

TEXTILES AND CLOTHING DESIGN

SUBJECT 9193

PAPER 1

GENERAL COMMENTS

The scripts were neatly and orderly packed. Section A was not so well performed as Section B. Generally diagrams of outfits were neatly drawn and coloured but process diagrams were poorly presented. All candidates read and understood instructions except for two who did not answer three questions in Section B responded to less questions.

SECTION A

QUESTION 1

- (a) Almost all candidates could describe a designer but toile was not known by almost all candidates. A good number of candidates could not define a designer garment and a fashion buyer. It is advisable that subject terminology be taught.
- (b) The differences and similarities were well known by most candidates.
- (c) Candidates knew very well how moisture regain, elastic recovery, and sunlight resistance influence consumer care and use of textiles. A good number of candidates were unable to explain thermal properties and how they influence consumer care and use of textiles.

QUESTION 2

- (a) & (b) The candidates had good knowledge of care symbols but could not express or give good enough reasons on how care labels of fabrics given were to be done. It is important to note that the most sensitive fibre has to be considered no matter how small the percentage would be. For instance, for triacetate and silk the most appropriate is the silk care.
- (c) The role of electrolytes in the dyeing process was well explained by most candidates.

QUESTION 3

- (a) (i) & (ii) Most candidates did not know the effect of degumming and neither could they distinguish between pure silk and weighted silk. It is important to note that fibres and fabrics are the basis of the subject.
- (b) This was very much affected by the lack of knowledge about weighted silk and as a result the responses were poor.
- (c) Proprieties of wool and polyester were well known by most candidates and it was a pleasure to go through these.
- (d) Candidates displayed a good grasp of entrepreneurship. They gave an array of methods of extending the life cycle of a product. Some of the candidates listed more than two methods and wasted time on irrelevant work.
- (e) Candidates were able to list notions required for a denim suit but the metreage of the suit was unrealistic in most cases. The calculations of materials were clear but some candidates forgot to factor in labour and overheads, leading to loss of some marks.

SECTION B

In this section, candidates are expected to answer any three questions.

QUESTION 4

- (a) Candidates gave beautiful sketches of winter uniforms and labelled the style features. There were, however, some candidates who did not give the back view of the uniform.
- (b) Candidates suggested suitable colours for the winter uniform but some of them could not justify the colours, design and fabrics to be used.
- (c) The discussion on why school uniforms should be worn was very interesting. It was, however, unfortunate that some candidates kept repeating the same factors, as a result failed to amass marks.

QUESTION 5

- (a) The distinction between the warp and weft knitting was well discussed by those who attempted the question. The properties were also well compared but not a single candidate was able to give examples of fabrics in each case, e.g. weft knits would be stockinette/jersey/single knit, rib fabric, purl fabric and the warp knits would be tricot, locknit, raschel and milanese.

- (b) The distinction among block, working and master patterns was not easy for the candidates. They failed, in most instances, to express the differences.
- (c) &(d) The squaring of hemlines and folding and slashing was a challenge to those who attempted the question. There was nothing to show for their knowledge. Diagrams were below standard and explanations were not clear.

QUESTION 6

This question was fairly done by candidates who attempted it. What they found to be a challenge was the explanation of the working of a tailored seam and the diagrams.

QUESTION 7

- (a) It was indeed a pleasure to see neat diagrams of outfits which were well labelled.
- (b) Most candidates could define resist printing very well.
- (c) They could name and describe a variety of resist techniques. Batik and tie and dye were popular with most candidates.
- (d) Candidates named a lot of trimmings but failed to describe the named trimmings.

QUESTION 8

- (a) The drafting of the collar was not correctly done by the few candidates who attempted the question. Pattern drafting needs to be done during the two year course.
- (b) No diagrams of one method which could be used to attach the collar were presented.
- (c) The terms used in marketing were poorly explained.

CONCLUSION

Questions 4, 7 and 5 were popular with many centres.