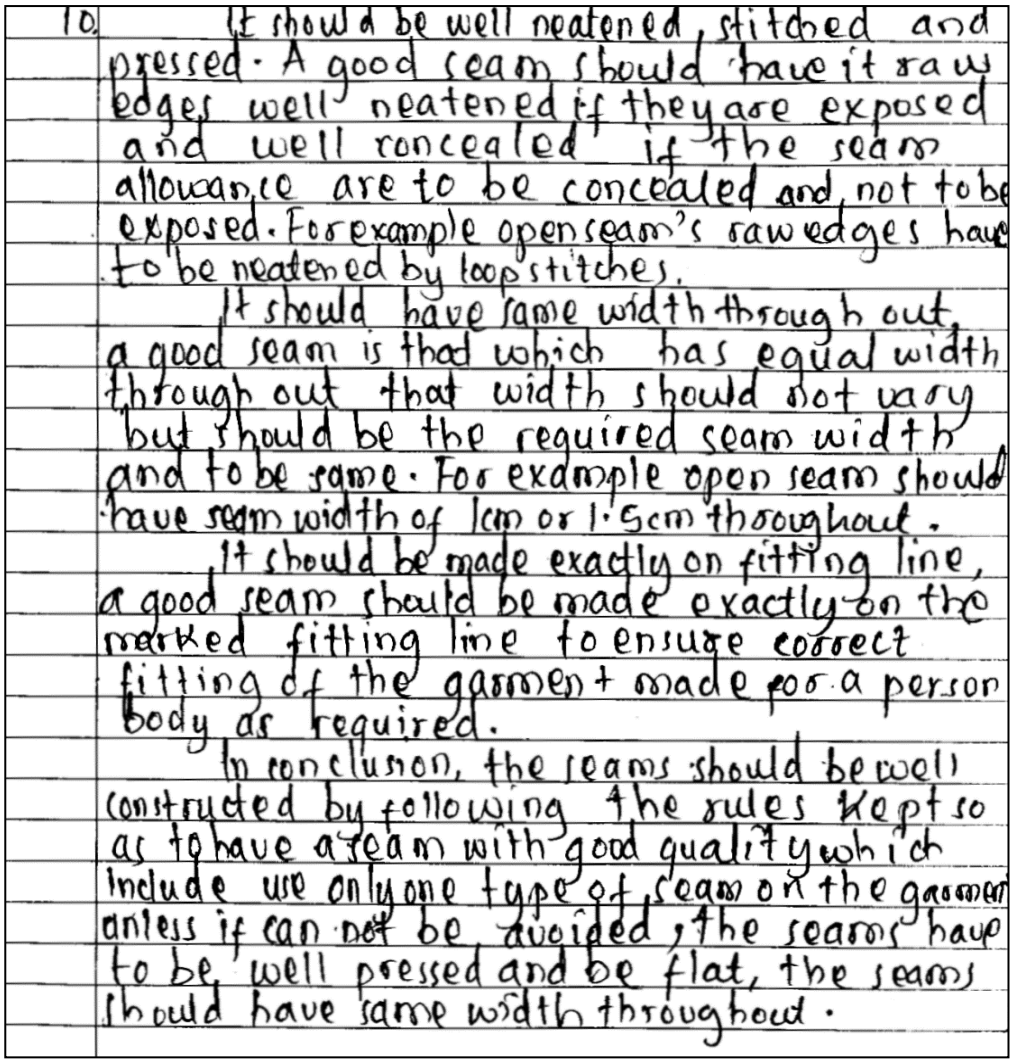
The garment being made, has to be observed when choosing a seam to be used because some seams are not suitable for some garment for example open seams is suitable for shirts and double stitched seam is suitable on jeans trousers but we cannot use a double stitched seam on shirt.

The style of the garment, this is to be considered when choosing a seam some garment style have open seam exposed for example on some shirts and dresser also double stitched seam are used on jeans trousers as a style on the trousers and so has to consider the style of garment.

The following are qualities of a well made seam They include the following qualities.

It should not be bulky, a good seam should not be too bulky as much bulkness can leave or make a bad imprint on garment and can also be seen sometimes. For example bulkness on a transparent fabric can be easily seen out side the garment or on right side of garment.

It should not have pockets at the edges on the wrong side of the seam, a good seam should be pressed often so as to avoid formation of pocket at the edge of the seam constructed leading to gap formation.


10. It should be well neatened, stitched and pressed. A good seam should have it raw edges well neatened if they are exposed and well concealed if the seam allowance are to be concealed and not to be exposed. For example open seam's raw edges have to be neatened by loop stitches.

It should have same width through out, a good seam is that which has equal width through out that width should not vary but should be the required seam width and to be same. For example open seam should have seam width of 1cm or 1.5cm throughout.

It should be made exactly on fitting line, a good seam should be made exactly on the marked fitting line to ensure correct fitting of the garment made for a person body as required.

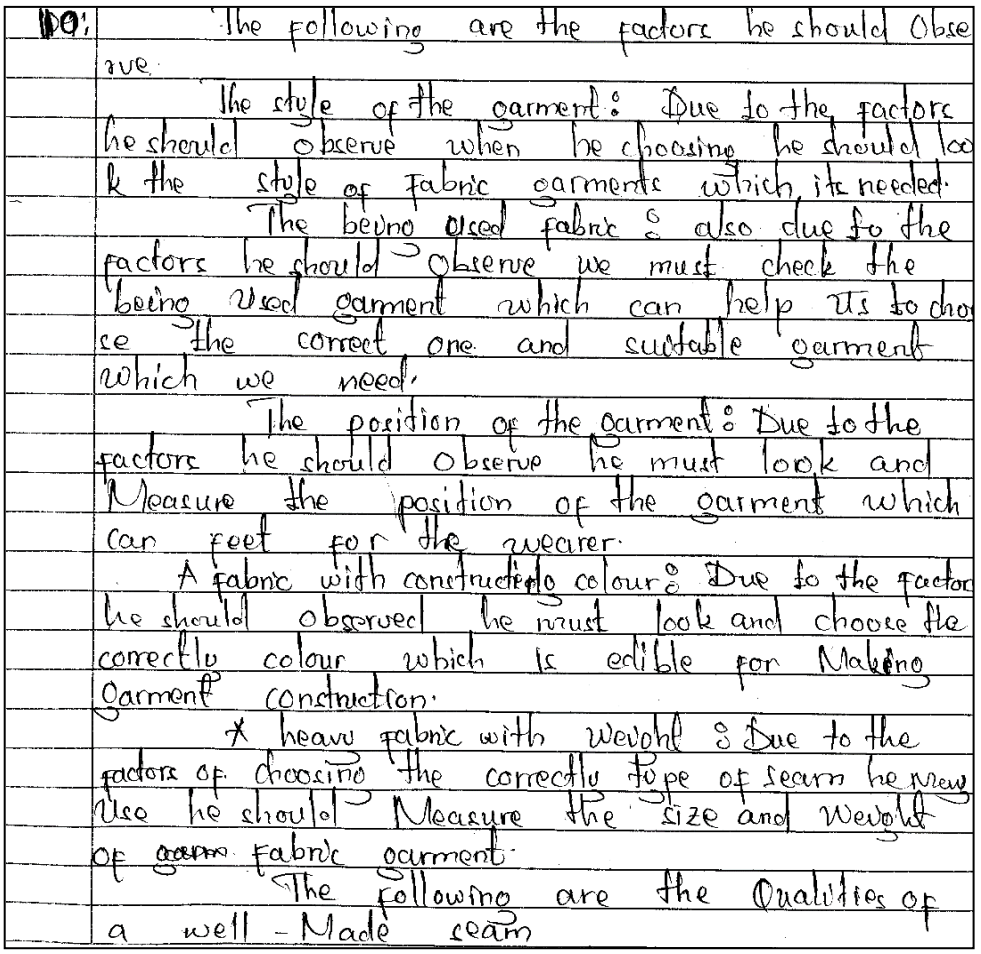
In conclusion, the seams should be well constructed by following the rules kept so as to have a seam with good quality which include use only one type of seam on the garment unless if can not be avoided, the seams have to be well pressed and be flat, the seams should have same width throughout.

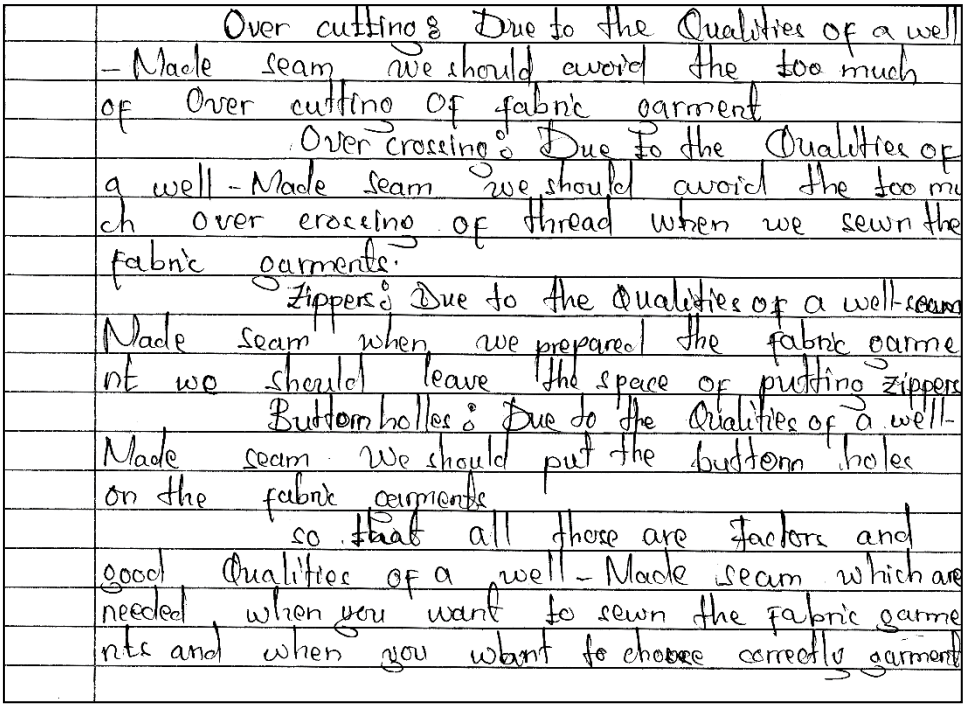
Extract 10.1: A sample of candidates' correct responses to Question 10

In Extract 10.1, the candidate managed to correctly explain five factors to observe when choosing a type of seam. He/she also managed to outline the qualities of a well-made seam. Moreover, some explanations were not satisfactorily. Hence, he/she could not score the full marks.

On the other hand, the candidates' analysis indicates that 39 (29.77%) candidates who scored poor marks had inadequate knowledge about seams which let them to provide incorrect responses. In part (a), some of the candidates provided some of the points to bear in mind when working fastenings. For example, one candidate wrote; *seam should be fastened*

securely, seams should be both functional and decorative, seams should be worked on the edges of the opening, the chosen seam should match with the garment constructed. Other candidates mixed up correct and incorrect responses with poor explanation such as *Position of the seam, Type of seam, Age of wearer* and *The shape of the seam.* In part (b), these candidates failed to provide correct five qualities of a well-made seam. They provided irrelevant responses. For example, one candidate wrote; *Velcro, Hooks, Over crossing, Zipps, Button and buttonholes.* However, this candidate failed to realize that some of the responses were types of fastenings. Other candidates provided the rules for working stitches such as *use the right size of needle and the right type of thread; wear a thimble, work one stitch at a time, never use a knot on the thread used,* and *fasten the thread off after finishing sewing.* It seems that the candidate mixed the word seam with stitch. Extract 10.2 is a sample of the incorrect responses from the script of one of the candidates.


10; The following are the factors he should Obse
rve.
The style of the garment: Due to the factors
he should observe when he choosing he should loo
k the style of fabric garments which its needed.
The being used fabric: also due to the
factors he should observe we must check the
being used garment which can help us to cho
se the correct one and suitable garment
which we need.
The position of the garment: Due to the
factors he should observe he must look and
Measure the position of the garment which
can feet for the wearer.
A fabric with constructed colour: Due to the factor
he should observed he must look and choose the
correctly colour which is edible for Making
Garment construction.
* heavy fabric with weight: Due to the
factors of choosing the correctly type of seam he must
use he should Measure the size and weight
of ~~seam~~ fabric garment.
The following are the Qualities of
a well-Made seam


Over cutting: Due to the Qualities of a well
- Made seam we should aword the too much
of Over cutting of fabric garment
Over crossing: Due To the Qualities of
a well - Made seam we should aword the too mu
ch over erossing of thread when we sewn the
fabric garments.
Zippers: Due to the Qualities of a well-seam
Made seam when we prepared the fabric garme
nt we should leave the space of putting zippers
Buttom holles: Due do the Qialities of a well-
Made seam We should put the buttom holes
on the fabric garments
so that all those are factors and
good Qualities of a well - Made seam which are
needed when you want to sewn the fabric garme
nts and when you wbant to choose correctly garment

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

In Extract 10.2, the candidates mixed one correct point with incorrect responses in part (a), he/she also provided irrelevant responses in part (b). Hence scored low marks.

2.3.3 Question 11: Fabric Finishes

The question measured the candidate's competence on fabric finishes. It asked as follows:

(a) Describe four preparatory finishes that are applied on fabric for further processing.

(b) Briefly explain any six functional finishes which improve the performance of the fabrics.

The question was skipped by most candidates, only 33 (23.07%) candidates among those who sat for the examination attempted it, while the remaining 110 (76.92%) candidates did the other questions in this section. The analysis of the candidates' performance indicates that 8 (24.24%) candidates scored from 10.5 to 15 marks and 5 (15.15%) scored from 4.5 to 10.0 marks. Furthermore, 20 (60.61%) candidates scored from 0 to 4.0 out

of 15 allotted marks, among them 19 (57.58%) scored zero. Figure 11 is a summary of their performance.

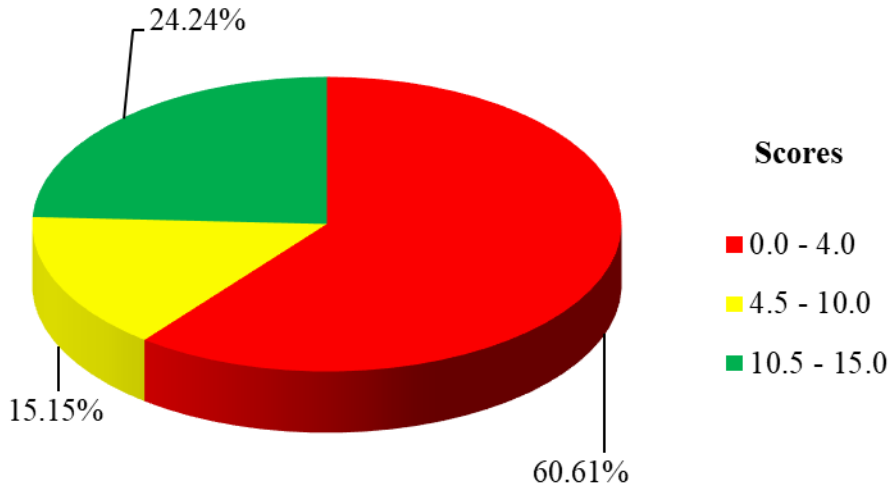


Figure 11: *Candidates' Performance on Question 11*

The general performance of the candidates in this question was average since 39.39 per cent who attempted this question scored from average or above.

The analysis of candidates' responses reveals that 24.24 per cent of the candidates who had good performance were able to give correct preparatory finishes that are applied on fabrics for further processing. In part (a), some of the correct preparatory finishes provided were;

De-gumming: This is preparatory finish that is applied on fabrics so as to remove the natural gum present on the fabric.

De-lustering: This is preparatory finish that is applied on fabrics so as to reduce the shinning effect on the fabric to have low lustre or shinning effect.

Bleaches: This is preparatory finish that is applied on fabrics so as to make them clean with their natural colour with any kind of dirt present. In this process there is the use of the chlorine which is a bleaching agent and tends to make fabric white.

Carbonizing: This is done by dipping wool in sulphuric acid. The aim is to remove the wool grease and a chemical process which removes vegetable matter such as seeds, burs and grass.

Tentering: Finish involves making of straight thread and fabric by placing them in a special flame.

Furthermore, the analysis shows that in part (b), some of the candidates managed to provide correct responses such as *Water repellent finishes, Shrink resistant finishes, Abrassion resistant finishes, Antistatic finishes, Creases resistant finishes* and *Flame resistance finishes* with good explanations. For example, one candidate wrote;

Mercerising - done to remove the natural twist of cotton and other twisted fibres to connect them,

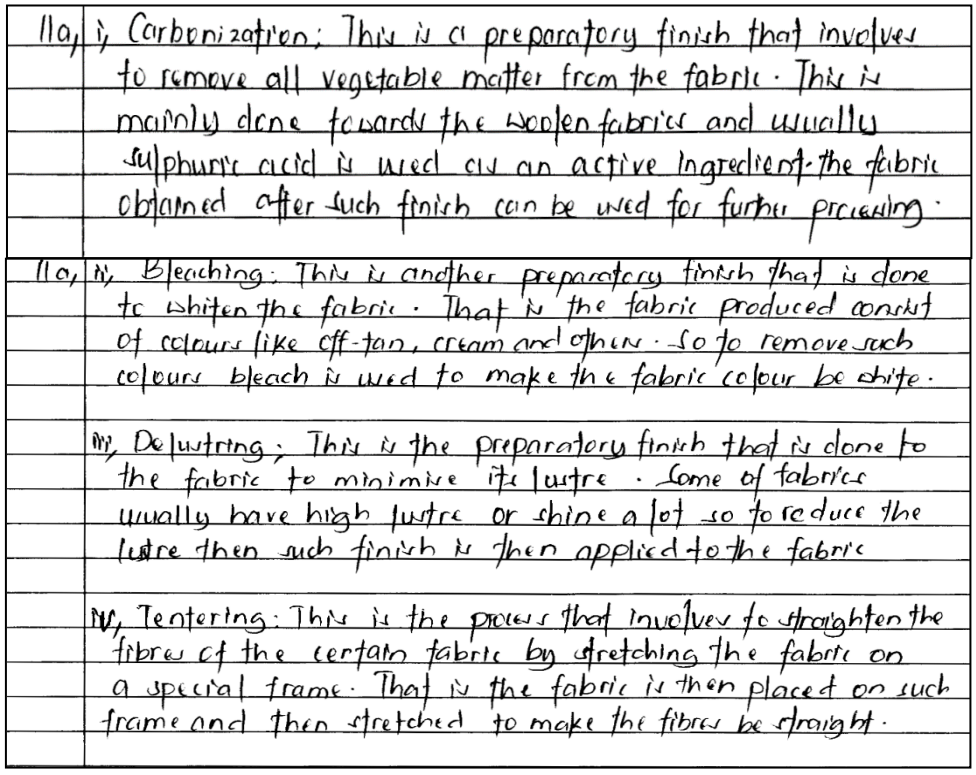
water-repellent - done to increase the repelling property to water to produce fabrics like cyclon,

shrink-resistance – done to reduce the shrinking ability of a fabric for comfortable use,

pest resistant - this is also done to keep the fabric free from mildew and attack of other pests,

water-proof – it is done to reduce the absorbency of a fabric for different function.

Extract 11.1 is a sample of the correct responses from the script of one of the candidates.


11a, i, Carbonization: This is a preparatory finish that involves to remove all vegetable matter from the fabric. This is mainly done towards the woolen fabrics and usually sulphuric acid is used as an active ingredient. the fabric obtained after such finish can be used for further processing.

11a, ii, Bleaching: This is another preparatory finish that is done to whiten the fabric. That is the fabric produced consist of colours like off-tan, cream and others. So to remove such colours bleach is used to make the fabric colour be white.

iii, De|wtring: This is the preparatory finish that is done to the fabric to minimize its lustre. Some of fabrics usually have high lustre or shine a lot so to reduce the lustre then such finish is then applied to the fabric

iv, Tentering: This is the process that involves to straighten the fibres of the certain fabric by stretching the fabric on a special frame. That is the fabric is then placed on such frame and then stretched to make the fibres be straight.

b) i, Abrasion resistant finishes; This functional finish is applied to fabric so as to make it more resilient to the effect of rubbing. It makes the fabric more resistant towards any kind of abrasion towards the fabric.

ii, Anti static resistant finishes; This is applied towards the fabric so as to make it resistant towards the effect of static electricity that occurs between the article and the skin. Thus the fabric become less affected with static electricity

iii, Crease resistant finishes; This functional finish is applied on fabrics to make them resistant towards creases or wrinkles. The fabric is then to not form any kind of creases when kept or stored.

iv, Water repellent; This also is another functional finish that applied to the fabric to prevent the penetration of

11b, iv, water but to allow passage of air on the fibres of the fabric. So to such fabric water is to not penetrate in any means.

v, Flame resistant finishes; This finish is applied on fabrics that are normally flammable. The finish makes the fabric to reduce its ability to catch fire easily when kept near fire. But also not to catch fire at all can be an effect of apping such finish to the fabric.

vi, Water resistant finishes; This functional finish is applied to the fabric inorder to make such fabric to then be more resistant towards water. That is when the fabric is exposed to water then can not be wet that is an effect of rubbing in water.

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

In Extract 11.1, the candidate managed to correctly describe four preparatory finishes that are applied on fabric for further processing. Moreover, he/she was able to briefly explain any six functional finishes which improve the performance of the fabrics. Hence scored the full marks.

Furthermore, few (15.15%) candidates with average performance managed to provide one to three correct points out of four, while others gave the correct points but the explanations were unsatisfactory. Hence failed to get all allotted marks in part (a). Likewise, in part (b), the candidates provided two to four correct points with unsatisfactory explanations, hence failed to get all allotted marks in this part. Additionally, some of the candidates left this part unanswered. It seems that this concept of fabric finishes was difficult to most of the candidates. Even those who opted the question could not score high marks except for few. This could be triggered by a lack of practical's due to a shortage of teaching materials on this topic.

A further candidates' analysis indicates that 20 (60.61%) candidates who scored low marks in this question failed to provide correct preparatory finishes that are applied on fabrics for further processing. In part (a), Most of the candidates misunderstood the demand of the question. Instead of writing preparatory finishes they provided garment making processes. For example, one candidate wrote; *Binding, Facing, Gathers,* and *Piping.* Another candidate mentioned incorrect ways of edge finishing such as *Edge finishing, Seam finishing, Stitch finishing* and *Button finishing.*

Additionally, the analysis indicates that these candidates failed to provide correct responses in part (b). Some of them explained different garment making processes. For example, one candidate wrote; G*athering, Binding, Piping, pleats, Facing, Faggoting.* Another candidate wrote; *used for finishing raw edges, used for decoration, finishes used to make a cloth clean without any thread remain hanging.* These candidates confused between preparatory finishes and edge finishes. Extract 11.2 is a sample of incorrect responses from the script of one of the candidates.

11. Four preparatory finishes that are applied on fabric for further processing.

i) Binding.

ii) Cross way strip

iii) Facing.

iv) Lace

(b) Finishes which improve the performance of the fabric.

i) Binding.

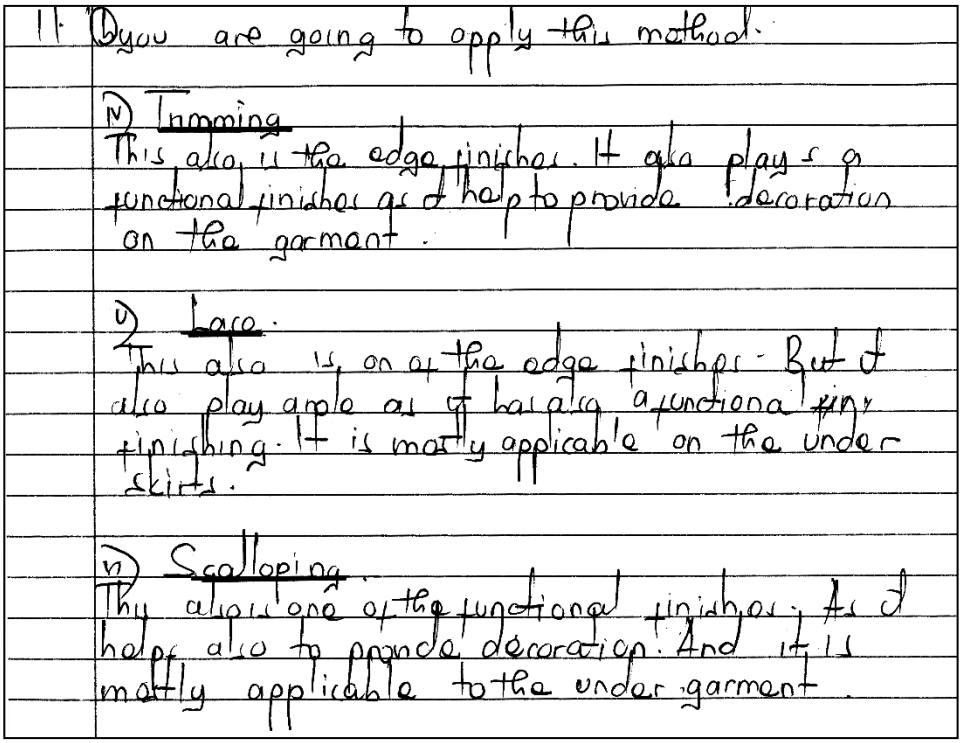
In this method you can use to finish the edge at the same time it is used as the decoration. It is mostly worked around the neckline. And mostly on the children's dresses.

ii) Facing.

This is one the edge finishing. It depend when it worked on the wrong side it does not perform a functional finishes, but when worked on the wrong side it is used as a functional finishes.

iii) Cross way strip.

You can also use this material by taking the different colour fabric from the garment which


11. (b) you are going to apply this method.

iv) Trimming
This also is the edge finisher. It also plays a functional finisher as it help to provide decoration on the garment.

v) Lace.
This also is on of the edge finisher. But it also play ample as it has also a functional finishing. It is mostly applicable on the under skirts.

vi) Scalloping.
Thy also is one of the functional finishes. As it helps also to provide decoration. And it is mostly applicable to the under garment.

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

In Extract 11.2, the candidate provided irrelevant responses as he/she gave the different ways of finishing raw edges in part (a) and material used for neatening raw edges in part (b). These responses show that the candidate had inadequate knowledge about fabric finishes. Hence, scored low marks.

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

Textiles and Garment Construction 2 comprised of one question. The candidates were required to make the left half of the dress that demanded the candidate to work on seven tasks. These tasks include *Presentation, Cutting out, Making gathers, Joining yoke on a dress front, Joining the shoulder seam, Preparing the collar, Attaching collar* and *Joining a side seam.* and demonstrate all activities indicated in each task. This paper carried 75 marks.

3.1 Task 1: Presentation

In this task, the candidates were required to present the left half of a child dress. The task consisted of three activities which were to present a neat garment, attach label securely on a single fabric and make a correct side of the garment.

This task was performed by all 143 (100%) candidates. The analysis of candidates' performance indicates that 106 (74.13%) candidates scored from 7.0 to 9.0 marks, 21 (14.68%) scored from 3.0 to 6.0 marks and 16 (11.19%) scored from 0 to 2.5 marks. Among them only 1 (0.70%) candidate scored zero. Figure 12 is a summary of the performance.

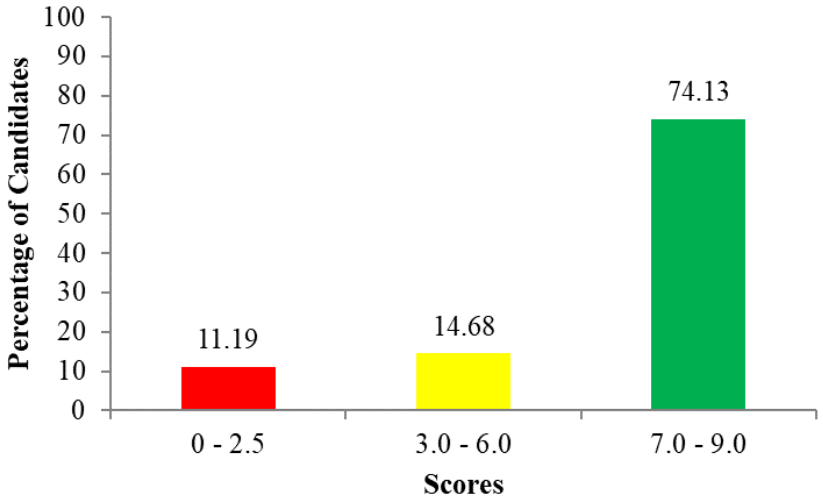


Figure 12: *Candidates' Performance on Task 1*

The general performance on this task was good since 127 (88.81%) of the candidates scored from average or above. This indicates that the candidates had sufficient knowledge about finishing of raw edges.

The analysis revealed that most of the candidates (74.13%) who performed well, managed to present the neat work and demonstrated a good presentation skill. The candidates managed to remove the pins, tacking threads and loose threads. They also attached a label correctly on a single layer of fabric using tacking stitches. Moreover, these candidates managed to work on the correct side of the garment which was the left side. This implies that the candidate had enough knowledge on how to present a finished garment.

A further analysis shows that 16 (11.19%) candidates who had poor performance, failed to present their articles as required. Some of the candidates did not remove tacking threads and the loose threads were hanging. Other candidates attached the label by staple pins, some attached by machine stitches instead of using tacking stitches. Others attached the label on the double layer of material. Additionally, some of the candidates made the right side of the dress instead of the left side of dress. This implies that these candidates failed to understand the requirements of the presentation of the article.

3.2 Task 2: Cutting Out

In this task, the candidates were required to demonstrate the skills in cutting out garment pieces using the given pattern papers. The pieces were a dress front, a dress back, front yoke, collar, and a crossway strip. All pieces were supposed to follow the exact grain of the fabric except for a crossway strip.

The task was attempted by all the 143 candidates. The data analysis indicates that 47 (32.87%) candidates scored from 11.0 to 16.0 marks, 65 (45.45%) scored from 6.0 to 10.0 marks and 31 (21.68%) scored from 0 to 5.0 marks. Among them only 4 (2.80%) candidates scored zero. Figure 13 summarizes their performance.

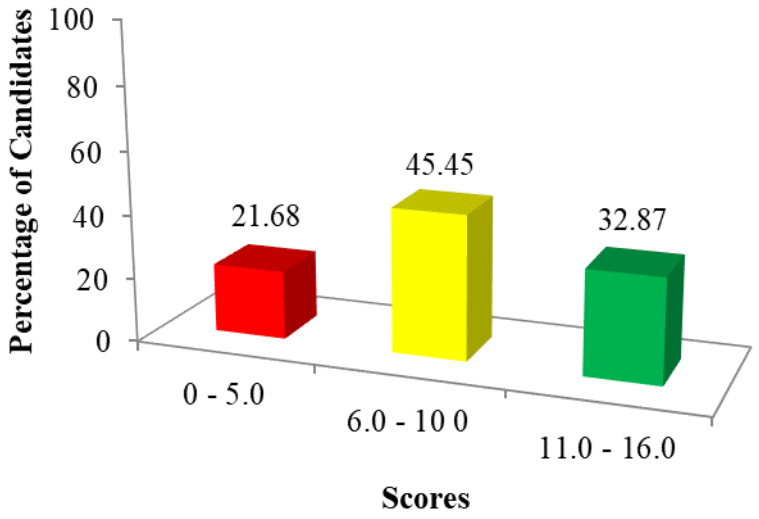


Figure 13: *Candidates' Performance on Task 2*

The general performance on this task was good since 112 (78.32%) candidates scored from average or above. This reveals that the candidates had enough skills on cutting a dress.

The analysis indicates that most of the candidates (32.87%) who performed well were able to layout the pattern pieces on to the fabric, and correctly anchor the pattern to follow the grainline as indicated on the patterns. Therefore, they managed to cut a dress front, dress back, front yoke and a collar. Furthermore, the candidates understood that crossway strip is a narrow strip cut along true cross grain of the fabric. Hence, managed to cut a crossway strip.

Moreover, analysis revealed that 4 (2.80%) candidates who got weak performances had insufficient knowledge about cutting different pieces of a garment. They failed to cut the dress front and back, front yoke and collar. Moreover, they failed to cut a crossway strip on bias. Some of these candidates wrongly laid the pattern ending up with pieces of material which could not make the dress. Some candidates failed to follow the grainline of the fabric, hence laid on the weft of the material instead of following the warp thread. Furthermore, 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 This implies that these candidates had insufficient skill in cutting a garment

3.3 Task 3: Making Gathers

In this task, the candidates were required to make gathers on a dress front and join the yoke on a dress front through five activities as follows: The candidates were required to use the correct seam (overlaid seam) in joining the dress piece and the front yoke, to make a well and evenly distributed gathers, to stitch the seam close to the edge, to trim and to neaten the seam well.

The task was attempted by all the 143 candidates. The data analysis shows that 28 (19.58%) candidates scored from 8.5 to 13.0 marks, 45 (31.47%) scored from 4.5 to 8.0 marks and 70 (48.95%) scored from 0 to 4.0 marks. Among them 7 (4.90%) candidates scored zero. Figure 14 is a summary of their performance.

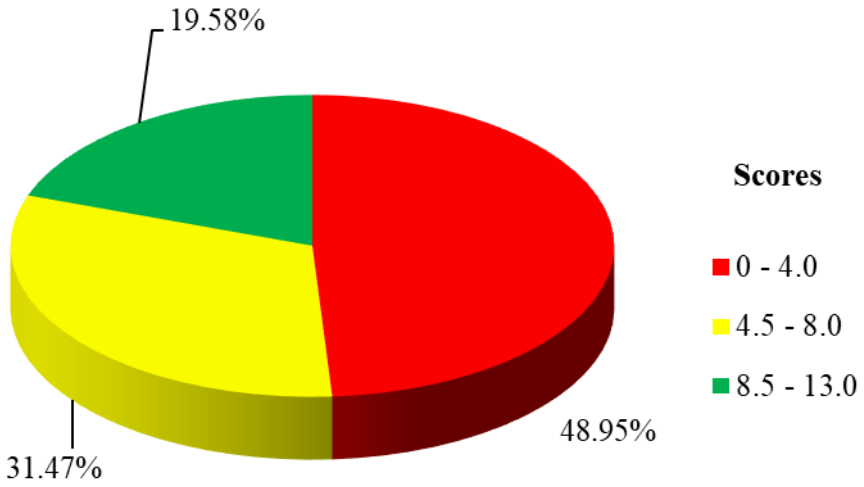


Figure 14: *Candidates' Performance on Task 3*

The general performance on this task was average since 83 (51.05%) candidate scored from average and above. This performance indicates that the candidates had enough skills in making gathers.

The analysis shows that most of the high performing (19.58%) candidates managed to make gathers on a dress front and join the yoke on a dress front; the candidates used an overlaid seam in joining the dress front and a yoke. Also, the candidates managed to make a well and evenly distributed gathers on a dress front. While joining an overlaid seam the candidates managed to make stitches close to the edge. Furthermore, the candidates managed to trim the seam well and neatened the seam well.

On the other hand, analysis indicates that 70 (48.95%) candidates who had weak performances, failed to make gathers on a dress front and join the yoke on a dress front as required. Some candidates make an open seam which was incorrect seam for attaching a yoke. Other candidates attached the yoke on the wrong side of the front dress instead of the right side. These candidates managed to make gathers but failed to distribute them evenly. Others failed to make gathers on a dress at all. Furthermore, these candidates failed to stitch an overlaid seam to the edge, they did not trim the seam allowance and other left raw edges of the seam without neatened.

This implies that these candidates had inadequate skills in making gathers on the garment.

3.4 Task 4: Joining the Shoulder Seam

In this task, the candidates were required to work a shoulder seam. The task involved four activities which were; to work a correct seam, to neaten a seam well, to make seam with even width, and to trim the seam.

The task was attempted by all 143 candidates. The data analysis indicates that 79 (55.24%) candidates scored from 5.5 to 8.0 marks, 28 (19.59%) scored from 3.0 to 5.0 marks and 36 (25.17%) scored from 0 to 2.5 marks. Among them 19 (13.29%) candidates scored zero. Figure 15 illustrates this data.

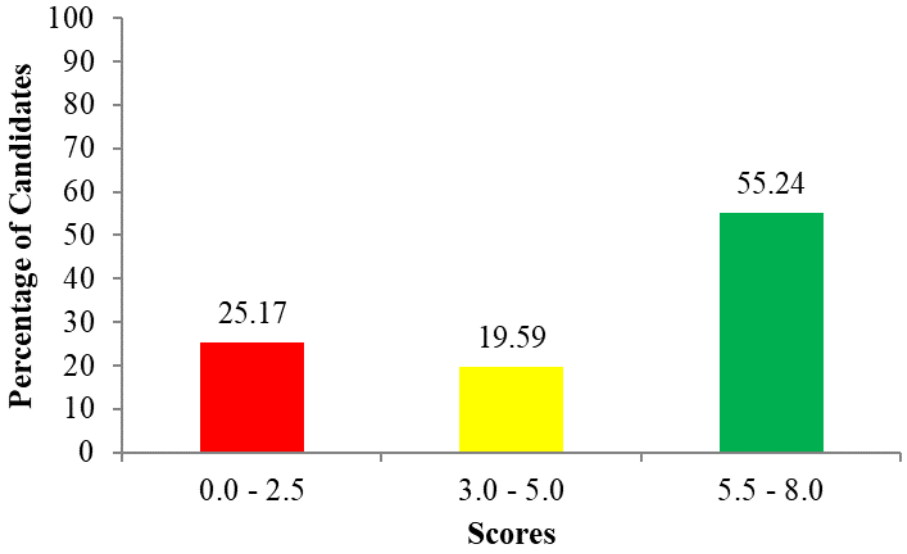


Figure 15: *Candidates' Performance on Task 4*

The general performance on this task was good since 107 (74.83%) candidates scored from an average or above.

The analysis indicates that most of the candidates (55.24%) who performed well managed to work a correct shoulder seam which was an open seam. The candidates also neaten the shoulder seam well by using different methods such as *loop stitches*, *machining* and some of them used an *overcasting stitch* to neat the edges. Furthermore, these candidates managed to make the shoulder seam with even width, and they trimmed the seam

well. These candidates understood that the seam allowance of an open seam should spread evenly, trimmed well and neatened well to prevent fraying and add strength to the edges.

In contrast, analysis implies that 36 (25.17%) candidates who had weak performance, failed to work a shoulder seam as task required. These candidates made very poor open seam, other candidates incorrectly joined the shoulder of a yoke to the armhole of the back dress, others used incorrect seam. Furthermore, these candidates failed to neaten the seam in a correct way while others left the seam without neatening it. Moreover, most of them made a seam with uneven width, and they did not trim the seam well. However, for those who made a French seam, they failed to make good seam. The French made had pockets along the edges, and they were incompletely encasing the raw edges of the fabric. This implies that these candidates had inadequate skill in working seam on the garment.

3.5 Task 5: Preparing a Collar

In this task, the candidates were required to prepare a collar before attaching to the neckline. The task involved four activities which were; to insert the piping to the collar along the seam, to make the piping with even width, to trim and clip the seam well and to press the collar well.

The task was attempted by all the 143 candidates. The data analysis indicates that 45 (31.47%) candidates scored from 7.5 to 11.0 marks, 40 (27.97%) scored from 3.5 to 7.0 marks. Furthermore, 58 (40.56%) candidates scored from 0 to 3.0 marks, among them 30 (20.98%) scored zero. Figure 16 illustrates the performance.

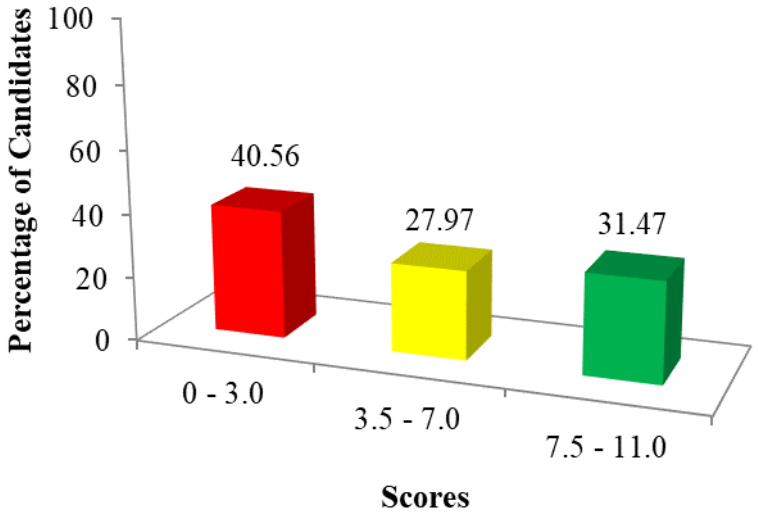


Figure 16: *Candidates' Performance on Task 5*

The general performance on this task was average since 85 (59.44%) candidates scored from average or above.

The analysis shows that most of the candidates managed to correctly insert the piping to the collar along the seam. They also managed to make the piping with even width. Moreover, the analysis shows that these candidates, managed to trim the seam, clip and pressed the collar well to make it flat ready for attaching to the neckline. These candidates had adequate skills on how to attach piping and preparation of a collar before attaching to the garment.

Moreover, the analysis shows that 40.56 per cent of the candidates who got low marks, failed to insert the piping to the collar as required. These candidates did not prepare crossway strip for piping, hence failed to insert the piping to the collar. Others did not insert a piping instead they worked a binding on the collar. Furthermore, these candidates failed to make the piping with even width. Others did not trim and clip well the seam on the collar. Other candidates did not press the collar. This implies that these candidates did not had enough skill in making collars with piping.

3.6 Task 6: Attaching the Collar

In this task, the candidates were required to attach a collar to the dress by using crossway strip. The task involved three activities which were; to

attach the collar using crossway facing, to trim the seam well, and to hem stitch the neckline.

The task was attempted by all 143 candidates. The data analysis indicates that 29 (20.28%) candidates scored from 5.5 to 8.0 marks, and 30 (20.98%) scored from 3.0 to 5.0 marks. Moreover, 84 (58.74%) candidates scored from 0 to 2.5 marks, among them 44 (30.77%) scored zero. Figure 17 summarizes the performance.

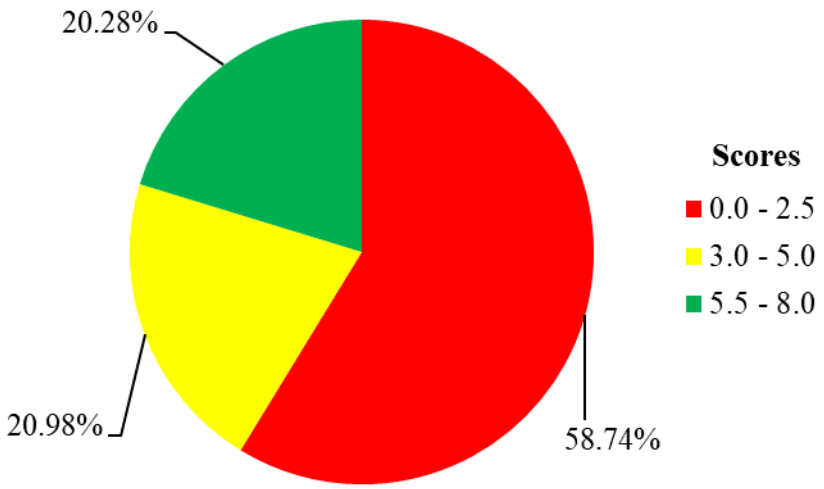


Figure 17: *Candidates' Performance on Task 6*

The general performance on this task was average since 59 (41.26%) candidates scored from average or above.

The analysis revealed that most of the candidates who performed well managed to attach a collar to the dress by using crossway strip. These candidates correctly attach the collar using crossway facing. Furthermore, the candidates were able to trim the seam in the required width. Moreover, the candidates managed to hem stitch the crossway facing well using hemming stitches. These candidates had sufficient skills in preparing a collar and attach it to the dress by using crossway strip.

On the other hand, analysis shows that the candidates who had weak performance failed to attach a collar to the dress by using crossway strip. These candidates incorrectly attached the collar using crossway facing, as

they placed the crossway strip on the wrong side of the dress and turned it towards the right side instead of vice versa. Others attached a collar on the armhole instead of attaching on a neckline. Most of the candidates failed to trim the seam well and worked incorrect stitches to hold facing in position. Others worked the hemming stitches without folding the raw edge of the facing, and others worked poor hemming stitches. This implies that these candidates lacked enough skills to attach the collar to the dress by using a crossway strip.

3.7 Task 7: Joining the Side Seam of the Dress

In this task, the candidates were required to join the side seam of the dress. The task consisted four activities which were; to join a side seam, to neaten the side seam well, to make a seam with even width, and to trim the side seam allowance.

The task was attempted by all 143 candidates. The data analysis indicates that 84 (58.74%) candidates scored from 6.5 to 10.0 marks and 29 (20.28%) scored from 3.5 to 6.0 marks. In addition, 30 (20.98%) candidates scored from 0 to 3.0 marks, among them 14 (9.79%) scored zero. Figure 18 illustrates candidates' performance.

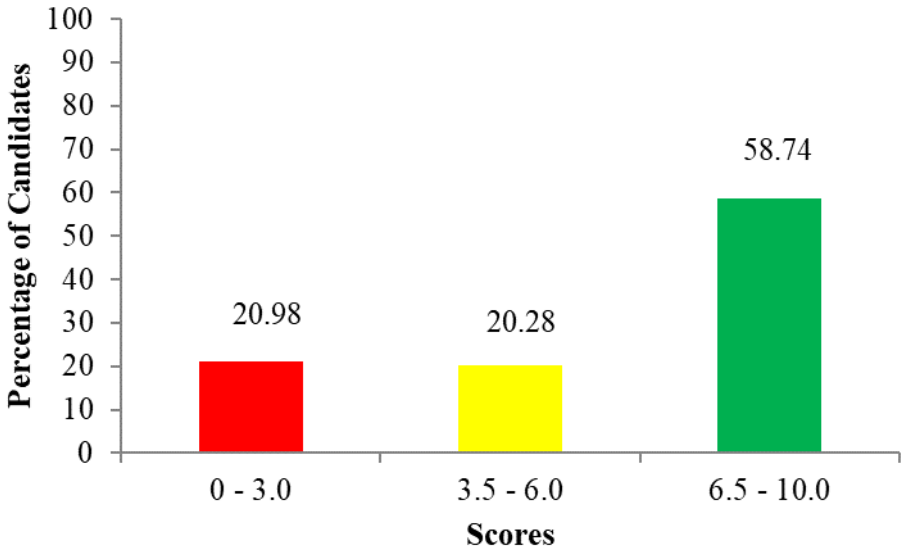


Figure 18: *Candidates' Performance on Task 7*

The general performance on this task was good since 113 (79.02%) candidate scored from average or above. This performance indicate that the

candidates had sufficient knowledge about working on seams. This could have been triggered by enough practices on working different types of seam.

The analysis revealed that most of the candidates who performed well managed to join the side seam of the dress correctly. The candidates neatened the side seam well using the proper neatening method. However, most of the candidates neatened by machine stitches. Most of them managed to join the side seam with even width and they trimmed the turnings well. These candidates had sufficient skills in working different seams on a garment.

In contrast, analysis implies that the candidates who had poor performance failed to join the side seam of the dress correctly. These candidates poorly joined a side seam and others did not join the side seam at all. Some of them mismatched the sides by joining the side seam with hem line. Furthermore, these candidates failed to neaten the seam appropriately and some of them did not neaten the seam. The candidates also failed to make a seam with even width; this reveals that these candidates did not machine straight to follow the seam line, and trimming was not accurate. Moreover, they did not trim the seam well. For those who made a French seam, there were pockets along the edges of the seam and they were incompletely encasing the raw edges of the fabric. This implies that these candidates had inadequate skill in working seam on the garment.

4.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' performance per topic shows that the candidates had good performance on Question 5, which was derived from the topic of *Sleeves* which had the highest performance of (74.13%), followed by Question 1, which was derived from several topics (72.73%) 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 contributed to the good performance on particular questions.

The average performance was observed in six topics/sub-topics as follows; *Pockets* (63.64%), which was tested in Question 3; *Seams* (51.90%) was tested in Question 4 and 10, *Disposal of Fullness* (59.02%), which was

tested in Question 9, *Body Measurements* (54.55%), which was tested in Question 8, *Fabric Finishes* (39.39%) which was tested in Question 11 and *Manufacturing of Fabrics* (34.97%) which was tested in Questions 2. The average performance on these topics was mainly due to less points provided by the candidates, unsatisfactory explanations given to the correct points and poor drawing skills.

Furthermore, weak performance was observed in the sub-topic of *Basic Sewing Stitches and Fastenings* (22.38%) which were tested in Questions 6 and 7 respectively. The weak performance on these topics was mainly due to lack of competences in tested concepts, poor drawing skills and inability to interpret the demands of the questions. A summary of the performance on each topic is shown in the appendix.

5.0 CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Statistical data from the CSEE 2023 showed that the general performance of candidates in Textiles and Garment Construction examination was good. The general performance for CSEE 2023 year is the same as CSEE 2022 performance. However, the data indicates that majority of the candidates who passed the examination scored the average pass grades. The analysis of the candidates' responses showed that, factors that contributed to some of the candidates to score low marks in some topics include; inadequate knowledge, lack of practical skills of the subject matter, poor drawing skills, poor proficiency in English language and failure to meet the demands of the questions.

5.2 Recommendations

Based on the analysis of the candidates' performance in each question and topic in the Textiles and Garment Construction subject, the following are recommended:

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

(b) In topics which requires practical, such as Dressmaking Processes, laboratories should be well equipped with learning materials to enable

students to perform practical activities. This will reinforce concepts through practical application thus lead to deeper understanding.

(c) Students should be encouraged to use the English language regularly. This will help them to improve fluency, vocabulary, and grammar making communication more effective and natural over time. Competence in English Language will help students to understand the demands of the questions easier, thus respond on the questions clearly.

Appendix: A Summary of Candidates' Performance per Topic

S/N	Topic/Sub topic	Question Number	The Percentage of candidates who scored 30% and Above	The candidates' Performance per topic	Remarks
1.	Sleeves	5	74.13	74.13	Good
2.	Various Topics (Multiple Choice Items)	1	72.73	72.73	Good
3.	Pockets	3	63.64	63.64	Average
4.	Disposal of Fullness	9	59.02	59.02	Average
5.	Making a Garment (Body Measurements)	8	54.55	54.55	Average
6.	Seams	4	22.57	51.90	Average
7.	Seams	10	70.23		
8.	Fabric Finishes	11	39.39	39.39	Average
9.	Introduction to Textiles	2	34.97	34.97	Average
10	Basic Sewing Stitches	6	22.38	22.38	Poor
11	Fastenings	7	22.38	22.38	Poor