

**UNIVERSITY OF MALTA**

**SECONDARY EDUCATION CERTIFICATE  
SEC**

**TEXTILES & DESIGN**

**May 2013**

**EXAMINERS' REPORT**

**MATRICULATION AND SECONDARY EDUCATION  
CERTIFICATE EXAMINATIONS BOARD**

# SEC EXAMINERS' REPORT MAY 2013

## Sec Textiles & Design May 2013 Session Examiners' Report

### Part 1: Statistical Information

Forty-three candidates registered for Textiles and Design, a substantial increase over the previous years. Table 1 shows the number of candidates registering for the subject during these past seven years.

**Table 1: Number of candidates registering for Textiles and Design from 2007-2013**

Year	2007	2008	2009	2010	2011	2012	2013
No. of candidates	30	25	29	25	27	27	43

Table 2 shows the distribution of grades for the May 2013 session of the examination.

**Table 2: Distribution of grades**

GRADE	1	2	3	4	5	6	7	U	ABS	TOTAL
PAPER A	2	5	8	4	3			1	2	25
PAPER B				2	4	6	2	2	2	18
TOTAL	2	5	8	6	7	6	2	3	4	43
% OF TOTAL	4.65	11.63	18.60	13.95	16.28	13.95	4.65	6.98	9.30	100

### Part 2: Comments on the candidates' answers

#### 2.1 General comments

The examination consisted of two parts:

□ Part 1: Written papers consisting of Paper I (Garment making) and Paper IIA/ Paper IIB.

□ Part 2: Coursework consisting of prepared practical work (one simple garment and an item from the chosen option), investigation, portfolio and a practical assignment. **The written papers' minimum mark required is 45% of 60%, that is 27**, as Paper I and Paper IIA/Paper IIB each carry 30% of the total mark of the examination. **The coursework minimum mark required is 45%, which is 18.**

#### 2.2 Comments on the candidates' answers in Paper I, IIA and IIB

#### 2.3 Candidates' answers in Paper I

Candidates were required to answer all six questions.

#### Question 1: This question was related to a draped peplum top.

Very few candidates obtained high marks and the average mark scored was 20/37. The highest total mark obtained was 33/37 and the lowest total mark was 10/37. Most candidates did well in several parts of the question. However when candidates were asked to draw a different peplum for the top, most reproduced the same design. Very few candidates could lay the pattern pieces correctly and most

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ignored the grain line markings. Part (h) proved problematic for many, as they failed to provide sketches where the fabric designed was different and a different style for the top.

### **Question 2: This question was about zip fasteners.**

The average mark obtained for this question was 4/7. The highest total mark was 7/7. Some candidates sitting for Paper A fared poorly in this question. Some candidates failed to understand that the first diagram showed the initial step of measuring the opening

### **Question 3: This question dealt with a shaped neckline and crossway strips.**

Few candidates obtained very high marks for this question. A very low average mark of 5/12 was obtained by the candidates. The highest total mark was 11.5/12 and the lowest was 1/12. Candidates lost marks for failing to sketch diagrams or for sketching them incorrectly.

### **Question 4: Shorts was the main theme of this question.**

The average mark obtained for this question was 15/25. The highest total mark was 22.5/25 and the lowest was 2/25. Some candidates failed to explain properly the process of joining the centre back and centre front seams of the shorts.

### **Question 5: This question was related to elasticated waistbands.**

The performance of the candidates in this question was very good with an average of 6/9. A small number of candidates obtained full marks in this question. The lowest mark obtained was 2/9. Only one candidate referred to a bodkin when threading elastic in the waistband. Marks were lost for giving incorrect reasons for using an elasticated waistband for a child.

### **Question 6: Recycling was the theme of this question.**

The average mark obtained in this question was 7/10. A good number of candidates obtained full marks, while some others failed to gain any for this question. A small number of candidates' answers were out of point as they sketched a pair of shorts rather than created a recycled item out of an old pair of jeans. Some candidates lost marks for unclear sketches or for an incoherent and very brief explanation of how to make up the recycled item.

## **2.4 Candidates' answers in Paper IIA and Paper IIB.**

In this Paper candidates had to answer all questions both in section A and section B.

Table 3 shows the average mark obtained by the candidates in the various sections of the examination paper.

**Table 3: Average marks obtained by candidates in Paper IIA/IIB.**

	Section A	Section B
Paper A	29.6/40	32.6/60
Paper B	20.4/40	23.8/60

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### Section A

This section included questions related to sewing machines, steam irons and the synthetic fibre – polyester. In general, most candidates opting for Paper IIA gained many marks in this section as shown in Table 3. Some difficulties were encountered in various parts of the questions by candidates opting for Paper IIA, particularly in 1a, 1b (2), 2a (v) and 2 (d and f). In question 1a, the majority of candidates did not know how to describe a flat bed sewing machine. The majority found question 1b related to the type of sewing machine suitable for sewing children's clothes fairly difficult. In question 2a (v), only few candidates knew the meaning of retractable cord. Very few candidates suggested linen or cotton as suitable fabrics to be starched in question 2d. Only one candidate knew that napped or pile fabrics require the use of a velvet board when being ironed. The candidates who opted for Paper IIB found questions 1d, 1f, 2a, 2c, and 3b quite challenging. In question 1d, the majority failed to insert the correct words to create a good sequence of how to turn a corner whilst sewing. In part 1f, most candidates were not aware of the use of the symbol-coded graphic chart available with an overlock machine. In question 2a, only one candidate referred to saving energy whilst having an auto shut-off feature in an iron. In part 2c, the majority of the candidates provided incorrect reasons for using spray starch. In general, the candidates failed to provide appropriate properties of polyester for question 3b.

### Section B

In general, candidates performed poorly in this section. The highest total mark achieved by the candidates opting for Paper IIA and IIB were 46/60 and 40/60 respectively. The lowest total mark for this section was 12/60 by a candidate opting for Paper IIB. This section included questions related to online shopping, stretch fabric and eco-fashion. Candidates opting for Paper IIA and Paper IIB did very well in question 4, scoring an average of 15/20. Difficulties were encountered in question 5 by all candidates, especially those opting for Paper IIA. The most challenging part was the section where the candidates had to describe an experiment to test and compare three different fabrics for elasticity. In addition, very few candidates managed to describe correctly the specific properties found in most sportswear. Question 6 was evidently the most difficult for those opting for Paper B. The candidates sitting for Paper A, fared better in this question than the previous one. Some candidates failed to understand the term eco-fashion with the result that the first two questions were incorrectly answered. The parts related to cotton proved rather difficult for most. Many candidates opting for Paper B left out many parts of the question while others provided incorrect answers for the parts related to eco-fashion and environmentally-friendly cotton. Some also failed to name the natural dyes that can be used to colour cotton fabrics.

### Part 3: Coursework

The moderation of coursework was conducted in three schools, two in Malta and one in Gozo. Most investigations were of a good standard and included all the details required by the SEC syllabus. In general, the level of the practical work was good. The creative component presented by these schools was good but lacked creativity. Candidates should be encouraged to refrain from copying pictures or

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designs for their creative work. They need to develop their artistic talents and express these by using the various media available for them during Textiles Studies lessons.

There were no private candidates who registered for the Textiles and Design SEC examination.

Chairperson  
2013 Examination Panel