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School Number	Candidate Number

FAMILY & CONSUMER SCIENCE

PAPER 1: CLOTHING CONSTRUCTION AND CRAFT PRACTICAL TEST 4255/1

17 APRIL – 8 MAY 2018

Preparation time: 30 minutes

Test time: 2 hours and 30 minutes

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

Materials provided by Ministry of Education:

Pattern for a child's jumper

Envelope containing:

1¼ yards of 45" wide dacron and cotton fabric
1 spool of thread

Additional equipment and materials to be provided by the Centre:

Sewing equipment – sewing machine

Pressing equipment – ironing board, iron

Sewing tools – dressmaker's shears
tracing paper
tracing wheel
pins
sewing needles
seam ripper
tape measure
small scissors
tacking thread



This question paper consists of 13 printed pages and 3 blank pages.

INSTRUCTIONS TO CANDIDATES

Follow the instructions given in the **SIX** Units.

Press work at every stage.

Neaten seams where necessary.

At the end of the examination, remove the needle and any unnecessary pins from your work.

Cut out and complete the label.

Place the label on a **SINGLE** thickness of fabric. It should not cover any stitching.

Sew the label securely onto your work.

Press your work, fold it neatly and place it in the envelope provided.

Place **ANY** unfinished work in the envelope. **DO NOT** include fabric scraps.



PREPARATION SESSION (30 minutes)

READ THROUGH THE QUESTION PAPER CAREFULLY BEFORE YOU BEGIN.

- (a) Write your name, candidate number, and initial on the envelope provided.
- (b) Place the pattern on the fabric as shown in the layout.
- (c) Cut out the garment.
- (d) Transfer the pattern markings.
- (e) Complete the label below. The label should be stitched securely to your finished work.
- (f) You will be told by the invigilator when you may begin the test.

.....

LABEL

(TO BE CUT OUT AND STITCHED TO THE GARMENT)

Please print information in the spaces provided.

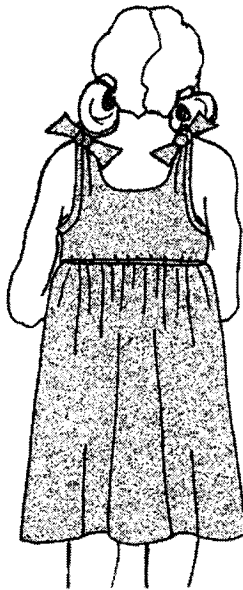
School Name	
School Number	
Candidate Name	
Candidate Number	



CHILD'S JUMPER



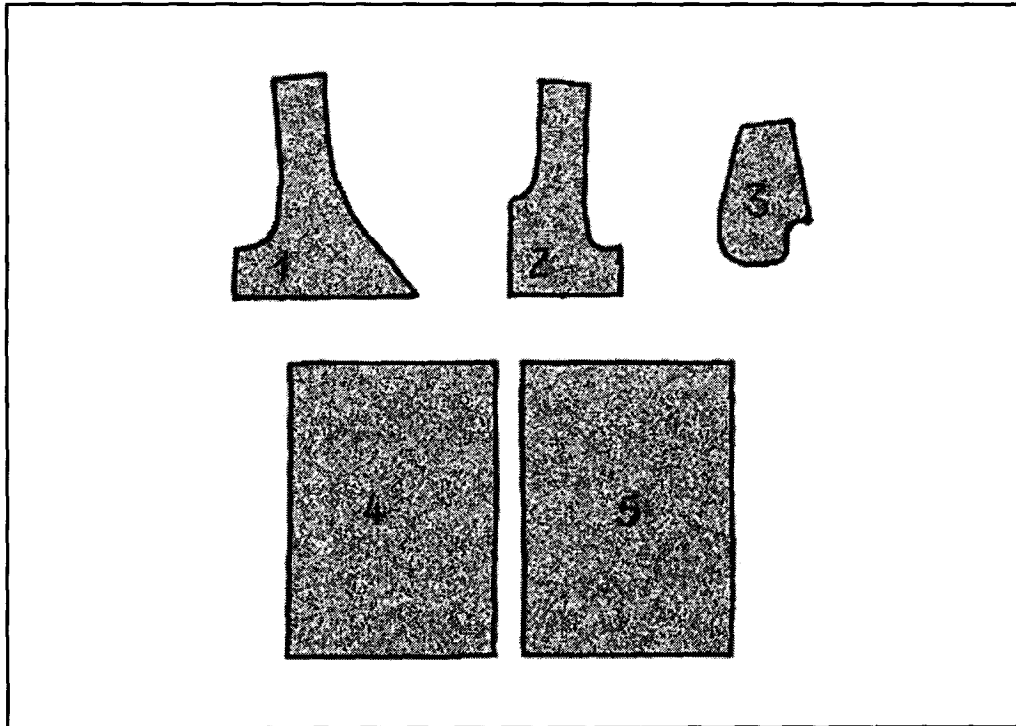
Front View



Back View



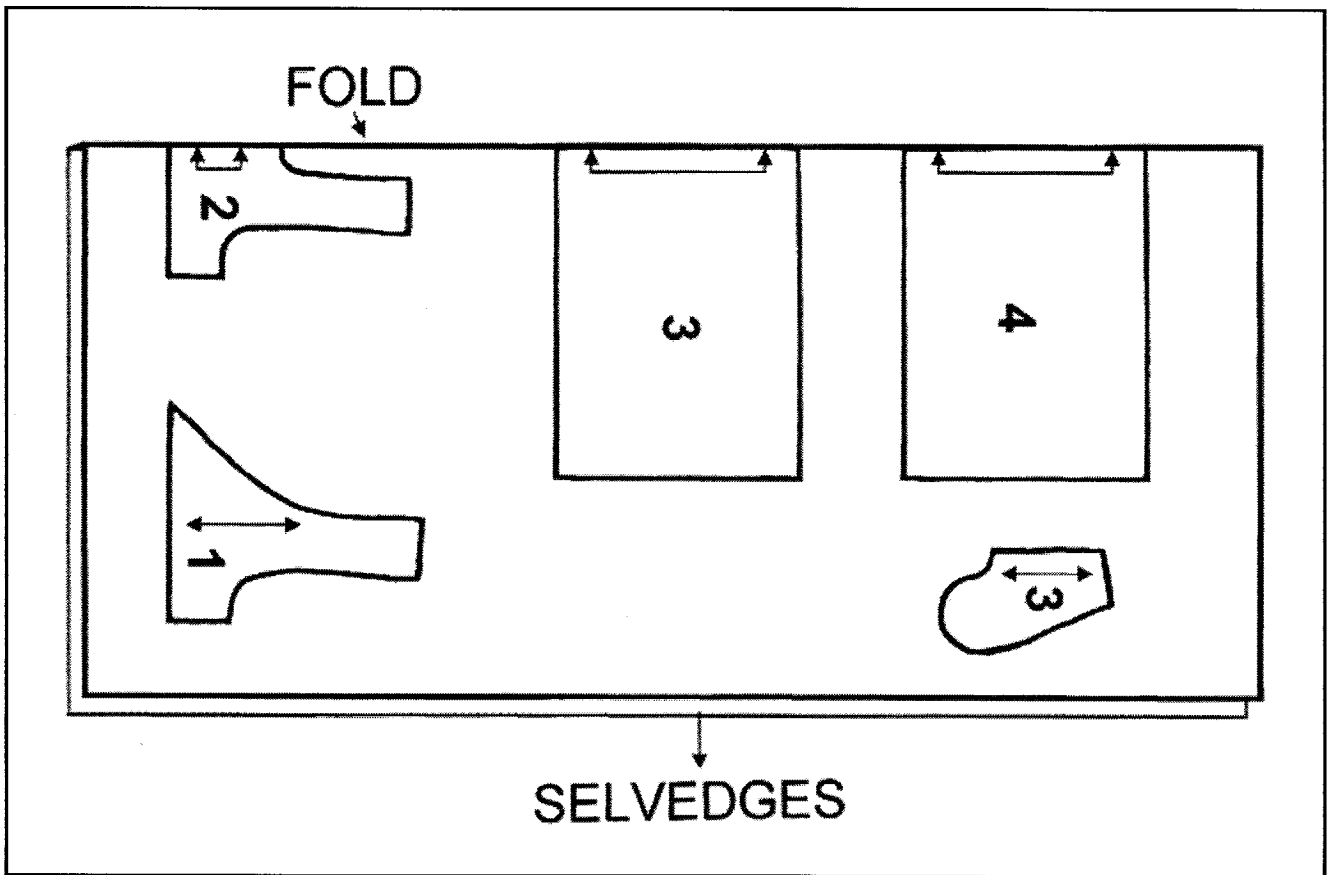
PATTERN PIECES FOR CHILD'S JUMPER



Pattern Key

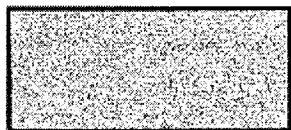
- | | |
|----|--------------|
| 1. | Bodice Front |
| 2. | Bodice Back |
| 3. | Pocket |
| 4. | Skirt Front |
| 5. | Skirt Back |

CUTTING LAYOUT



FABRIC KEY

RIGHT SIDE



WRONG SIDE

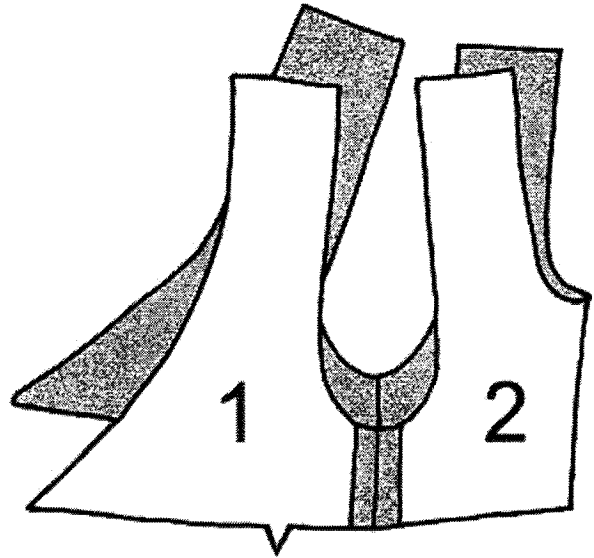


UNIT 1

BODICE FRONT AND BODICE BACK

- A. With right sides together, and matching notches, pin, tack and machine stitch bodice front to bodice back at side seams.

Press seam allowance open. Neaten.



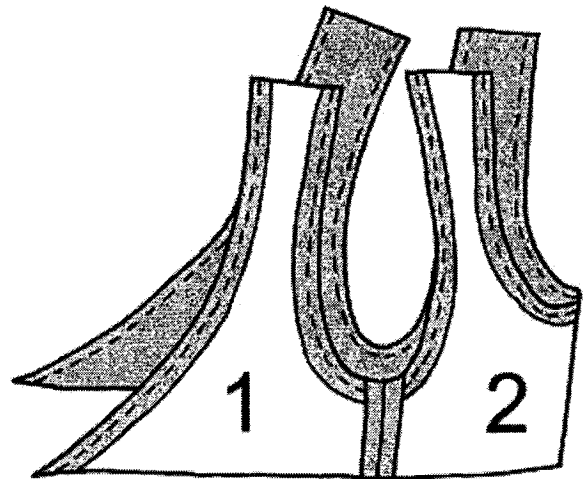
- B. Make a $\frac{1}{8}$ " clip in the curved corners of bodice back.

Turn up $\frac{1}{8}$ " raw un-notched edges of neckline and armhole to the inside.

Press.

Turn $\frac{1}{2}$ " of the finished edge to the inside and baste.

Topstitch close to the folded edges.
Press the edges flat.



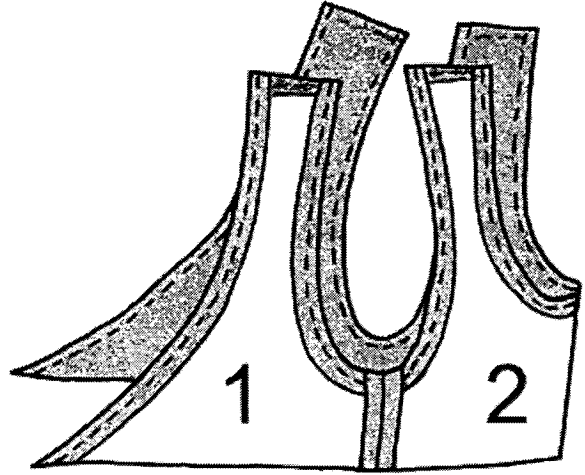
UNIT 2

UPPER EDGES OF BODICE

- C. Turn under $\frac{1}{8}$ " on strap edge to the inside. Press.

Make another $\frac{1}{2}$ " turn to the inside and baste.

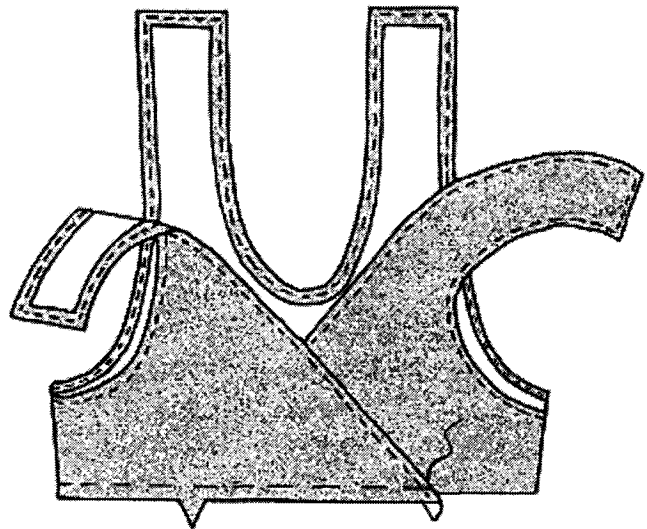
Topstitch across the folded edge of the strap.



- D. Overlap right front of bodice over left front bodice.

Match the centre front lines on garment.

Baste the lapped area between notches.

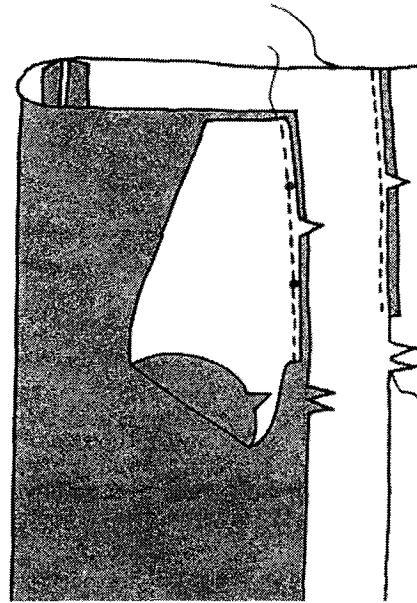


UNIT 3

POCKET

- E. Pin right side of one pocket section to right side of skirt front at side, matching notch and dots.

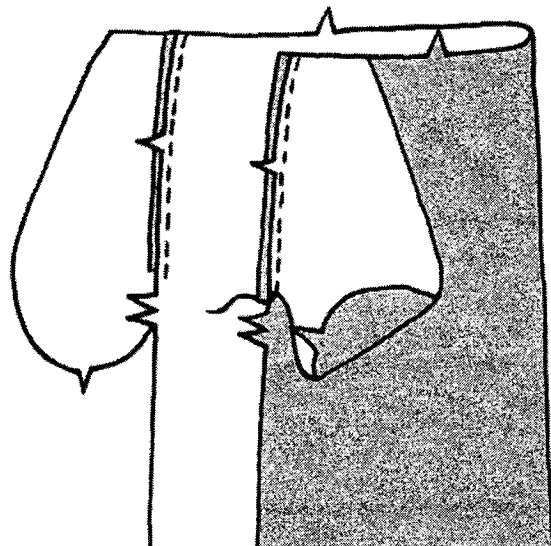
Baste and stitch a $\frac{1}{2}$ " seam.



- F. Pin right side of one pocket section to right side of skirt back at side, matching notches.

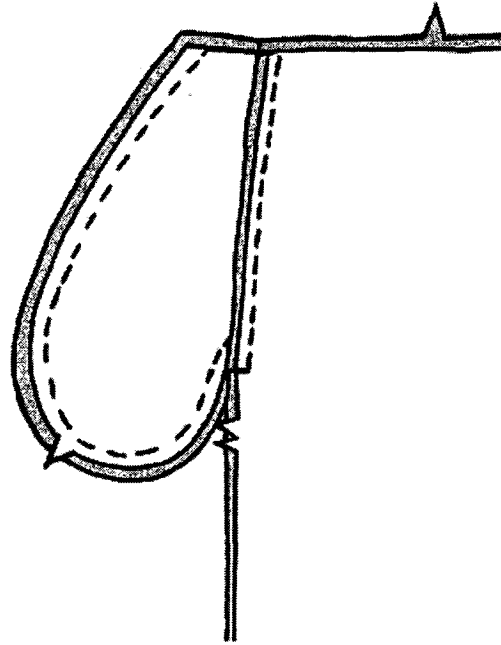
Baste and stitch a $\frac{1}{2}$ " seam.

Press pocket seams toward pockets.



- G. With right sides facing and matching the notches, pin, tack and stitch the outer edge of the pocket on the seam line.

Close the seam allowance and neaten.

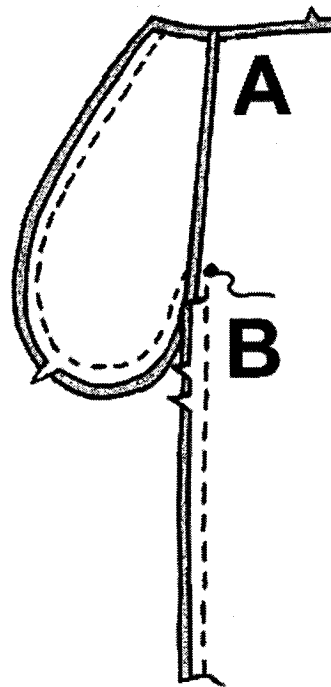


UNIT 4

SKIRT FRONT AND BACK SIDE SEAM

- H. Starting from the hem edge, stitch skirt front and back together at sides to lower dot B on $\frac{3}{8}$ " seam line.

Reinforce stitch at dot B.



- I. Starting from the waistline edge, stitch skirt front and back together at sides down to upper dot A on $\frac{5}{8}$ " seam line.

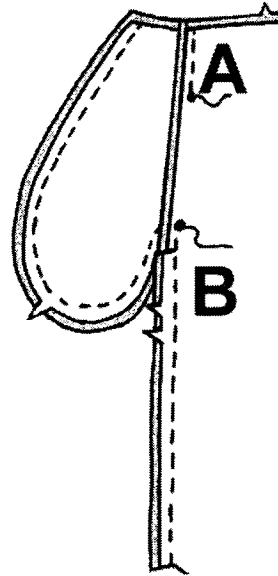
Leave opening between dot A and dot B.

Clip the corner of pocket seam at dot B.

Press side seam open and neaten.

Stitch the right side seam of skirt from hemline to waistline.

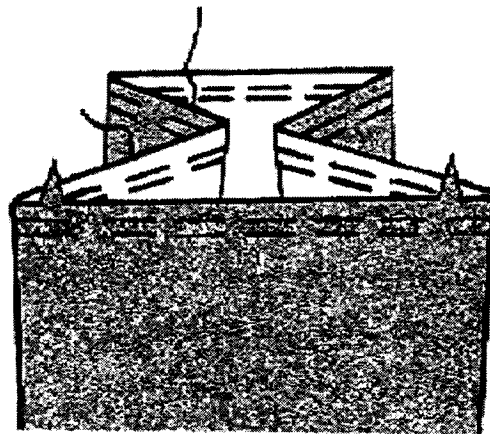
Press seam open and neaten.



UNIT 5

GATHERING STITCHES

- J. At the waistline of skirt front and back, stitch two rows of gathering stitches $\frac{1}{4}$ " apart between dots within the seam allowance.

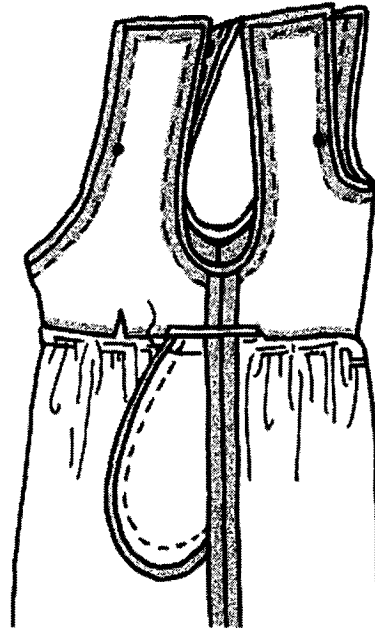


UNIT 6

SKIRT AND BODICE

- K. With right sides together, pin skirt to bodice matching side seams of bodice and skirt.

Distribute the gathers evenly until the skirt fits the bodice.



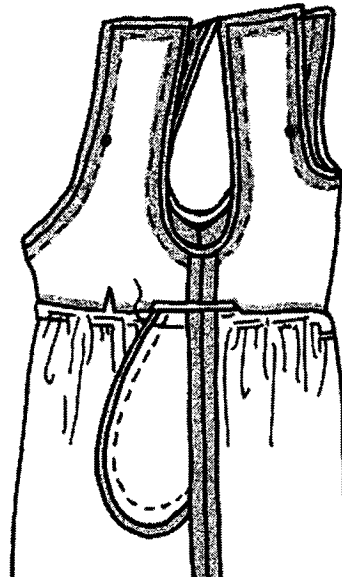
- L. Turn pocket towards front on the seam line.

Pin, baste and stitch the waistline seam.

Trim the seam allowance to $\frac{1}{4}$ ".

Close the seam allowance and neaten.

Press the seam towards the bodice.



- M. Tie the front and back of the dress in a double knot at the shoulders.

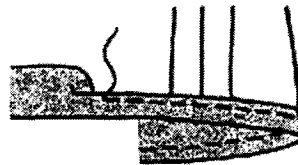


UNIT 7

HEM

- N. Mark depth of hem: $1\frac{1}{4}$ ".

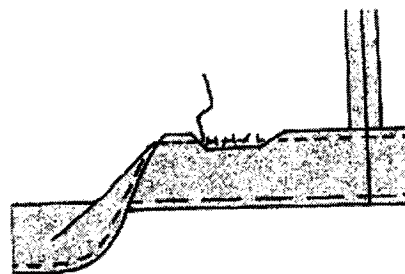
Turn under $\frac{1}{4}$ " on lower edge and neaten.



Turn under finished edge 1".

Press.

Slip stitch hem in place.



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School Number	Candidate Number								
<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>					<table border="1"><tr><td></td><td></td><td></td><td></td></tr></table>				
Surname and Initials									

FAMILY & CONSUMER SCIENCE

PAPER 2: CLOTHING CONSTRUCTION AND CRAFT 4255/2

Tuesday **15 MAY, 2018** 9:00 A.M.–11:00 A.M.
2 hours

Additional materials:
None

MINISTRY OF EDUCATION NATIONAL EXAMINATIONS

BAHAMAS GENERAL CERTIFICATE OF SECONDARY EDUCATION

INSTRUCTIONS AND INFORMATION FOR CANDIDATES

Do not open this booklet until you are told to do so.

READ THESE INSTRUCTIONS FIRST

Write your school number, candidate number, surname and initials in the spaces provided on this booklet.

Write in dark blue or black pen.

You may use an HB pencil for any diagrams or rough working.

Do not use staples, paper clips, glue or correction fluid.

You should illustrate your answers by means of clear, bold diagrams wherever necessary.

The number of marks available is shown in brackets [] at the end of each question or part question.

DO NOT WRITE IN ANY BARCODES.

SECTION A

Answer **ALL** questions.

You should spend about 1 hour on this section.

Write your answers in the spaces provided on this Question Paper.

SECTION B

Answer **THREE** questions only.

Question B1 **OR** Question B2

Question B3 **OR** Question B4

Question B5 **OR** Question B6

Write your answers in the spaces provided.

This question paper consists of 26 printed pages and 2 blank pages.

SECTION A

Answer **ALL** questions in the spaces provided on the question paper.

1.



Fig. 1

- (a) (i) Identify the tool shown in Fig. 1.

_____ [1]

- (ii) State how the tool shown in Fig. 1 is used in garment construction.

_____ [1]

2. (a) Identify the **two** main groups of man-made fibres.

Group 1 _____

Group 2 _____ [2]

- (b) Give **one** example of a fibre from each group named in 2(a).

Group 1 _____

Group 2 _____ [2]



- (c) Explain the differences between the **two** groups of man-made fibres named in Question 2(a).

[2]

3. Explain **one** way in which each of the following may affect the texture of a fabric:

fibre;

[1]

fabric construction.

[1]

4. (a) Identify **two** parts of a garment where a curved seam can be found.

[2]

- (b) (i) State how to prepare a curved seam for pressing.

[1]

- (ii) Give **one** reason why a curved seam should be prepared for pressing.

[1]

5. State **three** guidelines to follow when taking waist measurements.

[3]

6. (a) Identify **two** factors to consider when selecting swimwear.

[2]

- (b) State **two** reasons why stretch fabric is suitable for swimwear.

Reason 1 _____

Reason 2 _____

[2]



- (c) State **two** guidelines to follow when sewing stretch fabrics.

[2]

7. (a) Use the space provided on the table below to sketch each of the following collars.

- (i) Peter Pan
- (ii) Mandarin
- (iii) Sailor

(i) Peter Pan Collar	(ii) Mandarin Collar	(iii) Sailor Collar

[3]

- (b) State **two** reasons to use interfacing in a shirt collar.

[2]



(c) Explain why each of the following are important in the construction of a collar.

(i) staystitching

_____ [1]

(ii) understitching

_____ [1]

8. (a) Describe a faced slit opening.

_____ [1]

(b) State **one** part of a garment where a faced slit opening can be used.

_____ [1]

(c) State **two** advantages of using a faced slit opening.

_____ [2]



9. Define the following elements of design.

(a) Line

[1]

(b) Space

[1]

(c) Texture

[1]

10. (a) State **three** factors to consider when selecting a fastening for a garment.

[3]

- (b) A hook and eye is a garment fastening. Outline the steps involved in attaching a hook to a garment.

[3]

11. State the meaning of the following techniques for finishing seams:

grading,

[1]

trimming.

[1]

12. (a) State **three** ways to identify the right side of fabric.

[3]



- (b) Identify **two** reasons why it is important to place pattern pieces on the straight grain line.

[2]

13. Pattern symbols are used in commercial patterns.

- (a) Sketch the symbol for each of the following terms in the space provided.

Pattern Symbol	Sketch of Symbol
(i) grainline	
(ii) foldline	
(iii) cutting line	

[3]

- (b) Explain the difference between the foldline and the grainline.

[2]

- (c) State why notches are used in patterns.

[1]

14. (a) State **two** general guidelines for the removal of stains from garments.

[2]

- (b) State the steps to remove a catch-up stain from a white cotton blouse.

[2]

TOTAL MARKS [60]



SECTION B

Write your answers in the spaces provided on the question paper.

Answer **THREE** questions only.

Question B1 **OR** Question B2

Question B3 **OR** Question B4

Question B5 **OR** Question B6



Answer **EITHER** Question B1 **OR** Question B2.

B1. Fabric is constructed from fibres.

(a) Identify **one** piece of equipment used for:

(i) crochet

[1]

(ii) macramé

[1]

(b) Explain how the processes, felting and bonding are carried out.

(i) felting

[2]

(ii) bonding

[2]

(c) (i) Describe the process of weaving.

[2]



- (ii) Compare the characteristics of fabric made from plain weave to fabrics made from satin weave.

[4]

- (d) Give **two** reasons why the selvedge is removed from the fabric before cutting out a garment.

[2]

- (e) Describe **one** method that is used to straighten the grain of fabric with a twisted weave.

[3]

- (f) Discuss the benefits of using knitted fabrics for a garment.

[3]

TOTAL MARKS [20]



B2. Applying fabric finishes, dyes and paints are some of the methods used to enhance the performance and appearance of fabric.

(a) (i) Identify **one** folding technique used in tie dyeing fabric.

_____ [1]

(ii) Explain how to do the folding technique identified in B2 (a)(i).

_____ [2]

(b) (i) Define each of the following types of colours:

primary

_____ [1]

secondary

_____ [1]



- (ii) Identify the colours made by mixing equal proportions of:

red and blue;

yellow and blue.

[2]

- (c) (i) Explain the term colourfast.

[2]

- (ii) Identify **two** factors that make a dyed fabric colourfast.

[2]

- (d) Sketch **two** symbols that would be found on a care label for a tie dye shirt made from 100% cotton.

Sketch of symbol
1.
2.

[2]

- (e) List the **three** main steps involved in the batik process.

[3]

- (f) Explain how **two** performance enhancing fabric finishes can benefit consumers.

[4]

TOTAL MARKS [20]



Answer **EITHER** Question B3 **OR** Question B4

B3. Read the information given in Fig. 3 below and answer the questions that follow.

Hems When choosing a hem style, ask: Will the hem let the garment hang as gracefully as designed? Will it hang evenly in a smooth line above the floor? A new garment must be fitted and finished before marking the hemline. Let the garment hang for 24 hours before marking the hem, especially if a large part of the garment is on the bias. The best way to mark a hem level from the floor is to have someone else mark the hemline while you are wearing it. There are many ways to hem a garment.	
(i) _____ <u>Hem</u> 	Corners that occur at garment edges in a turn up hem can be satisfactorily finished by means of a special technique.
(ii) <u>Curved Hem</u> 	It can be a bit tricky to get even folds along an aggressively curved edge. With narrow hems, you can use your fingers and your iron to manipulate the fabric into place prior to stitching. The wider the hem, the trickier it is to get the curved edge to lay nicely against the garment.
(iii) <u>Bias Bound Hem</u> 	A bias bound hem is a neat hem finish for garments with a flared shape as the bias adjusts to the curves
(iv) <u>Faced Hem</u> 	A hem may be faced if there is not enough fabric for the hem allowance. Facing are also used if the hem edge is an unusual shape. The false hem strip is cut to the same shape as the hemline of the garment. It is applied as a facing and the upper edge is invisibly slip hemmed.

Fig. 3

- (a) Identify the technique referred to in section (i) of Fig. 3.

_____ [1]

- (b) State the function of a hem.

_____ [1]

- (c) Identify **two** qualities of a well-made hem.

_____ [2]

- (d) List **three** factors to consider when selecting a hem style.

_____ [3]

- (e) Explain why a hem marker might be used instead of a sewing gauge to mark a hem.

_____ [2]



- (f) State **two** reasons why a hemline should be levelled.

[2]

- (g) Outline the steps to take to make and stitch a bias bound hem. You may use labelled diagrams in your answer.

[5]

- (h) Describe how to dispose of fullness in a curved hem.

[4]

TOTAL MARKS [20]

OR

B4. Read the information given in Fig. 4 below and answer the questions that follow.

The basics of sewing include knowing how to make stitches. Many of the stitches can be done using a sewing machine, but hand stitches can be just as effective. A variety of stitches, each with one or more names, are used for specific purposes. Stitches may be used for neatening, joining or decorative (embroidery) purposes.

Hand embroidery involves stitching designs by hand onto the fabric. This process is time-consuming and painstaking, but produces amazing results.

The use of embroidery to decorate clothes has been around since man began to wear clothes. A method of decorating and embellishing clothing, embroidered designs were developed as a result of hard work and care. Embroidery as an art form has its origins, which can be traced back to the Iron Age.

This journey began when primitive man discovered that he could use thread to join pieces of fur to make clothes. As a natural progression, he also discovered that the same thread could be used to make decorative patterns on the clothes. He also used colourful beads, stones, and bones to add to these designs. Several excellent examples of beautiful embroidery work are still surviving to date. Samples can be found from Ancient Egypt, China, Persia, India, and England. Each country has its own distinctive embroidery style, which incorporates the culture and imagery from their history and tradition. Many scenes from history are often found designed onto fabric; for example, the Bayeux Tapestry. It is 231 feet long, and portrays the Battle of Hastings in 1066. It may be said that embroidery is practiced less often than in the recent past, however, it is still an interesting investment of time.

Doing embroidery on clothes not only spins out some of the most beautiful creations that range from the simple and eye-catching to the really intricate and exquisite, but as an activity, it is something that is surprisingly relaxing. While it may seem that embroidering is a very tough task that is far from the truth. In fact, doing embroidery by hand is one of the simplest activities, and all one needs are a few instructions to help them along.

Common Stitches

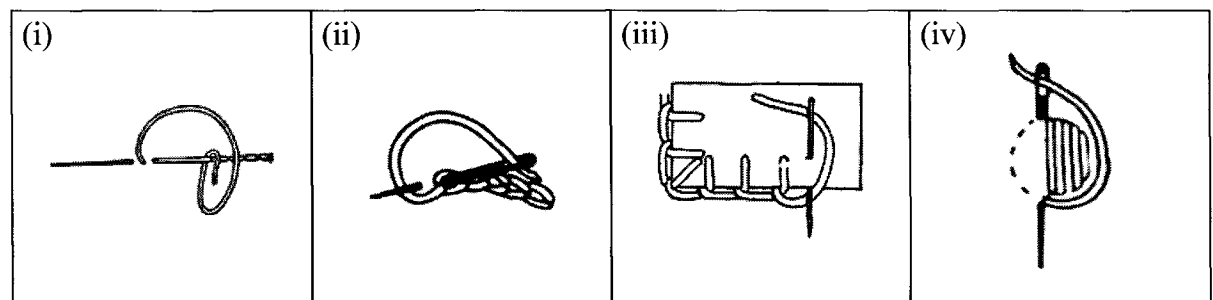


Fig. 4



(a) Identify the stitches labelled (i), (ii), (iii), (iv) in Fig. 4.

- (i) _____
- (ii) _____
- (iii) _____
- (iv) _____ [2]

(b) (i) Identify **one** piece of equipment other than a needle that may be used in hand embroidery.

_____ [1]

(ii) Give **one** reason for using the equipment identified in (b)(i).

_____ [2]

(c) State the type of sewing each of the following needles is used for:

(i) crewel _____ [1]

(ii) between _____ [1]

(iii) sharps _____ [1]

(d) Identify **four** qualities of a well made stitch.

1. _____
2. _____
3. _____
4. _____ [4]

(e) Sketch an embroidery design on the skirt below using the stitches shown in Fig. 4.

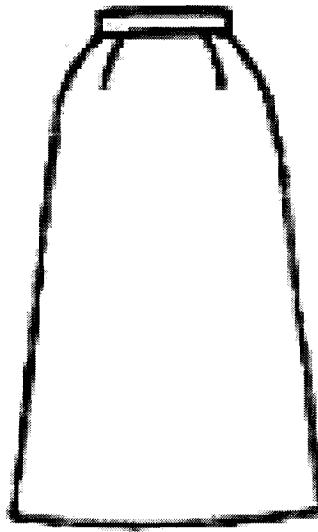


Fig. 5 [4]

(f) Give **two** disadvantages of using hand-made running stitches to gather a large area of a garment.

- _____
- _____ [2]



(h) Identify **one** hand stitch to use for each of the following techniques:

(i) joining fabric

_____ [1]

(ii) neatening fabric

_____ [1]

TOTAL MARKS [20]



Answer **EITHER** Question B5 **OR** Question B6

- B5. (a) Discuss the reasons why people wear clothes. Give examples to support your answer. [10]
- (b) Discuss the importance of a dress code in the work place. Give examples to support your answer. [10]

OR

- B6. The dressmaker's shears and pins are important tools in cutting out and laying out a garment.
- (a) Discuss the guidelines to follow to select, use and care for dressmaker's shears. [10]
- (b) Discuss the guidelines to follow to select, use and care for dressmaker's pins. [10]

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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FOR EXAMINER'S USE	
SECTION A	
Question 1	
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14	
TOTAL SECTION A	
SECTION B	
Question B1 OR B2	
Question B3 OR B4	
Question B5 OR B6	
TOTAL SECTION B	
PAPER TOTAL	

