

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 favourably 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

- (1) The Chief Examiners reported that candidates performance varied, ranging from below average to improvement over that of the previous year.
- (2) Candidates' performance this year in Clothing and Textiles 2 was poor as compared to previous years.
- (3) Above average performance was reported for General Knowledge in Art 2 and 3A and 3B.
- (4) 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, Foods and Nutrition 2.
- (5) Below average performance compared to previous years was reported for candidates in Graphic Design 2, Textiles 2, Leatherwork 2, Sculpture 2, Ceramics 2 and General Knowledge in Art 3.

3. A SUMMARY OF CANDIDATES' STRENGTHS

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 3.
- (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 Clothing and Textiles Foods and Nutrition 2, 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&3A , and Clothing and Textiles 3. 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 2, Textiles 2, Management in Living 2 and Management in Living 3.
- (7) Adherence to rubrics was observed in Foods and Nutrition 2, Management in Living 3, Clothing and Textiles 2, Picture Making 2 and Visual Art 3.
- (8) Most candidates remembered to write their index numbers, unlike the previous years in Foods and Nutrition 2.
- (9) Cancellation of work by candidates was neatly done in Foods and Nutrition 2.

4. A 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 2, 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 2, 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 3 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, Clothing and Textiles 2.
- (6) Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2, Jewellery 2, Management in Living 3, Ceramics 2, Foods and Nutrition 2, Picture Making 2 and Basketry 2.
- (7) Lack of in-depth 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 2 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.
- (12) Most of the compositions of items were not done according to instruction in General Knowledge in Art 3A.
- (13) Background and foregrounds were poorly shown in drawing General Knowledge in Art 3A.

5. SUGGESTED REMEDIES

- Students should be given more assignments which involve all types of drawing and shading.
- Students should be encouraged to read prescribed textbooks in addition to notes given by their tutors and should also be encouraged to read widely.

- Students must be taught to reduce their dependence on computer generated designs and to be more creative in their drawings and designs.
- Teachers should teach students how to handle tools and materials well and should use as many text books as possible to teach.
- Teachers should use correct terminologies in their instructions and students should be encouraged to use these terminologies correctly. Qualified teachers who are knowledgeable should be engaged to handle subjects that they specialized in.
- 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.
- Teachers should encourage students to read and use the library more often to improve their spelling, vocabulary and expressions in English.
- Students should be supplied with the prescribed textbooks and they should be encouraged to use them appropriately.
- Practical lessons should be undertaken more often for improvement.
- Students should be advised to read the rubrics of the papers and they should adhere to them.
- The Chief Examiners reports should be made available to teachers to help them in their teaching.
- Teachers who have not been trained as teachers for specified subject areas should read more and widely and should seek help whenever necessary.
- Candidates should desist from giving one word answers which most often are meaningless.
- instructors who arrange objects for candidates should be made aware to read the questions and understand the details before setting the items in front of candidates.
- Teachers should explain question to candidates as the paper is given to candidates two weeks before the practical paper in the case of General Knowledge in Art 3A.

BASKETRY 2

1. GENERAL COMMENTS

The standard and scope of the paper compares favourably with that of the previous years. The items were within the scope of the syllabus. All the questions were unambiguous and were based on the practical and theoretical aspects of basketry as a subject.

The candidates generally exhibited higher abilities in their understanding of the questions and were straight-to-the-point in their responses. Many candidates showed good technical understanding of the questions asked.

2. A SUMMARY OF CANDIDATES' STRENGTHS

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

- There was generally better grammatical construction of sentences.
- There was a higher degree of grammatical expressions by most of the candidates.
- Candidates' handwritings were quite legible, making reading of their scripts easier.
- Candidates attempted all the questions.
- It became apparent that candidates relied on their own abilities judging from the varied wording and approaches to the questions they answered.
- Drawings were generally made in more details than in previous papers
- Candidates showed an improved understanding of basketry terminology and processes.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

- Many candidates had difficulty in making comparisons between processes and terminologies and differentiate between tools that look similar. Examples are costing and pricing; bodkin and awl;
- Over 90 of the candidates who attempted Question 5 could not identify seeking permission from the school authority as part of factors to consider in mounting an exhibition on campus. They could easily have stated acquisition of permit from the local government or the police in the event of a public exhibition as necessary.
- 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 knowing how to tackle the task 'Discuss' Instead of simply listing or describing the subject matter, they are expected to dilate on the issues, bringing out reasons or inferences arising from the discussion.

- It was noticed that some candidates looked for key words and assumed that the questions followed the direction suggested by those key words. An example is when a question was asked on ‘the processes’ involved in making an article using a particular material. Some candidates simply went on describing the processing of that material.
- Spellings were wrong. They made reading and understanding of their responses sometimes very difficult.

Samples of some wrongly spelt words are presented as follows:

- *hools* for holes,
- *dicerfor* desire, etc.

4. **SUGGESTED REMEDIES**

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

- More attention should be given to spelling exercises and drills.
- Students should be encouraged to read more books, especially in the subject area in order to help them become familiar with basketry processes and terminologies.
- Tutors should conduct more exercises on Comprehension which became evident as some candidates did not know the difference between list , state, explain or discuss.

5. **DETAILED COMMENTS**

Question 1

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

(b) Select three finishing techniques used in macramé and explain how each is applied.

The expected response should reflect all end activities engaged in bringing the making of an article to a close. These include: polishing, trimming-off, singeing, knotting, lacquering etc.

- (a) The question was attempted by almost every candidate. Their broad definitions were accurate but the activities listed by a few candidates were unrelated to finishing activities.
- (b) Question 1(b) did not appear as well understood from the responses provided by the candidates.

Majority of the candidates obviously did not remember the finishing was limited to only macramé articles, hence the varied but mostly unrelated responses that offered.

While some described finishing techniques in relation to cane basketry, others mixed up processes of decoration and weaving generally, which were clearly not related to the demands of the question.

Question 2

- (a) **Explain the term weaving as used in basketry.**
(b) **Describe in detail the processes involved in the making of a hat using the date palm leaves.**

- (a) The appropriate explanation would be in line with the following: The inter-twinning or lacing of pliable materials into a form or an article using processes/methods//techniques of braiding, plaiting, randing, slewing etc.

Many candidates were able to describe the term weaving as used in basketry. This was answered correctly by almost every candidate, giving an indication that they understand the basics of basketry.

- (b) Following is a list of steps that describe the making of a hat using date palm leaves:
- Date palm leaves are separated into leaflets.
 - The midribs of the leaflets are removed.
 - Leaflets are seasoned by drying them for about one week.
 - The seasoned leaflets are plaited or braided into strips.
 - The braided strips are joined together by stitching as they are coiled.
 - Coiling and stitching is continued to desired width of base.
 - Upset by stitching new coils over previous ones.
 - Continue to the desired height or neck of hat.
 - Upset again to form the shoulder/flap/sleeve of the hat.
 - Bind the edges to finish.

The following were noticed in the candidates' answers provided.

- Most of them had fair ideas about the weaving processes.
- Those who did not get it right described processing of the material itself rather than the weaving processes. They obviously got distracted by the term 'processes' which appeared in the stem.

Question 3

- (a) **Explain the term Pricing and Costing as used in basketry.**
(b) **Discuss in detail, three factors to be considered when pricing a cane tray.**

- (a) Pricing: The evaluation of a basketry article based on factors relative to market trends or the functional or aesthetic values placed on it.

Costing: This constitutes the value placed on a basketry article based on the materials, tools and other expenditure relating to the production of the article.

There were interesting observations made from candidates' responses to this question.

- Many candidates could not make a distinction between the determinants of pricing and costing. Some interchanged their explanations while others simply repeated what answers they had for both pricing and costing.
- Others used their time unnecessarily giving reasons why they must cost or price an item; which are all not required.

(b) The expected answers include:

- Cost of purchasing cane. (Extra transport and cost of material)
- Cost of processing cane. (tools, chemicals, abrasives, etc.)
- Production (Value placed on expertise, electricity costs, time spent)
- Market demand
- Quality of finishing
- Competition and its effect on pricing.

Most candidates attempted this question but only a few of them were able to answer it correctly. It is encouraging to note however that those who got it right answered it convincingly.

Question 4

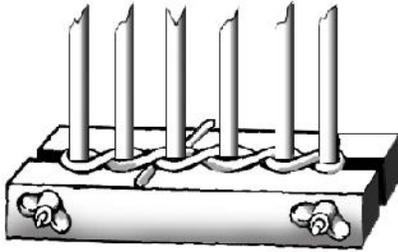
With the aid of illustrations, describe and explain how each of the following tools are used in basketry

- (a) Screw block**
- (b) Bodkin**
- (c) Awl**
- (d) Shears**
- (e) Rapping iron**

The following features were observed from candidates' answers to this question.

- Candidates generally showed more details in their drawings and illustrations.
- A number of them obviously could not place the drawings correctly so they either ended up titling the drawings wrongly or left some of the drawing spaces empty.
- Candidates were expected to 'describe and explain' as part of the requirements of the question. Most of the candidates who answered this question merely stated or explained the uses to which the tools are put instead of describing how they look like or what they are. They lost a few marks which they could otherwise have easily earned.

The expected answers should fall in line with the sample responses as follows:



Screw block

This is a holding device or tool widely used in basketry which is made up of two wooden planks held into position by two bolts and nuts.

It is normally used in securing stakes in position. This is done at the start of weaving a basket with a flat-board.



Bodkin

This is a tool largely used in basketry. It has a wooden handle that also holds a protruding metal which is pointed at the tip.

The pointed protruding metal makes it a suitable tool for piercing/boring holes. It assists the creation of holes into which stakes are fixed at the base of baskets.



Awl

This is a metal formed like a needle. Mostly, it carries an eye and is sometimes slightly bent at the tip.

It is suitable for marking points on surfaces and making small holes into materials.



Shears

This is a pair of metal blades at times fitted with plastic or wooden handles. The two metals are held against one another at a point that allows the ends of the metal blades to serve as cutters. They are used in basketry to cut stakes and also, jotted ends of weavers.



Rapping iron

This is a jotted metal tool that is quite flat in nature and is not that sharp at the edges. It has a wooden or plastic handle.

It is by its nature primarily used to press weavers together to effect tighter weaves

Question 5

- (a) Explain the term Exhibition.
- (b) Discuss in detail four factors to be considered when mounting basketry articles for exhibition in your school.

- (a) This question attracted much attention from candidates. It was well answered. Candidates' answers reflected the expected response which is as follows:

Exhibition is a collection of art works on public display. It may be indoors or outdoors. Exhibition also offers opportunity to gain or share ideas. It broadens customer contact.

- (b) Many candidates provided responses that were within the range of expected answers. No candidate was however able to situate the acquisition of permit from local authorities/police when exhibiting in town with seeking permission from the school authorities when exhibiting on campus.

The range of expected answers are:

- The reason for the exhibition (Showcasing the works that would promote/advance your aim/work).
- Publicity within the campus to attract students/patronage.
- What to exhibit.
- Acquiring permit (from the School Authorities).
- Cost Management. -The cost of the Exhibition bearing in mind returns that should not discourage you
- Present your art so it becomes beneficial to other colleagues on campus through knowledge sharing

Question 6

- (a) **Explain and describe in detail the term palm frond.**
- (b) **Discuss in detail the processes involved in the preparation of a palm frond for making a basket.**

- (a) The term refers to the fresh leaves of the palm branch. It is the part that is normally twisted into rope.

Many candidates attempted this question. Various interpretations were offered which are interesting. The interesting points in the descriptions range from its description as palm frond, through palm leaves to palm branches. They are used interchangeably by various authorities. The candidates who attempted this question therefore earned some marks either by describing it as frond, leaf or branch.

- (b) This part of the question was not well understood by candidates as many described the process of weaving a basket; arrangement of stakes, randing etc.

Candidates were expected to clearly dwell on the preparatory processes of a palm frond for making a basket.

The expected responses are:

- Cut frond from the plant.
- The leaves are pruned off the frond.
- The branch/frond which is now free of leaves is split horizontally into the back and the front parts.
- Peeling is done on both the front and the back sides to remove extra pith padding and to make them flatter.
- Splitting is done again, this time to obtain stakes and weavers.
- They are cut/trimmed to size and stored for use.

CERAMICS 2

1. GENERAL COMMENTS

Generally the standard of the paper was average with no ambiguous questions. It compares favourably with previous years'. All the six questions were of average standard and within the limits of candidates'.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- A number of candidates exhibited strong command of the subject matter by giving precise information.
- They further elaborated points raised and cited lots of examples to buttress their points.
- They showed clear understanding of vocabulary, terminologies as well as spellings.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- 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 a number of candidates' in answering questions which demanded:
 - (i) Descriptions of indigenous pottery
 - (ii) Characteristics of residual clays
 - (iii) Chemical formulas of ceramic fluxing oxides
 - (iv) Poor ceramics practices that affect the environment.
- Some scripts had very bad expressions with bad handwriting making it difficult to read and understand.

4. SUGGESTED REMEDIES

- Schools must seriously organize series of tests and take their mock examinations seriously before registering candidates' to face the final WAEC Examinations.
- Visual Art teachers should be encouraged to constantly read the Chief Examiners' Reports, which will enable them pay much attention to the teaching and learning of ceramic terminologies and processes.
- Candidates are also advised to take their time to read over questions to make sure they understand the requirements of the question.
- Candidates should plan a layout of their answers to the question and to satisfy themselves that they have what it takes to attempt the question before they go ahead to answer them.

5. DETAILED COMMENTS

Question 1

- (a) Explain indigenous pottery.
- (b) List four types of indigenous pottery products.
- (c) State one function of each of the products (b).

(a) Candidates were expected to mention pottery made by traditional, native or local potters and using very simple tools. Candidates chose words like 'primitive' and 'pre-historic' which were inappropriate.

(b) Only few candidates were able to list types of indigenous pots especially in their local dialects. They rather used words like 'grinding' bowls or 'cooking' pots, etc.

Question 2

State and explain:

- (a) Three characteristics of residual clay.
- (b) Two characteristics of sedimentary clay.

Clay characteristics are the resultant effects of certain natural phenomena in the formation of clays. Residual clays are less or not plastic because they are coarse or large in particle size.

Secondary clays are however, plastic because they are finer in particle size and the presence of organic matter cause sedimentary clays to be more plastic.

Primary clays are white in nature. But secondary clays are not coloured in their raw state. Rather their fired colour may vary widely due to the presence of impurities such as iron oxide, colours range from brown, red to buff.

Explanations for clay characteristics were not enough. Majority of candidates' could not express themselves well enough. A few other candidates' were confused as to which clays refer to residual or sedimentary.

Question 3

Name five fluxy oxides and give their chemical formulae.

The most interesting aspect of this question is that if you did not know it, you do not attempt.

Majority of candidates have not studied fluxing agents or oxides in ceramics. It was therefore quite natural for most candidates' to get the formulas wrong.

Thus quite a number of them were able to list all five oxides, but just a few of them could get the formulas right.

Question 4

(a) Define exhibition.

(b) Discuss four stages involved in the planning and preparation of an exhibition.

This was the most popular question attempted by almost all candidates'. Most of them gave a good account of themselves.

Most candidates' however confused and mix up factors in establishing a small scale enterprise and factors in organizing an exhibition.

Under exhibitions, factors include:

- Types of exhibition
- Where to exhibit (land and location)
- What to exhibit
- Cost involved/capital
- Expected number of guest, etc.

Under small scale enterprise however, factors include:

- Land
- Capital
- Labour
- Nearness to raw materials,
- Market
- Equipment
- Water
- Electricity, etc.

Question 5

(a) Explain the term throwing.

(b) Describe the three stages in throwing.

(a) Definition or explanation for throwing was satisfactorily done. Except that throwing is not 'used to produce objects or works', but rather to produce pottery wares or pots.

(b) Candidates had no problem listing the four processes involved in throwing, yet they could not explain those processes satisfactorily. Those being centering, opening-up, pulling and shaping.

One cannot understand how a candidate' would explain throwing as "process of removing unwanted particles from the clay and make it uniform". Neither would it make sense for a candidate to list the three steps in throwing as 'wheel setting, cleaning unwanted particles, and clay preparation', etc.

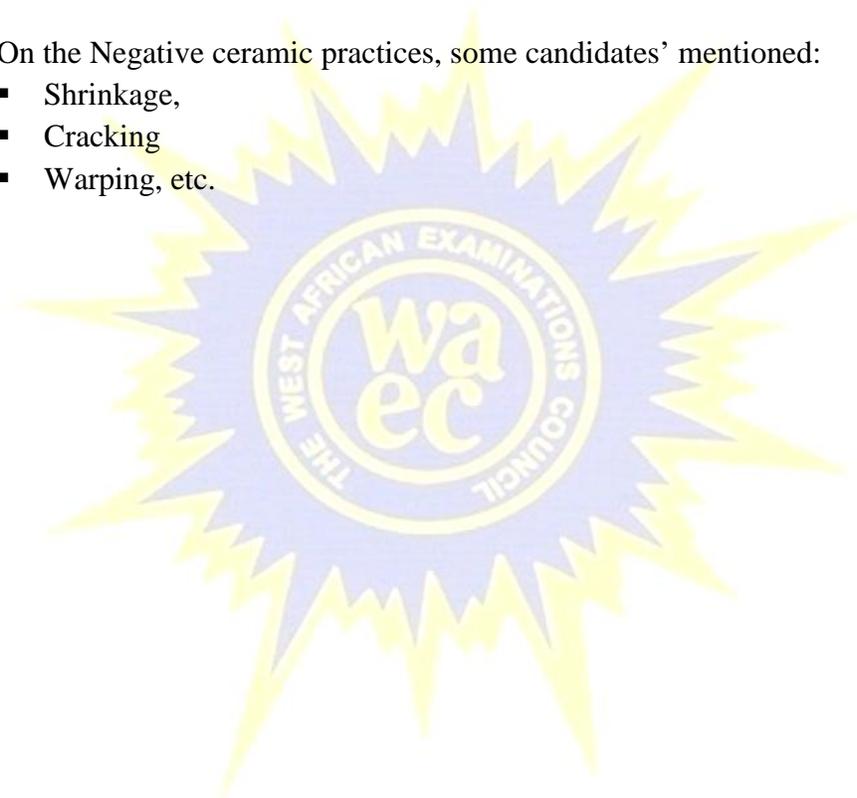
Question 6

- (a) State five negative ceramic practices which affect the environment.**
(b) Suggest one possible solution for each of the practices stated in (a).

(a) This question was about the second popular question beside question four and was satisfactorily answered by most of the candidates who attempted it.

(b) On the Negative ceramic practices, some candidates' mentioned:

- Shrinkage,
- Cracking
- Warping, etc.



CLOTHING AND TEXTILES 2

1. GENERAL COMMENTS

The question paper compares favourably with those of previous years. The questions were suitable for their level. They were simple, straightforward and easy to understand and were within their capability. Candidates' performance this year is below average compared to previous years. English Language continues to be the major challenge and as a result candidates could not express themselves very well. However, candidates with command over the English Language performed creditably well.

It can be deduced from candidates' answers that some schools do not have qualified teachers handling the subject because quite a significant number of candidates could not provide answers to simple non-technical questions.

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 and the listing of answers.
- (2) The presentation of candidates' answers was quite good. Almost all candidates started each question on a fresh page, numbered the sub-questions and left spaces in between sub-questions. However, a few also messed up their answers.
- (3) Candidates demonstrated a good knowledge in the following topics:
 - (i) tools and equipment used for clothing construction.
 - (ii) types of fastenings.
 - (iii) clothing accessories.
 - (iv) entrepreneurship.
- (4) There has been tremendous improvement in candidates' handwriting. Comparatively it is better than that of last year.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates did not have the technique for answering questions which demanded the application of knowledge and those that required diagrams.
- (2) A significant number of candidates demonstrated poor knowledge of the subject matter, thus scoring below 10. It can be concluded that such candidates did not have qualified teachers to handle them.
- (3) English Language continues to be a problem. Quite a significant number of candidates could not express themselves very well neither could they provide correct spellings of some common words: e.g. 'fabre' instead of fibre, 'ion' instead of iron, 'bottom' instead of button, 'maching' instead of machine, 'sowing, sawing' instead of sewing.

4. SUGGESTED REMEDIES

- (1) Qualified teachers who are knowledgeable in the subject should teach the subject. The subject is technical and therefore requires experts to teach it.
- (2) Candidates should have access to the prescribed textbooks, meaning that schools should have copies in the library. Teachers should use these books in addition to others written by Clothing and Textiles experts.
- (3) To help candidates improve their spelling, teachers should treat new words in each lesson with students. In addition, notes given to students should be marked and teachers should ensure that correction in the notes are made.
- (4) Candidates should have a lot of practice in answering questions which require the use of diagrams.

5. DETAILED COMMENTS

Question 1

The questions were clear and manageable but performance was poor though some sub-questions were fairly well answered. It was a popular question.

(a) **Explain the following terms as used in Clothing and Textiles:**

- (i) **fibres;**
- (ii) **yarns;**
- (iii) **spun yarns;**
- (iv) **continuous filament yarns.**

- (i) Fibres - this was fairly well answered by candidates who attempted this question. They stated that: 'it is a tiny hair-like structure used to produce yarns for fabrics'.
- (ii) Yarns - a significant number of candidates explained it as: 'they are long strands made up fibres'. Some important words were left out and this affected the candidates. They were expected to provide an answer like:
 - 'yarns are long textile strands made up of staple fibres or filaments'.
 - 'yarns are composed of several fibres grouped and often spun or twisted together'.

Candidates who provided the second definition also left out 'often spun or twisted together'. This earned them only half the mark.

- (iii) Spun yarns - a significant number of candidates could not provide an explanation and those who attempted it gave the definition of a yarn.

The expected answer is:

'they are made up of short staple fibres which are spun/twisted together after being drawn out and combed'.

- (iv) Continuous filaments yarns - very few candidates stated that 'continuous filament yarns are made up of long fibres measured in kilometres'. The expected answer is: 'continuous filament yarns are made up of one or several long fibres which are twisted together.

For any incomplete statement, candidates were awarded half the marks.

(b) Mention four ways fibres can be identified.

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

- visual inspection/appearance
- feel/touch
- microscopic examination
- burning test
- absorbency test

(c) Identify four fabrics which need special care while cutting.

This sub-question was poorly answered by majority of the candidates. They mentioned fibres instead of specific fabrics. However, a handful of candidates provided the correct answer. Their answers included:

- slippery fabrics, stripes, checks, plaids, fabric which fray badly and stony fabrics.

(d) State three points to bear in mind when caring for silk articles.

This was poorly answered by majority of the candidates. Some answers given were:

- dry silk in a shady place
- use warm iron
- wash by kneading and squeezing
- use warm soapy water to wash
- do not boil
- iron when partly dry
- iron on the wrong side
- follow instruction on care labels

Question 2

This was the most popular question. Over ninety percent of the candidates attempted it. On the whole, it was fairly well answered by majority of the candidates who attempted it with a few scoring the full mark.

- (a) (i) **List six classes of tools and equipment used for clothing construction based on their function.**
(ii) **Give two examples of each of the classes listed in a(i) above.**

This question was well answered by the candidates with some even tabulating their answers. Some candidates listed the classes of tools correctly but went further to state their functions. This was a waste of time and space because the candidates provided the following answers:

<u>Classes</u>	<u>Examples</u>
Pressing/ironing	- pressing iron, tailor's sham, ironing board, table
Sewing/stitching	- pins, needles, sewing machine, thread
Measuring	- tape measure, long ruler, yard stick, hem gauge
Cutting	- scissors, dressmakers
Marking	- tracing wheel, tailor's chalk, dressmaker's carbon, <u>pencil, chalk</u>
Storing	- wardrobe, closet, box, bag, hangers

Only a handful of candidates provided the following answers in addition to the above:

Fitting	- dummy, pins, <u>mirror</u>
Drafting	- metre rule, tracing wheel, tailor's chalk, dressmaker's carbon, pencil

The underlined words were incomplete and therefore marked wrong with the exception of 'mirror'.

Pencil - should have been qualified to read 'dressmaker's pencil' because the ordinary pencil cannot be used in clothing construction except in drafting.

Chalk - should have been qualified to read 'tailor's chalk' since the ordinary chalk is not used in clothing construction.

Mirror - since there are different sizes of mirror, candidates were expected to state the 'full length mirror' because this is the only appropriate tool for fitting. However, candidates were not penalized.

(b) Mention four types of needles and state the function of each.

The first part of the question was fairly well answered by majority of the candidates. Very few candidates were able to state the function of at least two types of needle.

Candidates answers included:

crewel, bodkin, sharps, betweens, sewing machine needle and darner.

They were expected to state the following functions:

- | | | |
|------------------------|---|---|
| crewel | - | used for hand embroidery |
| bodkin | - | used for threading beads and sequins |
| sharps | | used for plain hand sewing |
| betweens | - | used for fine detailed hand sewing. Also used for quilting |
| sewing machine needle- | | this is attached to the sewing machine and used for stitching all fabrics |
| darners | - | used for mending. Candidates who mentioned that the darner is used for darning were marked wrong. |

Question 3

- (a) (i) Define fastenings**
(ii) List eight examples of fastenings

This was a very popular question and some sub-questions were fairly well answered. Candidates' performance was just average.

- (a) (i) Quite a significant number of candidates gave the definition of fastenings as 'devices which are used to close openings' but a good number also stated that 'openings are used to close garments'. This was unacceptable and so candidates could not earn any marks.
- (ii) Majority of candidates who attempted this sub-question provided at least six correct answers, while others also provided incomplete examples, e.g. button, loops. Even though these examples are considered as fastenings they cannot close an opening because they are incomplete. Button goes with buttonhole or loop, likewise the loop cannot fasten on its own.

However, there are other fastenings like ‘velcro’, ‘tapes’ or ‘ribbons’ which fasten on their own.

Correct answers provided by candidates included:

zipper, buttons and buttonholes, eyelet and cord, hook and eye, buttons and loops, hooks and bars, velcro, press studs, tapes and ribbons

(b) State two functions of fastenings.

Majority of the candidates provided the correct answer as:

- they are used to close openings
- they are used for decoration

Quite a good number of candidates gave only one correct answer.

- (c) (i) List the three methods of applying a conventional zipper.**
(ii) Explain any two of the methods in c(i) above.

This sub-question was poorly answered by majority of the candidates. Only a handful were able to provide the correct answer.

The expected answers are as follows:

- centered/semi concealed zipper application
- lapped/concealed zipper application
- fly-front/fly-flap zipper application
- invisible zipper application

(ii) Only a handful of candidates used the correct terminologies to explain the method of application. Majority did not provide any explanation of the method of application.

The expected answers are as follows:

Centered/semi concealed zipper application

This has the zipper in the centre of the seam with one row of stitching along each side. Equal width of fabric cover the zipper teeth.

Lapped/concealed zipper application

This is where the zip cannot be seen at all but one row of stitching shows down one side and across the base.

Fly-front/fly zipper application

This has one placket or a lap of fabric covering the zipper which is wider than the one in the lapped zipper application. It has only one row of stitching that shows on the outside.

Invisible zipper application

No stitching shows at all on the right side and zip in invisible when closed.

Question 4

This was the most unpopular question. Very few candidates attempted it and performance was poor.

(a) Explain five characteristics of nylon which make it a good choice for making drying lines.

This sub-question was poorly answered by almost all candidates who attempted this question. Since it is an application question, candidates could not use the facts about nylon to answer it. Majority of the candidates stated that 'nylon is durable, it last long'.

They were expected to provide the following answer:

<u>Characteristics</u>	<u>Explanation</u>
Strength	- it is extremely strong
Resiliency	- it will return to its original length after stretching
Absorbency	- it does not absorb moisture easily
Shrinkage	- it does not shrink
Flammability	- it does not burn easily
Abrasion resistance	- it does not wear off easily it is hardwearing

(b) State five points to bear in mind when constructing nylon garments.

This was poorly answered by almost all the candidates who answered this question. Not even a handful of candidates could provide two correct answers. Some of the answers candidates were expected to provide are:

- very sharp dressmaker's scissors should be used for cutting nylon.
- sharp pins and needles should be used.
- non-shrink trimmings should be used on nylon garments.
- make hem double – two turnings of same depth to prevent frayed edges looking untidy

inside the hem

- leave enough allowance to allow for fraying.
- do not tear fabric.
- do not stretch the fabric whilst stitching.

Question 5

This was a popular question but performance was poor because of the 'a' part. The 'b' sub-question was fairly well answered by almost all the candidates who attempted this question.

(a) Show how to lengthen a blouse pattern using four diagrams.

Very few candidates provided the quarter size of a blouse styles with sleeves, frill and other processes.

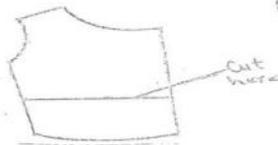
They were expected to provide the following diagrams with accompanying statements.

WASSCE FOR SCHOOL CANDIDATES 2016 CLOTHING AND TEXTILES 2

Question 5

(a) Diagrams showing how to lengthen a blouse pattern

(i)



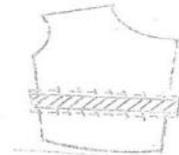
(i) Mark the alteration line as indicated in (i) above.

(ii)



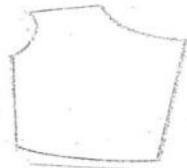
(ii) Separate the pattern parts and determine the required amount to add.

(iii)



(iii) Place a strip of paper behind the cut edges and spread them to the required amount. Retrace the pattern.

(iv)



The lengthened pattern.

1 mark for each diagram x 4
1 mark for each explanation x 4
= 8 marks.

- (b) (i) **What is clothing accessory?**
(ii) **Name four clothing accessories for a school child attending an interview.**

Though the question is simple and straightforward, a good number of the candidates could not provide a good definition. Majority of the candidates gave the definition of accessory as:

‘items worn to complement one’s appearance’

Or

‘ they are things worn in addition to garments to make one beautiful’

The correct definition is:

‘clothing accessory is an item worn on the body in addition to the person’s garment in order to improve one’s appearance.

The underlined phrase was missing from most candidates’ answer.

- (ii) This is an application question and so few candidates were able to provide the correct answer. A significant number of candidates provided only two correct answers. Common answers given include: bags, socks, earrings, sandals, shoes and wrist-watch.

Some of the wrong answers provided were: jewellery, dress, chain, bracelet, rings. Though these are accessories they cannot be worn by a school child attending an interview.

- (c) **List six items that can be found in a teenager’s wardrobe.**

Very few candidates provided the six correct answers with a significant number deviating . Those who deviated mentioned items required by a pregnant teenager. Examples: maternity wear, baby’s dress, napkin, baby’s comb, pad, spray.

They were expected to provide examples of clothing items in the following categories:

- | | | |
|---------------|---|---|
| undergarments | - | pants, slips, brassieres, boxer shorts, singlet, girdle |
| outergarments | - | skirt, trousers, dress, pair of shorts, slit and kaba, suit |
| accessories | - | earrings, chain, hat, scarf, bracelet, shoes, sandals, wrist water, socks, gloves, spectacles |
| cosmetics | - | make-up kit, hair spray, deodorant, body spray, pomade, powder |

Question 6

A very popular question which was fairly well answered by a significant number of candidates. Some sub-questions were very well done whilst others were poorly done. Performance was average.

- (a) **Explain the following terms:**
- (i) **entrepreneur;**
 - (ii) **entrepreneurship;**
 - (iii) **enterprise.**

This was fairly well answered by majority of the candidates though some key words were omitted from their explanations.

They provided explanations like:

- (i) Entrepreneur - a person who sets up a business.

The correct explanation is:
a person who sets up and manages a business.

Since the explanation was incomplete, candidates earned half the mark.

- (ii) entrepreneurship - a process of establishing a business.

The correct explanation is:
A process of establishing and managing a business.

Candidates who provided incomplete explanations were awarded half the mark.

- (iii) enterprise - this was poorly answered by majority of the candidates and like (i) and (ii) some key words were omitted from the answers provided.

Candidates' explanation was:
'a business set up by an individual'.

The correct answer is:
'a business set up in a specific area of work which is run privately'.

The underlined words were missing so candidates could not earn the full mark.

- (b) **State two advantages and two disadvantages of being an entrepreneur.**

This sub-question was fairly well done by most of the candidates who attempted this question. They provided answers like:

Advantages

It makes one his/her own boss
One makes his or her own decision
Enjoys profit alone

Has flexible use of time

Disadvantages

Assumes all risks and responsibilities
One bears loss of capital alone
Bears the blame for any wrong decision

Some candidates (a few) put all the points together without any differentiation. Such responses were not accepted.

- (c) (i) **State two points to consider when setting up a Clothing and Textiles enterprise.**
(ii) **State three factors that promote the success of a Clothing and Textiles enterprise.**

- (i) This sub-question was fairly well done by majority of the candidates. Two common answers provided were: money and location. Very few however stated 'knowledge and skill in clothing and textiles'.

Other points not mentioned include:

- job creation and management skills
- knowledge in costing and pricing of products
- infrastructure and equipment

- (ii) This sub-question was confused with c(i) and so some candidates repeated the answers for question c(i). However, a good number of candidates gave the correct answer as:
- money
 - hardwork
 - equipment
 - quality of workmanship
 - advertisement
 - skilled personnel

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 simple.

The performance of candidates was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

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

- (1) Laying out of patterns pieces economically on fabric.
- (2) Step by step pressing during making up.
- (3) Exhibition of neatness during making up.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

- (1) Inability to read and follow instruction given for the making up of the article.
- (2) Inability to use tools/equipment correctly.
- (3) Inability to make the correct sewing processes.
- (4) Inability to work with speed.
- (5) Inability to produce a write-up for the renovated article of the course work.

4. SUGGESTED REMEDIES

- (1) Qualified teachers should be employed to teach the subject.
- (2) Students should be given written instructions on how to make articles and should be encouraged to read and produce them using the correct tools and equipment effectively.
- (3) Frequent practicals, using the correct tools and equipment, should be organized for students.
- (4) The production of quality work should be insisted upon.

5. DETAILED COMMENTS

Candidates were given six pattern pieces for a girl's gown as follows:

- A - Front night gown**
- B - Back night gown**
- C - Front facing**
- D - Back facing**
- E - Straps**
- F - Motif**

They were to cut out using the pattern pieces A, B, C, D and E. They were to trace out the motif (of pattern piece F) onto the front night gown. Candidates were to make the night gown following the given instructions:

- **Embroidering the motif on the front night gown.**
- **Using French seam to join sides of gown.**
- **Stitching and turning out straps.**
- **Placing straps in position**
- **Joining sides of facings using open seam.**
- **Attaching facing tonight gown.**
- **Attaching bias binding to the lower edge of night gown.**

GENERAL EFFICIENCY

1. PREPARATION AND CUTTING OUT

Graining of Fabric

Many candidates did not grain their fabrics. Few candidates correctly grained along the weft whilst fewer of them incorrectly grained along the warp.

Pressing of fabric

To remove creases, candidates were expected to press their fabrics after graining. Majority of the candidates, including some of those who did not grain, pressed their fabrics.

Folding of fabric

Majority of candidates folded their fabrics on the straight grain parallel to the selvages as required. Very few candidates folded their fabrics off the grain.

Laying out of pattern pieces

Majority of candidates arranged their pattern pieces economically on their fabrics with the grainlines and other symbols in the right position. Few candidates could not place their smaller pattern pieces on fold as expected.

Pinning

Many candidates correctly pinned pattern pieces to their fabrics in such a way that the pins did not interfere with the cutting out or hurt their palms when placed on pattern pieces during cutting out.

Only a few number of candidates used either too many or too few pins. It is wrong to lift fabric during pinning. Few candidates lifted their fabric during pinning.

Cutting out

There was improvement in the cutting out as the number of candidates who used short and long strokes respectively along curves and straight edges increased.

In few situations, candidates had to remove pins interfering with the cutting out. In some cases, few candidates wrongly used short strokes throughout. Many candidates were busily seen either moving around their tables or pivoting work around during the cutting out as expected.

The arrangement of two candidates to a table and the inconvenient positioning of such tables made it difficult for some candidates to move around their tables.

Few candidates cut off notches thus making it difficult to assemble the parts of the article during the making up.

Transfer of pattern markings

Many candidates transferred the major pattern markings but only a few transferred the strap positions and placed motifs correctly.

Majority of candidates used improvised carbon paper and tracing wheel. In some situations the crayon was so thick on the paper such that articles were soiled by the crayon particles when the transfer was done. Where the shading of the paper with the crayon was light, the transfer unto the article was almost invisible.

Some candidates drew their own motifs unto their articles instead of the one provided for the test. Some candidates also tried to use the tracing wheel to transfer the motif instead of using a blunt point edge.

Pattern markings transferred with only the sewing machine or the tracing wheel alone soon became invisible.

Some candidates transferred symbols like grain line which were not needed for the making up of the articles. Such unnecessary transfers made articles untidy.

Use of equipment and tools

Few candidates handled the sewing machine properly by doing the following: lowering needle into article before lowering the presser foot, using the balance wheel to start and stop work and also removing work either to the side or back of the machine.

Many candidates wrongly lowered the presser foot before lowering the needle into article. Some candidates handled the sewing machine as if the balance wheel had no function at all.

Almost all candidates did not use the thimble. Few candidates who tried to use the thimble had to stop because they were not feeling comfortable.

Almost all candidates used the hand sewing needle. In most cases the thread for the needle was too long.

The scissors was generally effectively used during the cutting out and the making up. However, few candidates tried to use their teeth to cut thread. Few candidates used blunt scissors.

Pressing

Many candidates properly pressed their work at every stage of the making up. Some candidates however did not do the final pressing before enveloping their articles.

2. MAKING UP

(a) Embroidering the motif

Many candidates correctly positioned the motif above the middle of front gown.

Few motifs were wrongly either turned upside down or placed vertically. The following weaknesses were also observed:

- Using only one type of stitch.
- Using only one type of coloured thread.
- Poor coloured scheme.
- Using many strands of embroidery thread for stitching.
- Making stitches which were either too tight or too loose.

(b) Joining sides of gown using French seam

Even though many candidates selected the correct seam, the following errors were committed by some candidates:

- Start seam with the right sides of front and back gown facing each other, causing the fell of seam to appear on the right side of work on completion of work.
- Starting the first row of stitching on the seamline.
- Untrimmed seam allowance.

- Broad seam.
- Raw edges showing on right side of work.
- Damaging article when cutting off raw edges showing on the right side of work.
- Making open seam instead of French seam.

(c) Stitching and turning out straps

Many candidates did straight stitching but only a few trimmed as expected. Many candidates turned out straps as directed.

Some candidates did not sew along the stitching lines. Few neatened the raw sides of the pieces of fabric for straps by turning hems.

(d) Positioning of straps

Some candidates could not correctly fix the ends of straps in between facings and their corresponding positions on the main parts of the article. The positioning of some straps were such that facings could not be turned to wrong side of article as expected, hence exposing the raw edges of neckline.

(e) Joining sides of facings using open seam

Many candidates selected the right seam which were correctly made by straight and firm stitching. Many seams were of even width.

Some of the seam allowances were neatened which was not necessary in this task. Some candidates fixed sides together with those of the main article using the unitary method of assembling parts of a garment. The sides of some facings were not joined.

Some candidates neatened the lower edge of facing as demanded by the test, however, some stitchings were further away from fold of lay than expected. Inappropriate methods like pinking and turning a hem were used in few cases.

(f) Attaching facing to gown

Some candidates effectively used notches to place facing in position along neckline. Straight stitching was quite well done along the seam line. Only a few snipped and a negligible number of candidates trimmed as expected.

Few back facings were turned upside down. Those candidates who did not correctly stitch along the seamlines on the sides of facing and the sides of main article had problem matching the facing to the neckline of main article.

(g) Attaching bias binding to lower edge of night gown

Very few candidates satisfactorily carried out this task by matching seamlines of lower edge of article and bias binding and trimming off excess seam allowance of article after stitching.

Weaknesses observed include:

- Unmatching seamlines.
- Not stitching straight.
- Overlapping of ends of bias strip.
- Stitching along straight ends instead of diagonals of bias strip.
- Using long hemming stitches.
- Length of finished binding was either longer or shorter than the required 10 cm.
- Using facing instead of binding.
- Some candidates did not attempt this task.

(h) Labelling and general neatness

Even though majority of candidates labelled their work, only a few correctly used clean pieces of paper (measuring about 6 cm x 4 cm) with their names and index numbers clearly written on them.

The following activities are unacceptable:

- Labelling with creased and unclean large piece of paper.
- Stitching label through all layer of articles.
- Holding label in place with pins.
- Unlabelling of articles.

Many candidates did not do final pressing before folding their work. Others did not fold their articles properly whilst some also did not fold before putting them into the envelopes. All these in addition to the transfer of symbols which should not be transferred (e.g. place on fold symbol) marred the appearance of some articles.

Some candidates held some parts of work in place (e.g. facing and neckline, bias binding and lower edge of gown) with pins.

Candidates should note that pins left in work are removed before marking thus attracting no marks. In future candidates may be penalized for leaving pins in work.

COURSE WORK

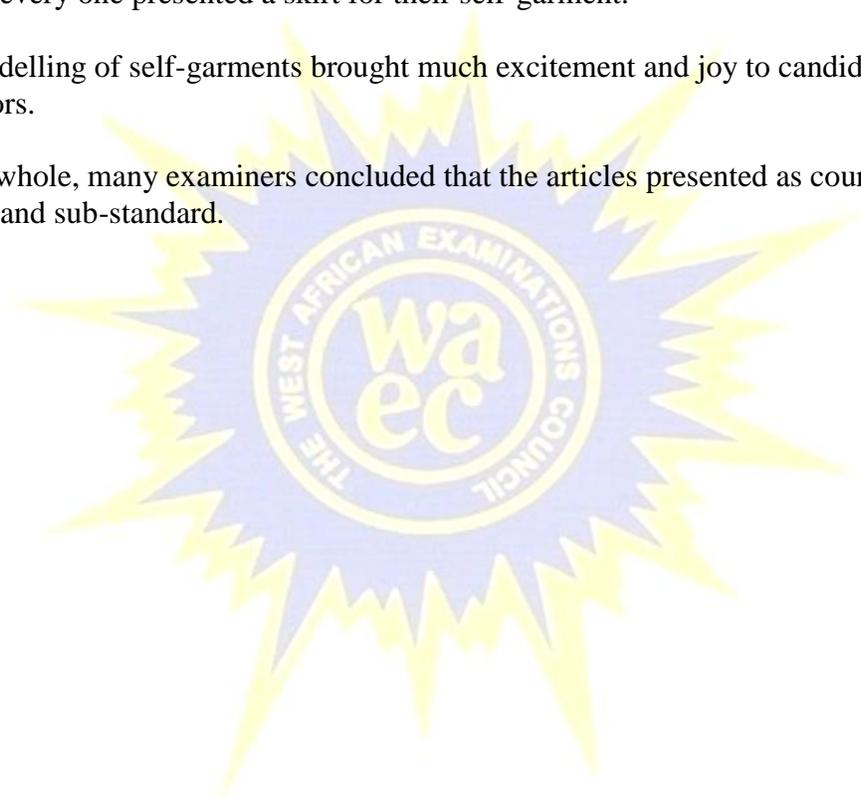
Very few schools presented well-made articles for their course work. They made varieties of items like wall hangings, chair backs, table runners for their flat articles. They presented varieties of self-garments.

Some candidates presented none of the required articles. Others presented only one or two of the required articles. There were cases where more than three items were presented by each candidate. Some flat articles did not have embroidery on them. Write-ups for renovated articles were not presented by almost all candidates.

In some schools, candidates presented items of the same kind for example, in a particular school, every one presented a skirt for their self-garment.

The modelling of self-garments brought much excitement and joy to candidates and other spectators.

On the whole, many examiners concluded that the articles presented as course work were shoddy and sub-standard.



FOODS AND NUTRITION 2

1. GENERAL COMMENTS

The questions compares favourably with that of the precious years and were within the abilities of candidates' and had a bearing on the syllabus. Generally, the performance of candidates' were average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Majority of candidates adhered to rubrics.
- Handwriting was legible.
- Cancellation of work by candidates' were neatly done.
- There was improvement in spelling.
- Most candidates answered each question on a fresh page and numbered the questions properly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Most of the candidates had problems with spellings e.g. banding for binding stein for stain, tonge for tongue, gelazing for glazing, etc.
- Most candidates could not express themselves properly.
- Some candidates still continue to give one word answers or phrases which most often are meaningless e.g. points to consider when making food budget – quality, - nutritive value, etc.
- Some candidates did not have any idea about some of the terms used in Foods and Nutrition. For example, tripe- it is a dish prepared from the female chicken/it is a process where leftover food is being put on fire/it is a tripe where people travel to enjoy.

4. SUGGESTED REMEDIES

- Teachers should give reading assignments of topics to be taught beforehand to students to research, do class discussions and teaching using clear, relevant learning materials and demonstrations with students instead of asking them to copy notes or dictating notes for them.
- Students should be encouraged to have and use dictionaries to find out meanings and spellings of words they are not conversant with.

- Teachers should encourage the academically good students to pair up with the weak ones to help them.
- Teachers must make the effort to teach the ‘why’ and ‘how’ of the practicals they do in class especially with flour mixtures.

5. DETAILED COMMENTS

Question 1

(a) Define the term entertainment

(b) List four types of entertainment

(c) Explain three factors that contribute to the success of parties

- (a) A popular question which was very poorly answered by most candidates’. It seems the topic was either not taught or not very well handled by teachers.

Correct answers by candidates’:

Entertainment is a way of expressing hospitality/an expression of hospitality to guest/to make them feel welcomed/appreciated.

Or

It is the sharing the joy of an occasion with people.

Correct answers:

- Entertainment is the way an individual/host/hostess/person/people expresses to guests/someone making them feel welcomed or appreciated.
 - It is a way a host/hostess celebrates an occasion with invited guest.
- (b) Most candidates’ were able to list different types of entertainment.

Few candidates’ listed only the different types of parties and other festive occasions, thus giving them only half marks:

- wedding ceremony
- Children/s party
- Cocktail parties
- Buffet parties
- Luncheon
- Naming ceremony
- Formal parties, etc.

Some correct answers by candidates’:

- Sports/sporting events
- Games, e.g. playing of cards, ludu, ‘oware’ football, etc.
- Concerts

- Dancing
- Films and video shows, etc.

Other types of entertainments:

- Carnivals/funfairs
- Drama
- Story telling/folklore

(c) Most candidates were not able to explain the factors that contribute to the success of parties but they were able to list them. The few who tried to explain them could not do it well.

Some correct answers include:

- Meals to be served: for a party to be successful, the type of food to be served should be suitable for the party e.g. for cocktail party drinks and small chops are served, for children's party, jollof rice, etc.
- Venue: The venue for the party should be spacious for guest to feel comfortable to move about freely.
- Appropriate music should be played to suit the age group attending the party.
- Invitations should be sent out as early as possible, at least two weeks before the party. It should be specific on venue, the direction, date and time for the party and the dress code where necessary.
- Formal parties: the dress code should be strictly adhered to. In situations where guests have been given specific colours for dress code, this should be followed to avoid embarrassment.
- Planning type of party, meals to be served, venue of the party and number of guests to be invited is determined by the money available.

Question 2

(a) State four uses of eggs in cookery.

(b) In sequential order, describe how to test for freshness of an egg using the brine method.

A very popular question which was not satisfactorily answered.

(a) Very few candidates' had this section of the question wrong.

Even though most candidates were able to give correct answers, spellings were poor. For example:

- As a thickening/thickening agent.
- As a bannering/binding agent, etc.

Though candidates were not asked to give examples of dishes, some gave and dishes were wrong and did not match the various uses.

(b) It was poorly answered by majority of the candidates.

- It seems some candidates' did not know or did not understand the words sequential and brine. This can be deduced from their answers.
- Some of them drew very neat diagrams but could not explain them.
- Very few of them were able to state quantity of water and salt for the brine solution.
- Some candidates wrote on the carolling test, while others made up their own test.

Correct answers expected:

Items needed – 500 ml water, 2 tables spoon salt

- Pour 500ml water into a jug or bowl.
- Dissolve 2 tablespoons salt in the water.
- Place/lower the egg gently into the solution.
- If it sinks, it is fresh.
- It if floats, it is stale.

Question 3

(a) Differentiate between re-heating and rechauffé.

(b) State three reasons for re-heating left over foods.

(c) List two rechauffé dishes that can be made from the leftover of each of the following dishes:

- (i) Bread**
- (ii) Fish**
- (iii) Cake**
- (iv) Rice**

This was a popular question which was quite well answered by majority of candidates.

(a) Majority of candidates were able to differentiate between re-heating and rechauffé. However, few of them either left out the conjunction completely or joined the two sentences with and, therefore lost the one mark.

NB: with rechauffé fruits and vegetables are not the only ingredients that could be added to the leftover dish/food. Any protein or carbohydrate food items can be used.

Correct answer

- Re-heating is - means heating up leftover food or any cold cooked food without the addition of any ingredient whereas/while rechauffé is the preparation/creation of a new dish from leftover food with the addition of other/new ingredients.

(b) There were varied answers such as:

- To prevent contamination/food poisoning.
- To kill germs/micro-organisms/to prevent food spoilage.
- To make it attractive/appetizing
- To save time
- To prevent waste and save energy, etc.

(c) Even though candidates were able to give correct answers, they were very limited in their choices:

- For cakes, most candidates were only able to list trifle.
- They wrote toasted bread instead of toast.
- Bread: bread and butter pudding, koose bread, queen of puddings, etc.
- Fish: fish rolls, fishcakes, fish balls, fish stew, fish soup, etc.
- Cake: trifle, cake in custard, cake in jelly queen of puddings diplomat/cabinet, pudding.
- Rice: rice cakes, rice pudding, rice balls, kedgerree, etc.

Question 4

(a) Explain one effect each of the following on short crust pastry

- (i) Too much shortening**
- (ii) Too little shortening**
- (iii) Too much water**
- (iv) Too little water**

(b) State two factors to be considered when selecting tomatoes for vegetable salad.

A very unpopular question which was not well answered by the few candidates' who attempted it.

(a) Most candidates recopied the question. Those who attempted to answer them gave one word answers or phrases such as:

- (i) Too much shortening: Soft/too soft
- (ii) Too little shortening: Hard/heavy

- (iii) Too much water: soft/too soft
- (iv) Too little water: hard or heavy

Correct answers expected include:

- (i) Too much shortening: causes gluten strands in flour to weaken.
 - Makes the pastry too soft, soggy and difficult to handle.
 - Make pastry fragile and crumpy.
 - Breaks easily after baking.
 - (ii) Too little shortening: The gluten in flour is not able to separate into short strands:
 - Pastry becomes tough/hard and difficult to roll
 - The pastry shrinks when baked
 - (iii) Too much water: This develops the gluten in flour, causing the pastry to be tough:
 - Pastry becomes too soft and sticky to handle.
 - The dough becomes elastic and difficult to roll
 - (iv) Too little water:
 - Makes dough dry and crumbly and difficult to roll.
 - Pastry becomes hard and heavy after baking.
- (b) On the selection of tomatoes for vegetable salad, very few candidates were able to link the question with factors to consider when buying. Candidates gave varied answers.

Examples of correct answers:

- Tomatoes should be fresh
- They should be firm to touch
- Must be free from insect/pest attack/should have no holes on them.
- They should have no black spots on them
- They must be just ripe

Question 5

- (a) Explain the term food budget.**
- (b) State four factors to be considered when making a food budget.**
- (c) Give four advantages of purchasing foods in bulk.**

A very popular question which was fairly well answered.

(a) Most candidates who answered this question had it wrong.

Examples of correct answers given include:

- It is a spending plan on food over a period of time.
- It is a spending plan on food to be used for a week/month or a year, etc.

The correct is: A food budget is a plan showing how money allocated for food should be spent over a period of time.

(b) Most candidates were able to give varied correct answers for this part of the question.

Correct answers given included:

- Number of people being catered for/family size.
- Money/income available
- Taste/life style of family members
- Foods in season
- Food items/commodities already available in the home.

(c) Question was well handled by most candidates.

They gave correct answers like:

- It saves time/the housewife is able to use the time for going to the market every day to do something else.
- It is cheaper than buying in small quantities/in singles/in bit, etc.
- There is always food in the house.
- It helps in time of emergencies when unexpected visitors come to the house, etc.

Question 6

(a) Give two reasons why frozen chicken should be thoroughly thawed before cooking.

(b) Enumerate four points to be considered when buying a dressed chicken.

(c) What is tripe?

(d) List four examples of offal

A very popular question which was very poorly answered by candidates.

- (a) Very few candidates were able to answer this question correctly. They were limited in their answers.

Correct answers include:

- To make cooking faster/to reduce cooking time
- To save fuel
- To prevent contamination/food poisoning
- To make cutting up of chicken easy

- (b) Very poorly answered question. From candidates' answers it seemed they did not know the term 'dressed chicken'

Correct answers by candidates:

- Plumb/plump breast
- Flesh should be firm and elastic to touch
- The skin should be white/there should be no green/greenish odour/tinge on skin
- Buy from a clean environment
- The size of the chicken
- It should not have any unpleasant odour, etc.

- (c) Candidates did not know what tripe is.

Meaning of trip: It is the internal organs of cattle/animals/ruminants eaten as food and it comprises of the stomach and the intestines.

- (d) Majority of candidates had this question correct, but few included gizzard which is a giblet, as internal organs of birds which are eaten as foods. Very few candidates' listed blood which is not an organ.

Few candidates also listed either birds or mammals eaten as food, e.g. goats, sheep, cows, hen, turkey, duck, etc. while others mentioned dishes like ofam, koose, cakes, etc.

Examples of offals:

- Liver
- Heart
- Kidney
- Lungs,
- Tongue, etc.

FOODS AND NUTRITION 3

1. GENERAL COMMENTS

The question was from the syllabus and within candidates' scope. It compares favourably with that of the previous years.

Generally, candidates' performance this year was better than that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Choice of dishes were quite good and there were varieties, especially with the snack dishes and the accompaniments for the lunch dish.
- Different methods of cooking were used in the preparation of dishes.
- There has been some improvement in the interpretation of choice of dishes and the writing of time plan.
- There has also been some significant improvement in table setting.
- Cancellation of work was neatly done.
- Majority of candidates worked within the stipulated time.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Most candidates had no regard for rubrics.
- Candidates took it for granted that examiners should deduce from their answers from their interpretations which may sometimes also be wrong.
- Most candidates had spelling challenges e.g. 'traifile'/trife/triful for **trifle**, 'kibab' for **khebab**, 'floor' for flour, 'boild' for **boiled**, etc.
- Majority of candidates finished before the stipulated time but did not wash used kitchen cloths.
- Candidates did not finish clearing up before the end of the paper.

4. SUGGESTED REMEDIES

- Teachers should teach candidates to answer questions properly, adhering strictly to rubrics.
- Supervision of class practical work should be thoroughly done by teachers so that students will be encouraged to wash and clear up thoroughly.
- The challenges of spellings could be overcome if students are encourage to read a lot and use the dictionary often.

5. DETAILED COMMENTS

Question 1

(a) Using beans as the main ingredient, prepare, cook and serve a suitable dish for:

- (i) Snack,
- (ii) Lunch.

(b) Prepare and serve a suitable accompaniment and a desert for the lunch dish.

(c) Set the table for lunch.

Choice of dishes

- Majority of candidates chose correct bean dishes for both the snack and lunch dishes.
- They were varied because most candidates applied their knowledge of recipe development to create dishes.
- Candidates used different varieties of beans for the snack dishes apart from plain koose, etc.

Snack dishes prepared (savoury)

- Sweet/paprika koose
- Carrot koose, cabbage koose
- Agawu – beans turnovers
- Bean croquettes – bean rolls
- Soya bean khebab
- Savoury bean biscuits
- Soya drink, etc.

Few candidates included drinks in their choices.

- For the lunch dishes candidates chose variety of stew and soups, using beans as the main ingredient even though they had not combined with other ingredients e.g. groundnut paste, egushie, nkotomire, carrots, okros, pumpkin leaves, etc.
- The accompaniments were also varied e.g. fufu, banku, kokonte, riced yam, tuozaafi, akple, fried plantain, etc.

Desserts

Candidates prepared deserts like sweet pancake, stamped/baked egg custards, cut fruits, stamped puddings, etc. Most of them without sauces, bread and butter pudding, ice cream, etc.

- Very few candidates had wrong choices and these were mostly for the desserts.
- Candidates chose dishes without considering their different textures e.g. Tuozaafi as accompaniment and rice puddings as desserts.

Interpretation

- Most candidates had the interpretation to their choices right e.g. 'it is a snack dish, using beans as the main ingredient.'
- Some also had partially correct interpretation e.g. 'It is the main dish using beans as the main ingredient' – the question was specific on lunch dish therefore the correct interpretation should be 'it is a lunch dish using beans e.g. the main ingredient or 'It is a main dish for lunch.'

Order of work

- There has been some improvement in the writing of the time plan.
- Few candidates are still not writing the time plan properly. Work was not dovetailed.
- Fruit salads were prepared before syrup.
- Koose, pancakes, spring rolls and other dishes like banku, kokonte, etc. which should be prepared and served last, because they should be eaten hot, were prepared first or very early.

Order in class

- Most candidates worked well, dovetailing the work.
- Most candidates finished work before time, but clearing up was not thorough.

Cleanliness and clearing away:

- Even though most candidates worked systematically and washed up at intervals, most working areas were untidy, crowded with utensils not being used.
- Some had floors wet and with bits of food scattered on floor.
- Cookers and stoves were either not cleaned at all or were not properly cleaned.
- Floors must be swept at intervals and wet floors must be mopped while working to avoid accidents.

MANIPULATIVE SKILLS

Soups and stews

- Most candidates did not add any animal protein food to their stew and soups.
- Most soups were too thick for their accompaniment.
- Some candidates mashed all the cooked beans for the stew, making the dish unattractive.
- Use of plenty oil for stews was minimal.
- Candidates did not use enough liquid stock for their stews and soups, therefore after cooking and leaving them to stand, they became thick.
- Candidates who prepared soyabean gravy and stews made them too thick and were also not cooked well.
- When using soyabean flour for stew the beans could be roasted before milling or the flour could be spiced and blended with some water and cooked before adding to gravy or sauce or could be spiced, a little water added and formed into balls and cooked in a little water, so that the stock and the balls added for the final cooking to be done in the stew or gravy.

Snack dishes

Koose, Agawu, Koose Bread/Moimoi

Koose mixtures

- Few candidates had the koose mixture correct.
- Most candidates either did not beat the mixture well or did not grind the beans to a smooth paste.
- Others too either allowed the mixture to ferment or added spices too early when the mixture had not been beaten till fluffy.
- The slices should be thin. The bread can be cut into fanciful shapes to produce an interesting dish, especially if it is being served to children.
- Most of the dishes were tasty and had a good colour.

Moimoi/oleleh

- Out of the few candidates who prepared this dish, very few had the texture and taste correct even though steaming was well done.
- Sizes were suitable for serving as snack dishes.

Bean loaf/balls/cakes/croquettes

- These were well prepared and spiced by most candidates.
- For balls, cakes and croquettes, few candidates had their sizes too big to be served as snack dishes.
- The inside of the above dishes should be soft/moist, easy to break
- Candidates could also use other starch flours, e.g. wheat flour, corn-starch or fine gari for binding the bean mixture.
- No sauces or gravy were added to these dishes, etc.

Biscuits

- Most candidates who prepared biscuits had even sizes and thickness, but majority did not pick their products.

Accompaniments

Rice dishes

- Most candidates who prepared saffron rice had an outrageous yellow colour and same applied to their greenhouse rice.

Curried/Braised rice

- Most candidates just added curry powder or oil and chopped onions to water and boiled the rice in and named the one with curry powder as curried rice and the other as braised rice.

Garnishing of dishes

- Garnishing of dishes was poorly done.
- Vegetables slices/cubes were very thick or were in chunks.
- Placement of garnishes was haphazardly done, etc.

Serving of moulded dishes

- Moulded dishes like rice balls, kokonte, banku, akple and T.Z. was wrapped hot in polythene bags without candidates thinking of the effect of its chemical reactions.

Desserts: Custards

Stamped/steamed egg custards

- Most custards were beaten till frothy and were not allowed/left to stand for the air bubbles to escape before steaming or baking, therefore apart from overcooking they became pitted.

- Most egg custards were not strained before cooking.
- Most custards were well flavoured.

Bread and butter pudding

- This dish was poorly prepared by most candidates.
- The bread was cut in chunks instead of neat dainty slices or shapes.
- In most cases the custard mixture was not enough for the bread to absorb.

Preparation of bread and butter pudding

Ingredients

- 75 gm of bread
- 28 gm of margarine
- 500 ml of diluted milk (1:1)
- Flavouring
- 2 mid size eggs
- 28 gm of sugar
- 57 gm of currants/raising/sultances

Preparation

- Put layers of thinly sliced buttered bread and prepared fruit in a greased pie dish
- Arrange bread in steps
- Prepare custard mixture and strain over bread and fruits
- Allow to stand for about 15 minutes. Pre-heat oven.
- Bake in a moderately hot oven or gas for 15 – 20 minutes. Using the middle shelf.

Fruit desserts

Fruit salads

- Fruits were poorly handled by most candidates
- Fruits were cut in chunks.
- Juicy fruits like oranges segmented/cut on board instead of in a plate to serve the juice to add to the salad
- Even though most syrups were well flavoured they were watery.
- Some candidates prepared fruit salads without syrup.

Fruit fools

- Most candidate either added flavoured syrup or sugar to the puree.
- Others prepared very thick custard powder sauce and added to the fruit puree.

Preparation of fruit fools

- 250 ml of fruit puree
- 250 ml of egg custard/custard powder sauce/yoghurt/condensed milk.

- Mix sauce/yoghurt/condensed milk and the fruit puree
- Add flavouring and sweeten to taste if desired.
- Serve in sundae glasses or in sweet bowls chilled.

Pancakes

- Most candidates who chose this dessert prepared them well.

Table setting

- This aspect of the practical work has seen significant improvement:
- Flatware and dinner ware were well cleaned, polished and handled by majority of candidates.
- Tables were well set.
- Floral arrangements were good.
- Few candidates did not arrange flowers
- Table cloths were well laundered and folded, but most candidates used limp table napkins
- Like the table cloths, table napkins should be well laundered and starched.

Use of doillies and dish paper

- Majority of candidates used paper doillies for both sweet and savoury dishes.
- Paper doillies which are patterned and have serrated edges are used for sweet dishes while dish papers which were plain with no patterns in were for savoury dishes

Economy

- Few candidates had their quantities good both in theory and practice.
- Majority of candidates added too much beans for the lunch, but beans for most snack dishes were just enough.
- In theory, some candidates listed their ingredients without quantities.
- Bean flour for most snack dishes were either 25-50%. This should have been 75% bean flour to 25% wheat flour since the beans is supposed to be the major ingredient. The same principle applies to the lunch dish.
- Most candidates who prepared rice and paster dishes cooked for more than two people.
- Majority of candidates who used fruits had too much.
- Gas burners were left unattended to, while live charcoal in coal pots were left to waste.

GENERAL KNOWLEDGE IN ART 2

1. GENERAL COMMENTS

The general standard of the paper compares favourably with those of the previous years. The rubrics were clearly set out and candidates' performance was slightly above the average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Candidates' handwritings have improved. The use of jargons have reduced.
- These are commendable features.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Few candidates continue to disregard the rubrics and answered more than the required number of questions.
- Others continue to answer question without identification numbers. In certain situations too, candidates did not write their names on their scripts.

4. SUGGESTED REMEDIES

- Invigilators are to check on some of these omissions before collecting the scripts especially the name of the candidate and index number.
- Schools are to re-orient their prospective candidates about these procedures before they write the examinations.

5. DETAILED COMMENTS

Question 1

Discuss TWO ways in which indigenous Ghanaian arts are used in each of the following spheres of life:

- (a) Entertainment**
- (b) Agriculture**
- (c) Funeral**
- (d) Worship**

Most candidates were familiar with the subject matter. However, there were few who were not adequately equipped with the in-depth knowledge to answer the question.

Indigenous Ghanaian arts were confused with the contemporary art. The discussion on the arts in question could not easily be done by some candidates.

Indigenous Ghanaian arts comprise of the body art, hair style, performing arts, music, dance, drama and others like textiles, jewellery, sculpture and other artefacts. These arts feature prominently in spheres of life. Candidates were to write on them.

Question 2

Write on the Sculpture of the caveman with reference to the following:

- (a) Style/Technique**
- (b) Media**
- (c) Form**
- (d) Uses or functions**

Majority of candidates fumbled with the question and wrote mainly on the paintings of the caveman. This was not the requirement of the question.

The Sculpture of the caveman was executed in relief and in-the-round. The techniques employed were carving and modelling. The main media used were stone, bone and wood for carving and clay for modelling. Forms depicted were of animal and human figures treated in realistic and abstract. Clay figures were left unfired. Figures were exaggerated to serve fertility and other religious functions.

Question 3

- (a) Define design**
- (b) Discuss six considerations involved in investigation of problems that need to be solved in designing an article.**

Candidates answered the (a) part of the question well. However, they could not discuss the six considerations involved in investigation of problems that need to be solved in designing art article. The inference here is that the design process is going on but there has been a hold up along the line. The first thing is to find out the nature of the problem that is persisting.

Among other considerations are the following:

The shape, size, form and colour of the article in question. Where the article is to be used, when and how to use it are also some of the facts to look at. In addition who the article is designed for, suitability and durability of tools and materials as well a cost involved are to be considered. Finally safety in handling, uses of cultural elements e.g. symbols and aesthetic qualities need mention.

Question 4

Draw and explain the symbolic meanings of the following:

- (a) The arrow**
- (b) The star**
- (c) The heart**

(d) The crab

(e) The anchor

Candidates who answered the question had two main challenges. There were those who could either not draw or made poor drawing of the symbols. The next group were able to explain the symbolic meanings but could not attempt the drawing.

- (a) The arrow is a symbol of protection and safety.
- (b) The star symbolizes hope
- (c) The heart is for patience and endurance while
- (d) The crab symbolizes exemplary life.
- (e) The anchor is for stability.

Question 5

(a) Explain Oceanic Art

(b) Describe four general characteristics of Oceanic Art.

Few candidates who attempted this question were able to locate the Oceanic Art to the Pacific Sea Islands but had little or no knowledge about its general characteristics.

- (a) Oceanic Art is made up of three distinctive cultural groups namely Polynesians, Melanesians and Micronesians. Their art forms are closely related to their social customs, religious ideas or beliefs and practices. In their set up, art is associated with rank and prestige.
- (b) The general characteristics of Oceanic Art include carvings that have hollow spaces. Masks and other carvings are painted bright red, yellow, white, blue and black. Others include cloths produced with geometric designs or patterns form geometric motifs tattooed on the human bodies, etc.

GENERAL KNOWLEDGE IN ART 3A

1. GENERAL COMMENTS

The question was standard compared with the previous years. There was improvement on candidates performance as compared to those of the previous years. Most of the candidates answered Question 3A(i). (Still Life)

For question 3A (ii), answered it. Still figures were not drawn properly and shading was also poorly done. Those who tackled this question performed poorly therefore attaining low marks.

The introduction of perspective to this year's marking scheme was a very good idea as compared to the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Most candidates were able to show the textures of the pineapple appropriately and that of the water melon.
- Most candidates shaded their works with the appropriate pencils which shows that they know how to explore tools.
- Most ceremonies took place under trees in the open and in church premises, but there should be improvement in their shading and the use of depths in their drawings - perspective.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Most of the compositions of the items were not done according to instructions.
- Proportion was also a very big challenge for the candidates.
- Reflection of the items in terms of shadow were not shown.
- With the exception of few colour works that had all the tones, most of the colour works were painted flat.
- Background and foreground were poorly shown in drawing. They were as if they were hanging and not composed on a table close to the wall as instructed.

4. SUGGESTED REMEDIES

- Students should be allowed to do more practice in still life drawing. Looking at the number who did the composition (marriage ceremony), this indicates that candidates did not like figure drawings so there should be more practice especially drawing of human beings.
- Instructors who arrange objects for candidate should be made aware to read the questions and understand the details before setting the items in front of candidates to draw.
- Teachers should explain questions to candidates as the paper is given to candidates two weeks before the practicals.
- There should be some form of in-service training for art teachers, to improve their skills.
- Teachers who teach at the schools should also involve themselves in workshops to improve upon their skills in teaching.

5. DETAILED COMMENTS

Question 1

Make a composition of the following:

Either: (a) Still life drawing;

(i) One pineapple;

(ii) Water melon sliced horizontally;

(iii) Kitchen knife

Or (b) imaginative Composition

A marriage ceremony

The accuracy of the drawing of some items particularly, the texturing of the pineapple were not done properly by most candidates. Most of the candidates did not depict the seeds found in the water melon properly.

Painting works were not many compared to the shaded works. Candidates should be taught how to add black and white to colours to bring out the dark and light tones in drawings.

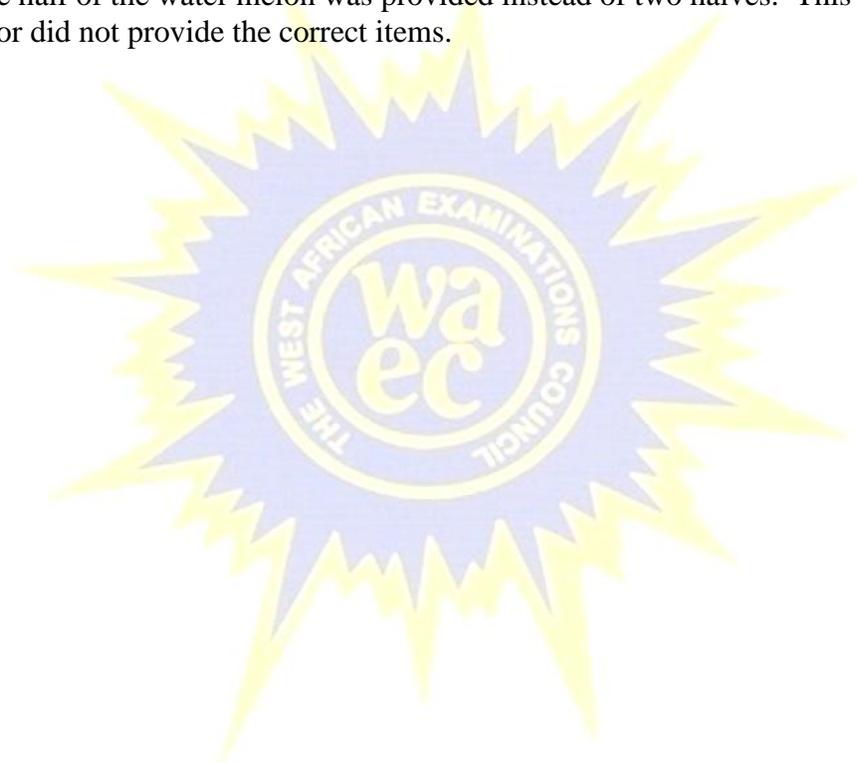
3A(ii) Drawing of human beings were poorly done. Facial expressions on figures do not depict a happy mood. A few drew 3 people to represent the ceremony.

Shadings were flat and the theme did not come out i.e. interpretation. Candidates need more practice on figure drawings, and treatment of forms.

Compared to proportion, the watermelon cut into two halves were not proportionate to each other and to the pineapple.

Some knives look more like a cutlass than a knife in terms of proportion. Candidates should be made to compare objects set for them. Instructors should read the instructions carefully before items are set in front of the candidates to draw.

In view of this, candidates obtained zero marks as it was a deviation from the question. The instructor did not set the correct items for them to draw. In some cases not even all the items were composed for the candidates to draw. In one particular school for instance only one half of the water melon was provided instead of two halves. This shows that the instructor did not provide the correct items.



GENERAL KNOWLEDGE IN ART 3B

1. GENERAL COMMENTS

Generally, this years' performance was above average compared to those of previous years. It appears the candidates had developed the skills in writing calligraphy, this was evident in their work.

However, in some few instances, some candidates overworked the background allowing the background treatment to overshadow the main work.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Most candidates used an improvised writing tool in writing the calligraphy. This is a plus to them and must be encouraged.
- Legibility was high, the candidates were able to create contrast in the work especially in the lettering.
- There was much improvement in the use of spaces. Except in few situations candidates managed the working areas (picture area) very well.
- There were also very few spelling mistakes recorded.
- The candidates did satisfy the demands of the questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Most of the candidates lacked proper planning. As a result some of them forced the last line of the passage to be written in question one into the work when they realised there was no space.
- It also appeared some candidates did not understand the term pictorial poster. While others design the poster with text others also did without illustrations.
- Some candidates paid more attention to the background of the calligraphy, and some also were not accurate in writing, sometimes, different lettering styles were mixed up making it difficult to know the lettering style the candidate was using.
- Some candidates failed to decorate their borders, whilst others also just showed simple borders.

4. SUGGESTED REMEDIES

- Emphasis must be placed on the practical aspect of the subject in order to acquire the skills in writing, drawing and painting.
- Contact hours must also be increased. Schools must also support the students with tools and equipment.
- The handling of tools and materials must be learned properly by the candidates.

5. DETAILED COMMENTS

Lettering

Render the following quotation in calligraphy

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today” Malcolm X.

Size: 37 cm x 55 cm.

Provide a suitable border design. The final work should be given appropriate finish.

Almost all the candidates met this demand. However, it was realised that most candidates were not skilful in writing calligraphy. Some resorted to the use of stencils which attracted low marks.

In some cases, it appeared that two different hands were used in writing. The tail-end of the passage was written better than the initial part.

There were also traces of omissions of words and spelling mistakes.

Design

A clinic has been commissioned in your village. Design a pictorial poster to educate the health workers using the text below:

SICKNESS DEVELOPS ABNORMAL BEHAVIOURS PLEASE BE NICE TO THE SICK. USE NOT MORE THAN THREE COLOURS.

The candidates were able to satisfy the demands of the question. However, the candidates lack adequate planning. Most candidates lacked the ability to make good layout. Some of them also resorted to the use of different lettering fonts mixed together. Thus there were no definite lettering style.

Some candidates were not able to construct suitable text for the poster. Except in some few cases where candidates did not use illustrations and vice versa, the posters were not well balanced. Thus most candidates were lacking in the application of principles of design.

JEWELLERY 2

1. GENERAL COMMENTS

The year's paper compares favourably with that of the previous years. The same competencies were tested just like the previous years. However, candidates' performance was just a little above the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- A few candidates showed clarity of expression, appropriate use of technical terminologies and sequential presentation of points.
- In addition, few candidates wrote the question numbers in the box provided at the front page of the answers booklet to correspond with the questions answered.
- Again, there was improvement in handwriting and provision of index numbers and question numbers on all the sheets that the Council provided for them.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- There were a lot of arbitrary cancellation of write-ups which marred the readability of the scripts.
- Some of the candidates attempted a new question whilst they had not finished answering the former. They then continued answering the former on a fresh page. This created some form of difficulties in assessing those affected candidates, because there was a break in cohesion of facts and presentation.
- It was evident from the presentations in the candidates' scripts that most of them had a common source of teaching and learning materials. These gave them wrong information about technical terms in jewellery; decoration, techniques and fabrication processes.

4. SUGGESTED REMEDIES

- Candidates should read wide. This will enhance their vocabulary base, the appropriate technical terms needed in jewellery and the acquisition of the right design, construction and fabrication processes.
- Learners should put up courage, generate interest in the teaching and learning process or activities and work assiduously to avert fear and fidgeting which negatively affect performance.

- Jewellery teachers and candidates should endeavour to get approved books, tools and materials for the schools.
- Heads of schools should liaise with the Heads of Departments to have adequate knowledge of the background of the art teachers who apply to teach in their schools. This will help solve the problem of teaching aspects of the Visual Arts.
- Finally, teachers of the subject and the candidates themselves should pay particular attention to the teaching and learning of idea development process.
- Teachers of jewellery should motivate the candidates to practice how to draw all the time.

5. DETAILED COMMENTS

Question 1

Define and explain the following processes in jewellery:

- (a) Etching;**
- (b) Engraving;**
- (c) Enamelling;**
- (d) Kneading;**
- (e) Flux**

Candidates were being tested to give the meaning of the technical terms and also to expand them as listed above.

Most of them failed to satisfy the demand of the question. There were a mass deviation which indicated that candidates had little or no knowledge about the technical terms. For example, the term 'ENAMELLING, is the process of heating a metal to make it soft'. This was wrong.

Example of correct answers:

- Enamelling is a decoration technique which can be used to add colour to a piece of jewellery by fusing an enamel, a form of glass to metal under heat. Colours available are due to the presence of metallic salts in the glass.
- Flux is a substance used in soldering to ensure that the solder flows. The flux is applied to the part to be soldered to prevent air from reaching them.

The performance of candidates who attempted this question were below average, therefore they scored low marks.

Question 2

- (a) Mention any three methods of decorating metal jewellery.**
(b) Describe systematically how the methods mentioned in (a) above are applied.

The emphasis of the question was on the metal as a material for jewellery fabrication. Candidates were expected to systematically write the procedures involved in the decoration techniques listed to enhance the surface of the metal jewellery.

Some of the weaknesses of candidates were that they listed methods of decorating metal jewellery as spraying, polishing, buffing, soldering, etc.

These were wrong answers given:

With the exception of soldering which is a process in fabricating, the rest were finishing techniques.

They were required to give answers such as:

Enamelling, stamping, chasing and repoussé, embossing, niello, carving patinatoin, granulation, etching, etc.

Candidates who attempted this question massively deviated. Performance in this question was abysmal.

Question 3

- (a) Explain soldering.**
(b) List three appropriate ways of joining two pieces of copper sheets.
(c) With the aid of illustration, describe how to solder a finding to a brooch.

This sub-question 3(a) expected that the candidates explain soldering. It meant that they should expand the meaning of soldering by adding few points like types of solders and how the bonding of the metals is accomplished.

Furthermore, sub-question 3 (b) expected the candidates to write down three appropriate ways of joining two pieces of copper sheets whilst 3 (c) demanded candidates illustrated with description how to solder a finding or fittings to a brooch (badge).

- Question 3 (a) was a studio experience item. Candidates who had not performed any practical activity in soldering were found wanting.
- Some candidates wrongly listed the joining methods of copper sheets as etching, engraving, enamelling, annealing, welding, etc. Most of those who attempted this question seemed to have little or no knowledge about it. They just decided to write something to fill the spaces.
- In addition, sub-question 3 (c) was very difficult for the majority of candidates who attempted it. They lacked skills and the technical-know-how in drawing. Candidates failed to do the illustration effectively.

(a) Soldering

- This is the process mostly used by jewellers for joining metal, and solder is the material that makes the join. Silver solder or soft solder (spelter) is used on melting, is drawn by the capillary attraction into a small gap between the joint where it forms a bond with the parent metals.

(b) The appropriate ways of joining two pieces of copper sheets are listed below:

- Hard soldering or silver soldering
- Brazing
- Riveting
- Rabbeting (folded seam)

(c) Below is the abridged process of fabricating a pin and catch:

- Making of idea development/sketch of the pin and catch – fittings
- Sanding and picking
- Mixing of flux and application of flux to the components, that is pin-catch-solder and Metal, etc.

Candidates who attempted this question did not do well at all. They therefore scored low marks.

Question 4

Discuss three social and two economic importance of jewellery.

Few candidates did not know the difference between economic and social importance of jewellery. They therefore mistook the importance for the other and eventually mixed the points.

The correct answer with examples each of both social and economic importance of jewellery are as follows:

Social importance

- Prestige/for pageantry

Generally, some of the upper and middle class in the society wear costly beads and jewellery fabricated of noble metals and precious gemstones to show or display their wealth and significance in the society, etc.

Economic importance

- For employment opportunities

Students and apprentices who learn fabrication of jewellery and beads after graduation are employed in government and private jewellery enterprises. They either receive wages or salaries to fend for themselves and family.

This was the candidates' favourite question. Almost all of them answered it and they performed above average. Higher marks were therefore scored.

Question 5

(a) List and explain two types of exhibition

(b) State and explain three importance of exhibition

- (a) Candidates were expected to expatiate the types of exhibition listed for better understanding.

Wrong answers by candidates include:

- Public exhibition
- Jewellery exhibition
- Art exhibition

- (b) This question also looked for the following requirements from the candidates. Even though question 5 (a) was not well answered by some of the candidates, the (b) part was a favourite to majority of them. Therefore high marks were scored.

Question 6

Describe in detail the fabrication of glassbeads

The following were the demand of the question:

- To give detailed description of glass beads production.
- Listing of needed tools and materials
- Mentioning the tools and materials and showing how they are used.
- Good presentation showing systematic stages of fabricating glass beads.

Some candidates stated that glass powder was mixed with water and filled into the mould. This was a major weakness on their part, they scored low marks.

The correct answers include:

Procedure

- Making of preliminary design of the glass beads.
- Breaking glass into pieces.
- Pounding/pulverising pieces of glasses, etc.

In fact, candidates' general performance in this question was so disappointing. They were therefore marked down accordingly.

LEATHERWORK 2

1. GENERAL COMMENTS

The questions were clear and up to standard. The questions compare favourably with previous years. Some of the topics seem to be unpopular with the students. Teachers are to take note of topics like shearlings, hair-on-leathers, suede, chamois, tacking, graining, marbling, splitting, skiving, shears, marble block, square, fid, etc. and treat them seriously with the students.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Those who had taken time to study showed they understood what they were writing. The drawings were descriptive of the tools that they actually knew or are familiar with.
-

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Students showed lack of knowledge of most of the topics and also lacked drawing abilities.

4. SUGGESTED REMEDIES

- Teachers are to make the students learn drawing especially the tools, leather and its divisions.
- Teachers need to start setting application questions for their students as part of their end of term exams. They should also do a lot of exercises to get students to be familiar with the answering of such questions.
- Teachers need to encourage and ensure that their students take drawing lessons seriously to help them improve upon their drawing skills.

5. DETAILED COMMENTS

Question 1

(a) What are shearlings

(b) Compare and contrast in three points shearlings and hair-on leathers.

- (a) Shearlings is a type of leather with the hair shorn made from sheep and had been allowed to grow to some extent before being processed into leather.

The question was not familiar with candidates. Most of them explained shearlings as the “process of removing hair from the skin” instead of it being a type of leather.

Few students out of those who answered it were able to explain shearlings as skin obtained from sheep and goat, but could not explain as pelts of sheep/lamb that have been shorn and the fleece had not grown out sufficiently to be classified as wool pelts.

- (b) Hair-on-leathers are those leathers made from animal skins which have not been de-haired, but preserved for their beauty and to keep the user warm.

Students struggled with this comparison. Some wrote on the characteristics of leather while others about hardness and stiffness of leathers, etc.

Question 2

Identify and explain three factors that dictate the methods of preservation for hides or skins.

Candidates did not understand the question. They took it to mean they should explain the methods of preserving skins and hides when they are removed from carcasses which involves drying, dry-salting, wet-salting.

The factors that determine the methods of preservation include:

- The value of the skin – which includes the length of time, the type and state of skin before preservation.
- Local customs or the weather conditions, the geographical location where the preservation is done.
- Economic conditions – which is how cheaper or expensive the type of preservation will be to determine the value of the finished product.

Question 3

Distinguish between suede and chamois leathers under the following headings:

- (a) **Method of production;**
(b) **Characteristics;**
(c) **Uses.**

Candidates were classifying suede as leather with hairs. The fluffy nature is not hair but a nap produced by using brushes and abrasives. On the methods of production it was expected that candidates would mention whether they were tanned by chrome, vegetable

or any of the methods of tanning, then the splitting and parts of the shavers were used for producing the types of leather.

Then their characteristics – the texture, feel, looks, thickness; and their uses – what each type is used for, e.g. chamois as fabric for ladies ponds application, headband in hats, lining of bags and some garments, etc.

Suede – to make boots, clothing and fashion accessories, etc. Some students used the characteristics of both suede and chamois leather to explain their methods of production.

Question 4

(a) Explain the term tacking in skin drying.

(b) Explain four advantages of drying skins by tacking.

(a) Tacking is a method of setting out a skin by laying and stretching them flat under tension by pegging them onto flat surfaces of floor/ground.

This is done to dry skins prior to tanning. But after tanning when students are to work on leather they stretch and tack them.

This was a very popular question with the candidates. The only flaw was that instead of explaining skins and hides (pelts), they were describing how leathers are stretched. The conditions and reasons for pegging are not the same.

(b) This part was not well answered in that candidates wrote on the reasons why skins should be dried to eliminate bad odour, to avoid putrefaction, etc.

Question 5

Explain the following terms as used in leatherwork:

(a) Graining;

(b) Embossing;

(c) Marbling;

(d) Splitting;

(e) Skiving.

Generally candidates who attempted this question did not know most of the terms.

(a) This was explained as a process of removing fatty substances from the skin with a knife, instead of treatment of a leather surface to alter the natural outer surface by manipulations in various ways.

- (b) Most candidates were able to describe embossing very well. Very few however, described the type done by cutting a motif from cardboard, plywood, etc. and placing them under leather to obtain the image. They failed to explain that the leather would be made wet and a blunt tool would be used to rub around the image to let it show.
- (c) Most candidates described marbling as putting oil paint and kerosene in water and picking the colour with the leather as is done in Graphic Design.
- (d) Most candidates were able to describe embossing very well. Very few however, described the type done by cutting a motif from cardboard, plywood, etc. and placing them under leather to obtain the image. They failed to explain that the leather would be made wet and a blunt tool would be used to rub around the image to let it show.
- (e) Most candidates explained splitting as cutting leather into parts or pieces, instead of dividing a sheet of tick leather into layers/sheets.
- (f) Skiving is the process of thinning the edges of thick leather. Most candidates confused skiving with shaving or splitting. Those who managed to write close to the correct explanations could not make reference to the edges, e.g. for easy joining.

Question 6

With the aid of illustrations, describe the following leatherwork tools:

- (a) Shears;**
- (b) Marble block;**
- (c) Mallet;**
- (d) Square;**
- (e) Fid.**

Most candidates could not prove they were familiar with the tools mentioned, especially marble block, shears and square.

However the sketches showed lack of drawing ability. Candidates need to improve upon their drawing skills.

MANAGEMENT-IN-LIVING 2

1. GENERAL COMMENTS

The questions were of the same standard as of the previous years. Performance was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Candidates' handwriting were legible and clear.
- Most of the candidates answered the required number of questions.
- Their presentations were orderly.
- Improvement in expression.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Poor spellings
- Poor construction of sentences
- Some candidates answered less than the required four questions
- Poor arrangement of work
- Unintelligible writing which made it difficult to comprehend what candidates' wrote.
- Too many grammatical errors.

4. SUGGESTED REMEDIES

- Teachers should check spellings of the students work and organize dictation as part of class tests.
- Students should read over their answers to correct mistakes.
- Teacher should teach students how to answer questions e.g. state and explain.
- Students should learn proper arrangement of their work

5. DETAILED COMMENTS

Question 1

- (a) Explain the term conflict resolution.**
- (b) Explain five causes of conflict in the home.**
- (c) Explain five ways of resolving conflict in the home.**
- (d) State three effects of conflict on the family.**

A very popular question, almost all the candidates answered it, but it was not well answered. Most of the candidates' mistook it to be causes and conflict of marriage and failure in marriage.

- (a) Candidates could not define conflict resolution rather they defined conflict. What was expected was conflict resolution: *It is process of coming to a compromise in settling dispute.*
- (b) Poorly answered question. Most candidates wrote on conflicts in marriage and marriage failure. Correct answers expected include:
- Money: conflict occur when a family members fail to meet their financial obligations.
 - Situational factors: these arise out of daily life, such as living, working or playing together.
- (c) Not well answered question. Transfer of learning should be done correctly, since every subject has its own language. Examples of correct answers include:
- Controlling one's feeling and avoid speaking when angry.
 - Talk over the problem rather than attack each other, etc.
- (d) Poorly answered question. Candidates' minds were on 'war' in community and not the home as the question demanded.
- Loss of properties and death were some wrong answers stated, but the correct answers expected include:
- Family goals may not be achieved.
 - It may lead to broken homes, etc.

Question 2

- (a) Explain five environmental conditions necessary for the development of a child.**
- (b) (i) State four classes of toys and play materials for a child.**
(ii) List two examples of toys and play materials in each class stated in (b)
- (c) State five reasons why play is important to a child's development.**
- (d) State two points to consider when selecting toys and play materials for children.**

It was not a popular question at all, candidates who attempted it did poorly with some scoring '0'.

- (a) Most candidates' stated the development of a child not connecting to the environmental condition like: good nutrition, love and good care, good school, etc.
- (b) This question on classes of toys and play material was not well answered and candidates' did poorly e.g. of correct answers include:

- Toys and play materials for exploration e.g. dolls, blocks of bright colours rattles
 - Toys and play materials for creative play, e.g. crayons, drawing sheets, soft clay, etc.
- (c) Few candidates' stated correct answers. Others gave wrong answers such as to make the child stop crying, etc.

Some correct answers expected include:

- A child learns about the world of work through play.
- Play enables the child to express himself in different ways.

(d) Answers given were on safety tips. Other correct answers expected include:

- The age of the child.
- The need of the child, etc.

Question 3

- (a) Explain four factors that influence the management of family resources.
- (b) Explain any four characteristics of value.
- (c) Explain how the following motivators influence each other in the management process:
- (i) Value;
 - (ii) Goals;
 - (iii) Standards.
- (d) List three examples each for the following classes of value.
- (i) Moral values;
 - (ii) Social values.

It was not a popular question, and it was also poorly answered. Only few candidates were able to answer, especially the (d) part.

- (a) Most candidates' wrote on family crisis and personal factors that affect management instead of the motivators. Candidates did not seem to be familiar with the topic.

Correct answers include:

- Family life style: the habits, taste, interest.
- Family goals: the clearly defined goals set by the family will give direction to the use of resources.

(b) Candidates defined value but not the characteristics. Some correct answers include:

- Values are abstract as they cannot be seen.
- Values involve emotions and feelings and are expressed in strong terms.

(c) Values, goals and standards were defined instead of how they influence each other in management.

Expected answers include:

- Goals set are based on the family values.
- Values: family values influence goals and standards set by the family, etc.

(d) Examples of moral and social values were poorly answered. Candidates also interchanged d (i) with (ii).

Correct answers include

- Moral values: Honesty, faithfulness, truthfulness, etc.
- Social values: Tolerance, kindness, etc.

Question 4

- (a) Explain the term moving house.**
- (b) Explain five factors that may cause one to move a house.**
- (c) State three ways of acquiring a house.**
- (d) Explain five factors to consider when buying a home.**

Very popular question. Almost all candidates' did this question and scored high marks.

(a) Few candidates' could not define moving a house. Most of them explained the moving a home but forgot their belongings.

Correct definition is: Moving a home involves transfer or moving from one house with all its occupants, property and other items into another house'.

(b) Factors that may cause one to move a home were correctly stated.

Correct answers include:

- High cost of rent;
- Insecurity;
- When rent expires, etc.

(c) Ways of acquiring a house was well answered, with correct answers like:
By building house; by inheriting, etc.

(d) This question on factors to consider when buying a house was well answered with correct answers like:

- Location: closer to work place
- Money available will determine the choice of a house, etc.

Question 5

(a) Explain five reasons for the essence of good lighting in the home.

(b) State five uses of electricity in the home.

(c) Explain five ways of preventing electricity wastage in the home.

Very popular and well answered question.

(a) Few candidates gave wrong reasons of good lighting in the home e.g. makes the room beautiful, spacious and well ventilated.

Correct answers expected include:

- It provides security in the home
- It provides a clear and pleasant atmosphere in the home.

(b) This question on uses of electricity in the home was well answered but some candidates repeated the same answer e.g. to heat water, watch Television, etc.

Correct answers expected include:

- It reduces heat in hot weather (fans, air conditions).
- It helps reduce labour, time energy and fatigue, etc.

(c) Candidates wrote safety measures instead of wastage of electricity e.g. repair broken wire; put off metre, etc.

Correct answers expected include:

- Use energy saving bulbs and fluorescent lamps only, etc.
- Make maximum use of natural lighting as much as possible.

Question 6

- (a) Define communication
- (b) Explain four reasons why communication is important in family living.
- (c) State the communication process.
- (d) Explain four internal barriers to communication.
- (e) State three instances that will require communication to be improved in the family.

Popular but not well answered.

(a) Some candidates' wrote about talking on mobile phones. The correct definition of communication is: *the process of sending and receiving messages.*

(b) Most candidates wrote on general interaction of society but not the family as requested.

Some correct answers include:

- It contributes to satisfying family life as it involves the sharing of ideas and feelings
- It helps members share in decision making to solve problems of the family.

(c) This was poorly done and not in the correct order. The correct answer of the communication process is:

- Receive the message
- Understand the meaning of the message
- Relate the message to past experiences
- Respond appropriately.

(d) It was poorly answered. Most candidates' did not attempt it and the majority who attempted it did not get it correct. Some correct answers expected include:

- Raising sensitive topics e.g. death, politics.
- Overlooking the feelings of others when reaching a decision, etc.

(e) Few had it right, but majority got it wrong e.g. when things needed are not at the right time; when there is a need to focus, etc.

Correct answers expected include:

- If there are conflicts in the family
- If management skills are lacking, etc.

MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

Questions generally compares favourably with that of the previous years and in the syllabus. There was a slight improvement in performance.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- There were some improvements on articulation of points.
- Deviations from questions were also very limited, very few.
- Improvement was also observed in the reading of questions and following instructions.
- There was improvement in handwriting and presentation of facts.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- There were a lot of poor spellings.
- Use of wrong words were also observed e.g. 'on the light' for '**put on the light**' and 'off the light' for '**put off the light**'.
- There were also incorrect or wrong use of technical words e.g. **pubic hair** for 'public hair', 'back strain' for '**back stain**'
- Some of the candidates abbreviated words as if they were sending 'what's up' messages on the mobile phone, e.g. b4 for **before**, you for 'u', etc.

4. SUGGESTED REMEDIES

- Students should be encouraged to read more.
- Emphasis should be placed on spelling of technical words.
- Teachers are encouraged to speak good English in the presence of their students.
- Pidgin English should be discouraged
- Teachers are also encouraged to give individual attention to students who are weak in class.

5. DETAILED COMMENTS

Question 1

(a) Explanation of why an adolescent may develop pimples.

(b) Personal hygiene practices adolescent should adopt to maintain good health.

(a) Most candidates did not get the answer right. They were not able to state that the problem was hormonal. Some of them just stated the physical changes that occur during adolescence.

Others stated that it was because adolescents ate groundnuts or some oily foods. Some also wrote that pimples come when adolescents get their menarche. This part of the question 1 (a) was poorly answered.

(b) This part of the question was well answered. Most candidates wrote about bathing twice daily, brushing the teeth, shaving pubic hair which were all correct.

However, some candidates understood the question as general health practices so answers like, regular exercise, good nutrition and relaxation were given. Very poor spelling also made candidates lose some marks.

Question 2

(a) Cause of a blue flame produced in a gas cooker.

(b) Precautions to take when using gas cooker.

(a) It was very poorly answered by those who attempted it. Candidates do not understand the principle behind blue flame in a gas cooker, no mention was made about the complete combustion which takes place because of the presence of oxygen or air.

Most of the answers were about whether the gas cylinder was full or the gas was getting finished.

(b) This part of the question was very well answered. Answers like 'lighting the matches before turning on the gas, keeping cylinders away from the cooker, opening windows when using the cooker were given.

Instead of lighting the matches most candidates wrote light the fire before turning on the cooker.

They also gave answers on leaking of gas repair of cylinder and tube and turning off cooker after use.

Question 3

(a) Aim of home improvement

(b) Explain ways a home maker can achieve the aim of home improvement in the area of decoration.

(a) This question was unpopular. Those who answered it got it all wrong. Very few candidates got the definition correct. Some understood it as renovating the house.

(b) Was poorly answered. Answers like:

(i)

- Painting the house
- Plastering the house
- Buying new appliances
- Putting pictures in the sitting room
- Planting flowers, etc. were given.

Expected answers include:

- Making mats from old rags, to serve as floor mats.
- Using shells, stones, bottle tops to make decorative items for the rooms.
- Painting calabash and using it for wall hanging, etc.

(ii) Reducing back strain. This part of the question was also poorly answered. Some candidates' read strain as stain, so their answers were based on stain removal.

- They also talked about arranging things well in the house to prevent back strain. Answers were not related to improving the home but, about buying things for the home

Question 4

(a) Causes of fire accidents in the home.

(b) Ways of preventing fire accidents in the home.

(a) This question was answered by most of the candidates. Some got full marks for the questions.

However, some candidates confused the causes of fire accidents with the prevention of fire accident. Answers given include 'bush burning'

- Lowering gas cooker when cooking.
- Lighting the matches before turning on the gas, instead of 'not lighting the matches before turning on the gas'.

(b) Most candidates gave correct answers, but some equated fire accidents to burns and scalds so they gave answers like:

- Do not touch hot saucepans with bare hands.
- Use fire extinguishers
- Avoid carelessness and forgetfulness

Question 5

- (a) Labour saving devices.**
(b) Examples of labour saving devices.
(c) Advantages of using labour-saving devices.

(a) Not very well answered question. Some candidates wrote that:

- They are the large equipment in the home.
- They are equipment used when women are in labour
- They are equipment used for child labour.

Majority however wrote that they are used to make work easier and faster in the home.

(b) This part was poorly answered. Candidates just wrote any equipment they can find in the home. For example knives, cupboard, masher, saucepans, etc. In the definition they repeated devices instead of writing tools and equipment.

Those who got it right could think only of blender, gas cooker, pressure cooker, cake mixer, and microwave. Some candidates did not limit the question to the kitchen as demanded, so answers like washing machine were also given.

(c) This part of the question was well answered. However, candidates gave answers like:

- It saves time and it is fast as separate answers.
- It saves energy and it prevents fatigue also as separate answers thus making them lose marks.

Question 6

- (a) Points to consider when choosing babies clothes**
(b) Examples of items in a babies layette

(a) Points expected from candidates' include:

- Its cost
- Its durability
- How comfortable it is
- Effect of weather conditions.

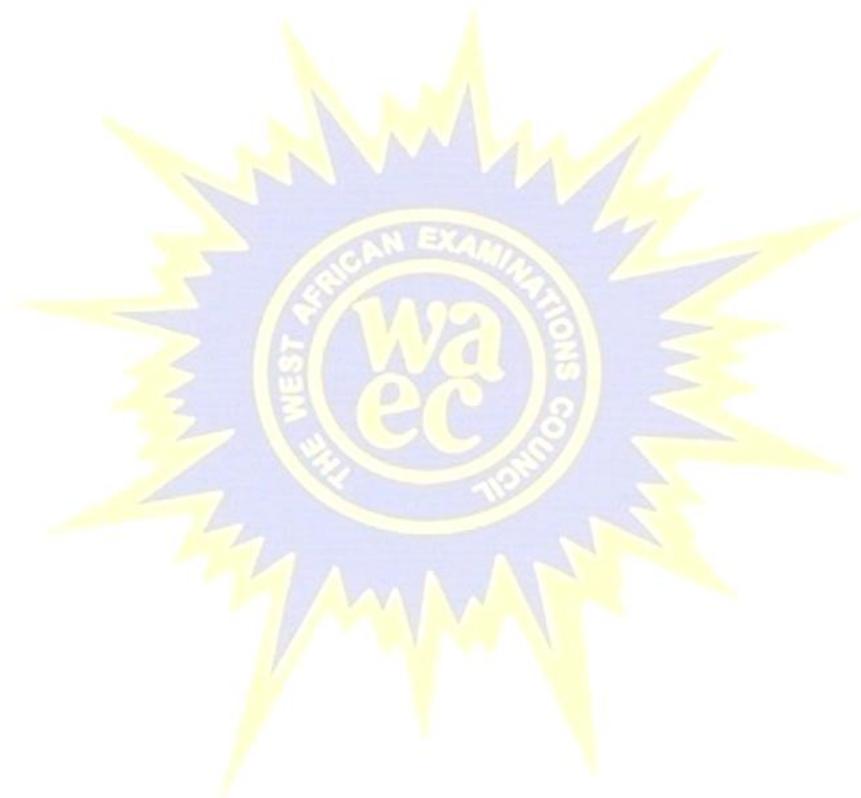
Candidates rather described the points for example,

- whether it is long lasting for durability
- whether it is expensive for cost
- whether it is soft or made from cotton for comfort.

These answers were accepted for full marks.

(b) This part of the question was poorly answered. Most candidates' wrote toiletries like:

- Powder,
- Pomade
- Comb
- Sponge
- Towel, as items that must be included in a baby's layette.



PICTURE MAKING 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of the previous years. The questions were within the scope of the syllabus and all the requirements were dully followed. The paper was devoid of ambiguities.

The general performance of the candidates did not show any significant improvement over that of the previous year. This year's general performance of candidates' was not above average.

It was observed from some candidates' answers showed that, they did not prepare adequately for the paper.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Few candidates displayed a high sense of intelligence. The following commendable features, among others, need mention:

- Some candidates showed in-depth knowledge of the subject-matter by applying what they had learnt or done in their practical lessons. This was particularly observed in question five (5) where candidates were asked to portray an "Angry" and a "surprise" characters. Candidates were able to portray the two characters as required.
- Some candidates displayed a good command of the English Language which made their presentations a joy to read.
- Most of the candidates followed the instructions and answered four (4) questions as required by the paper.
- A few of the candidates presented their answers in an orderly manner and scored high marks. Example is question (4) which required steps to follow when executing pyrography, sgraffito and etching.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Use of irrelevant material and elaborate introduction. This was the cause of failure of most candidates. Candidates failed to read the questions with understanding.
- Some candidates answers were sketchy and scanty. Discussing the five (5) socio-cultural importance of pictures in Ghana. Candidates'' listed the points and failed to explain their importance.

- Failure of candidates to address the demands or requirements of the questions. Question one was a typical example where candidates could not address the demands of the question namely; costing, production and marketing.

A few candidates exhibited very poor handwriting. In some cases it was difficult for the examiners to identify the words.

- Another defect identified was repetition of points in their answers.

4. SUGGESTED REMEDIES

- Candidates should study the demands of the question carefully before they begin to answer them. This will help eliminate the use of irrelevant material in their answers.
- Candidates should avoid elaborate introduction which has no bearing on the question.
- Students are expected to read, study and apply what they do in their practical lessons. They should be more purposeful and focused when writing their answers.
- Teachers should inspire their students during practical lessons to follow the steps involved and how to apply them when answering questions.
- Teachers should at all times teach their students how to answer questions which need application and the steps needed to execute the work.
- Candidates who have poor handwriting should be encouraged to write legibly.

5. DETAILED COMMENTS

Question 1

- (a) **Costing of production and marketing of artefacts are the major factors that affect pricing of an art work. Discuss in detail how these affect the final price of a painting.**
- (b) **Discuss in detail three important factors to consider when establishing a picture making studio at your school.**

- (a) This part of question was unpopular. Most candidates avoided it. The few who attempted it woefully failed. The reason was that they could not discuss the demands of the question. They limited their answers to the cost of tools and materials leaving key areas involving production and marketing.

The expected answers are:

- Costing

Affects pricing when the amount of expenditure incurred in acquiring the item, for instance money spent on the raw materials and transportation and utilities are considered.

- Production

The conversion of raw materials into the finished product affect the final price of a painting. It is important to consider (i) Labour (ii) Time (iii) Skills involved in producing the painting.

- Marketing

At this stage the painting is ready to be sold to the consumer so advertising and market survey will play a major role when pricing the work.

- (b) Most candidates answered the (b) part of the question very well. The factors are (i) site or location, (ii) accommodation (iii) availability of raw materials, etc.

Question 2

With appropriate examples, discuss in detail five socio-cultural importance of pictures in Ghana.

It was the most popular question for candidates'. Most of them scored high marks. However there were few who discussed the economic importance of pictures and lost some marks. Example, employment, earning a living, income, etc.

Candidates' must also take note that pictures that are taken by the camera is not what we were discussing, but pictures made by the picture maker such as, painting, murals, collages, friezes, montages, marquetry, etc.

Expected answers include:

- (i) Education: Illustrations in a form of pictures are used as teaching and learning materials. They are used to explain texts in books to sustain interest.
- (ii) Decoration: Pictures are used to enhance the beauty of objects. Offices, houses and rooms are decorated with pictures.

- (iii) Souvenirs: Pictures of ancestors and important events are kept as mementos to remind people of the past.
- (iv) Therapy: Pictures are used to heal or suppress stress related problems.
- (v) Communication: Pictures speak for themselves, so they are used to convey information to the general public.
- (vi) Promote tourism: It promotes the culture of a particular group of people and brings foreign exchange.

Question 3

(a) Explain in detail and with appropriate examples the following terms used in picture making:

- (i) Contemporary painting
- (ii) Indigenous painting

(b) Discuss in detail three factors which are influencing contemporary painting in Ghana.

- (a) This was another popular question for candidates', but some of them explained contemporary painting as a painting made in the 19th century.

A few candidates' also related the indigenous painting to cave art. These answers are not adequate to merit the full marks.

The answers include:

- (i) Contemporary painting: is a painting made with some influence from other cultural and modern civilizations and the use of diverse tools and materials or medium.
- (ii) Indigenous painting is the original painting made by the people who lived in a particular cultural setting without influence from any foreign culture or ideology.

- (b) Candidates answered this part very well and scored high marks. However a few of them were in difficulty and linked their answers to norms, customs, taboos and traditions which are related to indigenous painting and not contemporary painting.

Expected answers include:

- (i) Formal education
- (ii) Religion
- (iii) Trade
- (iv) Tools and materials
- (v) The computer/internet
- (vi) Foreign concepts

Question 4

Explain the detail the following picture making techniques:

- (a) Pyrography;**
- (b) Sgraffito;**
- (c) Etching;**
- (d) Describe in detail how each of the techniques in (a) above is executed.**

- (a) Majority of the candidates' attempted this question with some performing well. A few could not explain the techniques. Others also mixed their points up.
- (b) The (b) part was a problem for most of the candidates'. A lot of them failed to write the steps in an orderly manner and mixed up the processes involved. Candidates should take note that orderly presentation is always essential.

Moreover, in etching the support is always coated with acid resistant bitumen or masking tape before the design is transferred. Most of the candidates' had a problem in describing how etching is executed.

The steps expected from candidates' includes:

- Sketches are made and the final one is selected
- Metal plate is coated with acid resistant bitumen/masking tape
- Design is transferred onto coated plate
- Areas to be etched are scratched or peeled off
- The metal plate is immersed in the prepared acid bath for a required length of time
- The plate is removed and washed to reveal the design

Question 5

- (a) Explain in detail the term cartooning as used in picture making**
- (b) Discuss in detail two reasons why a picture maker would choose cartoon drawings over realistic drawings for his work.**
- (c) Discuss two contributions made by the paintings of the pre-historic man toward his mode of life.**

(d) Illustrate two characteristics in cartoon to express surprise and anger and label them as such.

(a) Though a popular question, a few candidates' wrongly explained cartooning as animation of cartoons on the television. But cartooning itself is not animation. It is the creation of distorted and humorous drawings to make fun of someone or to satire a policy or personality.

(b) For the (b) part candidates gave answers like: it is easy to do, to make money, etc. But these were not the expected answers. The picture maker would choose cartoon drawing because of the following:

- Book illustration: Illustrations in cartoons attract children and adults alike than realistic drawings.
- Communication: Facial expressions are better expressed and driven home in cartoons than realistic drawing.
- Label code: Cartoons are used to criticize personalities without fear of libel suit.
- Therapy: Humorous drawings help the sick or depressed people to get healed, etc.

(c) A few candidates felt paintings of pre-historic man were for decoration and promoted engraving on their walls. But their paintings were not for aesthetics. The paintings enabled the pre-historic man to undertake successful hunting, got meat and food, got his weapons from bones of big animals, cloth from skin of animals, etc.

(d) Illustration of anger and surprise was well demonstrated by some candidates. Only a few could not portray the action very well.

Question 6

(a) Explain in detail the term support as used in picture making.

(b) Select three supports used in picture making and discuss in detail how each of the supports selected is prepared for the execution of its final work.

(c) Describe how works of each of the selected supports is finished appropriately.

(a) It was one of the popular questions. A sizeable number of candidates gave good explanation and candidates selected the supports.

(b) Some candidates were in difficulty as to how to prepare the supports. Typical example is how canvas is prepared for painting. Candidates should take note of how the following supports are prepared for painting.

- Canvas: Is prepared by stretching on a wooden frame or chassis, it is seized with glue and later primed with emulsion paint. An already prepared primer can be used.
- Wall surface: Is scraped and sand papered. Glue size applied first on the surface. It is later coated with emulsion paint and allowed to dry.
- Wooden board/panel: The surface is sandpapered, glue is applied on top and later primed with emulsion paint.

(c) In this (c) part, some candidates failed to describe how works of each of the selected supports are finished appropriately.

- Canvas: works on canvas are sprayed with chemicals to prevent termites, etc. they are also framed.
- Wall surface: the works are varnished to prevent dust.
- Wooden surface: the works are varnished and framed, etc.

SCULPTURE 2

1. GENERAL COMMENTS

The standard of paper was at par with those of the previous years. But candidates' performance were below those of previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates wrote legibly which enhanced scoring. This should be encouraged.
- Other candidates used the right terminologies appropriately.
- A few candidates supported answers with good illustrations.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates answered two questions on the same page.
- Some also did not spell most of the terminologies well.
- Some of their handwritings were difficult to read.
- Some candidates continued to answer a question on a different page without numbering it.

4. SUGGESTED REMEDIES

- Candidates are advised to read thoroughly the instructions at the front of the answer booklet and the question paper before they start answering.
- Teachers are advised to help students improve upon their handwriting.

5. DETAILED COMMENTS

Question 1

- (a) List four materials from animal sources used for sculpture**
- (b) Explain how constant supply of materials from plant and animal sources are ensured.**
- (c) State two sources each of clay and wood.**

- (a) This question was answered by most candidates. For (a), some of the candidates wrongly spelt some of the animal sources. For example, **horn** was spelt "hon" and **bone** spelt "bon".

Expected answers were:

Some materials from animal sources used for sculpture are:

Shell, hide, bone, ivory, wax, horn, teeth and feathers.

(b) Constant supply of materials from plants and animal sources are ensured through:

- Re-afforestation: i.e. Planting of trees to replace felled ones.
- Encouraging animal husbandry: i.e. rearing of animals on large scale to boost production.
- Enacting of buy-laws to protect indiscriminate felling of trees and killing of animals.
- Collection of found objects: i.e. off cuts of wood and left-over bones, etc. of animals can be collected and re-used in Assemblage and Construction.

For (b), majority of the candidates wrote for example, re-afforestation without explaining it as demanded by the question.

(c) For (c), many candidates wrote rivers instead of river banks and muddy areas instead of marshy areas. Expected answers include:

Some sources of clay are:

- Anthills, river banks, valleys, swampy areas, areas dug for wells, etc.
- Some sources of wood are: forest, farm, sawmills, timber markets, etc.

Question 2

(a) Explain the term modelling

(b) Describe the following techniques in modelling:

- (i) Slab building;
- (ii) Coiling;
- (iii) Scooping;
- (iv) Pinching.

This question was attempted by most candidates and some answered it well. On the explanation of modelling some wrote that, it is additive and subtractive processes. Modelling is an additive process even though when building in bits, subtraction is done.

Always when explaining modelling, some examples of pliable materials like clay, plasticine, cement and plaster should be given.

2 (b)(i) Some candidates could not fully describe how slabbing is done. They wrote that, “it is the making of slabs for the base of a clay work” which is not the case.

2 (b) (ii) Some candidates wrongly described coiling as, making a rope of clay and coiling it around the finger to test its plasticity.

- 2 (iii) Some candidates failed to state that after cutting the solid clay work into pieces and scooped, the sides are luted and slip applied on them and pressed to join to form the work.
- 2 (iv) Some candidates described pinching as a process of pressing a ball of clay with the fingers to achieve a desirable form which is not. The thumbs are rather used to create holes in the ball of clay.
- (a) Modelling is an additive or synthetic process in which pliable materials like clay, wax, plaster, plasticine, etc. are used bit by bit to form a sculpture.
- (b)
- (i) In slab building, clay is put in-between battens of equal thickness on a sackboard. The rolling-pin is used to flatten the clay to an even thickness. The clay slab is then cut into required shapes to correspond to the object to be modelled. The sides of the shapes are luted and slip is applied. The shapes are pressed to join at the luted areas to form the object.
- (ii) In coiling, clay is rolled into coils. They are picked one by one, coiled to form the base. After that, the other coils are used to form the object by the help of slip.
- (iii) By the scooping method, the object is built solid with clay. A frog is used to cut the object into desired parts. The inside of the parts are scooped to an even thickness with a wire end tool. The sides of the parts are luted and slip applied to those areas. The parts are pressed to join to form the object.
- (iv) In pinching, the thumbs play a major role. A ball of clay is placed in the palms and the thumbs used to make a hole in the centre of the clay ball supported by the other fingers. The hole is gradually enlarged and the clay pulled to form the object required. This method is used in making pots.

Question 3

- (a) **Explain four precautions that are to be observed when working with plaster of Paris.**
- (b) **State the effect of cold and hot water on plaster mixture.**

This question was attempted by most candidates, but few of them answered it well. Plaster of Paris is non-toxic so it is not harmful. Some candidates wrote that is dangerous to use the fingers to mix plaster; which is not true.

On (b), almost all the candidates failed to answer it correctly. It is a rule that whilst mixing plaster, water is not added otherwise the mixture will be weakened. A plaster mixture is already prepared so when cold or hot water is added, it will not set.

NB: The question did not demand what will happen if cold or hot water is used in mixing plaster. In this instance, cold and hot water become a retarder and accelerator respectively.

(a) Some of the precautions are:

- (i) Use clean water for mixing plaster.
 - (ii) Use a clean bowl for mixing plaster
 - (iii) Plaster should be mixed in bits because it sets at a faster rate
 - (iv) Wear protective clothing e.g. working gear.
 - (v) A plaster bag that has been opened should be well covered to avoid exposure since it absorbs moisture rapidly rendering the plaster not workable.
 - (vi) Avoid excessive stirring when mixing plaster since it will be weakened.
 - (vii) Whilst mixing or stirring plaster, water is not added.
 - (viii) Sift plaster into water, not water onto plaster.
 - (ix) Do not pour un-used plaster mix into sinks since it will block them.
 - (x) Keep plaster bags from humid areas.
- (b) Effect of cold and hot water on plaster mixture. The plaster mixture will not set.

Question 4

(a) What is an exhibition?

(b) Describe the following steps involved in an exhibition:

- (i) **Labelling;**
- (ii) **Mounting;**
- (iii) **Lighting;**
- (iv) **Price list.**

(a) This question was popular and it was well answered by most of the candidates.

An Exhibition is a public or private display of products such as manufactured goods, food, sculptures and other art works in order to attract viewers, buyers, art lovers, connoisseurs, critics, etc.

(b) The steps involved in an Exhibition include:

(i) Labelling

Themes and prices are written on strip of papers and pasted on works after mounting. At times they are given numbers and the type of material used are indicated. The labelling helps viewers to get idea of the title.

(ii) Mounting

Avoid lining up in-the-round works against the walls so that all sides could be seen. Also works (sculptures) that complement each other are grouped when the space available is not enough for the works. There should be enough space for viewers to move round the works without impediment. It is important to create a focal point.

(iii) Lighting

Plan the lighting system in such a way that it will not blind viewers. A good lighting situation occurs when there are more lighting fixtures to make the works clearly seen. Lighting adds value to the works exhibited.

(iv) Price list

The price list is compiled in a brochure indicating the price of each work. At times the price is written on a label on each work. This enables viewers to know the price of each item exhibited.

Question 5

Describe how the following materials are made suitable for casting:

(a) Clay

(b) Metal

(c) Wax

Majority of the candidates who answered this question did not perform well at all. This goes to prove that they were not taught how to process these materials in metal casting.

For (a), some candidates wrote that clay is used to model an object first then a plaster mix is used to make a mould before the final cast in paste.

For (b), some candidates wrote that metal is used to make an armature.

For (c), some wrote that wax is used in the raw state in metal casting

Expected answers include:

(a) Clay

To make clay suitable for casting, it should be pounded into powdery form or soaked to make it watery:

- It is sieved to remove impurities. If it is powdery, water is added to make it slurry.
- It is then poured into a mould. When it is leather hard, it is removed from the mould.

(b) Metal

- Metal is cut into pieces and put into a crucible. It is heated to melt at a higher temperature. A skimmer is used to scrape the dross.
- When it is in a molten state, it is poured into a mould.

(c) Wax

NB: Beewax which is normally used by sculptors contains impurities so it is prepared to remove them:

- Wax is cut into pieces and put into a metal container. The wax is heated to melt and sieved to remove the impurities.
- It is again melted and poured into a mould. Or a brush is used to apply the melted wax in a mould to the thickness required.

Question 6

With suitable illustrations, describe five major stages of carving a stool.

Many candidates attempted this question but some failed to illustrate as the question demanded. Some candidates misunderstood the question so they wrote on the construction of a kitchen stool. Instead of candidates writing on the major stages systematically, they started with the fourth stage before the second stage.

Expected answer:

- (i) Sketching
- (ii) Acquiring the wood and transferring the sketch onto it
- (iii) Blocking
- (iv) Detailing

(v) **Finishing and decoration**

(i) **Sketching**

Thumbnail sketches of the intended stool are done on paper with pencil or pen. The best sketch is selected and developed.

(ii) **Acquisition of the wood and transferring of the sketch**

Appropriate wood is acquired and the final sketch is transferred onto the wood with a pencil, crayon, chalk or clay appropriate medium. The sketch is done on all the sides of the wood.

(iii) **Blocking**

Tools like the adze, machete, and axe are used to rough-out the initial mass by cutting and removing the unwanted areas to reveal the rough shape of the stool.

(iv) **Detailing**

Chisels, gouges and knives are used to define the form to bring out the shapes well. The top, middle and the base are clearly defined. Designs on the stool are also carved out.

(v) **Finishing and Decoration**

The surface of the completed stool is either smoothed or textured. The stool is sanded with sandpaper, painted or lacquered.

TEXTILES 2

1. GENERAL COMMENTS

The standard of the paper compares favourably to those of previous years. There was no ambiguity in the questions and the schemes as well. Performance of candidates could be described as slightly above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some few candidates articulated their points very well and have command over the use of the English Language, thus making those few to score higher marks.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- The use of English Language is still a major challenge to some candidates.
- Candidates also displayed very poor handwriting, thus making some of the answers unreadable.
- Candidates were also weak in the area of Basic Drawing and free-hand sketching of items related to the subject.
- Candidates lacked clarity in their expressions due to their inability to use the English Language properly.
- Terms and jargons related to the paper were wrongly spelt and that took away the understanding that such terms portray.
- There were some few candidates who did not follow the instructions that were spelt out for them. For example, some candidates answered all the six questions instead of four; others answered less than four, while others refused to write the question numbers in the correct pages, thus making marking cumbersome.

4. SUGGESTED REMEDIES

- The teaching of English Language should be intensified.
- Teachers of Visual Arts; especially, Textiles should also improve upon the teaching of drawing.
- The conduct of mock examinations should stress on candidates adhering to instructions sent to them.

5. DETAILED COMMENTS

Question 1

(a) Define the term textiles as used in modern times.

(b) Identify and describe four components of textiles.

This part was answered by all candidates and it was well answered. However, there were some few candidates who misread the (b) part to mean ‘vocations’ that can be derived from the study of Textiles.

For that reasons, answers such as ‘textiles traders, textile teachers, textile engineers, etc. were given. The question asked for the identification and description of four components of textiles and demanded answers like: Spinning; weaving; dyeing; printing, etc.

Candidates did not understand the word ‘component’

Question 2

Discuss five factors to show how traditional fabrics have contributed to the socio-economic development of Ghana.

Though it was highly attempted and well answered by many candidates, very few ones were based on benefits derived from the use of textile items. For example, they are used as napkins, as school uniforms, as bed sheets for packaging of agricultural produce, etc. instead of providing the following as the correct answers:

- Source of employment
- Source of income
- For the decoration and protection of the human body
- For export to generate foreign exchange, etc.

Question 3

State and explain five reasons why fibre identification test is necessary.

This was a poorly answered question which also saw candidates scoring very low marks. Faulty answers given by candidates included the listing of the various methods of fibre identification test without giving the reasons why the test is necessary.

They listed answers like:

Breaking test: Burning test, instead of stating the following as some of the correct answers:

- To find out the type of fibre(s) being considered, i.e. whether it is cotton or nylon.
- To know the chemicals suitable for the treatment of the fabric.
- To fashion out the right care or maintenance needs for the fibre and its fabric, etc.

Question 4

- (a) Draw, label and describe the cross-sectional appearance of cotton fibre.
- (b) State one function of each of any three of the parts labelled in (a).

Candidates deviated and set their own question to answer. Instead of drawing, labelling and describing the cross-section view of the cotton fibre, candidates rather drew and labelled the production cycle of silk. The few who also drew the cotton fibre went to label it as cotton seed.

Question 5

With suitable illustrations, describe half-drop and counter change arrangements in design.

A fairly popular question which was averagely attempted by candidates. Those who answered the question drew the 'half-drop' arrangement satisfactorily, but found it difficult to describe; others also described it very well but could not draw – drawing 'full drop' arrangement.

Candidates were not all familiar with this particular question – 'counter change' arrangement; for that reason, very poor drawings and explanations/descriptions were given.

Question 6

- (a) State three differences between a lap and a sliver.
- (b) Explain three reasons why combing is done for fibres meant for shirting in textile design.

(a) Most candidates could not differentiate between lap and sliver. It was a question that was answered poorly in terms of numbers and quality of answer.

Candidates went on to give opposite answers as a lap is used on conventional looms while a sliver is not; a lap has twists while a sliver does not, etc. The question seemed very technical and needed field trips to textile factories for more knowledge on this.

Candidates were expected to give answers such as...a lap is a mass or sheet of cotton fibres of 12 cm thick and 50 cm wide, while a sliver is a thin film of cotton fibres in a rope-like form; the thickness of a broom stick. A lap contains lint or short fibres while a sliver is finer because it has been combed, etc.

(b) It was a section that has been fairly attempted by candidates in terms of quality of answer.

The few also who answered it were able to explain three reasons why combing is done for fibres meant for shirting.

VISUAL ART 3

2. GENERAL COMMENTS

The standard of the papers compares favourably with that of previous years. The syllabus coverage was adequate and candidates performance was just average. However, there were isolated cases where candidates executed their projects meticulously and with efficiency.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following were identified as commendable features in candidates' works:

- Candidates were able to manage their time well enough to complete the Evidence of Study as a significant part of the examination.
- Most candidates' followed the accepted procedures for the evidence of study.
- Some candidates' were innovative in the use of a variety of materials in the mixed media project.
- Some candidates showed signs of dexterity and expertise in Leatherwork, Ceramics and Graphic Design.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following were identified as some of the weaknesses which adversely affected candidates' performance:

- Poor drawing
- Poor lettering
- Poor finishing of projects e.g. trimming of books, treatment of edges, pennant, etc.
- Uncompleted projects (inability to complete projects within the stipulated period).
- Inability to follow instructions.
- Incomplete labelling of works.
- Packing of projects in cardboard boxes and fibre bags.
- Inability to do detailed research before the examinations.

4. SUGGESTED REMEDIES

- Candidates should spend more time to research their topics thoroughly and prepare adequately before the examination.
- They should practise various skills to master them to avoid trial and error in stitching, screen preparation, preparatory processes, weaving, etc.

- The examination should not be the first time that candidates are practicing their skills because they may not get them right.
- Teachers should put in extra effort at preparing their candidates' for the examination. They should also supervise the labelling and packing of projects.

5. DETAILED COMMENTS

BASKETRY

Question 1

Using a combination of a natural and synthetic material, design and weave a miniature bird cage for a turkey for the chief of your traditional area. Create compartments for resting and feeding places.

Height: 45 cm and length: 30 cm. The highly finished work shall be kept at the palace of the chief. Incorporate your majesty in the work.

REQUIREMENTS/EXPECTATIONS

Candidates were expected to use any of the following materials e.g. cane, bamboo, rachis, cord, rope, wire, plastic strips, wooden board, etc. Any of such materials should be appropriately prepared, using tools such as knife, pliers, bodkin and applying skills in measuring, cutting, splitting, scraping, boring holes, etc.

The next stage which was the fabrication, construction and weaving should comprise the following processes:

- Inserting rods and making foot-rac
- Waling – pairing, flitching and slewing to get the main body of the cage and creating the compartments, followed by the construction of the cover using similar processes.
- Finally including features such as totems to make the cage suitable for the chiefs palace and also incorporating the inscription “Your majesty” by weaving, painting, scorching, etc.

PERFORMANCE

Works were within substandard. They were more of woodwork than weaving. Most candidates found it difficult to weave around the wooden frame the words “Your Majesty” and compartments for feeding and resting in the cage were conspicuously missing in their works.

Question 2

Design and weave a round picnic basket. Using two weave variations on the side of the basket. The basket should have a wrapped handle with a herringbone pattern. Use 8mm cane for the handle.

Height: 45 cm Diameter of base: 20. Incorporate in your design “Joy, Joy”

REQUIREMENTS/EXPECTATIONS

Candidates were required to select appropriate materials such as cane, bamboo, rattan wood and use tools such as knife, rapping iron, sandpaper bodkin, etc. to prepare materials for production as follows:

- Preparation should be appropriately done through the processes of measuring, cutting, splitting scrapping of stakes and weavers, boring of holes where necessary and arrangement of stakes, etc.
- The construction and weaving of the main body of the basket should be effected by any two of the following techniques, pairing, randing, slewing, waling, etc.
- The handle which should be wrapped in herringbone pattern should be well and firmly fitted.
- Candidates should be innovative in the use of weavers e.g. coloured weavers and other decorations.
- They should also be skilful enough to maintain the shape of basket in the final paper design.
- The words “Joy, Joy” must be conspicuous on the work and the dimension strictly followed.
- Basket may have compartments and lid or cover.

PERFORMANCE

Though some candidates were a bit innovative in using coloured weavers, they also did not answer the question fully. Some baskets came without handles. Those with handles did not comply with the 8mm and 6mm cane and the herringbone pattern.

CERAMICS

Question 1

Using appropriate natural objects, design and produce a decorative “Fruit bowl” for a dining hall. The final work should not be fired.

REQUIREMENTS/EXPECTATION

The fruit bowl is expected to serve a dual purpose i.e. decoration and receptacle to contain fruits. Candidates were expected to use natural material, e.g. clay, plaster of Paris and any of the appropriate tools e.g. spatula, cutting wire, scooping tools, kidney, post gauge, callipers, etc. to form the bowl.

The following were also expected to be complied with:

- Shape/form: the design should be derived from geometric, regular or irregular shape e.g. circle, triangle, traditional symbols, natural and man-made shapes.
- Materials: the clay should be prepared using the dry or wet method involving all the processes to get a plastic homogeneous clay body.
- Formation and construction techniques: Students should use any one or combination of the following:
 - pinching
 - coiling
 - slabbing
 - mass modelling
 - casting
 - throwing to form the fruit bowl based on the final paper design, etc.
- Decoration and finishing: the work should be decorated by incising, embossing or sprigging and dried thoroughly.

PERFORMANCE

Most candidates derived their designs from fruits and came out with a variety of forms, applying decorative techniques like incising, embossing, inlaying, sprigging, etc. Some works were painted, sprayed, burnished, etc.

Question 2

Using any production technique, design and produce the three figurines to be used as pendants.

Height: 8 cm each. The finished work should be fired.

REQUIREMENT/EXPECTATION

Candidates should first understand what a figurine and pendant are. A figurine is a small carved, modelled or cast figure. A pendant is an adornment that hangs from a piece of Jewellery (necklace).

Candidates were expected to execute this project as follows:

- Going through the idea development processes to arrive at a final design, three identical, unidentical or similar.
- Preparing the clay body by using the wet or dry method.
- Fabricating the figurines using one or combination of the following – coil method, slab method, pinch method modelling, cast method, etc.
- Decorating the works by incising, embossing, making provision for hanging, etc.
- Finishing by painting, lacquering, etc.

PERFORMANCE

The question was more popular and better answered. Most candidates' produced three identical pendants which involved very little effort and input. Others produced three entirely different pendants either painted or sprayed.

GRAPHIC DESIGN

Question 1

Design and produce on a fabric a three-colour pennant for “Abomma Football Club” the design should include the following:

- **Clubs Logo**
- **Clubs Motto**
- **Year of establishment**
- **Size: 40 cm x 30 cm. The finished work must have a holder and decorated fringes.**

REQUIREMENTS/EXPECTATION

A pennant in three colours suitable for the Abomma Football Club with specific features about the Club. The pennant must have fringes with a device for hanging. A pennant is a long, narrow or triangular flag exchanged between teams as a sign of friendship. They are also displayed in vehicles.

Candidates were expected to execute this project as follows:

- Go through the idea development process to arrive at a final design to be translated into a pennant by the use of appropriate tools, materials, processes and techniques.
- Preparing the silk screen by appropriately stitching the mesh on the frame.
- Transferring of design onto the screen by any of the following: photographic, blackout, solar, paper stencil, etc.
- Printing by using printing ink and squeegee (trial prints) and sealing pinholes.
- Making final prints, stitching, attaching fringes, beads and providing device for hanging/attaching hanging device.
- Working skilfully at every stage of executing the pennant.

PERFORMANCE

- Most candidates were innovative in their choice of materials. They were skilful in the printing coming out with accurate printing. They also handled the stitching of fry well, including knotting of threads and also tassels, making some pennants colourful. Others were however not up to standard.

Question 2

Design and produce a pictorial book jacket for book titled “Mother’s Love” written by AduPaako and published by Daakye Publications. The finished jacket should be in full colour and wrapped around a dummy book. Format for book: 30 cm x 22 cm x 3 cm

REQUIREMENTS/EXPECTATIONS

Candidates were expected to execute this project as follows:

- Going through the idea development process to arrive at a final design.
- Putting various sketches or images and lettering together.
- Using appropriate tools and materials: Such as
 - pencil, ruler, brush, needle, markers, lettering pens, knife.
 - newsprint, cartridge, art paper, thread, glue poster colour, acrylic, etc.
- Constructing the book jacket ie. a detachable cover that has a front cover, back cover, spine, left and left right flaps in full colour.
- Constructing the dummy book by any book binding method e.g. multi-section, perfect, side wire stitching, etc.
- Showing skills in lettering, letter spacing, word spacing lettering, measuring accurately, so that cover will cover the dummy book.

PERFORMANCE

Most candidates answered this question fully using a variety of techniques and designs based on human and animal figures. However, some of the flaps were poorly done so that jacket and dummy book could not fit together. Trimming was also poorly done in some cases.

LEATHERWORK

Question 1

Design and execute a hand created apron for a blacksmith. The Apron should have the following:

- **A fixed neck hanger**
- **A wide pocket at the front**
- **Two straps at the side for tying at the back**
- **Four embossed blacksmith tools**
- **Thong the edges**
- **Dimensions: 50 cm wide x 60 cm long (minus attachments)**

REQUIREMENTS/EXPECTATIONS

Candidates were expected to execute this project as follows:

- Going through the idea development processes to arrive at a final design.
- Using the appropriate tools and procedures to prepared the main material leather by sanding, liming, washing, dyeing, drying, etc.
- Fabricating the apron by measuring and cutting of parts of apron, preparing straps, preparing and fixing of pocket.
- Applying decorating such as embossing, scorching, stamping, applique, stitching, incising, peeling, thong of edges, etc.

PERFORMANCE

Most candidates' performed well, answering the question fully by embossing the blacksmith's tools boldly, fixing attachments (straps rack hanger neatly and thinning the edges. They were innovative in marbling parts of the leather. Others had problems basically with stitching.

Question 2

Design and produce three different padded stool tops using any leather of your choice. Use any three of the execution:

- **Circular**
- **Square**
- **Hexagon**
- **Octagon**

Decorate each one differently and appropriately. Measurement: 28 cm in diameter or length or width.

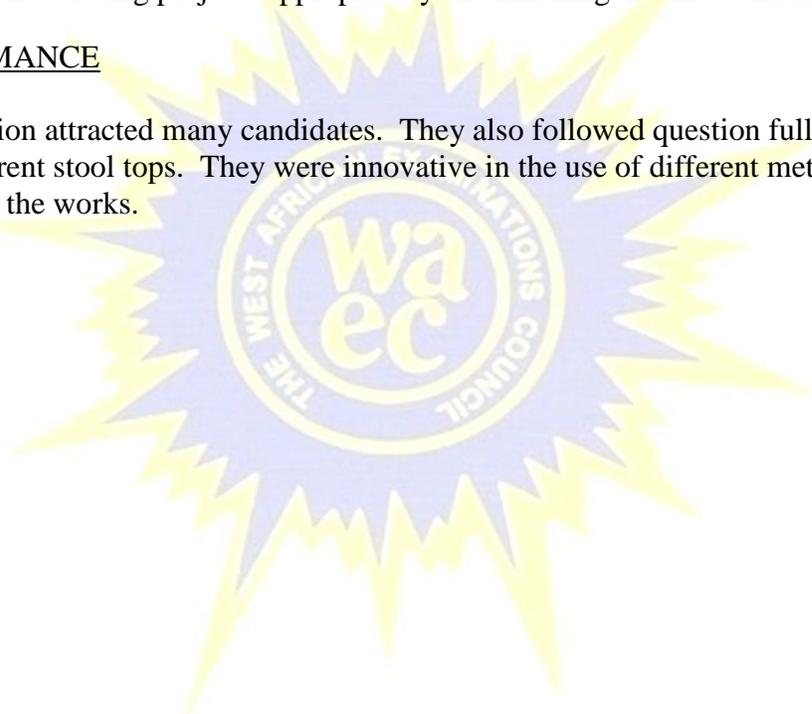
REQUIREMENTS/EXPECTATION

Candidates were expected to execute this project as follows:

- By going through the idea development procedures to arrive at the final design.
- Using the appropriate tools and techniques to prepare the leather by sanding, liming, washing, dyeing and drying thoroughly.
- Measuring, curing, preparation of parts, padding frames, tracing and cutting of motifs for applique.
- Fabricating the tops by assembling, stitching, gluing, stapling, etc.
- Decorating projects appropriately and finishing the three different tops.

PERFORMANCE

This question attracted many candidates. They also followed question fully producing three different stool tops. They were innovative in the use of different methods of decorating the works.



PICTURE MAKING

Question 1

The harvest is plentiful and five farmers are unable to manage the harvest. Using the mixed media technique of picture making, design and execute the composition on the above subject. The final work which must be appropriately finished and framed (without glass) must measure 60 cm x 45 cm.

REQUIREMENTS/EXPECTATION

A pictorial composition using two or more materials e.g. poster colour, water colour, cut paper, egg shells, saw dust, etc. Combining two or more of the materials in a single composition. The techniques used may include painting (wash and impasto), cut-and-paste-montage, mosaic or collage (a combination of two or more of the techniques and media).

The setting should be either a farming environment, fishing or poultry. The five or more people trying to undertake the abundant harvest should clearly be seen in action. There should be evidence of effective selection and skilful combination of media.

The selected colour scheme should portray the mood of excitement relevant to them.

Candidates' should show skills in:

- Preparing support
- Transfer of drawings
- Paint, cutting, pasting, framing, etc.

PERFORMANCE

Most candidates fully understood and answered this question. Some candidates' meticulously executed projects producing works which are above average. However, there were candidates who had problems with perspective, figure drawing, painting, colour application, etc.

Question 2

They screamed for joy as the most important goal was scored with the goalkeeper sprawling on the ground in the goal post as two of his team mates arrived rather too late to prevent the goal.

Design and execute the above theme using the mosaic technique of picture making. The composition which should be appropriately finished and framed (without glass) must measure 60 cm x 45 cm.

REQUIREMENTS/EXPECTATIONS

Candidates' were expected to produce: A pictorial composition in mosaic. Mosaic is a picture/picture making technique where similar and regular shaped pieces of material like paper, glass, sheers etc. called lesser tesserae are arranged and pasted on a support to achieve a desired effect/composition.

A composition indicating an activity/scene involving players in a game of football, hockey, cricket, etc. on a pitch. A composition depicting a mood of excitement for the winning team and then supporters celebrate the goal while the losers show disappointment and indifference.

A composition/picture in which the processes of atypical mosaic have been followed such as:

- Skilful preparation of support and materials;
- Skilful transfer of selected composition onto prepared support by drawing lifelike human beings in action.
- Using the appropriate colour scheme to depict the mood of jubilation.
- Skilful combination of selected media and neat arrangement, and effective use of glue and brush.
- Hollow framing work to achieve correct dimension.

PERFORMANCE

Question 2 was generally not well answered. Most of the projects did not address issues about:

- Drawing figures in action to address the mood in the composition.
- The technique of executing a typical mosaic i.e. cutting, pasting, perspective, etc.

SCULPTURE

Question 1

Design and execute in high relief, a theme depicting a traditional festival for the reception of a community centre. Use any suitable medium. Size 60 cm x 40 cm.

REQUIREMENTS/EXPECTATION

Candidates' were expected to:

- (a) Operate with a full understanding of relief sculpture. It is a sculpture that shows the figures or objects projecting from a background surface. High relief has more than half of the circumference of the (modelled, carved, cast, etc.) form projecting or protruding from the base of surface. The figures often have substantial undercuts.
- (b) Translate the final paper design into a high relief sculpture using the appropriate tools materials and techniques. Examples
 - In modelling (manipulative and additive process) pliable materials such as clay, wax, plaster, cement, plasticine, etc. may be used.
 - Carving - also called analytical or subtractive process. Materials include wood, stone, Styrofoam, etc.
 - Casting - involving material like clay, wax, etc.
- (c) Fabricating the relief sculpture as follows:
 - Preparation of tools, materials, equipment for modelling, carving or casting, etc.
 - Transferring of design on a support or blocking out on prepared clay slabs/wooden board to indicate positive and negative spaces by giving the appropriate forms.
 - Giving details to show body volumes, natural gesture, costumes, etc.
 - Giving appropriate decoration and finishing depending on the materials and methods used e.g. texturing, burnishing, lacquering, polishing etc.

PERFORMANCE

This question was poorly answered by most candidates'. They executed their projects by modelling, carving and casting. Some had problems with producing high relief. Images on the support were not clear. The elements of the traditional festival were not boldly seen in most cases.

Question 2

**Design and execute sculpture-in-the-round depicting 'FURY' medium: optional.
Height: 35 cm.**

REQUIREMENTS/EXPECTATION

- (i) Candidates should: have a full understanding of a sculpture in-the-round, as well as the theme 'Fury'. The sculpture should be free standing. It means it should be surrounded on all sides by space or it should be seen on all sides.
- (ii) Be able to select an appropriate medium from the following: clay, wax, cement, plaster of Paris, sawdust, paper, pier maché, wood, stone, etc.
- (iii) Use the appropriate method of fabrication depending on the choice of medium (methods include modelling, carving, casting, construction and assemblage, etc.)
- (iv) Follow the appropriate production procedure such as:
 - Preparation of materials
 - Building an armature where necessary
 - Transfer of design
 - Modelling using tools or blocking wood, using adze
 - Detailing to show feature using appropriate tools
 - Finishing by using any appropriate means such as polishing, lacquering, waxing, etc.

Finally the sculpture should be a composition of one or more figures, human or animal showing body movement, natural gestures of extreme anger, costume details, and facial expressions such as aggression, frowning, stunting, etc.

PERFORMANCE

This question was more popular than the other one. It was fully answered to depict fury, aggression, anger in some works. Wild and deadly animals were a popular subject but most candidates' still could not express the mood.

TEXTILES

Question 1

Design and print a school crest for a newly built school using the screen printing technique. The school's motto is 'unity in strength'. Use not more than three colours: Size: 30 cm x 20 cm.

REQUIREMENTS/DEMANDS

Candidates were expected to:

- (i) Have a full understanding of 'Crest'. It is a special picture or design used as a sign of a school, town, family or an organisation for identification.
- (ii) Translate the final design from idea design into the crest by using appropriate tools, materials and equipment, e.g. screen, squeegee, light box, fabric, printing paste, frame mesh, etc.
- (iii) Use preparatory processes such as:
 - Screen making and transfer of design by lacquering, stencilling, photo emulsion, etc.
 - Making the printing paste
 - Preparing fabric
 - Registration, etc.
- (iv) Printing first, second and or third colour with motto and symbols standing out.

PERFORMANCE

Candidates generally performed well and this question was more popular than the other one. All the important features were seen in the projects and colours were well distributed. Most candidates' came out with precise and clean prints.

Question 2

Design and produce a woven fabric that can be used in sewing a smock for a chief. Size: 15 cm x 90 cm. Use not more than two colours.

REQUIREMENTS/DEMANDS

Candidates' were expected to:

- (i) Translate their warp pattern into a woven fabric by using the appropriate tools, materials and equipment/accessories (loom, rectangular frame, shuttle, etc.).

- (ii) Going through the preparatory processes such as:
 - Calculation of warp
 - Winding of yarns suitable for smock
 - Laying of warp according to pattern on loom or rectangular frame
 - Loading of shuttle, etc.

- (iii) Further preparatory processes (dressing the loom by)
 - Beaming (broadloom)
 - Hedling according to warp pattern
 - Reeding
 - Typing-up

- (iv) Constructing the fabric by weaving-plain, its variations, twill, etc.
 - Maintaining correct tension
 - Mending of broken ends

PERFORMANCE

The weaving question was not popular. Most candidates' used the rectangular frame coming out with a combination of plain, twills and their variations. However, candidates had challenges with shedding, broken ends, selvages, etc. It was generally a bold attempt.

JEWELLERY

Question 1

Use either etching or the repoussé technique to design and produce an ornamental medal to be presented to a fisherman who adhered to good fishing practices.

REQUIREMENTS/DEMANDS

Candidates' were expected to:

- (i) Have a proper understanding of Etching and Repoussé. Etching is a method of applying an overmental or monogram design to a metal by means of an acid and an acid resisting black asphaltum.

Repoussé is the term used to describe the process of applying ornamentation of modelling-like effect on the surface of metal by means of steel tools (punches). Repoussé is done from the reverse or back of the support.

- (ii) Select the appropriate: Tools and materials such as copper, silver, brass, aluminium, gold, steel tools (punches), etc. chemicals e.g. nitric, hydrochloric acid, piting, etc. could be used.
- (iii) Fabricate the metal by using the appropriate steps in etching and repousse.
- (iv) Finish medal by lacquer, electroplating, etc.

PERFORMANCE

Almost all candidates attempted etching. Most of the images were clearly and boldly etched. Some images were not so clear, perhaps it was because of using a rather weak acid solution.

Question 2

Design and fabricate a prototype of a monumental chain and a pendant for outdooring the president elect of Ghana for the swearing-in ceremony. Use any appropriate technique to link the 60 cm chain.

Additionally, use the Ghana Coat of Arms to pierce the pendant and fix it to the chain. Use any appropriate material for the work. The work should be well finished.

REQUIREMENTS/EXPECTATION

Candidates were expected to:

- (i) Use any appropriate material e.g. metal, wire, leather fabric, calabash, plastics, wood, etc. to produce the chain and pendant. A pendant is a decorative or ornamental piece attached to a jewellery, e.g. chain, necklace, bracelet, etc.

Piercing: Is the internal cutting of a design from a metal sheet, plywood, plastic plate/sheet, etc.

- (ii) Prepare materials using appropriate methods like cutting, sanding annealing.

- (iii) Fabricate the work by using any of the following methods:

- Twisting and bending metal to form chain
- Making jump rings
- Cutting, twisting, knotting, of material to form the components of chain
- Transferring of design and piercing
- Decorating pieces by painting, spraying, lacquering
- Linking pieces and attaching findings.

PERFORMANCE

Some candidates used a variety of materials and were able to pierce materials like plywood in addition to metal. Some candidates also successfully used various linking techniques to work their necklaces, chain, etc. However, some candidates' reduced linking to threading of bead and piercing to carving which were wrong.