

# MAY/JUNE 2014 WEST AFRICAN SENIOR SCHOOL

## CERTIFICATE EXAMINATIONS

### RESUME OF THE CHIEF EXAMINERS' REPORTS FOR THE ART SUBJECTS

#### **1. STANDARD OF THE PAPERS**

All the Chief Examiners reported that the standard of this year's papers compared favorably with that of last years.

#### **2. PERFORMANCE OF CANDIDATES**

The reports of the Chief Examiners on performance of candidates varied, ranging from poor/below average to improvement over that of the previous years.

Compared to previous year's the performance of candidates in Foods and Nutrition 2, General Knowledge in Art 2 and 3A, Management in Living 3 and Textiles 2, was reported to be below average.

The performance of candidates in Ceramics 2, Leatherwork 2, clothing and Textiles 2, Clothing and Textiles 3, Basketry 2 was reported to be an improvement over the previous years' whiles that for Jewellery 2, Picture Making 2, Graphic Design 2, General Knowledge in Art 3B, Sculpture 2, Management in Living 2 was said to be average.

#### **3. A SUMMARY OF CANDIDATES' STRENGTH**

The Chief Examiners commended the candidates for the following features in their scripts:

- Precision in answers given by candidates in Ceramics 2, GKA 2, and Picture Making 2
- Orderly presentation of material and neat work exhibited in GKA 2, Jewellery 2, Leatherwork 2 and Textiles 2
- Good knowledge of the subject matter in Picture Making 2 and Clothing and Textiles 2
- Understanding of the questions as exhibited in Basketry, Ceramics 2, Jewellery 2 and Clothing and Textiles 2.
- Legible handwriting in GKA 2, Jewellery 2, Management in Living papers 2 and 3, Graphic Design 2, Clothing and Textiles 2 and Textiles 2.
- Adherence to rubrics was evident in Picture Making 2, Management in Living 2, Clothing and Textiles 2 and Textiles 2
- Adequate preparation for the examination exhibited in Ceramics 2, Graphic Design 2 and Picture Making 2
- Ability to handle drawing tools and use other media in art work exhibited in GKA 3A and 3B
- Appropriate use of illustrations and drawings in Leatherwork 2, Sculpture 2 and Basketry 2

#### **4. A SUMMARY OF CANDIDATES' WEAKNESSES**

The Chief Examiners identified the following weaknesses that affected the performance of the candidates:

- Non-adherence to rubrics
- Poor command of English Language as reflected in poor spelling of words, grammar and use of inappropriate vocabulary
- Inability to read and understand the demands of questions asked.
- Lack of indepth knowledge of the subject matter.
- Wrong numbering of answers.
- Lack of illustrations for questions that required them.
- Inadequate preparation for the examination.
- Lack of skills in drawing and colour work

#### **5. SUGGESTED REMEDIES FOR WEAKNESSES**

The Chief Examiners suggested the following remedies to help overcome some of the weaknesses of candidates:

- Qualified teachers should be employed to teach the subjects.
- Teachers should use activity based methods in teaching.
- Teachers should encourage candidates to use the government approved textbooks and other relevant books.
- Teachers should give candidates more practical lessons.
- Teachers should teach candidates the techniques of answering questions.
- Candidates should be encouraged to read extensively to improve their spelling, vocabulary and expressions in English Language.
- Candidates should learn and practice contour drawing, shading, colour work, how to create designs and use various tools in artwork

## **BASKETRY 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper compared favourably with those of previous years. It covers many areas that tested technical skills and knowledge on processes that are prescribed in the basketry syllabus.

### **2. A SUMMARY OF CANDIDATES' STRENGTHS**

A good number of candidates were able to answer the questions correctly. Their answers to the questions were precise and relevant. Some of the candidates' strengths were in the following areas:

#### **COMPREHENSION**

Many of the candidates were able to describe processes in basketry vividly.

#### **ILLUSTRATION/DRAWINGS**

A few candidates spent time doing good, and detailed drawing that could be described as exemplary.

### **3. SUMMARY OF CANDIDATES' WEAKNESSES**

#### **POOR COMPREHENSION**

It became evident that many candidates either did not read the questions thoroughly or did not understand the import of the questions. An example is when candidates were asked to identify problems and suggest solutions, many of them identified the problems but simply went on to explain why the problem existed but failed to provide solutions to the problems.

#### **DRAWINGS/ILLUSTRATIONS**

The majority of the candidates showed very poor drawings of weaves and knots. The loops and curves in their illustrations were not clearly shown. The knots poorly illustrated are:

- Lark's head
- Fitching
- Half knot
- Square knot

#### **SPELLING**

Spelling was generally at a lower level with a couple of candidates unable to spell 'basketry' correctly. One candidate even created her own expression:

**(For easy clarification)**

### **HANDWRITING**

Legible handwriting was not exhibited by the majority of candidates. One of them was so tiny and linear that, it looked like an Arabic script.

## **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

### **COMPREHENSION**

Deviations from requirements of questions is what no teacher should permit in his/her class.

Students must be made to answer only questions that are asked. As this practiced on a regular basis, students would learn to answer questions appropriately.

### **DRAWINGS/ILLUSTRATIONS**

Effort must be made regularly by teachers to offer candidates visual impressions of processes they teach and demand that they are well drawn in return.

### **SPELLING**

Teachers should encourage the speaking of the English Language at all times and also check on poor spellings. Teachers could continually ask for spelling of terminologies and words from the students as they teach. This would improve their spelling.

### **HANDWRITING**

A simple approach to the solution would be teachers to insist on legible writings as answers to questions before they are marked.

## **5. DETAILED COMMENTS**

### **Question 1**

- (a) State three distinct features of rattan.**
- (b) Mention any two botanical names of rattans found in Ghana.**
- (c) Describe four steps of preparing rattan for use.**
- (d) List two notable towns for rattan cane production in Ghana.**

### **OBSERVATION**

The question was not well patronized. The majority of candidates who answered the question did well in describing the preparatory processes of rattan.

Most of them listed regions instead of notable towns for the production of rattan in Ghana.

A few candidates were able to provide the botanical names of 2 rattans that are found in Ghana correctly. In stating the features of rattan, some candidates provided relevant answers, and others totally deviated and provided answers like: Leaves, roots, stems etc. The correct responses should bear the features of solid core, thorny structure, strong outer coat, durability etc.

### **Question 2**

- (a) Clearly illustrate the formation of Lark's head showing the anchor strand.**
- (b) Describe with illustrations two steps, of how half knot and a square knot are tied respectively.**
- (c) Apart from knots mentioned in (a) and (b) above, list three other knots that are employed in macramé.**

### **OBSERVATION**

The question was well patronized. Most candidates made some forms of illustration. Almost every candidate was able to list other knots that are used in macramé correctly.

Most of the illustrations however, were not related and related to the half and square knots as required by the question.

The major weakness indicated is the inability of candidates to make good and meaningful illustrations.

An appreciable number of candidates made illustrations that were completely unrelated to the demands of the question.

### **Question 3**

- (a) Identify five problems facing the basketry industry.**
- (b) Suggest solutions to the problems indicated in (a) above.**

This was the best answered question of the paper. Candidates showed strength in listing problems that face the basketry industry.

The suggested solutions were mostly relevant and meaningful.

### **AREAS OF DIFFICULTY**

Some candidates could not separate the solutions from the problems. A few offered explanations instead of solutions to the problems, as demanded by the question.

### **Question 4**

- (a) Draw a pairing and indicate clearly, weavers and stakes.**
- (b) Make an illustration of fitting using the pairing method.**
- (c) State three reasons for using pairing in weaving a basket.**

Many candidates attempted this question. There were drawings that indicated stakes and weavers but many did not show pairing clearly. A similar difficulty in drawing became evident in answers to '4b' that demanded the illustration of fitting.

Candidates however did better in stating three reasons for using pairing in weaving a basket. The performance rating for this question was slightly higher than average.

### **Question 5**

**State and explain five ways of packaging in basketry to make the product more attractive.**

1. Indication of ways or methods to draw attraction to the product.
2. The reason for; or the expected effects of the methods used.

Most candidates did not do well with their responses. Many of them listed classes or types of packaging that is primary, secondary, tertiary etc.

The expected answers for ways of packaging to make the products attractive include:

- (i) Decorative covering
- (ii) Clear and attractive labeling
- (iii) Personalization or branding of product
- (iv) Adding notes of 'Thank you', little gifts etc.

The expected effects of attractive packaging include:

- (i) Clear labeling reduces doubt about content.
- (ii) Decorative covering attracts customers
- (iii) Inclusion/Attachment of little gifts, safety tips, notes of 'Thank you' endears the customer to the product.

### **Question 6**

**Write short notes on three of the following materials:**

- (a) straw;
- (b) pandanus;
- (c) cane;
- (d) rushis;
- (e) willow.

Most of the candidates who attempted this question had some answers that were relevant except that they were scanty.

The short notes expected included information on: type, classification, characteristics, unique features etc.

There was also a high level of mistaking 'rachis' for 'rushis'. The question was on rushis and not rachis. Only a few candidates got their notes on 'rushis' correctly stated.

## CERAMICS 2

### 1. GENERAL COMMENTS

The standard of the paper compares well with that of previous years in terms of its clarity and severity. The questions are so open that the very serious candidates performed creditably well.

### 2. A SUMMARY OF CANDIDATES' STRENGTH

Encouraging number of candidates showed they really understood the questions and as such they supplied matured and precise answers. Such candidates came to the examination adequately prepared.

### 3. SUMMARY OF CANDIDATES WEAKNESSES

Major flaws in spelling of ceramics terms re-surfaced. And many candidates did poorly, spelling ceramics terms. Words like firing was spelt "**frying**" kidney was spelt "**kindny**" construction was spelt "**contraction**", kneading was spelt "**kinding**" and a whole lot of other petty mistakes.

Candidates continue to answer more than the stipulated questions an indication of candidates disregard of instruction. Most of the questions specifically demanded or required illustrations to enhance answers. But unfortunately majority answered such questions without illustrations.

### 4. SUGGESTED REMEDIES FOR THE WEAKNESSES

It seemed like most of the candidates were in such a hurry that they never bothered to re-read their scripts and answered questions. A close look and concentration is required for such examination and candidates must be well prepared. Candidates must read over answers well in order to correct petty mistakes. Headmasters/mistresses must ensure that their teachers discuss the Chief Examiners' report with their students and comply with the contents therein.

### 5. DETAILED COMMENTS

#### Question 1

(a) **What is firing?**

This question required a definition for firing. Firing requires the application of “heat” on ceramic wares. It is therefore applying heat on ceramic wear to make them permanent

**(b) State two reasons why wares are fired**

- To make wares permanent
- Make them strong and durable
- To add value
- It also reduces porosity.

**(c) Describe sawdust firing**

It is a simple system of firing in which pots are set in sawdust inside a container. This container may be;

- (i) A box or enclosure built with bricks or clay.
- (ii) A metal container or a shallow pit.

Inside the container;

- Sawdust is spread at the bottom
- Objects are packed
- Sawdust is spread to fill gaps in between pots
- Pots are then covered with more sawdust.
- Fire is set
- Sawdust is allowed to burn completely
- Objects must cool before removal

**(d) State one advantage and one disadvantage of sawdust**

**Advantages include;**

- Beautiful and decorative effects
- Less expensive to employ

**Disadvantages also include;**

- Produces a lot of smoke which pollutes the environment
- Objects are usually heavily reduced

Candidates were eager to answer this question. Quite a number rather explained this question of bricks by using kaolin and sawdust which burns and leaves the packed ware porous.

Quite a few also explained firing but without the application of heat. Several other candidates got the (d) section all wrong. Could not state an advantage or disadvantage.

## **Question 2**

### **(a) What is Exhibition**

It is the public display of products to attract viewers and buyers.

This was a very popular question that was attempted by almost every candidate

### **(b) Discuss 4 main factors to consider in planning an exhibition for ceramic wares.**

Candidate were required to list the factors and explain them that is.

- Type of exhibition (whether the exhibition is a general, specialized, sole, Bazar or funfair.
- **What to exhibit:** Table ware, sculptural pieces or structural ceramics like Bricks and Tiles.
- **Location:** Where to exhibit, at a school, District or Regional or National level.
- **Cost involved:** for publicity, banners, invitation etc.
- Number of guests/visitors
- **Duration / Time:** opening and closing times
- **General Layout or Space arrangement.**
- Security and Visitors Book

Candidates were able to list most of these factors but were not able to expand them.

## **Question 3**

### **(a) Using illustrations, describe how a cutting wire is made**

Candidates answering the section (a) of this question were required to use illustrations to describe how a cutting wire is made. It was however surprising several candidates could not draw or were not able to explain how a cutting was made. The candidates were to list materials required first. But this was not done.

- Materials includes; Nylon/flexible wire, pieces of wood, knife/cutter.
- Cut two pieces of wood and shape them
- Create a groove in the middle of the pieces of wood.
- Sandpaper neatly
- Cut a piece of nylon or flexible wire about two feet long
- Tie two ends of a piece of nylon or flexible wire in the grooves on the pieces of wood

**(b) State two uses of a cutting wire**

- For trimming the uneven rim a pot
- For cutting the base of a finished pot from the wheel head
- For cutting a modelled object for scooping
- For slicing clay during wedging.

**(c) List 3 other throwing tools and states what each is used for.**

Candidates were listing potter's wheel as a tool. This question was very popular, attempted by a number of candidates but was poorly rendered.

- The foam/sponge: Used for soaking up excess water from a thrown pot.
- Kidney (Rubber, wood or plastic) helps in pulling clay during throwing.
- Cutting pin: Used to remove uneven rims of the pot.
- Pair of calipers: Used for measuring pot dimensions

\* NB Candidates must note that the hand is not a tool.

**Question 4**

**(a) What is grog?**

Several candidates got this question wrong, describing grog a ground clay.

Grog is fired clay that has been ground into powder. It must be fired first before grinding.

**(b) (i) Its uses**

Grog is added to very plastic clays to

- Open them up
- To strengthen sculpture clays
- Increase firing temperature
- Provide texture and colour
- Reduce shrinkage

**(ii) Advantages**

Grog helps clay to

- Dry and fire uniformly
- Reduce warping during drying
- Improve upon colour
- Reduce excessive shrinkage

Most candidates were confused by stating that grog makes clay more plastic, or using grog to mend broken pieces.

**Question 5**

**Write short notes on**

- (i) Sagers**
- (ii) Pyrometric cones**
- (iii) Shrinkage**

### **SAGGERS**

- Most candidates did not even know what sagers are. Could therefore not draw them.
- Sagers are refractory round-box-like containers used in fire wood kilns.
- They are refractory boxes used to protect ware from direct contact by flames and gases.
- They make the use of batts unnecessary.

It is unfortunate most candidates did not know what a sagger is.

### **PYROMETRIC CONES**

- It is a pyramid - shaped material used during kiln firing in measuring high temperature.
- Helps the ceramist to determine when the firing is over.
- Three cones are usually used
- They can be observed through the spy hole
- The first cone will bend about 20°C below the correct temperature.
- The middle cone is the correct temperature
- The third cone bends 20°C above the correct temperature.

The shape of the pyramid cones are elongated so that they will tilt and bend over. Most drawings showed very short pyramids which cannot bend over.

### **SHRINKAGE**

Shrinkage is the decrease/reduction in the size of the clay object due to drying and firing

#### **During the drying process:**

- Water evaporates from among the clay particles
- Clay particles move closer towards each other
- When plastic clay dries, it shrinks about 5% to 20%

#### **Test**

- Make tiles from plastic clay

- Draw two diagonal lines on slab surface.
- Measure 10mm
- Leave tiles to dry
- Measure and calculate dry percentage

$$\text{Formula} = \frac{\text{Plastic length} - \text{dry length} \times 100}{\text{Plastic length}}$$

### **Question 6**

#### **(a) List for factors in the establishment of a ceramic production center**

This was the most popular question answered by almost every candidate. The answers given were mostly perfect with most candidates scoring the full marks.

The factors include:

- **Land:** The base of industry and location is very important
- **Capital:** Money to purchase land, equipment raw materials and building the workshop.
- **Raw materials:** Accessibility of clays and other raw materials such as glazes is vital.
- **Labour:** Labour must be available and cheap
- **Market:** The workshop must be accessible to customers
- **Entrepreneurship:** The industry requires good management to oversee all other factors.

#### **(b) List the ways by which ceramics ware can be promoted**

These can be done by:

- Employing intelligent and aggressive marketing strategies.
- Advertising through electronic and all media.
- Organizing Bazaars.
- Active participation in Trade fairs.
- Organizing Exhibitions.
- Organizing Window Displays etc.

## CLOTHING AND TEXTILES 2

### 1. GENERAL COMMENTS

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

#### Candidates' performance

The performance of this year's candidates showed slight improvement than the previous year.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

- Questions which demanded the recall facts and those that required short answers were well answered by candidates.
- Majority of candidates answered the required number of questions and presented their answers in an orderly manner. The candidates began, numbered the sub-questions and left spaces in between sub-questions.
- There has been some improvement in candidates' handwriting and spellings.
- Candidates demonstrated acquisition of the topic.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Candidates did not have technique for answering questions which demanded the application of knowledge, comparison, definition of terms and diagrams e.g. question 1 and 4.
- A significant number of candidates demonstrated poor knowledge of the subject matter, thus scoring below 10.
- English Language continues to be a problem, poor grammar, expressions and spellings. For example:

#### Word

- (i) Scissors
- (ii) Thimble

#### candidates spelling

- sorices, sccsirs, siscor, seccores, scesososses.
- timble, timbel, tumble, tembil, tomball.

(iii) Tape measure

tape measurement, tape measure, tape measure

#### 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Qualified teachers who are knowledgeable in the subject should be made to teach the subject.
- Candidates should be encouraged to read prescribed text books.
- Teachers should vary their method of teaching. They should use activity based methods and apply their teaching to everyday life.
- To help candidates overcome their poor spellings, new and difficult words should be written on the board and students must be made to spell them. Class exercises must be marked and teachers should ensure that corrections are made and discussed in class.
- Candidates should have a lot of practice in answering questions which requires the use of diagrams. Teachers who are poor at diagrams should seek the assistance of colleagues.

#### 5. **DETAILED COMMENTS**

##### **Question 1**

(a) **Explain the following terms:**

- (i) **fibre;**
- (ii) **yarn;**
- (iii) **fabric;**
- (iv) **staple yarn;**
- (v) **filament yarn;**
- (vi) **ply-yarns;**

A very popular question. Many candidates attempted it and majority of them performed poorly.

With the exception of the term 'fibre' which was well explained by a significant number of candidates, the rest were poorly explained.

(i) Fibre was explained as:

The basic unit of raw material used in making yarns.

- (ii) Yarn – A significant number of candidates explained yarn as – two or more fibres put together while a good number also stated that yarn is made up of fibres used in making fabric.

A correct explanation is:

- A yarn is made from fibres twisted together and used in making fabrics.

**OR**

- Strands formed when fibres are twisted together or spun.

Important words missing in candidates' answers were 'twisted together' and 'spun'.

- (iii) Fabric – very few candidates provided the correct answers as:  
Fabrics are formed when yarns are either woven, knitted or bonded.
- (iv) Staple yarn – very few candidates provided part of the correct answer

Candidates' answer was:

Staple yarns are yarns made from short fibre. But the expected answer is:

Staple yarns are made from short fibres are used in making fabric.

- (v) Filament yarn – very few candidate provided part of the answer as:

Yarns made from long filaments but the expected answer is:

yarns filament made from long fibres and used in making fabrics.

- (vi) Ply-yarns – candidates who made the effort to answer it stated that:

They are two or more yarns combined together.

The correct answer is:

A number of yarns twisted together to make a thicker yarn or two or more yarns twisted together.

**(b) State three guidelines for sewing polyester fabrics.**

Only a handful of candidates gave one correct answer. The answer provided was:

Choose the correct thread for the fabric. Though the word 'correct' was ambiguous it was close to the expected answer.

Candidates were expected to provide the following answer:

- Use polyester thread.

- Use correct seam depending on the weight of fabric.
- Use fine steel pins and needles.
- Cut with very sharp scissors.
- Polyester frays therefore seams should be well neatened.
- Pin and tack before stitching to avoid unpicking.

## **Question 2**

**(a) State two causes of the following faults in machining:**

- (i) loops appearing on the underneath stitches;**
- (ii) lower thread breaking;**
- (iii) machine needle breaking;**
- (iv) upper thread breaking;**
- (v) puckered seam;**

Some candidates used the same answer for each fault while others also mixed the answers up.

- (i) Majority of candidates provided answers like:
  - Tension disc too tight.
  - Tension disc too loose.
  - Machine not well threaded.

The correct answer included:

- The machine is threaded wrongly.
- The lower tension is too high.
- The upper tension is too loose.
- The bobbin is not inserted correctly.

- (ii) Majority of the candidates provided answers like
  - Bobbin not inserted correctly.
  - Bobbin too full.
  - Machine not well fixed.

The correct answers included:

- Tension of the bobbin thread too tight.
- Bobbin case is not inserted correctly.
- Bobbin too full.

- Thread used is of poor quality.

(iii) Quite a good number of candidates provided two correct answers. They stated the following:

- Needle loose.
- Pulling or pushing of fabric whilst sewing.
- Needle not inserted correctly.

(iv) Very few candidates provided some correct answers. Candidates answers included:

- Tension too tight.
- Machine not threaded correctly.

Other answers that candidates were expected to provide include:

- Balance wheel turns backward whilst sewing.
- Needle blunt or bent.
- Needle not inserted correctly.

(v) Not many candidates knew what it meant because more than ninety percent gave wrong answers.

The expected answers are:

- Needle blunt or too thick for the fabric.
- Tension too tight.
- Thread too thick for the fabric
- Stitch too large.

(b) (i) **List five sewing tools.**

(ii) **Give one use each of the sewing tools stated in b(i) above.**

This sub-question was very well answered by majority of the candidates though a good number added a list of large equipment to their answer.

Candidates provided the following answers:

TOOL	USES
Thimble	For protecting the middle finger when sewing.
Dressmaker's shears	For cutting fabric

Pinking shears	For neatening edges of fabric
Pins (dressmaker's pins)	Used to hold layers of fabric together. Some candidates stated that pins are used to pin layers of fabric together. This is incorrect because the same word is used to explain its use. Others also mentioned office pins instead of dressmaker's pins. This is also incorrect.
Tracing wheel	For transferring pattern markings
Needles	For hand sewing. Some candidates mentioned machine needle. This was not accepted because it forms part of a sewing machine.
Pin cushion	For holding pins and needles while sewing. Some candidates stated that it is used for storing pins which is incorrect.
Thread	For hand sewing
Tape measure	For taking body measurement
	For measuring fabrics

### **Question 3**

(a)(i) **State the use of a seam.**

(ii) **State two points to consider when choosing a seam.**

A very popular question which was answered by almost all candidates. Sub-questions 'a' and 'b' were very well answered by a significant number of candidates. Candidates continue to use the term 'material' instead of fabric.

- (i) This was well answered by majority of the candidates with a few stating several wrong use of seams, for example seam is used to decorate fabric, seam is used to join garment.

The correct answer provided by majority of the candidates was:

Seam is used to join two or more layers of fabric together.

- (ii) This was very well answered by majority of the candidates. A good number gave two correct answers whilst the rest had one correct answer. Candidates answers were:

- The type of garment (purpose of article)
- The weaver.
- The type of fabric.
- The position of the seam.

(b) (i) **List two examples of self-neatened seams.**

(ii) **Suggest a suitable position on a garment where each of the seams listed in b(i) can be made.**

- (i) Majority of the candidates gave the correct answer as:  
French seam, Double stitched seam (machine felled seam) Run and fell seam.

A good number of candidates also mentioned plain seam and welt seam. This is incorrect because both seams have to be neatened.

- (ii) A significant number of candidates provided the correct answer. Their answers included the following:

French seam - Shoulder of a garment  
- Side of a dress

Some candidates simply mentioned 'shoulder'

Machine felled seam - Side of a dress  
(Double-stitched seam) - Side of jeans trousers

Run and Fell seam - Side of a dress

A good number of candidates failed to mention position on garments but rather mentioned articles. For example – garment, bag, base of a bag. These were unacceptable.

(c) **With the aid of two diagrams, describe how to make an open seam.**

Very few candidates provided the correct diagrams whilst others provided one correct diagram. Some candidates did not attempt this sub-question at all because of the diagrams.

A good number of candidates provided the diagrams without any explanation. Some also did not have the language for describing the process.

Example of a wrong answer:

- Cut two pieces of fabric.
- Put them together, tack and stitch.
- Press seam open.

Candidates were expected to provide the following steps:

- (i) Tack the two pieces of fabric with **right sides facing**
- (ii) Machine on the **stitching line or tacking thread**
- (iii) Open and press seam. **Neaten edge.**

The underlined words are the important words that were missing in candidates answer. Candidates were expected to provide the diagrams below:

Majority of the candidates provided the first diagram, a good number failed to indicate the neaten edge.

- (d) List four ways of neatening an open seam.

A significant number of candidates who attempted this question, provided the correct answer but a good number had no idea of what the answer was. Some wrong answers given by candidates were:

Oversewing, piping, attaching lace, facing

The correct answer provided by candidates were:

Pinking, overcasting, binding, using loop stitch, blanket stitch and herring bone stitch.

#### **Question 4**

**(a) With the aid of diagrams, explain two differences between the following:**

- (i) binding and piping;**
- (ii) french seam and Run and Fell seam;**
- (iii) shirring and smocking.**

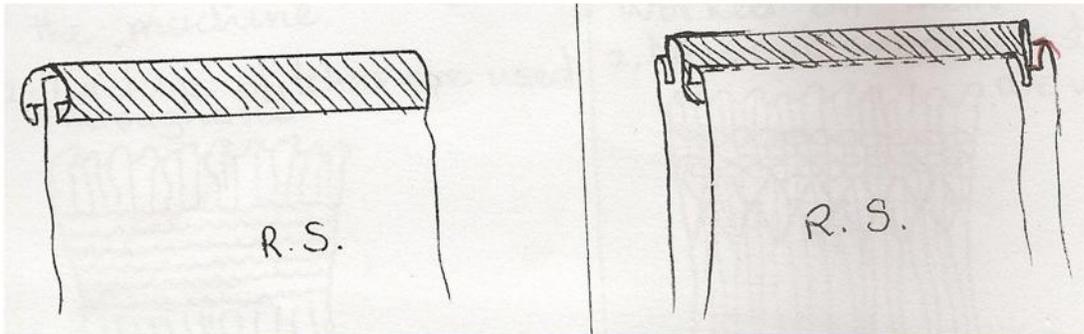
Just a handful of candidates attempted it and they all performed poorly. The diagrams were poorly done by almost all candidates and again they lacked the vocabulary for the comparison.

- (i) Just a handful of candidate were able to provide one correct difference between binding and piping. The diagram on binding was better than piping but it was not the best. The correct answer that the candidates provided was:

Binding is seen on both right and wrong side whilst piping is seen only on the right side. Candidates were expected to provide the following answer:

- (i) Binding and Piping

<b>BINDING</b>	<b>PIPING</b>
It is done at the edge of an article	It is inserted in between a seam.
It appears on both the right and wrong sides.	It is visible only on the right side.
It cannot be corded.	It can be corded.



Binding

Piping

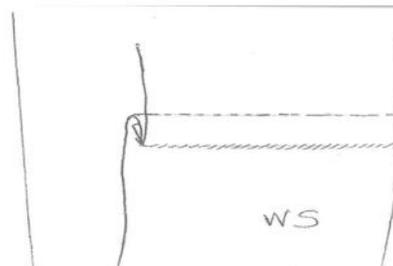
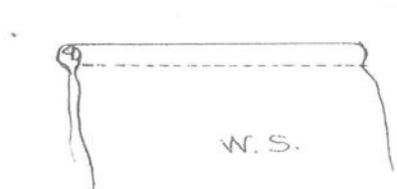
(ii) French seam and Run and fell seam.

The comparison was poorly done, likewise the diagrams.

From candidates answers, there is evidence that some of them knew what they were but did not have the vocabulary to use in answering the question.

The expected answer is:

<b>FRENCH</b>	<b>RUN AND FELL</b>
It is an invisible seam	It is a decorative seam. One row of stitching shows on the right side.
The seam allowance is bulky.	The seam allowance is flat.
The finished seam has a ridge.	The finished seam is flat.



French seam

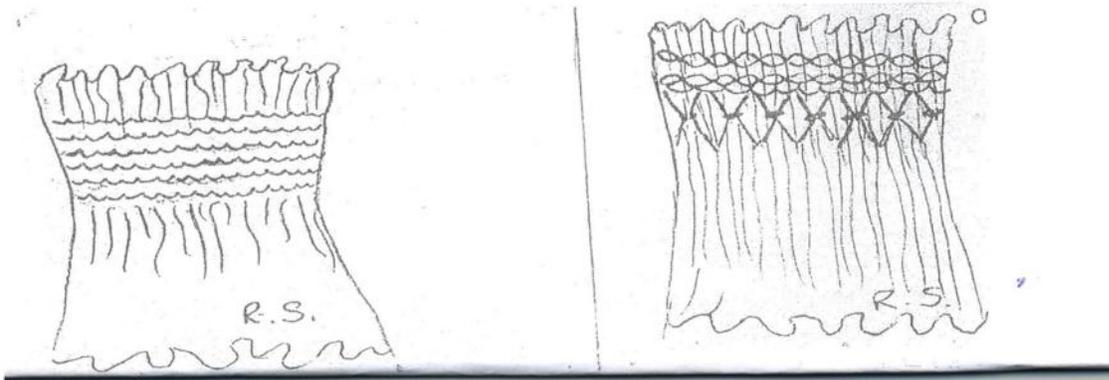
Run and fell seam

(iii) Shirring and Smocking

Very few of the candidates had one comparison correct. They stated that: elastic thread can be used to stitch shirring but no elastic thread is used for smocking.

Candidates were expected to provide the following answer:

SHIRRING	SMOCKING
Several rows of gathers stitched permanently with the machine.	Several rows of gathers held together with decorative stitches worked on them.
Machine stitches are used throughout.	Different embroidery stitches are used.
Elastic thread can be used to stitch it.	No elastic thread is used.



Shirring

Smocking

**(b) Give one example each of parts of a garment where each of the processes mentioned in 4(a) above can be made.**

A good number of candidates failed to answer it correctly. Candidates answered included.

- (i) Binding – neckline, armhole
- Piping – seam
- (ii) French – side of a dress shoulder

	Run and fell seam	–	side seam, shoulder crotch
(iii)	Shirring	–	pocket, bodice, blouse
	Smocking	–	waist of a garment, sleeve, pocket

### **Question 5**

#### **(a) State five rules for everyday care of clothes.**

Some candidates provided single words instead of stating rules. For example, they simply wrote ironing, drying, washing etc.

However, the correct answers provided included the following:

- Wash clothes when dirty.
- Mend clothes which need repair.
- Press clothes before wearing.
- Put clothes on hangers.
- Do not spray perfume on garments.
- Refer to care label.
- Fold neatly and store in a bag.

Some candidates provided answers like:

- Sort out clothes before laundering.
- Bleach white articles.
- Do not bleach coloured articles.
- Do not bleach coloured articles.

These answers were not accepted because they form part of rules for weekly wash and not everyday care.

#### **(b) Describe two ways of caring for each of the following:**

- (i) Underwear;
- (ii) Outergarments;
- (iii) Hats.

This sub-question was fairly well answered by majority of the candidates. The smart candidates repeated answers for b(i) and b(ii)

Candidates answers included:

- (i) Undergarments
  - Fold neatly and store.
  - Wash regularly.
  - Iron and store at the appropriate place.
  - Dry in the sun in order to kill bacteria.
  - Read care labels before laundering.

- (ii) Outergarment
- Wash when dirty.
  - Read care label before laundering.
  - Air before putting away.
  - Remove stain as soon as it occurs.
  - Iron and put on a hanger or in a bag.
  - Mend parts which need repair.
- (iii) Hats
- Hang when not in use.
  - Store in a protective bag.
  - Dust or brush when dirty.

**(c) Describe two methods of preparing garments for dry cleaning.**

This sub-question was poorly answered. Only a handful of candidates gave one correct answer. Majority of the candidates provided answers like: sponging, mending, brushing.

The expected answers include:

- Empty pockets and remove fluff.
- Remove brooches and other detachable items.
- Mend cloths which require mending.
- Separate loose coloured clothes from fast coloured clothes.

**Question 6**

**(a) State factors to consider when setting up a dressmaking shop**

This sub-question was very well-answered by candidates. Some however, stated the same factor differently. For example, capital, money at hand, cost, start-up capital.

In a situation like this, only one factor will be marked correct.

Candidates provided answers like:

- Cost/money at hand.
- Availability of raw materials.
- Location.
- Space for shop/size of shop.
- Target group.
- Number of people to be employed.
- People in the locality.

**(b) Explain three functions for a manager of a dressmaking shop**

A significant number of candidates mentioned the qualities of a manager instead of functions. Example humble, reliable honest.

However, a good number stated the correct answer.

Candidates correct answers included:

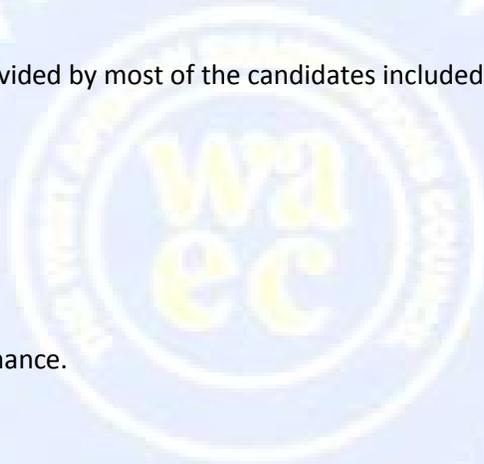
- The manager takes decisions.
- The manager buys equipment and maintains them.
- The manager plans the day to day running of the shop.
- Advertises products.
- Motivates staff.
- Bears risk.
- Supervises staff.
- Ensures quality.
- 

**(c) Give five factors to consider when choosing a piece of furniture for a dress maker's shop.**

This sub-question was well answered by majority of candidates. However, some candidates considered the furniture to be a chair and therefore provided answers like: comfortability, portability, suitability.

The correct answer provided by most of the candidates included:

- Money available.
- Durability.
- Storage space.
- Purpose.
- Colour scheme.
- Quality.
- Care and maintenance.



## **CLOTHING AND TEXTILES 3**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with the previous years. The instructions for making up the article was precise and clear.

The performance of the candidates was average.

### **2. THE STANDARD OF CANDIDATES' STRENGTH**

The commendable features noted in the work of candidates include the following:

- Ability to use equipment and tools in clothing and Textiles correctly.
- Well labelling of finished articles.
- Exhibition of order and neatness during the making up of articles.

### **3. A SUMMARY OF CANDIDATES WEAKNESSES**

The following weakness in the work of candidates were reported by the examiners:

- Inability to read and follow the instructions given for the making up of article.
- Inability to make the correct sewing processes demanded for making up article.

### **4. SUGGESTED REMEDIES**

- Student should be allowed to design and sketch articles in class.
- Frequent practicals using the correct tools and equipment should be organized for candidates.
- The production of quality work should be insisted upon.

- Candidates should be encouraged to produce specimen. Specimen made by students should be labelled in class and specimens should be marked by teachers.
- Students should be given written instructions on how to make articles and should be encouraged to read and produce the item.
- Qualified teachers should be employed to teach the subject.

## 5. **DETAILED COMMENTS**

Candidates were given four pattern pieces for a bag as follows:

- A. Front bag
- B. Back bag
- C. Flap
- D. Strap

They were to cut-out using the pattern pieces and make the bags following the instructions given:

- Open seam to join front bag and back bag.
- French seam to join base of the bag.
- Bias binding to bind round all the edges of the flap.
- Fixing straps in place on the sides of bag using hem stitches.
- Attaching flat button on the front bag and working buttonholes on the flap.

## **GENERAL EFFICIENCY**

### 1. **PREPARATION AND CUTTING OUT**

#### Graining of fabric

Majority of the candidates did not grain the fabrics. Some of them grained along the selvedge and others fringed and trimmed the edges. Few candidates grained correctly along the weft of the fabric.

#### Pressing of fabric

The candidates were to press the fabric after graining to remove creases. Few of them, did not press at all, others pressed before graining. Majority of the candidates pressed their fabrics after graining.

#### Folding of fabric

Majority of the candidates folded their fabrics on the straight grain with the folds parallel to the selvedges as required.

Some fabrics did not have selvedges making it difficult to fold in the right direction. Few candidates folded the fabrics along the weft grain.

## **LAYING OUT OF PATTERN PIECES**

### **Laying out**

Many candidates arranged/laid out the pattern pieces economically on the fabric taking into consideration the direction of the grain and symbols on the pattern pieces. However few candidates laid the pattern piece on the fold of fabric, which was wrong.

### **Pinning**

Candidates were expected to pin the pattern pieces onto the fabric such that the pins would not interfere with the cutting out or hurt the candidates when they place their palms on it during cutting-out. They were to use adequate number of pins to hold the pattern pieces in place.

Many candidates did the pinning correctly as expected but a few used either too many or just few pins and lifted the work during pinning.

## **CUTTING OUT**

When cutting out, candidates were expected to use short strokes on curved edges and long strokes on straight edge. They were to place one hand on the pattern and move the work around without lifting it when cutting. To make cutting out easier they could move round the table when necessary. Majority of the candidates did what was expected of them. However a few of them used short strokes throughout, did not place hand on the pattern and lifted the work when cutting out. They also cut out one flap instead of two and two straps instead of one.

## **TRANSFER OF PATTERN MARKINGS**

The candidates were expected to transfer all the necessary pattern markings into the fabric pieces using dressmaker's carbon or an improvised one with a tracing wheel. No typing carbon paper was to be used

Transfer of the patternmarkings accurately makes stitching easy.

Majority of the candidates transferred the major pattern markings and only a few of them paid attention to details such as positions of button and button holder strap and flap.

Some of the candidates could not place the carbon paper correctly and hence the pattern markings were transferred unto only part of the fabric pieces and some were not visible enough.

Some candidates transferred unnecessary pattern markings such as place on fold, straight grainline etc.

## **USE OF EQUIPMENT AND TOOLS**

Candidates were expected to use tools and equipment correctly. The article being sewn should be correctly placed under sewing machine, needle lowered into it before lowering the presser foot. The balance wheel should be used to start and stop the machine during sewing.

Articles should be removed from under the sewing machine either from the side or back of it. The thimble had to be worn on the middle finger to protect it when pushing needle through the article during hand sewing.

The pair of scissors should also be used effectively to cut thread and unwanted parts of the article.

## **PRESSING**

Candidates were expected to press articles at every stage of the making up. e.g. open seam, French seam, strap etc. and then press finally before enveloping their work.

Pressing at every stage of the making up was effectively done by almost all candidates. Few of them did not do the final pressing before enveloping their articles.

## **2. MAKING UP**

### **(a) Joining sides of bag**

Candidates were expected to join the sides of front and back of bag using open seam and to neaten the seam using edge stitching.

Many candidates were able to stitch straight along the seam line and the width of the seams were even. The length and tension of the stitches were also correct.

Neatening of the seams was poorly done. Some candidates did not neaten the raw edges. They neaten the raw edges by turning a hem instead of a lay and stitching close to the edge as required when edge stitching pinking shares.

Notches were left untrimmed after joining the pieces. Few of the candidates made French seams instead of open seams.

### **(b) Joining the base of the bag**

Candidates were instructed to join the base of the bag using French seams. A good French seam should be smooth and of even width; raw edges should be completely concealed and should have no pocket along the fold of the fell.

Majority of the candidates produced good French seams with even width, raw edges completely concealed. Some candidates did not trim the first seam and had

wide width of seam and frayed threads on the right side of the article. Some seams were too narrow in width. Few candidates made open seam instead of French seam along the upper part of bag and not at the base.

(c) Binding the upper part of bag

The upper part of the bag was to be bound using the bias binding. The completed binding should be even and flat.

Some candidates were able to match the seam lines of the article and the bias binding, stitched on the seam lines, trimmed the seam allowance.

The completed binding was even and flat. Few candidates produced poor work. They did not match seam lines, stitched close to the edge of seam allowance, and did not trim raw edges.

(d) Binding the flap of bag

Candidates were expected to put the flap pieces together, pin, baste and bind round all the edges of the flap using bias binding.

The binding of the flap was done correctly by some candidates. Others presented poor work and did the binding in such a way that the raw edges of the bias binding were exposed. Some candidates did the binding only around the curved part of flap. Few candidates bounded a single layer of flap. Puckering was seen where tension was too tight. Some stitching were not straight and tension too loose.

For the second row of stitching, some candidates used hem stitches which look like tacking. Some candidates did not bind flap whilst others did not bind top of bag.

(e) Attaching Flap to Bag

The straight edge of the flap was to be attached to the right side of back bag matching the positions indicated on both flap and back bag. The flap should be fixed in place by straight machine stitching. The ends of stitching should be made secure.

Candidates who transferred the flap position on both back of bag and flap were able to attach the flap correctly. They positioned the flap on the right side of back bag and machine it in place with ends well secured. The rows of stitching were straight.

Candidates placed the flaps on the wrong side of the indicated position. They joined the back bag and flap using an open seam. Some flaps were fixed either too close or too far from edge to bag. Some ends of stitch were not securely fixed. Few candidates did not attach flaps to the bags.

(f) Preparation of straps

Strap was to be folded lengthwise with the long sides matching and then machine stitched. The strap was to be turned to the right side and seamline pressed to the middle of strap. The stitching should be straight and width of strap even.

Candidates who did the right thing folded fabric for strap and did straight stitching. Few positioned the stitched seamline to the middle of strap. Quite a number of straps were of even width.

Those who cut two pieces of fabric for the strap had two stitching lines with broad width. Also those who placed pattern for strap on fold had one stitching line with broad width.

Some stitching were not quite straight thus affecting the evenness of strap width. Many stitched seamlines were not moved to the middle of strap. Some candidates did not tackle this task at all.

(g) Attaching strap to bag

Both ends of strap were to be folded along their seamlines towards the middle seamline of strap. Strap was to be attached on the right side matching seamlines at positions indicated on the sides of bag; firmly and securely fixed in place using hem stitches.

Many candidates who attempted this task were able to fold both ends of straps in place but few of used hems stitches to attach it securely in place. Some candidates stitched one end of strap before stitching lengthwise hence that ends could not be folded again when strap was turned to the right side. Some candidates did not stitch along the fold but rather stitched on the seamline. Majority attached strap by machining. Many of the straps attached by hem stitches were not firmly and securely fixed. Some straps were not fixed in their correct positions e.g. some were fixed more to the back than side of bag.

(h) Button and Buttonhole

A flat button measuring 2cm (in diameter/width) was to be stitched firmly in the indicated position in front of bag. A shank should be provided for the flat button.

Candidates were expected to make a button hole on the flap of bag. The length of the buttonhole should equal the diameter/width of button plus 3mm to allow the buttonhole to slip easily over the button. Buttonhole stitch should be used to work the buttonhole (except round ends where overcasting stitch should be used)

Majority of candidates used flat buttons. Some of them fixed the buttons in the correct position and firmly in place.

However only a few provided shanks for the flat button. Some candidates made horizontal (as indicated in the front view in figure 1). Few had the correct length of buttonhole and few used the correct buttonhole stitch.

Some candidates provided button that were too small. Shanks were not made for many of the flat buttons. Some stitches were not firm and not neatly ended on the wrong side of front bag. Buttons were fixed on the flap.

In some articles, the buttons were fixed on the wrong side of the bag and the stitches used were so tight that they created folds/creases where the buttons were fixed.

Some buttonholes were vertical whilst others were round in shape, some buttonholes were either too big or too small. Some candidates used either overcasting stitch or blanket stitch for the whole work. Some buttonholes were not neatened, some candidates did not cut the buttonhole.

(i) Labelling

A neat piece of paper (measuring about 6cm x 4cm) bearing the name and index number of the candidate should be stitched to one layer of work.

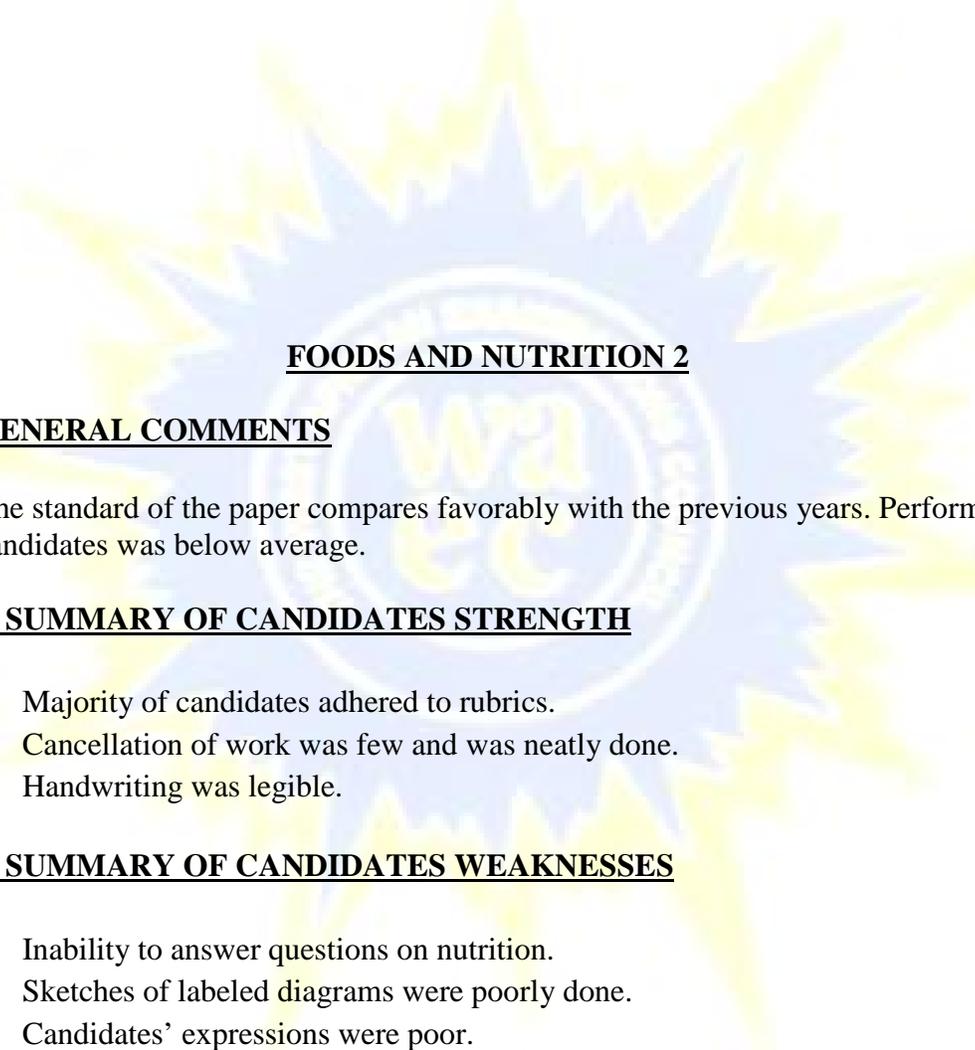
Many more candidates did the correct thing used small neat pieces of paper with their names and index number either neatly written or printed on them. An encouraging number of candidates stitched their labels to one layer of fabric.

Labelling of the article was poorly done by some of the candidates. They used paper for the labelling some tags were too large. Some tags were either held in place with or stitched through all layers of article.

(j) General Neatness of work

By the end of the test candidates should remove all pins and needles from work. Work should be pressed, properly folded and put into individual envelopes.

Many candidates remove all pins, pressed and folded work neatly. Some articles had pins in them and were badly creased.



## **FOODS AND NUTRITION 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favorably with the previous years. Performance of candidates was below average.

### **2. A SUMMARY OF CANDIDATES STRENGTH**

- Majority of candidates adhered to rubrics.
- Cancellation of work was few and was neatly done.
- Handwriting was legible.

### **3. A SUMMARY OF CANDIDATES WEAKNESSES**

- Inability to answer questions on nutrition.
- Sketches of labeled diagrams were poorly done.
- Candidates' expressions were poor.
- Spelling continues to be poor.

### **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates need to do a lot of reading to improve on their language.
- Teachers should encourage students to make good use of the government approved textbook which has indept information on most topics instead of the pamphlets.
- The chalkboard should be used effectively by teachers to help candidates with their spelling.

- Dictation and spelling bee should be held on competitive basis to encourage students to work on their word power.
- Students' notes should be marked by teachers in order to correct mistakes and wrong expression.
- Teachers must liaise with the science teachers to help with teaching some the science topics which overlap in both departments.

## 5. DETAILED COMMENTS

### Question 1

#### (a) **Define the term calorie.**

Majority of candidates could not define the term calorie

#### Some partial correct answers by candidates

- It is amount of heat energy needed to raise.
- The temperature of 1 gram/1 kilogram of water.
- It is a measured amount of energy for 1 gram of water.

#### Some wrong answers by candidates

- It is a nutrient in food
- It is a disease caused by protein/carbohydrate/vitamin.
- It is the amount of energy found in food/ the body

#### Correct answer

- Calorie is the quantity/ a measured amount of heat energy/ heat energy required to raise the temperature of one gram of water through one degree Celsius/centigrade.

#### (b) In a tabular form, give three difference between marasmus and kwashiorkor

Almost all candidates could not answer this question

#### Some answers by candidates

MARASMUS	KWASHIORKOR
Legs are thin/like sticks	Legs are swollen
It is found in adults	It is found in children
Caused by lack of carbohydrate and vitamin C	it is caused by lack of protein
Regains weight	Lose of weight
Eats a lot	Does not eat much

#### Some Expected correct answers

#### Differences between marasmus and kwashiorkor

MARASMUS	KWASHIORKOR
----------	-------------

The supply of protein energy /carbohydrate foods are lacking in the diet.	The supply of protein foods is inadequate/ lacking in the diet.
More weight loss	Less weight loss
Thin long face	Moon face
Protruding joints example shoulders and ankle	Swollen joints example ankles, legs feet and wrist
Flat stomach with pronounced ribs	Protruding stomach
Stunted growth	Retarded growth
Muscle wastage/ emaciation /starvation.	Flabby skin.

(c) **List four suitable dishes for a child suffering from kwashiorkor**

**Well answered question**

- Fish/powered/meat/minced meat/chicken/liver soup/stews.
- Vegetable stews example palaver sauce, okro stew.
- mp t mp t
- aprapransa

Few candidates also listed dishes like scrambled eggs, baked/steamed eggs custards. Weanimix.

**Some other suitable answers**

- fruit fools, egg/cheese/corned beef/sardine sandwich
- milk dishes example egg nog/flip, milk shake, moimoi
- soya bean/bean porridge ,porridge with milk/egg
- soya bean/bean banku, soya bean milk, boiled soya bean cheese, warakanshi, enriched vegetable purees.

**Question 2**

(a) **Sketch a kitchen layout showing the position of the sink, refrigerator and cooker.**

- Most candidates had correct well labeled sketches.
- Few candidates used letters to represent the various positions for the equipment, but did not include any key.
- Others too haphazardly drew sketches not taking into account the mathematical aspect of sketches.
- Majority of candidates did not name the type of kitchen even though from the sketches drawn the type of kitchen could be deduced.

(b) **List six equipment that are required to prepare sausage rolls.**

Most candidates were able to list five correct equipment for preparing sausage rolls

**Some correct answers by candidates**

- Rolling pin
- Spoon
- Mixing bowl
- Oven/cooker
- Pallete knife/knife
- Saucepan
- Measuring cup/scale
- Baking tray/sheet
- 

**Some wrong answers by candidates**

- Oven gloves
- Missing bowl
- Wooden spoon
- Cake tin
- Dinner plate/plate

**Correct answers**

- Pastry board
- Pastry brush
- Measuring spoon
- Cooling rack
- Fork
- Sieve

**(c) State the basic ingredient for preparing sausage rolls.**

Majority of candidates were able to list only three basic ingredients for preparing sausage rolls.

Some answers by candidates, flour/soft flour, fat/margarine/oil, vegetables, salt solution, meat, corned beef, sausage, milk, sugar

**Basic ingredients for sausage rolls**

Flour, fat/margarine/butter/lard/mixture of lard and margarine, sausage meat, cold water.

**Question 3**

**State two cause for each of the following faults in cooking**

- (a) Cake sunk in the middle**
- (b) Tough and hard short crust pastry**
- (c) Jam with mould on top**

- (d) **Lump in sauces**
- (e) **Large holes in a loaf of bread**

(a) **Cake sunk the middle**

**Some correct answers by candidates**

- Oven not pre-heated.
- Too much liquid used.
- Cake not set before oven door was opened.
- Too much raising agent used.
- Oven not at the correct temperature before cake was put in/too slow an oven

**Some candidates wrong answers**

- Too much water used
- Too much flour used.
- Too much margarine used.
- Oven too cold.
- Insufficient sugar used.
- Oven opened regularly.
- Too little flour used.
- Insufficient baking powder.

**Other correct answers**

- Oven door opened too soon before cake was set.
- Too much sugar/liquid used.
- Over creaming of basic ingredients.
- Cake move before it had set.
- Cake not well cooked before removing/under baking.
- Oven door slammed or banged.
- Frequent opening of oven door.

(b) **Tough and hard short crust pastry**

**Some candidates correct answers**

- Too much / over handling of mixture/dough.
- Too much rolling.
- Too much flour used.
- Too little fat used.
- Too much water used.
- Too cool an oven.

**Some candidates wrong answers**

- Too little flour use.
- Too much fat used
- Inadequate water/liquid used.
- Too much baking powder used

**Other correct answers**

- Too much flour used during rolling.
- Over kneading of dough.
- Pastry cooked slowly.
- Pastry turned over during rolling.
- Wrong type of flour used.
- Insufficient air introduced to act as raising agent.

**(c) Jam with mould on it**

**Some correct answers by candidates**

- Jam covered while still warm/hot.
- Jam not well cooked/set.
- Insufficient/too little sugar used.
- Water used was too much/ too much water use.
- Insufficient pectin used.
- Bottle not sterilized.
- Spoilt fruits used.

**Some candidates wrong answers**

- Wrong mixing of ingredients.
- Oven too hot.
- Over handling of mixture.
- Too much pectin used.
- Insufficient liquid used.
- Too much sugar used.
- Too much joint used.
- Too much heat used.
- Used wet spoon for stirring.
- Wong method used.

**Other correct answers**

- Jam boiled for too long.
- Jam not boiled long enough.
- Use of wet fruits.
- Air between wax, disc and jam.
- Jar insufficient filled.
- Use of inferior fruits.

**(d) Causes of lumps in sauces**

**Some candidates' correct answers**

- Stirring not properly done.
- Poured flour directly into hot water/liquid.

- Not blending flour with cold liquid before heating.
- Heating rapidly.

**Some wrong answers by candidates**

- Oven too hot.
- Over cooking.
- Too much stirring.
- Too much raising agent added.

**Other correct answers**

- Heating rapidly.
- Fat too hot when flour was added to roux.
- Roux not sufficiently cooked.
- Liquid added too quickly without sufficient stirring.

**(e) Large holes in a loaf of bread**

**Some candidates correct answers**

- Insufficient kneading.
- Too cool an oven used.
- Insufficient heat.
- Too much yeast/baking powder/raising agent used.

**Some wrong answers by candidates**

- Too much heat.
- Insufficient sugar used.
- Too much liquid added.
- Insufficient liquid added.
- Insufficient raising agent added.

**Other wrong answers**

- Over providing of dough.
- Insufficient kneading after the first rising.

**Question 4**

**(a) State and explain five factors that earn influence a family budget.**

A popular question in which most candidates were only able to state the answers but could not explain.

**Some correct answers stated by candidates**

- Size of family
- Health needs/status
- Nutritional needs/status
- Work/occupation

- Income/money available
- Taste/likes and dislikes.
- Season/foods in season.
- Storage facilities.

Having a backyard garden impulse buying  
price variation

} All these answers affect income when  
budgeting

**Some wrong answers stated by candidates.**

- Resources available.
- Sudden death.
- Nutritive/nutrition value of the family.
- Sudden event.
- Sickness.
- Death.

**Other correct answers**

- Religious and culture
- Regular stock taking of available foodstuff.
- Locality
- Level of education.

**Some correct explanation by candidates**

**Income**

This is the amount of money earned by the family on the monthly basis. Therefore the family's spending plan must be in accordance to the money earned. Hence budgets will be drawn according to what the money will permit.

**Size of family**

This is the number of people being fed. Therefore budgets are prepared to meet the needs of all family members. Hence everyone suitablyfor.

**Social status**

An individual or a family member with a high social status may have different family budget as compared to a lower class person for example a rich person may prefer to buy his/her foodstuffs at a mall while a poor or middle finance person buy his/hers at the market with a low price.

**Some wrong explanations by candidates**

**Size of family**

This also happens when there is many people in the family example the extended family.

### **Likes and dislikes**

When individuals in the family have different likes and dislikes in food, this will affect the families budgets because if party A likes rice and party B does not like during the food preparation both sides must be out into consideration for all members of the family to be satisfied.

### **Other correct statement and explanation**

#### **Locality**

Different localities where the individual or family lives will determine the type of food items to budget for due to price variations.

#### **Level of education**

The level of education and knowledge of nutrition helps the individual or family to make informed decisions when budgeting

#### **Religion and culture**

Some religions and cultures may forbid the intake of certain food items which may be cheaper and more nutritious, therefore this may also affect the budget.

#### **Regular stock taking of available foodstuffs**

This will determine the type and quantity of food items to be purchased.

#### **Social status/occupation**

This determines the type of food items budgeted for, irrespective of the requested nutritional needs of the individual or family.

### **Question 5**

(a) **State four points to consider when setting a tray for afternoon tea.**

A popular, but poorly answered question.

#### **Some candidates' wrong answers**

- Money available
- Time and date for the function
- Dishes to be served
- Size of space/available space
- The work the person does.
- Number of people.
- Number of cooking and cutlery available.
- The tea should be Milo or a leave tea not coffee.
- Bread must contain egg and butter.
- The hotness or coldness of water to be used due to the temperature of the sun.

**Some candidates correct answers**

- Table linen to be used must be clean.
- The tray should be attractively set.
- Use clean cutlery and crockery.
- The position of every equipment should be in the correct/right order.

**Some other correct answers**

- Use the correct table linen (napkin and tray cloth)
- Tray cloth should be well fitted in the tray.
- Use the right type of cookery and cutlery for dishes.
- The centre pieces must be dainty and attractive.
- The tray should be large enough to take all the crockery and cutlery.
- Plastic trays with slippery surface should be lined with a well fitting tray cloth.
- Wooden tray must be well polished if used.

**(b) List four items for setting the tray**

**Some candidates wrong answers**

- |                      |                 |
|----------------------|-----------------|
| - Dinner plate/plate | - Tea jug       |
| - Wine glass         | - Dinner napkin |
| - Tall glass         | - Leap tea      |
| - Spoon              | - Bread         |
| - Milk jar           | - Coffee        |
| - Drinking glass     | - Margarine     |

**Other correct answers**

- Milk
- Sugar bowl/tin
- Flower decoration/centre piece

**(c) With the aid of a diagram, illustrate how to set a tray.**

- Most candidates were able to sketch the diagram on how to set a tray.
- Labeling was poorly done. The across were haphazardly placed.
- Positions of most items were wrong.

**Question 6**

**(a) State four ways in which research can help encourage the use of local foodstuffs.**

Very few candidates were able to get this question correct.

### **Some candidates' correct answers**

- Research can help develop knowledge about the important and nutritive value of local foods.
- Research helps to discover new local foodstuffs and how to use them.
- Helps to develop new recipes with local foodstuffs.
- Educate consumers on the importance of local foodstuffs.

### **Some candidates wrong answers**

- To conserve food exchange for foreign ones.
- Research helps to solve problems involved with local foodstuffs.
- By asking questions about the product.
- To enable one to know the variety of food.
- To prevent diseases in foodstuff in the body.
- Through interview, observation and questionnaire.

### **Other correct answers**

- Less known foodstuffs are identified for use.
- There is an indepth knowledge about ways of preparing other dishes.
- Other ways of preparing and serving the different foodstuffs ate identified.
- There is room/ability to improve nutritive value of foodstuff.

### **(b) State and explain three ways of bringing variety to the meals.**

- Most candidates were able to state the correct points without any explanation e.g.
- Colour and garnishing.
- Use of left-over foods/rechauffe.
- Texture.
- Taste/flower/aroma.
- Addition of fruits and vegetable to improve nutritive value.
- Moulding and shaping of foods.
- Using different methods of cooking.

### **Some correct statements and explanations**

#### **Using variety of cooking methods**

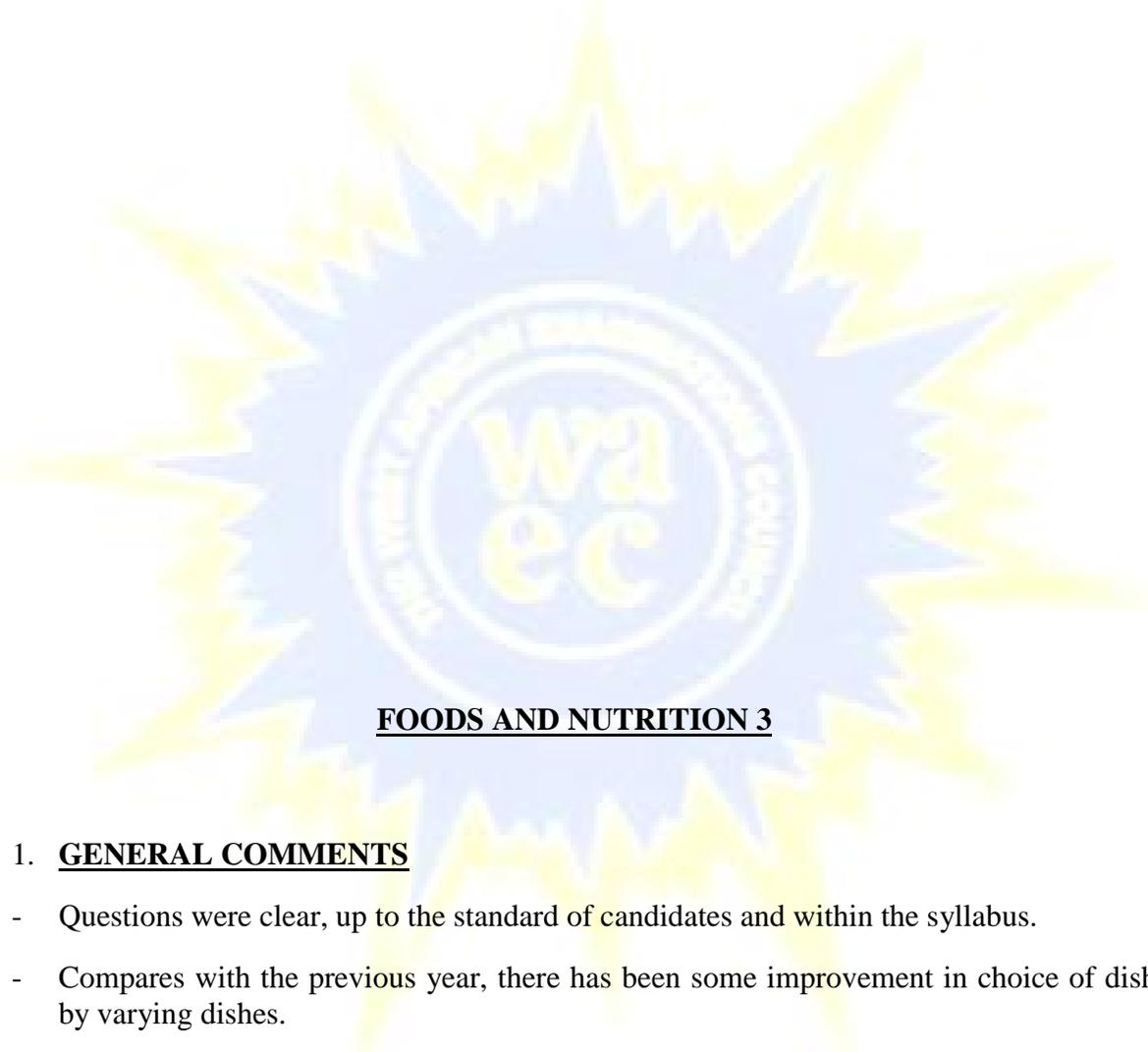
Different cooking methods must be used to improve flavour, texture and appearance of food.

#### **Creativity in food preparation**

This helps to improve the appearance of dishes (serving food in different temperature it brings variety to the meal example serving hot food hot and cold foods cold.

### **Texture**

When different textures are used in meal preparation, it adds variety example crisp, crunchy vegetables added to boiled rice.



## **FOODS AND NUTRITION 3**

### **1. GENERAL COMMENTS**

- Questions were clear, up to the standard of candidates and within the syllabus.
- Compares with the previous year, there has been some improvement in choice of dishes by varying dishes.

### **2. A SUMMARY OF CANDIDATES' STRENGTH**

- There was a wide variety in the choice of dishes.
- Most candidates who prepared egg custards, mayonnaise and cakes had correct results.
- There has been some improvement in the process of clearing up.
- Polishing and handling of crockery and cutlery for table setting was good

### **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

- Interpretation of choice of dishes and plan of work were poorly written.
- Due to wrong interpretation of choice of dishes, candidates had their choices wrong e.g. scotch egg using egg to coat or bind the egg – instead of using egg to either coat the scotch egg or bind the sausage meat/mince meat. Turnover – using the egg for greasing instead of using the egg for glazing. Pancake using the egg as a binder instead of an enricher.
- Candidates spelling ability was very poor e.g. ‘banding’ for binding; ‘glasing’ for glazing; ‘croating’ for coating; ‘furit’ for fruit; ‘riec’ for rice.
- In theory and practice quantity of ingredients for dishes was too much.
- Manipulative skills for dishes like pastries; yam/fish/meat balls/cakes, scrambled eggs were very poor.
- Fruits and vegetables were inadequately cleaned and garnishing of dishes were poorly done.

#### 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- In situations where the class number is large, teacher should divide the class into smaller groups e.g. for a class of 60, class could be grouped into two. One group theory assignment and vice versa.
- For the subject to grow, teachers need to sacrifice a little.
- Teachers’ supervision of practical work should be thorough from the beginning to the end.
- The chalkboard should be used effectively e.g. writing new words, recipes, etc. for candidates’ use.
- Teachers should discuss topics with candidates to understand and also participate actively in class instead of the dictation of the notes etc.
- Teachers should not wait till the tail end of the third year before students are taught how to interpret choice of work, write out time plans, do practical assignments.

#### 5. **DETAILED COMMENTS**

##### **Question1**

- (a) **With three different uses of eggs in food preparation; prepare, cook and serve three dishes.**
- (b) **Prepare cook and serve an accompaniment with one of the dishes in (a) above.**
- (c) **Prepare a fruit punch to be served with the meal.**
- (d) **Set a table**

Even though most candidates had good varied choices, they did not take advantage of the openness of the question to select egg based desserts to serve with the other two dishes and the fruit punch in order to make the table setting easier and bring to fore the meal planning that they have learnt. E.g.

Boiled Yam	Scotch Eggs
Bread and butter pudding	Mixed vegetable salad
Fruit punch	Mayonnaise
Fish cakes	Cabbage egg stew
Gravy	Coconut rice
Fruit punch	Fruit punch

- Majority of candidates chose egg stews and the egg was used as the main ingredient/enricher
- Few candidates chose egg and cabbage stew/egg, mushroom and mixed vegetable stew/egg mixed vegetable stew.

Various balls and cakes like fish/meat/yam, croquettes scotch eggs in which the eggs were used as either binding or cooking agents

Few candidates also chose macaroons and quiche

### **Choices of Dishes**

- Different types of custards and puddings were chosen with the eggs being used as a thickening agent.
- Some candidates also chose turnovers and rolls using the egg as a glaze
- Very few candidates made use of the eggs as an emulsifier in the preparation of mayonnaise and creamed cakes
- Some candidates also chose to use the egg as a raising/ leavening agent in cakes
- Very few chose to use the eggs in garnishing and mixed vegetable salads while others too prepared omellettes and scrambled eggs as main dishes
- The few candidates who chose pancakes, buns, queencakes gave wrong reasons thus making the choice wrong
- Apart from the egg stews candidates could have chosen egg groundnut/palm soup; egg kontonmire/palaver sauce; curried eggs, egg sauce etc.

### **Accompaniments**

- Accompaniments were mainly different kinds of rice dishes e.g. vegetable/curried/plain/paw and mushroom/coloured/coconut rice
- Few candidates chose banku, boiled yam/plantain, boiled spaghetti, rice yam/cocoyam/plantain.

### **Fruit Punch:-**

- Different kinds of fruit punches were chosen

### **Reasons/Interpretation for choice**

- Very few candidates are interpreting their choices right eg. Baked egg custard- is an egg based dessert which uses the egg as a thickening agent.
- Some candidates chose two or more dishes from the same group thus making one or two dishes wrong eg 1. Scotch egg, 2. Egg stew/1) Omellette 2) Scrambled egg, 3) Egg stew- it is a main dish/the egg is used as the protein dish/egg is used as the major ingredient.
- Candidates should learn to give concise reasons for their choices eg. Egg stew- it is a lunch dish using egg as the main ingredient/enricher'

### **Chief Ingredients**

- In theory and practice most candidates used more than enough ingredients
- Majority of candidates ordered their ingredients in the metric system which was good.
- Some candidates listed ingredients needed without the quantities
- Most candidates used as much as six eggs for stew for two people
- Candidates had a lot of leftover cooked or raw foods and these were either left on the working tables or thrown away

### **Time Plan/Order of Work**

- These has not been much improvement in the writing of the time plan
- Work was not dovetailed – Most candidates wrote the time plan as if they would stand by a dish till done
- The way some time plans were written by some candidates meant that foods in the oven or on stove would not be checked till serving time.
- There was neither cooking time nor baking temperature for baked dishes-candidates forgot to check dishes resulting in burning of dishes.

- Information given in plans was very scanty e.g. prepare yamballs, prepare stew-candidates need to state what happens first before the preparation of yamballs e.g. Boil water for cooking yam, wash peel and cook yam.
- More time was allotted for dishes that needed less time e.g. syrup to be boiled in 30minutes. Using 45 minutes for egg stew and 15 minutes to cream and bake a cake.
- Some candidates also wrote the method for preparing dishes.
- Most candidates were able to finish within the stipulated time even though in some cases cleaning up was not thorough.
- Cleanliness and clearing away.
- Quite a number of candidates worked in a clean surrounding and washed up at intervals.
- Few candidates did their final clearing up thoroughly and also washed used kitchen cloths.
- Most candidates who could not finish clearing up used a lot of utensils and kept stacking them after use till the end of the work or half way between the work before washing up.

#### Manipulative Skills

##### **Egg Stews: -**

- Few candidates used fresh tomatoes for the stews.
- Majority of candidates used plenty of tomato puree with starch base which left the stew very thick with a sweet taste.
- Onions were washed before peeling and these were cut into uneven thick slices or rings and added to stew.
- Most candidates either broke eggs directly into stews or into a bowl and whisked till frothy before adding to stews. This was immediately stirred thus making the stew very thick, heavy and unattractive.
- Eggs should be broken on a plate, poured into a smaller bowl or into the dish before the second one is added to make sure it is fresh.
- Eggs put in stew should be allowed to set before stirring. Most tasting was done in palm.

##### **Manipulative Skills:-**

##### Yamballs/cakes/croquettes:-

- Most candidates washed the tubers before peeling and started cooking in boiling water.
- Mashing of yam was well done alone in most cases.

- Few candidates added a knob of margarine, and in most cases finely chopped onions, spices and diluted milk was not added.
- Egg was broken directly into mixture and the hand was used to mix. – shapes and sizes were poor.
- Majority of candidates first coated with flour before egging and crumbing was done, and this was very poorly done.
- Most candidates did not thin down the albumen egg wash with a little amount of water.
- Candidates either fried one ball/cake/croquette at a time or finished coating and left to stand for some time before frying.

### **Fish/Meat balls/Cakes**

- Candidates who prepared fish cakes and balls either used smoked fish or fresh fish.
- Most candidates soaked fish in water, during cleaning.
- Stock after boiling fresh fish was thrown away.
- To avoid this occurrence, the fresh fish should be steamed.
- Most candidates flaked fish with hand instead of using forks.
- Use of spices in most cases was non-existent.
- Sizes were quite good.
- Egging and crumbing was poorly done.

### How to coat food using eggs and bread crumbs rasping

- Beat egg well and pour onto a plate
- Prepare a pile of breadcrumbs/rasping on a piece of clean plain paper.
- Coat the food in the egg using a pastry brush/brush, lift with a palette knife or fish slice.
- Drain for a moment and put into breadcrumbs/rasping.
- Coat evenly and press the breadcrumbs/rasping on firmly.
- Lift food carefully, gently shake off any loose breadcrumbs/rasping. Reshape if necessary, put on a plate ready for frying.

Pastry Dishes:- using egg as a glaze

## **Turnovers/rolls**

- In preparing the pastry most candidates did not cut fat into flour. In some case proportion of fat to flour was too much.
- Rolling was poorly done. Some had an uneven shapes and sizes.
- In some cases hot filling was added to pastry.
- Glazing was poorly done – candidates glazed only a small portion of the top of turnovers and rolls.
- With glazing the whole top of the dish should be evenly brushed with beaten egg in the same direction so that when it is baked an even golden brown glossy surface would be obtained.

Custards/Pudding e.g. Bread & Butter, Queen of Pudding – using egg as a thickener/thickening agent.

- Most custards (steamed, baked, stirred, caramel) turned out right due to correct procedure used, but most candidates beat egg mixture till frothy and had to leave it to stand to get rid of the air bubbles before cooking.
- Stained mixture on most pie dishes were not cleaned before serving.
- With bread and butter pudding, most candidates cut up/cubed bread before buttering. Shapes and arrangement – poor.

## **Omelettes and Scrambled Eggs**

- These main dishes were very poorly prepared
- A lot of thick sliced onions and unskinned slice tomatoes were beaten together with plenty of eggs and fried as omelette.

### **Preparation of Omelletes**

#### **Ingredients**

- 2 eggs – 28 gr. of margarine/goodfat
- Salt and seasoning.

#### **Method**

- Preheat the pan
- Beat the eggs thoroughly and add salt and seasoning.

- Heat fat over gentle heat.
- Pour in the egg mixture, cook at the side of the pan lift up and allow the uncooked mixture to flow underneath.
- Cook slowly until almost set.
- Tip the pan and fold in two using a palette knife.
- Serve at once on a hot dish.

### **Scrambled Eggs**

- Eggs were beaten and stir fried with a fork in a heated frying pan with a little oil till they turn into dry flakes and candidates termed it as scrambled eggs.

### **Preparation of Scrambled Eggs**

#### **Ingredients**

- 2 eggs - 28gr. Margarine
- 2 tablespoons milk Salt and seasoning

#### **Method**

1. Break and beat the eggs, add seasonings and milk.
2. Melt the margarine and pour in the egg mixture
3. Stir over gentle heat till it begins to thicken/creamy
4. Serve at once on a hot buttered toast.

#### **Accompaniments**

- Riced yam/cocoyam/plaintain
- The few candidates who chose these dishes prepared and served them well.

### **Rice Dishes**

- Different kinds of rice dishes were cooked by majority of candidates. Eg. Plain/curried/coconut/coloured/vegetable/mushroom/jollof/braised rice etc.

- Most candidates washed rice in a bowl and used bare hands to scoop into boiling water instead of pouring from a strainer
- Some candidates used the wooden spoon to stir rice instead of the kitchen fork
- Few candidates used the skewer tip to take food colour from bottle into boiling water. Most candidates poured from bottle and too much colour was added thus making the dish over coloured and unattractive
- For curried and braised rice, most candidates added cold water to the rice instead of boiling water after frying
- Generally the rice dishes were well prepared and served with the exception of vegetable rich which most candidates overcooked the rice.

### **Handling of Vegetables**

- Generally vegetables were very poorly handled by most candidates
- Most candidates washed all vegetables in the same water. Didn't rinse. Carrots were not properly scraped
- Vegetables were over handled. Cutting of vegetables for stews, salads, rice and for garnishing was poorly done.

### **Fruit Punch**

- Few candidates did not prepare syrup for their punch
- Others too had very thick and heavy syrups which crystallized when left to chill in the refrigerator
- Syrups for drinks must be pouring. Quantity of sugar to water is 100 grams of sugar to 125 mls of water
- Fruits were poorly handled. Some candidates used bare hand to mix drink instead of wooden spoon
- Syrup should be added to grated or prepared fruits in order to make it easier to strain and get most of the juice out
- Few candidates added the juice to syrup which is wrong
- Majority of candidates added plenty of big chunks of fruits to drink. The punch was like fruit salad in floating liquid.
- In preparing punches, few finely chopped fruits should be added

### **Garnishing**

- Majority of candidates used raw, big chunks or thick slices of vegetables to garnish dishes. Some also garnished their stew with slices of egg.
- In situations where raw vegetables are used for garnishing e.g. carrots they should be grated, chopped or shredded.
- Onions should be put in hot water to remove the pungent smell
- Vegetables could also be parboiled or salted before use

### **Manipulative skills**

#### **Use of tools**

- Candidates should be encouraged to use the correct tools for working instead of bare hands
- Tasting should be done with a teaspoon which should be washed immediately after use and not in the palm

#### **Table setting:-**

- There has been remarkable improvement in the cleaning, polishing and handling of crockery and cutlery
- Actual table setting was haphazardly done. Crockery and cutlery were wrongly positioned.
- Few candidates did set proper table
- Table cloths in most cases were properly laundered while the napkins for most candidates were limp.
- Some candidates did not set any table. Crockery and cutlery were stacked and placed on the table
- Floral arrangement was poorly done. Some flowers were withered.

## **GENERAL KNOWLEDGE IN ART 2**

### **1. GENERAL COMMENTS**

The standard of the paper was the same as the previous years. The general performance of candidates was slightly below the previous years as compared.

### **2. A SUMMARY OF CANDIDATES' STRENGTH**

- The commendable features noted in candidates' scripts presentation of answers in a logical manner and with precision
- Improvement in their handwritings. The handwritings were bold and clear thus making reading easy.
- Candidates conveyed their ideas in good sentences with relevant examples to buttress their answers.

### 3. **A SUMMARY OF CANDIDATES' WEAKNESSES**

The major weaknesses identified with candidates comprise the following:

- Failure to read and understand the rubrics of the questions especially question 1 and 2
- Lack of in depth knowledge of the subject matter.
- Frequent occurrence of grammatical errors, poor spellings, the use of abbreviations and jargons.
- Unsubstantiated statements in answers.
- The habit of answering sub questions on different pages and answering more questions than the required
- Lack of adequate preparation for the examination.

### 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should read the rubrics of each question carefully and understand them before answering in order to desist from frequent digressions.
- Candidates should cultivate the habit of reading relevant textbooks and other materials relating to the subject matter to acquire the in depth knowledge required.
- Candidates should improve upon their grammar, spellings and write standard English by reading constantly. The use of abbreviations and jargons should be avoided.
- Statements made in answers to questions should be substantiated especially with relevant examples
- Sub questions should be answered sequentially and also the number of questions to be answered should be strictly adhered to
- Candidates should prepare adequately before being registered for the examination.

### 5. **DETAILED COMMENTS**

#### **Question 1**

- What is criticism in art**
- Explain in FIVE ways how one acquires the knowledge to criticize a work of art.**

This question was popular with candidates but most of them fumbled in their answers

- (a) Candidates were required to define 'criticism'. Though majority of candidates successfully defined it others failed woefully by defining it as "the bad qualities that are found in a work of art" instead of the total characteristics and the weighing of the good and bad qualities of them.
- (b) Candidates were to explain how one acquires the knowledge to criticize a work of art. Whilst some of the candidates wrote on the need for criticism, others dwelt on the qualities of a creative person. Steps to be followed when appreciating a work of art were noticed in their answers. It was only a few of the candidates who were able to live up to expectation.

Answers expected from the candidates include the following:

- a. What is criticism in art?
- Criticism in art is a discussion or review of the characteristics of a work of art
  - A way of looking at talking and thinking about works of art to understand their aesthetic qualities
  - A way of passing judgment on a work of art
  - A systematic discussion on a work of art usually involving four stages: description, analysis, interpretation and evaluation.
- b. Explain in FIVE ways how one acquires the knowledge to criticize a work of art.
- Sourcing knowledge about criticism from newspapers, magazines and other published sources made available by critics.
  - Learning to see, hear or read about works of art on television, videos etc. these give insight into art.
  - Seeking to understand the styles forms and function of works of art
  - Knowing the cultural background of the artist to gain valuable information about the subject matter etc.
  - Familiarity with technique of handling tools and materials and techniques employed in specific works of art help to appraise them

## **Question 2**

**State and explain in FOUR ways how Prehistoric art contributes to the culture of mankind**

This question was not properly answered. Most of the candidates who attempted the question have general idea about the Prehistoric art which they wrote about, However, the question is seeking to find out how the art of the Prehistoric era is reflecting on the variety of art that are practiced today in the society.

Majority of the candidates could not link up whatever art the Prehistoric man practiced with the arts of the modern times from the approach to the question, it could be deduced that the word "mankind" was not understood by some of the candidates,

Answers required from candidates' scripts include the following:

- Revels aspects of life of early man
- Shows the development of creative ability in man and how it was stimulated by observation of nature
- Provides information for better understanding of the world
- Helps to trace the beginning of the visual art
- Materials and tools used in art.
- Relationship between art and religion (magic) and procreation (fertility)
- Ideal shape of female figure at the period, eg. Venus of Willendorf
- Pigments used for painting
- Techniques and styles of painting and sculpture (eg. engraving, pecking, modeling etc)
- It reminds us of extinction of animals over the years
- Recording events and animal life
- Mode of hunting and living
- System of clothing through the use of animal skins has influenced the fashion of mankind etc.

### **Question 3**

- (a) **Define colour in terms of pigment**
- (b) **Draw the 12 point colour wheel and indicate the following:**
- **Primary colours**
  - **Secondary colours**
  - **Intermediate colours**
  - **Warm and cool colours**

A good number of candidates attempted this question. However, more than ninety percent of them could not define colour in terms of "Pigment" as required in the first part of the question. Majority of the candidates defined colour in terms of light instead of colour in terms of pigment e.g. "colour of pigment is effective to the eye when light is reflected. "Reflected light on an object"

The second part of the question required the candidates to draw the 12-point colour wheel and to show the primary colours, secondary colours intermediate colours and 'warm and cool colours'

The majority of candidates were able to draw the 12-point colour wheel and indicated the segments as expected.

#### **DRAWING**

However, most of the candidates could not indicate the warm and cool colours on the wheel. Very few of those who dealt with with the colour wheel did not know what the colour wheel is about and they therefore indicated everything they felt to be colour on to the wheel including white, black, indigo etc.

The expected answers include the following:

#### 3. (a) Define colour in terms of pigment

Fine coloured powder that when combined with various mixtures eg. Water and a binding agent will make a paint.

#### 3(b) Drawing of 12-point colour wheel indicating:

- Red, yellow and violet
- Orange, green and violet

- Yellow-orange, red-orange, orange, red-violet, blue-violet, blue-green and yellow-green.
- Warm colours – yellow, yellow-orange, orange, red-orange, red and red-violet.
- Cool colours – Yellow-green, green, blue-green, blue, blue-violet and violet.

#### **Question 4**

- (a) **What is drawing?**  
 (b) **Discuss FOUR uses of drawing**

This question was a popular choice for most candidates. The definition of drawing should not be short of visual representation of shapes, objects etc. on a support with appropriate tools, conspicuously absent in the candidates definitions were the marks or impressions which must be produced in a drawing.

The second part of the question required the candidates to discuss FOUR uses and they got confused. However, most of the candidates were able to handle this question satisfactorily

The required answers should include the following:

- (a) What is drawing?  
 A representation of visual marks or images on a support such as paper, wall etc using appropriate tools and materials
- (b) Discuss FOUR uses of drawing.
- As a preliminary study
  - As illustration
  - As expression of ideas
  - Elementary means of communication, identification
  - As a contour, it defines the outermost limits of an object
  - To measure distance
  - To indicate direction
  - Give character to a form etc.

#### **Question 5**

##### **Discuss five major contributions of the Greeks during the classical period**

A limited number of candidates attempted this question as they found it a herculean task. So most of them who ventured if fumbled. They could not provide concrete and specific facts. Some of the candidates wrote on Greek art in general with special references to art of the Archaic and Hellenistic periods mixing up the facts. Similarly some candidates confused Greek art with Ancient Egyptian and Prehistoric arts. The general performance was not good enough. The expected answers from the candidates should include the following:

- Physical beauty or perfection and harmony
- Naturalism or truth to reality based on keen observation of nature
- Achieved mastery over all technical aspects of sculpture
- Introduction of implied movement in future sculpture
- Balancing between motion and stability and between emotion and restraint
- Conquest over movement and muscular action(anatomy)

- Representation of forms according to an accepted notion of beauty or perfection called idealism.
- The stance of the human figure was based on “S” curves (Hip-shot)
- Free arms to gesticulate.
- Intellectual and creative achievements in science; mathematics; Law; Politics; Astronomy.
- Sculpture and architect reached a height of perfection
- Remarkable, handling of two-dimensional composition in vase painting.
- Architecture: employed post and lintel styles; severely simple and perfect unity.
- Emphasis placed on beauty of art forms.
- Pottery reached its peak with the introduction amphora for storage and aenoche/ainoche for pouring.
- In the arts, theatres were built for drama (music, poetry and dance) etc.



### **GENERAL KNOWLEDGE IN ART 3A**

#### **1. GENERAL COMMENTS**

The standard of the paper compared favorably with that of the previous years. Candidates performance shows that, they were adequately prepared for the examination.

## 2. A SUMMARY OF CANDIDATES STRENGTH

Some candidates showed boldness in the handling of pencil which was the most popular medium for the drawing and design. Few candidates also successfully made use of poster colour, pastel crayon and acrylic paint. There were some very good works, boldly handled by some few candidates which must be encouraged.

There were also conscious attempts by very few candidates to explore other media such as water colour pen and charcoal. Candidates must be encouraged to explore as many media as possible, select their favorite and specialize in them. This will enhance creativity and go a long way to build their confidence in drawing, painting and designing.

## 3. A SUMMARY OF CANDIDATES WEAKNESSES

- Others candidates also misunderstood the work of still life drawing and presented traced work from pictures.
- Good figure drawing was almost absent.

## 4. SUGGESTED REMEDIES FOR THE WEAKNESSES

Candidates must make conscious efforts to learn and practice contour drawing, shading and colour work. They must learn to understand certain basic techniques such as shading, tonal values, application of perspective, uniform shading and painting as well as figure drawing.

## 5. DETAILED COMMENTS

### Question 1

#### **(a) Still life drawing**

- (i) A brief case**
- (ii) A pair of shoes**
- (iii) A hat/cap**
- (iv) A walking stick**

Candidates were expected to exhibit their skills in drawing, shading or painting of the items listed. They were expected to critically observe and bring out the shapes, with the appropriate tonal values using the various media comfortable to them. Basic knowledge in drawing shading and painting was being tested. Again knowledge in colour and colour work as well as principles of designing was tested.

It was realized that some candidates misinterpreted the question, they selected and drew only one of the items listed, instead of making a composition of all the items.

### SHADING OF TONAL VALUES

Many works showed misunderstanding of tonal values. Example Flat plat were graded from light to dark tones, whilst curving surface were made flat without any gradation.

### **DRAWING SKILLS**

Many works exhibited poor drawing skills. Candidates are expected to make critical analysis of the items by observing the shapes and nature of the items and reproduce them on the paper provided. Again, candidates were expected to be creative to enhance their work.

### **COLOUR WORK**

Colour work was not popular. The few work in colour were also not encouraging. Candidates showed problems in colour mixing and combination as well as colour interaction. Many works also showed lack of perspective.

#### (b) Imagination composition

“A tug-of-war”

Candidates were expected to make imaginative composition on the theme “tug-of-war”. Candidates were expected to exhibit their skills in drawing and painting from memory. This work is better done in painting, which was a serious problem for many candidates. It was an unpopular question, and the few attempts were also not encouraging.

The few works presented indicate serious problem in figure drawing. Colour mixing and colour combination. The use of raw colour was common. This must be discouraged. Candidates must do a lot of work in figure drawing and painting.

## **GENERAL KNOWLEDGE IN ART 3B**

### **1. GENERAL COMMENTS**

The standard of the paper was comparable to that of the previous years.

## **2. A SUMMARY OF CANDIDATES' STRENGTHS**

### **Question 2**

#### **CALLIGRAPHY**

1. Some candidates used the lettering pens skillfully to write the passage and decorated the background with unique designs.
2. Even though the question did not specify border designing, some candidates featured to enhance the beauty of their works. This is highly commendable.
3. The usual screen and stencil methods of executing calligraphic works were virtually absent. It means that students are now grasping the concepts of calligraphy.

### **Question 3**

#### **DESIGN**

1. Some candidates combined cross section of different fruit and vegetables to present designs that looked like real and an expensive cloth.
2. Application of colour to the motifs and background but some candidates were sweet and superb.
3. The maturity on the given format by some candidates is worthy of emulation.

## **3. A SUMMARY OF CANDIDATES WEAKNESSES**

1. Some candidates sprayed the paper with colour after writing the passage. This affected the legibility of letters and words.
2. Spelling mistakes and omissions of certain words were evident in candidates words.
3. There were inconsistencies in writing due to improper handling of lettering tools.
4. Many applicants used the cross section of physical objectives to print directly on paper instead of creating and designing the motifs.
5. Some candidates used stencils to print the motifs on paper and most of the designs were without textures.

## **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

1. In Calligraphy, decorating the background by spraying with colour should be done before the text is written.

2. Teachers must do well to teach students the appropriate angles of holding calligraphic pens (45° or 90°)
3. Students must be taught to create and design motifs instead of direct printing method.
4. Lessons on colour mixing and application should be intensified in our schools.
5. The use of textures especially in cloth designing enhances the beauty of the work.

## **5. DETAILED COMMENTS**

### **Question 3**

#### **Lettering/Calligraphy**

Many candidates attempted this question but it was evident that candidates wrote the passage hurriedly without proper planning. There were cases where paper margins were left out. A lot of omissions and additions were seen in candidate's works.

Those who understood the rubric of the question wrote the passage skillfully and beautifully. There was a display of creative skills and good planning.

Candidates were expected to use appropriate lettering tools to write the passage skillfully by paying attention to accuracy and consistency in writing as well as legibility of words and letters.

Effective use of space, good layout, appropriate decoration and good finishing were some of its requirements of the question. Candidates were also expected to use their own ideas to make their words unique.

Background and border design would also enhance the beauty of the work.

### **Question 3**

#### **Design**

Few candidates attempted this question. A few of the candidates here combined the motifs creatively and in an orderly manner. Many of these candidates could not satisfy the demands of the question.

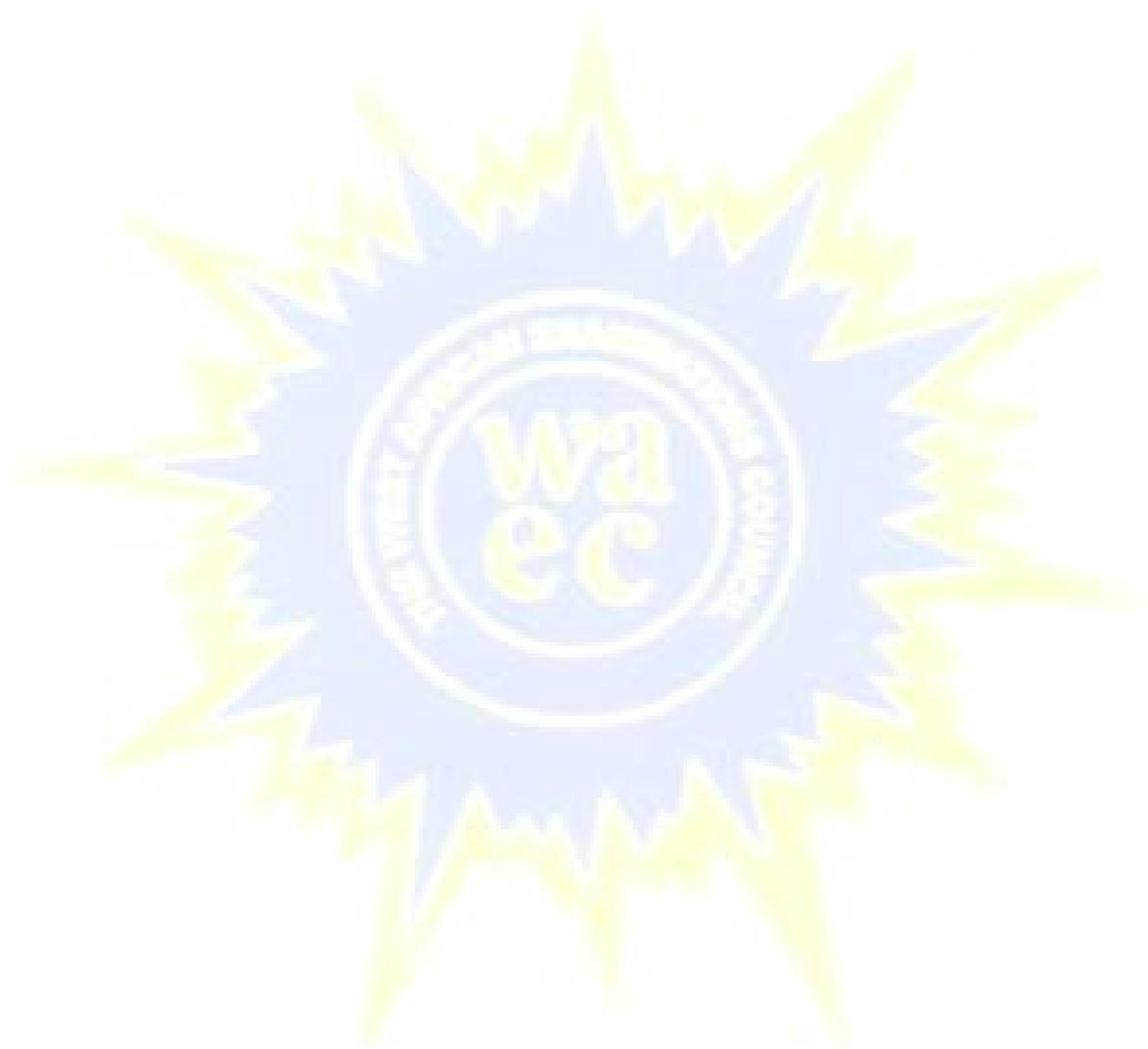
Many candidates employed real fruits and vegetables to print on paper (Direct prints) instead of taking the pains to design the motifs. Many of them also lacked knowledge in colour mixing and application making their works sketchy.

Candidates were required to use tools and materials skillfully to design motifs out of 3 fruits and 3 vegetables.

Good application of colour and orderly arrangement of motifs would be credit. Additional decoration such as textures would also make the piece attractive.

Finally, candidates were expected to produce original designs out of their own ideas and philosophy.

The final work should be suitable for printing cloth.



## 1. GENERAL COMMENTS

The standard of the paper compares favourable with that the previous years. The candidates performance were also encouraging.

## 2. A SUMMARY OF CANDIDATES STRENGTH

- Some of the candidates approached the questions maturely and provided the needed answers to the questions.
- Candidates were able to identify the books used by the Graphic Designer and discuss their importance.
- They were able to discuss any three importance of cartoons and graphically represent the smiling face. Almost all candidates who tackled that question 3 scored high marks students who read their notes and listened to their teachers and were at all times involved in practical activities, did well in the general examination.

## 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Candidates generally had difficulty in expressing themselves, thus had poor command over the English Language.
- Majority of the candidates used jargons and telegraphic abbreviations in the English language to express their views example don't-dut, you-u, see-si, do-du
- Candidates could not draw very well, simple squeegee and a smiling cartoon face was poorly drawn.
- They failed to provide concise and simple answers to questions.
- Recall and orderly presentation of facts were very poor.
- They lacked practical knowledge with "discussion" questions. Many either explained or gave meanings of key words and ended it instead of discussing.
- Wrong spelling of graphic design terms. It was identified that majority of candidates did not spell words correctly and their sequence of tense was very poor.

## 4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- Candidates should learn how to answer questions and be involved in practical activities.
- Students in SHS should be able to go through the syllabus well and to be able to have enough practical lessons as well.
- Teachers should be encouraged to teach with appropriate teaching and learning materials.
- Students must read wide to supplement what the teachers give them.

- They should not rush to provide answers to questions. They should read the questions properly and understand before answering.
- There should be more drawing of tools, materials and equipment as well as other illustrations which could explain texts.

## 5. **DETAILED COMMENTS**

### **Question 1**

#### **(a) Identify four causes of pinholes in a screen.**

Many candidates misunderstood the question and so were giving wrong answers. Many of them were indentifying blotting of screen, print stains poor registration etc. which will not cause pinholes. This could be attributed to inadequate practical activities in the subject

#### **Causes of pinholes**

- Poor coating of photo emulsion on the screen.
- Improper mixed solution.
- Weak or expired sensitizer.
- Under exposure of screen.
- Over washing of screen.
- Screen not proper cleaned.
- Use of inappropriate tool.

#### **(b) Discuss how any three of the causes listed in (a) above can be prevented.**

- Coating should be done to cover the whole screen.
- Mixture of the photo emulsion should be properly done, taking into consideration the appropriate properties.
- The expiring date of the chemicals should be checked and be sure the chemicals are not weak.
- Try-test the potency of chemical and determine the right exposure time.
- Avoidance of excessive washing of screen and appropriate use of materials for washing.

### **Question 2**

#### **(a) List four books that every graphic designer must keep in the studio.**

#### **(b) Discuss the importance of any three of the books listed in (a) above.**

A lot of candidates performed very well. They were able to list the books and discuss their importance. Unfortunately, some candidates mentioned portfolio, newspapers, flyers, posters etc. which are not books. One observation made is when candidates stated a point and it ran through the wrong parcel.

Many candidates were able to discuss the importance of the books they listed some of which include:

- Dictionary.
- Encyclopedia.
- Scrapbooks
- Art books
- Receipt books.
- Sketch books.
- Graphic Design textbooks.
- Magazines.
- Inventory books.

### **Question 3**

- (a) Explain gag cartoon.**
- (b) Discuss any three importance of any three of cartoons.**
- (c) Use cartoon drawing to express a smiling face.**

This question was popular with the candidates. Many got high marks because they were to answer the questions well excepted mixing up the definition of general cartoon instead of gag cartoon. Many drawing of smiling face in (c) was poorly done. Others actually copied or traced the cartoon produced in the objective (A) but failed to add the expression the question (3c) demanded. Some just stated the points but were not able to discuss.

Gag cartoon is a kind of cartoon that appears in a newspaper or magazine only once, and it is not a regular feature as in the case of comic strips. Gag cartoons are normally accompanied by only a brief caption. Gag cartoon does not satirize or deride an individual or a specific character, but targets people, events and issues in general.

Some points for discussions are:

- Entertainment
- Comments on topical issues
- Freedom of expression
- Advertisement and promotion of business
- Expression of mood
- Information and education.

### **Question 4**

- (a) State four factors that can cause risks in a graphic design enterprise**

This is where most candidates had problems. Risks in the graphic design enterprise were understood to be min or accidents than can occur in workshop, kitchen houses etc. They were therefore giving control measures such as spilling drink on the computer keyboards, working on only floors which could cause a fall, objects falling from shelves harming workers etc. The answers were far from the demanded answers.

The real factors that cause risks in Graphic design enterprise include:

- Theft
- Firebreak
- Mismanagement/misuse of capital or profit through necessary expenditure or irresponsible life style on the part of management.
- Inflation
- Taxation and tariff
- Drop in sales or lower demand
- Changes in lending interest
- Bad location of business

**(b) Discuss how to control three of the risks stated in (a) above.**

Some controls include:

- Vigilance and security at the workshop to control theft
- Engage the service of qualified electrician to do wiring and installation. Provide fire extinguishers and other equipment to prevent fire outbreaks.
- Lower demand due to faulty production of goods or wrong or bad location. It calls for training workers on new skills and techniques to minimize low demands.
- If wrong or bad location there should be movement to more appropriate market area to control low sales.
- With inflation, to control this calls for planning ahead against it.
- Where demand contains to exceed supply at currency level there should be bulk purchase to meet inflation.

**Question 5**

**(a) Define a squeegee**

A lot of candidates scored high marks on this question which seemed easy. Others had problems with drawing of squeegee and the making of squeegee. Many candidates drawing and labeling were poorly done. Some other candidates could not describe, draw and label squeegee at all.

Other candidates in describing the making of squeegee jumbled the steps by steps method. Many of the candidates were still defining a squeegee as for spreading paint instead of forcing paint (paste) through the mesh.

**Definition of Squeegee**

Is a rubber edged tool used to force printing paste through the stencil in screen printing.

**(b) Describe how squeegee can be made(steps)**

- Cut a piece of wood of a required length.
- Make a groove about 2mm deep in the wood. Round the side opposite the groove for easy handling
- Cut a piece of rubber about the length of the wood

- From a thick sheet of rubber
- Fix or insert the cut rubber into the groove of the wood and secure it in position with screws or nails.
- Ensure that the rubber has a straight edge.

**OR**

- Cut two pieces of plywood of a required length
- Cut a piece of rubber about the length of the wood from a thick sheet of rubber
- Place the thick sheet of rubber in between the two piece of plywood of a required length
- After adding adhesive (carpenters glue) join them one plywood on the left side and the other plywood on the right hand side.
- Secure it firmly in position with screw or nails.

### **Question 6**

**In an orderly manner discuss five factors a graphic designer should consider when planning an exhibition.**

This question seems to be one of the easiest and most candidates tackled it well, although some candidates misunderstood it for factors to consider when undertaking market survey. Other candidates deviated because they were mentioning tools and materials used for producing artifacts. Some others also wrote about how to set up a business instead of planning an exhibition. Some other candidates were able to list the factors but could not discuss them.

Some factors to consider when planning an exhibition are

- Capital/cost involved
- Location/place
- Getting ready the works for exhibition
- What type of exhibition
- Preparation of programme and advertisement
- Mounting exhibits
- Opening ceremony
- Closing ceremony
- Duration and time/date.

## **1. GENERAL COMMENTS**

The paper compares favourably with those of the previous years. Candidates' performance however was below average. This was evident in the abysmal performance as regards the approach to answering questions and total deviation of some questions answered.

## **2. A SUMMARY OF CANDIDATES' STRENGTH**

- Some of the candidates understood the questions. there was clarity of expression orderly presentation of points and correct technical terms used.
- Major points were listed by some of the candidates before expanding them
- Question numbers were written orderly in the box provided below at the front page just as candidates answered them.
- Generally, there was improvement in handwriting, spellings and diction.
- Few candidates wrote their index number on all the pages.

## **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

Inspite of the commendable features noted in candidates' answers as described in "2" above, there were some weaknesses as described below:

- (i) There were a lot of cancellations of some answers. This affected consistency in marking by the examiners. This revealed that some candidates did not understand the question or were not adequately prepared for the examination. As a result much time was wasted in trying to find out continuation of a question answered.
- (ii) some of the candidates were unable to answer the required number of questions.
- (iii) Few candidates answered question six but were carried away
- (iv) In question 2(a and b), most of the candidates mixed safety measures with maintenance and care of tools/equipment and materials.
- (v) Generally, most of the candidates lacked skills for substantiating a point raised.

## **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Training in reading skills will help candidates read the questions with better understanding. Also candidates should be taught how to answer questions by listing the points in the answer booklets and reading the questions over and over to understand them well before answering.
- The school must also do well to employ Jewellery Art teachers to teach the subject instead of any Art master teaching jewellery.

## **5. DETAILED COMMENTS**

### **Question 1**

**(a) State and describe five significance of jewellery in Ghana main society.**

**Expected Answers**

Some of the significance of jewellery in Ghanaian society.

- Serve as foreign exchange.
- It gives employment
- Self employment.
- As a collateral.
- As a store of value/wealth
- For identification, protection, generation of income etc.

This was favorable question for all candidates who answered it. Performance in the answering of the question was excellent.

**Question 2**

**(a) Explain safety precautions in the Jewellery workshop.**

**Expected Answers**

These are measures to be taken by the learner/worker/apprentice to avoid accidents or causing health hazards at the workshop. For example wearing aprons, goggles etc. to protect the skin/body against corrosive acids and dirt.

**Weakness**

Most of the candidates who answered questions 2a and 2b did not answer them well. They mistook it for maintenance and care of tools, materials and equipments. Some of the answers' given are listed below:

- (i) Clean tools after work and oil them.
- (ii) Clean and dry wet tools etc.

**(b) Discuss four safety precautions to be taken in a school's jewellery workshop.**

**Expected Answers**

- Do not eat food at the workshop. Acid and dirt are likely to contaminate food and the hand of the learner. The learner, therefore, should avoid this behavior to avoid contracting diseases.
- Learner should wear goggles/mask to protect the eyes from harmful rays and dirt which are likely to destroy the eyes etc.

**Question 3**

**(a) What are metals?**

**Expected Answers**

- These are refined products of ores having different properties and characteristics.

- Metals are natural occurring materials which have specific crystalline structures, occur in ores and possess various properties.

### Weakness

Most candidates failed to give the correct meaning of metals. Below are some of the extracts from candidates answer booklets.

- (i) A metal is a solid substance when heated it becomes liquid but when melted it becomes hard.
- (ii) Metals are chemicals that are good conductors of electricity and heat and forms cations and anions with non-metals.

This question was unsatisfactorily answered and candidates were marked down.

- (b) **List six metals used in jewellery.**

### Expected Answers

Most of the candidates got the correct answers. Below are some of the known metals:

- Copper
- Silver
- Gold
- Brass
- Bronze
- Zinc
- Palladium
- Duralumin etc.

### Weakness

Few candidates listed **diamond** as a metal. However diamond is not a metal. It does not exist in an ore. Diamond, therefore, is a precious stone of pure crystallized carbon, the hardest naturally occurring substance.

- (c) **Explain five reasons for alloying a metal.**

### Expected Answers

The reasons are as follows:

#### **To improve its malleability**

For example 24 carat of gold is too soft to work within its pure state. There is, therefore, the need to lower/reduce its standard by alloying it with either copper or silver for example 22carat in order to make it ductile, malleable, workable etc.

### Weakness

Generally, most of the candidates listed and explained properties of metals without the reason for alloying or the result obtained if a metal is alloyed.

### Question 4

**(a) Describe in detail how to fabricate a necklace using leather and sea shell**

This question was well answered by most of the candidates who attempted it. However few candidates could not present their answers procedurally.

**Expected Answers**

Some of the expected answers are the following:

**Tools/materials**

Knife/scissors, ruler, leather, sea shell, thread etc.

**Procedure**

- Make preliminary sketch/drawing/design.
- Collect sea shells, wash them in detergent and dry them thoroughly.
- Treat the inner side of the leather by applying lemon juice and stretch to dry on a work board etc.

**(b) Make a sketch of the necklace described in 4(a)**

Candidates performance in this question was very good. Some skillfully depicted three tones merging. However, few candidates failed to draw

**Question 5**

**(a) Draw the jeweller's saw with a fixed blade**

**Expected Answers**

Candidates were expected to draw the jeweller's saw, with the saw blade fixed in it. Others demands are that the teeth of the saw blade and the kerf of the saw should technically point downwards after fixing the saw blade.

**Weakness**

This question was poorly answered. Most of the candidates lacked skills entailed in basic drawing. Others either did not understand the question or did not know what the jeweller's saw was like. They instead drew the hacksaw, tennon saw etc.

Generally, performance in this question was not impressive. It is therefore, suggested that candidates should identify and draw most of the major tools used in Jewellery Art.

**(b) Describe in detail how to pierce a floral design on a sheet metal.**

**Demand of the question**

Candidates were expected to demonstrate in writing how to pierce (this internal cutting of a design) a floral design or pattern.

Below are some of the step-by-step methods of piercing a design:

- Make preliminary drawing.
- Sand metal smooth and transfer design onto the metal sheet.
- Use centre punch to dent all the negative side of the design and use the hand drill to perforate holes through. etc.

### **Weakness**

Most of the candidates who attempted this question deviated. They wrote on etching instead of **piercing**.

### **Question 6**

**In five main steps, describe the process involved in the cuttle-fish casting technique.**

### **Expected Answer**

Candidates were expected to write on the cuttle-fish bone casting technique. Few candidates attempted this question and performance was not satisfactory.

Some of the steps for cuttle-fish bone casting technique are as follows:

- Cut a large piece of cuttle-fish in half rub the soft side of each piece on fine emery paper on a flat surface.
- Using an existing pattern, press it halfway into one of the two pieces or possibly carefully carve out a design etc.

### **Weakness**

Some of the candidates deviated and wrote on the lost wax (cire perdue) technique of casting. Few candidates attempted this question, however performance was very poor and they were marked down accordingly.

## 1. **GENERAL COMMENTS**

The standard of this year's paper compare favorably with the previous years. The performance of the candidates as a whole was a bit better as compared to the previous year's group.

## 2. **A SUMMARY OF CANDIDATES' STRENGTHS**

Generally there was improvement in the presentation of answers to questions.

Candidates who had flair for drawing demonstrated their gifts so well when it came or drawing or illustrations.

## 3. **SUMMARY OF CANDIDATES' WEAKNESSES**

The following were the weaknesses of candidates as indicated in their scripts:

- i. Lack of understanding of the questions and therefore provided partial answers to unrelated answers.
- ii. Provision of partial answers
- iii. Candidates providing unrelated answers

## 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

Teachers should make their students to know that Visual Arts involve the ability to draw as well as to make or produce. These two should go hand in hand to produce the required effect.

Also tools and equipment, materials and fittings should be taught in such a way that candidates will be able to differentiate them, describe, give their functions as well as draw same.

## 5. **DETAILED COMMENTS**

### **Question 1**

#### **(a) Explain adhesive**

The demand were explicit: first explanation of adhesives. Most candidates explained by using "binding" or "joining" of pieces of a material together by any substance or material this makes the explanation vague.

They were expected to explain with the words like "sticky" substances, "sticky and fluid" materials used to bind or join pieces of leather together "sticky paste" for binding, there are very strong types and weak types.

**(b) Identify two sources of natural adhesives and give one example of each.**

In the identification there are two natural sources only: plant/vegetable sources and animal source. Plant sources include gum, sap, resin, starch from plants, tubers, roots, seeds, etc.; while animals sources include horns, loofs, scales, skins, bones, swimming bladder, whey, and examples are bone glue, casein, fish glue, hide glue.

**(c) (i) State two synthetic adhesives used in leatherwork.**

**(ii) State two advantages and two disadvantages of using one of them.**

Synthetic adhesives include silicons, vinyl, expoxies, resorcinol, phenolics, cellulose derivatives, etc. some candidates stated waxes, lacquer and thinner as adhesive; which are used as finishes.

In the advantages most candidates wrote availability, cost, etc. instead of their viability, strength or durability, resistance to weather and temperature, suitability. The same was also in the case of disadvantages.

**Question 2**

**(a) State and explain three points to consider when designing handles for handbag.**

The question demanded points to consider when designing handles, and not when looking for buying handles, for handbags. A lot of the candidates centered their answers on the types, colours, size, design etc. of the handles without relating same to the hand bags, to draw answers that would project their sizes, occasions for use of handbags, nature, shapes, types of leather used or available for the work, capacity-the load the bag was to take, who was to use the handbag: male, female, adult, child, etc, purpose: school, spots, maternity, dressing, shopping, etc. instead of these most candidates wrote on aesthetics, style and bought handles-chains.

**(b) With illustrations, describe two types of handles and how they are attached.**

The question was explicit on the self designed handles and further wanted candidates to demonstrate their skills with illustrations as to how handles are prepared and fixed or attached to handbags. These were absent in the candidates answers.

**Question 3**

**(a) Define a template.**

The question demanded the definition of a template. The candidates were expected to have a fair knowledge of what templates are; be able to differentiate them from others like stencils, prototypes, miniatures, etc. Here, template is sometimes substituted with pattern which is an apt description; a cut out shape or diagram that can be used as a

guide when making something such as a model or a piece of clothing; example shoe, bag, etc.

It was expected of candidates to write: cut out shapes, on thin boards or sheet of metal, that is flat, strong, thin materials like wood, plastic, cardboard, zinc, galvanized plate, aluminum plate, etc used in aid to trace and cut out shapes/parts. Usually the template gives the actual size of the final work, which is transferred to the original material to prevent waste and also get the same shapes, sizes and design of the article intended for production.

**(b) Explain three important reasons for using templates.**

Three important reasons for using templates;  
Here candidates were expected to write points like

- (i) To enable designer to finish work on time
- (ii) To enable designer to produce identical works
- (iii) To enable designer design avoid wastage of materials
- (iv) To enable designer to get the exact work-accuracy
- (v) To enable designer to do mass production-uniformity
- (vi) To enable designer to select the right materials to use. Etc.

Also on templates most candidates wrote on using cut out shapes/patterns to emboss the motifs on articles so decorated.

Note: in most cases where candidates wrote on cut out shapes which needed smoothing with sandpapers, they wrote “they should be sandpapered” instead of they should be ‘sanded to make their edge smooth.

**Question 4**

**Describe five basic factors to consider when establishing a small scale leather industry.**

This was about the most popular question answered by candidates. But most candidates wrote more theoretical answers than practical ones. The question demanded the basic factors to consider when establishing a small scale leather industry.

The answer given by candidates included land, good sites, electricity, machinery, putting up buildings, qualified labour, transportation, etc which do not spell small scale. The expected answers in this case should have included hiring a room, kiosk, market store, or even putting up a shed with basic equipment like tools, tables, stools/chair, and a few necessary equipment to start production.

Capital is a necessity but was poorly treated; it was not well explained in terms of its sourcing: personal loan from family, bank, financial institutions like NGOS, etc, uses of such money and its payment arrangements.

**Sting**

The location of such an industry should be near or at a market place, car park or any such place with a reasonable populace.

Availability of tools and equipment and materials are essential requirements to make such a venture viable. Labour which was highlighted would only be needed as the industry grew. Land should also be in the future plans and not in the initial considerations.

In summary

- Capital
- Room/space for workshop
- Availability of tools and basic equipment
- Type of vocation in L.W.
- Target group
- Nearness to market/customers
- Registration requirements
- Transport and communications
- Labour/apprenticeship
- Source of electricity

### **Question 5**

**With the aid of drawings, describe each of the following tools.**

- i. Rotary punch      ii. Shares      iii. Prong chisel

Most could not distinguish between drive punch and rotary. A prong chisel also confused them and most of them drew four prong chisels or carpentry chisel. Shares was another tool which was not known by most candidates, some drew garden shears while others drew pincers, tongs or scissors. The description of the tools was also another problem most could not describe the tools appropriately. There are diverse uses of each tool but most candidates concentrated on the use of each tool but most candidates concentrated on the use of the tools on various materials which were not appropriate example knife instead of used for cutting leather, paper, cardboard, also used for skiving, dehairing, scrapping, peeling, sharpening, carving, trimming, paring, splitting etc. some candidates wrote for cutting onions, oranges, etc.

### **Question 6**

**With appropriate drawing describe the steps for making the following decorative thronging;**

- a. Oversew                      b. couching                      c. criss-cross**

This was the most unpopular choice. Most candidates who attempted them could not illustrate as well as describe them.

This seems to be untaught in the schools and should therefore be given the needed attention.

## MANAGEMENT IN LIVING 2

### 1. GENERAL COMMENTS

The paper compares favorably with the previous year. Questions were clear and simple. Performance of candidates was average.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

- Clear handwriting and readable in most cases.
- Candidates answered the number of questions required of them.

### 3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Poor spellings and grammatical errors.
- Presentation of answers to question was not orderly done.
- Wrong numbering of answers.

### 4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- Candidates should be more serious with their spellings since wrong spelling can change the meaning of answers.
- Candidates are advised to present their answers in an orderly manner.
- Candidates are advised to read over their work.

### 5. DETAILED COMMENTS

#### Question 1

- Explain five problems associated with pregnancy.**
- Explain the two main factors that influence pre-natal development.**
- Explain five effects of child care pressure on parents.**
- List any two symptoms of pregnancy.**

Almost all candidates answered this question but performed poorly

- Problems associated with pregnancy were poorly answered by most candidates, some wrong answers given include;
  - Headache, poverty, bleaching, school dropout, etc.

The answers expected include

- Constipation

The muscles of the gut is lowered throughout pregnancy which leads to constipation or some pregnant woman find it difficult to move their bowels because of change in their body system

- Leg Cramps

They are painful muscle contractions in the legs which usually occurs in late pregnancy.

- Anemia

Inability of the mother to meet the additional nutritional demands of pregnancy could lead to anemia.

- Heart burns

Caused by the passage of small amount of the content of the stomach into the lower part of the digestive tract due to enlargements of the fetus.

(b) Candidates did poorly in answering the pre-natal development factors. Wrong answers such as no good husband, no good job, not happy in marriage etc. were given.

Correct answers expected are;

- Hereditary

This is a combination of the physical, mental and emotional characteristics which a child obtain from the parents right from conception, example height colour of eyes, complexion, intelligence etc.

- Environment

This includes all the conditions, circumstances and influences surrounding and affecting the development of the fetus example nutritional status of mother before and during pregnancy, drug taken by mother etc.

- Pain in the lower back

This is experienced by some women during the later days of pregnancy due to the increased size of the foetus

- Swelling of the feet

Due to fluids collecting in between the cells of the feet

(c) Most candidates were able to state the effects of childcare pressure on parents but could not explain them. Some correct answers include;

- Lowering of standard of living

The cost of raising children is very high therefore parents may have to lower their own living standards to meet this high demand of child rearing or up bringing.

- Poor health

Child care takes so much of the parent's time leaving little or no room for leisure or proper rest which sometimes affects the health of the parents.

- Social life is sometimes affected

The time, energy and money required for childcare usually make parents cut down or totally forgo their social life.

- Less freedom

Heavy demand of child care on parents make them feel they have lost their freedom.

- Financial cost raising children

This is very high and therefore parents have to deny themselves of certain facilities to meet these demands.

(d) Most candidates were able to state the correct answers. Symptoms of pregnancy include:

- Cessation of menstrual period.
- Enlargement of breast.
- Nausea and vomiting etc.

## **Question 2**

**(a) (i) Explain the term basic need.**

**(ii) List the basic needs of a family.**

**(b) Explain any four levels of needs of an individual.**

**(c) Explain three differences between needs and wants.**

**(d) Explain three relationships between needs and values.**

Almost all candidates answered this question.

(i) Majority had 2a (i) and (ii) correct.

(a) (i) Basic needs are the things which individual require in life for survival or are things one cannot do without.

- (ii) The basic needs for a family are food, clothing, shelter, good health, education, air, water.
- (b) Was poorly done. Some were able to state the levels of needs but could not explain. Levels of needs of individuals include.
- Physiological/physical  
Are the needs important in maintaining life and are therefore essential for the survival of the human being.
  - Safety needs  
Are needs to be free from fear, threat, danger or deprivation.
  - Social need  
Is the need to be loved and to love, to accept and be accepted thereby giving a sense of belonging etc.
  - Esteem need  
Need to be respected and recognized
  - Self-actualization need  
The level at which an individual realizes his full potential and capabilities.
- (c) The comparison of needs and wants was poorly done. Differences were done separately. Correct answers expected are;
- Needs are the things one must have in life whereas wants are those things which one desires to have in life.
  - Needs cannot be postponed but wants can be postponed.
  - Needs sustain and maintain life whereas wants enhance the quality of life etc.
- (d) Relationship between needs and values was poorly done, majority had it all wrong. Correct answers expected includes;
- Needs are personal and come from within whereas values come from culture.
  - Values help to decide on how needs are to be met.
  - Basic needs are universal while values differ from culture to culture or person to person.

### Question 3

- (a) Differentiate the term window dressing and window shopping.
- (b) Explain five factors to consider when selecting a medium for advertising.
- (c) Explain four strategies used by advertisers to influence consumers to buy their goods and services.
- (d) State five disadvantages of advertisement.

Candidates who attempted this question, performed poorly.

- (a) Candidates could not explain the difference between window dressing and window shopping. Wrong answers given by candidates include
- Window dressing is the act of keeping, repairing and decorating of windows;
  - Window shopping is the act of buying windows to make room beautiful.

The correct answers are;

**Window shopping** is the act of placing goods in the glass windows of commercial houses in order to attract potential buyers as they pass by whiles

**Window shopping** is the act of pre-shopping by customers to check the prices and quality of goods and service in various shopping centers before actually going to buy or pay for goods and services.

- (b) Poorly answered: the word medium was not understood, so majority of candidates stated wrong factors such as the age, taste and habit of potential customers. Some of the correct factor to consider when selecting medium for advertisement are
- **The nature of the product**  
Some items are more suited for paper advertisement, some in trade journals and others in magazines or television advertisement or print/electronic media.
  - **The type of consumers**  
The choice of medium can be determined by the type of consumers targeted.
  - **The nature of the message:** This might help to determine the choice of media in that where the information is meant for a technical group like accountants, medical doctors etc. there is the need to select the media that will suit the group.
  - **Accessibility of the medium:** Which ever medium is chosen for advertisement must be easily accessible by the advertiser as well as the consumers targeted.
  - **Cost of medium** will determine the choice or type of medium with the aim of making profit.
- (c) Majority stated the correct answers which include:
- They play on the emotions of consumers to attract them to buy goods and services.
  - They attract consumers' attention by using jingles, humour, cartoons, packaging etc.
  - They use significant people as testimonial advertisement.
  - They carry out promotion to attract consumers to buy more goods and services.
- (d) Was well answered. Correct answers include
- It makes people buy what they have not planned to buy/provokes impulse buying.
  - May be sometimes misleading /deceiving.
  - May increase the cost of goods.
  - May lead to monopoly.
  - May mislead consumers to make unwise purchases.

#### **Question 4**

- (a) **Describe the implementation stage in the management process.**  
(b) **Explain six reasons why evaluation is important in management.**  
(c) **State three main decisions that can be taken at the planning stage of management.**  
(d) **Explain three reasons why family decisions are difficult to make.**

Popular but poorly answered.

- (a) It was partially answered. The correct answer expected is
- Implementation stage in the management process is the action or the doing stage in the management process. It involves putting planned activities into action and controlling the action to ensure attainment of desired results.

- (b) Reasons for the importance of evaluation in management were well stated.  
Some correct answers given include:
- It helps in choosing goals and setting standards.
  - It helps in assessing and allocating resources to meet goals.
  - It determines how far set goals have been achieved.
  - It helps in sequencing activities to reach goals.
  - It improves future planning and implementation.
  - It helps in sequencing activities to reach goals.
  - It assess the action taken to find out whether satisfactory progress is being made.
- (c) Decision that can be taken at the planning stage of management was well answered .  
Correct answers include:
- Deciding on goals to be accomplished.
  - Deciding on resources to be used.
  - Deciding on the standard or level of attainment etc.
  - Deciding on how to organize the activities to be carried out.
- (d) Poorly answered. Most candidates wrote characteristics of resources example limited, scarce etc but the correct answer expected are
- The needs of family members are many.
  - The needs of family members are varied.
  - The individual members of the family have different needs which must be reconciled.
  - Events may occur in the family which may change and disrupt decisions made may change and disrupt decisions made.

### Question 5

- (a) Explain two ways each how adequate housing will meet the following needs:
- (i) **Physical needs;**
  - (ii) **Psychological needs;**
  - (iii) **Social needs.**
- (b) Explain two reasons each for using community resources:
- (i) **Pipe borne water;**
  - (ii) **Electricity.**
- (c) State five advantages of building a house.

Candidates could not explain the question well. Answers given did not relate to the home, the family needs or housing.

- (a) Some correct answers expected are
- **Physical needs:** The home provides all the basic things the family needs for survival, such as shelter, food, clothing
  - It provides safe environment.
  - **Psychological needs:** The home and its surrounding may create or provide emotional climate in which the members develop a feeling of emotion or mental security.
  - **Social needs:** The home provides a place where family members interact with each other.

(b) Poorly answered. Candidates could not give reasons for using the community resources

Some correct answers for using

**Pipe-borne water**

- It is usually treated to prevent water borne disease such as typhoid etc.
- Water is protected from contamination as the water passes through pipe from source to the users.
- It is convenient to use.

**Electricity**

- It allows families to conveniently operate their electrical equipment and appliances.
- It allows for left over foods to be conveniently stored and re-used thereby preventing wastage.

(c) Advantages of building a house was well answered. Correct answers given include:

- Privacy is assured.
- It provides a sense of ownership.
- It can be an asset.
- It provides a sense of security as the house is personally owned.
- It is built to reflect individual/family's style and values.

**Question 6**

(a) Explain the following types of resources and give two examples of each:

- (i) **Tangible resources;**
- (ii) **Intangible resources.**

(b) Explain three differences between human resources and community resources.

(c) Explain five reasons why effective resource management in the family is important.

(a) Well answered. Correct answers given were;

**Tangible resources:**

Are those resources that can be seen, touched and measured example books, building, water, sunlight etc.

**Intangible resource:**

Are those resource which cannot be seen, touched or sometimes measured but used to reach goals example air, sound, energy etc.

(b) Not well answered. Candidates could not state the differences between human and community resources.

The differences include;

- Human resources are the abilities and capabilities of individuals used to achieve goals whereas; community resources are the shared resources which members use within a given community etc.
- Human resources are found within the human beings whereas community resources are found within the community etc.

(c) Not well answered. Reasons for effective resource management, candidate gave wrong answers such as to increase family resources or family income. Some correct answers expected are;

- It improves the quality of living within the family.
- It helps families to successfully attain family goals.
- It brings happiness and comfort to the home.
- It prevents waste of resources.
- It helps families to achieve the kind of life they desire.

### **MANAGEMENT IN LIVING 3**

#### **1. GENERAL COMMENTS**

The standard of questions compares favorably with the previous years. The performance of candidates was below average compared to the previous year.

#### **2. A SUMMARY OF CANDIDATES' STRENGTHS**

The following commendable features were noted in candidates' answers

- English Language has improved.
- Answers were straight to the point.
- Improved handwriting.

#### **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

The weaknesses of candidates include the following

- Problem with expressions and spelling.
- Wrong numbering of answers.
- Students did not use the booklets well. Some of them ignored the instructions to begin a question on a new page.

#### **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Students should be encouraged to read more.
- They should be asked to carefully read the instructions before answering the questions.
- Teachers should write important words on the blackboard so that student would learn how to spell these words.
- Words should be pronounced well to help with the spelling of such words.
- Students should be taught how to answer questions to avoid situations where they only state answers when they are asked to explain.

#### **5. DETAILED COMMENTS**

##### **Question 1**

- (a) State four areas/rooms in the house where carpets can be used.
- (b) Describe how to weekly clean a rug.

- (a) Most candidates answered this question and listed kitchen among the rooms because they confused linoleum with carpet.

The correct answers expected include

- Living room/sitting room.
- Bed room
- Dining room.
- Hallways.
- Toilet floor.
- Library/study.

Some wrong answers given were

- Kitchen.
- Veranda.
- Storeroom.
- Bathroom.

- (b) This part was poorly answered by most candidates. They confused 'rug' with 'rag'.

Answers expected were

- Take it outside.
- Hang it over a line.
- Beat out as much dust as possible/use a vacuum cleaner.
- Air in the sun.

Some wrong answers by candidates include:

- Soak in water overnight and wash.
- Soak in hot water.
- Wash and dry.

This is because they mistook 'rug' for 'rag'.

## **Question 2**

- (a) State four ways of accomplishing household task easily.**

- (b) State four reasons for managing energy.**

- (a) This question was not popular and those who answered it did poorly:

Answers expected include

- Proper planning of tasks before undertaking them.
- Arranging work place to prevent back and forth movement when working.
- Using correct posture for the task to be done.
- using correct tool or equipment.
- Sequencing activities or tasks so that they can be done with much ease.
- Using labour saving devices.
- Dovetailing activities etc.

Candidates wrong answers include

- By work simplification.
- By setting yourself time.
- By avoiding fatigue.
- You should be fast when working.
- Working early so as to finish early.

Candidates wrote just 'planning' instead of 'proper planning' and therefore earned only half the mark.

(b) Most candidates were not able to write the correct answers.

Answers expected include

- To enable tasks to be carried out effectively.
- To increase workers interest in a given task.
- To cut down on time allocated for carrying out tasks/to save time.
- To remove unnecessary movement when carrying out tasks.
- To reduce fatigue when carrying out tasks.

Wrong answers given include

- To release stress.
- So it can be used some other time.
- To make us strong and healthy.
- To save money.

Also instead of 'to reduce fatigue', candidates were writing 'to avoid fatigue and to prevent fatigue' which earned them only half of the mark.

### **Question 3**

(a) **State three functions of accessories in interior decoration.**

(b) **State one use of the following items in interior decoration.**

- (i) **Carved stool**
- (ii) **Bead work**
- (iii) **Paintings**
- (iv) **Mosaic**

This question was also not popular. The few candidates who attempted this question got it wrong. Candidates did not understand the work 'accessories'.

Candidates were expected to write correct answers like.

- They make the house pleasant and interesting.
- They show the personality of the individual.
- They add beauty to the home/make home beautiful.
- They add comfort.
- They add value.
- They create points/centre of interest in the home.

Candidates' wrong answers include

- They make decoration attractive.
- They make decoration grooming.
- To beautiful the body etc.

(v) **Window curtains**

(b) This question was also poorly answered.

Candidate were expected to write answers like.

- (i) Carved stool
  - used to decorate the sitting room.
  - serves as a seat
  - serves as a stand

- (ii) Beadwork
  - used for wall hanging
  - used for door strips
  - used for curtain
  - used for table mats etc.
- (iii) Paintings
  - can be framed and hung on walls or placed on window pelmets
- (iv) Mosaic
  - used to add beauty to the room
- (v) Window curtains
  - for privacy
  - to beautify a room
  - protect and shield from harsh weather

Wrong answers given include

- Carved stools
  - for chiefs to sit on
- Beadwork
  - to wear around the neck and waist
- Paintings
  - to paint the walls of the room
- Mosaic
  - most candidates did not write anything for it because they do not know what it is
- Window curtains
  - to prevent dust from entering the room

#### **Question 4**

- (a) Explain the term 'first aid treatment'
- (b) Which first aid treatment should be given in any one of the following situations?
  - (i) When a child falls and breaks his ankle.
  - (ii) When a househelp cuts her finger with a knives while shredding vegetables.

(a) This question was answered by most of the candidates. First aid treatment was well defined by all who answered this question and they scored full marks. However some of them did not write the part about sending the patient to hospital or calling a doctor so they lost marks.

Expected answer include

First aid treatment is the **first/immediate care or treatment** given to an individual when injuries and accidents occur **before seeking the help of a doctor/medical practitioner.**

Some candidates omitted the later part of the definition.

(b) This part was not well answered. Candidates did not read the instruction well so they answered both questions instead of one.

Answers were not itemized and some were wrong. The salient procedures were not stated some candidates gave local procedures for stopping bleeding such as putting ground cassava paste on the cut to stop bleeding.

Candidates were expected to write the following answers.

First Aid Treatment when a child falls and breaks his ankle

- Lie the child down quietly
- Clean any bruise and apply spirit to bruises
- Apply cold compress to ankle
- Bandage the ankle if possible
- Give pain killer to ease pain
- Take to nearest hospital

Or

When a house help cuts her finger with a knife

- Calm the house help down
- Wash the cut
- Apply pressure by covering and holding the cut with a finger to stop the bleeding
- Apply spirit or iodine
- Cover the cut with plaster or bandage
- Send to the nearest health centre

Candidates were able to give only a few of the steps required. Some of them wrote 'ink' for gentian violet which is a wrong answer because we do not use it for fresh wounds.

#### **Question 5**

**State four disadvantages each of using each of the following:**

- (i) firewood as fuel for cooking**
- (ii) charcoal as fuel for cooking**

Most candidates answered this question and they got most of the answers correct. Some candidates however mixed the disadvantages with advantages.

Expected answers include

#### **(i) Firewood**

- It produces a lot of smoke
- It cannot be conveniently used indoors
- It produces soot which blackens pots
- It can be slow to ignite when wet
- The open flames make the room hot
- It causes air pollution
- It causes deforestation
- It wastes time and energy when compared to gas or electricity
- Fire cannot be easily regulated
- Makes ash which makes cooking place untidy.
- The smoke is a health hazard.

Candidates were able to state some of the above disadvantages but they were not able to compare the fuels in terms of cost and cleanliness for example they just mentioned that cooking with firewood wastes time and energy but they are expected to write that it wastes time and energy as compared to gas or electricity.

(ii) **Charcoal**

This part was also well answered

Answers expected include

- It is more expensive than firewood
- It is not readily available compared to firewood
- It can produce fumes which are poisonous
- It produces ash which make the kitchen dirty
- The fire cannot be regulated
- It is difficult to set when wet
- It wastes time and energy compared to gas or electricity
- It causes deforestation

Candidates were able to mention most of the above disadvantages and some also added that they occupy a lot of space during storage which was correct but not in the marking scheme

Some candidates however gave wrong answers like

- Firewood is very expensive
- Cannot be used everywhere
- It burns food easily
- It is not commonly used
- It is easy to get
- Charcoal is difficult to get
- It cannot be used everywhere
- It is expensive compared to gas
- Slow in cooking

**Question 6**

**(a) Explain the term ventilation**

**(b) State six ways of ensuring adequate ventilation in a room**

Most candidates answered this question and they got the answers correct except that the spelling of fresh air and stale air was poor.

Stale was written as state, stain, stail

Fresh was written as flesh

Correct definition is

**Ventilation**

**Is the exchange of stale air for fresh air in an enclosed space or area or the removal of stale air and introduction of fresh air in a room**

**Some wrong answers given by candidates are**

- Ventilation is the exchange of fresh air for stale air in an enclosed space.

- Ventilation is the state which air condition
- Ventilation is a process of exchanging fresh air into your room
- Ventilation is a way of ensuring good air into a room

This question was well answered by most of the candidates. They were able to give the correct answers.

Correct answers are

- Place windows at appropriate levels above the ground so that enough air can come into rooms
- Provide enough windows and doors in the room
- Plant trees around the compound to encourage trapping of air into the house
- Properly arrange items to ensure free movement and circulation of air in a room
- Place windows at opposite walls
- Use fans and air conditioners

Few candidates gave wrong answers such as

- Clean the room regularly
- Proper lighting
- Making holes in the ceiling instead of ventilation holes in the house
- Putting of light when there is heat
- Houses should be built in an airy place
- The room should be spaced out



## **PICTURE MAKING 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favorably with those of the previous years.

### **2. A SUMMARY OF CANDIDATES' STRENGTH**

- It was observed that, most of the candidates answered the questions in the way expected and as required by the paper.
- Majority of the candidates followed the instructions and answered **four** questions required by the paper.
- A few candidates exhibited good knowledge of the subject matter and scored high marks. Such candidates proved that they had prepared adequately for the examination
- Some of the candidates provided clear and straight forward answers
- A few candidates explained picture making terms such as 'harmony', 'Monochromatic', 'analogous' very well.
- Some candidates expressed themselves very well in simple English.

### **3. A SUMMARY OF CANDIDATES' WEAKNESSES**

The following weaknesses were observed.

- A few candidates exhibited poor command of the English language and copied the questions they were supposed to answer down. Such candidates performed poorly.
- A few candidate could not spell simple picture making terms and words. For instance 'turpentine' was spelt 'terpentine' 'emulsion' as emolsion' etc.

- Question 1; ‘A picture worth a thousand words’ was poorly handled by candidates. The question did not require the functions or uses of pictures, such as therapy or decoration.
- Candidates found this question difficult to answer. Perhaps they were not conversant with how fresco paintings were done in the early days. Candidates stated how contemporary frescoes are made.

#### **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Teachers; should stop presenting only facts to candidates and assist them to apply and analyse the topics they treat.
- Variety of questions should be asked, so that candidates’ will have the opportunity to learn the best practices in answering questions.
- Teachers should as a matter of urgency give students more exercises to help them improve on their spelling and grammar.
- Teacher should take pains to emphasise and explain the significance of these words used in the writing of items such as ‘list’, ‘define’ ‘state’, ‘explain’, ‘describe’ etc.

#### **5. DETAILED COMMENTS**

##### **Question 1**

This question required candidates to discuss five points to justify, the statement that, “A picture is worth thousand words”.

Most candidates did not address the requirements of the question and woefully failed. Candidates perhaps thought it requested for the functions or benefits of pictures such as therapy, decoration, recreation and promotion of culture. But the question expected candidates to discuss these points:

- Pictures speak for themselves, because it is understood by foreigners or illiterates than words.
- In advertising, pictures add more meaning to text and make the impact felt better.
- Pictograms or pictorial symbols are understood universally. In business for example, logos are well understood and accepted. Washrooms display pictograms to direct the public.
- In road or traffic management, pictures are used to send messages better and faster.
- In books, illustrations promote easy reading and minimize boredom etc.

## **Question 2**

### **(a) Explain the following colour terminologies**

- (i) Harmony**
- (ii) Monochromatic**
- (iii) Analogous**

This was one of the popular questions, but most candidates could not explain the (a) part satisfactorily and lost marks. A few candidates felt 'analogous' colours are 'opposite' colours on the colour wheel instead of colours that lie in succession with the same hue on the colour wheel.

In question 2b majority of the candidates could not describe the properties of colours.

- (a) Harmony: Is the creation of cordial relationship between the elements in a single composition, example, where selected colours are in agreement with each other.
  - (b) Monochromatic: The application of tints and shades of the same hue in a composition.
  - (c) Analogous: a combination of adjacent/neighbouring colours on the 12 - points colour wheel.
- (b) Colour properties are:
- Hue :The character that identifies colour by name eg. red, blue, yellow, green
  - Value: The relative lightness or darkness of colour. The value is changed by the addition of black or white.
  - Intensity: It is the relative purity of a colour. It is also known as chroma or colour saturation.

## **Question 3**

The question demanded explanation with relevant examples of the following picture making terms.

- (a) Solvent
- (b) Primer
- (c) Glazing
- (d) Toning
- (e) Varnishing

This was another popular question which majority of the candidates gave relevant example. However, some candidates could not supply the relevant examples and lost marks. Few candidates gave wrong explanation of the terms as follows:

Some candidates explained 'primer' as person who primes surface and 'glazing' as a transparent liquid substance used to glaze bowls 'varnishing'; converging point in perspective, instead of a finishing substance such as lacquer or shellac.

The question demanded the following points:

- **Solvent:** a liquid substances mixed with paint to make it workable. It is also known as diluent or vehicle, examples are water as solvent for water-base paints (poster or acrylics) and turpentine for oil base paints.
- **Primer:** a mixture of chalk and glue (size) applied on panels, walls, and other surface to seal pores in order to receive paints.
- **Glazing:** application of thin layer of paint over an old painting to reveal the underlying image or picture. It is used to revive old paintings.
- **Toning:** a process of grading the value of colours using tints and shades of colours and as in shading.
- **Varnishing:** a finishing method in picture making where glossy liquid substance such as lacquer or shellac is sprayed over a painting. It also protects charcoal or chalk pastel drawing

#### **Question 4**

##### **(a) Explain the term 'Fresco Secco'**

This was not a popular question. Candidates who attempted this question could not explain fresco secco. Most of the candidates who attempted this question could not explain fresco secco as it was done in the early days but gave contemporary way of doing it.

The following answers were needed:

Fresco Secco: a painting method where pigments are mixed with water and applied on dry plaster ground such as wall or ceiling.

##### **(b) In six steps, describe how fresco secco paintings were done in the early days.**

###### **Six Steps**

- Drawing or sketches are made and developed into cartoons.
- The wall surface is prepared by scraping.

- Contours of drawings are perforated with pins or nails.
- Plaster is spread over the area to be worked on for the day.
- Perforated drawing is placed on plastered wall and dry pigment (charcoal) rubbed through to show outlines.
- Drawing is removed to reveal dotted outlines
- Brush is dipped into paint and dots are connected to re-create the drawing.
- Painting is started to the finish for a particular day.
- All untouched plaster is scraped off at the end of the day's work.

**(c) Identify the difference between oil painting and fresco painting.**

**Difference**

- A fresco painting is done on plaster, but oil painting is done on any appropriate support.
- In an oil painting corrections are made by painting over them, but in fresco painting corrections are made by allowing the plaster to dry to chip off whole area.

**Question 5**

**(a) Explain the following**

- (i) Focal point**
- (ii) Emphasis**

Though a popular question, majority of the candidates gave the same or similar answers to both the focal point and emphasis which gave the impression that they are the same. The three major ways of creating emphasis were poorly stated, because most of the candidates did not state the needed answers. Example of the answers for explaining emphasis was 'the main idea of a composition' instead of areas in a composition to be highlighted,

**(b) State three ways of creating emphasis in a composition.**

Some candidates gave these answers as three ways of creating emphasis in a composition:

- (i) "The main idea of a composition"
- (ii) "The imaginative composition come from creativity"
- (iii) "There must be idea development" and so on.

**(c) Identify one major difference between focal points and emphasis**

The major difference between focal point and emphasis did not come out clearly.  
Most candidates got it wrong.

**(i) Focal point**

Is a specific area of interest or activity in a composition where viewers attention is directed.

**(ii) Emphasis areas**

Areas in a composition that are highlighted for special effect.

**(iii) Three ways of creating emphasis are:**

- Enlarging sizes of items, to be highlighted.
- Using bright colours for the areas to be emphasized
- Changing the treatment of specific item example detailing it etc.

**(iv) One major difference between focal points and emphasis is that a composition may have various areas emphasized but focal point is located at only one specific area of the composition.**

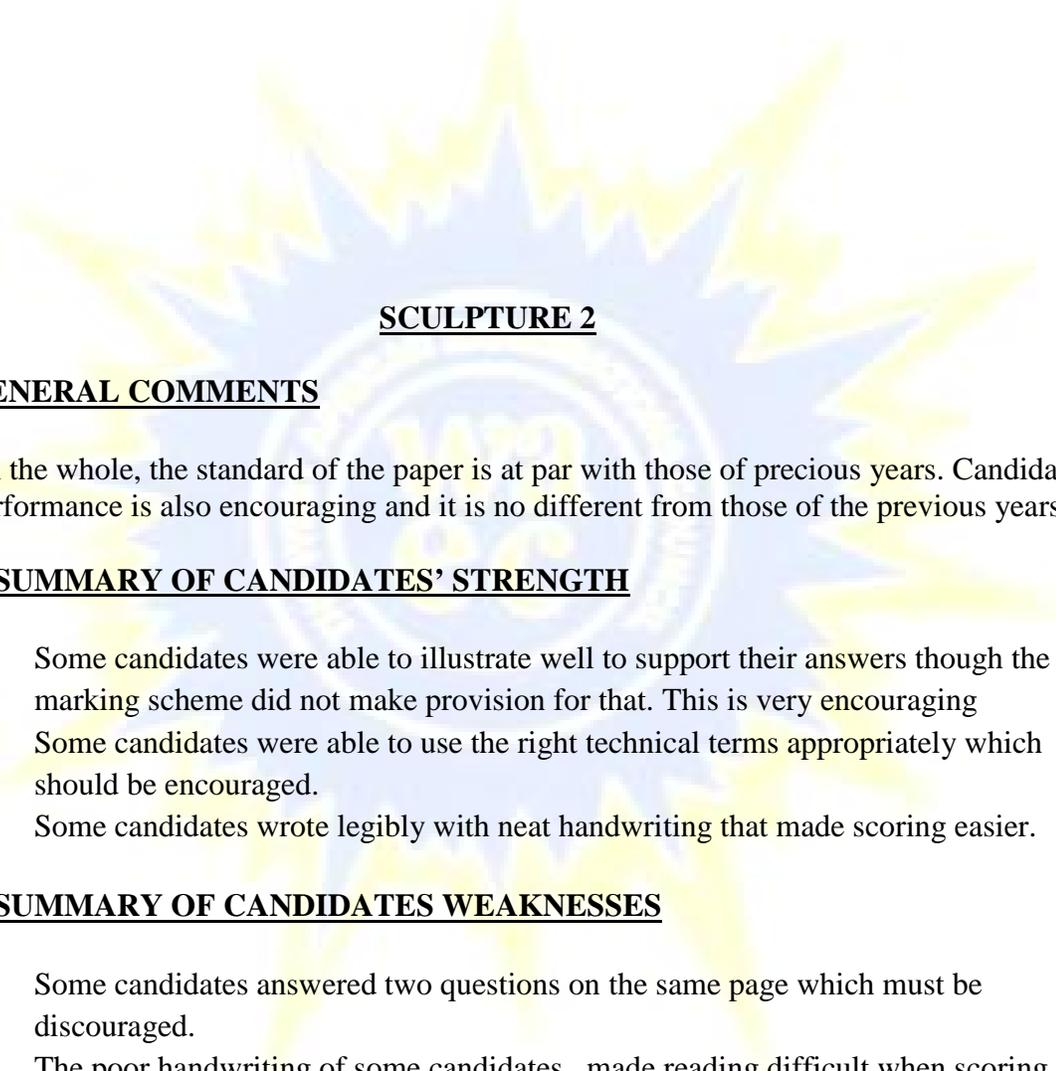
**Question 6**

**Discuss five factors to consider when establishing a picture making enterprise.**

This was the most popular question for candidates'. Candidates scored high marks except those who did not prepare themselves adequately for the examination.

The factors to consider are:

- Location of the enterprise or site, it should be accessible to customers
- Capital, that is startup capital and working capital
- Accommodation, physical suitability of the building, room or space
- Labour, skills and unskilled labour who will do the work.
- Availability of raw materials and tools.
- Availability of ready market.
- Utility service namely water and electricity should be available.
- Registration of business name etc.



## **SCULPTURE 2**

### **1. GENERAL COMMENTS**

On the whole, the standard of the paper is at par with those of previous years. Candidates' performance is also encouraging and it is no different from those of the previous years.

### **2. A SUMMARY OF CANDIDATES' STRENGTH**

- Some candidates were able to illustrate well to support their answers though the marking scheme did not make provision for that. This is very encouraging
- Some candidates were able to use the right technical terms appropriately which should be encouraged.
- Some candidates wrote legibly with neat handwriting that made scoring easier.

### **3. A SUMMARY OF CANDIDATES WEAKNESSES**

- Some candidates answered two questions on the same page which must be discouraged.
- The poor handwriting of some candidates, made reading difficult when scoring.
- Some candidates answered more than the stipulated **four** questions.

### **4. SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates are advised to read carefully and thoroughly the instructions at the front of the answer booklet and the questions before they tackle the questions.
- If a candidate answers a question and continues on a different page, it has to be numbered.

## 5. DETAILED COMMENTS

### Question 1

#### **(a) Identify five aspects of socio economic importance of sculpture.**

This question was well answered by most candidates.

The aspects are:

- (i) Income generation.
- (ii) Beautification of our homes and the environment.
- (iii) Promotion of Tourism
- (iv) Promotion of culture.
- (v) Media of worship.
- (vi) Teaching and learning materials.
- (vii) Remembering of past events and heroes.
- (viii) Art therapy.
- (ix) Manikins.
- (x) Limb fitting etc.

#### **(b) Explain the five aspects indentified in 1(a) above.**

##### **(i) Income generation**

Sculptures are sold for sculptors to get money. Taxes on items sold also give the Government revenue. People get employed in the trade they also generate income.

##### **(ii) Beautification**

Sculptures are placed or hanged in offices and homes, school compounds, palaces and places of interest like parks and gardens. For example, busts of founding fathers and former headmasters, headmistresses are created on pedestals in front of schools administration blocks.

##### **(iii) Sculptures promote tourism**

Tourist pay visits to where important sculptures are sited. These attract millions of tourists to countries and it generates foreign exchange. An example is the “Liberty” statue in America and Kwame Nkrumah Memorial Park in Accra.

##### **(iv) Promotion of culture**

During festivals and durbars, a lot of sculptures are used. These include stools, drums, umbrella tops, linguist staffs and swords.

(v) **Media of worship**

In religious circles, some sculptures are used in shrines and churches as media of worship. Drums, dolls, statues of gods are used in shrines while statues of Mary and Jesus, etc. are used in some churches. The venus of willendorf and Akuaba promote fertility.

(vi) **Teaching and learning materials**

In the classroom, some sculptures serve as teaching and learning materials to promote learning. The human skeleton modeled, is used to teach anatomy in schools.

(vii) **Remembering of Past Event**

Some sculptures are used to remember the dead, past events and heroes of a country. For example, statues of Dr. Kwame Nkrumah and Dr. J.B. Danquah in Accra and Okomfo Anokye in Kumasi.

(viii) **Art therapy**

Some sculptures are used as art therapy to heal the sick. They derive some inner sensation as they appreciate the sculptures.

(ix) **Manikins**

Sculptures of males and females both old and young are used as manikins in fashion shops on which dresses are worn.

(x) **Limb fitting**

People who have their limbs amputated are replaced with artificial limbs.

**Question 2**

**Discuss five important aspects of preliminary design to the sculptor**

This question was very popular and was well answered by most candidates.

**Answers**

- (i) Preliminary design is necessary to the sculptor because it helps one to get rough sketches of what is in the mind or a theme.
- (ii) It helps the sculptor to get a three-dimensional representation of the theme especially when a model is made.

- (iii) It helps the sculptor and the client to have a rough idea of how the finished product would look like.
- (iv) It serves as a guide in executing the final work. The sculptor will look on it whilst executing the actual work, from the start to the finish.
- (v) It prevents waste in the use of materials. It will give the sculptor a rough idea on the quantity of materials to use.
- (vi) It helps the sculptor to come out with a good work and paves the way for new ideas to be added.
- (vii) It makes the sculptor creative:  
The more sketches and models one makes, the more imaginative or creative one becomes.
- (viii) It saves time  
It makes one work faster since the sketches and model serve as a guide. It makes the sculptor overcome the difficult areas since they were experienced when working on the model.
- (ix) It boosts one's ego:  
Enough confidence is gained when a sculptor becomes used to the making of preliminary design.

### **Question 3**

#### **(a) List five ethics applied to sculpture.**

This question was unpopular and most candidates failed to answer it well. They mistook **ethics** for areas under sculpture so wrote on Carving, Casting, Modeling and Assemblage and Construction.

Some candidates also wrote on maintenance of tools which was in correct.

#### **Answers**

Ethics are moral beliefs and rules about wrong or right behaviour. Some of the ethics are:

- (i) Honesty in the use of good quality material.
- (ii) Avoidance of indecent themes
- (iii) Good quality finish.
- (iv) Maintenance of clean environment.
- (v) Tolerant in dealing with clients.
- (vi) Always present at the workshop.
- (vii) Being faithful to clients.

#### **(b) Explain the ethics listed in 3(a) above**

- (i) The sculptor must be honest:  
In the use of quality materials for the execution of works for his clients, he must comply with the taste of clients for example, instead of using bronze, brass is used.
- (ii) There should be avoidance of indecent themes:  
(Pornography, derogatory, insinuation) relating to the work. This will help to prevent promotion of bad morals in the society.
- (iii) Good quality finish:  
Patience should be taken in order to have good quality finish which is the end product. This enhances the sculpture and adds value to it.
- (iv) The workshop and its surroundings should always be clean to promote a healthy environment. This attracts customers as they feel comfortable and refreshed when they enter such a place.
- (v) Without clients, the sculptor cannot survive so there is the need to respect the views of clients. They must be tolerated at the slightest provocation. The sculptor needs to be patient in any disagreement.
- (vi) It is advisable for the sculptor to be punctual and present at the workshop because clients put their trust in the sculptor and not his apprentices. They lose confidence in sculptors who are always absent at the workshop.
- (vii) When a sculptor agrees upon a date with a client for the collection of works, he must make them ready as scheduled. This will maintain the clients and attract new ones.

#### **Question 4**

**Write notes on the following:**

- (a) **Grog**
- (b) **Crucible**
- (c) **Catalyst**
- (d) **Firing**
- (e) **Armature**

This was a popular question but some candidates could not write well under **grog** and **catalyst**.

- (a) **GROG**

Some candidates defined grog as **hard** clay or **leather-hard** clay that has been crushed which is not so.

**Answer**

Grog is fired clay that has been ground into powder. It is added to fresh clay to reduce its plasticity in order to make it workable.

(b) **CRUCIBLE**

Crucible is a very strong container in which metals are melted during metal casting. It is made up of silicon carbide or graphite and can withstand intense heat without melting.

(c) **CATALYST**

This term was “foreign” to almost all the candidates so it was left unanswered.

**Answer**

A catalyst is a substance that works to accelerate a chemical reaction but **do not** form part of the solution.

(d) **FIRING**

Firing is the application of heat to bone-dry clay works to make it more permanent or a rock-like substance,. It can be done by the open-firing method or in a kiln whereby the works are fired to a high temperature.

(e) **ARMATURE**

An armature is a framework or an inner skeleton which contains of wood, metal, plastics etc to give a rigid internal support to a modeled work either using cement, P.O.P, paper mache, clay or plasticine.

**Question 5**

(a) **What is papier m ché**

This question was well answered by most candidates.

**Answers**

Papier m ché is modeling materials of paper pulp with starch paste or white glue.

(b) **Outline the steps involved in preparing papier mache for a sculpture work.**

The steps are:

- (i) Tools and materials should be ready  
Tools; like a big container, mortar and pestle, a strainer/mesh, a sheet of metal.
- (ii) Materials; paper, water, starch paste/glue. Tear the paper into pieces
- (iii) Soak them in a container with water and leave it overnight.
- (iv) Squeeze the water out of the soaked papers. The mesh could be used.

- (v) Pound the soaked papers.
- (vi) Mix the pounded papers with starch paste or white glue.

### **Question 6**

#### **(a) What is patination?**

Some candidates mistook patination for a parting agent and shims.

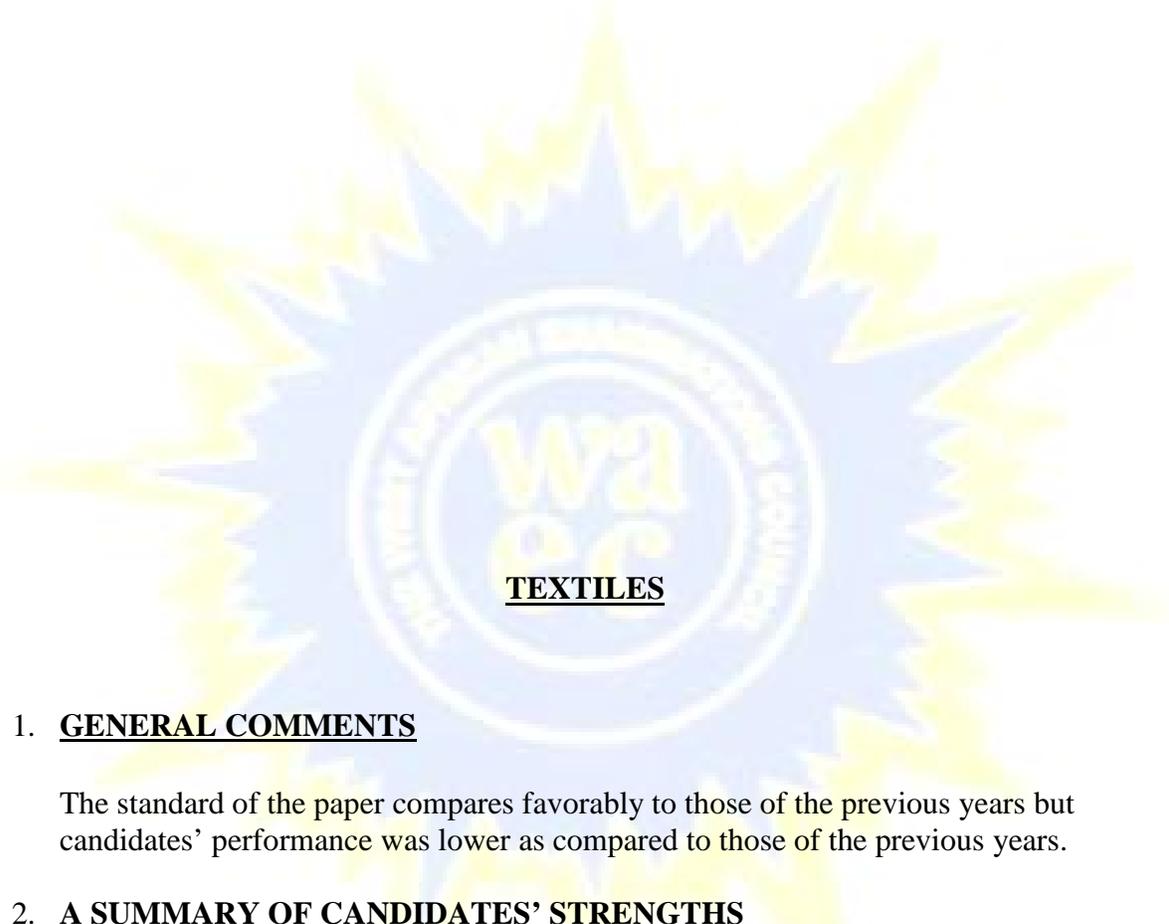
#### **Answers**

Patination is a process of changing the surface of a metal sculpture to have a greenish effect of a patina.

#### **(b) Explain four reasons why bronze is used mainly for outdoor sculpture.**

Bronze is used for outdoor sculpture because:

- (i) It is durable. It is a more permanent medium and weather resistant.
- (ii) It can handle huge forms and because it is malleable, it can be shaped into different forms.
- (iii) It can be re-melted and used to produce another work.
- (iv) It forms a patina that gives an antique feeling.
- (v) It makes sculptures attractive and people admire them more.
- (vi) It has high tensile strength which enables it to take an amount of stress without breaking.



**TEXTILES**

1. **GENERAL COMMENTS**

The standard of the paper compares favorably to those of the previous years but candidates' performance was lower as compared to those of the previous years.

2. **A SUMMARY OF CANDIDATES' STRENGTHS**

- Most of the candidates followed the rubrics; for example indicating the number of each question answered; and answering each question on a new page.
- Handwriting has improved in several cases among candidates though there is more room for further improvement.
- Answers given were precise and direct to the point in most cases.
- Generally, there was improvement in the quality of answers given by most candidates and the order of presentation was also followed.

3. **A SUMMARY OF CANDIDATES' WEAKNESSES**

- Most of the candidates understood technical textile terms as literary English words; therefore they could not apply them correctly.

- Most of the candidates did not take the key words of the questions into consideration when answering the questions. eg. The question says
  - (i) “state and explain” but candidates only states without explaining and vice versa
  - (ii) Compare and there was no comparison.
- Spelling remains a major: difficulty candidates had problems with English grammar and the construction of sentences.

#### 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should be encouraged to read a lot.
- Teachers should take time to explain technical terms correctly and how to apply them.
- Teachers should organize field trips to the textile industries for students to see and understand some of the operations that cannot be clearly explained in the classroom.
- Teachers should teach students how to answer examination questions. This includes choosing the question itself, reading to understand the technicalities and the demands of the question. eg. state, explain, compare, discuss, list, etc.

#### 5. **DETAILED COMMENTS**

##### **Question 1**

##### **(a) What is spinning?**

Expected Answer: Spinning is the process of pulling and twisting fibres into continuous strand called yarn.

It is also the extrusion of solutions, drying them into continuous strands. In traditional spinning, the spindle and bowl are used. In commercial spinning, machines are used. eg. mule spinning and ring spinning machines.

Most of the candidates who attempted this question gave only the first part of the answer that is twisting of fibres into yarns. The second part of the answer that is “extrusion of solution into continuous strands called yarn” was completely missing in all cases. Generally candidates performance in this question was on the average.

##### **(b) Explain the following operations in cotton yarn manufacturing:**

##### **(i) Opening:**

It is an operation in which ginned cotton bales from the cotton farm are sent to the bale breaker where spiked lattice machine is used to break the tufts of cotton fibres apart and air is blown through to soften them. This enables

considerable impurities such as broken sticks, leaves, seeds, sand, etc, to be removed and the tufts and lumps of the cotton loosened.

After the cleaning process, the machine called scotched machine converts the cotton fibres into a big roll called lap.

Candidates' performance in this question was on the average. Most of them mentioned the fact that the bale is opened but failed to state the type of impurities that are removed. In most cases, they also failed to mention the end product that is the lap which is an important aspect of the opening operation.

(ii) **Carding:**

Carding is an operation in which short fibres and a lot of the impurities from the cotton fibres or lap are further removed. The fibres are straightened out and made to lie parallel to each other using the carding machine. The resulting web-like carded fibres are in the form of a thin flat film. This film is drawn or pulled through a device that shapes it into a rope-like mass called card sliver. This card sliver has no twist and it is very weak.

This question on carding is treated just as opening, that is removal of impurities. The main characteristics of the card sliver that is "rope-like, without twist, and very weak" were not mentioned.

(iii) **Drawing:**

It is a pulling out and doubling operation in which several carded sliver are fed into several pair of rollers suitably spaced with each pair of rollers driven at a higher speed than the preceding pair. The sliver are combined and made much more longer by pulling or drafting effect. This is done to eliminate the irregularities that will cause variations in the yarn. During the operation, the sliver receives its first twist just sufficient for further processing without breaking. Most candidates write the literal meaning of the term; that is drawing images with pencil or pen.

(iv) **Roving:**

This is the final product of the two or more drawing out operations and it is the preparatory state for insertion of twist into the fibres. Roving is the resulting rope that emerges out of the preceding drawing operation. The drawn sliver is given a slight twist to hold the fibres together for the thickness and size, ready to be spun into yarn, Roving has no tensile strength; it will break apart easily with any slight pull.

Most of the candidates could not describe the drawing and roving operations to differentiate them clearly.

The above operations are factory or industrial operations and it is advised that candidates are sent out on study tours (not excursions) to such places to understand these processes. From the candidates' responses, it is clear that the

teachers themselves do not have clear understanding of these industrial processes.

Generally, candidates' response to Question 1 (a-b) was just average. Most candidates were trying to force or guess the answers, from the literal meaning of the word or form.

## **Question 2**

**Discuss the main differences between the following pairs of fabrics.**

**(a) Tapestry and kente**

**Explain answers:**

<b>TAPESTRY</b>	<b>KENTE</b>
Fabrics woven are broad normally up to about ½ meters wide.	Fabrics are woven in stripes up to about 10cm wide, after which stripes are joined together into a full piece.
Intricate and complicated pictorial designs are obtained.	Designs are mainly geometrical and linear.
It is woven on the broadloom mainly by hand picking.	It is woven on the traditional narrow loom using a shuttle.
Fabrics are comparatively heavy in weight.	Fabrics are lighter in weight than tapestry.
Fabrics are lustrous.	Fabrics are lustrous due to the rayon yarns used.
Can be woven with any type of yarn.	Fabrics are woven mainly with rayon or cotton yarns.

**(b) Appliqué and Embroidery**

<b>APPLIQUÉ</b>	<b>EMBROIDERY</b>
Pieces of cloth, leather, etc, of different colour and textures are cut and stitched or fixed onto a background as a form of decoration.	A pattern is drawn with pencil. Then threaded needle is used to make stitched on the fabric to bring out the patterns.
Two techniques, namely on-lay and in-lay are mainly used.	Various stitches such as running, herringbone, etc are used. stitching is the skill mostly employed

(c) Tie dye and batik

<b>TYE DYE</b>	<b>BATIK</b>
It is a resist technique of creating a design/pattern on fabrics by folding, stitching, crumpling, tying etc; some portions of the fabric with water-repellent threads or string prior to dyeing.	It is dyeing technique whereby some portions of the fabric are covered with a water resisting mass of substance such as wax, starch, clay slip, kerosene, etc; to prevent dye absorption during dyeing, thus creating patterns.
Designs are seen on both sides of fabric.	Designs are mostly seen on the front side of the fabric.
It is difficult to differentiate the two sides of fabric.	It is easy to differentiate the front side of fabric from the back side.
It has smudgy edges of design.	Edges of design are clear and sharp.
Design and motifs are not defined.	Well defined motifs can be obtained.
Has no veinal effects.	Has veinal effects.
There are no spots in the dyed fabric.	Has tiny spots in the dyed fabrics.
Designs are more accidental and cannot be repeated.	Design are more definitive and can be repeated.

The question in general was fairly well answered by most of the candidates who attempted it. However, most of the candidates only defined the term that is saying what it is instead of comparing the different characteristics between them. Also only one characteristic is given by candidate in most cases throughout questions 2a-2c; through more than one characteristic is expected.

**Question 3**

**(a) What is sustainable development in textiles?**

It is the act of maintaining textile resources (that is tools, materials, human) ; promoting and transmitting skills, values, attitudes, ideas, etc, within a particular locality (vicinity from one generation to another) example Kente weaving in Bonwire, Agotime-Kpetoe, and also Adinkra production in Ntonso etc.

This question was poorly answered by most of the candidates. The impression was that, they either did not understand the question, the question was new to them or they were simply not taught by the teachers.

**(b) State and explain three ways of sustaining the indigenous textile industry in Ghana.**

**Expected Answers:**

- The exploration and use of indigenous tools/equipment or materials within a particular vicinity.
- The promotion of indigenous textiles products through exhibitions and bazaars, etc.
- Enforcing transmission of knowledge, skills and attitudes on indigenous textiles from one generation to another through formal and informal education.
- Recapitalization of indigenous textiles enterprises for production and improvement of indigenous textiles.
- The protection of natural resource base that supplies tools/materials for indigenous textile production.
- The promotion of training activities to retain indigenous textiles articles/producers on how to design and produce quality textile items.

Like question 3(a), candidates could not give convincing answers to this question. Most of the answers related to how to revamp the collapsing textile industry in Ghana instead of focusing on the indigenous textiles within the localities.

**Question 4**

**Discusses the properties of wool under the following headings.**

**(a) Absorbency.**

- Wool is a very absorbent fibre with moisture regain of 14% to 19%.
- Wool becomes warm when absorbing moisture. Under saturation wool can absorb 20% to 29% of its weight in water.
- Wool accepts colour (that is dye) easily because of its ability to absorb moisture.
- Surface moisture is held inside the fibre and not on the surface.

Most of the candidates only defined absorbency and failed to relate it to wool prosperities.

**(b) Elasticity**

- Wool has an excellent elasticity. This property contributes to wool fabrics giving very good resistance to and recovery from wrinkling.
- Wool fabrics may be stretched from 20% to 30% of its natural length before breaking.
- Wool, yarns and fabrics do not tear easily under tension.
- Wrinkles hang out of wool fabrics quite easily.

Candidates only defined elasticity in general without relating it to properties of wool.

**(c) Effect of alkali**

- Wool fibre/fabric is damaged quickly by strong alkali solution; even relatively weak alkalis have deteriorating effect on wool.
- Excessive treatment with an alkaline liquor can cause a loss of weight in wool fabrics.
- Wool fibre/fabric is weakened gradually through exposure to alkali.
- Alkaline treatment renders the feel and handle of wool to be harsh.
- Exposure to alkali turns the wool fabric yellow with time.

The general performance of candidates in question 4 was not encouraging at all. The impression was that most of the candidates did not know what an alkali is. Fibre properties were not related to specific fibres.

**Question 5**

**(a) Explain a stitch.**

A stitch is a product that is obtained when a threaded needle is passed in and out of a single or folded fabric and fastened on and off securely. A stitch can be made manually by hand or by machine. It can also be temporary or permanent. Most of the candidates gave satisfactory responses to this question.

**(b) Distinguish between temporary and permanent stitches.**

**Expected Answers.**

Temporary stitches are stitches that are removed after their use is dispensed off and will no longer play any meaningful role in the fabric or garment designing/construction. They are mostly used for holding pieces together firmly or for tacking and transferring pattern marking onto a fabric. Permanent stitches, also known as joining stitches, remain or become part of the fabric/garment after designing and construction had been made. Both temporary and permanent stitches can be made by hand or machine.

Most of the candidates used the literary meaning of temporary and permanent to distinguish them instead of the fact that temporary stitches are removed after serving their function and vice versa.

**(c) Name two temporary stitches and two permanent stitches.**

Examples of Temporary stitches are:

Tailors tacking, diagonal tacking (short and long), even tacking, slip tacking, single tailor's tacking, long and short tacking etc.

Examples of permanent Stitches are:

Running stitch, back stitch, whip stitch, over casting, blanket stitch, Quick slip stitch, straight machine etc.

This question was poorly answered. It is not a popular among candidates.

**(d) State and describe the two techniques used in appliqué.**

**Expected Answer:**

The two techniques used in appliqué are on-lay and in-lay appliqué.

In on-lay appliqué technique, the motif is first traced on a coloured piece of fabric. These traced motifs are then cut out and pasted or placed gently on the base fabric; that is, the background fabric. The necessary motif arrangements are put in place and the edge of such cut-out shapes are neatly stitched to the base fabric to bring out the required design.

In-lay appliqué is a kind of reverse procedure from the on-lay technique. In this technique a motif is cut out from a coloured piece of fabric. The cut out motifs which could be described as templates are neatly stitched from behind to the base fabric, and the top part of the base fabric is cut to expose the design stitched underneath. The top/front of the base fabric neatly stitched to bring out the pattern.

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

**Question 6**

**(a) What is a bast fibre?**

Expected answer:

A bast fibre is a natural cellulosic fibre obtained from the stem or bark of plants.

Majority of the candidates gave suitable answers to this question.

**(b) List two examples of bast fibre.**

Expected answers:

Examples of bast fibre are the following:

Linen	jute	kenaf	Ramie
Hemp	Plantain	Banana	Okro stalk
Baobab steam etc.			

This question was also fairly well answered. However, some candidates mentioned sisal as an example of bast fibre. These answers were marked down.

(c) **Describe three main preparatory processes before spinning bast fibre.**

Expected answer

The main preparatory processes before spinning bast fibre are the following:

(i) **Rippling**

After harvesting, the seeds and leaves of flax, for example, are removed from the stems by passing the stalks through coarse combs. This process is called rippling.

(ii) **Retting**

Retting is the breakdown of the material that binds the fibres to the stem of the plant. Retting processes are of three types:

(a) Dew retting:

The flax stalks are spread out in the fields where the action of dew and rain together with soil-born micro-organisms, cause the bark of the stem to be loosened. This may take about 7 to 21 days depending on weather conditions. After retting the bark or fibres are removed and set up in the fields to dry.

(b) Water retting:

This takes place when flax is submerged in water for 6 to 20 days. Water retting may be done in ponds, lakes in sluggish streams. As in dew retting, a bacterial action causes the bark to be loosened for the fibres to be extracted.

(c) Chemical retting:

This process involves the application or spraying of a herbicide that acts on the binding material to loosen the fibres from the stem.

(iii) **Breaking and Scotching:**

Retting only loosens the bark from the stem, but breaking and scotching perform the job of separating fibres from the stem. In breaking, the flax

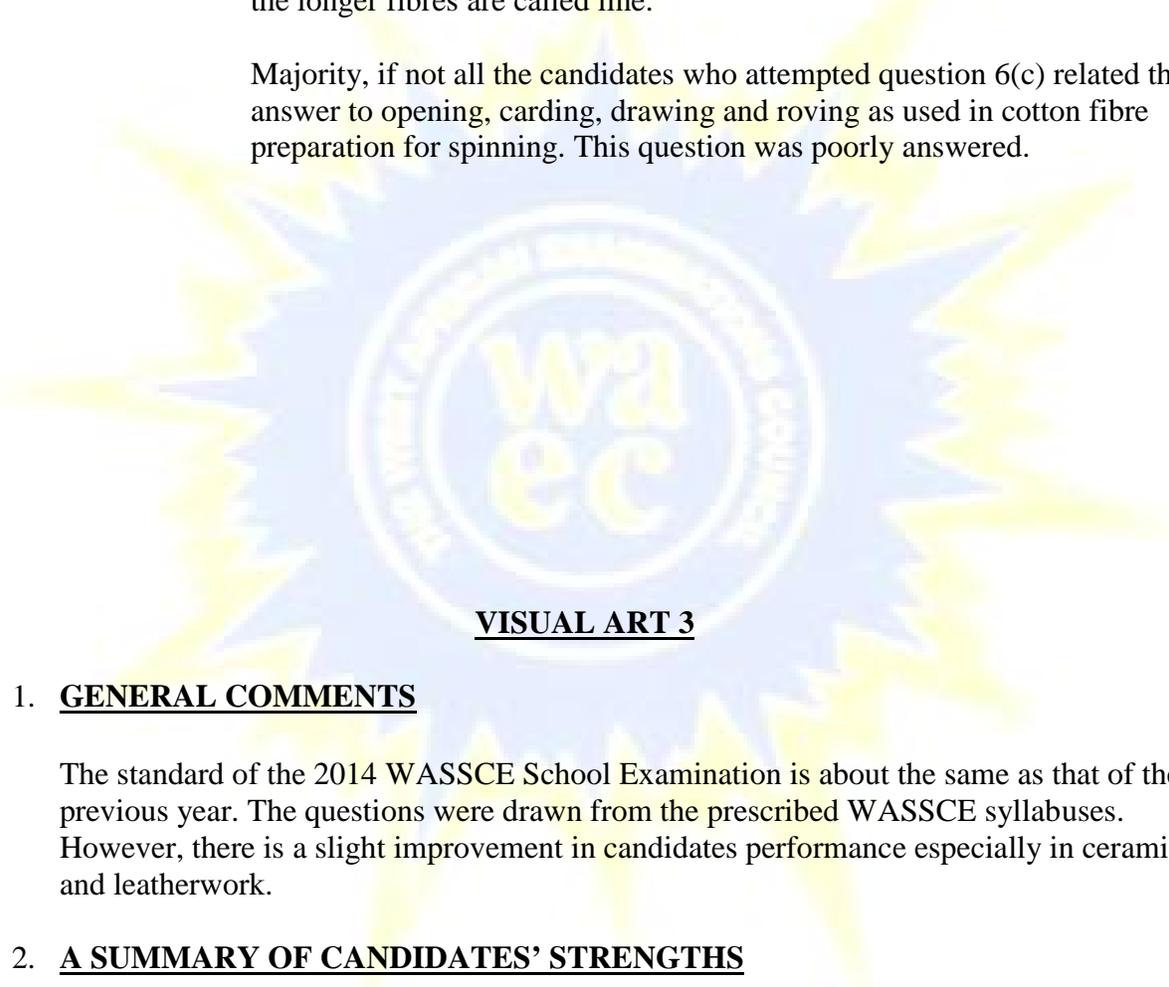
straw is passed over fluted rollers or crushed between slated flames. This breaks up the brittle, woody parts of the stem, but does harm the fibres.

In scotching , the broken straw is passed through beaters that knock off the broken pieces of stem. The fibres are baled and sent to the spinning mill.

(iv) **Hackling:**

This is likened to a combing process where the fibres are put on a device (hackling machine) that has a revolving belt set with pins that remove short fibres, entangled fibres and vegetable matter. The pins bring the linen fibres to alignment. The separated short fibres are called tow while the longer fibres are called line.

Majority, if not all the candidates who attempted question 6(c) related the answer to opening, carding, drawing and roving as used in cotton fibre preparation for spinning. This question was poorly answered.

The logo of the West African Senior School Certificate Examination (WASSCE) is centered in the background. It features a circular emblem with the letters 'wa' over 'ec' in the center, surrounded by the text 'WEST AFRICAN SENIOR SCHOOL CERTIFICATE EXAMINATIONS COUNCIL'. The emblem is set against a blue sunburst background with yellow rays.

**VISUAL ART 3**

1. **GENERAL COMMENTS**

The standard of the 2014 WASSCE School Examination is about the same as that of the previous year. The questions were drawn from the prescribed WASSCE syllabuses. However, there is a slight improvement in candidates performance especially in ceramics and leatherwork.

2. **A SUMMARY OF CANDIDATES' STRENGTHS**

- Some candidates were able to produce complete and true sets of bowls. The sets were identical in size, shape, height etc.
- Embossing, tonging, stitching in leatherwork were well done in most works.
- Some candidates were innovative in the design and production of souvenirs.

3. **A SUMMARY OF CANDIDATES WEAKNESSES**

- Leaves in the desk diary were poorly collated, stitched/glued and trimmed.

- Drawing was generally poorly done especially drawing of human figures. Most candidates could not draw fingers in action.
- Composition of scenes that is human figures and other images were poorly drawn and painted
- Most candidates could not explore the variety of ideas in mixed media fully.
- Candidates could not express themselves in batik and tie-dye. One technique overshadowed the other.
- Firing was poorly done in most cases.

#### 4. **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should be given intensive lessons in drawing.
- Idea development should be vigorously pursued by both teachers and candidates.
- Teachers and candidates should pay attention to perspective, foreshortening, anatomy etc.
- Candidates should carry out extensive research about their chosen topics before its execution.

#### 5. **DETAILED COMMENTS**

##### **BASKETRY**

##### **Question 1**

**Design and create a haversack for shopping. Employ the use of two different materials which must be very visible in your work. Height: 90cm.**

##### **EXPECTATION**

Candidates were expected to produce a haversack which is a bag carried by a long strap on your back or ones shoulder 'a woven bag with a long strap for hanging on the back or shoulder. The two different materials should be significant. They could be natural or synthetic and techniques used could be knotting, weaving, branding, plaiting, twisting/plying etc. other materials could be used for decoration.

##### **PERFORMANCE**

Most candidates used two different colours of the same material. A number of them had problems with joining or adding new strands. Some candidates answered questions fully and their works were enhanced with wooden beads.

##### **Question 2**

**Design and produce a set of four table mats in two colours using local materials. Employ either braiding or plaiting techniques. Measurement: Diameter: 25cm.**

##### **EXPECTATION**

The use of the product should inform the choice, selection and preparation of material. The mat should be backed with fabric to enhance appearance.

### **PERFORMANCE**

There was lack of understanding of braiding and plaiting. Some candidates used twisting techniques. Some works looked like miniature floor mats. They used jute ropes and badly prepared coir fibre.

### **CERAMICS**

#### **Question 1**

**Your school is commissioned to supply a local restaurant a quantity of fufu serving bowls. Design and produce a prototype set of three to enter a competitive bid to entice the client. Your design must be based on any traditional symbol, Use any suitable decoration based on any traditional symbol. Dimension: not larger than 18cm.**

### **PERFORMANCE**

Most candidates were able to produce identical pieces in their sets with the same shape, size, weigh etc. However they had challenges with firing. Some works were only painted and not fired. Others were fired under low temperatures. Lots of works were well bisque fired.

### **EXPECTATION**

Bowls are expected to be identical (set) and based on any traditional symbol-same size, same form, same colour, same scheme, same decoration. Candidates are expected to create a foot for each bowl and achieve even thickness at the walls.

#### **Question 2**

**Design and produce a pair of identical miniature souvenirs for the Board Chairman of a Nigerian collage affiliated to your school. Decoration: Give your project a suitable decoration based on any Adinkra symbol(s) Height: eight centimeters.**

### **EXPECTATION**

Identical pair of souvenirs with a suitable decoration based on an Adinkra symbol(s) that is same height, same shape, same decoration etc. Since the main material is clay the obvious techniques should be pinching coiling, throwing, casting, slabbing etc. Decorative technique may be spraying, embossing, sprigging, impression sgraffito etc.

### **PERFORMANCE**

Question 1 was more popular than question 2 but candidates who attempted it answered it fully. They produced identical pairs and the chosen Adinkra symbols were stylized and used.

## GRAPHIC DESIGN

### Question 1

**Use any image of tourist Landmark in Ghana to design and produce a full colour postage stamp to promote tourism. Size: 21cm x 30cm Value: GH¢5.00. final work should be mounted.**

### EXPECTATION

Landmark, the position of a prominent or well known object, object in a particular landscape or an event marking a unique or historical change. Example are waterfalls, forest reserve (flora) game reserve (fauna) architecture, historical sites, heritage sites, festival etc.

### PERFORMANCE

This question was more popular than the other. Candidates did not explore the tourist landmark. They Limited themselves to painting in the execution of their works. Some candidates managed to capture semblance of landmark in their drawing and painting.

### Question 2

**Every nation is developed through tax payment. The value Added (VAT) secretariat is organizing an enlightenment programme on the need to pay tax promptly. Design and produce a full colour pictorial poster on the theme ‘PAY YOUR TAX FOR MORE BENEFITS: Measurement: A2, include any relevant information that will enhance the promotion.**

### EXPECTATION

Pictorial poster in full colour to enlighten the public on the need to pay tax. Candidates were expected to develop a concept which is relevant to the theme .

### PERFORMANCE

Most candidates performed better in question 1 than in this question. Candidates inability to select a concept relevant to the theme to develop was very evident. In spite of all these, some candidates perform very well.

## JEWELLERY

### Question 1

**Using any appropriate metal, design and produce a brooch for a Girls’ social club. Derive the motif from any insect. In addition, pierce the wood ‘PEACE’ in the brooch. The size of work is optional.**

### EXPECTATION

Brooch is an ornament with pin for fastening, worn on coats, shirts, blouses etc. for identity. The motif should be based on an insect and techniques for fabrication should be cutting, filing soldering, drilling, polishing, and piercing.

## **PERFORMANCE**

Candidates were creative in deriving motifs from insect shapes. Fabrication in metal was poorly done in most cases. They had challenges with piercing and attachment of pin for fastening.

### **Question 2**

**Design and produce a pectoral ornament to be worn by a character in the film titled “Under The Rainbow. The ornament should be made of any three suitable materials and assorted rocailles/sequins. The ornament should be suspended on a necklace measuring 30cm when stretched. Size of ornament: 20cm wide and 12cm long.**

## **EXPECTATION**

A pectoral ornament made of three materials example (wood, leather, metal, mica, perspex etc.) and assorted rocailles or sequins. Pectoral ornament (pendent) should be suspended on a necklace. Ornaments may be achieved by cutting, shaping, drilling, filing, engraving, soldering, threading etc. Fabrication of necklace by cutting, bending, twisting, coiling, joining, decoration, polishing etc.

## **PERFORMANCE**

Most candidates answered the questions fully using a variety of materials and also applying a variety of techniques.

## **LEATHERWORK**

### **Question 1**

**Using natural Leather, design and produce a wall hanging with the following quotation:**

**Lay your hands each day on a book. Use a combination of any two decorative techniques for the border design. Provide a means of hanging. Measurement: 55cm x35cm.**

## **EXPECTATION**

A wall hanging with inscription produce through the following techniques: embossing, thonging, lacing, cutting, construction, assembling, joining etc. The product may be decorated by burning, scorching, painting, carving, marbling, spraying, tooling and stamping. The product should also be well polished and with a device for hanging.

## **PERFORMANCE**

Candidates answered the question fully; exhibiting combination of skills mentioned. They should have paid more attention to the treatment of the leather since items became mouldy. Other candidates also applied too much lacquer.

### **Question 2**

**Using natural leather design and product a desk diary. Use sheets from old newspapers for leaves. The front should be in two colours. Emboss ‘Never Postpone’ on the front cover. Decorate the front cover with metal corners and the back covers with leather. Measurement: 22cm x 16cm x 2.8cm.**

### **EXPECTATION**

A desk diary with natural leather covers in two different colours and metal corners at the front and leather corners at the back. Old newspapers should be used as leaves.

Techniques for production may be any of the following:

Cutting, assembling, binding of leaves, embossing, thoning, lacing, joining etc.

### **PERFORMANCE**

Most candidates answered the question fully. They however had challenges with the binding. Stitching was poorly done in most cases and leaves were badly trimmed. Metal corners were absent in some cases. Some candidates were innovative in combining/use of the two different colours.

### **PICTURE MAKING**

#### **Question 1**

**Make a composition on the theme ‘the draughtplayers’. The setting should be under a big tree with not less than two spectators and buildings in the background. The final work should be in collage and appropriately finished.**

### **EXPECTATION**

A picture in a collage composed of two players on either side of the draught board with two spectators watching. The composition is set under a big tree with buildings in the background.

### **PERFORMANCE**

Candidates used appropriate support and works were hollow framed. The odds and ends used were hollow framed. The odds and ends used were also appropriate and well pasted. However candidates had challenges with the following:

- Drawing
- Composition
- Proportion
- Clarity of images.

#### **Question 2**

**Make a pictorial representation of the ‘Yam Market’ in a mixed media. The final composition should have at least four figures.**

### **EXPECTATION**

A picture in mixed media combines any of the following:

- Techniques: Drawing and painting
- Etching and painting
- Printing and painting
- Cut and past
- Collage
- Mosaic

- Wash and ink-line
- Charcoal and painting
- Montage and painting etc.

The composition should include four persons or more piles of yams and other images in the background.

### **PERFORMANCE**

Most candidates worked in a combination of collage and painting to achieve the mixed-media. They had challenges with drawing, proportion, perspective, foreshortening etc.

### **SCULPTURE**

#### **Question 1**

**Design and execute a medium relief in any suitable material based on the theme ‘Refugees’. Size: 55cm x 37cm. Give an appropriate finish.**

#### **Expectation**

Medium relief that is a relief work which is midway between low and high relief. An appropriate material may be paper pulp, cement, saw dust, wood, clay, plaster of Paris, resin, Styrofoam, metal, plastic. Technique also depends on the choice of material. Examples of techniques are modeling, carving, casting, construction and assemblage etc. Finishing technique used depends on the type of material used. Example-firing, texturing, burnishing, polishing, lacquering, sanding etc.

### **PERFORMANCE**

Most candidates worked in wood by carving. Others expressed themselves modelling with clay. Major challenges were:

- Proportion
- Composition
- Foreshortening
- Perspective
- Inability to make images stand out

#### **Question 2**

**Design and model in-the-round a sculpture depicting ‘Strength’ Height: 30cm. give an appropriate finish.**

#### **EXPECTATION**

A realistic or abstract free standing sculpture depicting strength. Sculpture may be in any of the following medium: paper pulp, saw dust, wood clay, cement, POP, resin, Styrofoam, metal, foam, plastic etc. Technique used may be modeling, carving, casting, construction and assemblage. Finishing could be firing, lacquering, painting, polishing, spraying, sanding etc.

### **PERFORMANCE**

Most candidates used clay or wood. They had challenges in modeling or carving to achieve realistic muscular figures. Most of the abstract forms did not depict the theme.

### **TEXTILES**

#### **Question 1**

**Design a 2/2 twill pattern on graph paper. Using two different colours, execute the pattern in a paper weave. Leave 4cm border at all the sides. Finish off the weft strips at the selvages. Size of finish work: 60cm x 40cm.**

#### **EXPECTATION**

A two-colour card woven 2/2 twill. The borders appropriately finished.

#### **PERFORMANCE:**

Candidates fully answered the question with some producing variations of 2/2 twill.

#### **Question 2**

**Using a combination of batik and tie-dye technique, design and produce a decorative fabric for a school's Friday wear. Use not more than two colours excluding the background. Size of finish work: 90cm long.**

#### **EXPECTATION**

A batik/tie dye fabric suitable for Friday wear of a school. There should be image to identify the school example; name of school, crest, etc

#### **PERFORMANCE**

Fewer candidates attempted this question. In most works, the two techniques could not be identified. One overshadowed the other. Colour combinations were not appropriate in some works.