

RESUME OF CHIEF EXAMINERS REPORTS FOR THE VOCATIONAL SUBJECTS

1. STANDARD OF THE QUESTION PAPERS

All the Chief Examiners reported that the standard of this year's paper compared favourably with that of the previous years, and that questions were within the scope of the syllabus, Ceramics, Clothing and Textiles, Jewellery, Leatherwork, Picture Making, Textiles and Visual Arts.

2. CANDIDATES' PERFORMANCE

The Chief Examiners reported that candidates' performance varied greatly:

It was reported that candidates performance showed an improvement over last year's in Clothing and Textiles 2B , Jewellery 2, Management-In-Living , Picture Making 2, Textiles, Foods and Nutrition 1, Foods and Nutrition 2B , General Knowledge in Art 2A and General Knowledge in Art 2B.

It was also reported that an average performance or a performance same as last year was recorded for candidates in General Knowledge in Art 1B, Management in Living 2, and Sculpture 2.

3. A SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners highlighted the following strengths in candidates work:

- (1) Improved knowledge and application of processes in preparation and cutting out in Clothing and Textiles 1.
- (2) Correct use of terminologies was exhibited by candidates in Textiles 2 and Sculpture 2.
- (3) Improved spelling of words and terminologies was noted in Jewellery 2 and Management in Living 2.
- (4) There was improvement in handwriting which made marking easy this was reported of candidates in Foods and Nutrition 2B , General Knowledge in Art 1B, Textiles 2, Management in Living 2 and Clothing and Textiles.
- (5) Improvement in the choice of dishes and qualities of food cooked and in the presentation of table linen was exhibited by candidates for Foods and Nutrition 1.
- (6) Skillful use of tools and materials was exhibited in General Knowledge in Art 2B.
- (7) Improvement in the use of English Grammar was evident in Foods and Nutrition 2B, Textiles 2, Management in Living 2 and Management in Living 3.
- (8) Adherence to rubrics was observed in Foods and Nutrition 1, Foods and Nutrition 2B, Management in Living 3 and Clothing and Textiles 2B.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

In spite of the few strengths identified in candidates work, Chief Examiners found major weaknesses in candidates. The weaknesses are as follows:

- (1) Poor drawing skills which was reported in General Knowledge in Art 2A, Clothing and Textiles 1, Jewellery 2, and Visual Art 3.
- (2) Inability of candidates to apply certain principles to practical situations was evident in General Knowledge in Art 2A , Clothing and Textiles, Management in living 3 and Textiles 2 .
- (3) Use of unacceptable items like stencils and computer designs in the execution of candidates work was detected in General Knowledge in Art 2A .
- (4) Poor time plans made by candidates in Foods and Nutrition 1.
- (5) Inability of candidates to express themselves well in the English Language and grammatical errors was a common weakness in Clothing and Textiles 2B, Management in Living 3 and Picture Making 2.
- (6) Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2B, Jewellery 2, Management in Living 3, Ceramics 2 and Foods and Nutrition 2B.
- (7) Lack of indepth knowledge of subject matter was reported in General Knowledge in Art 1B.
- (8) Non-adherence to rubrics was observed in Ceramics 2, Sculpture 2 and Management in Living 2.
- (9) Unacceptable use of shorthand and abbreviations in the writing of words was also observed in Foods and Nutrition 2B.
- (10) Poor handwriting was reported to be a weakness in Sculpture 2 and Picture Making 2.

5. SUGGESTED REMEDIES FOR IDENTIFIED WEAKNESSES:

- (1) Students should be given more assignments which involve all types of drawing and shading.
- (2) Students must be taught to reduce their dependence on computer designs and to be more creative.
- (3) Teachers should teach students how to handle tools and materials well.
- (4) Teachers should use correct terminologies in their instructions and students should be encouraged to use these terminologies correctly.
- (5) Teachers should give a lot of assignments which include answering of questions; this will help candidates to know how to answer questions and how to correct their mistakes.
- (6) Teachers should encourage students to read and use the library more often for improvement in spelling, English expressions and correct spellings.
- (7) Students should be supplied with the prescribed textbooks and they should be encouraged to use them.
- (8) Practical lessons should be undertaken more often for improvement.
- (9) Students should be advised to read the rubrics of the papers and they should be encouraged to adhere to them.
- (10) The Chief Examiners reports should be made available to teachers to help them in their teachings.

BASKETRY

1. GENERAL COMMENTS

There was clarity of rubrics. The items generally were concise, standard and favourably compared with that of the previous years. They were relevant to the requirements of the teaching syllabus

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) There was clarity of expression.
- (2) It is good to note that candidates attempted all questions by the same degree which is very encouraging and also an indication of improved tuition.
- (3) Further responses were expressed in all attempted questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

There were few notable weaknesses in 2011. An obvious one was in the area of drawings and illustrations.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

More attention should be paid to drawing and illustration.

5. DETAILED COMMENTS

Question 1

List four steps involved in working the base of a basket. Mention one material and one tool used.

The candidates were expected to describe the starting processes of working the base of a basket, over 40% of them went through materials preparation processes prior to the actual working of the base of basket.

The expected responses are:

- (i) boring of holes;
- (ii) arrangement of stakes;
- (iii) insertion of stakes;
- (iv) securing of stakes by footrac;
- (v) pairing;
- (vi) randing
- (vii) upsetting.

Most of the responses were about cane or flatboard basket. There was little difficulty in listing a material and a tool. The item was generally well-answered.

Question 2

Illustrate slyping, braiding, waling and describe the uses.

Few candidates could express themselves properly.

The term "slyping" seemed new to candidates. It simply means diagonal cutting through of a stake or weaver to obtain a printed edge, which could facilitate insertions.

Question 3

List three types of cane and describe four processes involved in preparing cane for weaving.

Candidates were more at home generally, compared with their submissions in Q1 and 2. It was well-answered.

Question 4

Explain Tracborder, Pairing and Scallop.

The only notable difficulty was with Trac border explanation which over 80% of candidates failed to relate to an activity at the edge of a basket and confused it with foot rac which is done at the base of a basket.

Question 5

With detailed diagram, explain wrapping and two tools used in coil work.

Most candidates simply repeated wrapping as the activity or process instead of terminology like: winding around coiling, covering etc. Listing and stating functions of tools used in coil work was well-answered.

Question 6

This question was well-answered by candidates. They were able to identify problems facing the basketry industry as lack of appropriate tools and technology, marketing, lack of finance, education etc. The explanations of stated problems were also well-managed. Most of the candidates made their marks from answering question 6.

CERAMICS 2

1. GENERAL COMMENTS

The standard of this year's paper compares favourably with that of the previous years.

Most candidates displayed clear understanding of the subject matter. The candidates' performance is much better than the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Quite a small percentage of candidates displayed a good sense of purpose. They indicated a perfect understanding of the subject and its technicalities. They were specific, brief and purposeful.
- (2) Answers came with appropriate illustrations.
- (3) Even though this group of candidates formed a very minute percentage of the candidates, this is a clear indication that very serious candidates, given the right directions would perform creditably well in subsequent examinations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most candidates do not read rubrics well and answer more questions than stipulated, probably with the intention to deceive examiners.
- (2) Several other candidates keep answering more than one question on a single page. Other candidates do not even bother to write the numbers of answered questions at the bottom space created for that purpose.
- (3) Very few candidates, however, could not handle any questions at all.
- (4) Generally, candidates' spellings were very poor. Most of them do not seem to care about how technical terms are spelt and words such as the following suffered a great deal: 'kilm' for kiln; "pat" for 'batt'; "slap" for 'slab'.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Headmasters/mistresses must ensure that subject masters/mistresses get copies of and read each year's Chief Examiners' Report and carry the contents to their students.
- (2) Candidates must be advised to answer one question on a page.
- (3) It is expected that candidates read extensively on a particular subject matter and generally to enrich their vocabulary.
- (4) Candidates must be taught how to apportion their time so that all the questions are given ample time.

5. DETAILED COMMENTS

Question 1

- (a) **Describe in detail the Open Firing method with illustrations.**

The firing follows a certain sequence and must have to be followed.

A definition for Open Firing is required. It is a traditional method of firing in an open space “without a kiln”.

There will be no kiln but rather a shallow pit is dug; it is lined with twigs, straw and dry leaves; Pots are then arranged in rows; larger pots below and smaller pots on top; Leaves and twigs are packed in between rows.

The heap is then covered with leaves, straw and firewood; fire is set and left to burn completely; The firing process lasts about 45 minutes to one hour or sometimes two hours.

This was a favourable question for many candidates. High marks were scored by candidates who supported their answers with appropriate sketches.

(b) State two advantages and two disadvantages of the Open Firing method

ADVANTAGES

It is cheap to construct; Firewood, main source of fuel is readily available; can be done in any available space in the open. Can be used in the absence of a kiln. Reduction atmosphere is easily achieved.

DISADVANTAGES

Taboos attached; Production is slow; Firing temperature is low; objects have direct contact with fumes, smoke and ashes; A lot of wares crack during firing; Not too many can be fired at a time. Cannot be done in the rainy season; There is no even heat circulation; Smoke causes environmental pollution.

Quite a few candidates had a hard time illustrating the Open firing system or process. several other candidates had the problem of listing two advantages and disadvantages.

Question 2

(a) Using illustrations, explain the differences between Downdraft and Updraft firewood kilns.

This question was attempted by just a fraction of the candidates. Those who attempted it did not know what they were about. All the candidates who did very well in this examination avoided the question.

Candidates did not know very much about draft movement in fuel kilns which include fire wood and gas. It was an uphill task for candidates to compare the Downdraft and Updraft kiln.

Features of the Updraft and Downdraft Kilns include:

- Firebox or Inlet Flue is at the bottom of the Updraft kiln while it is by the side of the Downdraft kiln.
- Updraft has a Horizontal Baffle Wall while the Downdraft kiln has a vertical baffle wall.

- Lower part of kiln fire hotter than the top of the Updraft kiln while the Downdraft kiln has even heat distribution.
- While the Updraft kiln has less control of kiln atmosphere, the Downdraft kiln has better control of kiln atmosphere.
- The Updraft kiln has less efficient economic fuel consumption while the Downdraft kiln has a very efficient fuel consumption.
- In the Updraft kiln heat travels once within the kiln chamber while heat travels twice as far within the Downdraft kiln chamber.

(b) KILN ACCESSORIES & THEIR USES

- **STILT:** Used to support shallow-footed wares clear off shelves during glost firing.
- **BATS:** are shelves used in packing ceramic wares in the kiln.
- **PROPS:** also known as **PILLARS** and are used to support kiln shelves.
- **CRANKS:** are frames used to support plates in ghost firing.

Both sections (a) and (b) were poorly answered by the few candidates who attempted them.

Question 3

(a) What is Warping?:

It is the deformation or distortion of wares in the course of their production.

(b) State THREE causes of WARPING

- Mishandling of ceramic objects; Pots not packed well in kiln.
- Uneven wall thickness; Pots with very thin rims.
- Poor drying methods; Irregular bats for base support.
- Very plastic clays.

(c) Name and explain four changes that occur during “drying” of clay wares.

- **SHRINKAGE:** Decrease or reduction in size of a ceramic object due to drying and firing.
- **LOSS OF PLASTICITY:** As clay loses its physical water it loses its plasticity as well.
- **LOSS OF MOISTURE:** Physical water that makes clay plastic and workable evaporates and clay becomes brittle and fragile.
- **LOSS OF STRENGTH:** When moisture is lost and the clay dries, it becomes very fragile and must be handled with care.
- **LOSS OF WEIGHT:** Loss of moisture is accompanied by the loss of weight.
- **PLASTIC TO LEATHERHARD TO BONE DRY:**
Drying clay moves through these three changes or stages.
- **CHANGE OF COLOUR:** The colour of dried clay may change from Brown or Black to grey.

This question was attempted by almost every candidate. Different candidates had different understanding of the question, some scoring very high marks. Most knew what warping was. But there were very poor answers for sections 'b' and 'c'.

Most were not successful with the causes and changes that are caused to clay by the drying mechanism.

The changes are a natural phenomenon. "Cracking" will never occur in drying clays if they are done properly but majority of the candidates wrote cracking as a change that will occur in drying clays.

Question 4

(a) What is Residual Clay and how is it formed?

(i) DEFINITION: Residual clays are clays that are formed and remain at the bottom of the parent rock. They are Primary Clays.

(ii) FORMATION:

- Clay is formed from the disintegration or decomposition or weathering of Feldspathic Rocks.
- Exposed rocks on the earth's surface come into contact with or are attacked by weathering agents such as Water, Wind and Heat.
- These rocks may contain Soda Potash and Lime.
- Rain water helps to leach (soluble matter from) softer parts of the rocks.
- In the process water (rain water) helps all soluble matter or substances to leach away, leaving out Silica and Alumina.
- After several years of association chemical water combines with the Alumina and Silica to form clay.
- The process is termed KAOLINIZATION or Kaolinic Weathering.
- When the clay is formed and remains at the bottom of the parent rock, it is known as Residual or Primary clay.

(b) List four uses of Residual clays

- Kaolin is the main ingredient in the making of Porcelain and Whiteware bodies.
- Kaolin is added to other clays to raise maturing temperature.
- It is a glaze ingredient to furnish alumina and Silica.
 - It may be added to clay bodies to lower plasticity.
 - It is used to open up clays.
 - It is used in the pharmaceutical, cosmetic, paper, paint industries.
 - It is used to produce refractories.

Many candidates could not differentiate the definition of the term from the formation and thus could not explain the first part of section (a) which is **"What is Residual clay?"**

More than half of those who attempted this question could not explain how residual clays are formed.

Several other candidates, a good many of them mistakenly wrote on secondary clays.

Residual clay or Kaolin is a highly versatile ceramic material and its uses are many. Most of the candidates could not mention the four uses that were required by the question.

- (c) This question required the candidates to describe one way of testing for the plasticity of clay on the field.

- Add sufficient amount of water to make clay workable
 - Roll a thin coil
 - Loop or coil it round one finger
 - If no cracks develop, clay is plastic but
 - if clay breaks or develops cracks, clay is not plastic.
- This section was well answered by the majority of candidates.

Question 5

- (a) **With illustrations, describe how a jewellery box could be produced using the slab method.**

MATERIALS & TOOLS: Plastic clay, Sackboard, Rolling Pin, A pair of Guide Sticks, Ruler, Knife, Clay slip, Modelling Tools.

METHOD

- Preliminary design of jewellery box with measurement.
- Place a well-kneaded ball of clay on a sackboard and roll a slab.
- Leave slab until leatherhard.
- Measure and cut out shapes from the leatherhard slabs.
- Score edges of the cut out slabs to be joined.
- Apply clay slip to the scored surfaces.
- Press slip-coated surfaces together.
- Seal and weld outside joints with modelling tools.

- (b) **List four types of decoration techniques suitable for the jewellery box.**

- Burnishing, Incising, Stamping, Slip Trailing, Sprigging, Sgraffito, Stenciling, Embossing, Roullette.

This question was attempted by almost 90% of the candidates and was well rendered. The practical aspect of the question allowed many candidates to express themselves in the rendition of this question. Almost all candidates presented suitable illustrations to support their answer.

It was very essential to do preliminary studies before embarking on this type of project but unfortunately many of the candidates never mentioned it which adversely affected their scores.

The (b) section required candidates to mention four types of decoration. This portion was well answered.

Question 6

(a) What is a kiln?

A kiln is an oven or furnace, built with refractory and insulating bricks and used to fire ceramic objects.

(b) List four energy sources for firing kilns

- Electricity
- Gas and Oil
- Wood, Coal, and Saw Dust
- Cow Dung

(c) Describe one draft movement in kilns with the aid of a diagram.

THE UPDRAFT KILN

- Kilns with a draft movement that enters through the inlet flues at the bottom of the kiln.
- Passes through into the chamber to heat the wares,
- then passes out through the exit flues into a chimney.

DOWNDRAFT KILN:

- A kiln which has a draft movement that starts with the inlet flues (combustion chambers)
- The flames are deflected upwards by a Baffle or “Bag” wall towards the top.
- The arch roof directs the flames downward to circulate the kiln chamber to heat the wares.
- The flames are then collected in the exit flues at the bottom of the kiln.
- They are drawn out through the chimney.

This question was attempted by almost all the candidates with a greater majority doing very well. Kiln definition was perfect.

Energy sources were also perfectly rendered. Candidates however could not explain the draft movements in kilns.

Some illustrations had nothing to do with draft movement in kilns at all.

CLOTHING AND TEXTILES

PAPER 1 (PRACTICAL)

1. GENERAL COMMENTS

The standard of paper was similar to that of previous years and the level of performance compared to that of previous years was the same.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) There was a remarkable improvement in pressing during the various stages of the making up. This contributed immensely to the general neatness of the finished article.
- (2) The majority of candidates were able to fold and lay out pattern pieces economically.
- (3) The number of students who possessed thimbles had increased.
- (4) Quite a number of students tried to work systematically as follows: pinning, tacking and machine stitching.
- (5) General neatness of workplace was maintained by the majority of candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Quite a number of candidates did not grain their fabric, neither did they press during the preparation stage.
- (2) Some candidates could not transfer pattern markings properly.
- (3) Though many candidates possessed thimbles, most of them did not know how to use them.
- (4) Many candidates had not mastered the use of the sewing machine.
- (5) Some candidates showed lack of confidence and therefore tried to copy from friends who in some cases were also doing the wrong thing.
- (6) A number of candidates used the wrong seams and stitches e.g. french seam instead of open seam, blanket stitch instead of overcasting stitch.
- (7) Some stitches and seams were not well made.
- (8) Some candidates could not fix buttons and make buttonholes. It is very worrying that candidates could not fix buttons.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

Candidates should have more exposure during preparation for the examination, to:

- (1) well-labelled specimens or articles.
- (2) verbal and written instructions to carry out activities in the subjects.
- (3) discussions on activities performed.

- (4) proper supervision.
- (5) story books and books related to the subject.
- (6) different stitches, seams and other procedures in garment making.
- (7) practical work in order to improve their speed and efficiency.

5. DETAILED COMMENTS

GENERAL EFFICIENCY TEST

(a) Preparation of fabric and laying out of pattern

Candidates were expected to grain and press fabric before folding it. Pattern pieces were to be laid economically on the folded fabric, taking into consideration the direction of the grain and other symbols. The pattern pieces were to be pinned in such a way that the pins would not interfere with the cutting out, neither should they prick the candidates when the hand is placed on patterns during cutting out. Number of pins should neither be too many nor too few.

Some candidates grained fabric and pressed it before folding it. Candidates folded fabric and almost all of them laid out pattern pieces economically on it.

Many candidates used the appropriate number of pins and pinned in the right direction.

Quite a number of candidates did not grain their fabric.

Some candidates snipped the edge of the fabric and tore along it as their way of graining. This resulted in quite a sizeable piece of fabric going off the grain.

Pressing was not done by some candidates.

Pins used for holding down patterns were either too few or too many. In some cases pinning interfered with cutting out.

Few candidates folded off grain.

(b) Cutting out/handling scissors

It was necessary to lay hand on pattern when cutting out. cutting out should be done using long strokes and short strokes along straight edges and curved edges respectively. Work could be moved about without lifting it or body moved round table to make cutting out easier and comfortable.

Many candidates placed hands on work when working out and used long strokes and short strokes along straight and curved edges respectively. They either moved around the table or moved work without lifting when cutting out.

Few candidates could not interpret symbols and ended up cutting through sides of dress in attempt to provide their own side seam.

Whilst some candidates were not consistent in placing hand on work during the cutting out, others were lifting work. Short strokes were used throughout, especially by candidates who needed a small pair of scissors. Some notches were cut off during the cutting-out process.

(c) Transfer of pattern marks

After cutting out, candidates were to transfer pattern markings to help with the making up. Dressmakers' carbon or its improvised equivalence and tracing wheel were to be used for this purpose. No carbon paper for typing was to be used.

Some candidates did the transfer properly. They transferred all necessary symbols including button and buttonhole positions.

A good number of candidates transferred the markings to only half part of the article. The majority of them did not transfer button and buttonhole positions, centre back and back fold line. A few used only tracing wheels to do the transfer. The perforations from the tracing wheels disappeared during the making up.

Movement of tracing wheel back and forth several times on the same spot created more than one pattern line for the same spot.

(d) Use of equipment (sewing machine, thimble, needle etc.)

The article should be correctly placed under machine and needle lowered into work before lowering presser foot. The balance wheel should be used to start and stop the sewing machine when working. Work should be removed from under the machine from either its side or back.

Thimble should be worn on the middle finger (of the hand being used to hold the needle) to protect it when pushing needle through the work.

When using the needle, the thread should not be too long.

Apart from using the pair of scissors to cut out the pattern pieces, it should also be used to cut off thread and unwanted parts of article.

There was improvement in the use of scissors during working. Almost all candidates used them to cut off thread etc.

Some candidates handled the machines as if they were learning how to use them for the first time. Some candidates did not start or stop stitching with the balance wheel. There were candidates who did not lower the needle before lowering the presser foot.

Forward and backward movement of balance wheel was common. Many candidates removed work towards worker and this is wrong.

(e) Pressing

Article should be pressed at each stage of the task.

Almost all candidates did adequate pressing.

Very few candidates did not press more than once.

(f) General neatness

Candidates have to keep their work area and article neat during working. Waste paper baskets or buckets or bowls could be used for this purpose.

Almost all candidates had receptacles for unwanted materials. They made deliberate effort to keep their area neat as they worked.

Very few candidates carelessly littered their work area with pieces of paper, fabric and thread.

FINISHED ARTICLE

(a) Joining front yoke to lower front dress

This was to be done using an overlaid seam.

The seam involved the folding of the yoke along the stitching line on its lower part. The lace was to be placed on the right side such that its upper part was just above the stitching line of the lower dress. The seam lines of the yoke and that of the lower dress had to be matched and fixed in place by straight stitching.

The seam made should be even in width.

Candidates who did the overlaid seam correctly, folded the lower part of the yoke along the seam line and placed it along the seam line of lower dress (right sides matching) after putting lace at its correct place.

Quite a number of candidates made open seam instead of overlaid seam.

In some cases the lower edge of lace was pointing upwards onto yoke instead of downwards onto lower dress. The seam lines of the yoke and that of the lower dress had to be matched and fixed in place by straight stitching. The seam made should be even in width.

Few candidates could not match the seam lines of yoke and lower dress.

Some stitchings were not straight and widths of some seams were not even.

(b) Neatening of overlaid seam

Overcasting stitch was to be used to neaten the seam.

The stitch should be of even length and even spacing properly enclosing the raw edges.

Very few candidates satisfactorily neatened the raw edges. They trimmed as required and used the correct stitches to do the neatening.

The majority of candidates who did the neatening did not trim before doing so. Some stitches were too long and far apart. Some raw edges were not properly enclosed. Wrong stitches like blanket stitches were used in some articles.

(c) Edge stitching of back opening

The opening of the back of the dress was a hem opening, a lay was to be turned to the wrong side and fixed in place by straight stitching (machine) done close to the fold.

Most of the candidates did not seem to know that edge stitching meant neatening the raw edge.

The following weaknesses were identified:

- turning big lay and stitching far away from fold.
- a lay was not turned before machine stitching.
- closing the back opening by machine stitching.
- stitching close to the fold formed by turning a hem.

(d) Turning and tacking hems of back opening

Candidates were to turn hems of even width at back of dress and hold each (hem) in place with even tacking stitches.

Only few candidates turned hems of equal width for the opening and separately held each hem in place with tacking stitches.

The tacking was done on only one hem by some candidates. Quite a number of candidates' machine-stitched instead of tacking.

(e) Joining shoulders and neatening

Open seam was to be used for joining. The stitching should be straight. If the edges were neatened by machining they should be folded to the wrong side and stitching done close to fold. The finished seam should be even and flat.

Most of the candidates neatly joined the shoulders with open seam which was stitched straight, but only few candidates stitched close to fold.

Many candidates turned the lay to the wrong side when neatening the raw edges. Many candidates did not trim off notches when neatening.

Pinking was used by some candidates, even though they used fraying fabrics.

Some candidates used french seam.

Few articles did not have their open seam opened up when the neckline and armholes were neatened.

Quite a number of candidates did not neaten their open seam.

(f & g) Neatening of armhole and neckline with decorative facing

When making the facing, right side of bias strip should match wrong side of dress. The first row of stitching should be made along the matched stitching lines (of dress and bias). The seam allowance should be trimmed and snipped to allow the facing to lie flat when turned to the right side of dress. No raw edges should be exposed after making the second row of stitching.

The width of the finished facing should be even. The facing should be flat. The joining of the ends of the facing of armhole should be done along the bias.

Few candidates had their facings on the right side of dress. Trimming and snipping were done to make facings lie flat by some of them. Their completed facings were flat.

Many candidates made binding instead of facing.

Some candidates did the facing to the wrong side of dress and first stitching was not done along the stitching line.

Trimming and snipping were not done by some candidates.

Almost all candidates did not join ends of armhole facing on the bias. They joined the straight ends together.

(h) Making of buttonhole and fixing button

Buttonhole

After cutting the buttonhole, start the buttonhole stitches by slipping the needle between the two layers of fabric and bring it out level to the cut and a thread to the left of the end on the right side of work. Work buttonhole stitch closely along the cut. The corners of the buttonhole should be round or square. The stitches should not be too deep but deep enough to secure both raw edges properly. The spaces between the stitches should be even.

Fixing of button

Make a few backstitches on the right side for a strong beginning. Bring the needle up through a hole in the button; hold a matchstick across the button; put the needle into the second hole and through the fabric to the wrong side of the work. Continue stitching through the button in this way until it is strongly sewn.

Bring the needle out between the button and the material and remove the matchstick. Wind thread tightly round the threads beneath the button until it forms a firm shank. Take the thread to the wrong side and fasten off securely.

Very few candidates did these tasks correctly. The sizes of their holes were big enough for the buttons used. They used button hole stitches. Few candidates made shanks for the flat buttons.

Some candidates cut holes without stitching. Others did not make running stitches around buttonholes.

Blanket stitches were used in most cases by candidates and corners of buttonholes were neither square nor round. Some holes were either too small or too big for buttons.

Some candidates cut the hole on a single fabric, some did not make any hole.

The wrong side of button was not correctly finished.

The majority of candidates did not make shanks for their flat buttons.

(i) Attaching label

Each candidate should label his/her work neatly with a small strip of paper

be
this
(measuring about 6cm x 4cm) bearing his/her name and index number. This should
secured in place on one layer of the article with stitches. Pins must not be used for
purpose.

Many candidates used pieces of paper of reasonable sizes to label their work.

Pieces of paper used by some candidates were too large for the size of article made.

Some labels were creased.

Some candidates used pins to hold labels in place. In some cases, candidates stitched labels through both front and back of articles thus making them very difficult to mark without unpicking the stitches.

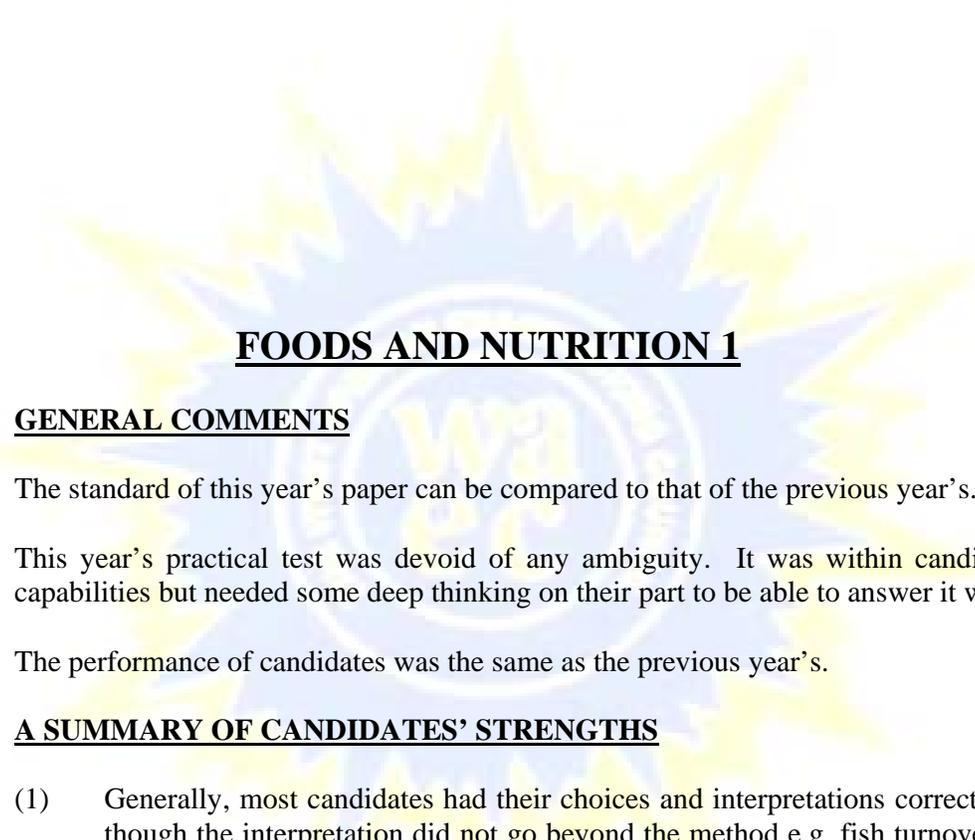
General neatness

How the article is handled from start to finish would contribute to the general neatness of the article.

Many candidates pressed and folded their work neatly before putting them into their envelopes.

The general neatness of some articles was marred by large labelling tags, creases due to improper folding and lack of pressing.

Some envelopes were too large and hard (e.g. some candidates used envelopes made from cardboards).



FOODS AND NUTRITION 1

1. GENERAL COMMENTS

The standard of this year's paper can be compared to that of the previous year's.

This year's practical test was devoid of any ambiguity. It was within candidates' capabilities but needed some deep thinking on their part to be able to answer it well.

The performance of candidates was the same as the previous year's.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, most candidates had their choices and interpretations correct, even though the interpretation did not go beyond the method e.g. fish turnovers: It is a dish prepared by using rubbing-in method of incorporating fat into flour.
- (2) Cancellation of work was neatly done.
- (3) This year, most table linen were well-laundered, and folded
- (4) Most candidates finished within the stipulated time.
- (5) There has been some improvement in the ordering of ingredients, even though some still mix the metric with the imperial measures.
- (6) Most candidates prepared syrups first and allowed to cool, which is commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) There was no room for preparation before class and most of the things which should have been done before class were done during the practical time, eg. greasing of baking trays, lining of cakes.

- (2) The majority of candidates did not write the time plans well. With most of them, the way the plans were written meant they would stand idling till a job was done, e.g. the syrup or the dish is done before continuing with other jobs.

- (3) Candidates gave the impression that they did not know how to dovetail activities.

From the way time plans were written, it could be deduced that most candidates did not have any idea of oven management, e.g. after baking rock buns, then, meat turnovers would be prepared and baked before another sweet dish is baked.

Generally, sweet dishes are first baked before savoury dishes to avoid mixing of flavours or the sweet dishes absorbing the flavours of the savoury dishes.

- (4) Candidates spelling of some words were very poor, e.g. 'rubb' for rub, 'leve' for leave, 'glase' for glaze 'quize' for squeeze 'attain to' for attend to, 'pianapple' for pineapple, 'nutmilk' for nutmeg 'frigde' for fridge.

- Teachers should teach candidates how to write the time plans correctly.
- Emphasis should be laid on the need to do proper preparation before class.
- Class activities should be well-supervised since in Foods and Nutrition the emphasis is on manipulative skills, in order to attain the best results.

5. DETAILED COMMENTS

Question 1

- (a) Using **three different ways by which fat may be incorporated into flour mixtures, prepare, cook and serve three dishes.**
- (b) **Prepare a fruit drink.**
- (c) **Set a table.**

From the choice of dishes, it could be deduced that most of the candidates only thought of baking as the only method of cooking flour dishes.

Candidates knew only of rubbed-in mixtures (shortcrust pastry, rock buns and plain cake mixtures) only. A few prepared biscuits.

For creaming method, candidates prepared queen cakes, fruit cake, rich cake, only a handful prepared biscuits.

Melting method: Ginger bread, ginger biscuits/nuts.

Very few candidates realised that with the table setting at (c) one of the dishes should be suitable for a table setting.

Other methods of incorporating fat into flour:

- (i) Shredding or finely chopping fat and mixing with the flour as in suet pastry.

- (ii) Adding in small flakes/dabbing the fat to the dough and rolling as in flaky pastry.
- (iii) adding the fat in small lumps to the flour, prepare dough and roll in as in rough puff pastry.
- (iv) Enclosing a block of fat in the dough and rolling as in puff pastry.
- (v) Melting fat with milk or water and mixing with the flour in hot water crust pastry and choux pastry.
- (vi) Whisking the eggs like in sponge cakes and adding melted fat, to mixture as in Genoese sponge and chiffon cake.

Choice of dishes

Most candidates had their choices right but they lacked variety. Most candidates chose fish/meat turnovers, sausage rolls, jam tartlets, rock buns and plain cake.

Other dishes using rubbing-in mixtures include:

Sweet-baked

Other variations of buns e.g. papaw buns/cake/s/coffee/chocolate buns/cake/s, fruit flans.

Tarts - open or covered e.g. custard tart, fruit tarts, lemon meringue pie, jam rolls.

Biscuits e.g. gari biscuits, rich yeast mixture e.g. Swedish tea ring; Scones - cream horns, currant and sultana buns.

Fried-sweet

“Polo” or fried coconut biscuits, ‘sweet bad’, twisted cakes.

Steamed

Different types of puddings using the rubbing-in and creamed mixtures.

Savoury-baked

Sardine talmus, fish envelopes, pin wheels. Quiches e.g. quiche lorraine.

Pies - Covered and uncovered, e.g. egg and bacon pie, bean pies, mixed vegetable pie, sausage rolls, cornish pastries.

Different types of pizzas, bread, cheese scones, cheese straws, tit bits, mixed vegetable horns.

Fried savoury

Flour flakes, tit bits, rissoles, vegetable/meat/fish turnovers.

Creamed mixtures - baked e.g.

- Butterfly cakes, Victoria sandwich cake.
- Madeira cake, Banana cake.
- Fruit cake, chocolate cake.
- Biscuits, cassava cake.
- Doughnuts, Lancashire nuts.
- Puddings and sauces.

Melted method dishes include:

- (a) Flap jack, ginger cakes.

Chiffon cake, genoese.
Sponge, biscuits/nuts.

(b) Drink

- Most candidates had the choice of the fruit drink correct, but either oranges or pineapples or water melons were used.
- Mangoes, soursop, 'alasa', 'samia', pawpaw could have also been used because they were in season as at the time of the practical examinations.

Interpretations

- These were generally appropriate e.g. queen cakes.
- It is a dish using the creaming method as a way of incorporating fat into flour/It is a dish prepared by the creaming method. Candidates could have further stated when the dishes could be served i.e. for snack, lunch, packed dish, cocktail.

Chief ingredients

Most candidates made a list of all the ingredients needed in the preparation of the dishes, while some also did not just include, the leavening agents e.g. baking powder.

Very few candidates mixed the metric and the imperial measures. Most of them used correct quantities.

Order of Work

The majority of candidates had problem with the time plan. Some planned using two hours, the work was not dovetailed and not sequential. Some also put down the method of preparing the fish.

For example:

9.00 am - 9.20 am - Prepare syrup, allow to cool and chill.

9.00 am - 9.40 am - Prepare queen cakes.

9.40 am - 10.00 am - Grease baking tins. Preheat oven and bake cake.

A good plan should have been

Time	Work/Activity	Time spent
9.00am - 9.30am	Prepare syrup. Pre-heat oven. Prepare queen cakes and place in oven at the top shelf regular 5 for 30 mins.remove syrup from fire to cool. Wash up.	30 mins.

A time plan should remind/help the user to know what to do at a given time and under examination conditions, putting down the shelf, temperature and cook times for baking, helps the candidate to know where to place the dish and when to remove it.

Candidates should be encouraged to write the time to interval at the extreme right hand side so that they will be aware of whether they are working ahead of time or behind time.

Cleanliness

Generally, this aspect of the work was poor. Work area was crowded with utensils and ingredients.

Candidates should be encouraged to weigh ingredients as and when they are ready to use them and also keep ingredients in their cupboards or on trays by their side.

Even though most candidates washed up at intervals in the course of the practical work, this was not properly done. The inside of utensils and bowls had fat in them. Only one side of work boards were cleaned.

Because dishes prepared had high fat content, candidates should have used kitchen paper to clean

off some of the fat and then later use hot water for washing up in order to get rid of all the fat. Used match sticks were thrown about.

Economy

The majority of candidates used the right amount of ingredients for cakes, but creamed and melted mixtures were wasted since a lot of the creamed fat and sugar was left on the wooden spoon and mixtures were also left in bowl because most of them had neither spatula nor pallet knife to remove the mixtures.

- Most of the candidates had too much filling for their pastry dishes.
- The few candidates who prepared biscuits used 100 gms of flour which was too much and it made rolling and cutting time-wasting, and too much for two. Candidates should use half quantity of flour and margarine for cakes when making biscuits.
- Some candidates burnt their dishes due to poor oven management.
- In some schools where there was running water, candidates washed under running taps.
- Candidates' use of safety matches was very poor.

To light a burner where one burner has already been lighted, instead of using the used match stick to get the flame from the lighted one to use to light the next one, they used a fresh match stick.

Clearing up

Even though most candidates finished before the stipulated time, used kitchen cloths were not washed.

Manipulative Skills and Results

The skills most candidates exhibited in ways of incorporating fat into flour left much to be desired.

Creamed mixtures

Creaming of fat by most candidates was more of grinding. They used the back of the wooden spoon instead of the bowl of the spoon and were using it to rub the mixture. This helped to melt the fat and make most of the cakes oily. This also wasted time.

- Few candidates added the essence to the beaten egg. Most added it last. Essence should be added to eggs when beating or whisking to get rid of the nauseating/unpleasant/raw effect of the egg.
- Most candidates added the eggs a little at a time to the creamed mixture to avoid curdling which was good.
- Most candidates who had curdled mixtures did not know that they could add a little flour to the mixture to improve the mixture.
- Some candidates added undiluted milk to cake mixtures. This helps to toughen the gluten thus giving the cake a poor texture.
- When enough eggs are not added to mixture or when it becomes necessary to add extra liquid the milk should be diluted 1:2, water or fruit juice could be added. The best liquid is the fruit juice since it helps to soften the gluten.
- Some candidates wrote either queen cake, rich cake which made the choice wrong.

Queen cakes are small cakes rich with mixed dried fruits and baked in paper cups. The Proportion of 100 gms of flour to 5 gms of mixed dried fruits. There is no cake called rich cake it can be a fruit cake, madeira cake, banana cake etc.

- Oven management was poor since most schools had the local commercial ovens. The schools try to purchase the local individual ovens for use, so that candidates may not be unduly affected.
- Most cakes were well-flavoured with spongy texture even though they were oily.
- Biscuit mixtures were over creamed, even though they were not piped biscuits. The few candidates who prepared puddings did not add sauces which are necessary when serving most puddings.

Rubbed in Mixtures

These included short crust pastry, buns, cake, bread and biscuit mixtures.

- Most candidates did not cut fat into flour. In rubbed-in mixtures, fat is cut into flour finely in order to make the rubbed-in easy and avoid melting the fat.
- Most candidates did the rubbing-in in their palm instead of using the finger tips.
- Most bun and cake mixtures were mixed with the hand instead of the palette knife.
- Rock buns made had no currants and were baked in patty tins instead of baking trays or tins. A rock bun mixture has a rough surface and to get a correct dainty size for 100 gms, mixture should have twelve pieces using a teaspoon.
- Most cake mixtures had the correct textures.

- Most pastry mixtures had too much fat with very little liquid, thus making them too short.
- Rolling of pastry mixtures were poorly done. It was more of grinding. Some candidates rolled mixtures on both back and front sides which is wrong.
- Sizes of both fried and baked chips were very neat, but some did not get the correct mixture. Proportion of fat to flour for mixtures to be fried should be decreased to avoid a soggy or mixture dissolving in oil.
- Most candidates prepared fillings first instead of after preparing the dough, so that the dough could have time to relax before rolling.
- Lining and covering of pie dishes were poorly done. Most candidates were not conversant with this aspect of dish preparation.

Few candidates diluted milk for glazing pastry dishes.

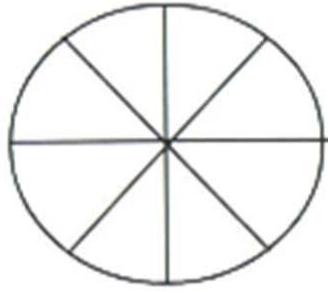
- Sizes of turnovers, rolls, cornish pastries were neat.
- The few candidates who prepared pizzas had great results.
- Biscuits: Most biscuits were not of even sizes, were not pricked, but were allowed to stay on the baking tray for sometime before removing.
- Scones mixture: Most candidates had this mixture correct. Shortbread: Most candidates who prepared this biscuit used wrong proportions of fat to flour, therefore had a heavy mixture which was not short e.g. they used 75/50 gms of fat to 100/75 gms of flour. A good short bread has a high quality of fat to flour since the fat serves as a binder.

For example: 65/67 gms fat
 50gms wheat flour
 50 gms corn/rice flour
 or
 65/67 gms of fat
 100 gms of wheat flour
 20 gms of powdered milk.

Most candidates had their shortbread too broad, flat and rectangular shapes with uneven sizes.

An oblong-shaped biscuit should be 1cm thick and 8 cms long/the length of the middle finger.

- Shortbread could also be cut into other shapes e.g. petticoat tails:



Melting method Mixtures

Ginger bread/biscuits/nuts, Genoese sponge.

- Most candidates who prepared the treacle could not get the colour right.
- Most candidates who brought in already prepared treacle also did not get the colour right.

Since the question was more on manipulative skills, candidates would have been better off preparing the treacle as part of the class work.

Most candidates had their treacle prepared by their teachers.

Most candidates added hot/warm melted mixture to the flour and bicarbonate of soda mixture and left it standing.

Melted mixture should be allowed to cool well before adding to mixture since the raising agent added to the flour starts working immediately the hot/warm mixture is added.

- Mixture was very vigorously stirred.
- Lining of loaf tins was poorly done.

Biscuit and nuts

Most candidates who prepared these dishes had dainty sizes and shapes.

Genoese sponge

The few candidates who prepared this type of dish had it right.

Fruit drinks

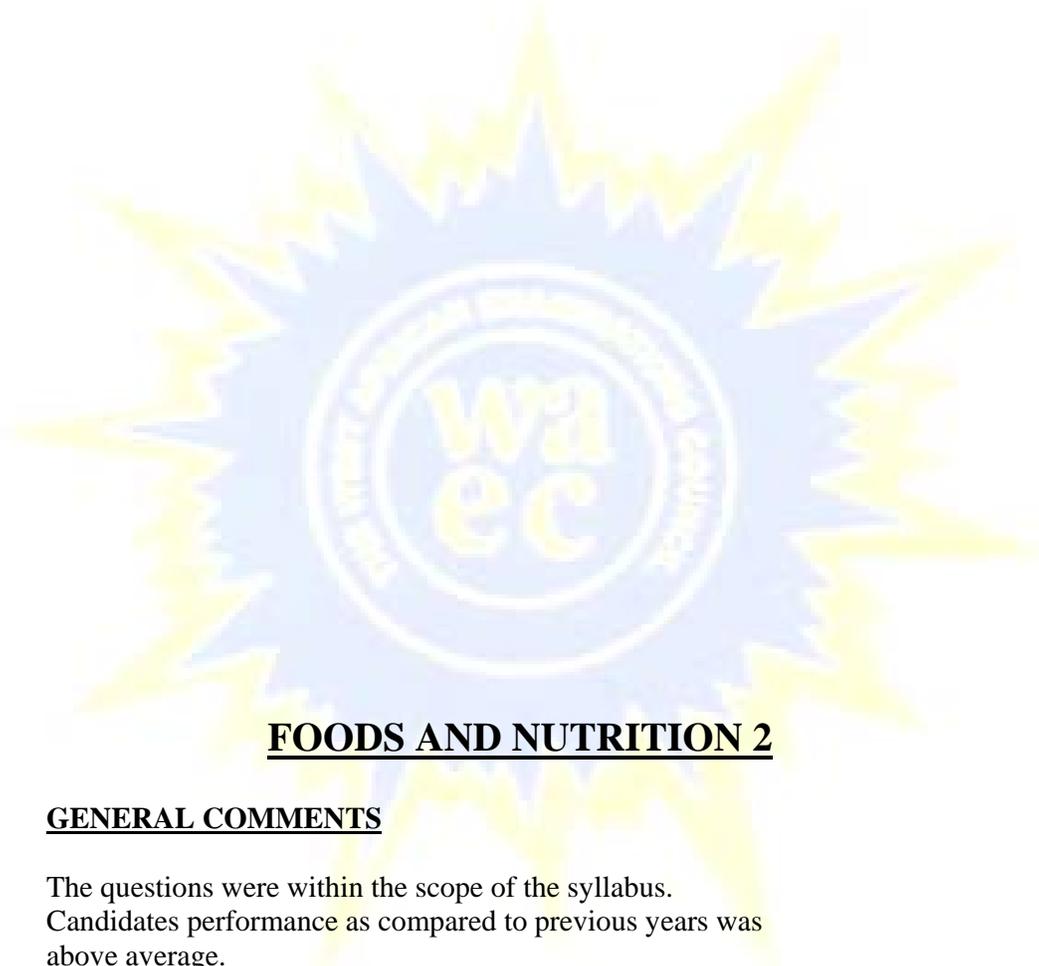
Syrups were well-prepared and flavoured. Drinks were well prepared, few candidates served half jugs of drink.

Table setting

Most table linen were well laundered and folded, but most candidates placed the table cloth anyhow on the table without taking cognizance of the lines, therefore either one side of the cloth was longer than the other or it was placed crookedly.

- The majority of candidates set the cover, crockery were well-cleaned and polished.
- Cutlery were well placed.

- Few did not add jugs of water.
- Few candidates did not set the table.
- Floral arrangement was generally poorly done.
- Washing up was poorly done especially in situations where candidates did not have running water.
- Most candidates forgot the mathematical aspect in table laying. Even though they had the screen fold lines in the table cloth, these were placed haphazardly on the tables, therefore most of them had cloths hanging crookedly. Some also did not fold napkins properly.



FOODS AND NUTRITION 2

1. GENERAL COMMENTS

The questions were within the scope of the syllabus.
Candidates performance as compared to previous years was above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Rubrics were well followed by most candidates i.e. the majority of candidates answered each question on a fresh page.
- (2) Handwriting of most candidates has improved.
- (3) There has been slight improvement in grammar.
- (4) Cancellation of work by most candidates was neatly done.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- instead
- (1) Cookery terms were poorly used by most of the candidates. They wrote e.g. 'drive banku' instead of stir the banku, stirring -in of flour into creamed mixtures instead of 'folding-in', 'cooker' instead of cook, 'steam meat' of sweat meat.
 - (2) Some candidates gave one word answers, thus making the answers wrong. For example factors to consider when planning meals for the family. Answer: Nutritive value/need size; Nutritive value/need of what? The family or the meat size of the meal or the family?
 - (3) Candidates spellings have not improved much e.g. they wrote 'clour' for colour, 'stair' for stir, 'lightening' for lighting.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Teachers should use the correct cookery terms and also encourage students to use the terms properly.
- (2) Teachers should introduce 'spelling competitions in class in their teaching to improve on students' spelling.
- (3) Teachers should use the chalk board effectively by writing new words in topics taught.
- (4) Students' note books should be checked and corrected periodically.

5. DETAILED COMMENTS

Question 1

- (a) **State four ways of making meals interesting.**
- (b) **Mention four factors to consider when planning meals.**
- (c) **Suggest four ways of using leftover cooked fish.**
- (a) A popular question which was poorly answered by the majority of candidates. Some candidates gave answers like 'By combining protein and carbohydrate foods, nutritional needs of the family.'
 - By arranging flowers properly. By preparing tasty food.
 - Others also gave one word answer like 'shape', 'arrangement', 'mould', 'size', 'taste', which did not give any meaning.
 - The few candidates who were able to answer the question correctly knew only of:
 - (i) - Garnishing savoury dishes/decorating sweet dishes.
 - Serving variety of dishes/creating new dishes out of left over foods.
 - Improving flavour/aroma/adding spices and flavouring.
 - Adding colour/adding colourful vegetables and fruits.
 - Improving the texture/serving foods with different textures.
 - Using different methods of cooking.

Other answers were:

- By moulding in different sizes and shapes.
- By serving meals at the right time.
- By serving food at the right temperature.
- By making table laying more interesting e.g. using crockery of different shapes, blend colours of table linen and crockery, arranging items and dishes e.g. fish, groundnuts with different coatings before frying/glazing dishes like pastry, bread dishes before baking.

- (b) This question was very well answered.
Candidates gave varied correct answers e.g.
- Nutritional value of food/Nutritional need of family/Age and sex of family members.
 - Cooking facilities available/Quality of food.
 - Likes and dislikes of family members/Life style/taste of family.
 - Size of family/Storage facilities available.
 - Type of food in season/Cooking facilities available/Income/money available/Cost of food items.
 - Very few candidates wrote meaningless answers like time and energy available;
Size of family members; Nutritional value of members.

- Fish
- (c) This question was well answered by the majority of candidates e.g. cakes, ball, pies, turnovers, puddings, rolls, salads, stew, soup, croquettes, gravy, mpotompoto.

Few candidates listed kedgree, jollof rice, shepherd's pie and 'fante-fante'.

Kedgere is a leftover rice dish, while jollof rice and hepherd's pie are meat dishes. 'Fante-fante' is a fresh fish dish.

Question 2

- (a) This question was very popular and was quite well handled by most candidates with varied answers. For example, foods in season:
- storage facilities available - Family size.
 - the amount of money allocated for food.
 - taste/lifestyle/likes and dislikes of the family.
 - amount of money allocated for food/Cost of food items.
- Nutritional needs of the family members.
- keeping quality of the food to be purchased.
 - It seems the only answer most candidates are not aware of is: availability of substitutes to the various foodstuffs and ingredients.
 - Few candidates did not understand the question because the answers they gave were on advantages of budgeting, e.g. it saves money and time. It helps you to live within your income. It helps to know the family needs.
- (b) **State four points to consider when purchasing food in bulk.**

This question was also well-answered by most of the candidates giving varied answers.

- Money/income available
- Food in season
- Family size
- Storage facilities available
- Keeping quality of the food
- Nature of the food/Consider whether the food is perishable or not
- Transportation - compare wholesale, and retail price.
- Some candidates wrote 'check the expiry date', then had half (1/2) the mark because they should have written check the expiry date of canned/packageged foods.

- They also wrote check for dents, bloats/swelling, these did not have any meaning. Candidates should be encouraged to write full sentences.

(c) These questions were poorly answered by most candidates.

- Candidates put down agencies e.g. Ghana Standards Board, Foods and Drugs Board.
- Consumer Protection Agency, while others too wrote milo, sugar, bread and milk.
- Most of the candidates who were able to answer could not list the four consumer agents. They included middlemen.
- Consumer Agents are:
 - Manufacturers/Producers
 - Wholesalers - Salesmen
 - Retailers - Hawkers
 - Distributors

Question 3

(a) Differentiate between any three of the following pairs of cookery terms:

- perishable and non-perishable foods;
- bulk purchasing and hire purchasing;
- invalids and convalescents
- cereals and pulses

(b) Give two examples of offals.

Most candidates who answered the (a) part of this question did not answer it fully. They left out some salient points in the question.

- part (a)(iv) of the questions was attempted by few candidates and most of them did not get it right.
- For (a)(i) candidates wrote that 'perishable foods are foods that cannot be stored for long/or are foods that spoil easily e.g. tomatoes, fresh fish, vegetables, while non-perishable foods are foods that have good keeping qualities/can be stored for along time/does not spoil easily e.g. beans, maize, gari, rice etc.
- Others too wrote that 'perishable foods are foods that have to be used immediately they are harvested or should be processed immediately, while non-perishable foods are convenience foods.
- Another group too wrote that the perishable foods are foods that should be refrigerated or stored in a refrigerator whereas non-perishable foods do not need refrigeration/or can keep without storing in a refrigerator.

Correct Answer: Perishable foods are foods that can spoil immediately if they are not properly preserved/are foods with very low keeping qualities because they have/contain/high water or moisture content while non-perishable foods are foods that can be kept for a reasonably long period without getting spoilt/have good keeping qualities/have a long shelf life due to their low water or moisture content.

Question 3(a)(ii) - Most candidates connected the hire purchase with food instead of goods, e.g. expensive items like T.V. refrigerators, freezers, etc..

- Some candidates wrote that 'Bulk purchasing is an act of buying food in large quantities at a time and keeping them/storing for future use, but hire purchasing is an act of buying foods or goods and services, pay for one-third of the cost and paying the rest in bits/by instalments agreed between seller and buyer.

The word act is wrong and teachers should endeavour to use correct terms for students to learn.

- Other candidates too wrote that 'Bulk purchasing is a process of buying in bulk/large quantities/buying in large quantities to keep while hire purchasing is credit buying.
- Very few candidates remembered that in hire purchasing, the goods do not become the owner's property until the whole amount is paid, and in case of default the goods can be collected without any refund.

Correct Answer: - Bulk purchasing is a process of buying food in large quantities at a time and keeping them for future use while hire purchasing is a process of buying goods e.g. freezer on credit and paying the money in instalments while using the goods, the goods do not become the owner's property until the whole money is paid, and in case of default the goods can be collected by the seller without any refund depending on the agreement made between seller and buyer.

Question 3(a)(iii) - Very few candidates had this question totally wrong. Some had left out part of the answer for the invalid but had the convalescent part correct.

- Candidates wrote that invalids are people who do not take meat while convalescents are people who take meat.
- Invalids are children who are sick and convalescents are adults.
- Invalids are people who are on sick beds, but convalescents have recovered from an illness.
- Invalids are sick people while convalescents are people recovering from an illness.
- Some candidates wrote that invalids are people who are sick from a disease and convalescents are people recovering from a disease.

Students should be taught that being ill is not the same as having a disease.

Correct Answer:

- Invalids are sick people confined to bed/People who are very seriously ill or sick whereas convalescents are people who are recovering from an illness.

Question 3(a)(iv) - Very unpopular question attempted by very few candidates. A poorly answered question.

- Some candidates wrote that cereals are carbohydrate foods while pulses are protein foods and gave the different examples.

Cereals are seeds from the edible grass family/are the seeds or grains of the cultivated grasses used for food, but pulses are the dried edible seeds of leguminous plants/are the dried seeds of the legume plant family.

Question 3(b) - Very well answered question, but most candidates mentioned the liver and kidney only. It seems they did not know the names of other offals.

- Very few gave the brain, tongue, heart, sweet-bread, gizzard and lungs as examples.
- Some candidates also did not know that the intestines are the tripe so they wrote large and small intestines.
- Some candidates listed blood, this is not an offal.

Question 4

State and explain five factors that can reduce fatigue in the kitchen.

A popular but poorly answered question.

Most candidates were able to state the factors that can reduce fatigue, but could not explain them, while those who attempted to explain could not fully do it. Very few candidates were able to explain the factors well.

Some too linked their explanations to accidents in the kitchen - avoidance of accidents. Few candidates wrote their answers in the negative, thus making their answers wrong.

For example:

- Improper arrangement of kitchen equipment.
- Poor lighting system.
- Avoid working in a kitchen with no ventilation.
- Candidates also did not know the difference between a cook and a cooker.

Explanations linking with accident.

- Good lighting system: 'The kitchen should be well lighted so that the cooker would be able to see clearly to prevent accident'.

Some Correct Answers:

- Provision of good light: This is essential in all working areas, both during the day and night to enable the cook to see clearly without straining the eyes, which is very stressful and can cause fatigue.
- Provision of correct and efficient tools: These should be provided for working conveniently in the kitchen to prevent the cook from exerting more energy when working e.g. in the use of a blunt knife for cutting, the cook has to use more energy than when a sharp one is used.

Question 5

(a) List five suitable dishes for each of the following occasions.

- Teenage birthday party.
- Cocktail party.

(b) State the ingredients and method of preparing any one of the named dishes in (a) above.

A popular question which was satisfactorily handled.

- Candidates were expected to write dishes, but some wrote meals.

- It seemed some candidates did not know what a cocktail party is and therefore mentioned dishes they like soups, desserts, one pot dishes, roasted chicken.
- Cocktail dishes are dainty finger dishes.

Some Examples of Dishes for Teenage Birthday Party

- Birthday cake, Fried rice with grilled/roasted chicken
- Jollof rice with fried/grilled/roasted chicken/meat.
- Coleslaw - Fruit/vegetable salads, Ice cream.
- Meat/Fish pasties - Fish/meat/yam balls.
- Gravies - Sauces, shito, Grilled meat.
- Baked fish - Stuffed eggs, biscuits, fruit drinks, punch, puddings and sauces.
- hot and cold desserts - kelewele.
- grilled Fish - banku/kenkey.

Cocktail Dishes

- Open/closed/rolled sandwiches, scotch eggs.
- Meat/fish khebabs, queen/butterly cakes.
- Meat/fish envelopes, Meat/fish pasties.
- Fried/baked tit-bits, cheese straws, Meat/fish balls.
- assorted drinks.

Question 5(b) - The question was quite satisfactorily answered. Some candidates did not understand the question. They therefore listed ingredients and methods for more than one of the dishes.

Others also listed a dish e.g. Meat turnover, listed the ingredients, then put down as method of preparation

- Baking.
- some candidates wrote pastry dishes, sweet dishes turnovers.
- Most candidates listed the ingredients without quantities.
- Ingredients should include quantities e.g.

Pineapple drink

1 medium size pineapple.
100 gm sugar
1 small ginger
cloves and peppercorn to taste.

Method of Preparation

- There has been some improvement in the writing of method of preparation, even though some candidates omitted some important steps. For example, meat for khebab was grilled without cleaning and cutting up meat.
- Vegetables were cut up without cleaning.
- Meat was not fried in the steps, but fried meat was put into the jollof rice.

Question 6

- (a) List four sources of information.

- (b) **State two reasons for collecting information on traditional dishes.**
- (c) **Create a dish using cereals in your locality.**

The question was not a popular one, but the few candidates who attempted it did well. Some candidates, instead of listing sources of information listed methods of collecting information e.g. Using questionnaires, observation, participation

Some sources of information are:

- Housewives, Market women, Caterers/Food vendors.
- Food demonstrators, Newspaper/Journal columnist.
- Media food presenters, Home Economic teachers.
- Internet, Dieticians, The aged in the society.

6(b) This question was well answered by the majority of candidates.

- Few gave part answers, e.g. to identify sources of the ingredients.
- To help solve problems in foods and nutrition.
- To find out local dishes taken by people.

Some answers given by candidates are:

- To find out about the methods of preparation and to modify them/create new receipts.
- To identify the sources of ingredients and improve upon the nutritive value.
- To find out about the different dishes taken by different people and learn how to prepare them.

Some suitable answers:

- To find special local dishes suitable for different occasions.
- To determine special local dishes for people in different walks of life and physiological conditions.
- To improve on taste, texture and appearance of local dishes.

6(c) Very few candidates created dishes using the local cereals.

Very few candidates used wheat and oats which are not cereals from any locality in Ghana.

Teachers should encourage students to develop recipes using the various staples in their locality.

GENERAL KNOWLEDGE IN ART 1B

1. GENERAL COMMENTS

The standard of the question papers can be compared with the previous years in terms of clarity of rubrics and content. Despite the fact that few candidates were inadequately prepared for the paper, the performance of candidates, on the whole, 'average'

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates have improved tremendously in the use of the English Language. Sentences were very simple and concise.
- (2) The handwriting continues to improve.
- (3) Few candidates made an attempt to buttress their answers with illustrations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few candidates still have problem understanding the rubrics. As a result they provided answers that were not required by the questions.
- (2) Candidates answered more questions than required.
- (3) Again, some candidates used jargons in their answers.
- (4) Candidates still lack knowledge of basic terms frequently used in Art.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Candidates are to read widely to improve their understanding and acquire additional information to be able to answer questions well.
- (2) Candidates should stick to the demands of the question (e.g. to answer THREE questions only.)
- (3) Candidates should be conversant with the basic art terminologies i.e their meanings and functions.
- (4) Teachers should help candidates to improve on their grammar, spellings and also to write standardized English.

5. DETAILED COMMENTS

Question 1

- (a) **What is creativity?**
- (b) **Using four examples justify the notion that the Pre-historic man was a creative person.**

Most candidates answered the (a) part very well but they could not provide evidence to justify the notion that the Prehistoric man was a creative person.

- (a) It is the capacity of having new thoughts to bring out new ideas or things from the environment, or being original in one's way of thinking and acting.
- (b) The prehistoric man is considered a creative person mainly for his originality. He was able to produce artwork from his environment independently and without any influence from any civilization.

His ability to use skins of animals as clothing, fat of animals as fuel for his lamp and as binder for his earth colours are among a lot of examples that can be cited to support or justify the notion.

Question 2

Discuss ten characteristics of the Baule ancestor figure.

Candidates neglected the rubrics and wrote generally on Baule art.

These characteristics are the distinguishing features or qualities that are typical of the ancestor figures.

Examples are as follows:

- They are carefully executed with superb craftsmanship,
- The head is large, with delicate and concave face,
- The figures have high forehead,
- Long thin or narrow nose,
- The neck is long and cylindrical with rounded chin,
- Male figures have plaited beard,
- The eyes are almond in shape,
- The eyebrows are finely carved with lashes over half-lidded eyes,
- The mouth is broad and finely cut,
- Figures wear trivial hairdos which are highly stylized etc.

Question 3

(a) **What is Art Appreciation?**

(b) **Write an appreciation on the illustration provided below.**

This was the favourite of most candidates. However, they could not apply the steps in appreciation to the illustration provided.

- (a) It is an intelligent discussion about works of art or an appraisal of a work of art without passing judgment.
- (b) The illustration is appreciated by using the steps below.

I IDENTIFICATION OF THE WORK

It is traditional Akan sculpture

Title is 'The Akuaba'

Name of artist is unknown

Date/period of execution is also unknown

The size is variable

Where found-Among the Akans of Ghana, museums in and outside Ghana.

II INVENTORY OF ITEMS IN THE WORK

Description: It has the following features:

A large round head

Long ringed neck and broad face with heavy eyebrow

The ears are pierced on the side of the head and two rings are put into each of the pierced holes.

The torso is cylindrical with two horizontal projections which join the torso

to

form the arms.

It has conical breast.
The navel is conical and protruding
The feet is pedestal

Characteristics:

Usually has a smooth texture
Painted and polished black

III TECHNICAL QUALITIES

Medium - Wood

Tools - Knife, adze, chisel etc.

Method of production - carving
- finished smooth

Nature of design - abstract composition of human figure.

- A symmetrical design composed of straight lines (vertical, oblique, horizontals) and curves.

IV INTERPRETATION OF THE WORK

Conditions stated(mood) - Rigid frontal pose

- A charm (to protect the mother and child

Functions: Fertility sculpture (to fecundate barren women)

- An embodiment of beauty in the traditional Akan society (Broad head, ringed neck etc.)

- Prominence of the breast is symbolic of fertility, womanhood,

- The navel is the life force of every child in the womb.

Question 4

(a) **What is a stool?**

(b) **Explain four symbolic characteristics of a female stool.**

SYMBOLIC CHARACTERISTICS	EXPLANATION
(i) Top arc (shaped like a crescent moon)	- Loving embrace of a mother - Female influence in the society.
(ii) Four rectangular-shaped pillars at the	- Influence of male power in the society corners

	of the stool - Symbolic of strength, power and good fortune - The dependence of male for subsistence, growth and protection
(iii) Small triangular projections on the	- Represent both male and female outer sides of each pillar children in the society
(iv) The circular pillar in the centre of the	- The power and presence of God in stool the society.
(v) Small square or rectangular holes in the	- Justice and fairness of God in the central pillar society
(vi) The flat base	- Stability of the earth.
(vii) Curved pillars shaped like rainbow	- A common sharing of responsibility among men and women.

Question 5

Explain the following terms:

- (a) **Aesthetics;**
- (b) **Ferrule;**
- (c) **Gallery;**
- (d) **Icon;**
- (e) **Foreground.**

Candidates had a little difficulty in explaining (c) and (e)

GENERAL KNOWLEDGE IN ART 2A

1. GENERAL COMMENTS

The standard of the papers is generally good and compares with the previous years. Candidates' performance was quite better than that of the previous years. Candidates were able to observe and draw the objects placed before them.

The works were mostly in pencil with very few in colour.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Many candidates were able to critically observe and bring out the shapes of objects placed before them.
- (2) Some candidates also depicted good skills in shading and painting, bringing out various tonal values and the nature of the objects. This shows candidates' ability to observe and interpret objects. This is commendable and must be encouraged through constant practice in drawing and painting.
- (3) Although only few candidates presented works in colour, there were very good colour works, especially those in water colour effect.
- (4) It could also be seen that, unlike previous years, candidates presented good compositions drawn from objects placed before them and not from imagination or picture.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor drawing skills.
- (2) The various ways of shading was poorly done.
- (3) The mixing of colours and colour combination was not encouraging. Raw colour application.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Candidate must be taken through exercises in drawing, shading and painting of basic shapes such as square and cubes, circle and sphere, triangle and pyramid, cones etc.
- (2) Various ways of shading must be practised e.g hatching, cross-hatching, pointillism as well as painting of tints and shades.
- (3) There must be more exercises on colour work. e.g mixing, grading, combination etc.

5. DETAILED COMMENTS

Question 1

- (a) Candidates are expected to demonstrate skills in handling of tools for drawing and painting, such as pen, pencil, brush etc. Secondly, candidates must show the ability to observe, and bring out the shapes and nature of the objects through drawing, shading and painting.

Candidates are expected to demonstrate their knowledge and application of the elements of art according to the principles of design.

Most of the candidates attempted this question and many exhibited good and bold handling of the tools.

However, only few works were in colour which were in most cases showing difficulty in colour mixing, tonal values etc.

Some candidates' drawings were poor and had difficulty in shading and this ended up destroying the work.

- (b) Very few candidates attempted this question and their standard of work was far lower than the previous years'.

It was found that candidates could hardly draw basic shapes, let alone complex human figures, to form a composition.

Candidates were expected to bring out their observation and imaginative ability to the fore.

Almost all candidates who attempted this question failed to meet the required standard.

GENERAL KNOWLEDGE IN ART 2B

1. GENERAL COMMENTS

The standard of the papers compared favourably with that of the previous years. Candidates' performance was quite better than the previous years' especially in calligraphy.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates' creative abilities were manifested in their presentations both in calligraphy and poster designing.
- (2) Some candidates' skilfully used the lettering pen to produce accurate and quality calligraphy. A variety of pen strokes were employed by some candidates.
- (3) Some candidates' ability to produce quality, colourful and relevant illustrations were highly commendable.
- (4) Cane pens, bamboo and markers were widely used by candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) In calligraphy, some candidates used screen/stencil printing, coral draw to execute the works. Some drew the letters and painted in.
- (2) Candidates did not use pen strokes for the border designs but rather employed pictorial solution such as the use of motif.
- (3) Those who used the calligraphy method were not consistent with the accuracy, quality and clarity of the letters and words.
- (4) Replication of same layout, colour scheme and fonts were evident.
- (5) Some candidates who attempted the pictorial poster design had problems. A number of posters were made without texts. It was clear that candidates lacked knowledge in pictorial poster designing.
- (6) The use of three colours was not strictly adhered to by some candidates.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

1. The use of stencils in calligraphy is totally wrong and therefore must be discouraged. Calligraphy letters are written rather than constructing and painting.
2. Calligraphy border designs require the use of pen strokes with or without touches of colour.
3. It should be noted that students can get ideas from the computer for their designs but not to copy directly from it. This kills creativity.
4. Students should know the differences between a pictorial poster and an ordinary poster.
5. Art teachers must do well to discourage their students from using pre-prepared stencils if they should use them at all.

5. DETAILED COMMENTS

Question 2

LETTERING/CALLIGRAPHY.

Many candidates tackled this question. Instead of the free hand style of approach many answered the question by the printing means such as stencils, screens and block lettering. Some candidates ignored the border design while others chose to use all manner of motifs to decorate the borders.

Margin was also not considered in some cases. Poor planning was evident and the letters too not legible. Those who understood the demands of the question however did quite well.

Candidates were expected to use lettering pens and other appropriate tools to write letters skilfully. Consistency in writing, accuracy, legibility of words, decoration of letters and background as well as good finish were very essential.

Candidates were also expected to use the support effectively i.e work must not be too small or too big for the space available. Spacing of letters and words appropriately with available margin and an appropriate border design were some of the requirements.

Candidates were to use lettering pens in designing the border with or without touches of colour instead of just drawing motifs and filling in with colours.

Question 3

DESIGN (Pictorial poster on effects of land degradation)

A few candidates attempted this question but it was poorly answered. Though, a pictorial poster, some candidates did not include texts or captions at all, making their beautiful illustrations irrelevant.

Many candidates did not follow the dictates of the question and so used more than three colours or even less than the three.

There was evidence of the use of drawing aid such as coral draw from the computer making most works very similar.

A pictorial poster is basically a picture with text or caption educating the public on an issue in the environment. Candidates were therefore expected to use any type of lettering and an appropriate illustration to depict either the activity or the effects of land degradation.

It was evident that some candidates used computers to print their works and traced them out to the examination room which is unacceptable. Candidates were expected to present original designs. Ideas from the computer can be developed into one's own designs rather than printing and copying.

GRAPHIC DESIGN

1. GENERAL COMMENTS

The General performance of candidates was satisfactory.

The standard of the paper compares favourably with that of the previous years.

Many candidates were able to answer some of the questions satisfactorily and scored high marks. There is the need for them to work harder to achieve good grades.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Almost all the candidates got the following definitions right:
“What is Art Portfolio”
- (2) They also did well in defining *“Serif”* and were able to name *“Parts of a case-bound book”* as indicated.
- (3) It was easy for them to *“State three importance of illustration”* and *“What is illustration?”*

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) They didn't have good command of the English Language and were therefore not able to express themselves satisfactorily.
- (2) They could not draw very well. Many presented poor drawings.
- (3) They failed completely to discuss the **three** characteristics of symbols.
- (4) Drawings of casebound books was badly done. Some drew book jackets, files and frames instead of an actual book.
- (5) Many illustrated signboards that were not by the roadside as the question demanded.
- (6) Many candidates were not able to recall things that they has seen. It is important that they should be very observant and be able to recall things.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Candidates should read their notes and pay attention to their teachers.
- (2) They should not rely on their notes only. It is important for them to look for past question papers on the subject. They also have to refer to Graphic Design books.
- (3) They need to read the questions carefully and understand before answering them.
- (4) Candidates should know the techniques of answering examination questions.
- (5) There is the need for them to do a lot of practicals in drawings and illustration.

5. DETAILED COMMENTS

Question 1

- (a) **Define Serif**

- (b) **Illustrate the following types of Serif using the letter H.**
(i) **Hairline** (ii) **Bracketed** (iii) **Round**

Many candidates could not distinguish the different types of serif that they were to illustrate. The round serif seemed not familiar. A lot of candidates did not answer that question. A few candidates were able, however, to answer it appropriately.

It was strange to see candidates illustrate one type of serif and yet label that type as hairline, bracketed and round at the same time.

Question 2

- (a) **Discuss three characteristics of symbols**
(b) **State two uses of symbols.**

Few candidates answered this question. Unfortunately they didn't understand the question and deviated completely. They also could not discuss characteristics of symbols. Instead, they talked about uses and thereby mixed them up with logos and the use of traditional symbols.

Question 3

- (a) **Explain the term perspective**
(b) **Using one-point perspective, illustrate a signboard by the roadside with the inscription WELCOME.**

Many candidates handled that question very well and it showed that they were very familiar with perspective and different types of perspective. The question demands the definition of the term "Perspective," the use and different types of perspectives and examples that have to be given to answer that question adequately.

Unfortunately, their illustrations were not too good. Candidates could not recall what they had observed and failed especially to link the signboard drawn to the vanishing point which is very important. The writing WELCOME should also necessarily be limited to the vanishing point. If the board is placed on the left hand side of the road, the welcome recedes to the V.P. with the letter W bigger and E becomes smaller. On the other hand, if the signboard is placed on the right side of the road the W becomes smaller and E becomes bigger.

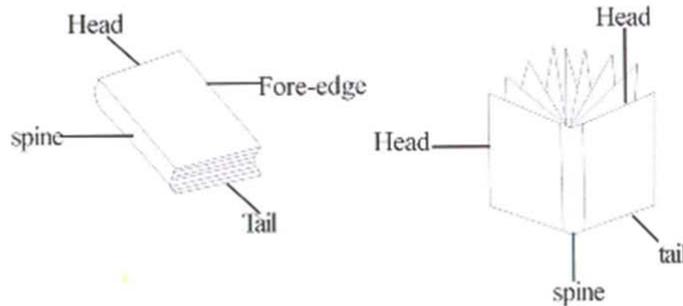
Some candidates failed to recognize this and so they lost some marks. Some drew only the road or only the signboard and they also lost some marks.

Question 4

- (a) **Discuss three ways of taking good care of books.**
(b) **Illustrate a case bound book and name the parts**
(i) **head,**
(ii) **tail,**

- (iii) spine,
- (iv) fore-edge.

This question was also popular with the candidates and many handled it very well. Unfortunately, their drawing of case bound book was poorly done. They were able to name the parts satisfactorily and that gave them high marks.



Question 5

- (a) What is illustration?
- (b) State three importance of illustration
- (c) Discuss two reasons why illustrations in children's books are brightly coloured.

This question was also popular with candidates and many handled it quite well, except the (c) part that confused them. They were giving reasons for illustration in children's books instead of why the books are illustrated with bright colours.

Question 6

- (a) What is Art portfolio?
- (b) State and discuss three importance of artists' portfolio.

Candidates performed creditably in answering this question. Almost all of them got it right in mentioning the "What is Art portfolio."

LEATHERWORK

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years.

They were relevant to the requirements of the teaching syllabus. The performance, however, for this year seems to be slightly above that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates were able to express themselves well.
- (2) It is good to note that candidates attached equal importance to all the questions and that was commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates could not express themselves properly and their spelling was also poor.
- (2) Handwriting of some candidates was so horrible that examiners had to struggle to read what had been written.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) English Language should be taken seriously, that will help candidates to express themselves during writing.
- (2) Handwriting skills should be organized during lesson.

5. DETAILED COMMENTS

Question 1

- (a) **What are decorative techniques?**
- (b) **Describe the processes involved in each of the following techniques:**
 - (i) **embossing;**
 - (ii) **thonging;**
 - (iii) **glueing;**
 - (iv) **outline tooling.**

This question demanded definition, explanation or description of what decorative techniques are. The question also demanded examples of such techniques and their significance in Leather article production.

The question was not asking for definition or explanation of the techniques.

It demanded a step by step description of the processes to achieve the effects. Each technique indicated had specific processes that the craftsman had to pass through to achieve the desired effect but most candidates just explained what the techniques were.

Question 2

- (a) **Give five reasons why leather surfaces are treated after tanning.**
- (b) **Give five post-tanning treatments to leather.**

The question is demanding knowledge on the various surface treatments given to leather after it has been tanned.

Here, candidates were writing on treatment given to the whole leather, ie, to remove odour, to become flexible and soft to plump up or swell with the impregnation of oils etc. Others were talking about decomposition and decay when the pelt had already undergone tanning to make it more permanent.

This question sought to find out if candidates could discern the differences in the treatments given to leather after they have been tanned.

Question 3

- (a) What is combination tanning?**
- (b) Describe vegetable tanning.**

This question sought to know if candidates had knowledge of the different methods of tanning and the agents employed in each case. It also wanted to find out if candidates could tell the effects of some of these tanning agents on pelts, what would be achieved if a tanned leather was given another treatment with different tanning agents and which ones were normally practised/combined.

Candidates wrote on different combinations some of which are not normal. Some wrote that both salts and acids were combined in a bath and that was combination tanning. Others wrote that minerals and chemicals were combined to tan in a single operation. But in combination tanning, one method precedes the other and not at the same time in one bath/vat.

In (b) candidates were to describe tanning pelts with vegetable agents. Some candidates wrote 'salt tanning' which is not a tanning method. Salt, however is used for curing or preserving pelts prior to tanning.

Question 4

- (a) What is a template?**
- (b) Describe how to make a template.**
- (c) Describe how to transfer the template design onto leather.**

The question demanded the definition, description and use of template. Most of the students understood template to be the cut out motifs they use for embossment. "the local method"

Most candidates wrote that templates are patterns of designs that are normally cut from a chipboard and are used as embossing designs or motifs on leather articles. They are always in relief.

Question 5

- (a) Discuss five setbacks in the leather industry.**
- (b) Suggest a remedy for each of the setbacks mentioned in (a) above.**

Here the question is demanding the setbacks which are peculiar to the leather industry in Ghana and not the general setbacks in all industries in Ghana.

Most candidates gave general views instead of dealing with the pertinent problems within the leather industry e.g the use of hides and skins as food, thereby depriving the industry of the needed pelts.

In the suggested remedies, the candidates did not give tangible or tenable suggestions as to how the problems they had outlined could be solved.

Question 6

- (a) Differentiate between tools and materials.**
- (b) State one use of each of the following leatherwork tools:**
 - (i) swivel knife;**
 - (ii) skiving knife;**
 - (iii) modeler;**
 - (iv) combination punch;**
 - (v) seeder;**
 - (vi) shader.**

Most of the candidates could not find the right words/terms for “tools “ and “materials.” In (b) most candidates were able to give the uses of the tools correctly.

MANAGEMENT-IN-LIVING 2

1. GENERAL COMMENTS

The paper was good. The questions were varied and at the level of the candidates.

The questions were very relevant as they covered areas such as finance, sanitation services in the home, design and parenting.

Generally, the paper tested candidates' knowledge in life's skills. As far as the performance of the candidates goes, there has been some improvement in the answers written/even though we still have some cases of:

- (1) weaknesses with spelling,
- (2) poor understanding of the questions,
- (3) candidates not observing the rubrics,
- (4) inability of candidates to construct simple sentences.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some of the schools that have been graded as C are gradually putting up candidates that are doing well in Management-in-Living. I believe that if the schools employ qualified teachers and provide them with the necessary materials, they would be able to produce candidates that do well.
- (2) Legible handwriting displayed by a number of the candidates is commendable.
- (3) Some of the candidates tabulated their answers where appropriate to make them clearer.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Lack of understanding of the questions:

A lot of candidates lost marks for question 2b because they did not read the question well; instead of giving the effects of parenting on the parents they rather gave the effects on the children.

- (2) Spelling mistakes: These were too many and some were very unpardonable e.g. redraw money instead of withdraw money, flour instead of floor, lones for loans etc.
- (3) Candidates giving almost the same answers for a question in certain instances.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- The heads of school should not allow teachers who do not have the requisite knowledge in Management-in-Living to teach the subject.
- Technical words should be pronounced well and written on the blackboard for candidates to see to avoid wrong pronunciation and spelling.
- Candidates should be encouraged to read widely outside what is taught in class.
- Spelling drills can be conducted by teachers every now and then.

4. DETAILED COMMENTS

Question 1

(a) **Define plumbing.**

The majority of candidates could not define plumbing satisfactorily. Candidates lost marks because they did not mention pipes or even bringing water in and out of a house. Some even defined it as a person.

(b) **State three reasons why the use of pipe borne water is important in the house.**

Question 1(b) was fairly well answered. Candidates wrote about the importance of water, however, some of them did not limit it to the home, hence, they lost some marks. Some said pipe borne water was good for irrigation and generation of power.

Question 2

(a) **Who is a parent?**

Definition of parenting and effect of childcare on parents. The term parent was well defined by many candidates and they included birth or adoption and care.

A few candidates mentioned just the birth and adoption and left out the care or vice versa and therefore lost half the mark. Some also wrote that a parent is anybody capable of looking after a child which is wrong.

(b) **State six effects of child care on Parents.**

This part was not well understood by candidates. They gave answers appropriate for the effect of inadequate care for children by parents. Wrong answers like:

- teenage pregnancy
- drug abuse
- child delinquency
- disrespect for adults
- street children etc were given.

The correct answers should include

- lack of privacy
- loss of freedom
- child care can lead to fatigue
- extra money may be required, not just finance.
- parents may have to use more of their time caring for their children etc.

Question 3

(a) **List any four types of lines used in home furnishing.**

Very few candidates answered question 3 and they did fairly well with 3(a), except for poor spelling.

(b) **State the impression which any three lines in (a) create on the mind of an observer.**

Question 3(b) was very poorly answered. Either they did not know the effects or impressions the lines create on observers or where they knew them, they wrote them wrongly. for example, vertical lines create an impression of height or make things appear taller.

Candidates wrote vertical lines make a room tall which is wrong.

(b) State the impression which any three lines in (a) create on the mind of an observer.

Question 3(b) was very poorly answered. Either they did not know the effects or impressions the lines create on observers or where they knew it, they wrote it wrongly. for example, vertical lines create an impression of height or make things appear taller.

Candidates wrote vertical lines make a room tall which is wrong.

Question 4

(a) List two ways of saving money informally.

Ways of saving money informally was well answered by most candidates.

They were writing 'susu' box for cashbox or piggy bank and at the same time writing 'susu' collectors. Both were accepted.

(b) Explain any two of the following:

- (1) Cheque, crossed cheque, open
- (2) Cheque, a crossed cheque and open cheque were not well-defined.
A cheque was defined as a book used to 'redraw' money 'from where?'

An open cheque is used to 'redraw money on the counter. A crossed cheque cannot be 'redraw' by the owner.

These are some of the answers given by candidates.

Teachers should show samples of cheques to candidates and teach them how they are used and when they are used.

(c) State three services that banks provide their customers.

Question 4(c) was well-answered except that loans were written in different ways 'lons' 'lones' 'noans' 'nonnes'

Question 5

(a) List four different kitchen linen and state one use of each.

This question was not well answered.

Most candidates wrote answers like curtains, towel, napkins, rug.

Those who were able to list the correct responses could not state their functions. For example oven gloves: used for baking.

(b) State two reasons for making cloth out of cotton or linen fabrics.

This part was poorly done.

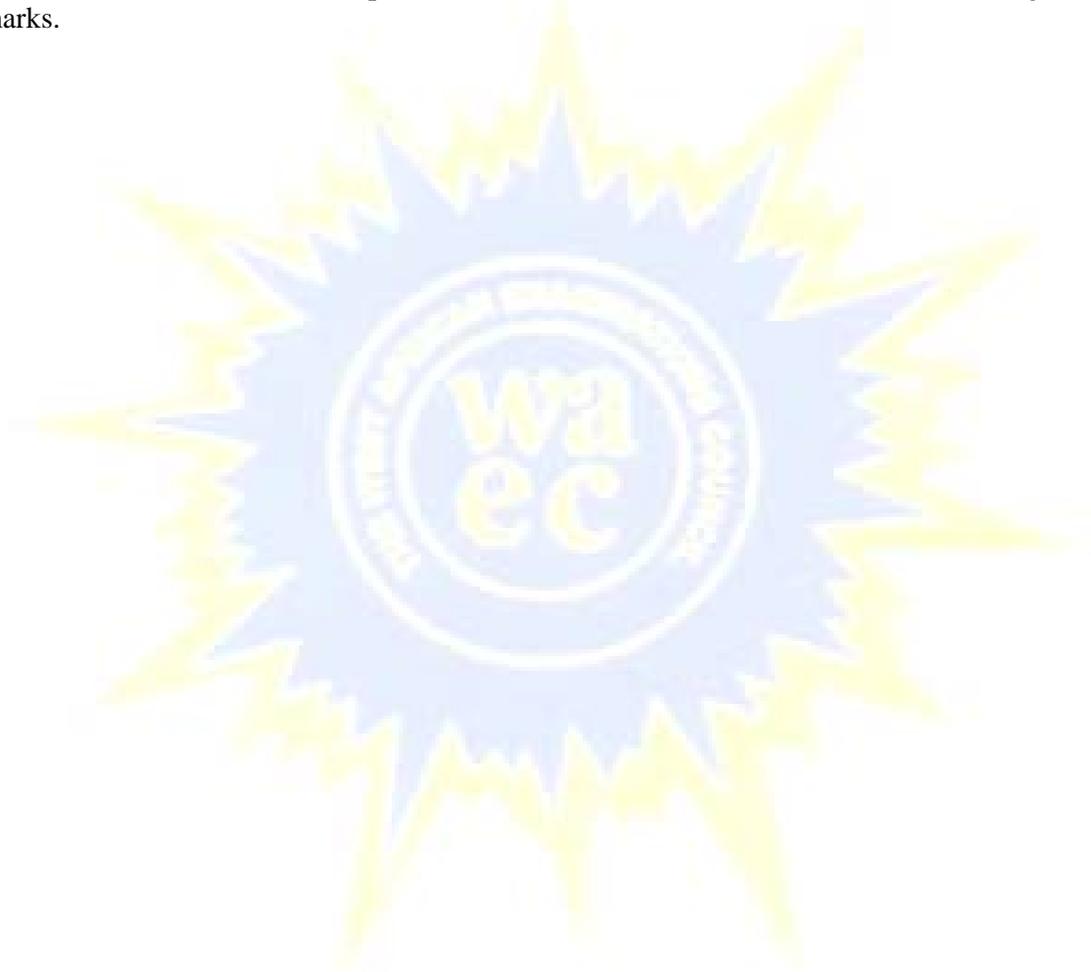
Question 6

(a) List four surfaces in the home.

This was a popular question and was well answered. A few listed wood, glass, metal without surfaces. Some also listed bedroom, toilet, bathroom etc.

(b) State four consequences of leaving surfaces to become very dirty before cleaning.

This was well-answered. The topic was well-treated and therefore candidates scored high marks.



MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

The standard of the paper is adequate for the level, as it tested all the various levels of learning.

The candidates' performance is very encouraging compared with that of the previous years, though, their ability in handling application and analysis questions still left much to be desired. But this might be due to their inability to understand the questions and express themselves properly in English. Teachers therefore need to put in extra effort in helping their students acquire the skills in handling such questions. Every topic taught should be accompanied with class exercises, not only on definitions and explanation of concepts but also on application, analysis and evaluation. The exercises should be marked and discussed in class.

A few of the candidates were able to handle all the types of questions. For the first time in many years candidates were able to answer the question on Management Principles satisfactorily, though, a few could not.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates wrote legibly and in good English.
- They were able to handle all types of questions including application and analysis questions.
- They started every question on a fresh page and the numbering of the questions was correctly done.
- Some were able to transfer knowledge acquired in other subject areas to answer some of the questions, making their answers rich and mature, e.g. effects of air pollution and control of air pollution; in addition to what they know in Management-in-Living, they used their science and social studies knowledge and that was commendable.
- Some of them were able to answer questions of Management Principles satisfactorily.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

A few candidates had poor expressions and very bad spellings.

- Some are still copying question before answering them.
- Some of them wrote too much instead of going straight to the point.
- Some are still scattering answers to one question on several pages in the answer booklet, making the marking very difficult.
- Some are still writing in the margins.

- Some do not know how to transfer knowledge from one discipline to another. Anything they had learnt in Science or wherever, could not be transferred to any other subject area like Management in Living.
- They wrote unnecessary things which were not part of the answers they

were expected to give, e.g. definition of Long term and Short term goals, definition of child labour etc.

- Some did not read the questions well, so they answered them partially. For example, in Question 1(b), they were to explain some motivators and give examples. Some left out the examples.
- Some wrote only statements without explanation for questions which demanded both, so they lost marks for explanation.

(4) SUGGESTED REMEDIES FOR THE WEAKNESSES

- Candidates need to do a lot of practice tests as a way of preparing themselves adequately.
- All schools should use the type of answer booklets used by WAEC so that the students know how to use the booklets.
- students should learn to read and interpret questions.

5. DETAILED COMMENTS

Question 1

- (a) (i) **Identify one long term goal which is related to one's education.**
(ii) **State three short term goals that will help one to achieve the long term goal identified in (i).**

This question was very popular, all the candidates attempted it. The good ones scored full mark.

Q1(a) demanded that they state one long term goal related to Education and three short-term goals that will help in achieving the stated long-term goal.

This question is specific, the goal should be related to Education. Most of the candidates had it correct but some of the candidates stated goals that were not related to Education. For example, building a house, establishing a business, etc and their accompanying short term goals, instead of stating e.g. to go to University with the short term goals as study hard, pass WASSCE well etc. Some of them too defined what long term goal is and what short term goal is without answering the question.

- (b) **Explain the following motivators in management and give two examples of each.**
(i) values (ii) needs (iii) wants (iv) events.

Most of the candidates did very well but some of them explained the concepts and ignored the examples.

Some of them too exchanged the meanings of Needs and Wants by giving the meaning of 'needs' to 'wants' and vice and versa. Teachers should guide students to get the meanings of these two concepts clearly.

- (c) **Explain any two factors that can cause a change in family goals.**

This question required candidates to explain two factors that can cause change in family goals. Most of them did well by stating such factors as events, change in family values, etc but few of them could not. Others too stated the factors without explaining them.

Question 2

- (a) State four activities of children, that can be classified as child labour.**

Question 2(a) demanded candidates to state four activities of children that can be classified as child labour. Most of the candidates did very well by giving such answers as pushing heavy loads, working in mines and quarries, sex workers etc. However, some candidates deviated and wrote about child abuse and neglect e.g. starving children, inflicting physical injuries on children etc.

- (b) Explain three reasons why child labour is detrimental to a society.**

This demanded that candidates give reasons why child labour is detrimental to a society. Few of them did well by stating that the child can become a street child and thereby drop out of school and be unable to develop his potential and hence, become a liability to society. However, some were not able to explain their statements.

- (c) Explain five effects of child labour on the child.**

This required candidates to explain five effects of child labour on the child. Most of them were able to handle this question except the very weak candidates.

Some of the candidates too defined child labour. No part of the **Q2** demanded definition of child labour.

Question 3

- (a) Define the term advertising.**

Most of the candidates did not perform well at all in handling this question except the section (a) of the question which demanded definition of the term “advertising.” Most of them were able to define the term.

- (b) State three importance of advertising goods and services.**

This question demanded that candidates three state three importance of advertising goods and services. A few of them were able to handle it by stating: It gives information about the use, qualities and where to get goods and services. It increases demand and leads to increased production etc. However, most of the candidates deviated and gave answers for effects of advertising on consumers e.g. it provokes impulse buying, it encourages consumers to buy etc.

- (c) What three effects does advertising have on the (i) Consumer? (ii) goods or products/services.**

The question asked candidates to give the effects of advertising on consumers. Most of them used answers for 3(b) to answer 3(c)(i).

(c)(ii) This question demanded the effects of advertising on goods or products and services. Again, very few candidates were able to handle this aspect by giving such answers as; it

increases production of the product, it increases sales cost leading to higher prices, etc. But most of them used answers to 3(b) to answer this question.

Question 4

- (a) **State five uses of each of the following in home furnishing: (i) curtains; (ii) floor coverings.**

This question was also answered by many of the candidates, some of whom did well. For Question 4(a) which demanded uses of curtains and floor coverings, some did not know that stating that they make the room look attractive by adding colour is the same as saying, 'it is used to decorate the room, to beautify the room'.

They wrote all these three points as separate points.

- (b) **State four factors to consider when choosing floor coverings.**

This question demanded that candidates state four factors to consider when choosing floor coverings e.g. money available, size of room, quality or durability etc. Most of them did well, but a few of them could not.

- (c) **State four examples of each of the following categories of household linen. (i) bed linen (ii) table linen (iii) kitchen linen.**

Candidates were to state four examples of bed linen, table linen and kitchen linen. Most of them gave give examples of bed linen e.g. bed sheets, bed spread etc. But some of them stated cover cloth for sleeping, and mattress, which are not correct.

Concerning the table linen such as table cloth, tray cloth etc. some wrote just napkins. There are different kinds of napkins, so the candidates were expected to qualify the napkin e.g. table napkins.

Concerning the kitchen linen such a as Tea towels, Dish or Utility cloth etc, they wrote or listed kitchen equipment such as, stoves, blenders etc., however, a few of them were able to list at least one or two kitchen linen but most of them deviated.

They can transfer their knowledge in Foods and Nutrition to answer this question.

Question 5

- (a) **Explain two reasons why the continuous use of goods and services is important.**

This question was poorly done, especially Question 5(a), which demanded that candidates explain two reasons why the continuous use of goods and services is important.

It encourages manufacturers to increase production, it increases the profit of the producer, makes product available to many people, thereby raising the standard of living etc.

Most candidates ignored this section of the question. Some wrote long stories which had no bearing on the question.

- (b) **Explain three reasons why comparative shopping is important.**

This question wanted candidates to explain three reasons why comparative shopping is important e.g. it enables the consumer to know shops where quality goods are sold; also to know the traders who sell at reasonable prices etc. Most of the candidates deviated and wrote things like; to avoid impulse buying, to be able to buy in bulk, to save time and energy etc.

(c) **State any four important information that a consumer should look for before any item is purchased.**

Candidates were to state four important information that a consumer should look for before any item is purchased, such as manufacturing and expiry dates; condition of the package etc. A few did quite well but some did not. They even separated manufacturing and expiry dates as two separate points. Some stated attractiveness, the price of item etc. instead of stating things like checking the condition of tinned foods such as leakage, bloating, rusted, etc.

(d) **State six situations that encourage impulse buying.**

Candidates were to state six situations that encourage impulse buying such as failure to make shopping list, persuasive advertisement of goods, etc. Most of them did quite well but few of them could not do what was expected of them, e.g. they wrote poor budgeting, mismanagement of family finance, bulk purchasing, etc., answers which have nothing to do with the question.

Question 6

(a) **Define the following terms;**

- (i) **pollution;**
- (ii) **pollutant.**

This is question was answered by many candidates. Performance of most candidates was encouraging.

Question 6(a) demanded definitions of the terms pollution and pollutant. Concerning the term pollution, candidates were expected to mention that harmful substances released into the environment make the environment unsafe to live in. But most of them stated that it is the release of harmful substances into the environment as a result of human activity, leaving out making the environment unsafe which is also very important to make the answer complete.

Likewise, in defining pollutant, they only mentioned that they are substances which cause pollution, without mentioning that they are substances that negatively affect the environment, changing the physical, chemical and biological conditions that support life.

(b) **State four sources of air pollution.**

This question demanded that candidates state the sources of air pollution. This question was specific. It is not just general pollution, it is air pollution. Some mixed up everything and stated the use of fertilizer, use of chemicals in fishing, etc. instead of stating the sources of air pollution such as smoke from cars, oil lamps, bush fires etc.

Some just stated factories, pit latrines, choked gutters etc. without stating what is coming from these areas that cause pollution.

(c) Explain four effects of air pollution.

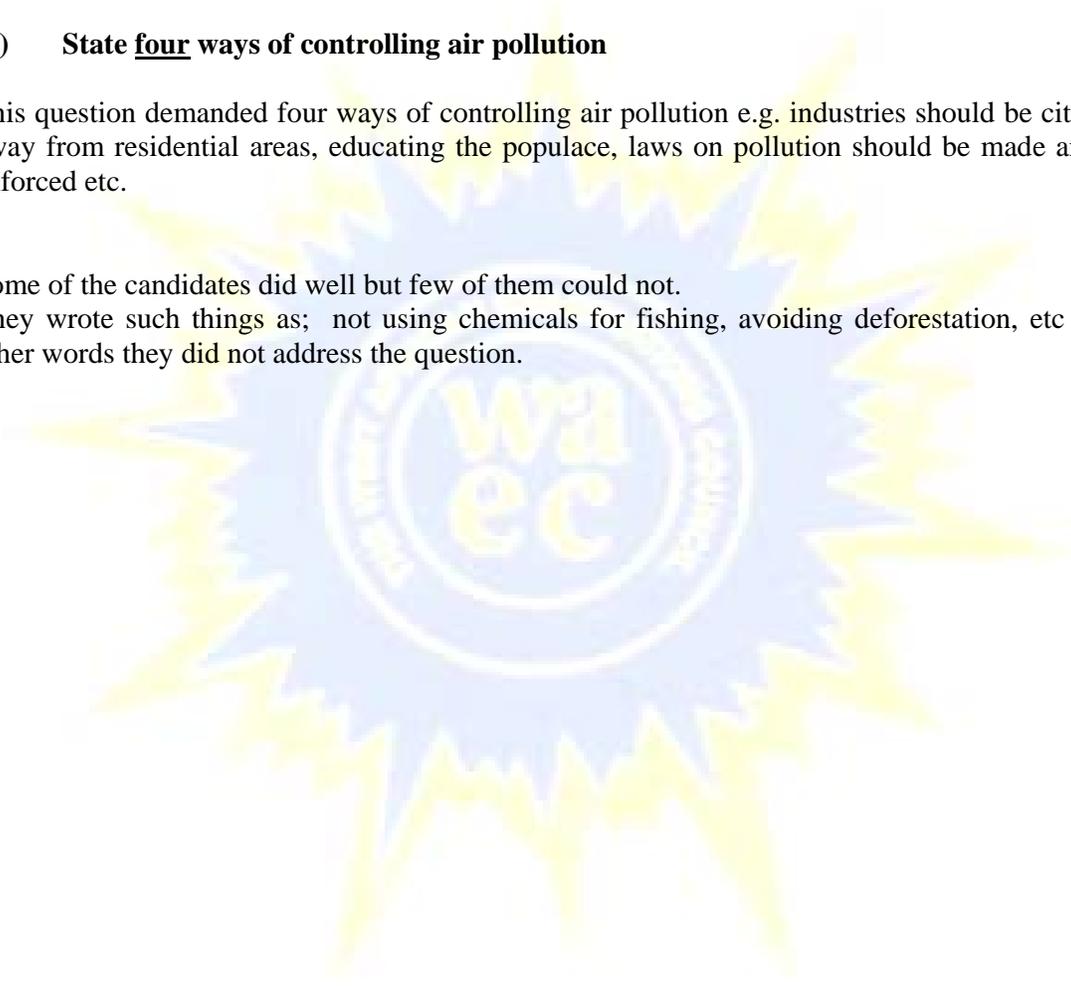
This question asked candidates to state the effects of air pollution. Again, some candidates treated it generally, e.g. aquatic life is destroyed, land will be destroyed etc.

Some candidates also stated that it affects human beings, vegetation and animals but they did not explain how air pollution affects them. They were expected to give clear and specific answers like cigarette smoke destroys the lungs; fumes and smoke can affect the eye; etc.

(d) State four ways of controlling air pollution

This question demanded four ways of controlling air pollution e.g. industries should be cited away from residential areas, educating the populace, laws on pollution should be made and enforced etc.

Some of the candidates did well but few of them could not. They wrote such things as; not using chemicals for fishing, avoiding deforestation, etc in other words they did not address the question.



PICTURE MAKING 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years and the questions were within the reach of candidates.

Most of the questions were based on practical work.
Candidates needed to apply what they had learnt at the practical sessions.

The performance of the candidates was above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- * Most candidates were able to explain their answers in detail and in some cases candidates made sketches to support their answers.
- * Some candidates demonstrated very good understanding of the questions.
- * Most candidates presented their answers in a coherent manner to demonstrate that they had adequately prepared for the examination.
- * Some candidates had legible handwriting which made reading what they had written easy.
- * Most candidates were able to generate reasonable ideas for their answers. This meant that they satisfied the requirements of the paper.
- * The idea of starting a fresh question on a fresh page has shown improvement over the previous years.
- * Numbering of the questions has improved significantly unlike the previous years.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were identified;

- * Poor command of English Language which reflected in their spelling. for example 'Sceissors' for scissors, 'papper' for paper, 'bruche' for brush etc.
- * Answers that needed explanation or discussion were either listed or stated by some candidates.
- * Poor understanding of the questions affected a few candidates, e.g. question six (6).
- * Inadequate knowledge of the subject matter affected some candidates, e.g. question four (4).
- * A few candidates answered more than the four questions as required.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

The following remedies are suggested:

- * Teachers, irrespective of their area of specialization should pay attention to students' language in class, to help them improve on their English Language.
- * Candidates should understand the command words such as 'discuss', 'explain', 'state', 'list', etc as used in the questions.

- * Candidates should try to cover the entire syllabus and refrain from relying solely on past questions and answers.
- * Students should be given more practical assignments to encourage them to apply what they have learnt in class.

5. DETAILED COMMENTS

Question 1

- (a) **What is picture making?**
- (b) **Discuss four uses of paintings in Ghana.**

Q1(a) Many candidates attempted this question, but some candidates left out support which is a key component for making pictures.

Q1(b) A few candidates could not discuss the four uses of paintings but rather listed them. Example; for education, for communication, for self-expression etc. These were marked down.

Expected Answer

- * **Education:** Used as aids to promote effective teaching and learning in schools; to educate the whole society against bushfires, polio etc.
- * **Decoration:** To enhance private and public places.
- * **Self expression:** To express oneself through pictorial means. To foster creativity, through critical observation, judgment and identification of shapes, forms, texture etc.
- * **Communication:** Used for pictorial interpretation of ideas on walls, billboards, canvas etc. as means of giving information.

Question 2

- (a) **List four basic tools two materials and one equipment needed for setting up a picture making studio.**
- (b) **State a function of each of the tools listed in (a).**

This was a popular question. Most of the candidates attempted this question and their performance was good. But a few candidates listed equipment such as the blunger, sewing machine, etc and tools like 'U' gouge, 'V' gouge and several others which are not essential in picture making.

Expected Answer

- * **Tool:** brushes, palette, palette knife, dippers, pencil erasers, pen, etc.
- * **Materials:** oil paint, acrylic, tempera, water colour, pastel.
- * **Equipment:** easel, donkey, table, chairs etc.

Functions of tools

- * **brush:** for mixing paints and for painting pictures.
- * **dippers:** for washing unwanted paints from brushes.
- * **palette knife:** for painting, picking and mixing paint.

Question 3

- (a) **What is collage?**
- (b) **List four materials and two tools for the execution of a collage.**
- (c) **Describe the process of executing a collage using odds and ends.**

This was another popular question for candidates.

Most candidates answered the question well. A few candidates could not describe the process involved in the making of collage in an orderly manner. Such candidates might not have taken their practical work seriously.

Some candidates also ended the discussion on the process of making collage abruptly and never talked about the finishing, such as framing, lacquering, or varnishing the work.

Process

- * Preliminary sketches/thumbnailed sketches.
- * Preparation of support.
- * Transfer of sketch onto support.
- * Preparation of odds and ends.
- * Arranging and pasting of odds and ends.
- * Finishing: framing, lacquering, varnishing.

Question 4

- (a) **Describe how colour is formed using the theory advanced by Sir Isaac Newton.**
- (b) **State five uses of colour in painting.**
- (c) **Identify one characteristic of primary colours.**

Some candidates showed total misunderstanding of how the prismatic colours are formed. Such candidates talked about primary colours and their admixture which give secondary and tertiary colours.

A few candidates deviated and stated that, the uses of colour in painting are for education, communication, decoration etc which was not the case.

Answer 4(a)

Sir Isaac Newton demonstrated and proved that, when light passes through a prism, it splits into a range of seven colours known as the spectrum; i.e. red orange, yellow, green, blue, indigo and violet. They are referred to as rainbow colours.

Most candidates used the bucket of water and a mirror.

This was not *Sir Isaac Newton's theory*.

- (b)
 - * Colour is used to create solidity and form.
 - * To create space and distance in a picture.
 - * To create an aesthetic appeal (beauty).
 - * To create mood such as sadness, happiness or aggression in a picture.
 - * To show emphasis in a composition.

- * For identification/differentiation of objects etc.
- (c) * They are basic colours
- * They cannot be obtained by admixture of any colours.
- * Mixture of any two primary colours results in secondary colour.

Question 5

- (a) **What is perception?**
- (b) **Discuss how four of the perceptual organs help the picture maker in his work.**

Some candidates were unable to discuss how the perceptual organs help the picture maker in his work. They linked their answers to the uses of the perceptual organs alone. For example, the eyes are for seeing, nose for smelling, ears for hearing.

Expected Answers

Eye: The picture maker uses the eyes to see or observe colour, size, proportion, movement etc in a composition.

Ears: are used to perceive sound and rhythm in a composition. Example, repetition of shapes, forms, texture to create a harmonious whole.

Tongue: It helps to identify sweetness, bitterness, sourness, hotness and coldness in the creation of a composition.

Nose: The nose promotes smelling of sweetness, pungent scent, rottenness in objects to influence the nature of painting or drawing.

Skin: To feel the temperature, hardness or softness of an object to be painted or drawn.

Muscles: (Kinesthetic). It indicates the movement of muscles in relation to heaviness and lightness, hollowness, and bulkiness of the object.

Question 5

Art is said to be a universal language. Advance five points to explain the relevance of this statement.

Most candidates made reference to picture making, but the question needed application of other subject areas such as Sculpture, Ceramics and Graphics. Candidates should note that, the question asked for how art as a language is used universally.

Expected Answers

- * As means of visual language, art is made in books to explain texts.
- * The use of colour in art helps in the understanding and conveyance of mood and feeling universally.
- * In education, art is used as teaching aids.
- * Entertainment: the use of art, example cartoon is used to entertain children.
- * Therapy: art is accepted all over the world to overcome stress and health related ailments.
- * Art forms like tatoos are used to identify a particular group of people, either secular or religious.

- * As advertisement: art is used to advertise events and products.
- * Art helps worshippers to have a better understanding of a religious thought.

SCULPTURE 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years.

There was a slightly remarkable improvement of candidates' performance over those of the previous years. Candidates have begun to understand how to use right terminologies in answering sculpture questions.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Though candidates were not asked to explain or give definitions to words/terms or processes, some did that before tackling the question. This is highly commendable.
- (2) In the definition of terms, some candidates made appropriate sketches to support the answers given when the question did not demand that. This should be encouraged because it proves that they understand what they are doing.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates answered more than the required FOUR questions.
- (2) Some candidates did not number the questions they answered properly. The numbering was mixed up which made marking difficult.
- (3) Some candidates mistook wedging for welding.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) candidates are advised to read thoroughly the examination instructions on both the answer booklet and the question paper.
- (2) Candidates should take their time to read each question well to understand what it demands before answering.

5. DETAILED COMMENTS

Question 1

(a) What Is a Relief?

Some candidates defined relief as two-dimensional. Others said it is a three-dimensional work in which the images are raised above the surface.

NB: Relief is NOT two-dimensional. It is three-dimensional.

In reliefs, the images are either sunk or raised so if a candidate writes only raised, then the question has been answered halfway.

Expected Answer

A relief is a three-dimensional sculpture that has the images either sunk or raised above the surface. The sunken one is known as incised or intaglio. The raised ones range from flat to low, medium and high.

(b) Name and explain the two types of relief

Here the question demands the two types of relief and not two types of relief. So if a candidate writes Low and Medium or Low and High reliefs, the question has not been answered fully since they belong to one type of relief which is the raised.

Some candidates mentioned low relief but wrote on intaglio.

NB: Low relief is not intaglio.

Expected Answers

The two types of relief are SUNKEN and RAISED RELIEF. So it can be intaglio and low relief, intaglio and medium relief or intaglio and high relief.

Sunken/Intaglio/Incised relief is where the images are found below the surface of the medium used.

Low relief is where actual modelling of forms above the surface starts. there are no undercuts in the images and they are slightly raised. A typical example is images on coins.

Medium relief is where the images carved show halfway the thickness. Here there are occasionally undercuts in some of the images.

High relief is the highest form of the raised relief.

The images are attached to a background and are depicted almost in-the-round. In some high reliefs, the images are produced in such a way that when it is hung on a wall, it adopts the wall as its background.

Undercuts are always present in the images.

(c) Discuss the steps in carving a bas relief

This sub-question was well answered by almost all the candidates.

Some candidates wrote that bas relief is the same as low relief before they started to discuss the steps in carving it.

Expected Answers

- First of all an idea is conceived and thumbnail sketches are made. The best one is selected and improved on it.

- The medium is acquired and prepared to the size required. The necessary tools are sharpened.
- The sketch is transferred onto the medium by drawing with the hand or using a carbon paper to trace the drawing onto the medium (wood).
- The parting tool or a 'V' gouge is used to carve along the outlines of the design.

NB: Have in mind that it is a low relief, so care should be taken not to make the carving deep.

- Use the flat chisel and the appropriate gouges to carve out the forms.
- Detailing is done with 'V' gouge and any appropriate tool.
- The work is sanded and an appropriate finishing is given.

Question 2

(a) Define assemblage

This was a popular question but some candidates did not define assemblage well. They wrote that assemblage is the collection of materials to produce a work.

NB: Assemblage is a sculpture that found objects/odds and ends/predetermined objects are picked in the environment to form/make.
None of the objects picked are altered but used as they are found.

(b) Identify six bonding techniques employed in assemblage

Some candidates did not mention the techniques but the materials like NAIL instead of Nailing, Rivet, instead of Riveting.

Expected Answer

The bonding techniques are Mailing, Gluing, Soldering, Riveting, Binding, Fastening, Screwing.

(c) Explain how to build from metal scrap

This question was not well answered by most candidates. They did not understand what a stabile is.

Few candidates were able to define it before writing on how it is built.
Stabiles are made from metal scraps and do not move unlike mobiles.

Expected Answers

- Enough metal scraps are collected. Some are cut and shaped to the required design.
- Welding is recommended for making stabiles.
- Some of the scraps are welded to form a firm base.
- The metals are then welded to correspond to the design.
- The work is chased with a grinding machine.
- The desired finishing is given to the work.

* At times to make the stabile more firm, it is given a concrete base.

Question 3

(a) What is wedging?

Some candidates defined wedging as a process of removing foreign materials or air bubbles from clay, which was incomplete. Some also wrote on WELDING instead of wedging.

Expected Answers

Wedging is the process of cutting a ball of clay with a frog or cutting-wire into pieces and throwing them on a hard surface to form a block. This process is repeated several times in order to remove air bubbles in the clay.

Question 3

(b) Outline the steps in wedging clay for modelling

Most candidates mistakenly wrote on clay preparation using either the wet or dry method. Others also wrote on how clay is kneaded which is different from wedging.

Expected Answers

- A ball of clay is cut into several pieces with a frog or cutting-wire.
- The pieces are thrown with force on a hard surface, preferably a table, to form a block.

NB: Wedging requires strength in throwing the clay pieces and it is noisy. It should be done without bystanders due to stray pieces of clay flying about.

- Pick the large block/ball of clay on the table and throw it on all sides until it is firm.
- This whole process is done several times.

(c) Explain two benefits of wedging

- (i) It eliminates lumps in the clay due to several cutting and throwing of the clay pieces.
- (ii) It helps in removing foreign materials from the clay to make modelling easier.
- (iii) It helps in reducing air bubbles trapped in the clay which eventually reduces shrinkage of clay works.

Question 4

(a) What is Plaster of Paris?

Most candidates defined it well.

Answer

Plaster of Paris is known as P.O.P. The parent rock is GYPSUM which is heated at a temperature of 350° F. It then loses 75% of its water content and is ground into powder to become plaster. It is whitish in colour and sets at a faster rate when mixed with water.

(b) State the three uses of Plaster of Paris

NB: This is a sculpture question so it has to be answered in its context.

Some candidates mentioned its uses in dental formation and by saying that it is put around broken legs.

This is unacceptable.

Expected Answers

- It is used to model sculptures.
- It is used to cast sculptures.
- It is used to carve sculptures.
- It is used to make moulds for casting.
- It is used to make ceiling decorations of buildings.

(c) Describe how Plaster of Paris is prepared for carving

Most candidates did not understand the question at all. They wrote on how to carve plaster BUT the question demands How plaster is prepared for carving.

Expected Answers

- Get a cardboard/plywood container or a mould to suit the work to be carved.
- Lubricate the inner surface of the mould.
- Mix plaster according to how it is prepared.
- When it achieves an even consistency, pour it into the mould to fill.
- Beat the sides of the mould to remove the air bubbles trapped in the mix.
- Leave it to set and remove it from the mould.
- Then your solid plaster of Paris is ready for carving.

Question 5

(a) Explain the following:

- (i) portrait head**
- (ii) portrait bust**

This question was well answered by the candidates.

Some explained a portrait head as the head without a neck, which was incorrect.

Some candidates explained what a portrait is before answering the two sub-questions which needs to be encouraged.

NB: A portrait in sculpture is the true likeness of somebody. It can be the whole figure, bust and head.

Expected Answers

- (i) A portrait head consists of the head and a bit of the neck.
- (ii) A portrait bust depicts the head and shoulders down to the nipples level or any region of the chest. In some instances, it extends from the head to the lower abdomen or waist level.

Question 5

(b) What are the steps to follow in building a portrait bust?

This question was not well understood by some candidates. You cannot build a portrait bust well if photographs of the one whose portrait bust is to be built are absent. The one can pose for the sculptor to work, because its ultimate is on resemblance.

In building a portrait bust one needs an armature technically known as a BUST PEG but most candidates just mentioned AN ARMATURE.

Expected Answers

- Secure the photographs of somebody showing the front, back and side views.
- Once it is a building process, materials like clay, plasticine, cement and plaster are used.
- Mount the bust peg on a modelling board and place it on a modelling stand.
- Add the modelling material bit by bit onto the bust peg.
- With the photographs or the model, position the minute features well.
- Make sure resemblance is achieved.
- When it is a clay work, it is divided with a frog and scooped to an even thickness. The surfaces are scored and joined with clay slip. It is left to dry and fired.
- The desired finishing is given to the work.

Question 6

Explain the following terms as used in sculpture

- (a) **assemblage**
- (b) **casting**
- (c) **relief**
- (d) **composition**
- (e) **tool**

This question was answered by almost all the candidates. Where necessary, some candidates supported their answers with very good drawings.

Some candidates could not, however, explain 'assemblage' well. They should have qualified the sort of materials used.

In relief, most of them concentrated on Raised reliefs leaving out the Sunken one.

Expected Answers

- (a) Assemblage is a sculpture made with found objects/odds and ends/predetermined forms. The found objects are not altered. They are bonded by any of the bonding techniques like welding, gluing and riveting.
- (b) Casting is the process of producing a replica of something by means of a mould. A mould is taken out of work and either a metal is melted and poured into it or cement is made into mortar and poured into it to form the shape of the original form.
- (c) Relief is a sculpture with designs either sunk or raised above the surface of the medium used.
Sunken relief is also known as intaglio.
Raised reliefs are low, medium and high, which have a background. The degree of thickness of figures makes it low, medium or high.

- (d) Composition is an organized arrangement of ideas on paper or in a work. Principles and elements of design are taken into consideration during the arrangement.
- (e) Tool is an implement, device or an equipment used to manipulate a material into a desired form. Examples are, spatula, chisels and gouges.

TEXTILES 2

1. GENERAL COMMENTS

The standard of the paper is comparable to that of previous years. Candidates' performance in the paper indicated a slight improvement as compared with those of the previous years. The improvement manifested itself in the approach to answering questions and the facts provided.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most of the candidates understood the questions and provided clarity of expression and orderly presentation of materials.
- (ii) There was improvement in handwriting, spelling of words, use of punctuations, etc.
- (iii) Technical terms were used appropriately by most of the candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

There were, however, some weaknesses in some candidates' scripts.

- (i) Some candidates cancelled some of their answers which shows their lack of understanding of the questions. This wastes time and hence, some of these candidates were unable to answer the required number of questions.
- (ii) Most of the candidates, especially those who answered Question 2(b) did not know how to construct a graph to produce a design.
- (iii) In Question 1 (a) and (b), most of the candidates mixed up fabric decoration techniques with fabric construction techniques. These are two different techniques.
- (iv) Generally, most of the candidates lacked skills in drawing.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (i) Training in reading skills will help candidates to read the questions with better understanding.
Also, candidates need to be taught to read over what has been written from time to time.
This will prevent deviation, resulting in cancellations and waste of time.
- (ii) Though graph sheets are available, candidates need to be taught how to construct them in order to understand how to use them properly.
- (iii) Fabric construction techniques are quite different from fabric decoration techniques.

- Candidates need to be taught the differences with adequate examples.
- (iv) Teachers should engage candidates in drawing exercises to help them improve their skills in drawing.

5. DETAILED COMMENTS

Question 1

- (a) List three techniques for decorating fabrics.

Expected Answers

Techniques for decorating fibres are:

- *Batiking
- *Tie-dyeing/dyeing
- *Embroidery
- *Printing
- *Appliqué
- *Painting
- *Spraying

Candidates' performance in this question was very satisfactory. However, some of the candidates took decoration to be construction and gave answers such as weaving, crocheting, etc. Such answers were marked down.

- (b) State and explain four reasons for decorating fabrics.

Expected Answers

Reasons for decorating fabrics include the following:

- to beautify the fabrics.
- To make variety of fabrics suitable to be used for different occasions.
- To show cultural identity.
- To improve the quality of the fabric.
- To serve as a means of communication.
- To add value.
- To portray different sexes, occupations, mood etc.
- To differentiate between or identify the fabrics.

This question was answered very satisfactorily as most of the candidates were able to provide correct answers.

Question 2

- (a) What is a twill weave?

Expected Answer

A twill weave is one of the basic weave structures composed of three or more warp and weft yarns interfaced together to produce a fabric. A twill weave is characterized by

floating yarns which express diagonal lines on the surface of the fabric. Design at the back of the fabric is a reverse of the front.

Most of the candidates were able to give a very satisfactory answer to the question. The basic characteristics of a twill weave were stated by the candidates.

- (b) Construct a graph and use it to produce the following weaves:**
(i) four repeats of a basket:

The expected answer is shown below:

Candidates' performance in this question was far below average for the following reasons:

- Most of the candidates did not know what a basket weave is.
- Most of the candidates could not construct a simple graph.
- Some of the candidates were issued with graph paper while the question stated clearly that candidates should construct the graph. This is an issue that needs to be investigated.

Some candidates made one or two repeats, or more than four repeats as requested by the question.

- (ii) 2/2 twill in two repeats.**

Expected Answer

Candidates' performance in this question was equally below average due to the reasons given in Question 2(b)(i).

Question 3

- (a) Identify and describe four techniques in tie-dyeing.**

Expected Answers

Some of the techniques in tie-dyeing are the following:

- | | |
|-----------|----------------------------|
| *Folding | *Stitching or tritiking |
| *Binding | *Twisting/coiling |
| *Knotting | *Marbling/bunching |
| | *Banding/sandwiching, etc. |

Candidates' performance in this question was average. While most of them were able to identify the techniques, the description became a problem due to weaknesses in English expression and the use of correct the technical terms.

Some of the candidates also identified techniques in batik and printing. Such answers were marked down.

- (b) Illustrate one of the techniques described in (a).**

Candidates' performance in this question was just average since most of them lacked skills in drawing.

Question 4

Describe mercerization and any two other preparatory treatments given to loom state cotton fabric before dyeing.

Expected Answers

- Mergerization:

It is a treatment given to cotton fabrics to impart lustre, increase softness, strength and to make the fabric more absorbent. During the process, the fabric is treated in a caustic soda (Sodium hydroxide) solution under tension. The fabric is then washed, rinsed, stretched and dried.

Other preparatory Treatments

- Scoring

It is a washing process done to remove waxy, fatty or oily impurities and dirt particles from the cotton fabric. These materials or impurities prevent proper absorption of dyes or chemical solution used to treat the fibres/fabrics.

The process is carried out with a solution prepared from caustic soda, soda ash and lime in a kier container. After the treatment, the fabric is washed, rinsed and dried.

- Singeing

It is the process done to burn off the fibre hairs or fluffs projecting on the surface of the loom state cotton fabric. This renders the surface of the fabric smooth, helps absorption of dyes and prevents patchy effects.

The fabric is passed through either gas flame or heated plate at terrific speed after which the fabric is immediately passed through water basin to quench any smouldering fire.

- Bleaching

It is the removal of natural grey colouring matter from the loom state cotton fabric to render the fabric white.

The treatment also helps absorbency of the fabric.

The cotton fabric is treated with dilute sodium hypchlorite or hydrogen peroxide or any bleaching agent. It is then washed thoroughly, rinsed and dried.

- Desizing

This treatment is done to remove the starch (size) that is added to the cotton yarns before weaving takes place.

The presence of starch in the fabric prevents smooth absorption of dye and other solutions that may be used to treat the fabric.

The starch is removed using dilute acid solution or by solubilizing it.

Candidates' performance in this question was average.

While some of the candidates failed to mention the type of chemicals used for the treatment, others also failed to state the effects after the treatment. Such answers were marked down.

Question 5

Discuss five differences between the traditional loom and the broadloom.

Some of the expected answers are the following:

Traditional Loom	Broadloom
(i) It is narrow in size/shape	(i) It is wider in size/shape.
(ii) It produces narrow widths and comparatively shorter lengths.	(ii) It is wider in size/shape.
(iii) It does not have a raceboard for the shuttle to traverse on.	(iii) It has a raceboard on which shuttle traverses during weaving.
(iv) It does not have a sley that for the shuttle to traverse on	(iv) There is a sley that moves the reed forward and backwards. It can produce plain, twill and other complex designs.
(v) Produces plain design and its variations.	(ii) It produces wider width and comparatively longer length of fabrics.
(vi) Designs can only be woven through hand picking.	(vi) Designs are woven through hand picking, number of other complex designs.
(vii) It has two pedals only.	(vii) It has four, six or eight pedals.
(viii) It has only two heddles	(viii) It has four or six heddles etc.

This question was well answered by most of the candidates who attempted it. However, in some cases, some of the candidates mentioned the difference in the traditional loom and failed to mention that of the broadloom and vice versa.

Example: The traditional loom produces plain design but the broadloom does not. Such answers were marked down.

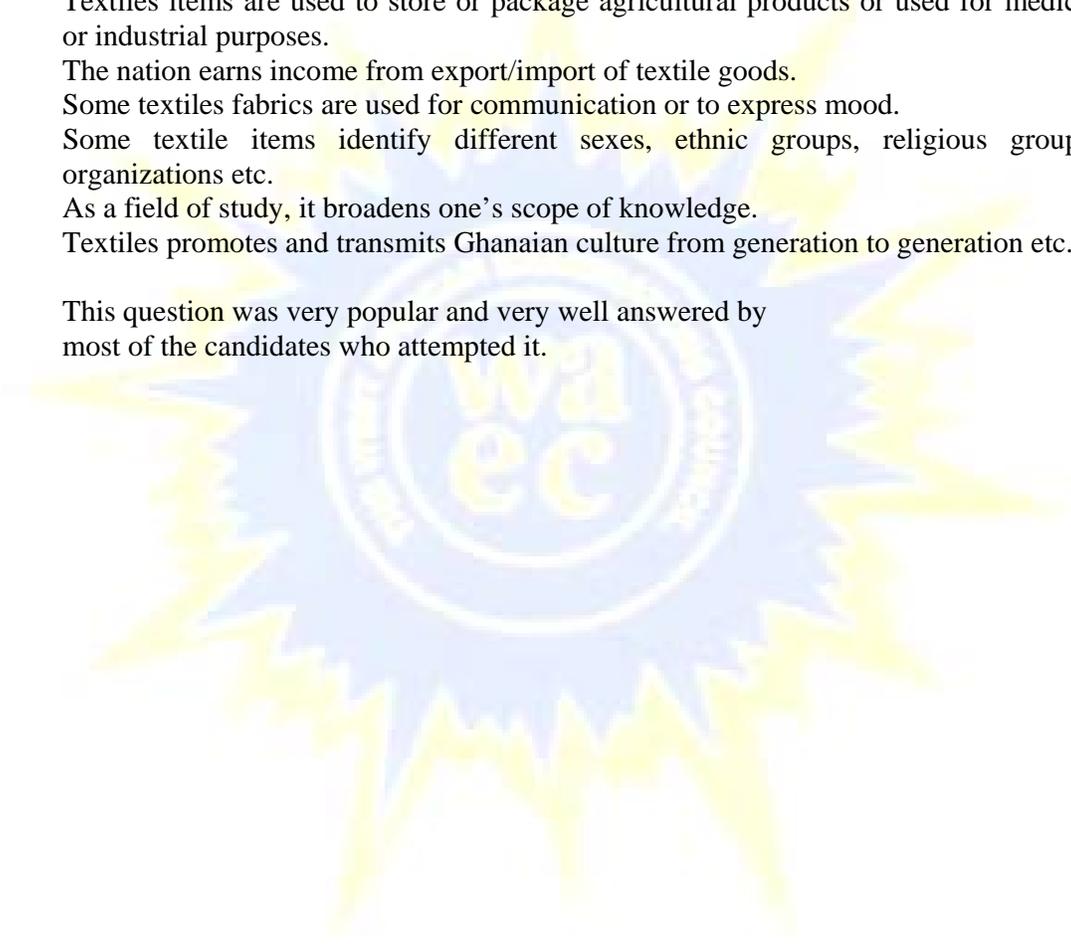
Question 6

Identify and discuss five reasons why the study of textiles should be promoted in Ghana

Some of the expected answers are the following:

- * Textiles provide sources of employment and income for individuals.
- * Some people engage in some textile activities for leisure or hobby.
- * Through textiles, clothing is produced to protect the body.
- * Textile items are used to decorate or beautify our homes, offices or the environment.
- * Textiles items are used to store or package agricultural products or used for medical or industrial purposes.
- * The nation earns income from export/import of textile goods.
- * Some textiles fabrics are used for communication or to express mood.
- * Some textile items identify different sexes, ethnic groups, religious groups, organizations etc.
- * As a field of study, it broadens one's scope of knowledge.
- * Textiles promotes and transmits Ghanaian culture from generation to generation etc.

This question was very popular and very well answered by most of the candidates who attempted it.



VISUAL ART PAPER 3

1. GENERAL COMMENTS

The standard of these papers compares favourably with those of previous years.

Generally candidates' performance in the 3 dimensional projects was higher than that of the 2 dimensional.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following are commendable features identified in candidates' works.

A

- The use of a variety/assorted materials to enhance works especially Jewellery.
- combination of different types of leather, seeds, beads, metals or buttons all appearing in one work.
- A combination of skills and procedures evident in one project. For example, a project may have three or more of the following applications i.e. stitching, appliqué chasing, embossing, painting, thonging, in jewellery.
- Marbling of Leather for table mats was well done in most cases. Most candidates managed to introduce yellow and blue in the dyeing of leather, using the marbling method which usually resulted in brick-red colour.
- Some candidates were very innovative in their production of the comb.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Alteration of the given text citation.
Some candidates added their own words and phrases here and there.
- Lack of understanding of questions.
- Misapplication of technique e.g. using needlepoint and embroidery instead of tapestry technique.
- Using thin slabs for ceramic work i.e. Vase and Mural.
- Not firing ceramic works to the required temperature.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

- Serious teaching and learning of all topics in the syllabuses should be undertaken.
- Acquisition of all the basic tools, equipment and materials for teaching the prescribed syllabuses.
- There must be periodic skills training for teachers.

5. DETAILED COMMENTS

BASKETRY

Question 1

Design and produce a macramé hand bag using only the double half hitch knot. Height: 30cm

Candidates were expected to produce a design of hand bag to determine the shape on paper as well as working drawings.

They were to execute their work using only the double half hitch knots. They were expected to use :

- suitable tools and equipment such as knife, singeing lamps, T pins if any, scissors, awl/bodkin, working board.
- suitable materials like natural or synthetic cords but they should be pliable/flexible.
- appropriate knots which should be firm and consistent in size and height.

Only a few candidates answered this question and performed satisfactorily, using the prescribed knots and attaching wooden beads to enhance the work.

Question 2

Design and weave a serving tray which can hold two beer bottles and six drinking glasses.

Candidates were expected to produce a paper design and its working drawings. The design should indicate space/compartments for beer bottles and the space for the drinking glasses.

They were to execute their work using suitable tools like knife, bodkin, rapping iron etc. and materials like flat board, cane, straw etc.

They were also to use any of the following production procedures to execute the tray and its compartments: pairing, upsetting, slath work.

Some candidates provided and wove compartments for the glasses but did not provide for the beer bottle. Some selected weaves that lack strength and therefore durability for the product. Most of the works had motifs painted or scorched on them. Some had attachments like wooden beads.

These greatly enhanced the works.

CERAMICS

Question 1

**Design and produce a mural for the front wall of a school library.
The piece should measure 40cm x 30cm and should be, at least bisque fired.**

Candidates were expected to

- Use good plastic clay and grogged appropriately
- Roll slabs to appropriate thickness
- Trim slabs to high relief following their working drawing which should reflect the activities of library, the usefulness of a library or related symbol/relevant situations
- Decorate and fire works appropriately.

Though the question demanded one piece of work, some candidates submitted four or more pieces of slabs to be arranged for marking. This is highly unacceptable. Candidates performed better in Question **two** than in this question. The slabs used were rather thin and got cracked or broken after they were fired.

Question 2

**Using any appropriate technique, design and produce a wall vase for the Chief's palace.
Decorate it with traditional motifs using sgraffito technique.**

Candidates were expected to use appropriate tools /materials and equipment to execute the wall vase. by applying any of the following procedures:

- rolling, throwing, slabbing, coiling, pinching, cutting
- decorating with traditional motifs using sgraffito technique with the help of slip, oxides and engobe.
- grogging the clay, preparing slip and colouring oxides.
- Firing the well dried work to the appropriate temperature.

This was a more popular and better answered question than the other.

Most candidates produced interesting shapes because they worked with a variety of ideas and concepts. They attempted using the sgraffito technique and it worked in some cases.

However, other candidates produced shabby works which were also not well fired. They got broken or cracked.

GRAPHIC DESIGN

Question 1

Using calligraphy, write the citation below for the newly elected youth leader for the year 2011 of ASEMPA YOUTH CLUB

“In the life time of every man, he goes through changes and challenges. He has to move by the influence of the society that made him. However, he has to make decision on his own. Some of his actions may be mild and wild. Either of these positions will reflect his personality. This is where he needs the wisdom of his Creator. Be wise. Congratulations.”

- (a) Measurement: 30cm x 40cm.
- (b) Provide an appropriate border design in colour.
- (c) The final work should be mounted ready for hanging.

Demands of the question

Candidates were expected to plan and execute their work taking into consideration the following:

- Writing the given citation without adding or taking out any words or phrases.
- Making use of the correct vertical, horizontal and word spacing. Also the appropriate Layout (Symmetrical/Asymmetrical).
- Using appropriate guidelines to determine where ascenders begin and descenders end.

- Consistency in writing works i.e. choice of Calligraphy Lettering style.
- Treatment of initial Letters and their illumination e.g. drop, hung, round.
- Appropriate border design and colours used.
- Appropriate mounting/framing of work and the device for hanging.

Some candidates' performed well while others performed poorly. Poor performers paid more attention to spraying the background and attaching trimmings, insertions, frills and

tassles instead of concentrating on writing the words and the border design, which is the main thrust of the test. Some candidates did not seem to get the thick and thin areas of the letters correctly probably due to the type of pens used or lack of technical competence. Some border designs were inappropriate. Generally the Layout was not badly done.

Question 2

Design a pictorial front and back cover for a magazine entitled “AFRICAN GARMENTS.’ With the aid of the saddle stitching method, use the design cover to bind a forty Page Magazine.

- (a) Illustrate two popular African dresses in colour at centre spread of the magazine.**
- (b) Measurement: 22cm x 30 cm.**
- (c) Include any relevant information on the front and back covers.**

Candidates were expected to plan and execute their work to reflect the following:

- a prominent Masthead and in the right place.
- an appropriate Layout with illustrations relating to African garments.
- appropriate treatment given to the centre spread to make it colourful, well laid out and painted with the right brush strokes and also showing stylish African garments.
- saddle stitching should be well done with thread or wire.
- leaves properly aligned and edges well-trimmed.

Generally most works lacked creativity and innovativeness. They also revealed some candidates’ inadequacies in painting.

Most works showed uneven brush strokes. Some works were generally poorly stitched and trimmed, leading to distorted spine with rough and uneven edges.

JEWELLERY

Question 1

Design and produce a title belt for the African Amateur Boxing Competition. Use leather, cowries and any additional materials to enhance the work. Incorporate in the design any two suitable decorative techniques.

Candidates were expected to execute work by:

- Using appropriate tools for cutting, piercing, sewing, punching etc and materials such as leather (natural or artificial), buttons, plastic sheets, beads, wood, metal, stiffening, colours, glue etc.
- Applying measuring and cutting of templates.
- Transferring and assembling units.
- Applying skills like glueing, sewing, joining, etching, decoration, chasing
- Attaching findings.

Most candidates performed satisfactorily. They used a variety of materials and also techniques to enhance their work.

Question 2

Design and fabricate with pendant for FISHMONGERS ASSOCIATION IN the Ga traditional area.

Chase a seagull symbol on the pendant and incorporate any additional decoration. The well finished chain should measure 40cm when stretched.

Candidates were required to execute work by:

- using appropriate tools and materials such as
- Draw plate, tongs/pliers, blow, torch chasing tool, soldering iron or wire (copper) copper plate, soldering flukes.
- using appropriate production procedures such as:
- pulling of wire to metal to required diameter/shape
- cutting and assembling.
- soldering/attaching findings
- chasing symbols.

Most candidate had problems with the chasing of the seagull symbols. Most of the works cannot be worn because of inappropriate finishing. Some candidates showed different methods of using wire to fabricate chain e.g.:

- making round Links and soldering them closed
- making lots of jump rings and linking them in different ways.

LEATHERWORK

Question 1

Using a combination of marbling and embossing techniques, design and produce three leather (table) mats. Each mat should be mounted on stiff fabric as backing and edged with decorative thonging.

Candidates were expected to make sketches of mats. Shape may be regular or irregular showing areas for embossing, marbling and thonging.

This was a more popular and better answered question.

Candidates performed satisfactorily. Some of the works were exceptional. Candidates showed skills in marbling, and embossing.

They were able to use suede to introduce yellows, blues and greens in marbled work. Some were able to use advance thonging stitches. Unfortunately, some candidates used leather which had not been well-treated; therefore, there was a lot of mildew and mould on them.

Question 2

Design and produce a wallet having four compartments and fitted with press stud for fastening.

- (a) **oversew;**
- (b) **running stitches;**
- (c) **single loop backstitch;**
- (d) **cross stitch**

Measurement: 23cm x 35cm

Candidates were expected to use appropriate materials like leather (natural or artificial) thread , candle wax, thongs , press stud, stiffner, lining.

This question was poorly answered by most candidates . They did not comply with all the demands of the question. Some compartments, press studs and stitches were missing in some works.

Some candidates did not use the appropriate materials for lining the work.

PICTURE MAKING

Question 1

Use any painting medium and technique of your choice to compose a picture based on the theme. ‘HORRORS OF WAR’ The work which should be appropriately finished without glass should measure 60cm x 40cm

Candidates were expected to compose pictures depicting the theme.

Apart from a few exceptions, candidates generally had problems with the following: drawing of figures in action, composition of figures and other images on the picture plane. Choice of colours. Most works looked too dull.

In spite of the above problems, most candidates were able to depict war scenes e.g soldiers using weapons, burning of villages/townships, blood spilt around.

Question 2

Make a composition in mosaic on the topic:

GRADUATION DAY IN THE ARMY

The appropriately finished work should measure 60cm x 40cm.

Candidates were expected to produce composition based on stitches from a graduation day ceremony and execute work using any of the following tools: brush, knife, blade, pins. Materials: old magazines, old calendar etc. plywood, strawboard.

Most candidates produced mosaics using the appropriate techniques and materials. They were able to achieve perspective in their compositions. Others painted paper in flat colours, divided into small cubes, cut them out and pasted to form the mosaic. Works were therefore rendered flat and uninteresting for those presented this way .

SCULPTURE

Question 1

**Design and execute a high relief on the theme:
DRUMS OF GHANA. Incorporate traditional symbols**

Medium: Wood

Size: 60cm x 45cm

Candidates were expected to use appropriate tools like gouge, mallet, chisel, etc. medium or soft wood with beautiful natural grain.

Apply the following processes:

- transferring designs onto the board;
- using the V-gouge to bring out the outlines;
- scooping the background with gouge to bring out forms;
- blocking.

Candidates generally performed badly. The wood selected was too hard mostly mahogany in most cases candidates found it difficult to carve to bring out forms and details.

Question 2

Using the shape of a female figure in abstract, or realistic rendering design and carve a decorative comb size: 30cm x 12cm.

Candidates were expected to produce a paper design, working drawing.

- use suitable materials ie any carvable wood , with beautiful natural grain.
- use suitable tools such as chisels and gouge.

They were also expected to:

- transfer design onto wood
- block out the form to get the general
- apply skills to bring out details to achieve the final form which is a female figure in abstract or realistic rendering.

This was a more popular and better answered question than the other. Some works were exceptionally well done. Others were so poorly done that they had to paint over to cover the faults.

Creativity and innovativeness was high in most of the works. Some of the combs were so well carved and finished that they can actually be used on human hair.

TEXTILES

Question 1:

Using the tapestry technique, design and produce a wall hanging depicting a forest scene in not more than three colours.

The finished work should measure 45cm x 60cm and framed without glass.

Tapestry is an ornamental woven fabric in which the design is usually a picture which illustrates a story. The design is an integral part of the weaving and is not embroidered. Originally made by hand, tapestries can now be woven by machine. In the production of tapestries:

- The loom used can be of either the shaft or frame variety.
- The colour and design are taken care of by the weft.
This can be almost any yarn from the finest silk to the heaviest roving, from the shiniest flat metallic to the dullest texture.
- The warp should be strong to withstand the heavy beating.
- The techniques used may be:
 - Split
 - Dovetailing
 - Interlocking
 - Diagonal.

Performance was generally bad, indicating that candidates may have ignored the weaving aspects of the syllabuses.

Most candidates produced either

- needlepoint
- embroidery or
- rug knotting.

It is impossible to identify the techniques used to produce some of the works. However, a handful of candidates produced works with the true features of tapestry.

Question 2

Make a 2/2 twill design repeating on not less than 36 ends.

Using three harmonious colours, design a balanced warp pattern and weave the twill structure on the warp. The final cloth should measure 90cm wide and 270 cm long.

Candidates were expected to weave on a 4 shaft Loom in order to achieve a 2/2 Twill. They were also required to:

- produce a balanced warp pattern in three colours and use it to prepare and lay warp.
- Follow the appropriate guidelines to:
 - calculate the warp
 - lay the warp
 - do the beaming
 - heddle and reed the warp, following the correct order.
 - tie-up correctly and weave after preparing the weft, following the correct stepping order.

Some candidates performed well using metallic as well as cotton yarns to enhance their work. They also wove 2/2 twill in variations like warp way, weft way and diamond twills. others could only weave variations of plain weave. Some works were also characterized by floats.

