

# **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 the previous years.

They reported that the examination covered questions based on topics within the syllabus and that questions were clear and straight forward.

## **2. PERFORMANCE OF CANDIDATES**

The Chief Examiners reported that candidates performance varied, ranging from below average to improvement over that of the previous year.

Candidates' performance this year in Clothing and Textiles 2 was poor as compared to previous years.

An average performance or a performance same as last year was reported for candidates in General Knowledge in Art 1B, Management in Living 2 and 3, Jewellery 2, Picture Making 2.

Below average performance compared to previous years was reported for candidates in Foods and Nutrition 1 & 2B, Graphic Design 2, Textiles 2, Leatherwork 2, Sculpture 2, Ceramics 2 and General Knowledge in Art 3.

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

The Chief Examiners highlighted the following strengths in candidates work:

- (1) Improved knowledge and use of the sewing machine in Clothing and Textiles 3 and preparation of dishes in Foods and Nutrition 1.
- (2) Correct use of terminologies was exhibited by candidates in Textiles 2, Sculpture 2 and Picture Making 2.
- (3) Improved spelling of words and terminologies was noted in Jewellery 2, Management in Living 2 and Basketry 2.

- (4) Improvement in handwriting was reported for candidates in Foods and Nutrition 2B, Management in Living 3 and Picture Making 2 and fewer candidates answered more than the required number of questions.
- (5) Skillful use of tools and materials was exhibited in General Knowledge in Art 2B, and Clothing and Textiles 1. Ability to support answers with illustrations was displayed in Sculpture 2 and Basketry 2. Majority of candidates started each question on a fresh page.
- (6) Improvement in the use of English Grammar was evident in Foods and Nutrition 2B, Textiles 2, Management in Living 2 and Management in Living 3.
- (7) Adherence to rubrics was observed in Foods and Nutrition 1, Foods and Nutrition 2B, Management in Living 3, Clothing and Textiles 2B, Picture Making 2 and Visual Art 3.

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

The Chief Examiners found the following weaknesses in the performance of the candidates:

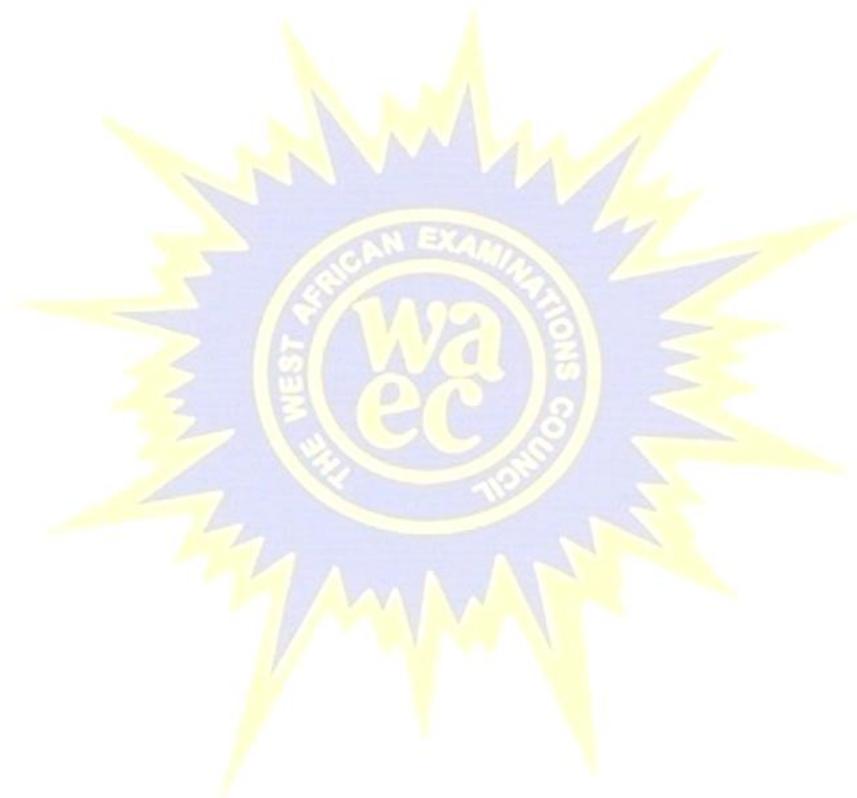
- (1) Poor drawing skills were reported in General Knowledge in Art 2A, Clothing and Textiles 1, Jewellery 2 and Visual Art 3.
- (2) Inability of candidates to apply certain principles to practical situations was evident in General Knowledge in Art 2A, Clothing and Textiles 3, Management in Living 3, Textiles 2 and Visual Art 3. Writing more than one answer on a page was evident in Management in Living 2.
- (3) The candidates used unacceptable items like stencils and computer designs in the execution of their work. This was detected in General Knowledge in Art 2A.
- (4) Poor time plans made by candidates in Foods and Nutrition 1 and poor expression and spelling in Management in Living 2 and Clothing and Textiles 2.
- (5) Poor expression in English Language and grammatical errors was a common weakness in Management in Living 3, Picture Making 2 and Graphic Design 2.
- (6) Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2B, Jewellery 2, Management in Living 3, Ceramics 2, Foods and Nutrition 2B, Picture Making 2 and Basketry 2.

- (7) Lack of indepth knowledge of subject matter was reported in General Knowledge in Art 1B and there were many spelling mistakes by candidates in managing key words in Visual Art 3.
- (8) Candidates showed very low technique for answering questions which demanded the application of knowledge in Clothing and Textiles 2 and a significant number demonstrated poor knowledge of the subject matter.
- (9) Non-adherence to rubrics was observed in Ceramics 2, Sculpture 2 and Management in Living 2 and there were issues with poor understanding of questions in Management in Living 2.
- (10) Unacceptable use of shorthand and abbreviations in the writing of words was also observed in Foods and Nutrition 2B and Basketry 2.
- (11) Poor handwriting was reported to be a weakness in Sculpture 2, Visual Art 3 and in Clothing and Textiles 2.  
Students should be encouraged to read prescribed textbooks in addition to notes given by their tutors.

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

- (1) Students should be given more assignments which involve all types of drawing and shading and should be encouraged to read widely.
- (2) Students should be encouraged to read prescribed textbooks in addition to notes given by their tutors.
- (3) Students must be taught to reduce their dependence on computer generated designs and to be more creative in their drawings and designs.
- (4) Teachers should teach students how to handle tools and materials well and should use as many text books as possible to teach.
- (5) Teachers should use correct terminologies in their instructions and students should be encouraged to use these terminologies correctly.
- (6) Teachers should give a lot of assignments which include answering of question. This will help candidates to know how to answer questions and how to correct their mistakes.
- (7) Teachers should encourage students to read and use the library more often to improve their spelling, vocabulary and expressions in English.

- (8) Students should be supplied with the prescribed textbooks and they should be encouraged to use them appropriately.
- (9) Practical lessons should be undertaken more often for improvement.
- (10) Students should be advised to read the rubrics of the papers and they should adhere to them.
- (11) The Chief Examiners reports should be available to teachers to help them in their teachings.
- (12) Teachers who have not been trained as teachers for specified subject areas should read more widely and should seek help whenever necessary.



## **BASKETRY 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous year. The items were within the scope of the syllabus requirements.

The questions were concise and unambiguous. Most of the questions were based on the practical and theoretical aspects of basketry that tested the application of lessons taught in the classrooms.

The performance of the candidates was generally average. A number of candidates showed a good technical understanding of the questions.

The standard of expression in general was lower than average.

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

The following are some commendable features noticed in the candidates' scripts:

- Some candidates especially from two schools specifically, showed excellent drawing skills.
- Spelling was generally good.
- Legible handwritings from most of the candidates made reading of their scripts easier.
- Candidates attempted almost all the questions with equal zeal.
- Candidates generally showed a clearer understanding of various basketry processes as specified in the questions.
- It became apparent that candidates relied on their own abilities judging from the varied wording that their scripts portrayed.

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

The following are some weaknesses noticed in the candidates' scripts:

- The fair knowledge on terminologies and processes exhibited by candidates did not reflect in the quality of self -expressions that were put out by the candidates;
- About 30 to 40 % of candidates could not relate to the import of a question demanding the outlining of three effects of *finishing* on a basketry article.
- Over 80% of candidates could not correctly describe the various colour components of the 12-point colour wheel viz: Split complementary colours, Triad colours.
- Some candidate lost some marks by their inability to adequately explain their answers. They mostly simply listed or stated their answers.
- Some candidates had problem with spelling, Simple words such as ‘wrapping’, ‘bordering’, ‘triad’, ‘Corel’, ‘foot-rac’, etc could not be spelt correctly. In some cases, the question on *basket* was misconstrued for ‘basketry’.

#### 4. **SUGGESTED REMEDIES**

The following are some suggested remedies on the candidates areas of weaknesses.

- More attention should be given to drawings and illustrations.
- Tutors should pay attention to students’ expressions in the English Language. Students should be encouraged to read more books, especially in the subject area in order to help them improve on their grammar, spelling and construction.
- Tutors should conduct more exercises on Comprehension which became evident as some candidates did not know the difference between list , state, explain or discuss.
- Teachers should take pains to explain *Terminologies* to their students to guide them to answer their questions correctly.

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

##### **Question 1**

- (a) **Explain the term *finishing* as used in basketry.**

The expected response should include all end activities that go to bring the making of an article to a close. . It involves binding, trimming, polishing, lacquering, spraying, knotting, wrapping etc.

The question was attempted by almost every candidate. Their submissions were generally within regions of the expected response. The differences naturally lay in their varied levels of self-expression.

A few candidates however went out of their ways to illustrate finishing processes on baskets which was not a requirement to a successful answering of the question.

**(b) Describe three processes of finishing a basket.**

A number of candidates confused finishing processes with decoration methods. While the following **highlighted** *finishing* processes as the expected correct responses, many candidates offered the decoration processes of *painting, colouring* etc as answers. Even though they were basketry processes, they did not meet the demands of the question.

The following are some of the finishing processes for a basket:

- **binding**: securing of weavers and stakes or cords to prevent fraying off or loosening of weaves. It involves looping a stake over the next one and inserting it by the side of the third stake.
- **wrapping**: the winding of a material round another at the end of a weaving process to cover loose ends.
- **bordering**: the weaving or plaiting activity done to bind or beautify the edge of an article.
- **singeing**: burning off loose ends of cords or fibre around articles using flames or heat.

**(c) Outline three effects of *finishing* on a basket.**

While most of the candidates displayed good knowledge on *effects of finishing on a basket*, many candidates rather understood the question to demand the consequences of inaction regarding finishing hence offered answers like ‘The article will not be beautiful, It will not attract customers’ etc.

The correct answers should fall in line with the following:

- (i) It adds beauty to the article.
- (ii) It adds value to the product.
- (iii) It has an appealing effect toward prospective buyers.

**Q2. (a) What is a basket?**

- It is a woven container made from natural or synthetic pliable materials.
- It is normally used for farming and shopping activities etc.

**(b) Explain the two major forms of baskets.**

Generally, this item was answered fairly well. The candidates were able to describe the two major forms of baskets which are as follows:

**Wooden base baskets :**

- The entire base is made of a different material which is wood.
- Different shapes can be created.

**Woven base baskets:**

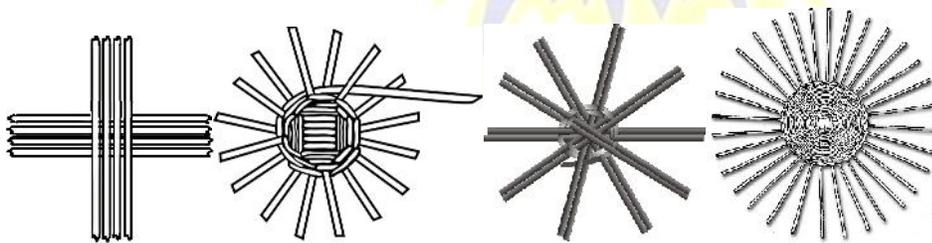
- Stakes and weavers are used throughout its construction.
- The shapes are not varied.

**(c) With the aid of illustrations, describe how the base of a woven basket is made.**

The following became apparent with the responses candidates offered as to this question:

There was a general lack of understanding of the demands of Question 2(c). They were simply asked to describe how the base of a woven basket is made. Logically, if the base of serving tray which is made of wood is not woven, then there is no reason to fill three pages in some cases with full illustration describing how a wooden base basket is woven. Almost all the candidates who attempted answering this question however answered it adequately.

The model answer to this question is as follows:



*The base with slath-work*

*The base with radial arrangement*

**Base with slath-work**

- Pierce 4 – 8 stakes at the middle.
- Insert a number of stakes through the pierced stakes together.
- Start weaving with pairing after securing the stakes in position.
- Continue with pairing to desired size or width.
- Optionally, pairing may be broken by inserting a bye stake.

### Base with radial arrangement of stakes

- Arrangement of stakes in a radial formation.
- Start with randing
- Complete one round of randing
- Insert a by-stake to achieve an odd number of stakes.
- Continue randing to the desired width of base.

### Q3. With the aid of illustrations, write notes on the following:

- Base of a basket
- Fitching
- Border of a basket

Candidates had fair knowledge about the *base of a basket*. A few described weaving of a whole basket instead.

Difficulties lay with understanding the term *fitching*. Some associated it with *starting the base of a basket*

Similar difficulties were clearly with the border of a basket. Some confused foot-rac with trac border. Foot-rac is done at the base while trac border is done at the edge of the basket.

Following are the expected answers.

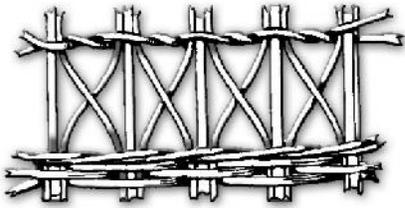
#### Bases of a baskets



This is the seat of the basket which makes carrying things and putting things in it possible.

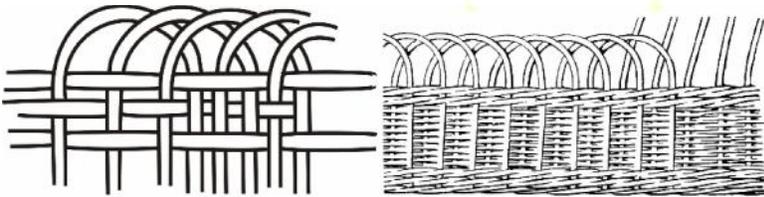
The base of a basket is either completely woven or constructed onto a board. It is composed of stakes and weavers. The base of the basket may assume various shapes eg. Oblong, square, rectangular, etc. Weaving may be started with randing or pairing.

#### Fitching:



Fitching is an open working done on the side of the basket mainly for two reasons. First, to create space for ventilation and to introduce design. Fitching is usually supported below and above by pairing weaves. Cane and bamboo are very suitable materials for fitching.

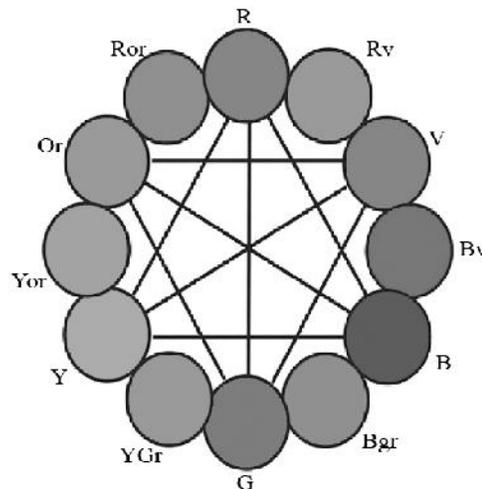
### Border of a basket



The border is done at the edge of the basket. It serves the purposes of binding and decoration. Borders are varied in form including the open trac, braided and wrapped borders.

Smaller baskets carry open trac and wrapped borders while larger and work baskets carry braided borders.

### **Q4. (a) Illustrate the 12-point colour wheel.**



**(b) Using the 12-point colour wheel, indicate and explain the following:**

(i) Analogous colours

(ii) Split complementary colours

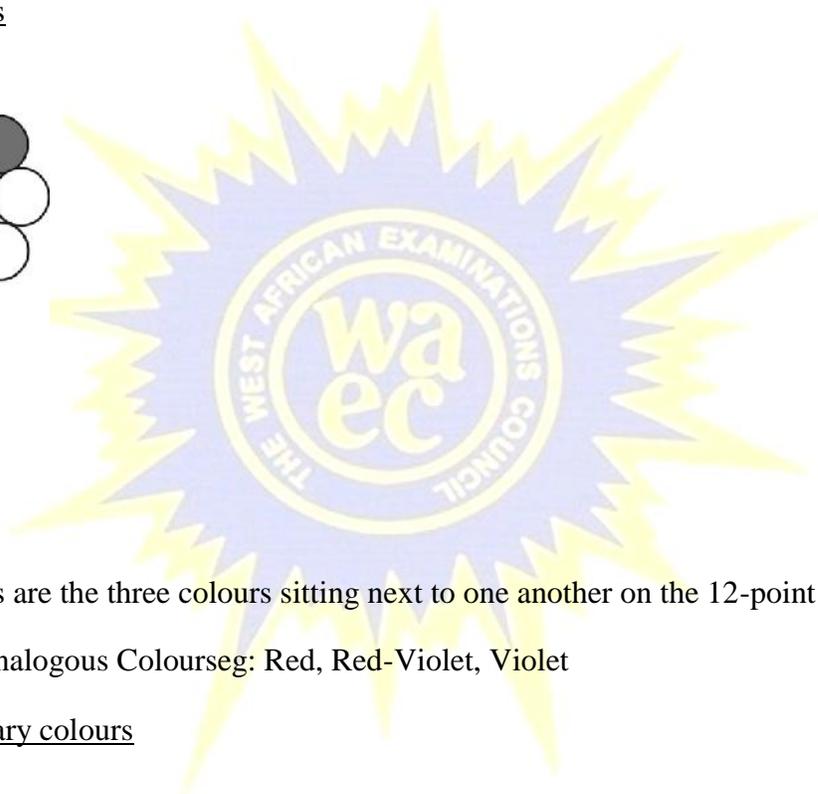
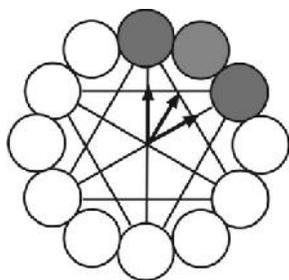
(iii) Triad colours

Every candidate was able to show the 12-point or (12-part) colour wheel and made good attempts in assigning colours to their positions on the wheel. Most of the candidates could not explain and indicate (1) split complementary colours and (2) triad colours.

The common answers description of complementary colours directly and triad colours being 'colours that are mixed to get black.'

The correct description and indication of the respective colours are:

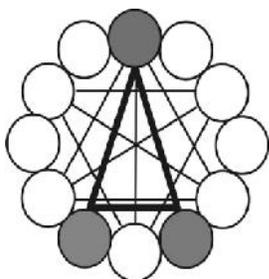
Analogous colours



Analogous colours are the three colours sitting next to one another on the 12-point colour wheel.

An example of Analogous Colourseg: Red, Red-Violet, Violet

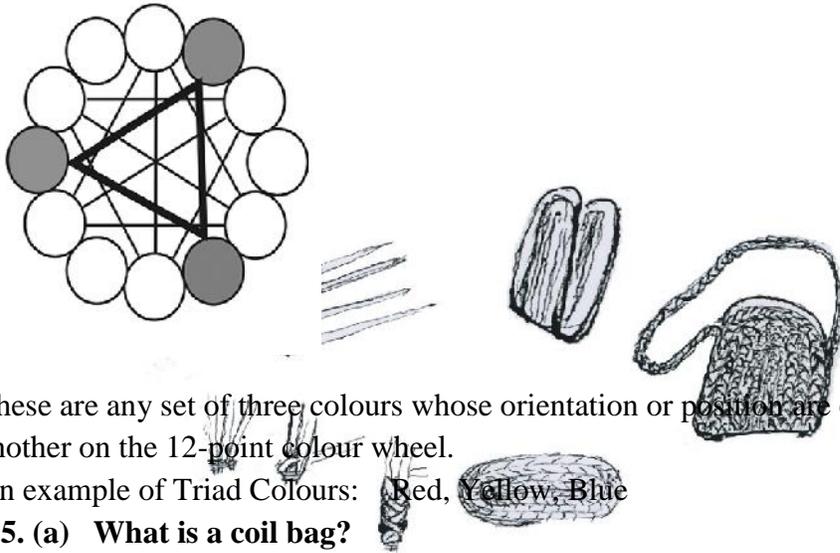
Split complementary colours



These are colours sitting to the left and to the right of any colour's complementary colour on the 12-point colour wheel.

An example of Split Complementary Colours: Yellow-Green, Blue-Green

## Triad colours



These are any set of three colours whose orientation or position are of equal distance from one another on the 12-point colour wheel.

An example of Triad Colours: Red, Yellow, Blue

**Q5. (a) What is a coil bag?**

There was not much of a difficulty with this question as was evident from answers submitted. Candidates who attempted this question rather over elaborate with their answers. The correct definition and methods of production are as follows:

Definition:

-A container with handles to hold or strap on. It is worked/made by coiling and stitching.

It may have a flap to close it.

The stitched mats are made by coiling wrapped strips of material that are stitched together as they are coiled.

**(b) With the aid of illustrations, describe into detail how a coiled bag is produced from corn shucks.**

Images of Preparatory processes of coil bag

The coiled bag

1. Tear shucks into strips and braid them into a long belt.
2. Coil and stitch the braided rope into a mat.
3. Work mat to a desired size.
4. Another mat of the same size may be made.

Option 1

5. Stitch the mats directly together halfway, along the base to the other side.

### Option 2

6. Stitch the mats to the opposite sides of the braided belt following the same stitching method as described in option 1.

### Option 3

7. Fold one mat into two
8. Stitch the braided belt from the sides of the mats, along their base and to the other side to form a gusset. The extra length of the braided belt may be extended and stitched to the other side to form a handle.

### **Q6 (a) What is *Corel Draw* in Information and Computer Technology?**

Comment: Similar to the approach to Question 5, all the candidates who attempted this question has some form of knowledge on the subject matter of the question-Corel Draw. The difficulties were on low knowledge of the software and how it impacts or aids basketry.

Candidates found it easier referring to the subject matter as **Coral** instead of **Corel** Draw.

The expected responses are as follows:

- Corel Draw is a software that is designed to facilitate the drawing of shapes and illustrations. It has feature that allow the user to modify colours of drawings ahead of production of articles.

### **(b) How is Corel Draw used in the design of a basketry article?**

- Corel draw offers tools in virtual mode in many areas in preparatory activities leading to the production of basketry articles.

Some of the tools in Corel Draw are: the Pen, that allows drawing and sketching of shapes; the Fountain that allows colours to be graduated in to show volume and space.

Other tools are the eraser, the text and the shadow creation tools which are basically the tools that are used physically to create designs for execution in basketry.

### **(c) Describe two processes involved in the weaving of a belt.**

Processes:

*-Twisting - Knotting -Plaiting*

**Twisting** is the twinning of cords to form a rope. It can be achieved with two, three or four cords together.

**Knotting** is the tying of a series of cords into knots in a linear form especially to form a sinnet. The formed sinnet if it is long enough can be used as rope. **Plaiting/Brading** is the intertwining of cords. It can be achieved with three or four cords interactively:- one over the next, under the other etc in a regular order.

**Plaiting/Braiding** is the intertwining of cords. It can be achieved with three or four cords interactively:-one over the next, under the other etc. all in a regular order. The formed plaits or braids if long enough, can be used as rope

## CERAMICS 2

### 1. GENERAL COMMENTS

The general standard of this year's paper was average with no ambiguous questions. This means that with some little effort, candidates could satisfactorily answer at least four out of the six questions posed without much difficulty. The test items were well balanced. It was composed of a mixture of factual, probing, high order and divergent questions spread across a wide spectrum of the syllabus.

The general performance this year has been a little below that of last year as well as previous years even though there were a few exceptional candidates who performed creditably well. Such candidates were on the minority. In such situations, there was an improvement in their general usage of the English Language and also illustrative abilities.

### 2. SUMMARY OF CANDIDATES STRENGTH

Some candidates, even though very few indeed were quite knowledgeable, answering almost quite maturely. They were quite brief yet precise with very few mistakes in rendition or spelling. They showed maturity in all the questions attempted. You could take very little from such a candidate. It is a great delight very few candidates answered more than the stipulated four questions. Description for processes in the execution of ceramic wares tools and materials were always mentioned.

These developments are positive and should be sustained. This positive development in the manner in which these very few candidates answered examination questions was very obvious in assessing candidates' answers to question 1, which required candidates to explain five reasons why Ceramics should be studied in school.

The expected answers were to revive the tradition of pottery making which is dying; to increase export for foreign exchange; production of product to solve societal problems; helping transmission of artistic and cultural heritage; helping to identify the use of indigenous tools and equipment; opening awareness of creativity and self-expression etc.

Such candidates could raise all these expected answers and explained them into details by citing numerous examples. Some candidates were even able to relate the need to increase ceramics exports to shore-up the country's foreign reserves which may go a long way to curb the depreciation the Cedis.

These are clear indication of the candidates being abreast with the subject matter, hence their ability to relate it to current development in the economy of Ghana. Candidates exhibited command of subject matter by giving precise information by way of further elaboration of points raised and citing lots of examples to buttress their points.

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

Terms in ceramics appeared as a major weakness which resulted in the poor handling of some questions.

Quite a number of this year's candidates came to the examination hall ill-prepared. There was no cohesion in their rendition. Answers from question one through six had nothing to write home about. It is a great wonder an examination candidate would not write his/her index number.

A candidate would throughout the entire an entire paper just copy all the questions in the answer booklet without answering a single question. Spellings and tenses were poor. A word in the question paper could still be spelt wrongly.

It is a wonder most wouldn't read the instructions at the back of their answer booklet and would answer two questions on a single page. Candidates' knowledge of basic terminologies and processes in the ceramics field still needs some improvement. These weaknesses came to the fore in the poor performance of candidates in answering questions 3, 5 and 6 which demanded description of modelling processes and basic tools in ceramics.

There was some improvement in compliance with the rubrics on the front page of the answer booklet. Nevertheless, some candidates still have challenges in following these directions for example candidates are advised to begin answering new questions on a fresh page. Some candidates rather mixed up answers by answering for example question 6a and 2b on the same page, whiles answering 6b somewhere on the last page of the answer booklet. A few candidates also failed to write the numbers of answered questions at the bottom space created for that purpose on the answer booklet supplied.

Also, very few candidates answered more questions than they were required to answer. Even though the rules of West African Examination Council do not penalize such conduct, candidates are advised that orderly presentation of information and strict compliance to rules and regulations goes a long way to enhance their credibility as academicians. Heads

of second circle institutions are admonished to ensure that subject teachers are well acquainted with the content of the chief examiner's report to impact the lessons lent therein to their students.

#### **4. SUGGESTED REMEDIES**

Schools must take their Mock Examinations seriously. Most candidates show so much ignorance about several topics. Schools must therefore insist teachers teach according to the Ministry Of Education approved syllabus.

Visual Art candidates must ensure they take illustration lessons seriously and consider it integral part of their practical practices.

Visual art teachers must be encouraged to constantly read the Chief Examiner's report.

Much attention should be paid to the teaching and learning of ceramic terminology. For without a firm grip on these terms candidates are bound to deviate. Once candidates are clear in their minds as to what a question demands, they will be in a position to provide satisfactory answers to the questions.

Candidates are advised to take their time to read over a question, make sure they understand the dictates of the questions, draw a layout of their answers to the question to satisfy themselves that they have what it takes to answer the question before they go ahead to answer the question.

The layout of their answer will be considered as rough work which should be done in the answer booklet. Once they are sure of their response to the question it should be crossed out neatly. Engaging in these activities will improve on students answers to questions since ample time has gone into thinking over one's answer and the answers could be arranged chronologically to make sense.

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

##### **Question One**

##### **Explain five reasons why Ceramics should be studied in schools'**

There are a host of factors or reasons which includes:

- To revive the tradition of pottery making which is dying.
- Helps transmission of artistic and cultural heritage
- Helps to identify the use of indigenous tools and equipment.
- Opens awareness for creativity and self-expression
- To help students to acquire skills and provide vocation for the learner

- To create job opportunities for students to have gainful employment in the industries
- Production for export to earn foreign exchange
- Helps students to set up small scale industries to solve unemployment problems in the country;
- Products from ceramics are useful for solving societal problems such as;
- Brick and Tile Production: - to produce clay building bricks, Roofing tiles, facing tiles etc. for the housing industry, murals and decorative items for homes;
- Glaze Manufacturing.

Insulating and Refractories Production: - Producing bricks for kiln construction.

- Ceramic Sculpture: - Modelling of figures – Humans, Birds, Fountains, or Lampstands etc.
- Industrial Ceramics:- producing crucibles, stove plates, Insulators, Sanitary wares etc. and selling them to other industries (steel, mining)
- Mould making: - producing moulds and selling to other ceramic industries.
- Ceramic Mural Production: - producing decorative wall tiles for interior and exterior decorators.
- Teaching, Research and Critique: - imparting knowledge skills and creativity to the younger ones to help revive the industry.

Majority of the candidates who attempted this question couldn't list and explain more than two points.

This question was one of the three most popular among the six questions posed. Candidates' performance with respect to this question was very good. The average score for this question was 13 marks with considerable number of candidates scoring all 15 marks. The only weakness with regards to candidates' responses to this question was repetition of some of the points which have already been raised

Nevertheless, candidates' performance with respect to this question was very good. It gave the indication that candidates' know the essence of vocational and technical education to the individual and the nation as a whole.

If government and other stakeholders in the education sector shared similar views as these candidates, vocational and technical education would have assumed its prominence in Ghana's educational setup and provided that much talked about vocational and technical skills which are needed to industrialize this country.

## **Question Two**

This question was about the most popular question attempted by almost every candidate

- (a) Required CANDIDATES to “**Define the term Clay body as used in Ceramics**”. A perfect definition will be :

**‘Clay body** is a mixture of clays or clay and allied ceramic materials, which are blended to achieve a specific ceramic purpose or objective.

The definition by a greater majority was quite perfect. A few others missed the salient points.

- (b) The (b) section required candidates to list five (5) **examples of clay bodies** and they include:

Throwing; Modelling; Casting; Earthenware; Stoneware; Porcelain; Flame proof ;Ovenware; Refractory Raku etc.

The performance of candidates under this question was just a little above average, with most candidates who attempted answering the question scoring 10 marks and lower.

Most candidates did not have any problem defining what clay bodies were. The challenge was the examples of clay bodies.

Over fifty percent of candidates who attempted this question could not mention a single example of clay bodies i.e. porcelain; casting; ovenware; refractory; earthenware; stoneware; Raku etc. Instead, the candidates cited examples from the ingredients or additives that are added to clays to compose clay bodies, such, as fire clay; saw dust; grog; kaolin etc. Since question two (b) attracted five marks, it explains why majority of candidates scored 10 marks and below.

Demanded **“Three (3) reasons for making a clay body. They are to:**

- ensure uniformity, to enable the potter to work with a uniform body.
- promotes or reduces plasticity to desired levels
- Increase or decrease porosity/Density.
- increase or decrease firing or maturing temperature of wares
- help to improve drying and firing.
- help to check or reduce shrinkage during drying and firing
- help to check or reduce warping and cracking during drying and firing
- alter the firing colour or texture of the clay
- helps to improve the fit of glazes
- helps to increase strength

### **Question Three**

- (a) **List Five Indigenous Pottery Forms.**
- (b) **Draw The Five Indigenous Pottery Forms.**
- (c) **State The Uses Of The Forms Drawn In 3 (b)**

- Ahina:- For storing water
- Akotokyiwa:- For tapping and storing palm wine
- Kwansen, Kuku, Kutu- for cooking soup.
- Apotoyowa, Asanka- For grinding, serving food etc.

- AbusuaKuruwa/Burial Pot: - For keeping ashes of the dead and other rituals.
- Asanka: - The male fufu serving bowls.

This was the worst answered question. Very few candidates attempted and answered it wrongly, majority scoring **zero**. They didn't know the names of the indigenous pots. Neither could they draw the pots.

Candidates could not differentiate between 'forms' of traditional pottery and 'shapes' of traditional pottery. By way of further clarification, when candidates were required to list and draw five indigenous pottery 'forms', instead of them to list and draw Ahina, AbusuaKuruwa, fufu bowls etc. they listed and drew round, oval spherical shapes etc. which were not the responses demanded by the questions.

Several other candidates wrote about and drew Greek traditional art pottery forms.

#### **Question Four**

(a) **Explain the term throwing as used in Ceramics.**

(a) **Draw the following tools and state their Uses'**

(a) Throwing may be defined as:

- Forming objects with plastic clay on the potter's wheel.
- One can make perfectly symmetrical rounded forms in a short time.
- Production is faster than slab building, coiling or pinching.
- Throwing is suited to the formation of symmetrical hollow wares such as jars, bottles, flower containers, bowls, teapots and cups etc.
- The correct order of Throwing is: i) Centering  
ii) Opening-Up iii) Pulling and iv) Shaping.

(b) **Tools include:**

- **Pair of Callipers** is used for measuring both inside and outside dimensions of pots.
- **Pricker- Cutting Pin** (is a needle attached to a Dowel)
  - i) Used to remove uneven rims of the pot
  - ii) Used to pop up trapped air bubbles in the walls of a thrown pot.
  - iii) Gauge or check the thickness of bottoms of thrown pots.

➤ **Cutting Wires**

- i) It is a flexible wire tied onto two pieces of wood.
- ii) Used for cutting the base of a finished thrown pot from the wheel head.
- iii) Can also be used for trimming the uneven rim of the pot.

➤ **Dip Stick** (Made of Sponge or foam attached to a long dowel)

Used to soak up water and excess slip from narrow-necked pots during

Most candidates were able to draw and state the uses of cutting wire and cutting pin or pricker. However some candidates had difficulty in drawing a calliper and a dipper. The drawing of callipers for example was poorly done. Looking careful at candidates drawing the nearest objects that could best fit what they drew were a pair of dividers, scissors or secateurs.

Some candidates confused a dipper for a tongue. This explains why some candidates wrote that a dipper is an instrument used to hold ware before they are dipped in glazes or an implement used to remove ware from a kiln.

**Question Five**

(a) **‘Explain the term Modelling as used in Ceramics’.**

(b) **Describe How A Decorative Piece Is Produced By Modelling With Illustrations’**

(a) Modelling is defined as the process of forming ceramic pieces by adding clay and pinching and shaping bit by bit to achieve a desired form Or,

Working with a solid mass of clay by pinching and carving away from the exterior.

(b) ‘The candidate must have to list materials and tools which include:

- Clay with grog
- Modelling and carving tools
- Knife and potter’s pin

**Methods**

- First and foremost there must be a design or sketch on paper
- Knead and prepare clay and allow it to stiffen to a condition conducive to carving and modelling. Get your design by you.
- Build the object solid and shape it to the correct form by pinching
- Complete modelling to the desired form.
- Allow object to harden to be a bit stiff (leather hard).

- Cut the whole mass into two with a cutting wire and scoop the interior.
- Put the two halves together again using clay slip and scoring the two surfaces to be joined first.
- Seal the joint firmly and smoothen the seam or joints.
- Wrap object in polythene or plastic bag and leave in a cupboard for 24 hours to allow moisture to equalize throughout the piece.

A great majority of candidates got the definition wrong.

Majority of the candidate never mentioned any tools at all, not even when describing the methods of production.

The production methods must follow an orderly sequence from top to bottom and not vice versa. But unfortunately most candidates missed the mark and had the steps mixed up, causing most who attempted this question to score very low marks.

Almost all the candidates failed to illustrate their answer, which was a necessary requirement.

Majority of the candidates totally deviated in answering this question. They could not differentiate between modelling and model making. Others also saw no difference between modelling and other forming methods like coiling, slap work, pinching, casting, etc.

They therefore wrote on these other forming methods and not modelling as the question demanded. The average score was 3 marks out of 15 marks. This abysmal performance by candidates with respect to this question is regrettable. Teachers are admonished to make these distinctions in forming methods clear to students.

### **Question 6**

(a) Describe in detail the following items:

- (i) **Bisque ware**
- (ii) **Sagger**
- (iii) **Rib/Kidney (Rubber, Wood or Metal)**

(b) **State Two Uses** of each of the items.

(a) **State Two Uses** of each of the items.

(i) **Bisque ware;**

- It is the unglazed fired ware
- Bisque or Biscuit firing is the first firing in ceramics.
- Pots must be bone dry before bisque firing.
- Bisqued wares have a reddish or brown colour.
- Pots can touch one another. Smaller pots can be packed inside larger pots during

bisque firing.

**State Two Uses:-**

- Ceramic wares can be made useful only when they have been bisque fired.
- It is done to facilitate glaze application.
- Bisqued pots may be used for planters.
- Bricks are made useful by bisque firing.
- For storing and cooling water
- For grinding and serving food

(ii) **Sagger;-**

- Round box-like containers of fire clay or refractory clay.
- They are used in firewood kilns or kilns without muffles.

(b) **State Two Uses:-**

- A refractory box used in kilns to protect wares from direct contact by flames, fumes, ashes and gases.
- To provide uniformity in glazes on the ware
- They make the use of batts unnecessary.

(iii) **Rib/Kidney (Rubber, Wood or Metal):-**

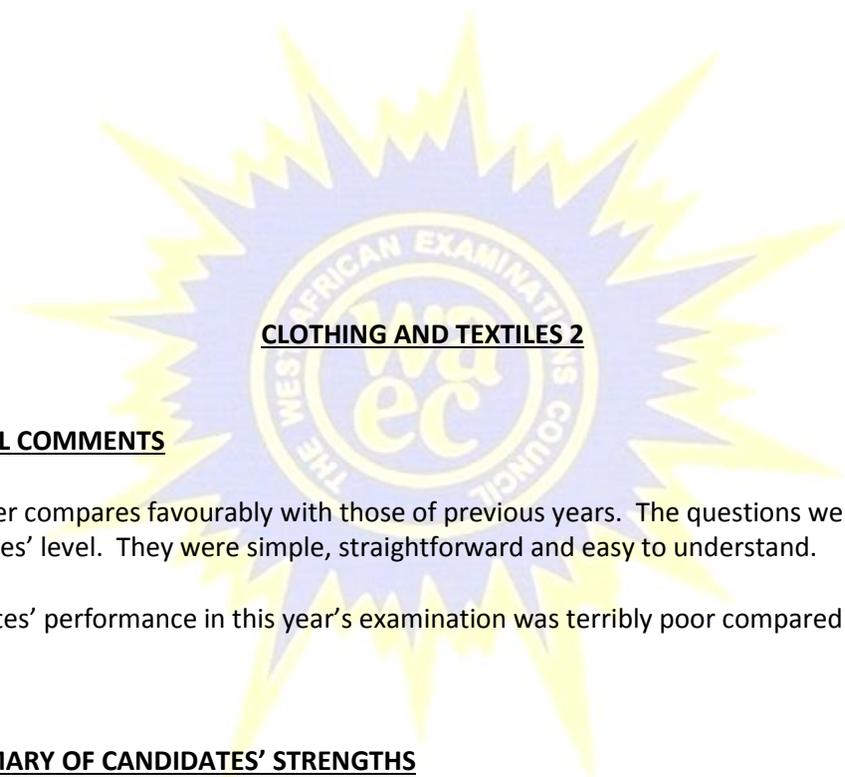
- Rib originated from the word rib of wild animals which has a smooth surface.
- Other materials used to make ribs include bone, plastic, wood, rubber and metal
- **State Two Uses:-**
- Used to shape and smoothen the inside or outside of thrown pots, especially large bowls and plates
- Used to remove finger marks from thrown pots.
- Also used to refine the form of the pot.
- Helps in pulling clay,

- Used to trim excess clay from the base of a thrown pot.

Question six was the most unpopular question. Most candidates avoided answering this question. The overall performance under this question was average, with most candidates scoring between 10 and 8 marks or less out of a total of 15 marks. A significant number of candidates could not describe what a sagger is. To them a sagger is a kiln furniture used almost in the fashion of kiln batts.

However, this sagger is not used in the stead of batts. Sagger is a protective refractory receptacle used in firing ceramic wares in kilns without muffles.

Candidates will need to learn to illustrate their answers.



## **CLOTHING AND TEXTILES 2**

### **1. GENERAL COMMENTS**

The paper compares favourably with those of previous years. The questions were suitable for candidates' level. They were simple, straightforward and easy to understand.

Candidates' performance in this year's examination was terribly poor compared to previous years.

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

- (1) Candidates performed creditably well in questions which demanded the recall of facts and those that required short answers.
- (2) They demonstrated that they had good knowledge in the advantages and disadvantages of free-hand cutting, qualities of a good seam and a fair knowledge in consumer education, especially the definition of a consumer.
- (3) The presentation of candidates' answers was very good. Majority of the candidates, about 98%, started each question on a fresh page, numbered the sub-questions and left spaces in between them.

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

- (1) Candidates did not have the techniques for answering questions which demanded the application of knowledge and where they were required to provide diagrams.

- (2) A significant number of candidates demonstrated poor knowledge of the subject matter especially textiles.
- (3) A good number of candidates had very poor handwriting. Some were illegible and examiners had to make a good guess.
- (4) English Language continues to be a problem. Majority of the candidates could not express themselves well – spellings were horrible and expressions were bad. Some common words were also wrongly spelt.  
Examples of words which were wrongly spelt:  
Soak - sock, shock, suck, souke, stroke  
Soap - soupy, soup, souap  
Finger - figure, figure, finguer, fagars
- (5) Candidates continue to use the term 'material' instead of 'fabric'.

4. **SUGGESTED REMEDIES**

- (1) Candidates should be encouraged to read the prescribed textbooks in addition to notes given by their tutors.
- (2) Candidates should have a lot of practice in answering questions which required the use of diagrams.
- (3) Qualified teachers who are knowledgeable in the subject should teach the subject.
- (4) To help candidates improve their spelling, teachers should dictate notes to them and the notes should be marked. Teachers should ensure that corrections in the notes are made. Important words in the notes should be underlined and highlighted.
- (5) To help improve candidates handwriting - students with very poor handwriting must be introduced to basic handwriting books, e.g. My First Copy Book.

5. **DETAILED COMMENTS**  
**QUESTION 1**

The questions were simple, clear and manageable but performance was very poor.

- (a) (i) **Mention four fabrics from different origins used in dressmaking.**
- (ii) **Indicate the source of the fibres from which each of the fabrics mentioned in (a)(i) above is made.**

This sub-question was poorly answered by majority of the candidates who attempted this question. They were expected to mention specific fabrics but they mentioned the fibres in (i) and repeated the answers for (ii).

Examples of expected answer:

calico, damask, denim, drill, greybaft	Cotton
dress linen, sheeting, damask, crash, embroidery canvas	Linen
flannel, tweed, jersey, crepe, wincyetter	Wool

crepe, satin, chiffon, taffeta, velvet	Silk
organza, chiffon, seersucker, satin, taffeta, jerseys	Nylon
terylene, lawn, crepon, jerseys, crimplene	Polyester

**(b) State two advantages each of the following blends:**

- (i) cotton and nylon;**
- (ii) linen and polyester.**

Majority of the candidates could not answer this question well. Quite a significant number of candidates did not know what blends are and so stated the advantages of each fibre separately. Only a handful of candidates provided the correct answer.

They provided answers like:

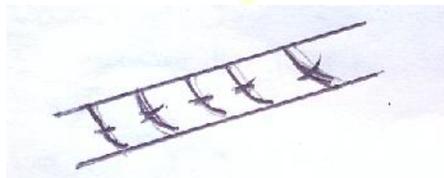
- (i)
  - crease resistant
  - hardwearing/durable
  - less expensive
  - absorbent
- (ii)
  - crease resistant
  - cool to wear
  - absorbent
  - easy to launder

**(c) With the aid of a diagram each, describe the microscopic appearance of linen and wool.**

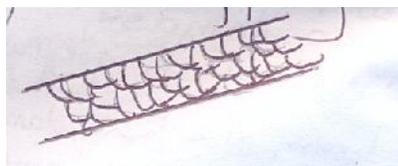
This sub-question was poorly answered. Majority of the candidates provided diagrams without statements and the diagrams were wrong especially that of wool.

The correct answer is as follows:

- (i) Linen looks like bamboo shoots with nodes at intervals.



- (ii) Wool looks like a rod with overlapping scales.



**(d) Name six different finishes given to cotton.**

Majority of the candidates provided the wrong answers. Wrong answers given included finishes for seams. Few candidates provided the correct answer which included:

Mercerization, sanforization, embossing, calendaring, trubenization, flame-proof finish.

**QUESTION 2**

Candidates' performance was poor generally.

**(a) State the use of each of the following tools:**

- (i) tailor's chalk;**
- (ii) thimble;**
- (iii) stiletto;**
- (iv) magnet;**
- (v) hem gauge.**

This sub-question was poorly answered though candidates demonstrated a fair knowledge on the topic-tools and equipment. Majority of the candidates provided correct answers but left out important words. Some also used wrong words which gave different meaning and thus made the answer wrong.

For example:

- (i) Tailor's chalk - majority of candidates stated that it is used for marking fabrics, it is used for marking.

The expected answer is:

- used for marking pattern and corrections.
- used for transferring pattern markings.

- (ii) Thimble - candidates had a fair knowledge of the use of thimble but provided incomplete answers and also wrong words.

Some of the answers provided were:

- used to protect the hand.
- it is worn on the index finger.
- it is worn on the thumb.
- it is worn on the middle finger for protection.

Very few candidates provided the correct answer as:- It is worn on the middle finger for protection when hand sewing.

- (iii) Stiletto - Quite a significant number of candidates stated that it is used for piercing holes,
- used to protect cutting buttonholes.

- used for removing threads.

The correct answer is:

- used for piercing holes for eyelets.
- used for removing tacking or unwanted threads.

The underlined words were missing from answers provided by candidates.

- (iv) Magnet - A significant number of candidates provided the correct answer as:
- used for picking up dropped pins and needles.

However, a good number of candidates stated that they are used for 'attracting pins and needles', 'for collecting pins and needles'. Such statements could not earn the full marks.

- (v) Hem gauge - Majority of the candidates did not know the use of the tool. As a result of the word 'hem', a significant number of candidates stated that it is used for hemming.

The expected answer is:

- used to check widths of turnings and hems.

- (b) State two factors to consider when choosing sewing equipment and tools in the clothing construction.**

This sub-question was very well answered by majority of the candidates. Answers provided included:

- Money.
- Space.
- Durability/quality.
- Purpose/use.
- Servicing facilities.
- Locality.

- (c) Differentiate between pressing and ironing.**

This sub-question was poorly answered by majority of candidates who attempted Question 2.

Candidates provided answers like:

- Pressing is done with the thumb before sewing whilst ironing is done using hot iron.
- Pressing is done with cold iron while ironing is done with hot iron.

Just a handful of candidates provided the correct answer as:

- Ironing is the sliding motion of the iron on the fabric or article.

Whilst

- Pressing is the raising and the lowering of the iron on parts of a garment in a series of up and down movement.

- (d) (i) **List four pressing equipment.**  
(ii) **State the use of each of the equipment listed in (d)(i) above.**

- (i) Very few candidates provided the correct answer with majority stating only two correct answers.

Wrong answers provided by candidates included: thimble, thread, stiletto, etc.

The expected answer include:

- (i)
- |                       |   |   |
|-----------------------|---|---|
| Pressing iron         | - | used for pressing and ironing.  |
| Ironing board/table   | - | articles are placed on it when ironing or pressing.   |
| Pressing cloth/cloth  | - | protect garments from scorching, prevents sheen, can be used on damped or woollen fabrics.                  |
| Ironing sheet/blanket | - | spread on the ironing board before ironing or pressing.   |
| Sleeve board          | - | for pressing sleeves.   |
| Seam roll             | - | used for pressing seams to avoid getting an imprint of the seam allowance on the right side of the garment. |
| Pressing ham          | - | useful when pressing shaped parts of garments.  |

### **QUESTION 3**

Those who attempted this question could not provide the correct answers.

- (a) **Explain the following terms:**  
(i) **invisible seam;**  
(ii) **double-stitched seam;**  
(iii) **edge stitching.**

This sub-question was poorly answered by majority of candidates who attempted this question. Some candidates also provided incomplete answers.

- (i) Invisible seam - most candidates gave the correct answer but a good number of them stated that invisible seam is a seam that cannot be seen leaving out the most important portion – on the wrong side.

Candidates were to state that:

- Invisible seam is a seam which is worked on the wrong side with no stitching showing on the right side.

- (ii) Double stitched seam - quite a significant number of candidates provided the correct answer as:

- a seam which is stitched twice 'with all raw edges enclosed', was omitted by most of the candidates and therefore were awarded half the mark.

- (iii) Edge stitching - most candidates stated that:
- It is a stitch done at the edge of an article.

But the correct answer is:

- It is the process of stitching along the folded edge of a lay. The underlined words were missing from candidates answers.

**(b) State three qualities of a good seam.**

Majority of the candidates answered this sub-question correctly. They provided answers like:

- Should be well-stitched and pressed.
- Should be strong/durable.
- Should be flat.
- Should not be bulky.
- should be neat.

**(c) Suggest two suitable seams each for the following:**

- (i) setting-in sleeves;**
- (ii) setting-in yokes;**
- (iii) side seam of a denim skirt.**

Majority of candidates provided one correct answer for each sub-question. Plain seam was mentioned for each.

- (i) Setting-in sleeves - most candidates mentioned plain seam but the correct answer is
  - plain seam, mantua-maker
- (ii) Setting-in yokes - a good number of candidates mentioned overlaid seam. The answer included, welt, piped seam, overlaid and corded seam.
- (iii) Side seam of a denim skirt - in addition to plain seam, a significant number of candidates mentioned, double seam. There is no seam referred to as double seam. The correct term is double-stitched seam. Candidates were expected to provide answers like:  
welt, overlaid, plain, piped, corded, double-stitched seam/machine felled seam

**(d) Mention three different ways of finishing each of the following seams:**

- (i) plain seam;**
  - (ii) overlaid seam.**
- (Do not repeat answers)**

Majority of the candidates failed to provide the correct answer. The term 'edge finish' was used to replace edge stitching. The two terms do not mean the same and cannot be used interchangeably.

- (i) A good number of candidates provided the correct answer which included: edge stitching, herringboning, pinking, overcasting, loop stitching, binding.
- (ii) Some candidates repeated answers for (d)(i). Majority of candidates provided one or two correct answers, only handful of candidates provided three correct answers. The correct answer include: overlocking, pinking, using zigzag stitch, blanket stitching, overcasting.

#### **QUESTION 4**

Candidates who attempted this question performed poorly. However, one sub-question (b) was well answered by majority of candidates.

- (a) **Explain how the following features on garments can influence the appearance of a thin tall figure:**
  - (i) **patch pocket at hipline;**
  - (ii) **mandarin collar;**
  - (iii) **round neckline.**

Majority of candidates had knowledge of the answer but lacked the vocabulary to provide the correct answer. They were expected to explain but provided simple short answers like:

- (i)
  - It will make the hip broad.
  - The person will look fat.

Once it is an illusion, candidates were expected to use the terms 'appear', 'look', gives an illusion, etc.

The correct answer is:

- It will draw attention to the hips giving an illusion of wide hip/increase in width around the hip region.
- It will camouflage the narrow hip making it appear broader.
- (ii) Mandarin collar
  - It will disguise the long neck making it appear shorter.
  - It will have a shortening effect on the tall figure.
- (iii) Round neckline
  - Makes the neck appear shorter.
  - Gives an illusion of fullness around the neck thus, making the neck appear shorter.

- (b) **State three advantages and three disadvantages of free-hand cutting.**

This sub-question was fairly well answered by majority of the candidates. Some even tabulated their answers. They gave the correct answer as:

### Advantages

- Simple and fast.
- Not expensive.
- Very few pins are used.
- No complicated drafting process.

Some candidates however stated that 'it is an easy method' which is wrong. The correct answer is that, it is simple and fast but not easy.

### Disadvantages

- Fabrics may be wasted.
- Not good for beginners.
- There will be no pattern pieces for future use.

- (c) (i) **State the two measurements required for freehand cutting of a flared skirt.**  
(ii) **Illustrate with diagrams a flared skirt cut by freehand cutting for a plumb short figure.**

- (i) Measurement required for free-hand cutting of a flared skirt

A significant number of candidates provided the correct answer as:

- Waist and length of skirt

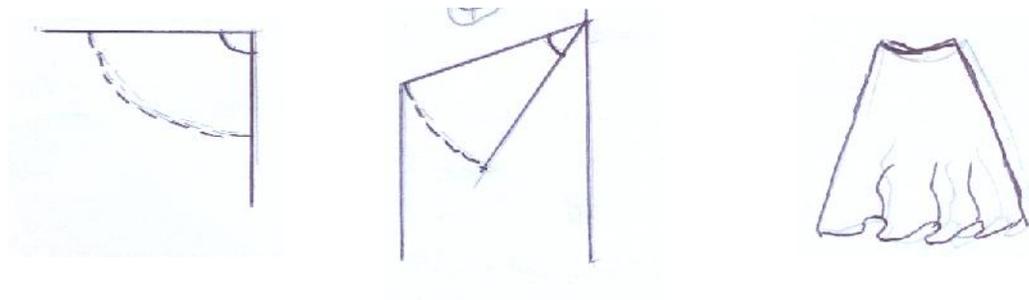
However, a good number of candidates also provided an answer like:

- Waist and length of the person
- Waist and hip

- (ii) Diagrams of flared skirt cut by free hand

This was poorly answered by all the candidates who answered this question. Some candidates simply sketched finished skirts with wide hems but without folds.

The expected diagrams are as follows:



### **QUESTION 5**

A very popular question but performance was poor. Sub-questions (a) and (c) were fairly well answered by majority of candidates who attempted this question.

**(a) State three rules to observe when removing stains.**

This sub-question was fairly well answered by majority of the candidates. Answers given included:

- identify age of stain
- identify nature of stain
- correct cleaning method
- stains should be removed as soon as they occur
- identify the texture of fabric
- identify the colour of fabric
- test stain remover on a hidden part

**(b) Describe how the following stains on a white table cloth can be removed**

- (i) coffee;**
- (ii) fresh blood;**
- (iii) chewing gum;**
- (iv) ballpoint ink.**

This sub-question was poorly answered by almost all the candidates who attempted it. In removing stains, the washing temperature as well as the procedure and the type of stain removal used are very important. This was missing in the answers candidates provided, hence the poor performance.

The correct answers are:

**(i) Coffee**

- Wash in warm soapy water.
- Rinse, dry and iron.

**(ii) Fresh blood**

- Wash the spot using cold water.
- Wash in cold soapy water.
- Soak the stained portion in salty water.
- Wash well, rinse, dry and iron.

**(iii) Chewing gum**

- Use ice cubes to solidify the gum.
- Scrape gum from the surface of article.
- Dissolve in solvent (methylated spirit or turpentine).
- Rinse and wash in soapy water.

- Thoroughly rinse and dry.
- (iv) Ballpoint ink
- Rub the stained portion with lime.
  - OR
  - Soak in strong salt solution and wash
  - OR
  - Put salt on stain and pour boiling water on it.
  - Wash thoroughly and dry.
- (c) (i) **State one advantage of boiling towels.**
- (iii) **State the reason for blueing white articles.**

This sub-question was fairly well answered by majority of the candidates. Answers provided by candidates included:

- (i) Advantages of boiling towels:
- Kills germs.
  - Disinfects the towel.
  - Improves colour.
- (ii) Reasons for blueing white articles.
- For articles to become whiter.
  - To improve the colour of the article.
  - To brighten the colour of the article,

(d) **Describe how to remove palm oil stain from a white apron.**

This was poorly answered by almost all the candidates who attempted Question 5. They left out salient points.

The expected answer is:

- Wash palm oil stain in warm water with detergent.
- Rinse thoroughly and dry in the sun. (The bleach in the fabric is bleached by the sun).

## **QUESTION 6**

This question was fairly well answered by a significant number of candidates but some sub-questions were poorly answered.

- (a) (i) **Define the term consumer as used in Clothing and Textiles.**
- (ii) **Explain three factors that influence consumer decisions.**

(i) Definition of consumer

This was fairly well-answered by majority of the candidates but a significant number also provided an incomplete definition.

Candidates were expected to provide the following definition:

- One who purchases and makes use of clothing goods and services.

OR

- One uses clothing goods and services.

However, majority of candidates stated that:

'a consumer is one who buys and uses goods and services' without any reference to clothing. It is important that candidates relate the answer to clothing as demanded by the question.

(ii) Factors that influence consumer decisions

A significant number of candidates stated the factors but failed to explain them well. A good number of candidates also stated the factors without any explanation. The question was confused with 'factors to consider when purchasing equipment' and so some candidates provided answers like:

- Space.
- Capital.
- Money available.
- Affordability.

Expected answers include:

<u>Factor</u>	<u>Explanation</u>
- Advertisement	It is a source of information and inspiration. It provides information on the goods and services available.
- Money at hand	It determines the quality and quantity of goods and services to be purchased.
- Values	Determine what you cherish in life and is acceptable in the society, e.g you may value.
- Needs and Wants	Basic needs of individual family members influence clothing decisions. Excess money available may be spent on wants.
- Packaging	This is the mode the product is finally presented to consumers.
- Information/Knowledge/Experience	What the consumer has seen, heard

about or enjoyed from using the product.

**(b) State five guidelines for wise shopping of clothing items.**

This was fairly well-answered by majority of the candidates. The answers provided included:

- Practise comparison shopping.
- Avoid impulse buying.
- Purchase in bulk.
- Read tags and care labels.
- Make a list of items required.
- Buy the best you can afford.
- Avoid buying on credit.

**(c) List four sources of clothing and textiles products.**

This sub-question was poorly answered by majority of candidates and therefore performance was poor. Many candidates listed the sources of fibres thus providing answers like: cotton, linen, polyester, nylon, rayon, silk.

The correct answer include:

- Street/Workplace hawkers.
- Markets.
- Departmental stores/Malls.
- Boutiques.
- Industries.
- Retails shops.
- Wholesale shops.

**CLOTHING AND TEXTILES 3**

1. **GENERAL COMMENTS**

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

The performance of candidates was slightly above average. It was better than last year's.

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

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

- (1) Slight improvement in the ability to use the sewing machine.
- (2) Stage by stage pressing during the making up.
- (3) Making of good quality stitches.
- (4) Improvement in the fixing of pockets.
- (5) Well labelling of finished articles.

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

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

- (1) Inability to transfer minute details.
- (2) Inability to use the thimble.
- (3) Inability to fix fasteners.

4. **SUGGESTED REMEDIES**

- (1) Students should be allowed to design and sketch articles.
- (2) Students should be given written instructions on the making of articles to read and produce the items using the correct tools and equipment.
- (3) The production of quality work should be insisted upon.
- (4) The subject should be taught by qualified teachers.
- (5) Students should be encouraged to study pattern markings and their meanings.
- (6) Teachers should see to it that students cultivate the habit of keeping their work areas clean during and after sewing/practicals.
- (7) Adequate and serviceable equipment should be made available to students during examination.

5. **DETAILED COMMENTS**

**Candidates were given four pattern pieces for a skirt as follows:**

- A - Front skirt;**
- B - Back skirt;**
- C - Band;**
- D - Pocket.**

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

- **Making darts on front and back skirt.**

- **Attaching pockets to front skirt.**
- **Joining front and back skirt using open seam.**
- **Fixing zipper in place using semi-concealed method.**
- **Fixing hook and bar on band.**

### GENERAL EFFICIENCY

#### 1. PREPARATION OF FABRIC

##### (a) Graining of fabric

Candidates were expected to grain along the weft of their fabric and cut off unwanted parts to straighten the ends.

Only a few grained during the examination. Few also did not grain. Many of the candidates grained before the examination.

##### (b) Pressing of fabric

After graining, pressing should be done to remove creases.

Whilst some candidates pressed after graining, others pressed before graining. Some candidates neither pressed nor grained their fabric.

##### (c) Folding of fabric

On the whole, candidates folded fabric as expected. Few of the candidates had problem with the folding because they did not have any selvedge to guide them.

### LAYING OUT OF PATTERN PIECES

##### (d) Laying out

Majority of candidates arranged the pattern pieces economically on the fabric according to the direction of the grain and pattern symbols.

##### (e) Pinning

Pattern pieces were to be pinned in place such that the pins should not interfere with the cutting out neither should they prick candidates when they placed their palms on work. The number of pins used should be enough to hold pattern pieces in place.

A good number of candidates pinned correctly as expected. In some cases pins were either too many or too few. Lifting of work during pinning was done by some candidates. Some pins went beyond the cutting lines.

### CUTTING OUT

Candidates were to use short strokes on curved edges and long strokes on straight edges when cutting out. During cutting, they were to place one hand on the pattern and move the work around without lifting it. To make cutting out easier, they could move round the table when necessary. Few candidates did what was expected of them. Quite a number of candidates used short strokes throughout, did not place hand on the pattern and lifted work when cutting out.

### TRANSFER OF PATTERN MARKINGS

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

Accurate transfer of pattern markings aids easy stitching.

Some candidates did the transfer correctly. A significant number of candidates did one or more of the following wrong activities: removing all pins before transfer; backward and forward movements of tracing wheel; not transferring pocket and zipper positions and transferring unto half of the work.

### USE OF EQUIPMENT AND TOOLS

Candidates were expected to use sewing tools and equipment correctly. Articles should be correctly placed under sewing machine, needle lowered into them 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.

Only a few candidates used all the tools correctly. Some candidates removed work through front. Almost all candidates did not use the thimble. A few used their teeth to cut thread.

### PRESSING

Pressing of articles was to be done at every stage of the making up and finally before enveloping the work.

Almost all candidates effectively pressed at every stage of the making up. Few candidates even overpressed. Few candidates also did not do the final pressing.

## MAKING UP

### (a) Making darts on front and back of skirt

Darts were to be made on front skirt and back skirt using straight stitching starting from the waist, tapering to nothing at the points towards the hip. The tapering ends should be securely fixed in place.

Many candidates were able to do straight stitching but the tapering and securing of ends were not properly done. Some of those who did not trace out the darts made darts not exactly at the right positions. Some darts were either too long or too short.

### (b) Preparing and attaching pocket to front skirt

A hem was to be made at the upper part of pocket. Lays/seam allowances on the sides and base of pocket had to be turned to the wrong side of pocket. Pocket had to be positioned correctly to the left of front skirt and firmly stitched in place. The ends of pocket should be securely stitched.

There was some improvement in the fixing of pockets this year as compared with those of previous years. Although some candidates did what was expected of them, others exhibited one or more of the following problems:

- Wrong positioning of pocket;
- Turning a lay instead of a hem;
- Leaving raw edge of upper pocket unneatened.

### (c) Joining front and back skirt

Candidates were expected to join the sides of front skirt and back skirt using an open seam which had to be neatened using edge-stitching or any other appropriate method. Stitches should be of good quality.

Majority of candidates made open seam using good quality stitching. Few candidates neatened and had even width. Some candidates neatened by pinking which was not appropriate for the fabric used.

### (d) Fixing zipper

A zipper measuring 12 cm was to be fixed to the left side of skirt using the semi-concealed method.

Stitching was to be done on both sides and bottom of zipper, stitches along the sides of zipper should be of equal width from the edges of folds where it (zipper) was inserted.

Only a few candidates carried out the task correctly. Some zippers were fixed to the right hand side of skirt. The concealed and invisible methods were mostly used. The bases of some zippers were not stitched. Some zippers were either too long or too short.

(e) Attaching band to waist of skirt

Band could be fixed in place by one or two rows of stitching. The ends or sides of band should be stitched. Completed band should be flat/smooth and of even width.

A significant number of candidates fixed the band as expected. Some candidates fixed only one of the long edges of the band to the waist of skirt and either edge stitched the other edge or left it raw.

(f) Fixing hook and bar

The hook and bar should be fixed on band above the zipper. The hook should be positioned on the wrong side of the overlap whilst the bar should be positioned on the right side of the underlap. Oversewing stitch or buttonhole stitch (es) could be used to fix hook and bar in place.

Very few candidates fixed the fastenings correctly. The following shortcomings were common: wrong positioning of hook and bar, use of inappropriate stitches and unfirmly and insecurely fixed fastenings.

(g) Labelling and general neatness

A clean piece of paper (measuring about 6 cm x 4 cm) on which the name and index number of a candidate had been written should be attached to one layer of article using stitches.

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 bearing the names and index numbers of candidates.

Many candidates used reasonable sizes of paper for their labelling.

## FOODS AND NUTRITION 2

### 1. GENERAL COMMENTS

The questions were within the syllabus and candidates' scope. Compared with the previous year, candidates' work were slightly above average.

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

- Majority of candidates adhered to rubrics;
- The few candidates who cancelled work or words did it neatly;
- Handwriting of most candidates were legible;
- Few candidates had single digit marks.

## 3. **SUMMARY OF CANDIDATE'S WEAKNESSES**

- Most candidates' knowledge about the nutrition aspect of the subject is still poor;
- Spellings of most candidates were very poor, e.g. rast for **rust**, reckets/rekets for **rickets**, oosteobrosis for **osteoporosis**, had/hand/head for **hard** flour, floor for flour, avalibilty for **availability**, aviod for **avoid**, clothing for clotting;
- Expressions of majority of candidates were poor, e.g. "the nutrients in fruits dies/are killed";
- Vitamin D enhances poor absorption of calcium.
- There is bone loss, canned foods should not be rusty, dented, and supermarkets are expensive.

## 4. **SUGGESTED REMEDIES**

- Teachers should not gloss over wrong expressions but rather correct them immediately, whether oral or written;
- Teachers and parents must encourage students to do a lot of reading and must check/supervise type of books their students read;
- Home Economics teachers must either intensify their teaching of nutrition or liaise with their science counterparts in the schools to help in the teaching of the nutritional aspect of the subject.

## 5. **DETAILED COMMENTS**

### **Question 1**

(a) State two reasons each for carrying out the following cooking process:

- (i) Addition of lemon/lime juice to fresh fish;
- (ii) Whisking egg over a bowl of warm water;
- (iii) Proofing dough in bread making;
- (iv) Addition of salt to flour in bread making.

(b) List four types of flour in cookery.

(a) This was an unpopular question which was poorly answered. It seems most teachers do not teach the reasons or why some practices are used during practical lessons.

(i) Some candidates' wrong answers:

Lemon/lime juice is added to fresh fish

- To preserve it;
- To make it firm;
- To kill the germs/to kill the germs in it.

Some partially correct answers of candidates:

- To remove the unpleasant scent/smell/bad odour on fish;
- To make it soft.

Some candidates' correct answers

- To improve flavor/taste/to make it tasty;
- To remove the fishy smell;
- To remove slime on fish;
- To improve appearance;
- To make it more tender

(ii) The following are some wrong answers:

- To make it foam/foamy;
- To curdle/cuddle mixture;
- Air is taken out of the mixture;
- To make it coagulate.

Some correct answers include:

- To make the mixture fluffy;
- To make the mixture expand;
- To introduce air into the mixture;
- Hastens the introduction of air into the mixture;
- Makes the beaten eggs frothy.

(iii) Some wrong answers include:

- To make dough elastic;
- To make bread have a nice shape;
- To develop gluten;
- To increase weight.

Some candidates' correct answers:

- To increase in size/to make dough double in size;
- To make the dough rise;
- It makes the dough soft.
- Improves texture.

(iv) Wrong answers of candidates’:

- To preserve it;
- To inactivate yeast;
- To take bacterial out of the dough/to kill germs;

Correct answers include

- To give taste/flavor;
- To strengthen the gluten;
- Helps in the fermentation of yeast.

(b) Few candidates listed wrong flours like:

- Takoradi flour
- Head flour
- Hand flour
- Compost flour

Candidates’ correct answers:

- Cocoyam flour;
- Yam flour;
- Whole meal flour;
- Bean flour;
- Soft flour;
- Millet flour;
- All purpose flour;
- Wheat flour;
- Hard flour;
- Soft flour.

Other types of flour are:

- Rice flour;
- Bread fruit flour;
- Guinea corn/sorghum flour;
- Coose flour/loose-coose

## Question 2

- (a) State three function of vitamin D.**  
**(b) List six sources of calcium.**  
**(c) State four deficiency diseases of calcium.**

(a) A very popular question.

Some candidates wrong answers

- Helps in the production of sex/sexual hormones;
- Builds up the body/blood;
- For healthy growth;
- Helps with blood clotting;
- Regulates concentration of calcium and phosphorus.

Some candidates correct answers

- For strong bone formation;
- For strong and healthy teeth;
- For the development of healthy teeth and bones;
- To prevent rickets in children;
- Enhances or regulates the absorption of calcium/phosphorus/calcium and phosphorus in the body;
- Prevent osteomalacia in adults;
- Regulates the absorption and use of calcium in the body;
- Regulates the absorption and use of phosphorus in the body.

(b) Most candidates were able to list different sources of calcium.

- Milk –milk products/cheese/yoghurt;
- Shell foods/squid/snails/shrimps/lobsters
- Sea foods/anchovies/small whole fish/salmon;
- Nuts/groundnuts;
- Beans/soyabeans/cowpeas/Bambara beans;
- Hard water;
- Peas/lentils;
- Eggs;
- Canned tuna/mackerel/sardines;
- Wheat;
- Wheat products.

Very few candidates listed the following wrong answers:

- Bones;
- Green vegetables;
- Meat;
- Liver.

(c) The following are some of candidates' wrong answers:

- Teeth decay;
- Bleeding teeth/gum;
- Osteoporosis/osteoborosis;
- Poor bones/loss of bone;
- Excessive bleeding;
- Information of strong bones and teeth.

Some candidate's correct answers are:

- Rickets/rickets in children;
- Osteomalacia/osteomalacia in adults;
- Poor teeth formation;
- Poor bone formation;
- Retarded/stunted growth in children;
- Irregular heartbeat;
- Serious bleeding from slight injury/poor blood clotting.
- Tetany in children.

### **Question 3**

- (a) **State three effects of cooking on fruits.**  
 (b) **State two instances necessary for fruits to be cooked.**  
 (c) **Enumerate five rules to follow when cooking fruits.**

(a) A very popular question which was quite well answered by most candidates.

Some candidates wrong answers:

- Nutrients are destroyed;
- The nutrients die;
- They become soggy;
- The taste is lost;
- All the vitamins are killed;
- The nutrient are killed.

Some candidates' partial correct answers:

- Vitamins are destroyed;
- Colour changes;
- The appearance changes.

Candidates' correct answers:

- Nutrients leach out into the water;
- Vitamin C is destroyed;
- The fruit become more digestible;
- Flavor is developed;

- Fruit becomes more palatable;
- Fruit becomes soft and digestible.

Other correct answers

- The cellulose is softened;
- Pectin necessary for jam setting is released;
- It improves flavor/taste;
- Mineral salts are leached out into the water;
- The acid content is lowered/reduced;
- Water soluble vitamins are destroyed;
- Cooking destroys/reduces bacteria which may be present in the fruit.

(b) Candidates' wrong answers

- To kill micro-organisms/bacteria;
- To change colour;
- It changes colour to brown;
- It loses shape.

Some candidates' partial correct answers

- When you want a better taste;
- For jam/to prepare jam;
- For easy digestion;
- To change colour;
- To change taste.

Some correct answers by candidates

- When fruits have a hard seed;
- When fruit is unripe;
- To improve appearance;
- To make a dish/to prepare drink;
- To improve taste;
- To bring variety in meals;
- For preservation.

Other correct answers

- When fruits are sour;
- To obtain a pulp or puree;
- When fruits are fibrous;
- To make it more palatable;
- To maintain shape of soft or overripe fruit.

(c) Some candidates' wrong answers

- Some candidates described procedure for cooking fruits;
- Increase heat so that it can cook early;
- Do not cook fruits with bicarbonate of soda/saltpeter;
- To soften fruit for easy digestion;
- Cook in a fitting lid.

Some partial answers by candidates

- Use low heat/temperature;
- Use a little water;
- Cut up fruit;
- Use liquid for cooking.

Some correct answers by candidates

- Do not overcook fruits;
- Wash fruits before cooking;
- Use just enough water;
- Use liquid/stock for preparing food/dish;
- Cook fruits in a covered pan;
- Cook fruits for a short period of time;
- Test cooked fruits for tenderness with a skewer to avoid breaking;
- Shred, slice or dice hard and large fruits to shorten cooking time.

#### **Question 4**

**(a) Name two classes of vegetables and two examples each.**

**(b) State three changes which occur when vegetables are cooked**

**(c) State three rules to be observed to obtain the maximum nutrients from cooked vegetables.**

(a) A popular question which was well handled by most candidates who answered it.

Wrong answers by candidates

#### **Classes**

- Perishable e.g. tomatoes, okros, lettuce;
- Non-perishable e.g. beans, coconut, nuts;
- Cooked vegetables e.g. cabbage, carrots;

For the examples, some candidates mixed root vegetables with tubers e.g. carrots, radishes;

- For fruit vegetables, some candidates gave pineapples, mango, oranges as examples;

- Some candidates also wrote salad for lettuce;
- Most candidates knew about only the two general classes of vegetables which describe the parts of the plant the vegetable is found and other above or below ground.

Classes of vegetables

- Leaves – lettuce, okro leaves, moringa leaves, bean leaves, sweet potato leaves, sorrel leaves, water leaf, cassava leave, nkotomire, spinach, cabbage.
- Flowers – broccoli, artichoke, sorrel flowers;
- Tubers – potatoes, cocoyam;
- Roots – beetroot, turnips.
- Pods/legumes and pulses – beans, French beans, nuts of all types;
- Bulbs – leeks, garlic;
- Fruits - pepper, garden eggs, okros.
- Stem - celery, seakale, asparagus;
- Seeds - beans, French beans, okros.

**Or**

Below ground

- Bulbs - leeks, onions, shallots;
- Roots - carrots, turnip;
- Tubers - radish, potatoes, artichokes.

Above ground

- Flowers - broccoli, cauliflower;
- Fruits/seeds – beans, French beans, cucumber; tomatoes, runner beans, peas;
- Leaves - Brussel sprouts, spinach, nkotomire, watercress, waterleaf, cress;
- Stems - asparagus (with leaf bud), celery, seakale.

- (i) Fresh vegetables/produce – tomatoes, cabbage, fluted pumpkin leaves, other vegetables;
- (ii) Processed vegetables: - frozen
  - Canned
  - Dried

(b) Some wrong answers of candidates

- the colour changes from green to brown;
- the grains rapture/capture;
- they elenature;
- they become soggy;

- loss of nutrients.

Some partially correct answers of candidates

- the taste changes;
- they coagulate;
- Vitamins dissolve in water.

Some correct answers of candidates

- The texture changes;
- The appearance changes;
- Water content is altered/changes (increase/reduces);
- The colour changes;
- Protein coagulates.

Other correct answers

- Flavor is developed;
- Cellulose becomes very soft;
- Soluble vitamins dissolve in cooking water;
- Carbohydrate is gelatinized/dextrinized.

(c) Some wrong answers

- Wash vegetables;
- Do not cook vegetables with holes in it;
- It requires more attention;
- Cook with the right temperature.

Some partially correct answers of candidates

- Do not overcook vegetables;
- Do not increase heat;
- Do not throw stock away;
- Cover with tight fitting lid;
- Cook for a short time.

Some candidates correct answers

- Use vegetable stock/stock to prepare food;
- Use sharp knife for cutting vegetables;
- Cover pan with a fitting lid when cooking vegetables;
- Cut/shred when ready to use.

Other correct answers

- Cook in a minimum amount of water;

- Cook until just tender/for a short time; depending upon the type of vegetable;
- Vegetables to be sautéed should be chopped for fast cooking

### **Question 5**

**(a) State five points to consider in selecting utensils for the kitchen.**

**(b) State five factors that determine the size of a family kitchen.**

(a) A popular question which was very well answered by most candidates.

Some wrong answers by candidates

- The utensils should not be shiny;
- The mobility of the equipment;
- The type of equipment;
- The brand of utensils;
- Resources available.

Some partially correct answers by candidates

- The number of family;
- Time and energy saving;
- Fitting lid;
- To withstand wear and tear.

The following are some correct answers by candidates

- Money/income available;
- Size of the family;
- Size of the kitchen;
- Durability/life span of the utensils;
- Efficiency;
- Ease of maintenance and cleaning;
- Versatility;
- The nature of food to be cooked in;
- Storage facilities;
- Safety.

Other correct answers

- Composition of the family;
- The skill of user;
- Reliability;
- Availability of spare parts;
- Available facilities;
- Avoid materials that will tarnish or chip off;
- Select utensils with strong and well fitted handles;
- Utensils should be resistant or insulated with heat resistant material.

(b) Some wrong answers by candidates

- Ventilation;
- Lighting;
- Size of kitchen;
- Whether it can serve its purpose;
- Adequate equipment in a family kitchen;
- Location of the kitchen;
- Walls;
- Colour;
- Type of house/kitchen.

Some candidates partially correct answers

- The number of the family;
- The likes and dislikes of a family;
- Thy type of equipment stored in the kitchen.

Some candidates' correct answers

- Available of space;
- Family life style/choice/taste;
- Size of family;
- Size of building;
- Money/income available/economic status family.

Other correct answers

- Activities to be carried out in the kitchen;
- Composition of family;
- Type of utensils/equipment to be used in the kitchen.

### **Question 6**

**(a) State five points to consider when determining the quality of canned foods.**

**(b) State three advantages and two disadvantages of supermarket.**

(a) A popular question which was satisfactorily answered by most candidates.

Some candidates' wrong answers

- Type of canned food available;
- The nutritional values of the food;
- Can should not be mouldy;
- Check the seal of the canned foods;

- The packaging of the food;
- The cost of the canned food;
- The canned food should not be consumed few months to its expiry date.

Some partially correct answers by candidates

- The symbol of the Food and Drugs Board;
- Can should not be blown up;
- Canned food should not be rusty/dented;
- It should have a label.

Some correct answers

- Can should be well labelled;
- Check the name of products, manufacturers and how to use the food;
- Check the expiry date on canned foods;
- They should be tightly sealed or closed;
- The can should not be rusted;
- They should have correct and adequate information about the product;
- The can should not be dented;
- There should be a manufacturing date;
- There should be no leakage/unpleasant smell;
- Do not buy canned food that have been left in the sun.

Other correct answers

- There should be no bulge on the can;
- Labels should not be faded;
- Nutritional information should be adequately stated;
- The can should be easy to open;
- Important information on usage should be clearly stated.

(b) Some wrong answers given by candidates

#### Advantages

- It is good for window sloping;
- It is good for employment;
- You can get things in bulk purchase;
- It is available everywhere;
- It contains everything one need;
- The prices of things have discount.

Some partially correct answers given by candidates

- They have all the things you want to buy;
- All things are available.

Some correct answers given

- There is free movement for customers to select their choice of products;
- Prices of items have been displayed;
- It makes shopping easier;
- It saves time and energy;
- When goods are bought in large quantities deliveries are made to your home;
- It offers a wide selection of goods;
- Prices are often cheaper compared to other specialized shops;
- Supermarket offer a high standard of hygiene;
- Customers receive detailed receipts of items purchased;
- Customer service is at its best;
- Foods and vegetables are usually fresh because of the high turnover;
- Car parking is usually easy and convenient;
- Goods are clearly labelled;
- It ensures self-service;
- Supermarkets sometimes offer discount on goods purchased.

#### Disadvantages

Some wrong answers

- Most items sold have expired;
- Supermarket foods prevent contamination;
- People in the supermarket are too known;
- Stealing;
- It is/they are expensive.

Some correct answers

- Goods sold cannot be returned;
- Some items may be expensive;
- It promotes impulse buying due to the wide range of products to select from;
- Items have a fixed prices hence one cannot bargain.

Other correct answers

- Home service is not available;
- There may be long queues at checkout points;
- There may be long queues at pay points;
- Pilfering/stealing is high

## FOODS AND NUTRITION 3

### 1. GENERAL COMMENTS

The standard of the paper was appropriate to the level of candidates. Generally, the test was interesting and gave scope to candidates to have a wide range of dishes to select from.

Compared with the previous years, there has been some appreciable improvement in the choice of dishes. Most candidates chose a variety of indigenous dishes.

In some centres candidates had similar dishes.

### 2. SUMMARY OF CANDIDATES' STRENGTH

- Candidates had a wide range of choices which were peculiar to different areas in Ghana for the (a) part of the question;
- Majority of candidates kept work area tidy;
- Egg custards, both steamed and baked were well prepared;
- Very few candidates prepared more than the expected number of dishes;
- Table linen used in most centres were well laundered;
- Handwriting was legible;
- Majority of candidates listed quantities of ingredients in metric.

### 3. SUMMARY OF CANDIDATE'S WEAKNESSES

- Most candidates could not give good reasons for their choices;
- Time-plans were poorly done;
- Most candidates had problems with spellings e.g. live for **leave**, pill for **peel**, scup for **scoop**, saucepan for **saucepan**; latus for **lettuce**, graze for **grease**;
- Economy of ingredients and fuel was bad.

#### 4. **SUGGESTED REMEDIES**

- Teachers must endeavor to teach students how to write good reasons for their choices, which should reflect on the wording of the question;
- Students should be given regular drills on how to write time plans;
- Parents and teachers must encourage students to read widely to improve spellings;
- Students must also learn to use their dictionaries effectively.

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

##### **Question**

**Two visitors are expected to spend the weekend with your family.**

**(a) Prepare, cook and serve a two course Sunday lunch peculiar to your family.**

**(b) Prepare and serve one savoury and one sweet dish for their refreshment.**

Generally, candidates were able to select a wide variety of local dishes.

Most candidates chose main dishes, accompaniments and desserts e.g. soups/stews, varied accompaniments.

Few chose desserts that were not suitable for the main meal, e.g. Ayoyo soup, T.Z., crème caramel. Textures and colour of the T.Z. and the dessert are the same.

Few candidates also chose grilled tilapia, banku, banana fritters. Even though colours are different texture are the same. (soft textures).

Some choices for question (a) by candidates. Main dishes varied soups, e.g. groundnut soup; palm nut soup, Meri soup, ayoyo soup, okorosoup, ebunuebunu, groundnut and palm soup (nkatebe).

Stews – palaver sauce, garden egg stew, corned beef and egg stew, sardine and egg stew, Nkotomire stew, chicken stew, gravy, fish stew/gravy; Brown meat/fish stew, Egushie stew, okro stew, Bean stew.

Accompaniments chosen

Kokonte, T.Z, Riceballs, Fufu, Riced yam, Boiled/vegetable/coconut/green rice, Banku, Waakye, Ampesi, Fried ripped plantain.

### One Pot Dishes

Very few candidates chose one pot dishes.

- Typical plantain oto with roasted groundnuts and pear, slices;
- Jollof rice, fried rice and chicken.

Other candidates also chose grilled/fried fish, pepper sauce, banku.

Other accompaniments candidates could have chosen are:

‘Eba’ (garibanku), ‘Foofoo’, Aboloo, Yakeyake, Tatale, Kakro, ‘Kaawuku’.

- One pot dishes like Ayikple, Apransansa/Dzenkple, Fotoli could have also been chosen;

### For Desserts Most Candidates Prepared:

- Bread and butter pudding – queen of puddings.
- Tigernutmould – steamed/baked custards;
- Sweet pancakes, fruit salad – cut/sliced fruits – ice cream.

For part (b) of the question, most choices of candidates were good.

Few candidates chose local savoury dishes like ofam, kelewele, plantain and flour chips/flakes, koose;

Majority chose turnovers, sausage rolls, bread sandwiches, cheese straws, cheese scones, meat khebabs, fish/meat balls.

Few candidates had their choice wrong e.g. mixed vegetable/meat pie.

- Candidates could have also chosen kakro, agbelikakro with coconut slices, moimoi, quiche, bean biscuits;
- For sweet dishes, most candidates prepared sweet pancakes, cakes and beans of all types, scones, different types of biscuits and fruit drinks, doughnuts;
- Few candidates chose wrong dishes like fruit salad, bread and butter pudding and egg custards;
- Few candidates chose local drinks, of which most of them either chose sorrel drink (sobolo) or ‘koradafa’ drink (millet leave drink);

- Candidates could have also chosen ‘donkua’, banfobese/adunlei’ ‘sweetbad/sweatbuns, twisted cakes (atsomo), fried coconut biscuits (polo), ‘jam tarlets, custard tacts, coconut/groundnut, marcaroons, rich yeast dishes like currant burns, Swedish tea rings;
- Local drinks like (ahe/aliha), corn drink, ginger drink,, millet drink, samia drink could have also been chosen;
- Most candidates who chose scones for the refreshment prepared plain scones, which is suitable for breakfast fruit/cheese scones would have been more appropriate.

### Reasons for Choice

- Majority of candidates could not give any meaningful reasons for choice e.g. groundnut soup – it is a main dish/it is a main lunch dish. Meat stew – it is a dish using leftover meat and is good for supper. It is a protein and nourishing food for lunch;

The right answer could be “It is a Sunday main dish peculiar to my family or it is a main dish that is specially/usually eaten by the/my family at lunch on Sundays.

- For the (b) part of the question, because candidates did not state the type of refreshment, they had difficulty in giving reasons for their choice e.g. open sandwich/pinwheel sandwich – it is a savoury dish for refreshment. Sandwiches are usually served for afternoon teas/cocktails;
- The type of refreshment could be mid-morning snack/elevenses/afternoon snack, afternoon tea, get-together, etc;
- Reasons for choice should reflect either (a) of the following the wording of question.

- (a) Textures
- (b) Colour and cooking
- (c) Time
- (d) Mode of preparation
- (e) Nutritional value

### Economy

- Written quantities of ingredients were far too moderate and reasonable than quantities brought for practicals;
- Candidates increased their quantities to make provision for the two visitors as stated in the question;

- Major ingredients like vegetables, meat, fish, fruits, rice, yam were wasted, in some cases food was thrown away;
- Regulating of heat during cooking was poorly done by most candidates, thus wasting fuel;
- Some candidates used a whole box of matches for the period.

#### Time Plan

- There has not been any improvement in the writing of time plans by most candidates;
- Candidates bake dishes in oven that have not been lighted according to their plans;
- Syrups were prepared either at the tail end or half way between the period on the time plans. Syrups boiled for between 10 to 40 minutes with no activity being done;
- There was virtually no dovetailing of activities;
- Some candidates used between 10 – 15 minutes to check a dish in either the oven or on fire;
- In most cases time-plans did not show when dishes could be checked for doneness and removed from source of heat;
- There was no provision for cooling of baked dishes like biscuits, cakes and pastry, therefore in practice this was not done;

Generally, most candidates worked in an orderly manner during the practical work. With the exception of some candidates who chose more than five dishes, most candidates finished within the stipulated time of three hours.

#### Cleanliness and Clearing Away

- There has been some improvement in this aspect of the practical work, even though washing up was not thoroughly done;
- Most candidates washed up and tidied up as work progressed;
- Majority of candidates still forgot to wash used kitchen clothes and to clean cookers thoroughly;
- Most candidates who remembered to sweep working area did it haphazardly.

## MANIPULATIVE SKILLS

### Stews

- Most candidates cleaned all vegetables either in the same cleaning water or all the vegetables at a go in the water irrespective of which is the cleanest;
- Onion should be peeled before washing it;
- Vegetables should be cleaned thoroughly, one at a time starting from the cleanest;
- Vegetables, like nkotomire, cabbage, etc. were shredded and left to stand before the preparation of the stew;
- Some candidates also boiled nkotomire before adding to sauce, thus ended up overcooking the vegetable;
- Other candidates did not dish out the vegetable stews immediately after cooking, but left them in the saucepans, thus ended up overcooking the vegetables, e.g. mixed vegetable stews;
- Some candidates got confused about stews and 'gravy' thus the stew for fish'/chicken/beef, etc. ended up as 'gravy' – stews are smooth and pouring while gravy is rough due to the chopped onion and tomatoes. The tomatoes are skinned before added;
- For palaver sauce, some candidates added the leafy vegetable for the 'egushi', thus ended up overcooking the nkotomire – it should be blended before the leafy vegetable;
- The 'egusie' must be well cooked before the shredded leafy vegetable is added;
- Most candidates added the seeds of okros which in some case darkened the stew. The seeds also do not make the stew attractive;
- Okros should be cut, seeds removed before chopping. This should be done when ready to add;
- Instead of adding saltpeter to okros, chopped onions should be added. This helps with the drawing process and also improves the colour;
- Stews like brown meat/fish, egg and chicken stews were poorly prepared, they were thick and oily;

- With egg stews, most candidates did not allow the egg to set in the stew before stirring thus making stew look unsightly;
- Chicken, in most cases was not thawed early enough, so was cooked while still hard with ice;
- Most candidates cut up meat e.g. beef, etc. before cleaning;
- Sizes of meat, for most stews were not even and was cut haphazardly instead of cutting across the grain;
- Instead of lining work board with paper before cleaning, most candidates cleaned fresh fish on bare board;
- Fresh fish was well clean though;
- For brown fish stew, fish should be coated with seasoned flour before frying – some fried and used the fish without coating;
- For most brown stews, some candidates either did not brown the flour to the correct colour or added raw flour to the stew;
- Too much flour was also added;

Generally, most candidates covered and simmered stews. Most stew were tasty, though thick. Use of oil in most cases was minimal.

### Soups

- Most soups were of the correct consistencies for the accompaniment served with;
- Sizes of meat and chicken were good, but most of these were cut up before cleaning;
- Most candidates used their stocks from cooked vegetables for soups;
- Most boiled their soups vigorously and were partly covered;
- Soups prepared by most candidates were very tasty;
- Soups like palm and groundnut soups should have the oils on the surface skimmed before serving;

### Ayoyo Soup And Meat Gravy/Source

- This dish is a typical Northern dish. The soup cannot be eaten alone and the gravy/sauce is prepared with meat. Since Foods and Nutrition is a dynamic subject and society is also dynamic, it is being suggested that the Ayoyo should be combined with the sauce to form the soup because a soup is the dish that can be eaten alone or with other accompaniments;
- Also candidates should try using either fish or a mixture of fish and meat to prepare this dish to enhance/improve taste.

### Vegetables

- Handling of vegetables still continues to be poor; they were either cleaned by putting all of them in the same cleaning water at once or cleaning each vegetable in the same water;
- Vegetables should be cleaned in more than one cleaning water and finally in a slightly salted water;
- Carrots should be properly scrapped with a knife instead of cleaning with a wire mesh/sponge;
- Vegetables for salads should be cleaned and dabbed with a clean towel before cutting up or shredding;
- Onion should be peeled before cleaning. It is easier to peel when dry and the dirt does not stick or cling on it;
- Vegetables should not be rinsed again in water after cutting up or shredding;
- Most vegetables were either shredded or cut up too early and left to stand.

### Grilled Fish

- Majority of candidates used tilapia, which have been already cleaned before class, therefore some marks were lost;
- Most candidates were specific with the type of grilling e.g. 'charcoal grilled tilapia', even though they were not conversant with that type of grilling;
- They could have used the grill or the oven of the cooker;
- Most candidates seasoned fish very well before grilling;
- The grid was neither oiled nor heated before placing fish on it;

- Some candidates did not bake fish with oil at regular intervals and was left on fire or in the oven so got burnt.

### Pepper Sauce

Most candidates prepared good, tasty and attractive pepper sauce to be served with grilled fish.

### Accompaniments

Most candidates who chose konkonte, fufu, banku and tuozaafi prepared these well. Moulding and serving as well as sizes were good.

## RICE DISHES

### Rice balls

- Majority of candidates who prepared this dish did not get a smooth and soft texture;
- Sizes were not attractive;
- In cooking rice balls, broken rice should be used. Excess water should be added and stirred regularly;
- Another method is to use 1/3 or 1/2 rice flour and 2/3 or 1/2 broken rice to prepare this dish.

### Plain rice

- With all rice dishes, most candidates washed rice in a bowl instead of strainer and scooped rice into boiling water with bare hands;
- This practice can cause scalding of hand by the vapour;
- Rice was well cooked by most candidates.

### Vegetable Rice

- Vegetables were poorly handled by most candidates;
- They were cut up and left to stand, while some candidates also cut up vegetables before cleaning;
- Vegetables were added when rice was almost done;
- Some candidates also sautéed vegetables and added vegetable when ready to serve;

- Few candidates overcooked their vegetables.

### Riced Yam

- Most candidates did not wash yam before peeling;
- Ricing was very well done by most candidates;
- Some candidates added shredded/cut up vegetables which made the dish interesting and also helped to improve texture and nutritive value.

### Jollof and Fried Rice

The few candidates who chose the above dishes prepared them well.

### Garnishing

- This was very poorly done by majority of candidates;
- Garnishes should be dainty in size and thickness and also should be edible;
- They should be suitable for the dish, e.g. banku/konkonte could be garnished with a thin slice of boiled okro.

### Fruit Dessert and Drinks

- Majority of candidates prepared their fruit desserts and drinks last, but prepared syrups first and allowed to cool;
- Most syrups for desserts were watery even though well flavoured;
- Proportion of sugar to water should be 100 gm of sugar to 250 ml of water;
- Most candidates peeled, cut and arranged fruits one at a time using bare hands; the arrangement was poorly done and dish was too full;
- Some candidates had fruits floating in the syrup;
- Some candidates also prepared fruit salad without any syrup or fruit juice, thus ended up preparing assorted cut fruits;
- Orange segment should be removed onto a plate to save the juice to add to dish;
- Most candidates wasted fruits.

### Suggestion

Candidates should be encouraged to use a medium size fruit bowl for two instead of the individual bowls in order to make arrangement of fruit easier.

### Drinks

- Majority of candidates cooled syrup before adding to juice;
- Most drinks were watery due to the poor consistency of syrup.

### Suggestion

In situations where the question is not specific on the type of drink, candidates would be better off preparing local drinks.

### CUSTARDS AND PUDDINGS:

#### Baked/Steamed Custard

- Most candidates prepared these dishes well.

#### Bread and Butter Pudding

- Most candidates who prepared this dessert did not handle it well;
- Custard mixtures were not enough;
- Bread was either buttered on both sides or one side – bread should be buttered on only one side;
- Slices were thick and in most cases not trimmed;
- Slices should be thin, buttered and trimmed and neatly arranged in a greased dish;
- The bread slices should overlap each other;
- Currants should be sprinkled on bread and custard mixture strained on it and allowed to stand for sometime for the bread to soak mixture before baking.

#### Flour Dishes

- Majority of candidates prepared turnovers and Cornish pasties;
- Few also prepared flour chips;
- Proportion of fat to flour is either too much or not enough;
- Some candidates added raising agent to the pastry e.g. baking powder, bicarbonate of soda yeast, which was wrong;
- Rubbing-in was poorly done – fat was not cut into flour before rubbing in;
- Most candidates kneaded the pastry dough as if they were kneading yeast dough;
- Rolling of pastry dough by most candidates was more of grinding using the grinding stone. Most did roll in all directions;

- Dough should be lightly kneaded and rolling should be lightly done in one direction;
- Most of the turnovers were not pricked, but were glazed, sizes were good.

### Biscuits

- Different kinds of biscuits were chosen and prepared;
- Quantities were too much. Majority of candidates used 100 gm or more flour, thus making the preparation time consuming;
- Most candidates had wrong textures due to insufficient fat added;
- Candidates should have used 50 gm of flour;
- Rolling was poorly done;
- Different cutters were used to cut various shapes .e.g animals, stars Christmas tree, as if the biscuits were meant for children's refreshment.

### Buns

- Most candidates rubbed fat into the flour using the palm instead of the finger tips;
- Candidates mixed dough with bare hands instead of using the pallet knife or fork;
- Rock buns in most cases had dried fruits added by majority of candidates who prepared this dish;
- Sizes of buns were big, because the teaspoon was not used to take the dough;
- A dough mixture prepared from 100 gm of flour should give about twelve pieces of buns;
- Majority of candidates did not cool cooked dish before serving.

### Cake Mixtures

- Majority of candidates did not name their cakes;
- Some candidates prepared one large cake to represent Queen-Cakes;
- Queen cakes are baked in paper cups and have dried fruits added (50 gm of dried fruits to 100 gm of flour);

- Creaming of fat and sugar was very poorly done in most cases;
- Most candidates had curdled mixtures. To avoid curdling, beaten eggs should be added gradually, and should curdling start a little flour should be added;
- Cutting and folding in of flour to mixtures was properly done by most candidates.

#### Oven Management

- Majority of candidates still have problems in managing ovens;
- Either the temperatures were wrong or wrong shelf was used;
- Since most candidates do not have the cooking time on either time plans, they tend to forget entirely about the dishes in the oven, therefore either the dishes got overbrowned or got burnt.

#### Serving of Sweet Dishes for Refreshment (baked or fried)

Most candidates served these dishes on either commercial or self made doilys.

#### Sandwiches

- Preparation of sandwiches is still a problem for majority of candidates;
- Even though most candidates prepared fillings first, they were tasteless;
- Majority of candidates added raw chopped onions instead of adding a little lemon/lime juice or vinegar to remove the sharp taste of the onion;
- Bread sizes were big;
- Pinwheel rolled and open sandwiches were very poorly prepared.

#### Table Setting

- Some candidates did not set the table due to the fact that the question was not explicit on table setting;
- Most candidates have improved considerably in this aspect of the practical work;
- Table linen were well laundered and folded;
- Cutlery and crockery were well cleaned and polished. These were also well handled during the setting;

- Majority of candidates did not arrange any flowers for their tables, therefore lost some marks.

## **GENERAL KNOWLEDGE IN ART 2**

### **1. GENERAL COMMENTS**

The standard of the question papers compares favourably with those of the previous years in terms of rubrics and content.

On the whole, candidates' performance was on the average.

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

There is a remarkable improvements in candidates' handwriting. Most candidates presented their answers sequentially.

These are commendable features that are to be encouraged.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

The main weaknesses identified with candidates were the following:

- Answering more than one major question on the same page.
- Answering parts of same question on different pages after answering another major question.
- Answering more questions than required.

### **4. SUGGESTED REMEDIES**

Teachers are to take note of these lapses and remedy them accordingly.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) **Explain the term lettering as used in art**
- (b) **Discuss the following qualities of lettering:**
  - (i) **Suitability;**
  - (ii) **Legibility;**
  - (iii) **Good spacing.**
- (c) **Identify four types of lettering**

(a) This was the favourite of most candidates. Candidate's answers should have included the arranging, writing, printing or engraving of alphabetical symbols into words.

(b) Candidates fumbled in their responses.

- (i) Suitability deals with the choice of type faces that are used to create the right mood. This is dependent on the nature of message to be conveyed. In addition to legibility, good spacing and the use of appropriate tools and materials are essential in dealing with suitability in lettering.
- (ii) Legibility is associated with bolden and clarity of characters of the type face for easy reading. It is affected by the design of the individual characters to fit well together and to bring about unity in design for understanding.
- (iii) Good spacing presented some challenges to the candidates. Most of them explained the benefits that are derived from it instead of writing on what it is. It is an essential determinant of legibility on a text to produce even areas of spaces between letter forms in a word.

Designers rely on optical spacing and adjustments to achieve unity instead of mechanical spacing.

(c) Candidates performed well but few could not differentiate between 'free style lettering' and 'free hand lettering'. Free hand is NOT a lettering style since all lettering forms could be done in free hand.

## **Question 2**

**Describe ten (10) roles of Art Associations and industries in nation building.**

Candidates again fumbled with the question. They were expected to say or explain what should be the roles of these associations and industries in nation building. These roles include encouraging better identification and recognition of artists in the society, to reflect on the roles of Art Associations and industries in nation building programmes and to act as central advisory body to the Centre for National Culture, etc.

### **Question 3**

- (a) **Discuss five (5) ways that make hand-made articles different from machine and articles.**
- (b) **List five (5) considerations when making article.**

Candidates raised valid points but were not able to talk about them as requested for.

- (a) The expected points comprise the following:

Application of processes in the making of articles by hand are very slow as compared with those done by machine which are always easy and fast to produce. Again, mass producing articles by hand are difficult as compared with machine. Articles made by hands have unique characteristics that are not found with those made by machine, etc.

- (b) Most candidates were familiar with the design process and provided suitable answers which included the following:

- The purpose for making the article,
- Kinds of tools and materials required,
- Who is to use it, etc.

### **Question 4**

- (a) **Define the term Prehistoric Art.**
- (b) **Explain the importance of Prehistoric art to the culture of mankind.**

- (a) Candidates had broad ideas about the subject but could not define it as expected.

Prehistoric art refers to the art forms created before written records of man's activities or at the earliest stage of development of man's culture.

- (b) Candidates identified the art forms as sculpture, painting, pottery, engraving, tools, etc., but could not relate them to their importance to the culture of mankind. The importance of prehistoric painting for example has uncovered details of animals drawn which are now extinct.

It has therefore given mankind the type of animals that existed thousands of years ago. Again the techniques of painting and tools as well as the medium used are now known to mankind for improvement.

### **Question 5**

**Discuss the impact of artifacts in the social life of the Bambara people of Mali.**

Few candidates answered this question and performed averagely. The social life of the Bambara is closely linked up with their art especially in Sculpture.

Prominent among them are ancestor figures, fetishes of fecundity, fetishes of twins and masks. The ancestor figures are usually male and female and are used into rites and ceremonies connected with the ancestors.

The fetishes of fecundity (usually female) are given to girls at early age to ensure fecundity. The fetishes of twins are less frequent and are given to survivor twins to establish links between the living and dead twins.

The last category are masks which belong to the Kore secret society. The mask is particularly used during the ceremony of incorporation which takes place every seven years. They are intended to cause terror to the initiates.

The last is the Chi wara which are used in feasts of sowing and harvesting and when a new field is to be cultivated or laid out, etc.

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

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

The standard of the question paper was good compared with those of the previous years.

Like the previous years, it is adequate to test the skills in drawing and painting, as well as candidates' ability to observe, and create an interesting picture.

Generally, candidates performed better than those of the previous year. Good skills, especially in drawing was exhibited. Various methods of depicting tonal values were also presented. This is encouraging and must be commended.

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

Diverse medium for drawing and painting were exhibited by candidates. There were very good drawings especially in pen and pencil, as well as crayon, and quite a number of works in gouache, poster colour, water colour, etc.

Very bold works were seen and this is encouraging.

There were also appreciable number of works with figure drawing. This used to be virtually absent in the previous years.

Quite a number of candidates attempted the imaginative composition question.

#### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

Some candidates resorted to tracing of pictures from books. This is not acceptable. The works must be original.

It could easily be seen that colour work was a serious problem for candidates, e.g. colour combination and colour mixing were poorly done.

#### **4. SUGGESTED REMEDIES**

There is the need for more work to be done in basic drawing, e.g. drawing of basic shapes, shading of tonal values or painting of tonal values, figure drawing, etc.

Studies in colour – colour combination, colour mixing e.g. tints and shades, colour relation, etc. must be looked at.

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

##### **Question 1**

##### ***Still life drawing***

##### **(a) Making a close analytical study, draw or paint a potted flowery plant**

##### ***Imaginative Composition***

##### **(b) A coconut hawker with a wheel barrow full of coconut wearing a hat or cap, cutting one of the coconut for a customer**

- (a) Draw a potted flower placed before you at below eye level.

Candidates were expected to exhibit skills in handling of drawings tools and materials, creation of tonal values, ability to depict the nature of object placed before them. Again candidates are to prove their ability to produce a unique work.

This question was the most popular and many candidates attempted it. There were very good works in both pencil and colour. However the colour works were fewer than those in crayon and pencil.

There were also appreciable number of works showing problems in basic drawing. Some even resorted to outline drawing which is unacceptable as far as still life drawing is concerned. Other works were spoiled with poor application of colour.

A problem with the colour works are the use of raw colours, poor painting technique and no tonal values.

Moreover, some of the works were too sketchy, with no perspective, and no picture plane.

- (b) This question was less popular. Only few candidates attempted it. There were some good works. Candidates were expected to show their imaginative skills in creating composition of scenes for interesting pictures.

Skills in drawing the human figure is also tested here. Candidates are also expected to show their skills in colour work – mixing, interaction, tonal values, etc.

There were few very good works. It could be realized that many candidates had problem in figure drawing. Apart from that many of the works were in pencil which is not suitable for imaginative composition.

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

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

The standard of the question paper commensurate with the level of Senior High School 3 in General Knowledge in Art.

That of the candidates' performance compared with those of previous years was a bit below expectation.

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

The strength of candidates in this paper generally was not commendable. Students' ability to construct or write letters were below standard.

However, few candidates proved wealthy of their sorts and did justice to the demands of the question especially, that of the Monogram. Very few candidates managed to tackle the poster question but that was not properly done.

Generally, commendable features/improvement were not noted in candidates' answers which should be encouraged, despite the fact that very few candidates did well.

#### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

Candidates' weakness rest on the writing of the letters. Their understanding of good monogram was absent, so also with the poster work.

Most of the works lacked neatness and choice of colours was also a problem. Treatment of the background of their works impeded clear presentation of their finished works.

#### **4. SUGGESTED REMEDIES**

Ample time must be given to the construction and writing of letters. Use of colours to match must be made clear to students.

Poster work must not be ignored. A good poster as a topic must be treated with practical works.

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

##### **Question 2**

##### **Lettering**

**Using the following letters: KTS, design a monogram to be used by Kokofu Transport Services. The size should not be more than 30 cm wide. Use not more than three colours.**

Here most of the candidates tried to compose the Monogram as well as the full meaning of the letters. By this way the clarity of the monogram was disturbed. Other background treatment did not help with suitability of the final piece rendered.

In all the questions, the appropriate use of which colour is meant for paper work could not be discerned. Acrylic paint and lacquering of the surface of the final works disturbed some works as they did not dry well before they were packed. This made some of the works stacked together.

##### **Question 3**

##### ***Design***

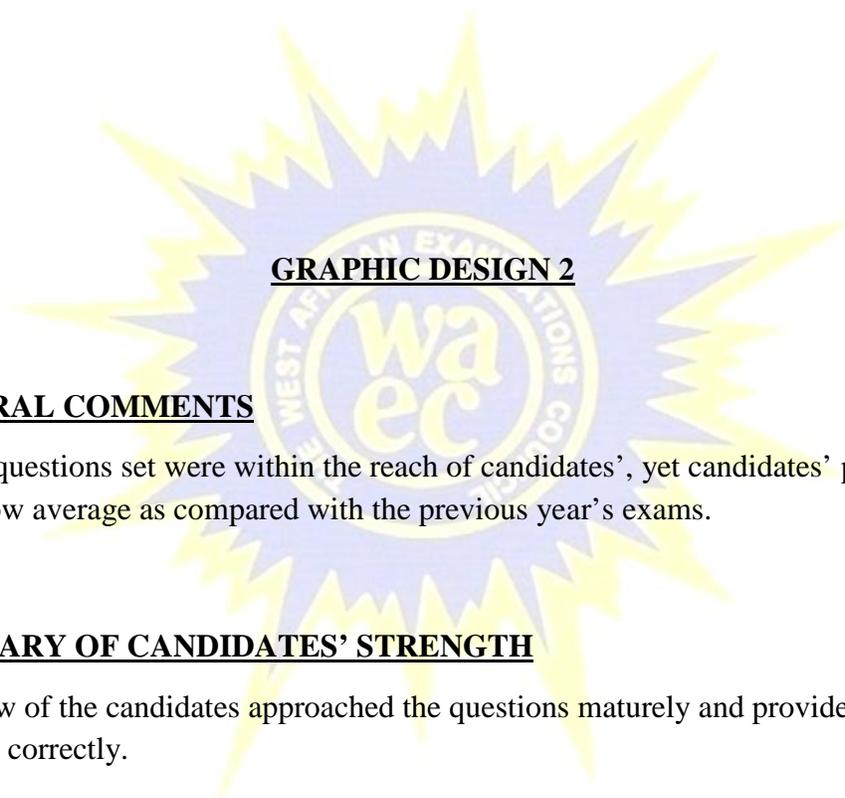
**Design a poster with the caption:**

**ERADICATE TRUANCY IN SCHOOL**

**Use not more than three colours**

This was a question on poster work. The writing of the words must be accompanied with pictures that throw more light to the written words.

Candidates who tried to do that could not compose the human figures well. This weakness made most of them write only the words which were not properly done.

The logo of the West African Examinations Council (WASC) is centered in the background. It features a blue sunburst with yellow rays. Inside the sunburst is a circular emblem with the letters 'wa' over 'ec' in a stylized font. The text 'WEST AFRICAN EXAMINATIONS COUNCIL' is written around the inner edge of the circle.

## **GRAPHIC DESIGN 2**

### **1. GENERAL COMMENTS**

All the questions set were within the reach of candidates', yet candidates' performance was below average as compared with the previous year's exams.

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

Only few of the candidates approached the questions maturely and provided the needed answers correctly.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

- Candidates could not answer questions appropriately;
- Poor expression, wrong spelling, etc.
- Inadequate knowledge of the subject matter leading to poor explanation;
- Lack of illustrations/drawings to back up text (words);
- Language difficulty still remains a big challenge among candidates;
- Candidates had challenges with discussion and application questions.

- Recall and orderly presentation of facts were very poor;
- Candidates lacked practical knowledge of the subject;
- Poor understanding of questions;
- Poor approach to answering examination questions and selections of questions to answer by candidates.

#### **4. SUGGESTED REMEDIES**

- Candidates should learn how to answer questions and also be practically oriented by involving themselves in class activities;
- Teachers and students should be encouraged to engage in more practical study to aid their understanding in the subject matter on the part of students;
- Candidates should have indepth knowledge about their field of study;
- Teachers should engage students in practical activities to build their confidence level;
- Candidates should also involve themselves in practical activities to develop their masterly level of the subject;
- During classes students should be supplied with Graphic Design books approved by the Ghana Education Service.

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

##### **Question 1**

**(a) State any three benefits of exhibitions.**

**(b) Describe three essential steps in planning exhibition.**

This was a very good and popular question to candidates. most of them answered it well by showing their indepth knowledge about it.

There were still problems of expressions and explanation to the points raised. Some did not understand the question. There were many who mentioned the essential steps in Planning Exhibition but could not describe the steps which the question demanded.

##### **Question 2**

**How does each of the following Graphic Design products contribute to the development of society?**

- (i) **Billboard;**
- (ii) **Package;**
- (iii) **Banner;**
- (iv) **Pendant;**
- (v) **Sign post.**

Many candidates answered this question fairly well though they did not define the products and what the products are used for.

The approach to answering this question was not the best. Candidates have to define or tell what the product is like and its use before its contribution to the development of the society.

For example

**Billboards:** It is a large poster that is mounted on wood, metal, poles (stands) and displayed by the roadside or vantage points for advertising goods and services.

Billboards contribute to the development of society by giving information to the public on goods and services.

Billboards are located along the highways to give information to motorists even at top speed, who may otherwise not be able to get information on posters along the city streets.

### **Question 3**

**Write notes on the following:**

- (a) **Thumbnail sketches;**
- (b) **Text layout;**
- (c) **Price discrimination;**
- (d) **Monoprints;**
- (e) **Pictograms.**

Question 3 was also popular with candidates. Though it was fairly answered there were a lot of challenges in definition and explanations. Many candidates only defined thumbnail sketches and did not give examples or illustrations that will make their definition meaningful.

Many candidates did not seem to have heard “Price discrimination”. The impression created was teachers did not teach or have not taught students or because it is in the area of Economics or Management, it should be left to teachers concerned.

There were wrong definition and explanation of Pictograms and Monoprints by candidates.

Most of the candidates failed to add relevant details in their answers, therefore giving away lots of marks. Many candidates also gave wrong answers to some of the questions ,

e.g. text layout. Many candidates were answering text indication methods – looping, greeking, etc instead of

- "It is a way of arranging lines of type in a design to make it possible for them to be conveniently read”;
- A plan of arrangement or organization of words (text) in a design. There are basically five common ways or styles of arranging text e.g. (i) justified (ii) Flush right, right aligned (Flush left, left aligned (iv) Symmetrical/centred, etc.;
- Monoprints – they are forms of prints that have images or lines that can only be made once. The images cannot be repeated, e.g. marbling, comb prints, etc.

#### **Question 4**

- (a) (i) Define an enterprise.**  
**(ii) State two types of Graphic Design enterprise.**
- (b) (i) Discuss two advantages of each type of enterprise stated in 4(a) (ii) above.**  
**(ii) List one disadvantage of each type of enterprise stated in 4 (a) (ii) above.**

Many candidates seemed not to have heard about an enterprise. Some got confused because they were stating Government Enterprise and state owned enterprise. Candidates could not explain what an enterprise is. Some candidates who attempted the question gave wrong answers.

Question 4 (b) demanded candidates to discuss but many candidates' only mentioned and did not discuss.

Answers include:

- Any business set up with the aim of getting money and making profit.

Two types of Graphic Design Enterprise

- Sole proprietorship (ownership)
- Partnership (joint venture)

Advantages of Sole Proprietorship

- Easy to manage;
- Profit goes to one person since one person owns the business;
- He/she works at his own pace because there is no pressure from any quarters;
- He/she has full control over the business because the business belong to him.

Advantages of Partnership

- Easy to raise money to start the business because two or more people share and so contribute;

- When one person is taken ill, another person takes over management and the business still runs;
- Different ideas are shared to help the business grow;
- Successes and failures are shared. One person is not blamed for failure of the business

#### Disadvantages of Sole Proprietorship

- Difficult to raise capital to expand business;
- When the owner is taken ill, the business may collapse;
- He does not allow flexibility in decision making.

#### Disadvantages of Partnership

- Difficult to manage;
- Profits are shared;
- Conflict may arise in managing the enterprise or in the sharing of profits;
- Mistakes made by one person affect all partners;
- Decisions are not taken by one person only.

### Question 5

**Describe the process of designing and printing an invitation card using the relief method.**

This was a practical question and it was poorly answered by candidates. Many candidates seemed not to understand the question.

Few who answered the question scored low marks. Some scored zero. Those who attempted the question answered by the paper stencil method or silk screen method instead of relief or block which the question demanded.

They had problem in listing or describing the procedure sequentially. Answer to Question 5 was divided into three main areas for easy marking.

- (1) Materials and tools
- (2) Designing and preparing the block
- (3) Printing Process

Teachers need to do a lot of practical work with the students to make them familiar with Graphic Design processes of making Trading Design products.

### **Question 6**

**Explain the following Graphic Design terms:**

- (a) Kerning;**
- (b) Masthead;**
- (c) Primer;**
- (d) Verso;**
- (e) End papers**

Question 6 was popular with the candidates'. Unfortunately, candidates failed because they had little idea explaining the respective terms correctly.

Some candidates wrote their question and even answered it wrong. Many candidates also wrote the question (terms ) but did not answer them.

Many candidates got confused with terminologies like, end papers, kerning and masthead.

Their answers were totally wrong.

- **Kerning**

A special treatment of spacing between specific letter parts so that part of one extends over the body of the next e.g. “ae”, “fi”, “ft”, etc.

- **Masthead**

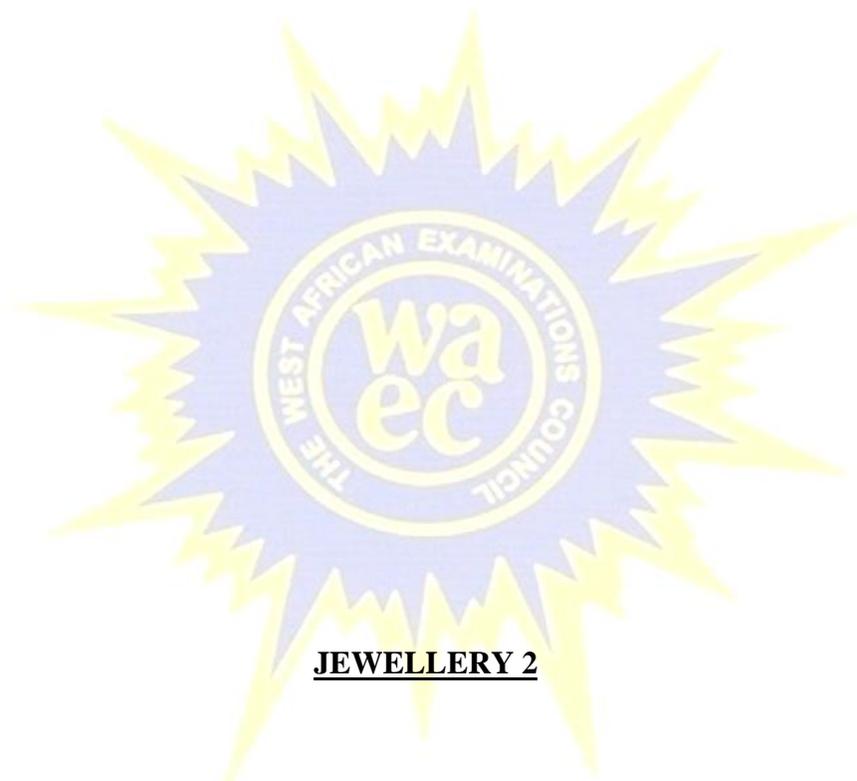
A display title of a newspaper/magazine found at the top of the front page. It is often written/created in uppercase characters for clarity, e.g. Daily Graphic, Spectator, Mirror, etc.

Many candidates wrote Masthead as title of a book which is not. Some candidates wrote Masthead as heading or headlines of a book which is also wrong.

- **Primer**

An emulsion like type of paint or substance that is used to paint wooden boards as first layer or first coat given to the board before other coats are applied.

Many candidates did not know what a primer is and so they gave wrong answers.



## **JEWELLERY 2**

### **1. GENERAL COMMENTS**

The paper satisfied a very good standard as regards the level of the examination. However, candidates' performance was below average as compared with the previous years.

That is, performance was abysmal. There were a lot of deviations which frankly indicated slackening of candidate's standard in the year 2015 West African Senior School Certificate Examination.

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

- Some candidates exhibited clarity of expression;

- Technical terminologies in Jewellery and orderly presentation of points;
- Rubrics was adhered to;
- Improvement in handwriting.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

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

- A lot of cancellation of points made by the candidates. This marred the readability of the scripts;
- Again, some of the candidates partially answered questions and then attempted a different question. Later on, they continued answering the former leaving no space between the two questions they attempted. There were, therefore, no cohesion of points.

This created a mess for examiners during marking and most especially adding up the marks in the brackets in order to get the total to be circled for each question attempted posed some difficulties.

### **4. SUGGESTED REMEDIES**

- There is the need to encourage students to read very wide especially, jewellery books and other related materials like magazines, thesis and research reports. This will enhance their acquisition of jewellery vocabularies/terminologies they need to improve upon their performance;
- Again, there is the urgent need to orientate the final year students on how to answer questions. This should be done by both the subject masters in conjunction with the examination committee members of the school.
- Members of Examination Committee should also team up with the subject masters and use the school mock examination to help address some of the challenges the candidates face, for example, failing to write question numbers;
- Rampant cancelation of attempted questions;
- Bad presentation of points, etc.

Candidates should desist from banking their hope on past questions as a means of getting sure tips to write their WASSCE. Instead, they should endeavor to complete the syllabus so that they could successfully attempt most of the questions as demanded by the instructions.

### **5. DETAILED COMMENTS**

## Question 1

(a) Describe the following tools:

- (i) Mandrel;
- (ii) Mallet;
- (iii) File.

(b) State two functions each of the tools listed in (a) above.

(a) Question 1 (a) above demanded that candidates gave the physical characteristics of the tools listed above.

(i) Mandrel a tool for boring holes in a sheet of metal;

Correct answers

- Mandrel is tapered at its tip.
- It may be graduated or ungraduated, etc.

(ii) Mallet

.....  
.....

(iii) File

Its made of a steel;

- The cut of a file may be either single or double cut, etc.

Some candidates wrong answers

Some of the candidates failed to describe the tools as demanded by the question in 1 (a). Instead, they either gave the functions of the tools as demanded by question 1 (b) or mixed up the description with the functions. They were therefore penalized.

(b) This question demanded the candidates to write the purpose or the use of the tools listed in 1 (a) above.

Some of the candidates failed to state the functions of the tools for example:

- A mandrel is used for boring holes in a sheet of metal;
- It is also used for designing a metal surface.

Correct answers;

- Mandrel: It is used to determine the size of a finger, ring, etc.

- Mallet: It is used for shaping or forming shapes of items, etc.
- File: This tool is used for truing edges of a cut sheet of metal, wood, calabash, etc.

Candidate's performance in this question was far below average. Most of the candidates listed wrong functions of the tools mandrel, mallet and file. They were therefore marked down.

## **Question 2**

**With the aid of diagrams, explain the following terms:**

- (a) Dominance;**
- (b) Line;**
- (c) Shape;**
- (d) Balance;**
- (e) Space.**

The candidates were expected to draw diagrams to further explain the principles and elements of design as demanded by Question 2 above.

Some answers by candidates

Most of the candidates were not able to explain the terms as demanded by the question. for example, a candidate explained dominance and line respectively as:

- (a) Dominance: It is the repetition of shapes.
- (b) Line: This a moving point.

Expected answers include:

- (a) Dominance: It means one particular element exerting more influence on all other elements,

**Or**

Making one element the centre of attraction.

- (b) Line: This is a path created by a moving point of a tool line, a pencil, metal chair, etc. There are artificial and natural lines.

Most of the candidates could not explain these terminologies. Some of them also could not draw diagrams to further explain the terminologies in the question. Such candidates were marked down.

Their strengths include:

Candidates were able to explain shape, balance and space with good illustrations. They were therefore given the deserving marks.

### **Question 3**

**(a) Explain the term marketing in Jewellery.**

**(b) Discuss four marketing strategies used to promote jewellery products.**

#### **Demand of the question**

(a) This question expected the candidates to give the meaning of marketing and further support the meaning given with examples of ways/means of marketing.

Most of the candidates could not explain the term marketing as demanded by the question.

Instead, some of them wrote “marketing is selling of jewellery products for customers to buy and get profit”. This was a wrong explanation of marketing.

Expected answers include:

***Marketing is the process by which sellers find buyers and by which goods and services move from producers to customers.***

Most of the candidates attempted this question. However, their performance were below average. They deviated and were marked down accordingly.

(b) The candidates were required to write about how these strategies are used to promote the products to the prospective market or customers.

Candidates wrong answers:

Most of the candidates in their attempts to answer this question deviated. They mistook the demand of the question for the attribute of the jeweller.

Again, they did not see the difference between customer relationship and marketing strategies. As a result, they did not hesitate to include some of the points for good customer relationship in their answers.

Required answers

Some of the marketing strategies are:

- Advertisement: That is by the use of posters, billboards, television, models, etc.
- Exhibition: mounting of artefacts like chains, bracelets, crowns, etc to attract viewers and buyers to purchase, etc.

The performance of candidates who attempted this question was below average, therefore they were marked down.

#### **Question 4**

**(a) What is the meaning of the term decoration in Jewellery?**

**(b) In a systematic order, write about how clay beads are glazed using the dipping method.**

(a) Candidates were required to give the meaning of decoration as pertained to Jewellery.

Most of them gave wrong answers:

Some of the candidates failed to give the definition of decoration. They wrote the following:

- Decoration is using fabric to decorate the environment for an occasion;
- Decoration is using jewellery items to adorn the body.

Expected answers include:

- Decoration is organization of elements and principles of design to enhance surfaces of jewellery or pieces of jewellery,

**Or**

- Decoration is the organization of elements and principles of design based on surface decoration technique to enhance pieces of jewellery items.

In view of this weakness, candidates who failed to give the correct meaning of decoration were marked wrong.

(b) The following are the demands of the question:

- The question expected candidates to write or show how bisque (biscuit) fired clay beads are glazed by dipping method;
- Glost firing clay beads;
- Listing of tools/materials needed for the project work.

Wrong answers given include:

- They wrote on how clay is washed and used in the plastic state to fabricate clay beads, leaving it in green state, allowing it to become bone dry and bisque fired them;
- In addition, some of the candidates instead of glazing beads by dipping, wrote on how to finish clay beads by lacquering.

The following are some of the points that candidates were expected to write systematically:

- Tools and materials:  
Already bisque fired clay beads, glaze, spatula, etc;
- Procedure
  - Preliminary design;
  - Mixing of glaze solution, etc.

Almost all the candidates who attempted this question deviated therefore performance was very poor and that they were marked down.

### **Question 5**

- (a) Explain the term fabrication in Jewellery.**
- (b) Describe how to fabricate a pair of earrings using cow bone.**
- (c) State one way of curing bone jewellery.**

- (a) Candidates were expected to write some of the activities which go together to explain the term fabrication.

Some of the candidates who attempted the question failed to explain the term fabrication.

For example some wrote:” Fabrication is using fabric to create something”

Required answer:

- Fabrication refers to the process and methods of working in Jewellery ie. Heating, wire drawing, milling, decoration and finishing, etc.

**Or**

- It is the art of manipulation of materials with the appropriate tools including metal, by process such as cutting, shaping, forming, joining, granulating, etc.

Most of the candidate’s performance in this question was poor. They were therefore marked below average.

- (b) Candidates were expected to write on the following:

- Tools and materials needed;
- Procedure/process/method.

Below are the expected answers:

- Tools/materials:

Some of the tools and materials are hacksaw, emery paper, jewelers saw, cow bone, lacquer, etc.

- Procedure/process/method

- Preliminary designing of the erring;
- Boiling of bone to remove pungent scent;
- Cutting, grinding, sanding bone, etc.

This question was well answered and the candidates were given high marks.

(c) This question demanded an example of restoring or preserving bone jewellery.

Some candidates could not state ways of preserving bone jewellery.

However, most of the candidates understood the question and listed the correct ways of curing bone jewellery, therefore, they were given the deserving marks. Performance in this question was good.

### **Question 6**

**Discuss five ways of promoting good customer relations in a jewellery enterprise.**

The following were what the question expected from candidates:

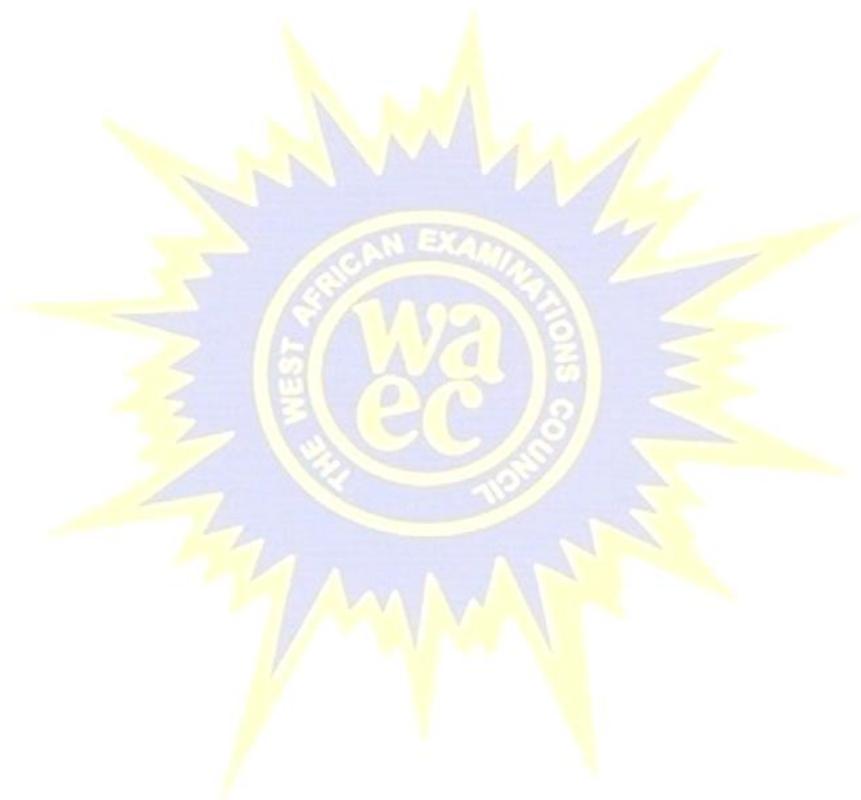
- (i) Listing of five ways of promoting good customer relations in a jewellery enterprise.
- (ii) Discussion of five ways of enhancing good customer relations in a jewellery enterprise

Wrong answers included:

- Wrote on the attribute of the jeweller;
- Characteristic of a creative person;
- Marketing strategies.

Answers expected include:

- Always welcome visitors or customers with smiles;
- Never quarrel with customers;
- Help customers to deliver their bulky items;
- Do not delay customers for a long time.



## **LEATHERWORK 2**

### **1. GENERAL COMMENTS**

- (1) The standard of the questions compares favourably with that of previous years. Candidates' performance this year seem to have sank lower than previous year. Their understanding of technical terms used in the discipline seem to be very low.
- (2) The drawing abilities of most candidates seem to be in question as required of art students. Even if they could draw very well, it could make up for their inability to express themselves with words.

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

There was marked improvement in candidates handwriting – legibility but some lacked clarity in expressing themselves.

## **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

- (1) The drawing inabilities of candidates was very evident. Most could not draw, even the layout of leather and bags, fasteners, etc.
- (2) Technical terms could not be expressed well or properly defined.
- (3) Some candidates did not write the questions they attempted on the front of the booklets to ease recording of marks, others did not write them in their proper order.
- (4) A few answered more questions than required, yet others answered same questions on distant pages without any indications.

## **4. SUGGESTED REMEDIES**

In most schools, weak candidates from Junior Secondary Schools are sent to Visual Art classes, whether the person is artistically inclined or not. This makes the impartation of knowledge difficult for students to assimilate.

The skills needed for drawing and producing artefacts are inculcated from childhood. But visual art is being killed in the primary schools. Countries that are doing well now in manufacturing like Japan and China make art their number one subject so as to prepare the kids for their future.

## **5. DETAILED COMMENTS**

### **Question 1**

- (a) Define ‘Casing’ in Leatherwork  
(b) State five (5) reasons why leather is cased before tooling  
(c) Explain the following physical properties of leather:

- (i) Tensile strength;
- (ii) Elongation;
- (iii) Flexibility
- (iv) Porosity.

(a) This part of the question demanded the definition of casing in Leatherwork. There are two definitions of casing.

- One applies to a process in leather production and the other is a process in leather crafting. The removal of the skin or pelt from the carcass without making slits or as if removing socks from the leg and foot is termed casing.
- The second definition applies to when the leather is to be decorated by stamping, tooling or some other method which demand that the leather should be ‘wetted’ or ‘damped’. The question sought to test the ability of candidates to distinguish between the two uses of the term.

Many candidates were able to answer this accurately but a few could not explain the process adequately while yet a few did not know the term and wrote on pre-tanning processes.

(b) This part of the question demanded that candidates advance fine reasons for casing leather before a specific operation takes place. It sought to judge how candidates could advance tenable reasons for subjecting leather to that treatment before the leather could be successfully decorated using the named technique.

Some of the answers expected were or include:

- To soften the leather;
- To make the leather more pliable/flexible;
- Make transferred designs visible and easy;
- For easy pressing into leather;
- For tooled designs appear well and legible;
- To make leather hold permanent imprint, etc.;

Most candidates wrote on how designs were beautiful and fetched better prices. Others wrote on using strawboards to stiffen leather to produce cases as “casing”, etc.

(c) This part of the question sought to find out candidates knowledge or ability to recollect the explanation given on specific properties of leather, which make it a versatile material for many projects.

Most candidates could not answer this part of the question creditably. Most could not draw the line between elongation and flexibility or between tensile strength and flexibility. Some associated elongation with long-lasting.

The expected answers include:

- (i) Elongation: The ability of leather to lengthen or stretch when pulled – to make it wider or longer.
- (ii) Flexibility: The leather's ability to be bent in any direction without damage to the material. It can be flexed from any direction without it being distorted.
- (iii) Porosity: Leather's ability to absorb and transmit moisture; its ability to perspire; its ability to retain moisture for some time and release same without deformation of any sort.

## **Question 2**

**Describe the following types of leather:**

- (a) Buckskin;**
- (b) Cabretta;**
- (c) Cordovan;**
- (d) Heifer;**
- (e) Latigo;**
- (f) Morocco;**
- (g) Peccary;**
- (h) Shearing;**
- (i) Suede;**
- (j) Skiver.**

This question demanded the description of certain types of leathers. Specifically, it sought to know if candidates could:

- (i) Identify the particular animals from which these leather are produced
- (ii) Any specific peculiarities which exist between the types of leathers
- (iii) Specific uses each of the types is put to
- (iv) Maybe the tanning method used to produce the leather which imparted a specific quality to the leathers.

Any two or more of such points could earn the candidate full marks.

### **Question 3**

**(a) Draw the sections of the full leather and indicate the following parts:**

- (i) shoulder;**
- (ii) side;**
- (iii) back;**
- (iv) belly;**
- (v) belly center;**
- (vi) single bend.**

**(b) Identify and Explain the part of Leather used for making Shoes.**

- (a) This part of the question demanded that candidates draw the full leather. The drawn skin was to be demarcated into specific sections appropriately.

The sections were named and candidates were expected to indicate same on the leather by writing the names on the drawn piece, or by using arrows and writings along the sides of the drawn skin or by labelling with alphabets or roman numerals and interpreting them on any side of the page used.

First the drawing was to test the artistic ability of the candidates being visual art students.

Secondly, it was to test their knowledge in the proper naming of the parts of the skin as they have to know, and the suitability of each part for some specific projects or articles.

The drawing was a problem to some candidates – showing that their schools have not treated this aspect of the syllabus adequately.

Some even drew the side view of the animals and indicated the parts as is done in cookery books.

- (b) This part of the question demanded that candidates identify or suggest or advance a suitable part of the leather for shoe making and at the same time give a possible or appropriate explanation for their answers.

This was to let the candidates show their knowledge of leather - some parts being thick and hard while some parts of the same skin are thin and are more suitable for particular projects for article production.

The parts usually used are the bends, which are the transition between the back and belly. This part is not too hard and brittle to cause the shoe to develop cracks; not too light and thin to tear easily after much usage; is very supple and takes in oil better; does not stretch easily to make the shoe deform easily; can transmit and absorb moisture easily.

Most candidates suggested the back or belly and could not give adequate or suitable reasons for their choices.

#### **Question 4**

**(a) Explain Leather Fastenings.**

**(b) With Illustrations Describe in details any four (4) of the following Leather Fasteners:**

- (i) Loop and Toggle;**
- (ii) Strap and Buckle;**
- (iii) Flap and Strap;**
- (iv) Turn Lock;**
- (v) Draw String.**

(a) This part of the question sought to find out if candidates understood the term “Fastenings”. In leatherwork this term is expressed in these forms:

“Fasteners” which refer to devices such as buttons, zips, or small hooks that fastens, some thing, especially clothing as is used in dressmaking.

“A fastenings” - these also are devices, either metal, leather, plastic or fabric used in closing/locking and opening leather articles.

These can be in: metals – such as buckles, press-studs, clasp, etc. Fabric – such as zips, velcros, etc. Leather - such as toggle and loop; drawstring, flap with strap, etc.

(b) This part sought to let candidates prove their knowledge of ‘fastenings’ by drawing the specified items used for this purpose. It also sought to test the candidates’ ability to express their drawing abilities as visual art students.

It was observed that candidates from particular schools could draw very well even if the articles drawn did not represent the named items. Candidates from most schools could not draw very well as if drawing is not given the needed attention in those schools.

This part of the question was poorly answered by most of the candidates. Most candidates knew fastenings as devices used to join or tie leather articles/parts permanently, eg. rivets, thread, eyelets. It seems teachers are not treating the fastening devices adequately for the candidates to become familiar with them.

### **Question 5**

**Describe how the following types of leathers are cleaned:**

- (a) Suede,**
- (b) Patent leathers,**
- (c) Upholstery leathers,**
- (d) Harness leathers**
- (e) White leathers.**

Leathers are produced by different methods or agents and therefore come out with some peculiarities and/or characteristics. This makes types of leathers to be treated differently when they are used to produce articles.

Leather surfaces can be soiled, become dusty, welted or mouldy. There are various ways to clean leather surfaces, taking into account the nature of the surface, the type of 'soiling' on the surface, etc. There are various ways to rehabilitate each type of leather.

The question tries to exact from candidates specific ways and agents used if the named leather types are affected by any of the situations named above.

The demands include:

- Tools and materials used;
- Agents employed (chemicals/fluids/waxes);
- Steps used from start to finish.

The expectation was to see how the named leather articles can be properly restored to the former or near former state.

Most candidates could not answer this part satisfactorily.

- Suede: brittle/fine wire brushes; sand paper, cotton fabric; water, cleaning solvent or spray. Brush to remove dirt and grit, to restore 'nap' cotton cloth to wipe dust, dirt, etc.
- Patent: Saddle soap, damp cotton cloth, polish/wax. Superficial soil – clean with soap and damp cloth. Dry and apply light coats to polish and rub/brush to obtain sheen.
- Upholstery: Saddle soap, damp cotton cloth clean with mild soap and minimum amount of water. Clean with damp cloth. Dry and apply sulphonated oil to rejuvenate leather.
- Harness: saddle soap, water, damp cloth, mild soap in damp cotton cloth to clean condition leather using sulphonated oils.

- White: soap of water, white cleaners – clean with mild soap and water. Wipe with cotton cloth to dry. Restore with thin white cleaner and or oils.

### **Question 6**

#### **Name and describe five (5) grained leather surface treatments**

In the processing of pelts into leather, there happen to be three (3) main phases, namely:

- Pre-tanning stages;
- Tanning stages;
- Post tanning stages;

In the post tanning stages the final treatment given to leather surfaces determine the name given to the leather in most, if not all cases. The treatment given is called grain leather surface treatment.

Hence the definition: Any leather on which the original natural grain, through any method process or manipulation has been changed or altered. This is sometimes also called 'fake' grained.

It is expected that students get acquainted with these names which help in the procurement of the right materials for their specific projects.

Unfortunately, locally produced leathers are not given most of the surface treatments. Since candidates used both local and foreign materials, they need to know the treatments and their corresponding names.

The question sought to test candidates knowledge of such surface treatments and their names. Candidates who attempted this question understood it to be either the decorative techniques or finishing given to leather products such as burnishing, waxing, polishing, etc. yet others wrote on pre-tanning process.

The surface treatments they were expected to write on include:

- Grain embossed
- Morocco grain
- Embossed leather
- Patenting
- Levant
- Stamping
- Pebbled grain
- Boarded leather
- Crushed leather, etc.

This was the most unpopular question.

## **MANAGEMENT IN LIVING 2**

### **1. GENERAL COMMENTS**

The Questions were within the understanding of candidates like previous years.

On the whole, candidates performed averagely just like 2014. However, very few performed below average.

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

- Majority followed rubrics of the examination.
- Most of the candidates' handwriting were generally clear.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

The main weaknesses identified with candidates were the following:

- Spelling still poor. Candidates should note that wrong spellings can change the meaning of answers e.g. 'good' for 'goal', 'well' for 'will'
- Some questions were not numbered.
- Pages were left blank with other questions answered on different page.
- Some candidates answered more questions than they were supposed to answer.

### **4. SUGGESTED REMEDIES**

- Teachers should pay attention to new topics introduced into the syllabus.
- Writing skills of students should be checked especially spellings.

### **5. DETAILED COMMENTS**

#### **Question 1**

- (a) (i) **Define substance abuse.**  
(ii) **List six examples of substances that are abused.**
- (b) **Explain four reasons why people abuse substances.**
- (c) **Explain three impact of substance abuse on the family.**
- (d) **State two ways in which each of the following may help in avoiding substance abuse:**
- (i) **Parents;**
  - (ii) **The adolescents;**
  - (iii) **The community.**

This was a very popular question, almost all the candidates answered it and majority answered it well.

- (a) Most candidates could not define substance abuse correctly. The correct definition of substance abuse “is the use of natural or chemical substances for non-medical reasons which may result in impaired mental, physical or social well-being of the person”.

Most candidates stated the examples of substances that are abused, but with a lot of wrong spellings.

Some correct examples are cannabis, cocaine, heroin, alcohol, nicotine, marijuana/wee, pep pills, etc.

- (b) Reasons why people abuse substances were well answered but few stated reasons for child abuse, e.g. parental neglect, poverty, etc.

Some stated the points but could not explain.

Some correct answers include:

- Peer influence: Adolescents tend to comply with the norms of the social groups to which they belong in order to fit into the group. They imitate their friends so as to share a social prestige; they learn to abuse substances if that happens to be inherent in the group.
- To rebel: some adolescents abuse substances as a way of opposing parental values and authority.
- To overcome nervousness: some people feel shy to speak in public so they rely on substances to overcome their nervousness.

- (c) The impact of substances abuse on the family was not well answered. Most candidates stated the effect on the person, e.g. madness, death.

Some correct answers expected include:

- Family financial resources are adversely affected. The addicted may not work to generate income and will have to depend on family income. The addict normally contract diseases and the cost of medication becomes a burden on the family finances.
- Sorrow over the deviant – the family becomes disturbed about the condition of the wayward member and therefore become unhappy.
- Social stigma/social problems; the family feels bad about their failure to socialize their member to fit into the society. The society looks at the family with disappointment and the family suffers from a social stigma for the condition of the member.

- (d) This question was not well answered as there are other ways of helping to a void substance abuse apart from advising.

Some of the ways include:

- (i) Parents
- Parents could establish and maintain good communication with their children.
  - They could set good examples for the children to copy – should be role models.
- (ii) The Adolescents
- They should build strong positive self-confidence and love themselves and protect their well-being.
  - They should choose friends wisely and introduce them to their parents.
- (iii) The community
- Communities could provide structured and educative leisure programmes for the youth.
  - They could form anti-substance abuse group.

## Question 2

- (a) (i) **Define Healthy Life Style**  
(ii) **State three principles that govern Healthy Life Style.**
- (b) **Explain any three ways the family can maintain health through good relationship.**
- (c) **Explain the term weight management.**
- (d) **Explain how the following influence a person's physical health:**
- (i) **Right eating;**  
(ii) **Exercise;**  
(iii) **Rest and sleep.**

It was not a popular question. Those who attempted it had low marks.

- (a) The definition was poorly done. Wrong answers like having good shape, being fat, were given but the correct definition expected is:

*Healthy life style is keeping healthy by carrying out some specific activities or practices that contribute to being well in body, mind and being free from diseases.*

- (ii) Candidates did poorly, they could not state the principles that govern healthy life style correct answers expected include:
- Maintaining health through good relationship

- Maintaining healthy body weight
- Maintaining personal hygiene, etc.

(b) Candidates failed to answer this section of ways the family can maintain health through good relationship.

- **Effective communication:** This includes proper listening and responsiveness in an effort to maintain a positive atmosphere. Ideal communication involves sincere dialogue that is frank and friendly at the same time.
- **Keep a sense of humour:** Relationships are more likely to thrive when people find humour around them.
- **Showing care:** To maintain relationships, you must learn to care about others and you must show it by pointing out their special qualities with sincerity.
- **By using people's names when you talk to them etc.**

(c) This question on explanation of weight management was poorly done. Most candidates wrote about eating habits, personal hygiene, etc.

The correct explanation of weight management is keeping one's weight within the range and fitness level that is right for healthy living.

(d) This sub-question was poorly answered.

The correct answers expected include:

(i) Right Eating

It is advisable to make wise food choices in order to maintain good health especially healthy body weight, etc. Eat balanced diet, eat moderately; use sugar moderately; use salt moderately, etc.

(ii) Exercise

A regular exercise programme helps to keep an individual physically fit. It can also help the individual get rid of tension.

(iii) Rest and sleep

Rest keeps the body from active work while sleep keeps the body and mind from active work. While a person sleeps, the body repairs itself, removes waste products from the cells and builds a supply of energy for the next day's activities.

### **Question 3**

- (a) Explain four reasons why proper storage is necessary in the home.**
- (b) State four characteristics of a well designed storage facility.**
- (c) State the three basic principles of storage in the home.**
- (d) Explain five guidelines for achieving principles of storage.**

Popular question, but poorly answered. Majority of candidates did not understand the question, so instead of storage of equipment, they wrote about storage of food, e.g. preserving food in refrigerators and deep freezers, etc.

- (a) Candidates stated wrong reasons for proper storage in the home, e.g. to make food last long, to prevent household pests.

Correct answers expected include:

- It reduces frustration when searching for items.
- It prevents clutter or disorganized home environment.
- Good storage systems in the home helps in keeping things or objects out of the way when they are not in use thus preventing accidents.

- (b) It was poorly done. Candidates did not understand the question and stated wrong answers like 'to make it attractive and spacious', etc.

Correct characteristics of well designed storage place or facility include:

- The contents are readily visible;
- The contents are readily accessible;
- They are adjustable to meet changing needs.

- (c) Majority did not answer this section on the basic principles of storage in the home.

Correct answers expected include:

- Place frequently used items at the place of use.
- Consider the limit of maximum reach of the person;
- Place items so that they are easily seen, reached, grasped and replaced.

- (d) Guidelines for achieving principles of storage was poorly done. Wrong answers like having good ventilation and light were given.

Correct answers include:

- Items should be sorted out according to where they are used and the frequency of use. This will make it easy to locate item when they are needed.
- Keep items within reach for easy accessibility;

- Label items for easy identification.

#### **Question 4**

- (a) Define the term leisure.**
- (b) State five ways of using leisure profitably.**
- (c) Explain six ways of reducing fatigue in the home.**
- (d) Explain three reasons for managing human energy in the home.**

Popular and fairly well answered, only few had below average.

- (a) Most candidates could not define leisure. Wrong answers like – time to rest; time to gossip, were given.

The correct definition of leisure is:

*Leisure – it is the free time one has after normal work OR it is the free time that one spends doing the things one enjoys or likes doing apart from the normal days work.*

- (b) This question on ways of using leisure was well answered by majority.

Correct answers include:

- Playing games, e.g. indoor and outdoor games;
- Listening to music;
- Visiting relatives/friends;
- Helping needy and aged people.

- (c) This question was well answered. Other correct answers include ways of reducing fatigue in the home.

- (i) Improve the working environment – provide proper/good lighting and ventilation;
- (ii) Work on suitable heights – too low or too high a work surface may lead to strain and fatigue;
- (iii) Proper storage will prevent unnecessary movement and fatigue etc.

- (d) This question was a challenge. Candidates stated sleeping and having enough rest instead of the reasons. Those who state the points could not explain.

Some correct reasons for managing human energy in the home include:

- To eliminate fatigue: energy managed helps one to eliminate fatigue because it prevents one from over working oneself;
- When energy is managed it helps to minimize the amount of time spent on a given tasks.

-

### Question 5

- (a) Define intestate succession.
- (b) Explain five factors that contribute to the success of marriage.
- (c) Explain five in-marriage factors for successful marriage.
- (d) State three causes of conflict in the home.

(a) Definition of Interstate Succession was partly stated by most candidates. Correct definition of interstate succession is:

*When a person dies without leaving a Will or some form of instructions whether written or verbal as to how the property left behind should be shared or dealt with?*

(b) This question and (c) are almost the same and most candidates got confused. Most candidates stated the points but could not explain.

Some factors expected answers are:

- Age at marriage: marriage requires maturity, therefore older people usually have greater chances of success in their marriage than teenagers;
- Effective communication: couples must be able to communicate with each other effectively to solve problems in the home;
- Taking up responsibilities: taking up responsibilities bring harmony and can lead to success in marriage.

(c) Most candidates stated procreation as a factor for in marriage success; it is a function of marriage and not a factor.

Some correct in-marriage factors include:

- Trust and respect for each other – if couples learn to trust and respect each other, a very strong relationship is developed leading to a successful marriage.
- Equalitarian relationship: couples should consider themselves as being equal such that one partner will not look down upon the other and have respect for each other, etc.

(d) Majority did well on the causes of conflict in the home, but few gave wrong answers, e.g. war.

Correct answers include:

- Situational factors which arise out of daily life;
- Failure to take up responsibilities in the home may lead to conflicts;
- Impotence and infertility: inability of couples to have children can bring about conflict.

### **Question 6**

**(a) Explain four factors to consider before becoming a parent.**

**(b) Explain the three specific skills required in parenting.**

**(c) Explain the three basic styles of parenting.**

**(d) State five responsibilities of children towards parents.**

Majority attempted this question and did well.

(a) Some stated the points but got mixed up with the explanation. Factors to consider before becoming a parent include:

- Age: age of the would-be parents need to look ahead to future expenses and income because child upbringing can cost a lot of money;
- Personal : include skills, time, patience and energy required to provide all the care babies and children need to grow and learn.

(b) Majority did not know the specific skills required for parenting; so gave wrong answers like – must have a baby; must get married, etc.

Correct answers expected are:

- Provision of physical care: skills in providing children’s needs such as food, clothing, exercise, rest, medical care and protection for safe and healthy living;
- Nurturing skills: skills for the intellectual, social and moral development of the child needs to be considered during parenting;
- Giving guidance: to guide children’s behavior, parents need to become knowledgeable about discipline techniques because parenting styles vary.

(c) Most candidates were able to state the basic styles but got the explanation wrong.

The correct answers are:

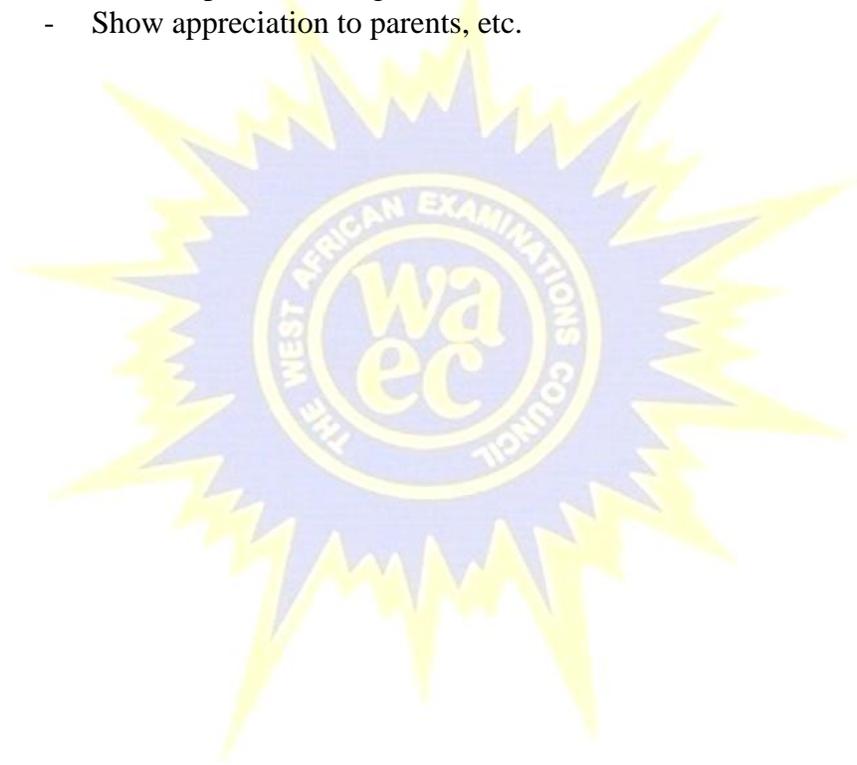
#### **Basic Styles of Parenting**

- Authoritarian parenting: this style of parenting is based on the belief that children should obey their parents without question or hesitation;

- Authoritative/democratic parenting: the parent set limits, standards and goals but base their expectation on children's abilities and stage of development. They guide, direct and control children within set limits;
  - Permissive style of parenting: Parents tend to let children set their goals, rules and limits. Parents provide little or no structure of discipline. They allow children to do what they like.
- (d) Few candidates gave correct answers but the majority itemized running errands as points, e.g. fetching water, cooking; washing, sweeping, etc.

Some correct answers expected include:

- Show love/affection/kindness towards parents;
- Uphold the family values;
- Care for parents throughout their lives;
- Show appreciation to parents, etc.



## **MANAGEMENT IN LIVING 3**

### **1. GENERAL COMMENTS**

Questions were appropriate and at the level of candidates. The questions were within the syllabus and were well stated.

However candidate's performance was poorer than the previous year. A lot more candidates scored zero this year than previous years.

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

- Most candidates wrote full sentences for answers to questions that asked the candidates to state the answers.
- Most candidates answered 5 questions and filled in the number of questions answered in the space provided on the cover page.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

The main weaknesses identified in candidates were the following:

- Spelling and construction of good sentences continues to be a problem;
- The understanding of the question is another problem;
- Sometimes candidates' answers has no bearing on the question. Most of the candidates have problems answering questions on the test of practicals;

### **4. SUGGESTED REMEDIES**

The suggested remedies included the following:

- Students should be encouraged to read a lot of books to improve their English;
- Teachers should help them with their understanding and with how to answer questions;
- More practicals need to be done so candidates will be conversant with them. Simple practicals like cleaning saucepans using local materials and washing linoleum carpets can be easily done at no expense;

- Aspects of the Management in Living syllabus should be taught with the real practicals;
- Technical terms should be written on the chalk board so students can learn their spelling;
- Where Management in Living teachers are not available, good Management in Living books should be purchased for students.

## 5. DETAILED COMMENTS

### Question 1

**(a) State four uses of the sitting room in the home.**

**(b) List eight hard furnishings in a sitting room.**

(a) Almost all candidates attempted this question. Many of them gave appropriate answers like:

- A place for receiving and entertaining visitors.
- It is used as relaxation centre for family members;
- A place for displaying family's precious collections;
- A place for studying;
- A place for watching television.

Some wrong responses include:

- It is a place where you can do anything;
- It is a place for family planning;
- It is a place for collecting visitors;
- We use sitting room as a visiting place;
- It is a place for watching movies;
- It is a place for eating.

Some candidates just wrote 'relaxation', visitors, etc. and lost marks because they did not write statements.

(b) Some candidates do not know what hard furnishings are so they gave answers like :

- Television, doormat, mattress, radio, glasses, plates, computers, pictures, flower vase;
- Because it is a sitting room;

Expected answers include:

- Chairs
- Tables

- Television sets
- Book shelves
- Room dividers
- Cabinets, etc.

There were a lot of spelling mistakes e.g.

- **Chair** as chires, chairs
- **Table** astabel
- **Centre** table assenter table
- **Shelveas** shelvessheves
- **Cupboard**ascapbod, cabord, cardboard.

## Question 2

**(a) State five characteristics of dust.**

**(b) State three reasons for removing dust from surfaces.**

(a) Almost all candidates answered this question. Some of them gave the answers to Questions 2 (b) for 2 (a) thus losing all the eight marks.

Answers expected include:

- It is light and dry
- It is easy to clean
- It is loose particle that settles readily on surfaces
- It can be easily carried by the wind or air or it floats in the air
- It is composed of minute particles or organic and in organic substances.

Candidates did not give full answers and therefore lost marks e.g.

- It is loose particles
- It is light
- It is dry.

Wrong answers given include:

- They are black
- They are brown
- They make the environment uncomfortable
- It contains humus
- It makes things dirty
- It destroys the environment, etc.

(b) Candidates were expected to write answers like:

- To preserve the appearance of surfaces
- To promote good health
- To prevent it from becoming fixed

- To save time and energy
- To make the surface clean
- To make the surface attractive.

Wrong answers given include:

- For easy identification
- To prevent the surface from rusting
- To obtain its colour
- To make it hygiene
- To make the surface normal.

Spelling mistakes include:

- Attractive for attractive
- Loose for lose, loss
- Hygiene for hygien, hygienic
- Light for lite
- Brown for brun

### **Question 3**

**(a) State five reasons for the occurrence of accidents in the home.**

**(b) List six accidents that occur in the home.**

(a) This question was answered by most candidates and it was answered well in most cases.

However, some of the candidates listed the reasons instead of stating them; for example instead of writing accidents that occur when one is inattentive, they just wrote 'inattentive' and this makes them lose marks.

Single words like the following were written:

- Carelessness
- Haste
- Forgetfulness
- Fatigue

Correct answers include:

- When one is careless
- When one is inattentive
- When one is tired
- When one uses wrong tools for a job
- When lighting is poor
- When ventilation is poor
- When one ignores gas leakage, etc.

Wrong answers given include:

- When things are not managed well
- When there is conflict in the home
- Lack of cooking place
- Using firewood to cook
- Overloading electrical appliances.

Some candidates reversed the answers and gave (a) answers to (b) losing all the marks.

(b) This question was well answered. Candidates were able to give the accidents that occur in the home but some of them wrote:

- Burning instead of burns
- Cutting instead of cuts
- Falling instead of falls
- Drinking poison instead of poisoning.

Some wrong answers include:

- Boils
- Motor accidents
- Kitchen accidents
- Road accidents, etc.

Many spelling mistakes were made e.g.

- Burns for bunes, bens
- Scald for scandals, scolds, scar, scales
- Bruises for buruses
- Suffocation for suffonation
- Choking for coking, chokeing, chorking;
- Cut for cat.

#### **Question 4**

**(a) Differentiate between the term floor covering and floor finish.**

**(b) Describe how to thoroughly clean a linoleum.**

(a) Only few candidates answered this question and most of them had it wrong. This goes to prove the point that teachers are not paying attention to the practical aspects of the syllabus.

Candidates could not write how to clean a linoleum carpet; let alone tell the difference between a floor covering and a floor finish.

The expected answer was:

*Floor coverings are special materials used on floors of a room to form the background for the rest of the decoration of a room. They can be easily removed for cleaning or replacement, while floor finishes are the various methods by which the floor of a house is completed when building. They are fixed and cannot be removed for cleaning.*

Some wrong answers given are:

- Floor covering is a process of covering the floor with materials but floor finish is a process of flooring the ground with chemicals;
- Floor covering is used to cover the floor while floor finishes is used to finish the floor.

(b) Most candidates who answered question 4 did not attempt the (b) part at all. Those who tried got it all wrong.

Those who were able to write that it must be washed with soapy water did not add that it must be rinsed.

Some even wrote that the linoleum must be dipped in water to clean it.

### **Question 5**

**(a) What are household pests?**

**(b) State six measures for eliminating bedbugs.**

(a) Some candidates confused pests with pets, so they describe what pets are:

Household pests are domestic animals found in the house e.g. cats, dogs, birds.

- Household pests are pests found in the home;
- Household pests are animals in the house.

Correct answers include:

*These are insects and rodents that infest the home, contaminate food and spread diseases.*

(b) This question was poorly answered. It seem as if candidates did not know what bedbugs are so they gave answers like:

- Using mosquito nets;
- Not eating on the bed;

- Emptying the dust bin always;
- Weeding around the house;
- Oiling the bed;
- Killing them biologically;
- Sweeping the room.

Some of the answers indicated that the candidate is writing about cockroaches instead of bedbugs.

Most popular answers include:

- Spraying the room;
- Using kerosene on them;
- Drying the bed in the sun;
- Washing bed linen regularly.

### **Question 6**

- (a) What are local cleaning agents?**
- (b) State two qualities of a good detergent.**
- (c) Describe how to special clean a dirty aluminium saucepan using charcoal and lemon.**

(a) Candidates were not able to answer this question well.

The responses expected:

Local cleaning agents are home- made substances which can be easily prepared using available local materials and used for removing dirt from surfaces.

Candidates wrote only part of the definition and so lost some marks for example:

- Local cleaning agents are cleaning agents found in the locality;
- Zoom lion;
- Local cleaning agents are soaps, brooms;
- Local cleaning agents are cleaning agents which are not prepared with chemicals.

Only few of the candidates wrote that they are homemade and are used to clean surfaces.

(b) Some candidate wrote correct answers for this question.

Answers like:

- It does not harm the hand;
- It does not damage the surface;

- It lathers well in water;
- It dissolves readily in cold water.

Some wrong answers include:

- It does not lather with soap;
- It should form foam;
- It makes the environment clean;
- It should have a pleasant smell.
- 

Wrong spellings include:

- Lather as lader;
- Ladder as leather

- (c) Answers to this question again showed how poor the practical knowledge of candidates in practicals were.

Candidates could not show how to clean the saucepan using lemon and charcoal. Some of them ignored the material given and used their own. For example instead of using the charcoal and lemon, they used wire mesh, pawpaw leaves, sand, egg shell, etc.

The correct order of cleaning was also not followed by some of the candidates. They washed the saucepan with soap and water first before using the charcoal and lemon.

In most cases words like nib, smear, scrub were used instead of clean.

Most of them did not add that after cleaning with charcoal and lemon the saucepan must be washed and rinsed and wiped to prevent water marks.

## **PICTURE MAKING 2**

### **1. GENERAL COMMENTS**

The standard of the paper compared favourably with those of the previous years. It was without any ambiguity.

The performance of candidates' has shown no improvement over that of the previous year. However, some candidate's performance was good and could be attributed to adequate preparation and general seriousness.

It was also observed that, a few candidates' had gone into the examination with little or no preparation and as a result, performed poorly.

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

- Some of the candidates' exhibited good understanding of the questions and answered them very well and scored high marks;
- Very good illustrations and sketches were observed in some candidates' work. The facial expression of some of their cartoons was good and expressed anger;
- The candidates' ability to answer all the four questions required was commendable;
- Another important feature observed was the orderly and concise presentation of facts by some of the candidates';
- Some candidates used legible handwriting that help the marking exercise;

- A few candidates expressed themselves very well in simple English. This shows that they have been reading books to improve upon their English Language;
- Another commendable feature noticed was that some of the candidates' illustrated the 'easel' and the donkey very well, even though some could not.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

- The major weakness is expression in simple English. Some candidates' found it extremely difficult to express themselves in simple English. Most of the poor ones exhibited poor grammar and poor spelling among several others.
- Some candidates' found it difficult to explain the terms and concepts in Picture Making.
- Some candidates' did not prepare adequately before writing the paper. Candidates' should take note that truancy and inadequate preparation will Not help them to sail through examination.

A few of the candidates' answered more than four questions.

### **4. SUGGESTED REMEDIES**

- Candidates' should take note that, the only remedy required to improve on their English and spelling is constant reading.
- Another solution is that candidates' need to prepare very well for the examination. Teachers and students must use the teaching syllabus effectively and stop relying on past question papers.
- Candidates' must find the difference between mosaic and collage. They are not the same. Mosaic needs one or similar material, (tesserae) on its execution whilst collage needs odds and ends or of different materials in its execution on a support.
- Candidates must learn to write legibly at all times and particularly during examinations.
- Candidates should read the instructions carefully.

### **5. DETAILED COMMENTS**

#### **Question 1**

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

- (i) **Collage;**
- (ii) **Mosaic;**
- (iii) **Marquetry.**

**(b) Describe in detail how each of the techniques in 1 (a) above is executed.**

(a) This question was popular and it was in two parts. The first part required candidates' to explain mosaic, collage and marquetry.

Some candidates who attempted it failed to bring out clearly the difference between collage and mosaic. Majority of them could also not explain marquetry.

(b) In the second part of the question which demanded how the techniques are executed, most candidates did well even though they could not explain them well in the (a) part.

- The difference between mosaic and collage is that, mosaic is a technique which requires pieces of same or similar materials (tesserae) like paper, etc. arranged and pasted on support to create a composition.

Whilst collage is a technique whereby different materials (odds and ends) are arranged and pasted on a support to create a desired composition;

- Marquetry is a picture making technique whereby different types of veneer are cut, assembled and pasted on a support to create a composition.

The steps of execution of the techniques are the following:

Sketches, preparation of materials and support, cutting, transferring, gluing, framing or lacquering, laminating or polishing.

## **Question 2**

**"Cave have indirectly helped the Caveman to acquire his basic needs". Discuss in detail the statement in reference to how five (5) of such needs were acquired and used by the Caveman.**

This was another popular question which was attempted by almost all the candidates'. about half of the candidates who answered it scored high marks.

However, candidates' must take note that the sympathetic magic is not a 'need', but rather helped them including art to acquire their basic needs.

### Needs

- (i) Shelter: they lived in caves and under canopies.
- (ii) Clothing: the caveman used skin of the animals they killed as clothes.

- (iii) Food: the caveman fed on the animals they killed and wild fruits.
- (iv) Hunting tools: they were obtained from the thigh bones, stones and wood.
- (v) Paints were obtained from blood, clay and other pigments.
- (vi) Brushes were made from the hairs of animals tings, etc.
- (vii) Palettes were made from flat bones e.g. shoulder blades of wild animals.

### **Question 3**

**(a) Discuss in detail the functions of the following items in a picture making studio**

- (i) Donkey**
- (ii) Easel**
- (iii) Turpentine**
- (iv) Dippers**
- (v) Nose guard**

**(b) Illustrate an easel and a donkey**

**(c) Explain in detail how the following tools are maintained after use.**

- (i) Oil painting brush**
- (ii) Palette**

This was one of the popular questions for most of the candidates'. A few good ones scored the maximum marks. However there were some candidates' who did not know the functions of the donkey and dippers.

Some candidates' felt a donkey is a chair or seat found in the art studio, others said it is an animal. Few of them said dippers help the artist to carry his things along.

The second part of the question required candidates to illustrate an easel and a donkey. Strangely a few candidates' drew animals and not the artists' donkey.

However, most of the candidates' exhibited good illustrations to show that, they knew the easel and the donkey.

The third part of the question was fairly handled by candidates.

- Donkey: Is a stool fixed with a drawing board used by the artist for holding supports in place, as he draws or paints in a sitting position;
- Dippers: Are containers that hold water or solvents used for washing brushes during and after painting.

#### **Question 4**

- (a) Explain the term block printing**  
**(b) In five steps describe in detail how an image is made on lino block used for printing**  
**(c) State two major differences between block printing and serigraphy.**

(a) This was a straight forward question but it was unpopular. It is worthy to note that most of the candidates avoided it. The few who attempted it performed poorly. Most of the candidates did not present the steps orderly and it affected their marks. Teachers, should assist their students to know the right steps in printing with a block.

(b) Steps for printing an image are the following:

- Designs or sketches are made and developed based on them.
- Lino block is prepared (measuring, cutting, smoothing).
- Design is transferred onto the block in reverse.
- Non-image areas are cut away, leaving image areas in relief.
- Block is inked and proof printing is done.
- Corrections are made and lino block is mounted on a wooden base.
- Block is inked, with roller and pressure is applied to print.

(c) The differences between block printing and serigraphy are that :

- Block printing image stands in relief and in serigraphy the printing image is in level with non-printing area.
- Block printing image is printed in reverse whilst serigraphy image is in normal form, etc.

#### **Question 5**

- (a) Explain the term exhibition**  
**(b) Exhibition is a necessity in the picture makers profession. Suggest two reasons to support this statement.**  
**(c) Discuss in detail four factors to consider in the organization of an exhibition in your school.**

Question five was one of the most popular ones and first choice question for most candidates. They exhibited good knowledge of the subject matter in part (a) and (b).

However, few of them failed to discuss the main factors to consider in organizing and exhibition and dwelt much on entertainment, advertisement and so on and lost marks.

Factors to consider in organizing school exhibition are the following:

- Consider the type of exhibition and products to be exhibited.
- Availability of hall suitable for the exhibition.
- Schools and personalities to be invited.
- Venue and space for the exhibition.
- Lighting system in the hall.
- Security
- Time and duration of the exhibition.

### **Question 6**

- (a) Explain in detail the term cartooning.**
- (b) Discuss in detail the reasons why the artist would use cartoon drawing instead of realistic drawings.**
- (c) Identify two major differences between abstract painting and cartooning.**
- (d) Illustrate a character in cartoon expressing anger.**

Though this question was in four parts, it was popular. The (a) part was well answered by some of the candidates. A few of the candidates' said cartooning is animation of toys on the television which is false.

Cartooning is explained as creation of distorted and humorous drawings intended to make fun of someone or something or humorous drawings made to satire a policy or personality.

The part (b) was quite good for the candidates'. Most them were able to give reasons why the artist would use cartoons. For example the artist would use cartoons to express ideas, or to help children and adults to understand texts, etc.

But part (c) was a problem for candidates. they could not identify the two major differences between abstract paintings and cartooning.

#### **Differences**

##### **Abstract painting**

- Does not show details
- Images are non-representational. Thus the images are not easily identified.

##### **Cartooning**

- Most cartoons are portrayed to show details.
- Images can easily be identified thus representational, etc.

The part (d) on illustration of a cartoon character was good. Most of the candidates cartoons depicted anger as expected.

## **SCULPTURE 2**

### **1. GENERAL COMMENTS**

The standard of the paper is the same as those of the previous years. There was no ambiguous question.

Questions were stated clearly.

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

- Some candidates wrote neatly and legibly which made scoring easier;
- Some candidates used the right terminologies appropriately which should be encouraged;
- Some candidates buttressed answers with good illustrations though the marking scheme did not make provision for that which is highly commendable.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

- Some candidates answered more than one question on the same page;
- Some candidates failed to write the number of the question answered on top of the page;

- Some candidates wrote wrong Question number on the question they answered. For example if they answered Question 3, they wrote Question 6 on top of the page;
- Some candidates did not write legibly at all which made scoring very difficult.

#### 4. SUGGESTED REMEDIES

- Teachers should explain the “dos” and “don’ts” in examinations to candidates;
- Candidates are advised to take their time and read thoroughly the Rules and Regulations on Examinations.

#### 5. DETAILED COMMENTS

##### Question 1

**(a) Describe bronze as a material;**

**(b) Outline six steps in casting bronze from a mould.**

- (a) This question was the most unpopular. Most candidates who answered it did not perform well at all. This proves that most teachers do not teach metal casting. Some candidates treated bronze casting just like plaster and cement casting. Some candidates wrote that WATER is added to BRONZE to dissolve before pouring.

Some candidates also wrote that Bronze consists of copper and zinc which is meant for BRASS.

##### Answer

Bronze is an alloy which consists of mainly Copper and Tin (90% copper and 10% tin). Occasionally, small quantities of other materials are added for reasons of appearance, physical strength or increase resistance to corrosion. Some of these metals are zinc and lead. The colour is golden brown.

(b) Casting a work in bronze with a mould could be done by the

- (i) Cire Perdue Method Or
- (ii) Sand Casting Or
- (iii) The Cold Cast Method.

(i) The CirePerdue Method

This method is the same as the LOST WAX METHOD. It is used to cast (i) solid and (ii) Hollow Sculptures.

### The Solid Method

- Make a wax model and use P.O.P. and sand in ratio 50:50 mix to cover the model or prepare a sieved ground clay and charcoal slip mix. Dip the model into the slip and allow it to dry a little bit and immerse it again to make sure that it is well covered.

Prepare a thicker mix and apply it on the work to the thickness required. Palm chaff can be added to the thicker mix.

Turn the work upside down and use straws at where the pouring cup and the vents should be. Plaster around the straw with the clay and charcoal mix. Remove the straws and widen the mouth of the cup. Leave the mould to dry.

- Put the mould in an oven/kiln and dewax it. Dewaxing is the melting away of the wax;
- Melt the bronze in a crucible and pour the molten material to fill the mould cavity;
- Leave it to cool overnight and break the mould to retrieve the cast;
- Chase with a grinding machine or a chisel to remove the unwanted bronze protrusions on the surface of the cast.

Sandblast to remove all dirt on the surface of the cast or use lime and ash to wash it.

- Give it an appropriate finish.

### (ii) The Hollow Cast Method

- Make a model in clay and use P.O.P. to get a mould out of it. Size the mould and press wax sheets of even thickness in it to get the model hollow in wax.
- Insert pins (nails) at appropriate places on the wax model. Apply coats of plaster and sand in ratio 50:50 mix on the model. Reinforce the mould with chicken wire and  $\frac{1}{4}$  inches iron rods.

Apply a thicker mix to cover the nails and the armature. Turn the work upside down and pour another mix to fill the inside of the mould (core). Make wax rolls to form the gating system and cover it with another mix. Leave the ends of the pouring cup and the vents unplastered.

Dewax the mould in an oven/kiln;

- Melt the bronze in a crucible and pour the molten material through the cup to fill the cavity in the mould;
- Leave it to cool overnight and break the mould to retrieve the cast;
- Chase with a grinding machine or use a chisel to remove the unwanted bronze protrusions on the surface of the cast. Sandblast to remove all dirt on the surface of the cast or use lime and ash to wash it;
- Give the cast an appropriate finish.

(iii) Sand casting method

- In preparing the sand mould, the cope and drag are used. a little water is added to the sand to make it workable. The figure to be cast should be devoid of undercuts. The figure is halved;
- Spread sand in the drag and ram it. Place the half-figure upside down and ram sand around it to the thickness of the figure. Remove excess sand. Release agent which is talc or ground chalk is spread all over the surface of the mould;
- Pick the cope and repeat the process done in drag. Cautiously invert the cope on the drag. Pins are used to lock the sides of the cope and drag so that the images will align properly;
- Melt the bronze in a crucible and pour the molten material through the cup to fill the cavity in the mould;
- Leave it to cool overnight and break the mould to retrieve the cast;

- Chase with a grinding machine or use a chisel to remove all unwanted bronze protrusions on the surface of the cast;
- Sandblast to remove all dirt on the surface. Give it an appropriate finish.

(iv) The Cold Cast Method

- Make a mould and size it;
- Mix resin with bronze powder and hardener. Pour the mix gently into the mould and spread it with a spatula. Make sure that the bronze powder settles evenly at the base;
- Allow it to set a little bit and spread fibre glass over it;
- Prepare a thicker mix and pour to cover the fibre glass;
- Allow it to set and cool down. Break the mould to retrieve the cast;
- Remove all unwanted protrusions on the surface of the cast and fill in all holes on the surface.
- Sand it and give it an appropriate finish.

**Question 2**

**(a) Explain marketing.**

**(b) Describe three strategies that are useful for marketing sculpture.**

- (a) This was a popular question which was well answered by most candidates. However, some candidates listed the strategies but could not explain them well.

Answer

***Marketing is the offering of a product for sale by using the skills of advertising and supply.***

(b) The three strategies are:

- (i) Advertising by posters, handbills, Television, radio, word of mouth, etc.
- (ii) Exhibition, Bazaars, Fairs, etc.
- (iii) Effective decoration and finishing.
- (iv) Packaging – attractive packaging.
- (v) Transportation.

(i) Advertising

Advertising is the business of making known to people what is for sale or for rent, what is needed by someone, etc. and encouraging them to respond.

In marketing sculpture, the sculptor uses large notice (bill boards, posters) often with pictures posted in a public place to draw the attention of the public; printed advertisement distributed by hand (handbill), Television adverts where picture and information about the sculpture is given on the radio to motivate people to buy.

(ii) Exhibitions

A public or private display of products such as manufactured good, sculptures and other artefacts in order to attract viewers, buyers, etc. Exhibition offers avenues for sale of products. Bazaars and Fairs are also means of marketing sculptures.

(iii) Effective Decorating and Finish

Effective decorating and Finishing on sculptures boost marketing, special techniques and designs or patterns are created by the sculptor to add to their aesthetic appearance.

(iv) Attractive packaging

Attractive packaging which facilitates easy and safe handling also add value to the items.

**Question 3**

**(a) Define risk as applied in business management.**

**(b) Explain how the following risks are controlled in the sculpture industry;**

- (i) Theft;**
- (ii) Fire;**
- (iii) Misuse of capital.**

(a) This was a popular question which was well answered by most candidates. Few candidates, however, could not understand the (b) on how to control the risks. They wrote on what contributed to the risks.

Expected answer:

*Risks is the loss associated with business as a result of bad managerial practices, chance of disaster, loss of person or thing considered as a hazard.*

(b) This was a manageable question.

(i) Theft

- Do regular checks of the stocks and finished products;

- Installation of security cameras, etc;
  - Hire an accountant or a bookkeeper to check the business accounts every month;
  - Increase vigilance and security to check workers at exit gate regularly.
- (ii) Fire
- Electrical connections must be done by a qualified electrician to avoid fire outbreak due to electrical fault;
  - Installation of fire alarm system, smoke detectors, etc;
  - Assign a worker the responsibility of making sure that everything that can cause fire is removed before closing for the day;
  - Fire extinguishers should be checked regularly by fire service officers.
- (iii) Misuse of capital
- Irresponsible expense in the business must be curtailed;
- Book-keeping to check business accounts regularly must be enforced;
  - Moneys should be sent to the bank by the close of work.

#### **Question 4**

- (a) List four major functions of Plaster of Paris.**
- (b) Describe three of the major functions listed in 4 (a)**
- (c) State one advantage and one disadvantage of using Plaster of Paris in sculpture.**

(a) This question was well attempted by most candidates.

Some of the major functions of Plaster of Paris are:

- (i) Preparation of moulds;
- (ii) Material for casting;
- (iii) Material for carving;
- (iv) Material for modelling;
- (v) Decorative material;
- (vi) To support flexible moulds.

(b) Descriptions of the Functions

- (i) Preparation of a Mould

- make a model in clay;
- fetch small quantity of clean water in a clean plastic bowl;
- sift powdered P.O.P. through the fingers into the bowl of water;
- continue sifting the P.O.P. into the water until an Island of Plaster is formed;
- stir to achieve a homogenous unit and use the mix to plaster on the clay model until the required thickness is obtained;
- the mould can be reinforced with iron rods;
- when the mix sets, the clay model is removed to get the mould.

(ii) As a casting material

- Get a plaster mould and soak it in water till it saturates;
- remove the mould and size it;
- prepare a plaster mix by the normal procedure;
- pour the mix into the mould till it is full;
- allow the mix to set and break the mould to retrieve the cast.

(iii) Material for Carving

- create a box or mould to suit what is to be carved;
- apply a parting agent in the mould or size the mould;
- make a plaster mix and pour into the box/mould to fill;
- allow the mix to set and break the mould to retrieve the block of plaster;
- the block of plaster is ready for carving.

Material for Modelling

- an armature is constructed;
- make a plaster mix in bits and apply it on the armature till it is covered;
- continue adding the mix till the desire work is achieved;
- do detailing and finish up.

(iv) Decorative Material

- designs are made with plaster and fixed on ceilings of a building;
- appropriate finish is given to the designs to enhance the ceilings aesthetically.

(v) To support flexible moulds

- vinyl, silicon and other rubber moulds are so flexible that they cannot stand on their own;
- so after using the flexible material to make the mould
- make a plaster mix and apply it on the flexible mould to the thicknesses desired;
- the plaster mix when set becomes a case which holds the flexible mould in position.

(c) Advantages of using Plaster of Paris

- (i) It is non-toxic, neither it is corrosive;
- (ii) Working with it is faster since it sets and dries;
- (iii) It is non-allergenic, therefore safe to use.

Disadvantages

- (i) It is expensive;
- (ii) It dissolves when used as an outdoor sculpture;
- (iii) It completely lacks elasticity; works of P.O.P. break easily;
- (iv) It has to be used soon after mixing since it sets quite rapidly.

**Question 5**

**Explain five ethics applied to sculpture.**

Ethics applied to Sculpture are:

- (i) The use of quality materials;
- (ii) Avoidance of indecent themes;
- (iii) Choice of appropriate subject;
- (iv) Good quality finish;

- (v) The use of environmental friendly materials;
- (vi) Maintenance of clean environment;
- (vii) Able to meet deadlines;
- (viii) Always be present at the workshop.

Explanation of the Ethics are:

- (i) The Sculptor must use good quality materials for the execution of works for clients. This promotes quality control. It is dishonest and cheating to use inferior or bad materials. This brings shortfalls to the product.
- (ii) There should be avoidance of indecent themes (vulgarity, pornography, derogatory, insinuation) relating to the work unless otherwise demanded;
- (iii) Subject matter of sculpture is not difficult to find for it is everywhere but the sculptor needs to interpret it in a new and appropriate form. They can be in abstract, geometric, human, animal and plant forms. Except in relief, clouds, wind, earth and water are not often resented in-the-round;
- (iv) The work should have a good quality finish. This often adds aesthetics and monetary values to works created;
- (v) Environmentally friendly materials. The use of materials that would create environmental hazards should be controlled or avoided;
- (vi) Maintenance of clean environment. This ethical practice promotes clean environment and good health. Customers are attracted and they feel comfortable when they enter the workplace;
- (vii) When a Sculptor agrees upon a date with a client for the collection of works, he must make them ready as scheduled;
- (viii) The Sculptor should always be present at the workshop so that client will meet him and not his apprentices. Some clients put their trust in the Sculptor so in his absence, they begin to lose confidence.

### **Question 6**

**Write notes on the following:**

- (a) Grog;**
- (b) Catalyst;**
- (c) Armature;**
- (d) Crucible;**
- (e) Firing.**

This question was well answered by most candidates but some could not write CATALYST and CRUCIBLE. On grog, some candidates failed to mention FIRED Clay.

(a) Grog

It is a fired clay that is ground into fine granules. It is used in mixing clay to reduce plasticity and shrinkage of the clay.

(b) Catalyst

A catalyst is a substance which provokes or speeds-up chemical reaction in other materials without itself changing.

(c) Armature

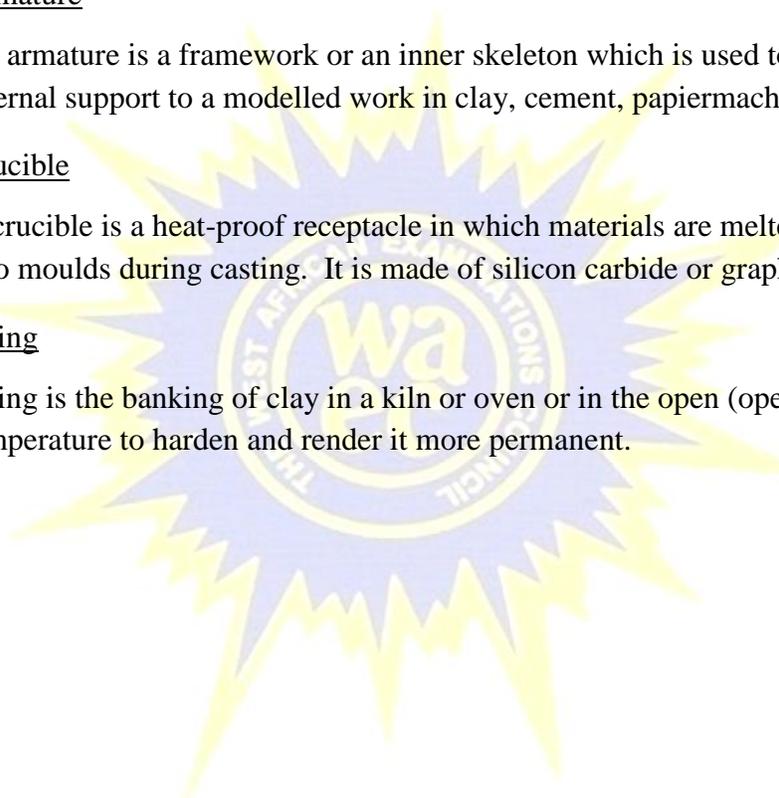
An armature is a framework or an inner skeleton which is used to give a rigid internal support to a modelled work in clay, cement, papiermache, etc.

(d) Crucible

A crucible is a heat-proof receptacle in which materials are melted for pouring into moulds during casting. It is made of silicon carbide or graphite.

(e) Firing

Firing is the banking of clay in a kiln or oven or in the open (open firing) to a high temperature to harden and render it more permanent.



## **TEXTILES 2**

### **1. GENERAL COMMENTS**

The standard of the paper compares favourably with that of the previous years. The questions were concise and easy to understand. The spread is good and spans across almost all the disciplines of textiles.

Generally, this year's performance is slightly higher than the previous year's.

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

Candidates' understanding of questions is improving. They are however encouraged to continue to do more reading in order to improve upon the use of the English Language; especially; spellings.

There is an improvement in candidates' handwriting. The schools where serious teaching went on, candidates had no difficulty in answering the questions. There was an orderly presentation of facts and clarity in the answers given.

### **3. SUMMARY OF CANDIDATE'S WEAKNESSES**

Some candidates answered more than one major question on the same page of the answer booklet, e.g. questions two and five which appeared short in length appeared on the same page.

This was however done by the very weak candidates who even went ahead to answer all the six questions, two more than the required number thus forcing examiners to mark all and choose or select the correct ones.

Some candidates did not pay much attention to the writing of the correct question numbers in the answer booklet and this led to a mix up.

A sizeable number of candidates could not differentiate between certain textile terms and as a result of that scored less marks in answering such questions, e.g. the terms fibres and fabrics, fibre and yarn were mixed up and used interchangeably.

### **4. SUGGESTED REMEDIES**

Teachers are encouraged to teach English Language across the curriculum. In so doing, candidates will improve upon the use of the English Language.

Teachers again must insist on the reading of "instructions to candidates" at the front cover of the answer booklets in every examination including interval ones.

There is the need for teachers of the subject to practicalise textiles seriously. This will help candidates to grasp terms associated with the subject.

### **5. DETAILED COMMENTS**

#### **Question 1**

**Identify and describe the finishing technique that imparts the following effects to cotton fabrics:**

- (a) Lustre;**
- (b) Absorption;**
- (c) Shrinkage;**
- (d) Smooth surface;**

**(e) Fluffy surface.**

This question was answered by most candidates. However, candidates could not identify the real finishing technique that imparts the effects given in the question. They were just describing the effects instead of the actual technique that results in those effects.

Some candidates were explaining the effects in the question. For example, lustre was described or explained nicely as the sheen of a fabric. But how this lustre is achieved was not mentioned at all.

It was the same trend with the other effects. Technically, lustre is to be achieved through either calendaring which is an ironing process or through mercerization – a chemical treatment with caustic soda solution.

Absorption which is achieved by scouring or mercerization is described as the intake of water by cotton fabrics, etc.

**Question 2**

**(a) What is a business plan?**

**(b) State and discuss three factors to consider when preparing a business plan with reference to textiles.**

(a) The question was testing candidates' knowledge on a business plan. A few candidates stated clearly that a business plan is a document which indicates the intention of a potential entrepreneur showing how and when to achieve the intention.

(b) However, candidates were able to state and discuss the factors to consider when preparing the business plan. It was a question well answered with candidates scoring high marks.

**Question 3**

**(a) Describe spinning.**

**(b) Explain the following operations in cotton yarn manufacturing:**

- (i) Opening;**
- (ii) Carding;**
- (iii) Drawing;**
- (iv) Roving.**

- (a) The description of the spinning process was fairly answered. A few of the candidates confused fibre with fabric. E.g. spinning is the twisting of fabrics into fibre. Spinning is the final operation of twisting yarns into fabrics, etc.
- (b) The other yarn preparation operations were poorly answered. Candidate's knowledge on yarn preparation was weak. This could be attributed to the fact that cotton production as a topic is not well understood by candidates because there was no opportunity for students to see the production process practically, These were learnt in abstract.

It is therefore recommended that teachers must expose students to the practical aspect of cotton yarn production.

Expected answers are as follows:

- (i) Opening: This is a mixing operation in which ginned cottonbales are opened and the cotton fibres in lumps or theft are broken apart with air blown through to soften the fibre.  
  
This enables considerable impurities such as broken stalks, seeds, etc. to be removed and the lumps loosened. After 'cleaning', the machine converts the fibres into a big roll called Lap.
- (ii) Carding: it is an operation in which short fibres and other impurities are removed from the cotton fibre. The fibres are straightened and made to the parallel to each other and turned into a rope-like mass called card sliver.
- (iii) Drawing: this is a pulling out and a doubling operation in which several cards are fed into several pair of rollers, combined and made much longer by pulling or drafting effect.
- (iv) Roving: It is the resulting rope that emerges out of the several drawing-out and pulling operations. It is the stage where the sliver receives its first twist just sufficient for further processing without braking. The thickness of a roving is about the diameter of a pencil and has no tensile strength.

#### **Question 4**

**State and explain five points to convince a student to choose textile as a subject.**

It was a very popular question attempted and answered by all the candidates.

Performance for this question was good thus leading to candidates obtaining high scores.

### Question 5

- (a) **Discuss the techniques used to produce the bark cloth.**  
(b) **In three different ways, compare the characteristics of the bark cloth and the kente fabric.**

- (a) This was not a favourable question at all. Very few candidates attempted it and the few who did left the 5 (a) part of the question and answered the 5 (b).
- (b) Those who tried to answer Question 5 (a) stated that the bark cloth can be obtained from the bark of any tree, e.g. mango tree. Few also described the extraction of Adinkra dye from the bark of the badie tree, and the extraction of bastfibres from jute and kernel.

Expected answers for Question 5 (a) included:

- (i) It is obtained from strips of inner layers of trees such as mulberry or the kyenkyen trees.
- (ii) It is produced by first removing strips of the inner layer of the bark.
- (iii) The removed strips are softened by soaking in water.
- (iv) The softened bark is placed on an anvil or a flat surface and special beater are used to pound the bark strips to interlace the fibres.
- (v) The material is later dried, producing a sheet of fabric.

### Question 6

- (a) **Differentiate between blends and mixtures of fabrics.**  
(b) **State four characteristics of a blended fabric labelled 40% cotton and 60% nylon.**

- (a) Differentiating between blends and mixtures of fibres was very confusing to most of the candidates that attempted the question.

Candidates were either confused or interchanged the description of blends for mixtures, e.g. blends are the mixing of several yarns from different fibres, or mixtures are different fibres to make yarn. Other candidates also explained blends as the combination of different textile/fabric designs joined by sewing together to form 'asasa'.

Expected answers are as follows:

- (i) Blending is done at the fibre stage and involves yarns obtained when two or more different fibre species are mixed together and spun into yarn, eg. 40% cotton, 60% nylon.
  - (ii) Blended fabrics show similar characteristics of all the fibres blended evenly throughout the surface while;
  - (iii) Mixtures are fabrics made with yarns of different fibre species. Mixed fabrics show different characteristics at different areas on the surface of the fabric.
  - (iv) Mixtures occur usually at the waving stage where yarns of the same species are used for warp and another for weft, e.g. cotton yarns for warp and nylon for weft.
- (b) This was a very confusing question. This led to some candidates supplying separate answers to cotton and nylon respectively but not for the blended fabric.

Expected answers included:

- (i) Absorption rate of the fabric is improved with the presence of cotton;
- (ii) The fabric will be fairly cool to wear;
- (iii) It will be less static due to the presence of cotton;
- (iv) It will be abrasion resistant due to nylon;
- (v) It is strong as a result of nylon, etc.

### **VISUAL ART 3**

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

The standard of this year's work is the same as that of last year's. The questions are based on the prescribed syllabus but it is worth noting that there are fewer outstanding works in 2015 than 2014.

This shows that the level of creativity has dropped considerably. This may be due to the fact that a typical class of about twenty candidates select the same question, same materials and techniques as if all the candidates have been given a the same design to interpret.

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

The following are the strengths identified in candidate's works:

### **Evidence of Study**

Most candidates now present their work in files or exercise books. They also use the correct format to appreciate the work they have produced. Most of the evidence of study are also attached to the main works.

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

The following weaknesses were identified:

- Poor labelling of boxes and works. Schools should label their boxes with their registered names and not with nicknames or acronyms. The labelling information that is Name of school, School number, Year of examination and subject should be boldly and neatly printed on the boxes. Fibre bags and cartons should **not** be used.
- Works should **not** be packed with saw dust, old clothes or wood shaving.
- Picture Making: Surface of wood cut was not treated with flock that is tufts of wool or cotton to make it absorb more printing paste/ink to give good prints.
- Tritik process was poorly applied which resulted in poor images on fabric.
- Idea development were poorly done.

## **4. SUGGESTED REMEDIES**

The following are recommend measures to be taken to remedy the weaknesses in the system:

- (i) Intensive in-service training workshop for teachers on:
  - Ideal development.
  - Drawing.
  - Basic topics in all the subject areas.
- (ii) GATA to develop booklets to educate teachers and students about various subject areas.

## **5. DETAILED COMMENTS**

### **BASKETRY (1)**

Using any suitable material, design and produce a picnic basket for the queen-mother of your traditional areas. It should hold thermos flasks, a set of cutlery and a lunch plate. Use randing, waling and any other weave. High: 30cm.

#### Demands

Candidates were expected to produce a paper design and execute picnic basket using the appropriate tools, materials and techniques as follows:

- (1) Materials: cane, straw, bamboo, card, plastic strips used singly or combined.
- (2) Tools: for cutting, boring, squeezing, scraping, splitting etc.
- (3) Execution of basket by preparing the base/weaving the base, upsetting, randing waling, pairing slewing etc. weaving the rim and attaching handle.
- (4) There should be an indication of where to place the flasks, plate and cutlery (3 compartments)
- (5) There should also be an indication of its suitability for a queen mother. The use of traditional symbols or colour, e.g. violet colour which depicts female royalty.

### **PERFORMANCE**

All candidates chose to use the same material which is cane while there are a variety of materials to select from. Most candidates used plywood for base and also randing throughout ignoring the other demands of the question that is waling. Though the question demanded only the height candidates produced the same shape of basket. Most of the baskets looked more like shopping baskets. They were blown out of proportion. Handles and their fixing was also a big challenge.

### **BASKETRY(2):**

Design and produce a macramé wall hanging with a processed raw material for the Arrival Hall of the Kotoka International Airport. Knot “Akwaaba” in the work. The three colours must be used. Adorn the work with complementary materials.

Size: 120cm x 60cm.

## **DEMANDS**

Suitable materials to select from are a variety of assorted cords, raffia, beads, pieces of broken calabash, sequence.

- (1) The main tools may be knife, scissors, singeing lamp etc. preparation of materials may include measuring and cutting of cords to size, cutting anchor strands, getting complementary materials ready.
- (2) Construction of hanging may include: the use of a variety of knots such as Lark’s Head, square knots half knots, hitches etc.
  - Attaching complementary materials.
  - Using appropriate skills to knot the word “Akwaaba”.
  - Attaching a suitable device for hanging.

## **PERFORMANCE**

This question was not popular but the few candidates made a god attempt even though they could not knot the word “Akwaaba” Successfully in the wall hanging. Hanger was constructed with a variety of knots. The three colours were well distributed but the choice of colours was generally a bit dull and depressing. Candidates should apply their knowledge about colour.

## **CERAMICS (1)**

Using any production technique, design and produce three small pots in varied sizes and texture to serve as wind bells.

The three pots should stringed and fixed onto a wooden board for the ceiling. The finished work should be fired.

## **DEMANDS**

Producing paper design of three small pots. The design should be translated into small pots using appropriate tools, materials and techniques. The pots should then be fired and attached to a board by means of strings and fixed to the ceiling so that when the wind blows them they will hit each other and tinkle/clime.

Tools/equipment: tools, for modelling, kiln, wheel (potters)

Materials: Clay, board, threads.

Techniques: They include:

- (1) Preparation of clay by pounding, kneading, wedging etc. pots may be formed by: Throwing on the potter wheel and turned to remove excess clay. Hand building that is pinching, coiling, slabbing, mass modelling decorating by texturing, incising, embossing etc. Finishing by firing, painting, final work should have holes for stringing and also be light in weight so that they follow the wind direction and tinkle.

## **PERFORMANCE**

Question 2 was moved popular than this question but some candidates made bold attempts at it, the following areas were faulty:

- Size: Though the question did not demand dimension, some pots were too big to serve the purpose.
- Weight: It is the lightness of pots which will influence movement and function as a mobile and also tinkle/chime.
- Firing: Firing at the right temperature will also facilitate movement.
- Fixing: Fixing of strings closer would also facilitate movement of pots (bells) when the wind blew. Pots will hit each other.

## **CERAMICS (2)**

Design and produce a four section mural for the living room of your local chief develop the idea from any traditional object in the palace. Dimension 30cm x 40cm. the work should be bisque fired.

## **DEMANDS**

Question (2) demands a paper design based on any traditional object in a chief palace example stools, drums, palanquin, regalia. The paper design should be translated into a four section relief work though the use of appropriate tools, materials and techniques and finished by bisque firing

Tools/equipment: modelling tools, sackboard, rolling pin, kiln.

Materials: clay body, grog, slips.

Techniques: (1) preparation of clay, drying with grog pounding, kneading wedging etc.

- (i) Forming the slab by rolling of clay, drying slab to leather hard state, transferring the design.
- (ii) Building/forming design on slab by using high/low/sunken relief.
- (iii) Decorating by texturing, incising, embossing, painting with slip.
- (iv) Drying and firing.

Performance: Most candidates attempted this question and did well. However some works got broken others warped probably through rapid drying, thickness of slab or the nature of the clay body.

### **DESIGN GRAPHIC (1)**

Design a pictorial Logo for a company that deals in timber and timber products.

- Name of company: CHEMFREH LIMITED
- Colour: not more than three colours

Demands: Question 1 requires the production of a sketch to be translated into a pictorial Logo in two or three colours for Chemfre Limited.

The Logo should be executed using the appropriate tools, materials and techniques.

Tools: for drawing and painting

Materials: support (paper/card) colours.

Techniques

- (i) Development of various sketches leading to the design of pictorial Logo example illustrations of timber Logos, timber products, plywood, tractors/sawmill machines or wooden furniture etc. or other relevant images and suitable lettering style example Roman, Gothic, free style etc.
- (ii) Transfer of sketch on the support.
- (iii) Painting with appropriate colours.

### **PERFORMANCE**

Question one was for more popular than question two. Most candidates are of the notion that all Logos are either circular or oval shaped. The idea development was generally poorly done. It is worthy of notice that it is not the number of sketches that matter but the substance in the sketches. The source of the idea should be clearly seen and beyond that there should be additions

and subtractions here and there to shape the sketches into the final work. Lettering and colour scheme was below expectation

## Graphic design (2)

A new bottle soya drink (soya-vita) the ultimate in vitality is due for GyeNyame Food Company.

Design and produce an appropriate label 10cm in height for container. The circumference is 30cm.

The following should form part of the design

- Company's should name and caption
- Food and Drug Authority number
- Content colour
- Mineral content

### **Add any relevant information that can sell the product.**

Demand: A paper design of label for Soya-Vita, a soya drink in a bottle measuring 10cm x 30 cm allowing a little space for overlapping.

The paper design which may have image relevant to soya bean drink should be translated on an appropriate support using tools, materials and techniques

Tools: for drawing and painting

Materials: support (paper) and colours.

Techniques: Putting various sketches of lettering/illustrations together by drawing and painting distributing appropriately and including additional information like expiry date.

Performance

Fewer candidates attempted this question. The major problem was overcrowding on the label. There were too many item on the label. Some candidate wrote sentence/paragraphs. However, some candidates used appropriate pictorial elements. Also lettering and application of colour were well executed.

## **JEWELLERY (1)**

Design and produce an ornamental jewellery box with two compartments. Decorate the box using appropriate technique. Size of work: 15cm x 5cm.

## **DEMANDS**

The question demands a paper design of an ornamental jewellery box with two compartments. The paper design should be translated into an ornamental metal jewellery box using the appropriate tools, material and techniques.

Tools: cutting, piercing, milling, annealing, joining/soldering.

Materials: suitable metal eg. copper, aluminum, soldering materials, lining materials, glue etc.

Techniques: cutting, forming box by joining/soldering fixing compartments, attaching lining fabric.

- decorating by etching, enameling, pasting with accessories.
- working to achieve the given dimension

Performance: some candidates selected metal which was very hard to cut, shape and decorate. Some candidates used manageable metal which they were able to cut and solder. Some candidates decorated jewellery boxes with beads, sequins and other accessories. Others decorated with fabric and colourful paper.

## Jewellery (2)

Design and produce a bracelet and a finger ring using bone as the main material. Each item in the set should reflect a traditional symbol. The bracelet and finger ring should be big enough to fit an adult.

### DEMANDS

The question demands a paper design of a bracelet and finger ring with a traditional symbol incorporated in it.

This paper design should be translated into a bracelet and ring using the appropriate tools materials and techniques.

Tools: for cutting, piercing, filing etc.

Materials: bones and accessories eg. beads, sequins threads.

- Techniques:
- (i) cutting, treating of bones with chemicals
  - (ii) forming/shaping of cut bones
  - (iii) decorating by filing, texturing, scorching, carving/incising or burnishing.
  - (iv) assembling and threading bone and accessories according to design

## **PERFORMANCE**

Some candidates selected bones which were very hard to cut, shape and decorate. Some selected accessories chosen to complement the bones rather overshadowed them because of their size and colour.

## **LEATHERWORK (1)**

Using any suitable leather, design and produce a wall hanging with the following quotation embossed:

“Lay your hands each day on a book. Knowledge will flow like water of a brook”. By M.H.K use a combination of any two decorative techniques for the border design.

Measurement: 55cm x 35cm.

## **DEMANDS**

A wall hanging in suitable leather (natural) with:

The above text embossed and attached to an appropriate hanging device.

The Natural Leather should be well prepared by stretching sanding, drying etc.

The casing in should be well done to make the embossing process successful. The text should be well embossed and thonging neatly done.

## **PERFORMANCE**

Candidate's performance in leatherwork has generally improved. Most candidates were attracted to this question. Embossing was generally well done for the text to stand out boldly. Some candidates were innovative in the use of thonging styles.

## **LEATHERWORK (2)**

Using natural leather, design and produce a desk diary, use bond sheets 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 with leather corners.

Measurement; 22cm x 16cm x 2.8

## **DEMANDS**

- preparation of natural leather by stretching sanding, dyeing, drying.
- fabrication of leather cover using two different colour of leather by means of appropriate techniques such as measuring, cutting transfer of text on leather, fixing, padding material, assembling, gluing and sewing etc.
- cutting and casing in of leaves (binding)

- decorating by fixing metal and leather corners and burnishing/ Applying polish.

## **PERFORMANCE**

Most candidates attempted question one and performed better in question one. Most candidates were not able to combine leatherwork skills with trimmed. Gluing had not been well done which resulted in the warping of cover as well as leaves.

## **PICTURE MAKING**

“At the tintinnabulation of the bell, the students jostled against each other as they enter their classroom because they saw the anger on the face of their male class teacher holding his cane ready to punish anyone who came in late”.

Design and execute the above subject using the mosaic technique of picture making. The final work must be framed. (without glass) size: 60cm x 45cm.

## **DEMANDS**

Question I requires the production of a sketch to be translated into a picture using the mosaic technique. The composition may include?

- school/classroom setting – veranda, class label
- student ringing a bell
- angry male teacher brandishing a cane
- jostling of students against each other
- not less than 5 figures (teacher, bellboy, jostling students)

Execution of mosaic may include:

- (i) putting various scenes together to form the composition
- (ii) cutting of tesserae
- (iii) application of glue and pasting of tesserae
- (iv) finishing and framing of picture

## **PERFORMANCE**

Most candidates applied the correct technique in mosaic by preparing the tesserae and pasting them to achieve figures in action and colour scheme clearly seen. However drawing is generally poor.

## **PICTURE MAKING (2)**

Design and execute a two- colour woodcut print on the theme **YOU ARE WELCOME** Add other feature to make the composition interesting and appropriate. Produce and print in two different colour schemes.

The two finished works should be mounted side by side and hollow framed; 45cm x 60cm.  
Dimension of print: 20cm x 30cm

## DEMANDS

A two colour wood cut print (2 colour schemes) with a composition reflecting welcome scenes eg. people embracing each other, hugging or shaking hands (2 or more figures) Background features may be houses, cars, trees etc.

Preparatory processes include:

Getting various sketches ready-preparing the wood block

Work should be executed as follows:

- transfer of images on the block
- cutting of images on block
- treating block surface to make it absorbent
- trial print and final prints
- two different colour scheme of the print mounted side by side

## PERFORMANCE

Most candidates did not treat the surface of the block with flock (tufts) of wool or cotton to facilitate the absorption of printing paste/ink in order to get successful prints. Only few prints came out successful.

## SCULPTURE (1)

Using any suitable material, design and execute in low relief, a “Rite of passage” in your community.

Size: 37cm x 55cm

Give an appropriate finish

## DEMANDS

The theme. Rite of passage, implies the events which mark the entry point of the life cycle of man that is birth, outdooring, adolescences, marriage, death etc.

A composition of not less than three (3) persons in a relevant event executed in the appropriate technique. Media, optional that is clay, papiermâché, woo, wax, plaster of Paris (POP) etc.

Methods include carving, casting, modelling etc. depending on material used. Finishing may be polishing, spraying waxing, painting etc. and the dimension: 37cm x 55cm.

## PERFORMANCE

Most candidates worked with wood and clay applying the additive and subtractive techniques. Some candidates produced figures in the right proportion resulting in lifelike characters. Other works were rendered in flat shapeless figures.

## SCULPTURE (2)

Design and make a model for sculpture intended for a park, using found objects.  
Size: 30cm high. Give an appropriate finish

### **DEMANDS**

A figure of sculpture in the round/free standing which is 30cm high intended to be reproduced and placed in a park.

Media (found object that is scrap metal, wood, plastic etc). Forming methods include construction/assemblage using suitable bonding/fixing/joining techniques like glueing, drilling, riveting, welding, tying, etc.

Final work may be finished by painting, spraying, splashing, etc. and mounted appropriately.

### **PERFORMANCE**

Most candidates were very creative in their choice of materials. They used materials from natural to man-made applying appropriate bonding/binding technique. Some candidates came up with themes/concepts and worked towards them. mounting and finishing were appropriately done to enhance the works.

### **TEXTILES 1**

Design and weave a warp striped fabric on any suitable loom to be used as a kitchen napkin. The woven fabric should be produced in two colours only. Size of the final work should measure 30 cm wide and 45 cm long.

Demands

Looms such as rectangular frame, table, broad or any hand loom may be used. Project should be effected through the right preparation and execution as follows:

- Calculation of warp, winding of yarns, laying of warp, hedding, reeding, tying up, winding of weft (shuttle);
- Weaving the fabric to achieve or warp way striped fabric in two colours.

The finished fabric should be cotton and have the right colour combination, balanced warp pattern, weave structure (plain or twill) thick and neat selvages.

### **PERFORMANCE**

Question (1) was less popular than Question (2). Most candidates made a bold attempt at waving on the rectangular frame loom. Their major challenge was stretching (tension) the warp ends at equal tension and also beating the deposited weft at the right tension.

Some candidates however produced napkins with interesting warp patterns and colour schemes.

## **TEXTILES 2**

Design and produce a fabric in TRITIK to be used as a Friday ware for the staff of your school. Size: 90 cm x 45 cm. Use only two colours, excluding the background colour.

### **Demands**

Tritik is a resist dyed fabric achieved by drawing a motif on a fabric, sewing the outlines and pulling the threads tightly before dyeing. When tightly pulled, the images are clearly seen after carefully removing the sewing threads after dyeing.

The design should reflect the name, motto, colours, crest, emblem or symbol of the school. The fabric should be dyed twice to obtain the two colours; there should be proper step by step planning and execution of processes. The technique of immersing the whole fabric or dipping/spreading dye to local or specific areas and also dyeing the light colour first should be employed to achieve the best effect at the shortest possible time.

After the treatment of washing to remove excess dye, drying, sizing and ironing should also be well done.

### **PERFORMANCE**

Some candidates deviated by using printing technique as part of the solution to achieve tritik. Some candidates could not retain the first colour after dyeing the second colour.

Most candidates only know the running stitches technique which they failed to pull well. Therefore they failed to get clear images. Some works came out well because the appropriate steps had been taken.

