

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE FASHION & FABRICS

2023



Paper 1: Written

Section 1: General Comments

The performance of the 2022 cohort was deemed to be somewhat better when compared with the 2019 cohort. The conclusion was arrived at after judging the quality of work presented by both cohorts on questions searching for similar constructs. The 2023 cohort was able to respond appropriately to questions that needed explanation, discussion and description as compared to the 2019 cohort. The cohort also did well on application questions as seen in their responses in questions that needed assessment to be done. Most candidate's work was neat, and most candidates attempted questions satisfactorily.

The 2023 question paper was however judged to be more difficult as compared to the 2019 paper. This conclusion was arrived at after judging corresponding questions, i.e., questions testing from the same topic and being at the same level of cognition. The mark range for this paper was 5 as a minimum score and 77 as a maximum score.

Section 2: Comments on Individual Questions

The section mostly tests candidates at lower level of cognition i.e. recall / knowledge and most of the candidates show some capability in scoring some marks in this section as compared to other sections of this question paper.

- 1 (a) Most candidates were able to define fibre correctly as the smallest visible unit of any textile product or a natural or man-made substance that is significantly longer than it is wide and also defined yarn correctly as a continuous length of twisted fibres suitable for use in the production of textiles. However, some candidates mixed up the definition of the terms in confusion.
- (b) Majority of the candidates were able to state properties that are found in both wool and silk fibres. Some common properties given were; they are poor conductors of heat and resilient, they readily absorb moisture and they smoulder in fire.
- (c) The majority of candidates were able to identify common stains that can be treated by use of salt as blood. Common stains that can be treated using lemon juice stated by most candidates were grass, rust, and vegetable stains, while for chlorine bleach, candidates were expected to identify stains such as mildews but most of them did not do well on this part.
- (d) The question was well responded to by most candidates. Common answers given were seam ripper, pinking shears and scissors (candidates need to qualify the type of scissors). Some candidates included paper scissors for the question, which was an irrelevant response.
- (e) For inserting a zipper, the majority of candidates were able to correctly identify zipper foot as a common answer. For sewing machine attachment to use for making gathers, most candidates stated incorrect answers such as feeddog and presser foot lever. A few candidates stated ordinary gathering foot and ruffer foot as correct answers.



- (f) For this question, candidates were expected to give ways of using computer software in the textile industry. The majority of the candidates gave common answers which were wrong such as; to design patterns, to store information and to print stored information. Some of the expected answers were; for designing patterns for garments, for creating colour separations for screen printing, for the automatic transfer of manufacturing information between office and the factory.
- (g) The majority of candidates answered the question correctly by identifying personal protective equipment used in the textile industry to protect workers from lint dust such as; goggles, face mask and overalls. A few candidates provided answers such as boots, gloves, and helmet, which did not respond to the question.
- (h) In this question, candidates were expected to state potential health risk to workers when using dyes in the textile industry. The Majority of candidates provided answers such as skin allergy, skin and eye problem, breathing problems / asthma while a few candidates provided answers for safety precautions such as wipe of spills and do not run in the textile laboratory, wear protective clothing due to lack of understanding the question.
- (i) The question was well done. Most candidates were able to identify temporary stitches such as even tacking, uneven tacking, thread marking, and diagonal tacking. Some candidates gave common answers that were not relevant such as even and uneven stitch and running stitch.
- (j) (i) The question was not well done. Very few candidates provided correct answers such as facing, collar, and binding while some candidates gave answers like piping and hem.
(ii) This part question required candidates to state reasons for finishing a neckline and most candidates stated responses like to decorate (enhance the appearance and aesthetic qualities of the garment), to conceal the edges of seams and to improve the quality of the garment while a few candidates gave responses like neckline finish gave shape to the garment which was an incorrect response.
- (k) The question was not well done. Very few candidates provided answers like cheques, credit card, debit cards, and electronic fund transfer. Non relevant answers that some candidates gave were online banking, cash and e-wallet.
- (l) Candidates did well in this question where the majority of candidates were able to state types of business organization in the textile industry. Some of the responses given were franchise, sole proprietorship, company, and co - operatives. On the other hand, some candidates wrote careers in the textile industry.
- (m) Most candidates were not able to identify fabric defects that may be detected by quality control in textile production. They rather gave answers related to a complete garment like poor draping, colorfast. Correct answers expected were uneven colour, broken and missing threads, knots and permanent stains.



- (n) The question was not well done. A few candidates were able to state the elements of a production flow chart. Correct answers given were input, output, throughput and quality control points. Incorrect common answers given were batch and mass production.

Section B

- 2 (a) Majority of candidates managed to describe how draping is used in pattern making but almost all the candidates could not describe how block is used in pattern making. Some expected answers for draping are; body measurements needed to adjust the body form, padding is done where need arises on the body form, a cheaper fabric (usually muslin) is used to manipulate and pin, adjustments are made and pattern pieces are cut out, trueing of the pattern pieces before cutting on desired fabric, and draping is a method of making a pattern for a garment by draping fabric on a stand / dressmakers dummy. Some answers for block are; plot the body measurements on pattern making paper / hard paper, join the points and shape, draw in the pattern symbols, grade for multiple sizing, cut out, and pattern blocks are a standard sized pattern for bodies, sleeve, trousers, skirt etc. These are changed to reflect the styles of garment the designer wants.
- (b) The question required candidates to suggest ways in which a block pattern can be changed to obtain two different style features. Most candidates failed to answer the question. Very few candidates gave correct responses such as adding new style features e.g. adding new ways of fastening, adding godgets in skirts and dresses, yokes, princess lines, repositioning darts e.g. moving dart from bust to neckline, or adding / dividing or eliminating darts – increasing the number of darts or reducing them.
- 3 (a) The question was not well done. Most candidates were not able to describe the properties of knitted fabrics. They were only able to state a factor like provide warmth but could not further expand on their points to give an explanation. Some responses expected were as follows; they are warm because of the air pockets formed during their construction, the fabrics are wrinkle resistant because of the elasticity created by knit, knitted fabrics tend to lose shape and sag because of loss of elasticity over time, and Warp knits do not ravel because their yarns are interlocked in a wale direction.
- (b) In this question where candidates were expected to explain ways in which fabric finishes improve the performance characteristics of fabrics, it was observed that majority of candidates were able to identify finishes, but just like in part (a), failed to expand on their points to get full marks. The following responses were expected;
- Flame retardant finish: Fabric can withstand exposure to flame – flame proof / flame retardant finish is applied to fabrics so that it will cut oxygen supply around the flame.
 - Waterproof / water repellent finish: Fabric resist absorption to water – waterproofing and water repellence finishes are applied to fabric so that they do not take-in water, Water repellent finishes impart some degree of resistance to water but are more comfortable to wear because the fabric pores remain open.



- Anti-static finish: Accumulation of static electricity is prevented / reduced – An antistatic finish is applied to synthetic fabrics so that they resist build-up of static electricity which produces sparks during wear.
 - Stain resistant finishes: Facilitate removal of water borne and oil stains from fabrics – soil release finishes are given to fabrics to enable the fabric resist excessive dirt and stain.
 - Easy care finishes: Durable press finish is usually given to fabrics so that it resist stains which would not be easy to remove by normal cleaning processes, Fabric finishes enable the easy-care of the fabric – finishes such as durable press, crease / wrinkle resistance makes fabrics to creases easily without ironing.
- 4 (a) This question was poorly done. Most candidates could not explain how purchase order, sales order and cash book are used. Some candidates had confusion between purchase order and sales order. Some of the expected responses are as follows;
- Purchase order: it is used by buyer to seller indicating types, quantities and agreed prices for products or services to control the purchasing of products or services from external suppliers, it is used to avoid duplicate orders to keep track of what has been ordered and from whom.
 - Sales order: Show details of products or services ordered by a specific customer along with the price, quantity and terms and conditions, to monitor sales or confirm purchases, the business uses it as a confirmation document that is sent to customer before goods are delivered, to cross-check/verify the order and make necessary adjustments where there is need.
 - Cash book: It is used to record all the money that comes in and goes out of the business/ holds records of all cash sales of goods/ services to balance the books of accounts, helps business trace mistakes - the balance in the cash book can be verified by matching it with actual cash at hand, thus, mistakes and errors can be easily detected.
- (b) A few candidates were not able to answer this question fully hence could not access full marks. Candidates failed to expand on their points explaining how colour affects the image projected by clothes in order to get full marks. Candidates were expected to respond as follows: Neutral colours (black and grey) absorb light rays and seem to make image recede, Dull dark colours seem to recede as they absorb light rays hence figure appear smaller, Bright colours reflect light rays and seem to make the image larger, Contrasting colours in a clothing item or outfit create a horizontal line where they meet and to widen the figure, A single - colour outfit gives a vertical illusion and creates an image of increased height and slimness.
- 5 (a) (i) The question was well done. Most candidates were able to identify the pleat indicated in the figure correctly as the inverted pleat. A few candidates gave wrong responses such as knife pleat.
- (ii) Majority of the candidates could not describe the characteristics of the pleat on the figure. Answers that were expected from candidates were: inverted pleat has two-fold lines and one



placement line on the right side of the fabric, the folds hang vertically next to each other, they are pressed pleats, it has two knife pleats facing each other.

(iii) The candidates did well on this question. Majority of them were able to state that a dart can be used as the other way of disposing fullness as seen on the diagram.

(b) Most candidates poorly responded to the question. A few candidates were able to identify fastenings used to close garment edges that meet correctly such as zipper, button and loops, hook and eye, ribbon ties, etc.

Section C

This section tests candidates at the level of comprehension, and application. Candidates are graded on the quality of answers they provide and therefore bands are used to grade. The following bands are therefore adopted in grading candidates:

High band: 9 – 10 marks,

Mid band : 5 – 8 marks and

Low band: 1 – 4 marks.

There has been a commendable improvement observed in the response of questions in this section from the previous examination cycle and Centres are applauded for this.

6 Most candidates were able to state figure types like apple figure, tall and slender, hour glass, short and plumb, masculine and how they influence one's choice of clothing, however a few candidates were able to explain their influence on choice of clothes. Some of the expected responses are as follows:

- A person with a short, slim figure may go for vertically striped garments in soft gathers. The vertical lines will create the illusion of added height while soft gathers will seem to add on fullness so that they do not seem to look slimmer. They may also go for garments with slanting lines as these create an illusion of both added height and fullness.
- A person with a tall slim figure would choose garments made with bulky bold prints, plaids and checked fabrics, full flared or gathered skirts, as these will seem to add apparent weight for the slimness and seem to reduce the height.
- Someone with an apple shape / inverted triangle figure would choose flared pants to balance out wide shoulders. A line dresses help to lengthen the body making the figure to seem slimmer / slender. T-shirts ruched in the middle will give definition to the middle / waste drawing attention away from the broadness of the shoulders. Choose loose flowy dress as the vertical folds would disguise the rounder tummy areas, giving an illusion of added height.
- An hour glass-figure is proportional hence, one can choose pencil skirts, body con dresses e.g bandage dresses fit closely to the figure hence, a great way to show off hour –glass figure.



- A person with a pear shape / upright triangle figure would choose A-line, flared skirts as the horizontal hem line would balance off the wide hipline to look less bottom heavy. Choose pants or jeans that have a flare on the bottom to draw the eye away from the hips and creates a more flattering line for the whole figure. Tunic tops or dresses accentuate the arms and whole upper body

High band

8 – 10 marks

Demonstrates detailed knowledge of five or more ways in which figure type influences the choice of clothes. Shows a high level of skill in selection of examples of relevant figure types and garments to illustrate the answer. The answer is well organised with appropriate use of textile terms.

Mid band

4 – 7 marks

Demonstrate knowledge of three or four ways in which figure type influences the choice of clothes. Shows skill in the selection of examples of figure types and garments to illustrate the answer. The answer is fairly well organised with some use of appropriate textile terms.

Low band

1 – 3 marks

Demonstrates fair knowledge of one or two ways in which figure type influences choice of clothes. May not include examples of figure types and garments. Organisation of the answer may be poor with limited use of textile terms. The answer may be a list without explanation.

0 mark

No attempt to answer the question or no relevant information provided in attempt made.

7 The question was not well done. A few candidates were able to provide at least three advantages of using batch production while majority of the candidates could not state any of the advantages of using batch production. Majority of the candidates confused batch production and mass production while some confused it with one off production. Some of the answers expected were as follows:

- This is where a set number of identical products are manufactured at the same time (batches), the products may be same in size or differing in sizes but the same style. The number of products made is flexible i.e. it can be changed to suit the order placed. Products are made to meet a particular demand or season. When the products made are sold they will not usually be re-ordered, and a different product will be made. Because more products are made using the same template than in one off production, the cost of production is reduced as a new template is not required.
- Workers specialise in a particular task / activity hence their skills and speed are refined due to repetition of the same operation. Increased speed results in more products being produced. Specialisation according to workers skills leads to better use of labour. It is time saving because



workers do not move / shift from one operation to the next. Training of workers is quicker and easier due to the focus in one area / task.

- This production system is simple and flexible as machines can be moved at the end and beginning of a product / batch run so that processes are carried out in an efficient practical and logical order. It is used for fashion items and the numbers made can be changed according to demand. Manufacturers need to have a range of different machines available for processes used for a range of different products. E.g. may need buttonhole machine one week and zip insertion machine the next week. Using non-automatic machines will take longer and reduce profits but automated machines need investment.
- Advantages of batch production are: Fast and efficient as it uses a production line , Tasks allocated to workers change with each new order, Workers are paid piece rates so costing of products is easier and does not depend on the speed of each worker, Uses skills of workers to best advantage, etc.

Candidates were scored under the following bands.

High band

8 – 10 marks

Demonstrate detailed knowledge of how batch production is carried out. Selects a wide range of advantages of batch production and make reference to other production methods. Shows a high level of organisation in the answer and makes appropriate use of textile terms.

Mid band

4 – 7 marks

Demonstrate a good understanding of how batch production is carried out. Selects some advantages of batch production. Shows some organisation in the answer and use textile terms.

Low band

1 – 3 marks

Demonstrate limited knowledge of how batch production is carried out. May offer one or two advantages of using batch production. Answer may be disorganised, and a few textile terms are used.

0 mark

No attempt to answer the question or no relevant information provided in attempt made.



Paper 2: Coursework

Section A: General Information

This is a coursework component, and its tasks remain the same from year to year hence the 2023 paper is deemed to be of the same level of difficulty as the 2019 paper. The marking criteria is provided for use when scoring candidates in this component. The 2023 cohort was deemed to be somewhat weaker compared to the 2019 cohort. This conclusion was arrived at after looking at the responses of candidates on items searching for similar underlying constructs. 688 candidates submitted their work and only 206 projects were sampled during moderation exercise.

ADMINISTRATION OF THE SUBMISSION

Centres are commended for making relevant submissions to facilitate moderation process. However, there were eight Centres which did not make timely submissions of all or part of the requirements to enable moderation to continue smoothly. Late submissions impact negatively on the moderation process. Centres are advised to make timely submission and ensure that they sign in for the deliverables at the BEC delivery point for accountability and ease of tracing projects if/when the need arises. Compared with the previous cohort (2022) there were no incomplete projects, Centres are applauded and encouraged to keep up the effort made. There was a reduction in the number of absent candidates (those who did not sit for/submit their projects).

The projects were generally well packaged and labelled by a majority of Centres using Botswana Examinations Council (BEC) branded boxes. There are a few Centres that consistently use unstable methods of packaging that increased chances of wrinkle and crease formation on the candidates' projects which affected the general appearance of projects, such Centres should be cautious in packaging projects'. Centres are applauded for packaging projects sequentially and encouraged to keep that up.

Centres are applauded for a reduction in errors made by Centres in filling out data in documents submitted, especially unaccounted for cancellations, this improvement is highly appreciated. Centres are still encouraged to make use of the BEC attendance registers whereby by a candidate appends their signature to indicate attendance/presence in the examination. Although, most Centres generally had fewer errors as compared to 2022 examination, the following errors were still evident:

- There was a mismatch of marks against comments and quality of work assessed: the Centre examiners are advised to give honest and adequate annotations on quality of the work to support the mark allocated. This is a great concern as it has a bearing on scale factor computations.
- Errors in calculations i.e. totals in individual mark sheets incorrect/not calculated well: Centres are advised to be vigilant in calculating candidates' total marks as these not only affect the candidate but render the submitted documents invalid.
- There were a few Centres that had over writings especially in individual marksheets therefore, Centres are advised to neatly cancel any change to the marks and append a signature next to the cancellation



as opposed to overwriting. Centres are also reminded to sign for cancellations made in any part of the entries.

Centre examiners are still beseeched to exercise vigilance when assessing, calculating, transcribing marks and verify that entries are accurately captured. Chief invigilators are advised to ascertain that entries that are submitted to BEC are a true, fair and an honest reflection of the quality of projects.

INTERPRETATION OF THE MARKING CRITERIA

Centres are applauded for having had internal standardisation prior to assessing candidates' work. The quality of candidate(s)' project(s) used for standardisation was in most cases fairly assessed in line with national standards. However, in assessing the remaining Centre candidature, the examiners tended to be lenient in allocating marks rather than maintaining the standard reached during their standardisation. It was also noted that Centres sampled one project to standardise, this is insufficient to reach a common understanding of the standard since projects vary not only in quality but also in processes selected for assessment. Centres are encouraged to standardise with a sample to enable them to capture the mixed ability level of the Centre candidature. The Centre senior teachers and the Chief invigilators are encouraged to ascertain after assessment that the Centre order of merit is a true reflection of candidates' work in their Centres.

It is a concern that some Centre examiners' annotations were not in line with the quality of work assessed e.g. comments would indicate that an aspect was relevantly done whereas the aspect was not so. Examiners are advised to write fair and honest comments that are in line with the work assessed and allocate marks accordingly.

FEEDBACK ON THE MODERATED SAMPLE

Most Centres deviated from the national standards with a tendency of being too lenient in certain aspects of the project. Compared with the previous examination cycle, most Centres had high marks which were in contradiction with the quality of work presented. Centre examiners are advised to be consistent, fair and honest when assessing candidates' projects.

This year's cohort had a few Centres having non textile approach to their processes and in some cases, this affected the candidates' scores. E.g. there were Centres that had their candidates glue-down the facings of their garments, thus restricting access to the stitches. There were some Centres that had two processes sharing the same stitchery, and one Centre whose candidate(s) stitched down a lining (closing access to all stitchery for other processes within the lining), while centres some had less than the minimum required five processes. A great number of Centres had two decorations with each project, this affected the decoration's focal point and in some instances proportion. Some candidates worked their embroidery on top of another process hindering assessment of some aspects of the process.

Compared to 2019 cohort, there was a general decline in the quality of work of candidates' projects with reference to stitchery and decoration.



Portfolio:

Problem/situation: this aspect was well attempted by the majority of candidates; problem/situation statements were clearly set. The names of items relevantly addressed the stated problems. The candidates' stated sizes were relevant to task. Some candidates generally were not able to fully justify choice of the items in relation to the problem/situation.

Planning: all candidates were able to submit sketches for the items selected, for most candidates the sketches lacked some of the item features. In some cases, the sketch did not resemble the garment made. Most candidates relevantly listed pattern pieces required for their items. There were however challenged in relevantly naming facings, especially for items that had two facings. Most candidates were able to name relevant fabrics for their items, however for notions, in most cases candidates gave general names e.g. thread, zipper, and interfacing. This is an area where Centres need to improve. Centres are advised to encourage candidates to give specific names for notions. Most candidates did not make relevant estimations of quantity for notions with a majority over estimating thread and under estimating interfacing (especially for candidates with shaped facings).

Plan of action: a majority of the moderated candidates' plans showed realistic time frame generally with time not well distributed. Most candidates' methods of construction were not adequately summarised (there was too much detail or some had additional information that is not part of garment construction). Some candidates in an effort to summarise left out some activities or erroneously repeated the activity which affected clarity and sequencing of methods. Some of the moderated candidates' methods though well sequenced, were relatively not easy to follow.

Costing: a majority of moderated candidates relevantly identified resources and method for calculation was generally correct, however incorrect quantities of time (from incorrect additions) and or notions used affected the costing of direct and indirect costs, total cost, profit and price of the item. The candidates used the hourly rate and price mark-up percentage that were within the ranges given in the assessment syllabus. In future, candidates should be encouraged to be cautious in quantifying materials as it has a bearing on other aspect of cost calculations. There were very few conversion errors made by candidates as compared to previous cohort, this is a good improvement.

Presentation of the folder: generally, all candidates submitted folders that were fully labelled, securely bound, clean and correctly arranged. Candidates are encouraged to keep up the good practise.

Product/item

General appearance: this aspect of the component was not well attempted by a majority of candidates. The items in most cases were partly functional for intended purpose, in some cases the garment size differed with the one stated in the folder. There was a notable improvement in cleanliness in projects especially on areas which are generally over handled e.g. zipper, waistband etc. Although a majority of candidates did not have cuts, there were iron marks on candidate's work notable on areas with multiple folds. In future, candidates are advised to make use of pressing cloths where possible to avoid iron imprints and shine on the garments/items. Items were mostly inadequately pressed by most of the candidates.



Choice of fabrics and notions: a majority of candidates' choice of fabric and notions for their items was relevant to task i.e. compatible in terms of colour, weight, and design. However, there were some cases where the fabric and notions were not compatible in care, especially for candidates who made use of German print and rig-rag.

Correct grain: most candidates' items were cut on relevant grain. However, they generally did not drape well. Candidates should be advised to follow pattern markings and construction directions when assembling their garments to avoid affecting the drape.

Alignment of joints: majority of candidates were able to align joints where necessary within 3-5mm, however, most hemlines and waistlines were off alignment by as much as 20mm. In future, candidates should be encouraged to be cautious in matching balance marks, fold and stitching lines well before they do permanent stitching.

Processes:

There range of garments was not wide as compared to 2019 cohort, the common items were: shirts, A-line and fitted skirts. The candidates' submissions were a selection of functional processes in line with the requirements of the component. However, there were candidates from some centres who did not select processes for assessment. Centre examiners are reminded to refer to the assessment specifications in label requirements. Although candidates did not have a wide selection of garments, their selection of processes to assess was no different from the previous years'. Centres seem not to explore the creativity of their candidates as similar items are constructed. This in most cases disadvantage candidates whose level of ability is lower than the one required by the pattern.

Labelling: most of the candidates labelled their items well. However, Centres are still advised to guide candidates when labelling their projects in order to meet the assessment requirements. There were some candidates who did not label processes to be assessed or labelled more than the required five. Centres should advise their candidates to make a selection of only five processes to be assessed.

Like the 2022 cohort, common processes selected by a majority of candidates were open, closed or French seams, hem, darts, facing, inverted pleats, waist band, zipper, and buttons and buttonholes. There were very few candidates who selected set in sleeves, pin tucks, casing, binding, button and button hole, hooks and eyes and press studs for assessment.

Stitchery: this is an aspect common to all processes. The stitchery was generally not straight, uneven, not of correct size and inconsistent/unbalanced tension in most processes, the stitchery was generally lower in quality as compared to the previous cohort of 2019. There were instances where it was evident that the stitching quality was due to machine fault e.g. skipped stitches resulting in uneven and incorrect stitch size. Centres are advised to not only encourage candidates to make relevant adjustments to stitchery where required, but to also service the machinery and or procure new machine to allow candidates to showcase their machine sewing skills.



Pressing: this aspect, like stitchery, is common to all processes. Majority of candidates' processes were not adequately pressed during construction, especially seams, facings, zipper and waistband. Centres are advised to encourage candidates in future to press each process during construction.

Seams: a majority of candidates made at least two different seams in one garment i.e. a garment having open/plain seam on centre back and French or closed seam on garment sides. In most cases candidates were challenged in making the seam allowance straight and of even width. The seam allowances were generally within the recommended seam allowance width, plain/open seams were generally correctly directed, however those who made other seams were challenged in relevantly directing the seams.

Darts: most candidates' darts were not even in width and length, did not taper to a point, but were correctly finished. The common finishing was weaving back into stitchery. Almost all candidates' darts were well directed.

Inverted/knife pleats: most pleats had uneven depth but were well spaced. Most were flatly pressed in correct direction.

Hook and eye, press studs: Most candidates were able to position the fasteners well (spacing). However, most candidates used a differing stitch than the one specified in the marking criterion. They mainly used over sewing. The fasteners were generally not well aligned especially where two or more press studs/hook and eye were used. They were generally not sewn on double fabric by some candidates.

Zipper: most candidates' used centred zipper method. A majority of the zippers were not well enclosed. However, the zippers were neatened and secured well to the seam on wrong side. Majority of zippers were not aligned at the top. In future, candidates should be advised to use a zipper foot when working on the zipper to facilitate stitching.

Facing: this process was not carried out well by most candidates. The facings for most candidates were not under or top stitched. The under/top stitching was in some cases made more than 5mm from the joint. Majority of the facings were insufficiently trimmed. Candidates should be encouraged to appropriately trim seam allowance. All candidates neatened their facings. There were some Centres whose candidates fused/glued down their facings limiting access to the stitchery. This practice disadvantages candidates as stitchery cannot be marked. Centres are advised to stick to the marking guide as per the syllabus specifications.

Button and buttonhole: some projects had buttons and buttonholes that were well positioned/aligned, sewn on double fabric, and incorrectly finished on the wrong side. However, a majority of the buttonholes were well sized in relation to the button sizes.

Waistband: most waist bands were not flat. The waistbands were generally of the correct width, which in most cases was not uniform. The waistbands were generally adequately trimmed.

Hem: most hems were not flat especially at seam joints. They were incorrectly worked, were well secured and of correct size. The hems were generally well neatened.



Set in sleeves: there were a few candidates who selected this process for assessment. The sleeves were generally not well positioned either due to an incorrect height of sleeve cap, incorrectly drafted armhole curve (s) or possible reverse attachment i.e. a right hand sleeve being attached to the left armhole. This process had the same quality as 2022 cohort. Some candidates' sleeves were not eased in well. Centres are advised to encourage candidates to take extra caution to follow pattern markings carefully when placing and cutting out sleeve, as well as during attachment.

Creative and decorative work:

There was a variety in choice of decorations: rosettes, bows, fabric covered buttons, applique, piping, binding, embroidery. Some candidates made two types of decorations on their items. This affected positioning and focal point as the focus was divided between the two decorations. Most candidates showed creativity in the decoration presented. The work was generally suitable in terms of colour, and proportional in size. However, the decorations were generally not neatly worked by a majority of candidates.

Advice to Centres

It cannot be over emphasised the need for Centres to follow nationally set standards and exercise vigilance, fairness, honesty and consistency when assessing candidates' work. There is need to increase the number of projects used for Centre standardisation. This will ensure that examiners have reached a common standard in assessing various processes.

Centres are encouraged to ascertain that the equipment candidates use for coursework are in a good condition so as to allow candidates to showcase their manipulation skills e.g. servicing and or procuring sewing machines, procuring sharp scissors, steam irons etc.

Chief invigilators to verify entries for compliance with examination regulations.

In-service training of subject teachers to enable to gain knowledge and skills to relevantly facilitate candidates in coursework processes. This could be done internally by a Centre. Benchmarking can also be done as a way of skill sharing to improve performance.