



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



STUDENT'S ITEM RESPONSE ANALYSIS REPORT ON THE FORM TWO NATIONAL ASSESSMENT (FTNA) 2020

TEXTILES AND DRESSMAKING



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052 TEXTILES AND DRESSMAKING

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue this report on the performance of students in the Form Two National Assessment (FTNA) 2020 for the Textiles and Dressmaking subject. The report was prepared to give feedback to secondary school students and all other educational stakeholders on the students' performance in the subject.

The analysis shows that students with higher scores understood the demands of the questions and they had an adequate knowledge of the subject matter. However, the students with lower scores failed to understand the demand of the questions or they had inadequate knowledge about the subject matter. The feedback provided will enable the education administrators, school managers, teachers, students and others to re-assess their teaching and learning environment. Also, it will help to recognize the proper measure to be taken in order to improve the students' performance in assessment.

Lastly, The National Examinations Council of Tanzania would like to express appreciation to all stakeholders who provided valuable assistance during the preparation of this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses students' performance in the Textiles and Dressmaking subject for Form Two National Assessment (FTNA) held in November 2020. The paper assessed the competences acquired by students after completing their two years of study in accordance with the 1997 syllabus for Secondary Education.

The paper was comprised of 11 questions which were distributed in three sections A, B and C. Section A and B contained compulsory items. Section A consisted of three questions: Question 1 consisted of 10 multiple choice items, which carried 10 marks; Question 2 consisted of 7 True – False items, which carried 7 marks; and Question 3, consisted of 7 matching items, which also carried 7 marks. Section B consisted of six short answer questions each carried 10 marks. Section C consisted of two essay questions, which required the students to choose one question and carried 16 marks.

A total of 586 students sat for this paper, out of which 191 (32.6%) of the students passed the assessment with the following grades: A - 0 (0.0%), B - 0 (0.0%), C - 13 (2.2%) and D - 178 (30.4%), however 395 (67.4%) students failed. The performance in the year 2020 has decreased by 31.3 percent as compared to the performance in 2019 whereby out of 512 students, 63.9 percent passed and 36.1 percent failed.

In this report, the analysis of students' performance on each question was categorized as good, average or weak using green, yellow and red colours, respectively. The performance was graded as poor (weak), if the student scored 0 - 29; average if they scored from 30 - 64; and good, if they scored from 65 - 100. This report also presents the analysis of the students' performance on each question by giving an overview of what they were required to do and the reasons for good performance as well as for weak performance. Samples of students' answers are attached to illustrate the responses. Finally, it provides a conclusion, recommendations and attachments which show the percentage of students' scores in each question and topic.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION

2.1 Section A: Objective Questions

2.1.1 Question 1: Multiple Choice Items

This question consisted of 10 multiple choice items derived from the topics of *Sewing Equipment*, *The Sewing Machine*, *Mending*, *Dressmaking Processes* (*sleeves, fastenings, openings and collars*) and *The Basic Sewing Stitches*. The students were required to choose the correct answer from the given alternatives and write its letter in the boxes provided at the side of each question.

The question was attempted by all 586 (100%) students who sat for this assessment. The analysis shows that 112 (19.1%) scored from 7 to 9 marks out of 10 allotted marks; 437 (74.6%) scored from 3 to 6 marks; and 37 (6.3%) scored from 1 to 2 marks. None of the students scored zero (0). Figure 1 illustrates this data.

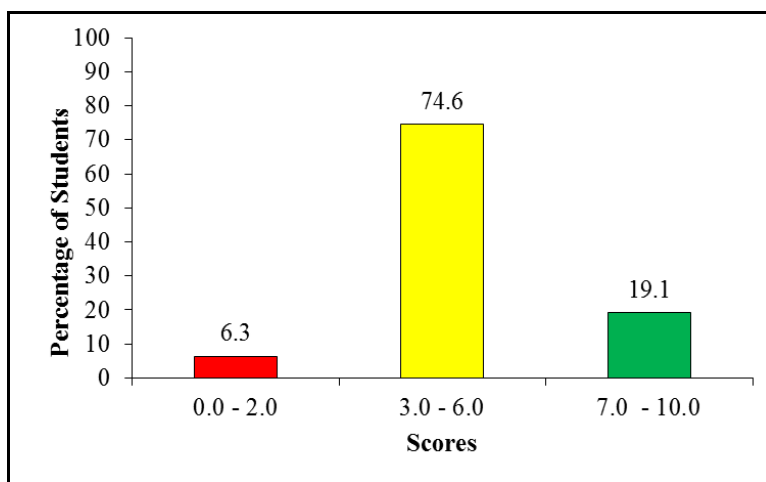


Figure 1: *The percentages of Students' Scores on Question 1*

Figure 1 indicates that the general performance on this question was good since 549 (93.7%) students scored above average. This performance shows that they had an adequate knowledge of various topics, which enabled them to score higher.

The analysis of students' responses indicates that, in item (i) the students were required to identify a sewing tool that is used to transfer pattern lines to material. The students who chose the correct answer C - *Tracing wheel and paper* had sufficient knowledge about sewing equipment; they were aware that the tracing wheel is used together with the tracing paper to transfer pattern markings. The students who chose A - *Carbon paper and thimble* and B - *Tracing wheel and thimble* failed to understand that the thimble is used to protect the middle finger when pushing the needle during sewing. Those who chose D - *Tracing paper and ripper* failed to realize that the ripper is used to remove unwanted stitches. This shows that these students had inadequate knowledge about sewing equipment and their uses.

In item (ii), the students were required to identify the name of the sewing machine part which draws the upper thread to produce proper lock-stitch formation. The students who chose the correct response A - *take up lever*, had adequate knowledge of the parts of the sewing machine and their functions. They understood that the take up lever facilitates a smooth movement of thread to the needle. In contrast, the students who chose the wrong responses were not aware of the parts of the sewing machine and their uses. Those who selected B - *tension control* failed to understand that the tension control manages the interlocking of the needle and bobbin thread. Those who chose C - *thread guide* did not understand that it directs the thread from spool pin to the needle. Moreover, those who chose D - *throat plate* did not understand that it is used to prevent the fabric from being caught in the feed dog. These students lacked sufficient knowledge about the function of sewing machine parts.

Item (iii) required the students to identify the methods of repairing clothes. The correct answer was C - *Darning and mending*. The students who chose C were aware that mending includes other methods of repairing like hemming, re-stitching, replacing loose buttons, replacing shoulder strap and patching. The students who chose the wrong responses had inadequate knowledge about the methods of repairing clothes. For those who chose A - *Washing and mending* failed to understand that washing is the method of removing dirt from the cloth. Those who opted for B - *Stitching and darning* did not understand that stitching can also be used to make new article and not for repairing only. Moreover, the students who chose D - *Splitting and stitching* failed to realize

that splitting is the worn-out which needs to be repaired and not a method of repairing.

In item (iv), the students were required to identify the basic types of sleeves. The correct response was A - *Set in, raglan and kimono*. The students who selected the correct answer had adequate knowledge about the basic types of sleeves since they recognized that, from the basic type of sleeve, other types of sleeves can be made. The students who chose incorrect responses lacked knowledge of the basic types of sleeves; they failed to realize that *bishop, puff and dolman* are variations from the three basic types.

Item (v) required the students to identify suitable fastenings to be used on continuous wrap opening. The correct answer was A - *Hooks and bar or snap*. The students who chose the correct response had adequate knowledge of fastenings and their suitable positions on openings. They were aware that the style of the opening chosen should be suitable for the fastening to be used. For example, buttons and loops are suitable where edges meet but not suitable where edges overlap. The students who chose B - *Buttons, velcro or zipper*, C - *Zipper or hook and bars* and D - *Hook and bar or ribbon* failed to understand that zipper and ribbon are suitable for openings where edges meet, for example on faced opening. These students lacked sufficient knowledge of different types of fastenings and their suitable opening.

In item (vi), the students were required to name the gap that is left on the garment for easy putting on and off. The correct response was B - *opening*. The students who selected the correct response had adequate knowledge of making a garment since they identified the part that allows easy access in and out of the garment. In contrast, the students who chose A - *fastening* confused the two terms: openings and fastenings. They failed to understand that fastenings are used for closing up openings. Those who chose C - *gathering* failed to understand that gathering is a method of controlling fullness. Those who selected D - *scalloping* had inadequate knowledge about opening, and they failed to understand that scalloping is one of the methods of finishing edges on garments or household articles.

In item (vii), the students were required to deduce what the diagram represents. The correct response was A - *The procedure for working over sewing stitches*. The students who chose the correct response realized that the stitches were made by joining two folded edges or selvages together. This

indicates that the students had an adequate knowledge about the uses and the procedure for working different types of stitches. The students who chose B - *The procedure for working overcasting stitches* failed to realize that overcasting stitches are worked on a single layer of material and from left to right. The students who selected C - *The procedure for working loop stitches*, failed to understand that loop stitches are worked over raw edges from left to right, with the edge held towards the worker. Furthermore, the students who chose D – *The procedure for working hemming stitches*, failed to understand that hemming stitches are used for securing hems, and they are not worked over folded edges.

Item (viii) required the students to identify the type of needle which is used for threading elastic through casing. The correct response was C - *Bodkin*. The students who chose the correct response were knowledgeable about sewing equipment, especially the types of needles and their uses. They were aware that bodkin has a blunt end, which enables it to go smoothly through a casing. The students who selected the wrong responses failed to understand that A - *Between*, B - *Sharps* and D - *Crewels* have sharp ends which could interfere with the process of threading elastic while picking threads along the casing.

In item (ix), the students were required to identify the use of running stitches when sewing. The correct response was A - *Making strong beginning and endings*. The students who chose the correct response had adequate knowledge about the different types of stitch and their uses. Those who chose B – *Neatening raw edges of seams* failed to understand that raw edges can be neatened by overcasting stitch, loop stitch, hemming stitch, and other neatening stitches. Those who chose C – *Joining two folded edge together* were not aware that folded edges can be joined by oversewing stitches. Furthermore, the students who selected D – *Holding two pieces of fabric together* failed to understand that diagonal tacking is used to hold two or more layers of fabrics together and not the running stitches. These students had inadequate knowledge about the uses of stitches.

Item (x), required the students to identify the type of collar which stands up from the neck edge and then falls down to the shoulders. The correct response was B - *rolled collar*. The students who chose the correct response understood that collars are generally classified into three major groups. In contrast, the students who selected A - *flat collar* failed to understand that this collar lies

flat against the garment when it is attached. A good example is the Peter Pan collar. The students who chose D - *shirt collar* failed to understand that this is an example of a standing collar. Furthermore, those who selected C - *straight collar* failed to realize that the straight collar is one of the styles of the *standing collars*, which extend above the neck seamline, for example the shirt collar. The analysis indicates that these students had inadequate knowledge about the groups of collars and the type of collars which falls under each group.

2.1.2 Question 2: True and False Items

This question consisted of seven items. The items were constructed from the topics/sub topics of *Dressmaking processes (Sleeves and seams)*, *The Sewing Room (Sewing equipment)*, *Embroidery*, *Fabrics*, *Garment Constructions* and *Mending*. The students were required to write True if the statement was correct and False if the statement was not correct.

The question was attempted by all 586 (100%) students, who sat for the assessment. The data analysis indicates that 519 (88.6%) scored from 5 to 7 marks; 62 (10.5%) scored from 3 to 4 marks; and 5 (0.9%) scored from 1 to 2 marks. None of the students scored zero (0). Figure 2 illustrates the performance in this question.

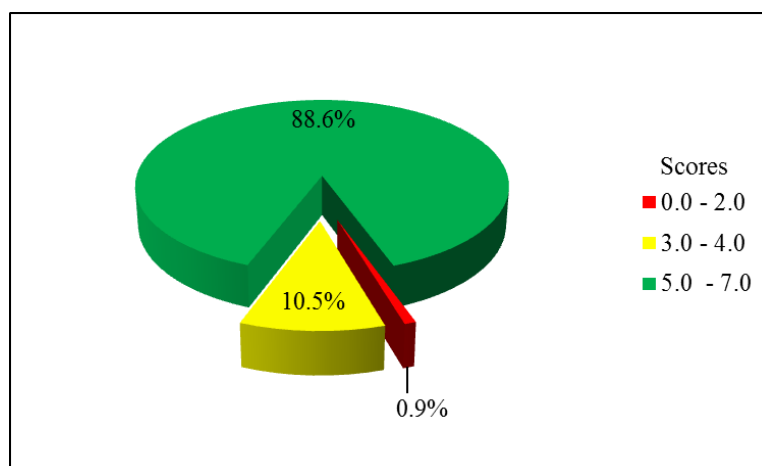


Figure 2: The percentage of students' scores on Question 2

Figure 2 reveals that the general performance on this question was good since 581 (99.1%) students scored above average, indicating that they had sufficient knowledge of different concepts in the subject.

The analysis of students' responses to each item on this question indicates the following:

Item (i) required the students to write True or False in the statement which stated that, "Length and shape of sleeve depends on the style of the garment". The correct response was *True*. The students who provided the correct response were aware of the points to consider when choosing sleeves. The students who wrote *False* failed to understand that the style of the garment can affect the choice of sleeve. For example, a puff sleeve is not suitable for a shirt but it is suitable for children's garments.

Item (ii) stated, "A full length mirror is not an essential tool in a sewing room"; the correct response was *False*. Students who provided the correct answer were aware that the full length mirror is one of the essential tools in the sewing room and a satisfactory fitting cannot be well achieved unless the wearer is able to see where alterations are necessary. The students who wrote *True* had inadequate knowledge about sewing equipment and their use; hence, they failed to realize the importance of a mirror in the sewing room.

Item (iii) stated, "Table cloth can be embroidered to make it attractive". The correct answer was *True*. The students who chose True had adequate knowledge about embroidery, which enabled them to recognize that embroidery designs are used to enhance the appearance of garments and household articles such as table cloths. Those who wrote *False* lacked adequate knowledge about embroidery and its uses on different articles. They thus failed to understand that a table cloth could be decorated by embroidery.

Item (iv) stated, "Man-made fibers include regenerated and vegetable fibres". The correct response was *False*. The students who provided the correct answer were aware of the classification of textile fibres. They understood that vegetable fibres are natural fibres, and they do not belong to the group of man-made fibres. The students who wrote *True* did not understand that man - made fibres are made from pure chemicals or a mixture of chemicals and natural fibres to obtain synthetic and regenerated respectively.

Item (v) stated, "Short sleeves are measured from armhole to wrist". The correct answer was *False*. The students who wrote False had adequate knowledge about taking body measurements. They understood that short sleeves are measured from the armpit to the required length down the inside of

the arm, with arm raised. Those who wrote *True* failed to understand that the measurement taken from the point of shoulder to the wrist is for long sleeves. This shows that these students had inadequate knowledge of how to take measurements of different parts of the body.

Item (vi) stated, “Wide seams are suitable for non-fraying materials”. The correct response was *False*. The students who wrote *False* were aware that materials which fray badly must have wide seams when finished to adequately protect the edges. The students who wrote *True* had inadequate knowledge about the choice of seams according to type of materials, or they misunderstood the demand of the question since they failed to understand that, if the material frays badly, it will need a wide seam.

Item (vii) stated, “A patch used on heavy fabrics is called blanket patch.” The correct answer was *True*. The students who wrote *True* had adequate knowledge about the types of patches and their uses. They were aware that the blanket patch does not involve turnings so it is sufficient for heavy fabrics. The students who wrote *False* failed to identify the uses of the different types of patches. Probably they thought that the blanket patch was special for blankets only and it could not be used on other articles.

2.1.3 Question 3: Matching Items

This question consisted of seven items from the topic of *Methods of Controlling Fullness*. The students were required to match the methods of controlling fullness in **List A** with their respective correct names in **List B**.

The question was attempted by all 586 (100%) students who sat for the assessment. The data analysis shows that 121 (20.6%) scored from 5 to 7 marks; 205 (35.0%) scored from 3 to 4 marks; and 260 (44.4%) scored from 0 to 2 marks. Figure 3 is illustrative.

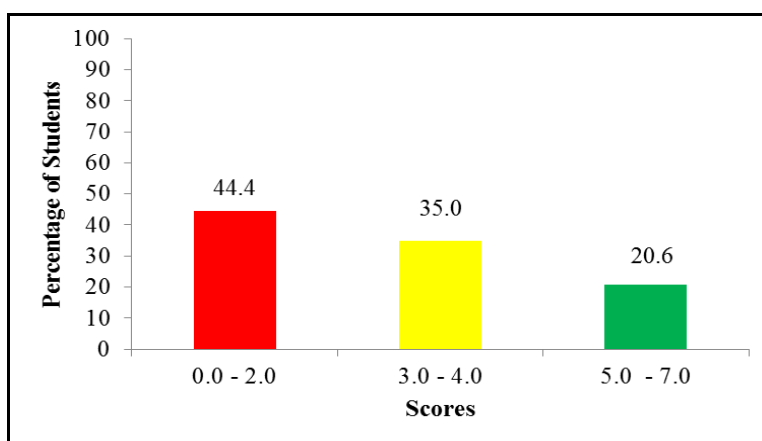


Figure 3: *The percentage of students' scores on Question 3*

The general performance on this question was average since 326 (55.6%) scored from average and above. This performance indicates that, the students were aware of the different methods of controlling fullness.

In item (i), the students were required to match the statement that stated, ‘A method of controlling fullness made by folding the fabric and stitched along whole length parallel to its fold’, with one of the alternatives given. The correct response was B - *Tucks*. These students had adequate knowledge about tucks as they were aware that a tuck is made by folding material and stitching an even distance from the fold. However, the students who wrongly chose F - *Dart* failed to understand that a dart is also a stitched fold, but it is usually constructed on the wrong side of the garment. The students thus lacked enough knowledge about the methods of controlling fullness, especially tucks.

In item (ii), they were required to match the statement: ‘A method of controlling fullness that gives a smooth, molded line to garment’. The correct answer was F - *Dart*. The students who matched correctly understood that, when worked correctly, darts give a smooth molded line to the garment. Besides, darts can be used for shaping bustline, waistlines shoulder and hiplines. The students who chose incorrect answers lacked sufficient knowledge on methods of controlling fullness; hence, they failed to understand the uses of darts as well as the qualities of well-made darts.

Item (iii) required the students to match ‘A type of disposing fullness whereby two knife pleats are folded to meet each other’. The correct answer was H – *Inverted pleats*. The students who matched correctly had enough knowledge

about the different types of pleats and the methods of working them. Most of the students who matched incorrectly chose G - *Box pleats* because they confused the procedure for making box pleats with that for making inverted pleats; hence, they failed to differentiate between the two.

Item (iv) required the students to match the statement which stated, 'A type of disposing fullness whereby two knife pleats are folded away from each other', the correct answer was G - *Box pleats*. The students who matched correct response had sufficient knowledge about the methods of controlling fullness which enabled them to differentiate the procedures for making different types of pleat. The majority of the students wrongly chose H - *Inverted pleats*, because the procedures for making box pleats and inverted pleats are similar but they failed to realize that, when making inverted pleats, two knife pleats are turned towards each other.

In item (v), the students were required to match the statement, which stated, 'A method of pulling together three or more rows of machine stitching to produce a decorative effect'. The correct answer was C - *Shirring*. The students who correctly matched had adequate knowledge of decorative methods of controlling fullness. However, those who chose the wrong responses, A - *Gathering* and I - *Smocking* failed to realize that smocking, shirring and gathering methods involve working rows of stitches, which are then pulled to obtain the desired effect. They failed to understand that smocking is a form of gathering in which several rows are worked and embroidered, and gathering is a method of reducing fullness whereby two rows of gathering are worked, one just outside the stitching line and one 6mm further away.

Item (vi) required the students to match the statement which stated, 'A method of pulling together two rows of machine stitching aiming to reduce fullness'. The correct response was A - *Gathering*. The students who correctly matched had adequate knowledge about the methods of controlling fullness. The students who matched the statement with incorrect responses C - *Shirring* and I - *Smocking* confused the three methods namely, gathering, shirring and smocking, because all are working by pulling threads. Moreover, they were aware that shirring and smocking involve more than two rows of stitching, which are pulled together and that, in smocking, the rows of stitches are embroidered after being pulled. The students who chose the wrong response

lacked knowledge about the methods of controlling fullness; hence, they failed to choose the correct response.

In item (vii), the students were required to match the statement which stated, 'Method of manipulating curved seams and fullness in sleeve head'. The correct answer was D - *Easing*. The students who chose the correct response were aware that in easing a slight amount of fullness is arranged so that no gathers or pleats are seen where fullness is set in. Hence, it is the best way of arranging fullness in sleeve heads. Those who chose wrong response failed to identify the difference between easing and other methods of controlling fullness. They lacked knowledge about these methods.

2.2 Section B: Short Answer Questions

This section was comprised of seven compulsory short answer questions from the topics/subtopics of *Undergarments*, *The Sewing Machine*, *Methods of Controlling Fullness (Pleats and Tucks)*, *Fabrics*, *Seams* and *Mending*.

2.2.1 Question 4: Undergarments

The students were required to outline three reasons for wearing undergarments in part (a). Part (b) required the students to identify six decorative methods commonly used on undergarments. Moreover, part (c) required them to briefly explain four points to remember when selecting styles for undergarments.

The question was attempted by 585 (99.8%) students who sat for this assessment, while 1 (0.2%) did not attempt the question. The analysis of the students' performance indicates that 448 (76.6%) students scored from 0 to 2.5 marks; 135 (23.1%) scored from 3 to 6 marks; and 2 (0.3%) scored 6.5 marks out of 10 allotted marks. Figure 4 summarises the data.

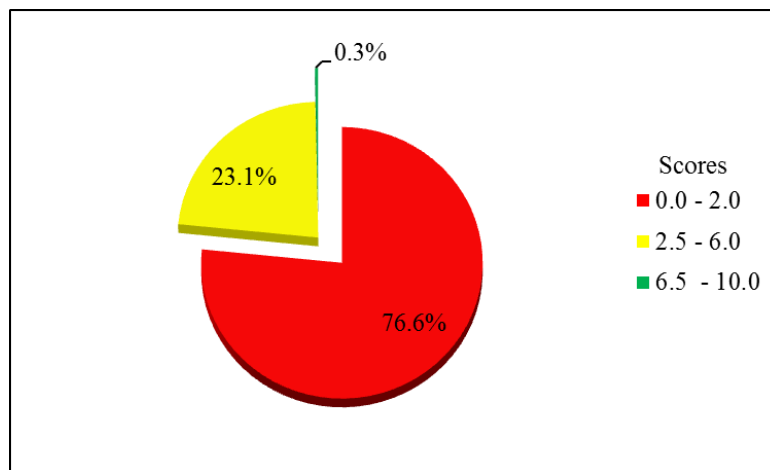


Figure 4: The percentage of students' scores on Question 4

The general performance of the students on this question was poor since 137 (26.1%) scored below average. This performance indicates that they had inadequate knowledge about undergarments.

The analysis of the 448 (76.6%) students who scored from 0 to 2.5 marks shows that some of them misunderstood what the question demanded while others lacked knowledge of undergarments. For example, in part (a), some of them provided the quality of undergarment instead of the reasons for wearing undergarments. Their responses were such as *should show dirty*, *must be white in colour*, and *easy to launder*. Other students copied the text from Question One in Section A. For example, one of the students provided answers such as, *washing and mending*, *darning and mending*, *tension control* while other students skipped this part.

Moreover, in part (b), most of the students failed to understand the demand of the question. Hence, they provided different types of undergarments instead of the decorative methods used on undergarment. Some of the responses were such as, *knickers*, *bressier*, *skin tights*, *bikinis*, *underskirt*, *boxer*, *vest*, *lingerie*, *singlet* and *underwear*. Other students gave different types of seams and stitches as well as different methods of controlling fullness instead of the decorative methods used on undergarment. Some of their responses included *French seam*, *plain seam*, *overlocking stitch*, *hemming stitch*, *overcasting stitch*, *oversewing*, *darts*, *tacks*, *pleats*, and *hems*. Moreover, others provided irrelevant responses, which were not related to the question's requirement, and others left some parts unanswered.

In part (c) Some of the students misunderstood the question as they provided the points to consider when choosing the material for underwear instead of the points to remember when choosing the style for an undergarment. Some of their responses were such as, *choose an absorbent material, choose the material which is non-clinging, choose the material which is non bulky choose the material which is easier to launder*. Others provided the points to consider when choosing underwear. For example, one student wrote, *workmanship, durability and efficient body support*. Moreover, some students gave irrelevant responses such as, *it should have three holes, it should be stitched under edges, it should have seam allowance, it should be suitable for material*. These points did not relate to the question asked. A sample of the incorrect responses presented in Extract 4.1.

4. (a) Outline three reasons for wearing undergarment.

(i) To protect our body from harmful vector.

(ii) To avoid ourselves from cold due to weather condition.

(iii) To cover our body

(b) Identify six decorative methods commonly used on undergarments.

(i) Colour

(ii) Style

(iii) Shape

(iv) Fabric

(v) Seams

(vi) Size

(c) Briefly explain four points to remember when selecting styles for undergarments.

(i) Size of the wearer → The undergarment being chosen should fitting the wearer by size.

(ii) The fabric → The style of the undergarment must be chosen from suitable fabric to use.

(iii) Garment and position → The style of undergarment should be for suitable position and garment.

(iv) Colour → The undergarment must have attractive colour to the wearer.

Extract 4.1: A sample of students' poor responses to Question 4.

In Extract 4.1, the student provided reasons for wearing clothes instead of reasons for wearing undergarment in part (a). In part (b), the student provided irrelevant answers, and in part (c), he/she provided factors to be considered when choosing underwear. This indicates that this student had inadequate knowledge about undergarment.

In contrast, the 135 (23.4%) students who scored above average gave correct answers to some parts of the question. This indicates that they had sufficient knowledge of undergarment. Some of them correctly outlined at least two reasons for wearing underwear in part (a). Others mixed correct with incorrect responses. Furthermore, some of the students in this category correctly identified the decorative methods commonly used on undergarments in part

(b). However, in part (c), most of the student provided only two or three correct points instead of the four points required by the question. Other students provided the points to consider when purchasing underwear. For example, one student wrote, *the style should be attractive, style should be durable, elasticity and comfort and workmanship* instead of ‘the style should fit well beneath the outer garment, should correspond to that of the outer garment worn over it, should make the wearer comfortable by not be too tight or too loose and should allow the outer garment to hang and fit well’. Extract 4.2 is a sample answer from the script of a student with high marks.

4. (a) Outline three reasons for wearing undergarment.

(i) *To absorb moisture from the body and hence keep the body dry.*

(ii) *for shaping the body example tights.*

(iii) *To make the outer clothes fit the wearer well / properly.*

(b) Identify six decorative methods commonly used on undergarments.

(i) *Lace.*

(ii) *shell edging.*

(iii) *Scallops.*

(iv) *Fringe.*

(v) *Ribbons.*

(vi) *Piping.*

(c) Briefly explain four points to remember when selecting styles for undergarments.

(i) *The style of the undergarment should enable the outer garments to fit properly.*

(ii) *The style should be similar to that worn outside.*

(iii) *durability and care of the chosen style.*

(iv) *Workmanship.*

Extract 4.2: A sample of students' good responses to Question 4.

In Extract 4.2, the student correctly identified six decorative methods used on undergarments in part (b). He/she also appropriately answered some points in

part (a), although some of the explanations in part (c) were not satisfactory. Hence, the student scored average marks.

2.2.2 Question 5: The Sewing Machine

This question required the student to write three points to bear in mind when choosing sewing machine in part (a). In part (b), the students were required to outline the function of (i) Feed dog (ii) Needle clamp and screw and in part (c), they were required to briefly explain five steps in preparing the sewing machine before using it.

The question was attempted by 584 (99.7%) students who sat for the assessment. Among them 2 (0.3%) did not attempt the question. The data analysis shows that 21 (3.6%) students scored from 6.5 to 10 marks; 294 (50.3%) scored from 3 to 6 marks; and 269 (46.1%) scored from 0 to 2.5 marks. Figure 5 illustrates the percentage of the students' performance.

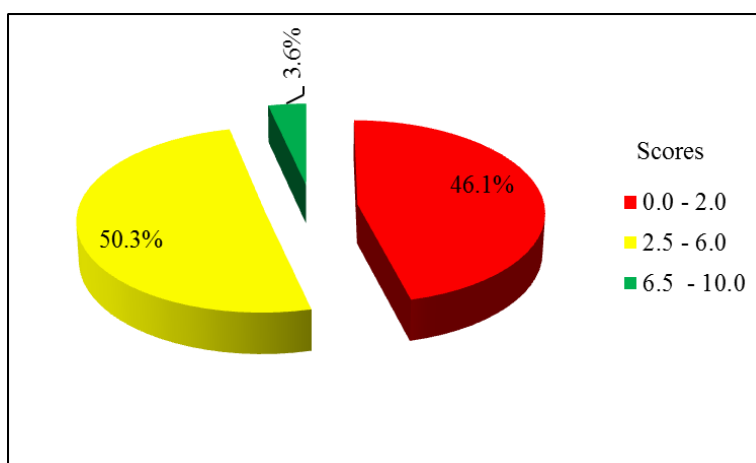


Figure 5: *The percentage of students' scores on Question 5*

Generally the performance on this question was average as 315 (53.9%) students scored above average, indicating that they had average knowledge of the sewing machine.

The analysis indicates that 21 (3.6%) students scored from 6.5 to 10 marks. These had sufficient knowledge about the sewing machine and its operations. Therefore they provided the correct responses. In part (a), they wrote three points to bear in mind when choosing a sewing machine and in part (b), they correctly outlined the functions of a feed dog as well as the needle clamp and screw. Moreover, in part (c), some of the students provided steps in preparing

a sewing machine before using it. For example, one student wrote, *the bobbin should be filled and well attached in the shuttle case, thread the machine correctly, make sure that the bobbin is filled with the same thread, the tension should be adjusted*. Other students mixed the steps with incorrect points. For example, one student wrote, *thread the machine correctly, adjust the stiches, place the bobbin in the correct place, oil the machine, cover the machine*. Others provided irrelevant responses to this part. Extract 5.1 is a sample from the script of a student who performed well.

5. (a) Write three points to bear in mind when choosing sewing machine.
- (i) The availability of a manual book. The sewing machine should have the user book.
 - (ii) The availability of spare parts. The sewing machine should have easily available spare parts. This is why it is advised to buy a popular brand.
 - (iii) There should be a warranty. The sewing machine should have a warranty. This is why it is advised to buy from a known dealer.
- (b) Outline the function of the following parts of the sewing machine.
- (i) Feed dog: The feed dog holds the garment in place using the teeth during stitching.
 - (ii) Needle clamp and screw: Needle clamp and screw are used to hold the needle in place during machine sewing.
- (c) Briefly explain five steps for preparing sewing machine before using it.
- (i) Thread is supposed to be the same in the bobbin and in the machine.
 - (ii) Insert bobbin into the bobbin case. The bobbin is supposed to be kept in its bobbin case after winding.
 - (iii) Thread the machine. Put the thread on the spool pin and move it through the thread guides to the needle.
 - (iv) Upper and lower thread the machine. This is done so as the threads interlock during stitching.
 - (v) Oil and greasing the machine. To prevent friction during stitching.

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

In Extract 5.1, the student correctly provided the point to bear in mind when choosing a sewing machine and outlined the functions of the given tools. Moreover, he/she briefly explained the steps in preparing the sewing machine, although some of the points given were unsatisfactory.

In contrast, 269 (46.1%) students scored poorly. Such students lacked knowledge about the topic of sewing machine. Hence, they failed to understand the requirement of the question. For example, in part (a), some of them provided points to bear in mind when choosing undergarments instead of a sewing machine. Some of their responses were, *it should be easily laundered, it should be bulk, should have good decoration, the undergarment should be attractive and the undergarment should be absorbent*. Furthermore, other students misinterpreted the question. Hence, they wrote irrelevant responses. For example, one student wrote, *it must be strong enough and large space, it should have correct type of thread and correct size of needle and it should be stitching double stitch at once*.

Moreover, in part (b), the students provided the functions of small equipment instead of the functions of machine parts. For example one student wrote, *needles are used for sewing by hand, it holds the pins in place, used for keeping needles*. Furthermore, in part (c), most of the students misunderstood the question. Some of them provided the general care of the sewing machine instead of the steps for preparing the sewing machine before using it. For instance one student wrote, *never use the sewing machine when it is loose other parts of it, never work to the machine unless the presser foot is lowered, you should check all sewing machine and other parts of sewing machine, you should oiling the sewing machine according to the manufacturer instruction or information and before using it you should be put out cover which covering the machine*.

Another student gave the procedure for winding the bobbin by providing responses such as, *place the bobbin on the bobbin winder, place the thread on spool pin, loose the screw of wheel, fill the bobbin*. Others provided irrelevant responses or left this part unanswered. This shows that the students had inadequate knowledge as they failed to explain five steps in preparing a sewing machine and the points to consider when preparing the sewing machine before use. Extract 5.2 is a sample of poor responses.

5. (a) Write three points to bear in mind when choosing sewing machine.

(i) Make sure the Machine that you buy is suitable for your use.

(ii) Make sure is attractive

(iii) Should be non-chiseled.

(b) Outline the function of the following parts of the sewing machine.

(i) Feed dog:

1. It is Used For holding Machine.
2. Is Used for contro the Machine.

(ii) Needle clamp and screw:

1. Used for Make holding cloth.
2. Use for Make the seam.

(c) Briefly explain five steps for preparing sewing machine before using it.

(i) Should be clean.

(ii) Make sure is attractive

(iii) Make sure is not used

(iv) Make sure all thing you used in machine is they in a Machine.

(v) Make sure all thread and one is they.

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

In Extract 5.2, the student provided irrelevant responses to all parts of the question. This indicates that he/she lacked sufficient knowledge of the sewing machine, particularly of its choice and functions of its various parts.

2.2.3 Question 6: Methods of Controlling Fullness

This question consisted of three parts. In part (a), the students were required to differentiate tucks from pleats. Part (b) required the student to outline three functions of tucks and in parts (c), they were required to explain briefly five steps of working on tucks.

This question was attempted by 571 (97.4%) students, whereas 15 (2.6%) did not attempt the question. The analysis indicates that 41 (7.2%) of the students scored from 6.5 to 10 marks; 253 (44.3%) scored from 3 to 6 marks; and 277 (48.5%) scored from 0 to 2.5 marks. Figure 6 show the percentage of performance by each group.

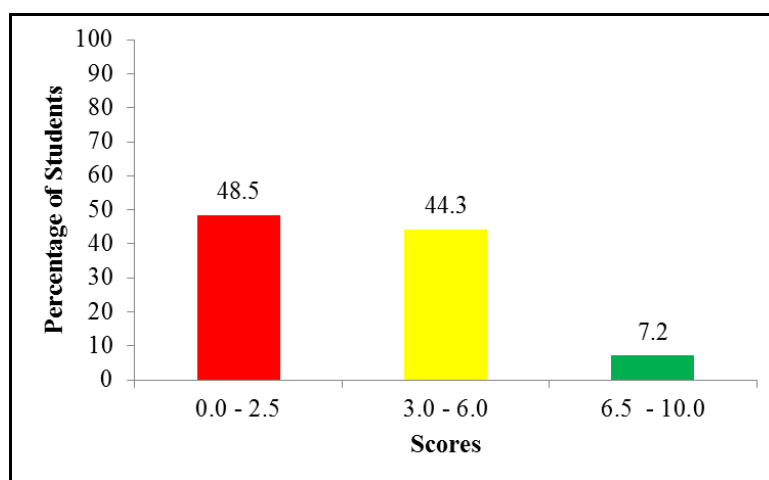


Figure 6: *The percentage of students' scores on Question 6*

The general performance on this question was average since 294 (51.5%) students scored above average. This indicates that they had adequate knowledge of the methods of controlling fullness.

Their performance on this question shows that those whose scores ranged from 6.5 to 10 marks were knowledgeable about the methods of controlling fullness. In part (a), they correctly differentiated tucks from pleats by providing the responses such as, *Tucks are small folds worked on the right or wrong side of the garment that vary slightly in width while pleats are methods of controlling fullness where fabric is folded to form three layers of fabric.* Moreover, in part (b), they correctly outlined the functions of tucks and briefly explained the steps for working tucks. However, some of the students gave two or three steps which led them to score low marks in part (c). Extract 6.1 is a sample of responses from the script of a student who addressed the question well.

(b) Outline three functions of tucks.

- (i) Tucks can be used for decoration
- (ii) Tucks can sometimes be used for disposing fullness
- (iii) In case your garment tightens, you tucks are un-neated to make space

(c) Briefly explain five steps of working on tucks.

- (i) Fold your fabric into folds which can be either big, medium or small sized.
- (ii) Hold the folds by using a pin or a temporary stitch.
- (iii) stitch the folds throughout from the top till the bottom.
- (iv) Then you remove the pins or temporary stitches that you used to hold the folds.
- (v) Press the tucks so as they can lie flat on your garment.

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

In Extract 6.1, the student correctly differentiated between tuck and pleats in part (a) and gave the functions of tucks in part (b). She/he also gave the steps of working tucks, although some of the explanations given were unsatisfactory.

Furthermore, the analysis shows that 277 (48.5%) students performed poorly. These lacked knowledge of methods of controlling fullness. Thus, they

misinterpreted the requirements of the question. For example, in part (a) of this question, they provided incorrect responses. One student gave the differences between box pleats and inverted pleats as *pleats are folds made on fabric by either putting the folds to meet each other or folding them away from each other*. Another student wrote, *Tuck is the piece of fabric used to finish raw edges of sleeve while pleat is the piece of fabric used to dispose fullness of clothes*. However, these students failed to realize that tuck and pleats are methods of controlling fullness.

In part (b), the majority of the students misinterpreted the question. For example, one student provided the methods of neatening raw edges instead of the functions of tucks. Some of their responses were *Tucks it is used for piping a raw edge*, *Tucks it is used for facing raw edge of the material*, *Tucks it is used for bound buttonholes*, *to neaten the garment*, *to prevent the raw edges of the garment*, and *they are applied on finishing edges of the material*. Another student gave the types of tucks as he/she wrote, *pin tucks*, *spaced tacks*, *unspaced tacks*. Other students provided the functions of darts instead of functions of tucks. This shows that the students had inadequate knowledge to differentiate between the finishing of edges and the methods of controlling fullness.

Moreover, in part (c), most students failed to explain five correct steps of working on tucks. For example, some of the students provided the rules for working stitches instead of the functions of tucks. Their responses were such as, *fasten on and off securely*, *work one stitch at a time*, *wear thimble on the middle of the finger to prevent from damage*, *never use knots during fastening or sewing tucks* and *use the correct size of the needle and thread due to the fabric*. Other students misunderstood the requirements of the question as they provided the functions of tucks instead of the steps. For example, one student wrote, *tuck are used to dispose fullness of a garment*, *tucks are used to shape the garment*, *they are washable*, *to give the garment its shape*. Moreover, other students wrote about the suitability of the thread, material and position while others skipped this part. This is evidence that the students had insufficient knowledge about the methods of controlling fullness, particularly tucks. Extract 6.2 is a sample of incorrect responses to this question.

6. (a) Differentiate tucks from pleats.

Tuck → Is the term which is used for the decorative and attractive for fraying clothes while pleats is to let out the fabric and to make to decorate the fabric.

- (b) Outline three functions of tucks.

(i) Tucks it is used for piping a raw edges.

(ii) Tucks it is used for facing raw edge of the material.

(iii) Tucks it is used for bound buttonholes.

- (c) Briefly explain five steps of working on tucks.

(i) The thread used it should be suitable for the fabric of the material.

(ii) Tucks it should work with two double stitches on the fabric.

(iii) Tucks it should be have the garment. This it means that tucks it should use the garments of the wearer when stitching.

(iv) The fabric of the material; This it means that the tucks it should use the fabric of the material.

(v) Position of the ~~wear~~ tucks; This it means that the tuck it should show the position of the tucks when stitching.

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

In Extract 6.2, the student provided irrelevant responses to all parts of the question; hence, he/she scored low marks.

2.2.4 Question 7: Fabrics

The question had three parts. Part (a) (i) required the students to differentiate synthetic fibres from regenerated fibres whereas part (ii) required the students to identify two examples of synthetic fibres and regenerated fibres. Part (b), asked the students to outline the advantages of rayon fibres and in part (c) required them to draw a microscopic diagram of rayon fibres showing their characteristics.

The question was attempted by 579 (98.8%) of all the students who sat for this assessment, but 7 (1.2%) did not attempt the question. The analysis shows that 19 (3.3%) students scored from 6.5 to 8 marks out of 10 allotted marks; 205 (35.4%) scored from 3 to 6 marks; and 355 (61.3%) students scored from 0 to 2.5 marks. Figure 7 illustrates this performance.

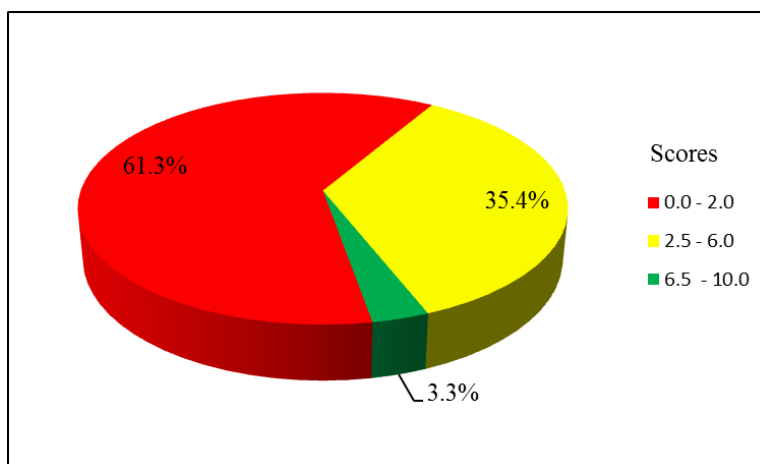


Figure 7: The percentage of students' scores on Question 7

The general performance on this question was average since 224 (38.7%) students scored above average. This performance shows that the students had sufficient knowledge about fabrics.

The analysis of the students' responses indicates that those who scored from 6.5 to 8 marks had sufficient knowledge about fabrics. In part (a) (i), some of the students correctly differentiated synthetic fibres from regenerated fibres by providing correct responses such as, *synthetic fibres are fibres made by mixing chemicals while regenerated fibres are fibres made by mixing natural fibres and chemicals*. Moreover, in (ii), the students correctly identified and gave examples of synthetic and regenerated fibres. Some of their responses were,

Synthetic fibres are Acrylic and Nylon or Polyester while Regenerated fibres are Acetate rayon and Viscose rayon or Triacetate.

A further analysis indicates that in part (b), they correctly provided four advantages of rayon. For example, one student wrote, *it drapes well; it is highly resistant to moths and mildew; rayon fibres are crease resistant and rayon fibres are good absorbent.* However, some of the students in this group failed to draw a microscopic diagram of rayon fibres in part (c). This indicates that they lacked enough practice in listing and identifying the characteristics of different fibres. Extract 7.1 is a sample answer from the script of a student who answered this question well.

7. (a) (i) Differentiate synthetic fibres from regenerated fibres.

synthetic fibres are man-made fibres made by chemicals while regenerated fibres are fibres made by mixing natural fibres and chemicals.

- (ii) Identify two examples for each of the synthetic fibres and regenerated fibres.

Synthetic fibres

- Nylon
- Polyester

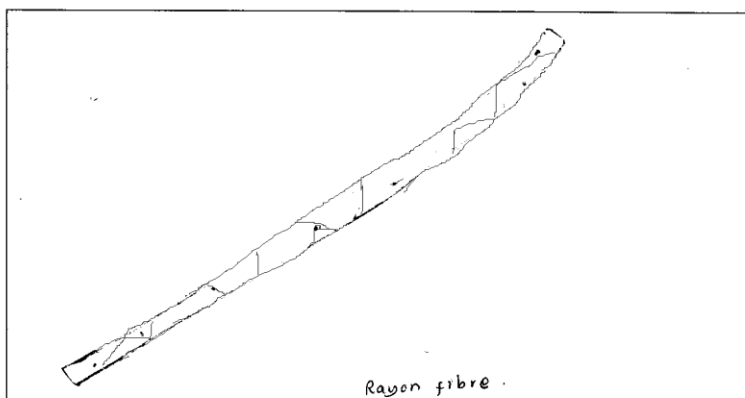
Regenerated fibres

- Triacetate
- Acetate rayon

- (b) Outline four advantages of rayon fibres.

- (i) It is not affected by moths.
- (ii) It is resistant to mildew.
- (iii) Rayon fibres are crease resistant.
- (iv) It drapes well.

- (c) Draw a microscopic diagram of rayon fibre showing its characteristics.



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

In Extract 7.1, the student managed to provide the correct responses in part (a) and (b). However, he/she provided an incorrect microscopic diagram of rayon fibres in part (c). Hence, the student failed to score full marks.

On the other hand, the analysis shows that the students whose scores ranged from 0 to 2.5 marks performed poorly. Most of them had inadequate knowledge about the topic of fabrics. In part (a) (i), most of the students misunderstood the requirement of the question. For example, one student wrote, *synthetic fibres are made from vegetable fats and animal oil while regenerated fibres are made from vegetable products*. Another student wrote, *synthetic fibres are fibres which are made from industries while regenerated are the fibres that are obtained from plant cellulose*. Other students exchanged the meaning of regenerated and synthetic fibres while others provided the responses based on natural fibres and man-made fibres. Similarly, in part (ii), they misinterpreted the question. For example, one student provided different types of garment instead of examples of fibres such as, *synthetic fibres - shirts, skirts. regenerated fibres - coats, trousers*. Others mixed such fibres; for example, one student provided the responses such as, *synthetic fibres - rayon, viscose. regenerated fibres - nylon, polyester* while others mixed regenerated fibres with natural fibres. For example, one student wrote, *synthetic fibres- viscose rayon, acetate rayon and regenerated fibres- cotton, wool*.

Nevertheless, in part (b) some of the students provided irrelevant responses. For example one student wrote, *Rayon fibres are used for decoration, rayon fibres are used for neatening, rayon fibres are used for making clothes and rayon fibres are used for joining*. Another student wrote, *They are naturally made; they are cheap; they make people to be comfortable and they prevent you from cold*. Others did not answer this part. Part (c) of this question was also poorly done since all the students who attempted this part scored zero (0). This was caused by their inadequate knowledge of the fabrics topic. They lacked enough practice and skills in classifying fibres. Hence, they drew unrelated diagram and failed to show the characteristic. Extract 7.2 is a sample answer from the script of a student who scored lower marks in this question.

7. (a) (i) Differentiate synthetic fibres from regenerated fibres.

synthetic are fabric that are made from animal while regenerated fibres are fabric that are from regenerated of chemical made.

- (ii) Identify two examples for each of the synthetic fibres and regenerated fibres.

Synthetic fibres

- yarn fibres
- woolen fibres

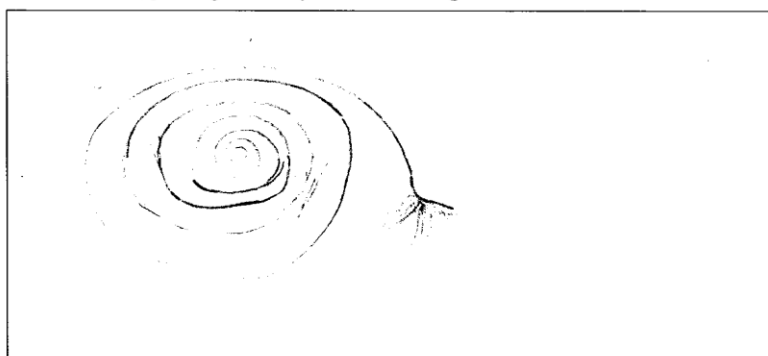
Regenerated fibres

- chemical fibres
- woolen fibres

- (b) Outline four advantages of rayon fibres.

- (i) it use for decorating the garment
- (ii) it use in through elastic
- (iii) it use to the lighter and uper less
- (iv) it is natural

- (c) Draw a microscopic diagram of rayon fibre showing its characteristics.



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

In Extract 7.2, the student failed to differentiate between synthetic and regenerated fibres in part (a) (i) and (ii). The examples identified were also incorrect. Moreover, he/she failed to give the advantages of rayon fibres in

part (b). This student also failed to draw a correct microscopic diagram of rayon fibres, hence scored low marks.

2.2.5 Question 8: Seams

The question required the students to (a) differentiate double stitched seam from run and fell seam using diagrams. In part (b) (i), the students were required to outline two faults that may occur when working double stitched seams and (b) (ii) explain briefly how to avoid the faults.

The question was attempted by 556 (94.9%) students who sat for the assessment but 30 (5.1%) did not attempt the question. The students' response analysis indicates that the general performance on this question was poor since 555 (99.8%) students scored from 0 to 2.5 marks and only 1 (0.2%) students, scored 3.5 marks out of the 10 allotted marks. Table 1 summarizes this data.

Table 1: *Students' Performance on Question 8*

Scores	No. of Students	Percentage (%)
0 - 2.5	555	99.8
3 - 6	1	0.2

N = 556

Table 1 show that the general performance on this question was poor since the majority (99.8%) of the students scored below average. This shows that the students had insufficient knowledge about seams.

The analysis of their responses indicates that 555 (99.8%) students scored from 0 to 2.5 marks. Most of them failed to understand the requirements of the question. In part (a), some of the students provided the uses of stitches instead of the differences between the two seams. For example, one student wrote, *double stitched seam they hold two garments together while run and fell seam they join garments together* while stitches are the ones used for holding or joining material. Another student wrote, *Double stitched seam is used in making children clothes like dresses and other children clothes while run and fell seam is used to make jacket in a place where there is cold.* None of the students could differentiate the two seams by diagrams. Moreover, one student

drew diagrams that showed the working of different types of stitches instead of diagrams of seams.

The analysis further shows that the students also misunderstood the demand of the question in part (b). Thus they provided incorrect responses. Some of the students provided the faults which occur when using the sewing machine, while others provided the faults which may occur when joining a crossway strip instead of the faults that may occur when working double stitched seams. Others skipped this part. Therefore, this indicates that, these students had insufficient knowledge about the topic of seams. Extract 8.0 is a sample of poor responses from the script of a student who incorrectly responded to this question.

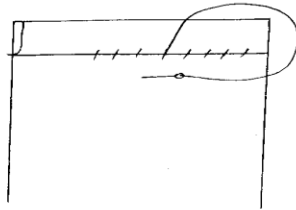
8. (a) With the aid of diagrams differentiate double stitched seam from run and fell seam.

Double stitched seam is the type of seam that joins two or more layers using double stitch.

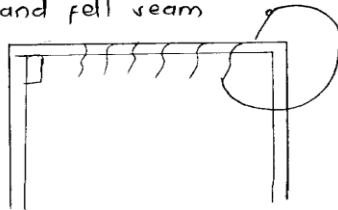
while

Run and fell seam is the type of seam that joins two or more layer using run and fell stitch.

Double stitched seam



Run and fell seam



- (b) (i) Outline two faults that may occur when working double stitched seam.
(ii) Briefly explain how to avoid them.

- Fault

Fraying of thread of the material.

How to avoid

By neatening the raw edges and seams of the material.

- Fault

The seams and turnings remove.

- How to avoid

Secure the hem and turnings by neatening.

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

In Extract 8.0, the student provided the diagrams of hemming and oversewing stitches, which were also incorrect, instead of double stitched as well as run and fell seams. Moreover, she/he failed to provide the faults which may occur when working double stitched seam, hence, he/she scored lower marks.

2.2.6 Question 9: Mending

The question required the students to differentiate blanket patch from motif patch in part (a), to state four rules of working a patch on a garment in part (b), and to explain four steps of working blanket patch in part (c).

The question was attempted by 563 (96.1%) students; but 23 (3.9%) did not attempt it. The analysis of students' responses shows that 521 (92.5%) students scored from 0 to 2.5 marks; 40 (7.1%) scored from 3 to 6 marks; and 2 (0.4%) students scored 7.5 marks out of the 10 allotted marks. The general performance on this question was poor since the majority of the students scored below average. Table 2 summarises the students' performance.

Table 2: *Students' Performance on Question 9*

Scores	No. of Students	Percentage (%)
0 - 2.5	521	92.5
3 - 6.0	40	7.1
6.5 - 10.0	2	0.4

N = 563

Table 2 shows that the general performance on this question was poor since the majority (92.5%) of the students scored below average. This indicates that the students lacked sufficient knowledge about mending.

The analysis reveals that most of the students 521 (92.5%) performed poorly on this question due to lack of knowledge about mending. Hence, they failed to provide the correct responses. In part (a), they provided irrelevant responses; for example, one student wrote, *Blanket patch is type of patch whereby a silky garment is stitched while motif patch is the type of patch where by heavy garment is stitched*. Other students confused the explanation of a blanket patch for that of a motif patch and vice versa. For example, one

student wrote, *blanket patch is the type of patch that is used for decoration where will appear on damaged place while motif patch is the type of patch that is used for heavy material.*

Moreover, in part (b), most of the students misinterpreted the question requirements by providing the rules of working stitches instead of rules of patching. Some of the responses were, *choose the suitable thread for the work to be carried out, fasten on and off securely, never use a knot, use the correct size of needle and work one stitch at a time.* Other students gave the rules of darning instead of patching. For example, one student wrote, *the thread used should be similar with fabric which is worn out, the needle used should be long and the work should be done on the wrong side.* In contrast, others gave the points to consider when making an opening.

Furthermore, in part (c), the majority of the students presented incorrect steps of working the blanket patch. For example, one student wrote, *place the material on a garment, choose the best needle, stitch the extra fabric on torn part using needle and thread, leave for sometime the garment to check on new appearance.* Extract 9.1 is a sample of such poor responses to Question 9.

9. (a) Differentiate blanket patch from motif patch.

blanket patch is the types of patch which use only thread to fill the gap and hole while motif patch is type of patch which use the piece of material to fill the gap which is occur on the clothes.

(b) State four rules for working a patch on a garment.

(i) The material for replacing should be suitable for the patch.

(ii) The thread and material should be the same to avoid knowing if there is the patch.

(iii) Treat well you clothes by putting only the patch and continues to wear.

(iv) Wash the garment after being repair and look the appearance of the garment.

(c) Briefly explain four steps of working blanket patch.

(i) Repair the material which are used to replace the hole of the planket patch to avoid problems.

(ii) Cutt the ~~makep~~ material which colour it is the same to the blanket patch which have a hole.

(iii) Tack the material on the place with hole and then start to sewing by using the machine.

(iv) Look the piece of material if it has fit well on the garment which you put darning.

Extract 9.1: A sample of students' poor responses to Question 9.

In Extract 9.1, the student provided the explanation of darning instead of the blanket patch in part (a). Moreover, she/he gave incorrect responses in part (b) and incorrect steps in part (c).

On the other hand, 40 (7.1%) students scored average on this question. They had relevant knowledge about mending, which enabled them to provide the correct responses to some parts of the question. In part (a), they correctly differentiated between a blanket patch and a motif patch. For example, one of the students wrote, *Blanket patch is used on heavy fabrics which do not fray easily while motif patch is used on the right side of the garment for decoration.* In part (b) (i), some of the students correctly stated two to three correct rules of working a patch on a garment. Moreover, they were able to explain briefly the four steps to work the blanket patch in (ii). However, some of the students mixed the correct and incorrect responses. Hence, they scored average marks. Extract 9.2 is a sample answer from the script of a student with average performance on this question.

9. (a) Differentiate blanket patch from motif patch.

Blanket patch is a form of patching which involves or is used on heavy fabrics while motif patch involves the use of same material or other material to cover/patch worn out area for decorative effect.

- (b) State four rules for working a patch on a garment.

- (i) The material for patching should be cut to a perfect square.
- (ii) The material used should match the material of the garment being repaired.
- (iii) The patching material should be large enough to cover the worn out part and surrounding area.
- (iv) The material used for patching should match in colour with the patching fabric or slightly in colour should be the same.

- (c) Briefly explain four steps of working blanket patch.

- (i) cut the material used for patching into a perfect square. it should be more than the worn out area.
- (ii) Pin the patching material on the worn out area at the right side. from behind the worn out garment cut the worn out areas to same shape as patching material that is square.
- (iii) After cutting to square shape tack with temporary stitches to hold the material in position. then work the permanent stitches.
- (iv) Remove the pins and tackings from the garment.

Extract 9.2: A sample of students' good responses to Question 9.

In Extract 9.2, the student gave the correct differences between the blanket patch and the motif patch in part (a); she/he also managed to provide rules in part (b). However, in part (c), some of the explanations were not satisfactory.

2.3 Section C: Essay Questions

This section consisted of two optional essay type questions from the topics of *Embroidery* and *Methods of Controlling Fullness*. The students were required to answer only one question from this section; each question carried 16 marks.

2.3.1 Question 10: Embroidery

The question required the students to elaborate the statement which stated that Embroidery stitches are useful for improving the appearance of garments and household articles by (a) giving the meaning of embroidery, (b) explaining seven basic rules for working embroidery and (c) drawing the diagrams of embroidery stitches showing the correct position of needle in (i) Blanket stitches, (ii) Feather stitches, (iii) Satin stitches and (iv) Chain stitches.

The question was attempted by 393 (67.1%) students who sat for the assessment; 193 (32.9%) did not attempt the question. The analysis of the students' performance indicates that 377 (95.9%) students scored from 0 to 5 marks, and 16 (4.1%) students scored from 5.5 to 8 marks. The general performance on this question was poor as 95.9% of the students scored below average. Table 3 is a summary of this data.

Table 3: *Students' Performance on Question 10*

Scores	No. of Students	Percentage (%)
0 - 5	377	95.9
5.5 - 8.0	16	4.1

N = 393

Table 3 shows that the general performance on this question was poor since 95.5 percent of the students scored below average. This performance indicates that the students had inadequate knowledge about embroidery.

The analysis of students' responses shows that 358 (95.9%) students who performed poorly on this question had inadequate knowledge about

embroidery, especially about decorative stitches. Some of them gave the meaning of joining stitches instead of embroidery. For example, one student wrote, *embroidery is the process of joining two pieces of material, embroidery is the process of joining two or more fabrics together*. Moreover, other students misinterpreted the requirement of the question. Hence, they provided the rules for working stitch instead of rules for working embroidery. For example, one student wrote, *work one stitch at a time, never use a knot when fastening on and off, wear a thimble at the middle finger, use the correct size of needle and thread for the work*. Other students gave the rules for working seams while others skipped some parts of this question.

The analysis further shows that part (c) of this question was poorly done by the majority of the students because they could not draw diagrams of stitches. Moreover, those who managed to draw the correct diagrams failed to show the position of the needle. Accordingly, they did not score full marks in this part of the question. These proved that the majority of the students lacked enough practice in working on different embroidery stitches. Hence, they failed to present the correct responses. Extract 10.1 is a sample answer from the script of a student who performed poorly.

10. a) Embroidery stitches: is the type of stitch which is permanent and sometimes may be used as starting in different garments.

b) The following are the basic rules for working embroidery stitches.

i) If material is made by double material pass the needle at the middle through them.

ii) When starting you should start with one or two back stitches

iii) Use the needle and thread needed in a cloth as to suit it

iv) If the thread will finish take a new thread with the same colour as the first

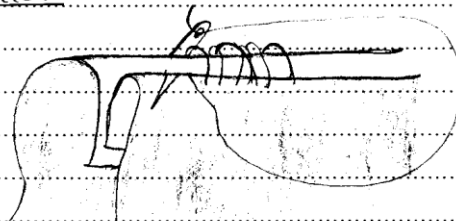
v) Do not interrupt the stitch

vi) Leave the thread hanging after starting and when you finish also

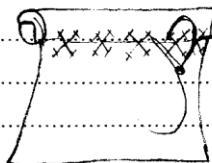
vii) Make two or one back stitch after finishing if you will finish the embroidery will be seen to your garment.

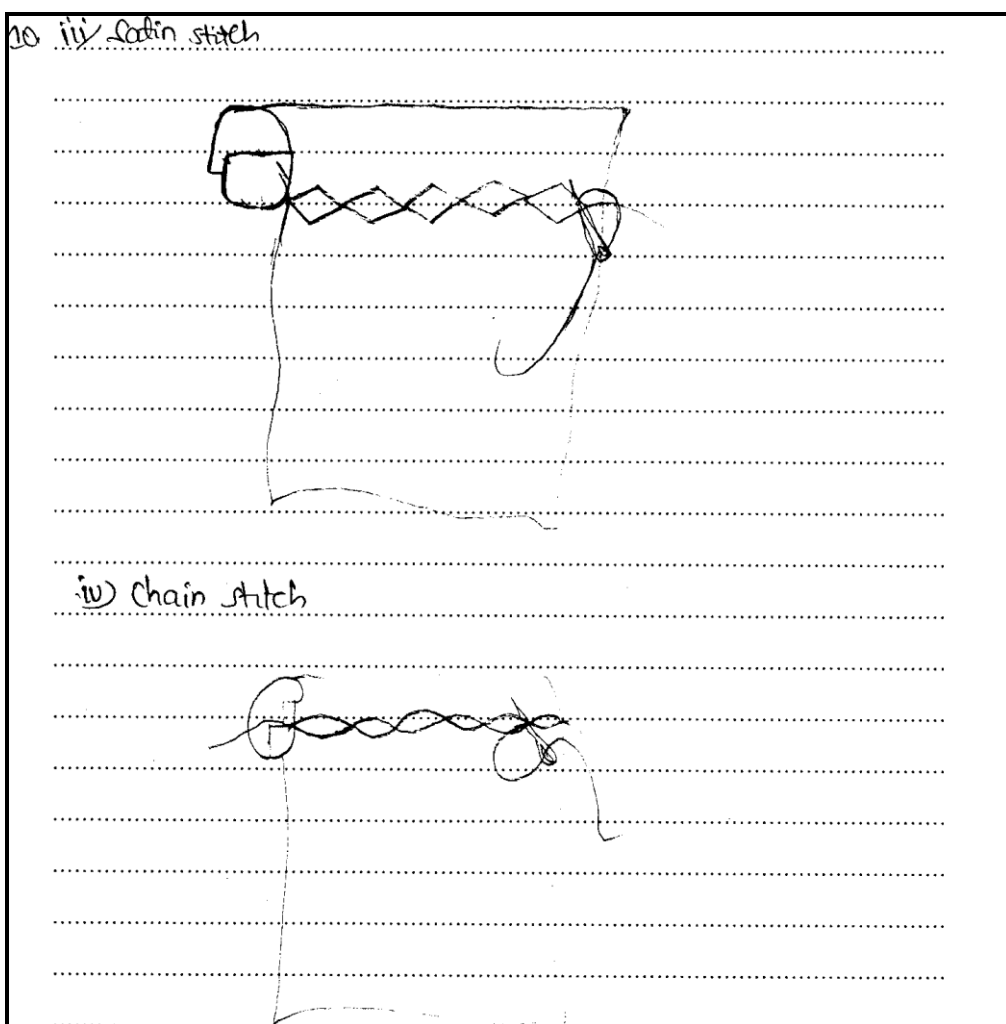
c) The following are diagrams of the embroidery stitch (some of them.)

i) Blanket stitch



ii) Feather stitches





Extract 10.1: A sample of students' poor responses to Question 10.

In Extract 10.1, the student provided incorrect responses to all parts of the question; besides, he/she drew the diagrams of different stitches apart from the one given in the question, thus, the student scored low marks.

In contrast, those who performed averagely gave the correct meaning of the term 'embroidery'; For example, one student wrote, *Embroidery is the art of decorating articles and garments by using stitches or transferring decorations on garments or household articles*. They also explained two to three basic rules for working embroidery. However, some of the students mixed the correct and incorrect rules of working embroidery. For example, one student gave rules such as, *The wrong side should be as neat as the right side of the garment, the decoration should be suitable for the garment, the colours should*

be as natural as possible, stitches must be suitable for the article and other points were incorrect. Furthermore, the analysis indicates that most of the students failed to draw the correct diagram of each stitch or to show the position of the needle. This proved that they lacked enough practice in working on different stitches. Extract 10.2 is a sample answer from the student who scored average marks.

10. Embroidery is the art of stitching decorations on fabrics and similar materials by using a needle and thread. Embroidery has rules, some include:-

It should be of the same weight as the fabric. Do not use heavy materials for decorations like beads for very light fabric as this will distort the shape on the fabric and sometimes causes them to fail to perform their function.

Embroidery should be neat on both sides. It should be worked cleanly and neatly secured. This helps the embroidery to last longer as loose threads can easily come out and causes work to be unattractive.

Use natural colours. This helps the embroidery to look real. For example orange colour for a carrot and green colour for leaves looks better and attractive and real than pink for ^{carrot} leaves.

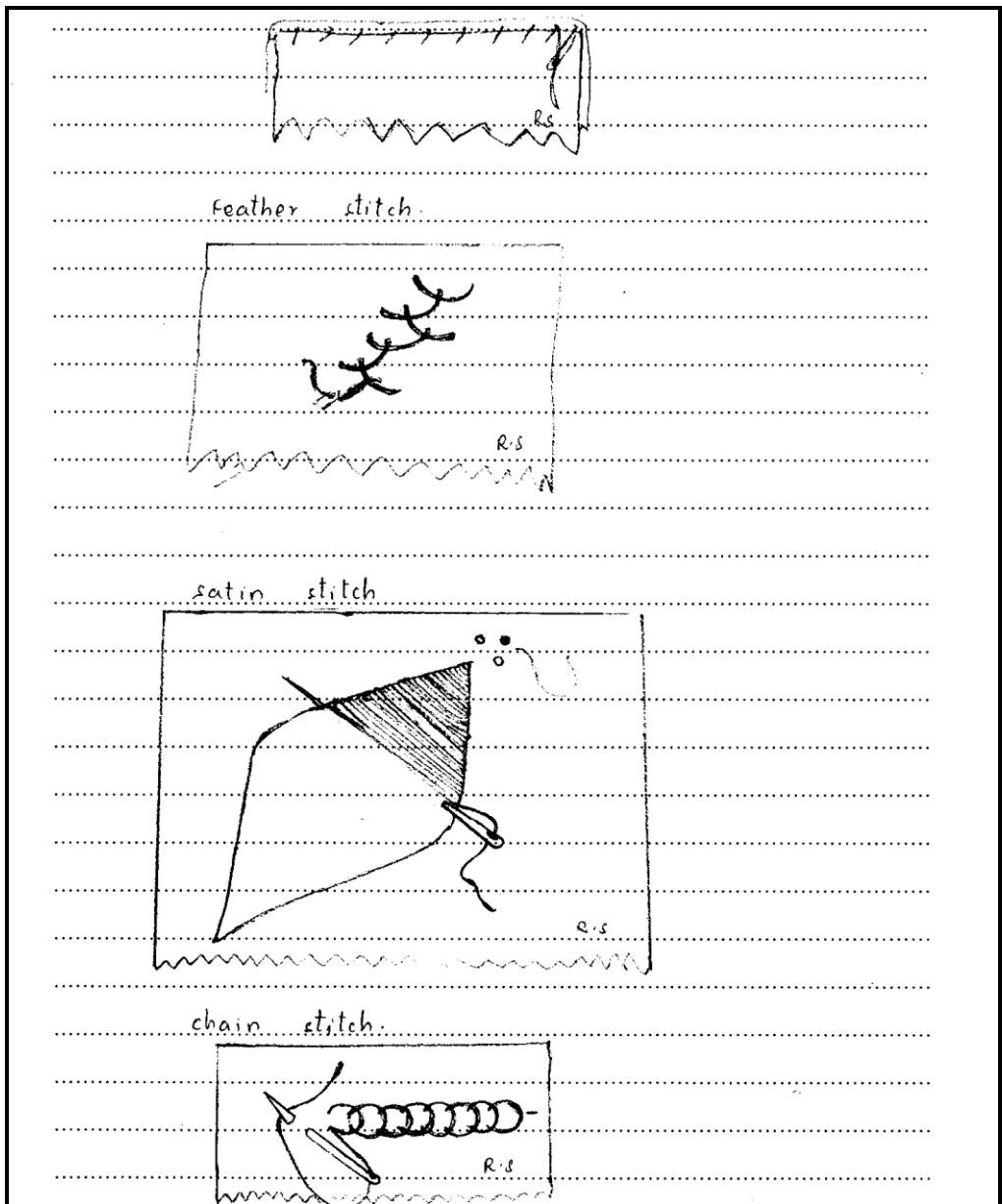
Do not use / elaborate embroidery on poor fabrics. As this will just weaken the fabric and may lead to tearing or other forms of damage to fabric.

It should not weaken the fabric by stretching. The embroidery should not pull the fabric instead it should be worked cleanly and neatly without causing harm to the fabric.

The embroidery should fit the purpose of the garment. A garment for soccer may be embroidered a football or a wall hanging for the dining can have a cup and fruits so as to suggest its purpose.

Embroidery worked on frequently washed materials should withstand frequent washing. Embroidery worked on clothes like underwears should be able to withstand frequent washing because undergarments are washed frequently. The following are examples of common embroidery stitches:-

Blanket stitch



Extract 10.2: A sample of students' good responses to Question 10.

In Extract 10.2, the student provided the meaning of embroidery, and some of the rules for working embroidery. However, some of the explanations given were not correct. Furthermore, he/she managed to draw the diagrams of stitches in question but failed to show the correct position of a needle.

2.3.2 Question 11: Methods of Controlling Fullness

This question required the students to elaborate the statement that stated that "Darts are of various types and are commonly used on garments for giving smooth mould. In part (a), the students were instructed to explaining four steps of working while in part (b) they were required to describe using diagrams the treatment given to darts made on (i) Bulk material (ii) Transparent material (iii) Long dart tapered at both ends.

The question was attempted by 134 (22.9%) students who sat for the assessment but 452 (77.1%) students did not attempt it. The analysis their performance on this question shows that 131 (97.8%) students scored from the 0 to 5.0 marks; 1 (0.7%) student scored 5.5 to 7.0 marks; and 2 (1.5%) scored from 11.5 to 13.0; out of 16 allotted marks. Figure 8 illustrates the performance.

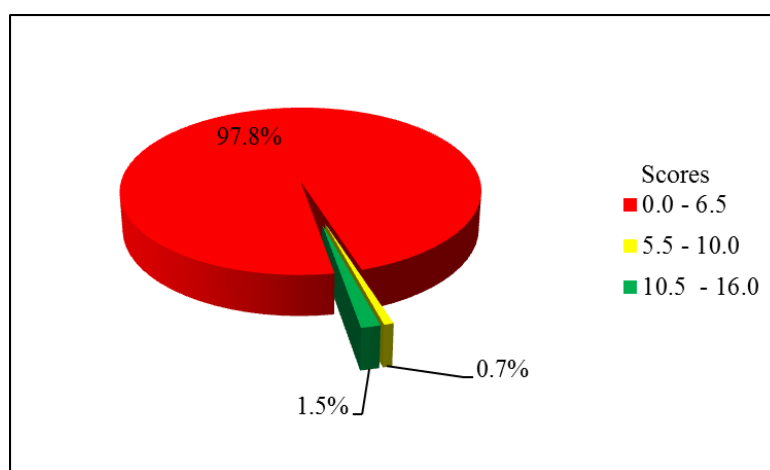


Figure 8: *The Percentage of students' scores on Question 11*

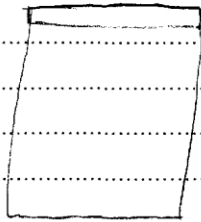
The general performance of student on this question was poor as the majority (97.8%) scored below average marks. This indicates that the students had inadequate knowledge about the methods of controlling fullness.

The analysis of the students' responses shows that 131 (97.8%) students scored from 0 to 6.5 marks. They lacked knowledge about darts, since some of them failed to provide correct responses to any parts of the question. Other students provided incorrect steps for making a dart. For example, one student wrote, *fold the fabric in the wrong side according to the shape of the dart*,

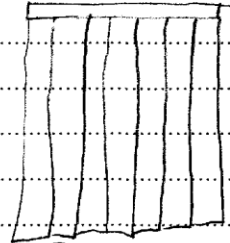
make sure both darts have equal length and the dart has form V shape, apply stitches in the dart at the wrong side, apply another stitches on the right side to neaten it and make sure the dart is seen as smooth moulded line. Other students explained position of darts instead of the steps of making a dart. Besides, the majority of students failed to explain how to treat darts on different types of material due to their inadequate knowledge. Extract 11.1 is a sample answer from the script of a student who provided incorrect responses.

11. Darts : are small faults on a garnet with same width. There many types of darts : Shoulder darts, waist darts, burst darts etc.

The following are the description by diagram of darts made on bulk material bulk material can be a material with no anything (nothing). So during construction we will have to go back to the definition which says same width.

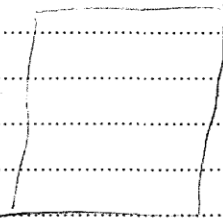


This is a bulk material.

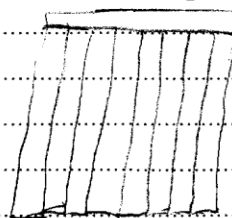


This is a material which darts have been applied.

A transparent material : Are material which light can pass through.

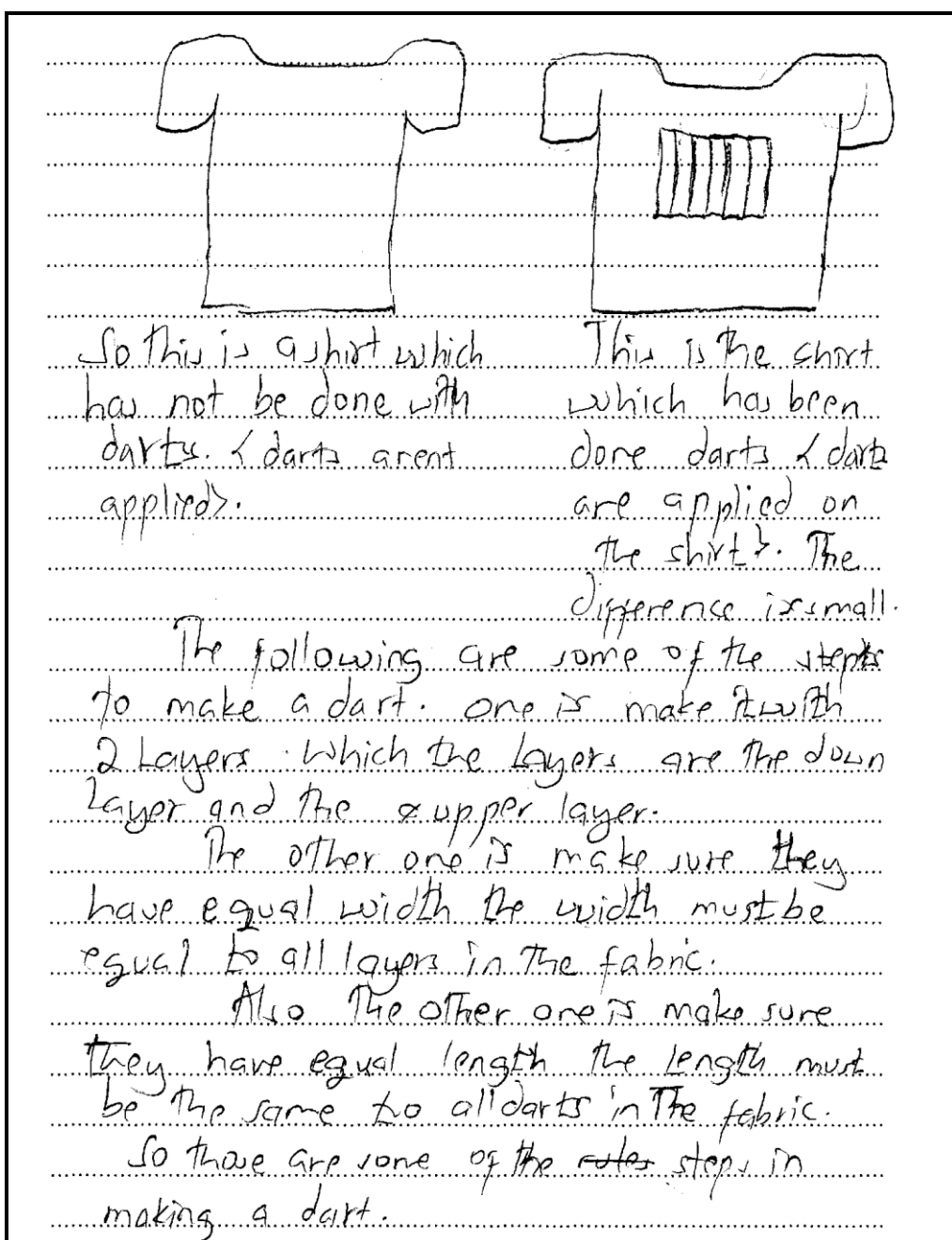


This is a transparent material.



This is the transparent material after the dart process has taken place.

The next one is a dart taped at both ends. The sentence (question) isn't clear but for the way I have understood I would like to proceed by drawing.



Extract 11.1: A sample of students' poor responses to Question 11.

In Extract 11.1, the student provided diagrams of knife pleats instead of darts to describe the treatment given to darts made on different types of materials. He/she also provided incorrect responses concerning the steps of making darts. Therefore, the student scored low marks.

In contrast, few (2.2%) students scored above average. These demonstrated sufficient knowledge about the methods of controlling fullness, especially about darts. They gave two to three correct steps of making a dart. Other students mixed the steps or skipped this part. Furthermore, some of the students managed to draw at least two correct diagrams showing how to treat a dart in different types of material. Extract 11.2 is a sample of correct responses to this question.

1.1 A dart is a method of controlling fullness where by the fabric is folded and stitched at a wide end then tapers to a point. The types of dart are according to their position. They are skirt darts, underarm darts, waist darts and shoulder darts. Darts are worked in the following procedures.

First, mark the position of the dart. It is marked in a way that the stitching lines form an incomplete triangle with a vertical line to bisect the sides which is the fold line.

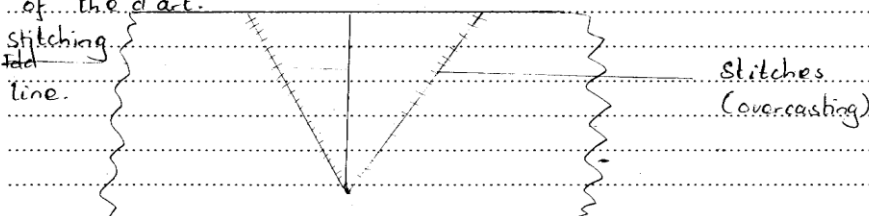
Second, fold the dart in a way that the stitching lines meet and the fold is protruding in the centre. The fold should not be parallel to the stitching line.

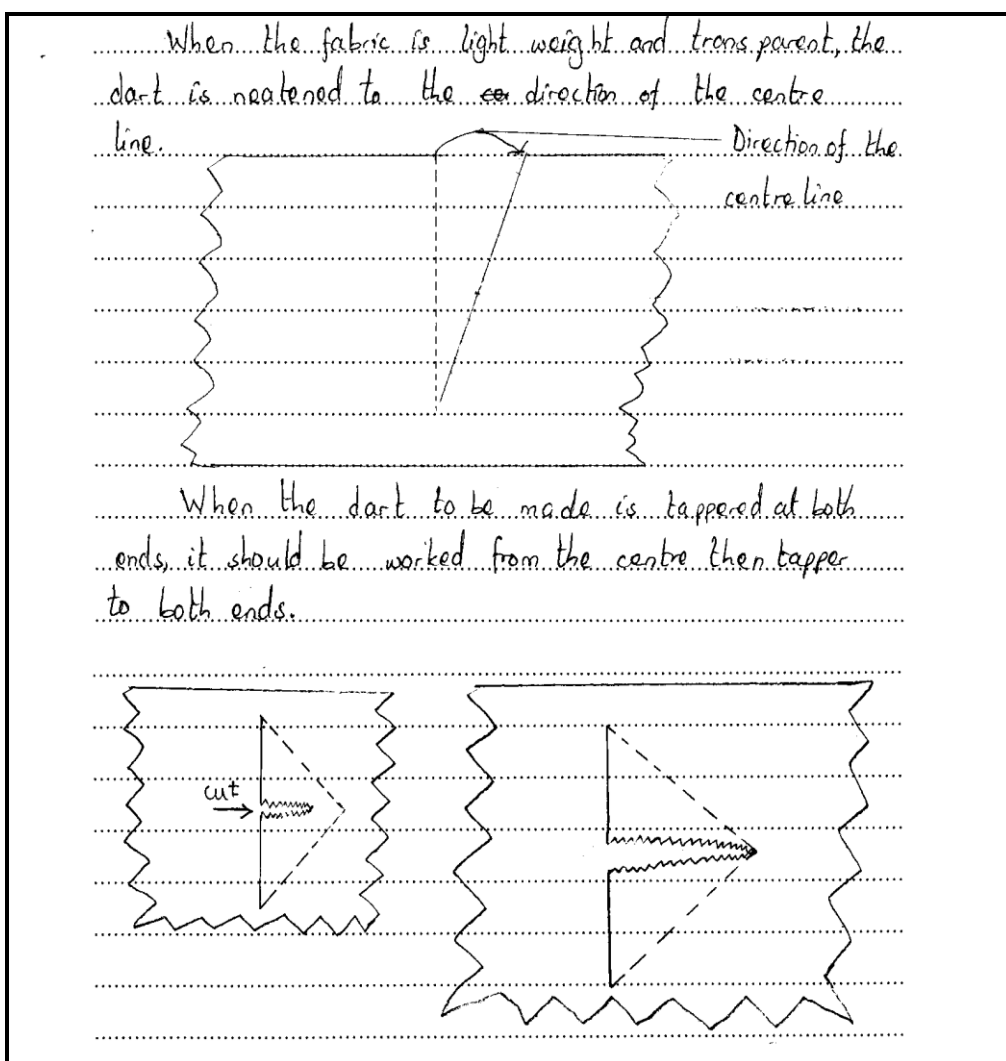
Third, stitch at the stitching line after pinning and tacking. The last three stitches should be stitched exactly at the fold line so that the dart does not become undone. Stitching should begin from the wider end to the point on the wrong side.

Fourth, the dart should be pressed flat. If the dart is horizontal it should be pressed down but if it is vertical it should be pressed left or right depending on the position of the centre line.

However, these are just the basic steps for working darts; but there are more procedures to be carried out in the following cases.

When the fabric is too bulky, the dart should be snipped at the fold line and the flaps will be neatened by over casting. This will reduce the bulkiness of the dart.





Extract 11.2: A sample of students' good responses to Question 11.

In Extract 11.2, the student managed to provide the steps of making a dart, although some of the explanations were not correct. He/she also drew the diagrams showing how to treat darts. However, some of the explanations were not correct.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The analysis of students' performance on each topic indicates that the students had good performance on two questions; they scored above average. Question 2, which was based on the True and False items, was set from various topics and sub topics, including *Sleeves*, *Sewing Equipment*, *Embroidery*, *Fabrics*, *Seams* and *Mending* (99.1%). Moreover, Question 1 was comprised of

multiple choice items; it ranked second. Its items were constructed from various topics and subtopics, such as *Garment Making*, *Sewing Machine*, *Mending*, *Sleeves*, *Fastenings*, *Openings*, *Stitches*, *Sewing Equipment* and *Collar* (93.7%). The analysis indicates that the good performance was contributed by the students' adequate knowledge of the subject matter and their ability to understanding the requirements of the question.

A further analysis shows that the students had the average performance of 30 marks and above in the topics of *The Sewing Machine* (59.9%), *Fabrics* (38.7%) and *Methods of Controlling Fullness* (36.4%). The average performance was contributed by their inability to provide all points as demanded by the question or their insufficient explanations of the correct points. The questions include 3, 5, 6, 7 and 11.

In contrast, the students demonstrated weak performance on Question 4, 8, 9 and 10, which were composed from four topics of *Undergarment* (26.1%), *Mending* (7.5%), *Embroidery* (4.1%) and *Seams* (0.2%). They scored below 30 marks. The poor performance of students on these topics was due to their inability to understand the demand of the question, lack of knowledge, lack of practice in the concepts that need practical skills and poor command of the English language which affected the students in clarifying the concepts in various questions.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the responses as well as the topics covered indicates that the general performance of the students in Textiles and Dressmaking in FTNA 2020 was average.

The analysis further reveals that the good performance in some topics was contributed by their adequate knowledge, which enabled them to understand the requirement of the questions. However, the poor performance was due to their failure to interpret the tasks of the question, inadequate knowledge about the topics tested and poor command of the English language, which affected students in clarifying the points.

4.2 Recommendations

To improve the performance in the Textiles and Dressmaking subject in the future, the following are recommendations:

- (a) More emphasis should be on theory and practice to the concepts. Specifically, efforts should be directed to the topic of *Undergarments*, *Mending*, *Embroidery* and *Seams* which were poorly performed by most students.
- (b) Students should be encouraged to use the English language in learning to improve English Language proficiency.
- (c) Teachers should cover all topics and allocate enough time for making revisions and preparations during the learning process.
- (d) School managers and heads of schools should provide teachers and students with sufficient teaching and learning materials for practical lessons.
- (e) Teachers should encourage practical exercises ‘learning by doing’ to students and help them to see the link between theoretical lessons and practical exercises.

Summary of Students' Performance per Topic

S/N	Topic/Sub topic	Question Number	The Percentage of Students who scored 30% and Above	Remarks
1.	Various Topics (True and False items)	2	99.1	Good
2.	Various Topics (Multiple Choice items)	1	93.71	Good
3.	The Sewing Machine	5	57.0	Average
4.	Fabrics	7	38.7	Average
5.	Methods of Controlling Fullness	3, 6 and 11	36.4	Average
6.	Undergarments	4	26.1	Weak
7.	Mending	9	7.5	Weak
8.	Embroidery	10	4.1	Weak
9.	Seams	8	0.2	Weak

The Comparison of Students' Performance in 2019 and 2020

