

RESUME OF THE CHIEF EXAMINERS' REPORTS FOR THE VOCATIONAL SUBJECTS

STANDARD OF THE PAPERS

All the Chief Examiners reported that the standard of the papers was at par with that of previous years.

PERFORMANCE OF CANDIDATES

The Chief Examiners however reported of varied performances by candidates. The report indicated improved performance over the previous years in Basketry 2 and Picture Making 2 while performance in Graphic Design 2, Management -in-Living 2, Leatherwork 2, Ceramics 2 and Sculpture 2 was described as average. Below average performance was observed in General Knowledge-in-Art 1B, 2A, 2B, Jewellery 2, Textiles 2 and Foods and Nutrition 2.

A SUMMARY OF CANDIDATES' STRENGTHS:

The Chief Examiners noted the following commendable features in candidates' answers:

- Candidates were reported to have presented their answers legibly in GKA 1B, Jewellery 2, Sculpture 2, Foods and Nutrition 2 and Management-in-Living 3.
- An appreciable number of candidates were able to use diagrams/illustrations to support their answers in Graphic Design 2, Jewellery 2, Basketry 2, Sculpture 2, Visual Art 3.
- Some candidates were able to express themselves well and conveyed their ideas in correct sentences with relevant examples as reported in GKA 1B, Graphic Design 2, Basketry 2, Picture Making 2, Leatherwork 2 and Textiles 2.
- Candidates used appropriate terminologies in Graphic Design 2, Sculpture 2 and Basketry 2.

A SUMMARY OF CANDIDATES' WEAKNESSES:

The Chief Examiners identified the following weaknesses in candidates' answers:

- Some candidates deviated in answering some questions as reported in Jewellery 2, Graphic Design 2 and Textiles 2.
- Candidates displayed lack of in-depth knowledge of subject matter as reported in GKA 1B, GKA 2B, Graphic Design 2 and Textiles 2.

- Some candidates did not follow the rubrics in answering questions as reported in GKA 1B, Sculpture 2, Graphic Design 2, Picture Making 2.
- Quite a number of candidates showed poor practical skills as reported in Visual Art 3, Graphic Design 2, GKA 2A, 2B, Foods and Nutrition 1 and Clothing and Textiles 1.
- There were indications of lack of adequate preparation for the examination by a number of candidates as reported in GKA 1B, Leatherwork 2, Graphic Design 2, Jewellery 2 and Ceramics 2.

SUGGESTED REMEDIES FOR THE WEAKNESSES:

For the weaknesses identified, the Chief Examiners suggested the following remedies:

- Teachers should prepare candidates adequately before the examinations.
- Candidates should read extensively as well as research on topics before writing the examinations.
- Candidates should carefully read and understand the rubrics and the questions before they tackle the paper.
- Teachers should organize many practical lessons for candidates in order to improve on their skills.
- Candidates should read over their answers before submitting their scripts during examinations.

CERAMICS 2

1. GENERAL COMMENTS

Generally, the performance of candidates was below average as compared with the previous years.

The standard of the paper was quite average and any serious student well prepared for this examination must not have serious problems with any of the questions appearing this year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

A few candidates, very few indeed, exhibited good drawing skills in their illustrations.

3. A SUMMARY OF CANDIDATES' STRENGTHS WEAKNESSES

- (1) Most candidates found it difficult expressing themselves.
- (2) In answering questions, candidates failed to include “tools” and materials even when questions specifically demanded so.
- (3) Several candidates could not describe processes consequentially.
- (4) When the question demanded illustration, candidates did not illustrate or the illustrations were very poor, uncharacteristic of visual art candidates.
- (5) Candidates are always in such a big hurry that they would not read questions carefully, scrutinize and ponder over their intended answer before they start answering a question.

4. SUGGESTED REMEDIES

- (1) Candidates are expected to read widely to build up their vocabulary thus making it easier to express themselves well.
- (2) The use of tools and materials are very important in processes so candidates should do well to include them in their narrations.
- (3) Candidates should study methods and processes well so as to be able to describe them consequentially.
- (4) As visual art candidates, there is the need to improve on their drawing skills and make good use of them when the need arises.
- (5) Candidates are to take time in reading questions to understand them before answering.

5. DETAILED COMMENTS

Question 1

This question was the least attempted by candidates.

Candidates displayed the lack or total lack of knowledge about types of bricks and tiles in the ceramic industry. This question also exposed candidates' weakness in the knowledge on heavy clay products.

Question 1(a) demanded a list of the different kinds of bricks and tiles. They include:

UNDER BRICKS: Burnt; Hollow; Pavement; Insulating;
Refractory.

UNDER TILES: Roofing; Foscia; Floor; Wall; Mural,
Tesserae etc.

Question 1b requires the candidates to list forming materials and tools:

- Slightly sanded plastic clay.
- Plastic Bucket with water.
- Spade or Shovel.
- Wooden Mould or Frame.
- Batten and Scraper.

Method of Production are as follows:

- Fetch the clay.
- Water clay lightly and heap up to soak (for about 48 hrs)
- Tread on clay with feet and mix thoroughly. Clay must be very wet.
- Work at a prepared area which must be hard, level and sanded.
- Dip the wooden frame in the open pan filled with water.
- Quickly fill the mould compartment with wet plastic clay and level off with a flat stick or scraper.
- Lift off the frame leaving the bricks on the ground.
- Repeat process for the number of bricks required.
- When all sides have hardened, the bricks can be stacked so that air can circulate between them until they are dry enough for firing.
- It is much better to fire locally hand-manufactured bricks in clamp kilns.

On this section (b) some candidates described instead the mechanical process of brick making rather than the manual method.

Question 2

This was very popular question attempted by almost every candidates. It was just about the most popular question but was very poorly answered.

Candidates must know that detailed answers are important to score high marks. Candidates would just attempt a definition and nothing more. Yet these questions are a set of many parts which tested the candidates' understanding of ceramic terms and processes - all in just one question from (A) to (E).

This question demanded from the candidates a definition for "THROWING"; "SCOOPING"; "SPRIGGING"; "MESHES"; and "WASHING".

Further they were to provide:

- a list of tools and materials where applicable;
- describe the processes involved sequentially as well as
- illustrate where necessary.

Of all the five terms in ceramics, candidates found it difficult writing on "Sprigging", "Washing" and "Meshes".

Those three terms were the most wrongly answered.

Most candidates defined the term without going any further to describe the process and the few that did, did not describe the process sequentially or failed to illustrate.

Most candidates were unable to name the tool used for scooping.

Instead of the turning tool or wire-end tool the words frequently used were "scraper" "spatula".

Question 2(a) THROWING:

*Definition: forming objects on the potter's wheel with plastic clay.

*Materials and Tools:

- Moist and well kneaded clay
- A bowl of water
- Foam or sponge
- Kidney (wood, rubber, metal)
- Pair of callipers
- Dipstick
- Straight Edge or Ruler
- Batt
- Cutting Pin (Pricker)
- Culling wire etc.

*Method:

- Get all materials and tools within reach
- Knead clay

The correct order of throwing is:

- | | |
|---------------|--------------|
| (i) Centering | (ii) Opening |
| (iii) Pulling | (iv) Shaping |

- After throwing trim surplus clay from the base of the pot with metal kidney
- Cut through the base with cutting wire.
- Remove pot and set aside to dry or for turning and trimming when leatherhard.

Question 2(b)

SCOOPING

***Definition:**

- Removing clay from the core of modelled ceramic object.

***Materials and Tools:**

- Leatherhard modelled ceramic object.
- Modelling and carving tools.
- Cutting Wire, Turning Tools, Wire-end tools.

***Method: Model an object**

- Allow modelled object to be leatherhard.
- Cut the object into 2, 3, or 4 parts.
- Scoop or scrape the interior.
- Score the cut surfaces and apply slip and join.

Question 2(c) **SPRIGGING**

***Definition:** A process of adding relief decoration from a mould to a leatherhard pot.

***Method of making the sprig mould:**

- Carve design into a dried piece of P.O.P.
- Carve design into leatherhard clay and bisque fire to make mould permanent.

***Sprig Application:**

- Press clay into sprig mould.
- Scrape off excess clay when mould is full.
- Attach design to the leatherhard pot.

Question 2(d) **MESHES**

***Definition:**

- Meshes are sieves used to sieve clays, glaze materials and glazes.
- A mesh may be called, sieve, lawn or screen.
- It is used for separating the fine particles of materials from coarse particles.
- A sieve is a lawn fastened to a frame or rim.
- Meshes range from 40, 60, 80 to 200.
- The high mesh sieves are much finer than the lower meshes.

Question 2(e) WASHING

***Definition:**

- The wet method of clay preparation.
- Soaking and sieving clay to remove unwanted materials.

***Materials and Tools:**

- Drum or container filled with water.
- Long pole or stick for stirring.
- Plastic clay.

***Methods:**

- Dig clay from pit.
- Dry clay thoroughly in the sun.
- Break clay into smaller pieces.
- Soak clay in large container already filled with water (a drum or tub).
- Stir clay to form a smooth slip.
- Sieve clay through a 40, 60 or 80 mesh sieve.
- Dry clay in shallow pit lined with fired bricks in the open.

Question 3(a) What is Trimming?

- Removing or cutting excess clay from the bottom of a thrown pot when it is leatherhard.
- Trimming reduces the thickness of walls and base.

***Tools and Materials:**

- Leatherhard thrown pot.
- Trimming or turning tools.
- Small balls of plastic clay.
- Kidney/Rib.
- Foam or sponge.

***Method:**

- Place and centre the pot upside down on the potters wheel.
- Press a roll of clay (wads) around the circumference and secure the pot on the wheel head.
- Using the trimming tools, cut off excess clay from the bottom of the pot with the wheel turning at moderate speed.
- Give the pot a foot.

This question was attempted poorly by almost every candidate who attempted it. Candidates seemed to be more familiar with the term turning of thrown wares and not trimming. Most therefore wrote on trimming of the “rim” during throwing.

Others strangely described trimming as “using” a knife to reduce the size of paper as pertaining in Book binding.

Others also turned to trimming the size of rolled clay slabs.

Question 4 **Suggest five ways ceramics production can be sustained in Ghana.**

This question may be tackled from two prongs or points.

*Sustaining Ceramic Practices

*Good Practices that sustain the environment.

SUSTAINING CERAMIC PRACTICES

- Through Education Research.
- Sustainable use of materials.
- Enforcement and practice of Work ethics.
- Capacity Building.
- Vigorous Marketing Strategies.
- Roles of Associations, Government and Financiers.
- Production/Fabrication of tools materials and equipment.

GOOD PRACTICES TO SUSTAIN THE ENVIRONMENT

- Siting factories away from residential areas.
- Afforestation to replenish degraded forest.
- Proper disposal of hazardous, toxic and poisonous chemicals to protect water bodies.
- seeking Technical assistance from responsible agencies i.e. E.P.A., CSIR, Lands Commission etc.
- Encouraging responsible studio and industrial practices e.g. use of protective clothing etc.
- Restoring damaged wares, recycling of ceramic materials i.e. clay etc.

A candidate could combine from any of these sector topics and expand and comment.

This question was not popular at all. A few daring candidates attempted the question and was so well answered by majority of those who attempted it.

Question 5(a) **What is Indigenous Pottery?**

Define: Very low fired pottery produced by local potters without much sophisticated tools and equipment.

(b) **List four indigenous pottery tools and describe one use of each.**

*Piece of cloth - Rag:

- Used to smoothening plastic clay when working.

*Piece of Wood/Stick:

- Used as a paddle or pot beater to thin clay walls.

*Corn cob:

- Used to scratch or incise design on pots.

*Broom Sticks:

- Tied piece of broom sticks is also used to incise designs on pots.

*Pebble:

- Used to burnish leatherhard pots.

*Shard:

- (a piece of broken pottery) Used as a board upon which pottery is built.

*Hoe: For digging clay.

*Cutlass: For cutting of roots during digging.

(c) **Draw and label three indigenous pottery forms**

- Ahina
- Apotoyowa/Asanka
- Kutu/Kukuo/Kwansen
- Akotokyiwa/Palm Pot
- Abusuakuruwa/Ritual Pot
- Kudu/Jewellery Pot
- Male serving bowl

Another popular question attempted by most of the candidates but was poorly answered.

This question even though appeared simple eluded most of the candidates. Candidates showed abysmal lack of knowledge about indigenous pottery. Surprisingly, most of the candidates could not mention indigenous pottery tools - almost all (95%), let alone to describe uses.

Candidates again performed poorly in drawing and labelling the indigenous pottery forms.

Labelling the pots were taken to mean parts and sections of a pot i.e. lip, mouth, spout, neck, belly and foot of a pot.

(d) **Briefly state how plasticity test is carried out at a newly located clay deposit.**

*Wet a small amount of clay

*Roll a thin coil.

*Coil or loop round one finger.

*If coil breaks, the clay is not plastic but if coil remains smooth, clay is plastic.

This question was very popular too; and fairly answered with very high scores - averaging 10 marks and above, over 15 marks.

The only difficulty worth commenting on was candidates' inability to distinguish between tools and equipment.

Q6(b) **List three prospecting "equipment" for underground mining of clay.**

*Excavators

*Crushing Machines

*Conveyors

*Tipper Trucks

*Tractors

(c) **List and draw three prospecting “tools”**

*Pick axe

*Axe

*Spade/Shovel

*Mattock

*Wheel Barrow

*Head pan

*Cutlass

(d) **Briefly state how plasticity test is carried out at a newly located clay deposit.**

*Wet a small amount of clay

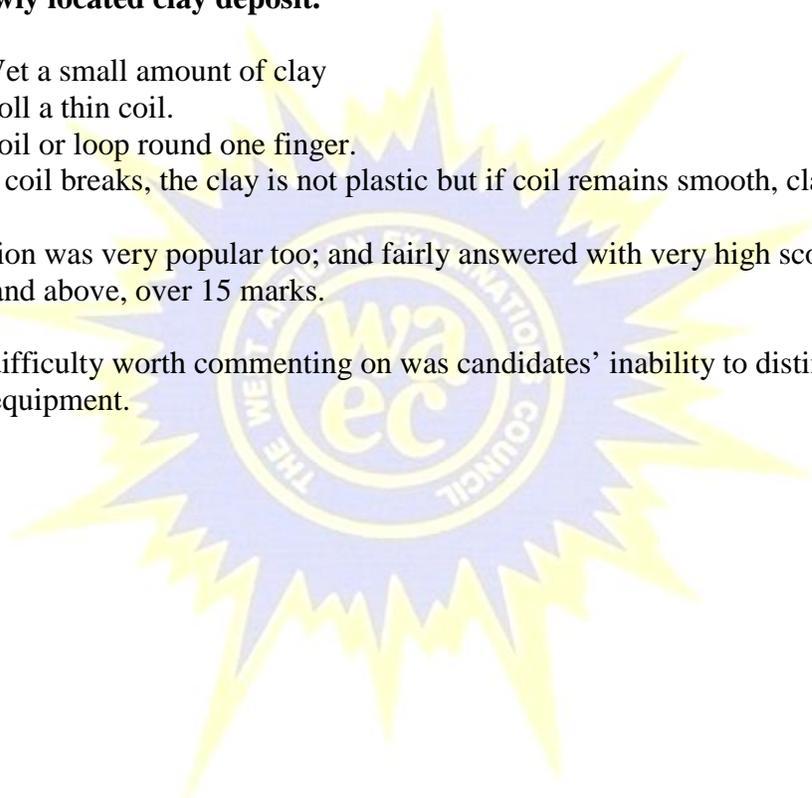
*Roll a thin coil.

*Coil or loop round one finger.

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CLOTHING & TEXTILES PAPER 1

1. GENERAL COMMENTS

The standard of paper was similar to that of previous years but performance of candidates this year was better than that of last year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Folding of fabric for cutting out was good.
- (2) Candidates performed well at laying hand on work and moving body around table or moving work around without lifting (work) during the cutting out.
- (3) The rate at which machines broke down during practicals has reduced.
- (4) There has been an improvement in the use of the balance wheel to start and stop work.
- (5) Assembling of cut out pattern pieces to form the required article has improved greatly.
- (6) The quality of stitches made was generally good. Edge stitching has improved.
- (7) Many candidates tried to read and follow instructions.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Many candidates did not grain fabric.
- (2) Pins used for fixing pattern pieces to fabric were either too many or too few.
- (3) Short strokes were mostly used during cutting out.
- (4) Forward and backward movements of tracing wheel were common during transfer of pattern symbols.
- (5) Small symbols representing positions like buttons were not transferred showing lack of attention to details.
- (6) During sewing with the sewing machine, articles were removed towards the worker.
- (7) Majority of candidates did not use thimbles.
Some of those who used them felt uncomfortable and had to remove them. Others used them on the wrong fingers.
- (8) The fixing of buttons and the making of button holes were not properly done by many candidates.
- (9) Turning a hem along curved edge of lower skirt was a problem for majority of candidates.

4. SUGGESTED REMEDIES

- (1) The correct amount and texture of fabric should be given to candidates. The wrong texture of some fabrics affected the results of some articles.
- (2) Students should be allowed to have more practice at the use of tools and equipment (e.g. thimble). It is important to note that examination rooms/halls are not for practice but for demonstration of how well and fast one can carry out already learnt skills.

- (3) Teachers should keep on encouraging students to always read and follow instructions when working.
- (4) The fixing of buttons and the working of button holes as well as the making of hem along the edge of a flared skirt should be given serious attention.
- (5) The securing on and off of stitches as well as the making of slip hemming deserve attention.
- (6) Students should be taught how to measure accurately.
- (7) During examinations box irons should be made available so that in case of electricity failure, students could still do their pressing.

5. **DETAILED COMMENTS**

GENERAL EFFICIENCY TEST

(a) **Preparation of fabric and laying out of pattern pieces**

The preparation stage involved the graining and pressing of fabric before folding it. Pattern pieces were expected to be laid economically on folded fabric taking into account the positions of symbols. The pattern pieces were to be pinned in such a way that the pins should not interfere with the cutting out neither should they prick the candidate when the palm was placed on patterns during cutting out. The number of pins used should be just enough - not too many, not too few.

Some candidates grained their fabrics and pressed them. Candidates folded their fabrics and most of them arranged their pattern pieces economically on them. Only few candidates used reasonable number of pins.

Some candidates also did not grain their fabrics. Some fabrics were pressed before graining. Some fabrics still had creases after being pressed. Few candidates folded their fabrics diagonally. Number of pins used by many candidates were either too few or too many.

Few candidates had problems with the following symbols:

Place on fold and straight grain. Some candidates wasted time at this stage.

(b) **Cutting out/Handling scissors**

One hand (palm) was to be placed on pattern whilst the other had to be used for cutting out.

Long strokes and short strokes should be done along straight edges and curved edges respectively. In order to make cutting out easy and comfortable, the work could be moved about without lifting it or the worker could move around table when necessary.

Generally, sharp scissors were used for the cutting out. Some candidates used short and long strokes along curved and straight edges respectively. Candidates either moved work without lifting it or moved their bodies around table during the cutting out. Many candidates pinned in such a way that pins did not interfere with the cutting out.

Very few candidates used blunt scissors. Some pinnings interfered with the cutting out. Few candidates were not consistent with where to lay their hands during the cutting out. Many candidates used short strokes throughout - along both curved and short edges. Few candidates attempted lifting work during the cutting out.

(c) Transfer of pattern marks

Pattern markings were to be transferred onto cut out pieces of fabric to aid the making up. Dressmakers' carbon (or its equivalence) and tracing wheel were to be used for this purpose. Carbon paper used for typing was not to be used. Tracing wheel was to be moved in one direction only.

Few candidates transferred all the pattern symbols well. They avoided back and forward movement of tracing wheel and transferred all details e.g. button and button hole positions.

Some transfers were not visible enough. Some transfers were done using only the sewing machine and they disappeared after a short while. Many candidates did not transfer details like pocket, hemline on pocket, button and button hole.

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

When using the sewing machine, the needle should be lowered into the article before lowering the pressure foot.

The balance wheel should be used to start and stop the sewing machine when working. The article had to be removed from under the machine from either the side or back of the machine.

Thimble should be worn on the middle finger of the hand which is used for sewing to protect it when pushing the needle through the work.

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

A pair of scissors had to be used to cut out pattern pieces, thread and unwanted parts of the article.

There has been a remarkable improvement in the use of the sewing machine. Many machines did not break down as used to happen in the past. Many candidates used the balance wheel to stop and start work.

Few candidates removed work towards the back. Some people lowered the needle before lowering the pressure foot.

Candidates effectively used the scissors to cut thread and unwanted parts of article.

Very few candidates used the thimble and still fewer of them used it correctly by wearing it on the middle finger of the hand which held the needle.

Few of these people worked fast wearing the thimble. The lengths of thread used for hand sewing were appropriate in some cases.

Few candidates changed their machines twice or thrice due to poor handling. Some candidates hardly used the balance wheel, whilst others could not detect and correct simple faults. Some candidates removed work towards worker. Machining without tacking led to waste of time unpicking wrong stitches.

Some candidates did not have thimbles. Some of those who had thimbles either left them on the table or wore them on the wrong fingers. Some of them felt uncomfortable using the thimble.

(e) Pressing

The article had to be pressed at each appropriate stage of the making-up.

This was the best tackled task. Everybody pressed at least twice.

(f) Handling of work and general neatness

Candidates had to keep their work areas and articles neat whilst working.

Some candidates made deliberate effort to keep their surroundings clean by putting unwanted materials into dustbins (small containers etc.) which they had provided for themselves.

Some other candidates who even had dustbins did not put all their waste materials into them. Some candidates did not have dustbins and therefore left unwanted materials lying about.

At the end of the practical test some candidates did not clear up pieces of fabric, thread and pieces of paper lying about in their working units.

FINISHED ARTICLE

(a) Front Edges of Skirt

A lay of 0.5 cm was to be turned to the wrong side.
It has to be fixed in place by straight machine stitches.
The result should be smooth.

A good number of candidates turned a lay of 0.5 cm but few stitched close to the edge of fold. Stitching was generally straight.

Some candidates turned a lay of 1 cm instead of 0.5 cm.

Some edges were stitched without turning a lay. There were cases where the stitching was done further away from the edge.

(b) Hems of Front Opening

A fold of even width should be made and held in place with a tacking stitch which had to be fastened on and off securely. Avoid the use of knots. Tacking thread should not be removed.

Many candidates turned a fold after making the lay. Few candidates had the correct width of hem. Hems were generally flat.

Widths of some hems were either too narrow or too broad.
Some hems were not even. There were hems without lays.

Turnings of 3 folds (a lay and 2 other folds) were used to make a hem.

Few candidates used thread marking instead of tacking stitches to hold hem in place. Tacking thread was absent in some articles.

Some candidates did not secure the ends of their tacking.

Some ends of tacking were secured by knots.

(c) Treatment of pocket

A lay to be turned and a hem of even width made. The hem should be held in place with straight stitching. The hem should be flat/smooth.

Seam allowances of the three sides of pocket should be turned to the wrong side of pocket. The pocket had to be placed at its correct position and fixed in place by straight stitching. The corners of pocket should be securely fixed.

Majority of candidates carried this task. Many of them turned a lay before turning the hem. Most of them turned seam allowances of sides to wrong side before placing pocket in position.

Some candidates placed pocket correctly to the right of article. Stitching were generally straight.

Some candidates did not turn a lay.
Many candidates placed pocket to the left of article.

Few of them placed it on the wrong side of skirt. In a peculiar case, a candidate stitched the opening of pocket to article such that it was impossible to put hand into pocket.

Many candidates did not secure corners of pocket.

(d) Attachment of Waistband

Interfacing should be ironed unto the wrong side of band (on the inner side). The interfacing should not extend to the seam allowance of band.

The ends of band should be stitched. The turning/seam allowances of band should be folded to the wrong side (of hand) and attached to waist of skirt using straight stitching. The attached band should be smooth/flat.

Almost all candidates applied the interfacing. Some of them ironed it unto the inner band without extending it beyond the width of band.

Few candidates neaten the ends of the band.
Some candidates folded turnings to wrong side and fixed it with straight stitching. On the whole, many bands were smooth/flat.

In some cases, interfacing was applied to both sides (i.e. inner and outer) of band.

There were situations where interfacing entered into the seam allowance.

Many candidates did not neaten raw ends of band.
In some examples, interfacing was applied to wrong side of outer band.

Some candidates had raw edges of band showing on wrong side and left unneaten.

Very few candidates did not attach band to skirt.

- (e) (i) The first two buttons were to be fixed in place starting from the band. The buttons were to be fixed on the underlap (L.H.S.) of skirt at their correct positions using the right stitch. Being flat buttons, they should be provided with shanks. The task was to be completed by taking the needle through to the wrong side of article, buttonhole over the stitches on the wrong side and fastened off.

(ii) Working of buttonholes

Two buttonholes were to be made on the overlap (R.H.S.) to match the positions

of the buttons.

The first buttonhole (on the band) was horizontal whilst second one (the first below the band) was vertical. The length of each buttonhole should equal the diameter of the button + 3 mm.

The raw edges of the cut buttonholes should be neatened with buttonhole stitch. One end of the horizontal button hole should be round and the other end square. The round end should be toward the C.F. The two ends of the vertical buttonhole should be square.

Only few candidates performed this task well. They were able to place the buttons at their right locations that is on the underlap (left handside of skirt) starting from the band.

They made shanks for their buttons and neatened stitches on the wrong side. They made buttonholes to match the positions of their buttons. The first buttonhole was horizontal and the second one was vertical. Fewer candidates could make the correct ends - squares for both ends of vertical buttonhole whilst one square and one round for horizontal buttonhole.

Because many candidates did not transfer button and buttonhole positions, they had problem locating them.

The following situations were common:

- Two buttons on the band, two buttons below the band, a button on the wrong side of band etc.
Some buttons were fixed on the overlap. Some buttons were fixed without shanks and not neatened on the wrong side. Stitching of buttons was not firm enough in some cases. Some shanks had the same diameter as the button.
- Some buttonholes were round in shape (like round buttons).
- Some holes were either too short or too long making them non-functional.

- Some candidates made either two vertical or two horizontal buttonholes.
- Some ends were either all round or all square.
- Some square ends on the band were toward the C.F.
- Overcasting and blanket stitches were common.
- Stitches were far apart.
- The lengths of some stitches were not uniform.

(f) Treatment of Hem (on lower edge of skirt)

(i) Lay

A first fold (i.e. a lay) should be turned and edge stitched. The stitching should follow the curvature of the edge.

(ii) Hem

A second fold should be evenly turned to form the hem. This should be tacked in place. 10 cm length of the hem should be fixed with even and regular slip hemming stitch. The hem should be smooth/flat.

Few candidates completed this task very well.

Some candidates turned a lay of small width and few stitched close to edge of lay.

Few of those who turned a hem fixed it with the appropriate stitch i.e. slip hemming.

Many candidates did not attempt this task. Some candidates turned a lay but did not turn a second fold for a hem. Widths of some lays were too broad.

Stitching of some lays was too far from the edge in many cases. Many lays were not smooth/flat. Some candidates did not turn a lay throughout the full edge of skirt. Some lays were only pressed place or held in place with pins.

Some hems were too broad thus causing creases.

Stitches for fixing hem in place ranged from fine to “long” hemming stitches.

Pins used by some candidates to hold hem in place were not removed. The length of hem to be fixed with slip hemming was either too short or too long.

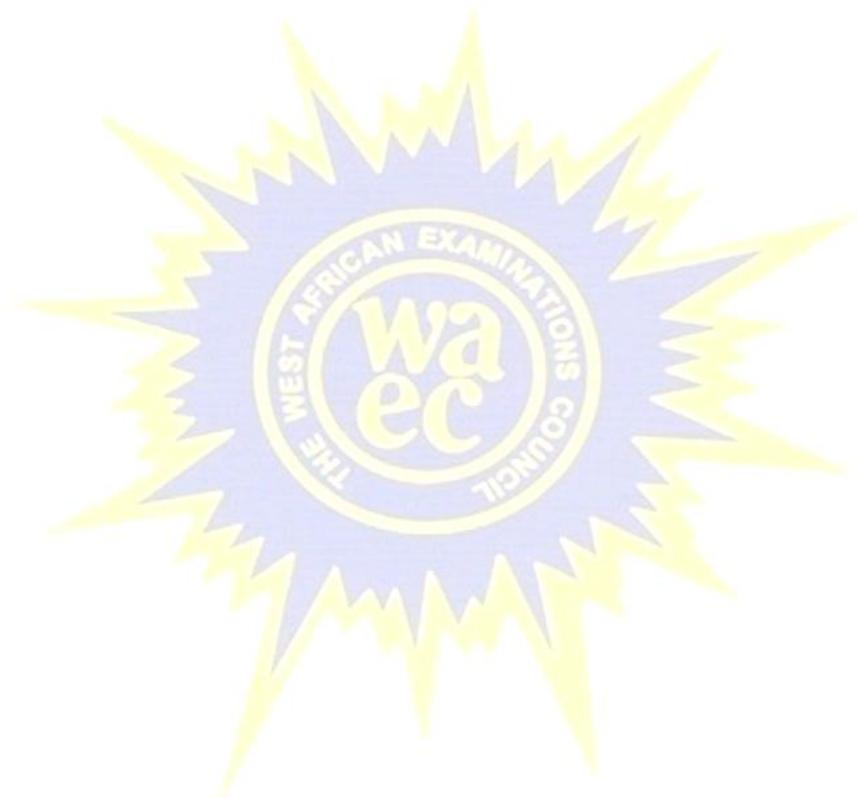
(g) General neatness

- Candidates were expected to press their articles and properly fold them before putting them into their envelopes.
- Envelopes should be properly labelled with the names of candidates and their index numbers.
- Some candidates pressed and folded their work neatly before putting them into their envelopes.
- The general appearance of some articles was marred by large labelling tags and creases due to lack of pressing and improper folding.
- Few articles were discoloured by the carbon paper used for transfer.
- Some articles were folded in such a way that their openings were to the side instead of the centre.

(h) Attaching Labels

- A candidate had to label the work neatly with a small strip of paper (measuring about 6 cm x 4 cm) bearing her/his name and index number. The label should be secured in place to one layer of article with stitches.
Pins must not be used to fix labels. It is important to note that labelling also attracts marks.
- Some candidates used pieces of paper of reasonable sizes to label their work. Names and index numbers were neatly written by a few of them.

- Pieces of paper used by some candidates were too large for the size of articles made. It seemed some candidates used 6" x 4" instead of 6 cm x 4 cm for the pieces of paper used for labelling.
- Creased pieces of paper were used for labelling by some candidates.
- Few candidates used pins to hold labels in place.
- Some labels were stitched through all layers of articles making them difficult to mark without unpicking the labels.
- Unnecessary information like name of school and subject was given on name tags.



CLOTHING AND TEXTILES

PAPER 2B

1. GENERAL COMMENTS

The paper compares favourably with those of last year.
Compared to last year, candidates performance this year is poor.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates performed creditably well in questions which demanded the recall of facts and those that required short answers.
- (2) Candidates demonstrated a good knowledge in the
 - properties of cotton and
 - the basic groups of colours
- (3) There is some improvement in the presentation of answers. Majority of the candidates presented their answers as expected of them. They answered each question on a fresh page, numbered them correctly and left spaces in-between sub-questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates showed evidence of poor knowledge in Clothing/Textiles because they failed to provide answers to simple basic questions that a lay person in the street can answer.
- (2) A significant number of candidates did not have the technique for answering questions which demanded the application of knowledge and those that required diagrams and again where they had to make comparison.
- (3) Candidates performed poorly in questions that demanded the following:
 - Application of knowledge
 - Distinction of terms
 - Comparison of fibres
 - Explanation of terms
- (4) English language is still a problem for a good number of candidates. They could not express themselves very well and had poor spelling skills. They spelt words, the way they pronounce them. Example
 - (i) chair backs – chair bass, chair bags
 - (ii) napkin - nakpine, knapkine,
 - (iii) bust - burst, bast,
 - (iv) curtains, kittens
 - (v) sew - sow, (vi) weather - wheather, wether.
- (5) A significant number had poor handwriting.

4. SUGGESTED REMEDIES

- (1) Candidates must be given more exercises and these must be marked and discussed with students. Teachers should discuss their strengths and weaknesses with them.
- (2) To improve candidates' spelling:
 - Students should be encouraged to use the dictionary. Teachers should write new words on the blackboard and take students through the pronunciation and spelling of the words.
- (3) Teachers should dictate notes to candidates and the notes should be marked. Teachers should ensure that corrections in the notes are made. Students should be made to underline the important words in each topic treated.
- (4) It is evident from candidates' answers that some schools do not have qualified teachers handling Clothing and Textiles. Such schools should request for qualified teachers from Ghana Education service. Clothing and Textiles is not a reading subject that anybody can just read and explain, it requires a specialist to handle it.
- (5) To improve the handwriting of candidates, the English Department in Senior High schools should introduce writing and teachers should help students with poor handwriting. Such students must be given writing books used at the basic schools to practise.
- (6) Prescribed text books must be available for use in all schools. Example – Clothing and Textiles for Senior Secondary Schools by Ghana Home Economics and Needlework for Schools by Melita Neal.

5. DETAILED COMMENTS

Question 1

A very popular question which was answered by almost all candidates. Some sub-questions were well answered whilst others were poorly answered. Performance was just average.

1(a) **List three articles used in each of the following areas in the home:**

(i) **Kitchen** (ii) **Living room**

(ii) **Kitchen** - this was well answered by majority of candidates. They gave answers like apron, oven gloves, hand towel, napkin, floor mop, place mats.

- (ii) Living room - a significant number of candidates mentioned articles used in the bedroom e.g. bedsheet, pillow, duchess set. However, a good number of candidates gave answers like - curtains, cushion covers, arm rest, chair backs, wall hanging etc.

(b) In a tabular form, differentiate between cotton and linen under the following headings:

- (i) **microscopic appearance**
 (ii) **cost of fabric**
 (iii) **strength**

Majority of the candidates tabulated their answers but very few were able to make a good comparison, majority just wrote the properties.

The expected answer is:

	Cotton	Lin
Microscopic appearance	Looks like a twisted ribbon	Looks like bamboo shoots
Cost	less expensive	More Expensive
Strength	Strong stronger when wet	Stronger Stronger than cotton when wet.

(c) Explain three properties of cotton which make it useful for making articles for use in the kitchen.

Majority of the candidates listed the properties without explanation. Very few candidates were able to give the expected answer. For example -

- Cotton is stronger when wet. It can be wrung and scrubbed and rubbed after it is used for wiping dishes.
It is used for wiping hands, dishes and kitchen floors.

Question 2

A very popular question. All sub-questions were poorly answered. Few candidates provided the expected answers.

- (a) State the function of each of the following sewing machine parts:
- (i) balance wheel;
 - (ii) tension disc;
 - (iii) stitch regulator
 - (iv) feed dog.

Candidates were expected to provide the following answer:

- (i) Balance wheel: Controls the movement of the machine.
- (ii) Tension disc: Regulates the tightness and looseness of the stitches.
- (iii) Stitch Length Regulator: It regulates the length of stitches required for stitching.
- (iv) Feed dog
 - It allows fabric to move when stitching.
 - It moves the fabric forward/backwards as stitching progresses.

(b) Differentiate between crewel needle and bodkin.

This was poorly answered by majority of the candidates.
Those who answered it correctly stated that:

Crewel needle is used for embroidery whilst bodkin is used for threading elastic.

(c) Explain with the aid of two diagrams the working of each of the following stitches:

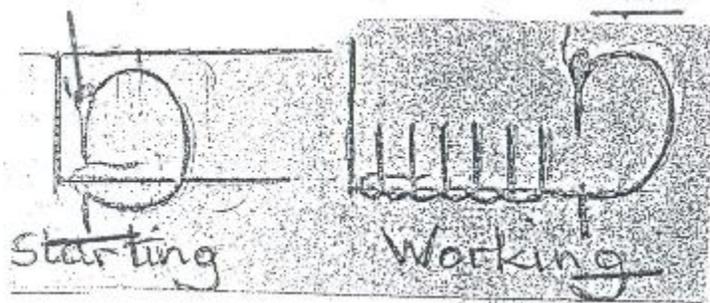
- (i) loop stitch;**
- (ii) herringbone;**
- (iii) gathering stitch.**

Just a handful of candidates provided the correct diagrams but the instructions for working the stitches were poorly stated.

Candidates were expected to provide the following diagrams and instructions.

- (i) Loop stitch

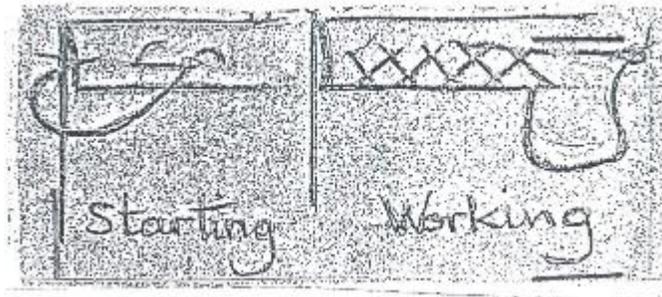
Instructions
It is worked over raw edges from left to right with the edge held towards the worker.



(ii) Herringbone stitch

Instructions

It is worked from left to right with the folded edge held away from the worker.



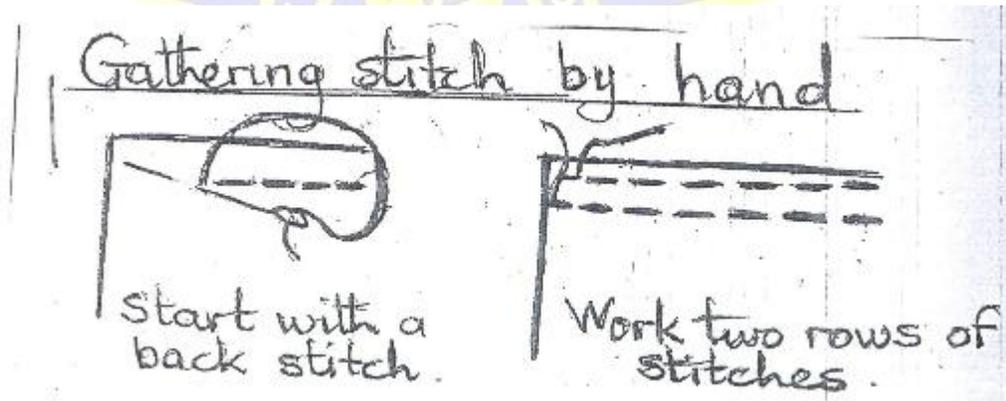
(iii) Gathering stitch

Gathering stitch by hand

Start with a back stitch

Work two rows of stitches

Candidates were expected to provide either gathering by hand or by machine.



Instructions: By hand

Work two rows of gathering stitches and pull together.

By machine

Use the longest length when using the machine.
Work two rows of stitches and pull together.

Question 3

A very popular question which was fairly well answered by candidates. Majority of the candidates gave correct answers for sub-questions 'a' 'c' and 'd' whilst only a handful of candidates were able to answer sub-question 'b'

(a) State the basic groups of colour and give an example of each.

This was very well answered by majority of candidates who attempted this question.

Candidates gave the following answer:

- Primary colours - red, blue, yellow.
- Secondary colours - green, orange, violet.
- Tertiary colours - yellow orange, blue violet.

Candidates were asked to provide only one example of each group but almost all candidates provided more than one example.

Majority of the candidates however, could not provide the correct examples for Tertiary colours.

They were expected to provide the following:

- Yellow orange, blue violet, yellow green, red orange, red violet, blue green.

(b) Explain the following terms:

- (i) harmonious colours;**
- (ii) contrasting colours;**
- (iii) warm colours;**
- (iv) receding colours.**

It was evident that candidates had knowledge on the terms but they lacked vocabulary.

Candidates were expected to provide the following answers:

- (i) Harmonious colours - colours that agree with each other in combination and give pleasing effect.
- (ii) Contrasting colours - colours opposite each other on the colour wheel.
- (iii) Warm colour - advancing colours which give illusion of boldness or make objects seem larger.
- (iv) Receding colours - they suggest coolness and calmness and make objects appear smaller.

(c) State two points that influence the choice of colour for clothing.

This sub-question was well answered by majority of the candidates but some had only one answer correct.

Most candidates gave answers like:

- figure type, occasion, existing wardrobe, complexion, taste, age, sex, fashion trend.

(d) Explain the term feel of fabric.

Most candidates provided the correct answer. They stated that 'feel of fabric' refers to the texture of fabric.

Question 4

(a) Differentiate between the unit and the flat methods of assembling garments.

This sub-question was poorly answered. Very few provided the answer, whilst the majority failed to answer it correctly.

Not many of the candidates who attempted this question knew the answer.

The expected answer was:

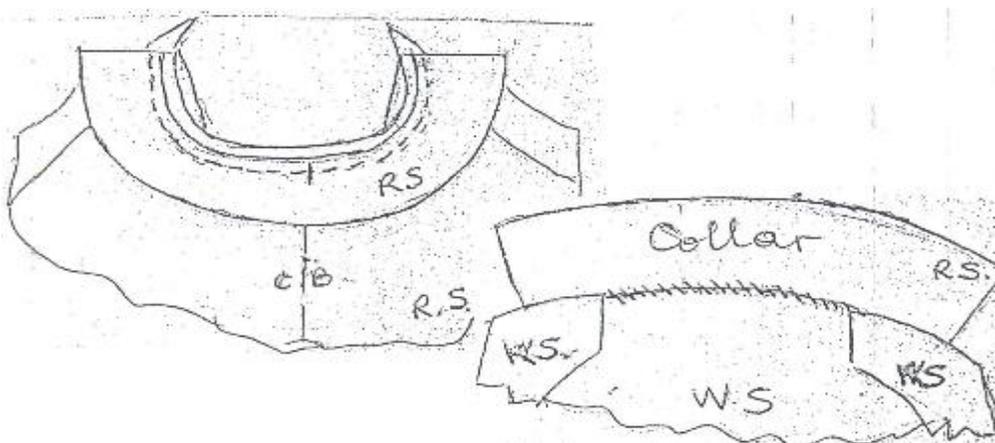
Unit method: Each unit that is, bodice, sleeve, collar, skirt etc is completed in turn. They are then assembled together.

Flat method: All the units are attached to the main garment and stitched starting from the sleeve edge to the hem.

(b) With the aid of two diagrams, describe how to prepare and attach a shirt collar using facing.

None of the candidates who attempted this question gave the correct answer. Diagrams and instructions were poor.

How to attach a shirt collar using facing



Explanation

1. Mark centre of underside of collar.
2. Pin centre of collar neck edge to centre back of bodice matching notches and seam lines.
3. Tack round the neck edge.
4. Fold front facings back over the collar and tack into position.
5. Stitch from the front edge to end of facings
6. Hold under layer of collar and neck edge together, tack and stitch on seam line starting from end of facing through centre back to the other end of facing. Trim and snip.

(c) List six cotton fabrics that are woven using plain weave.

This was well answered by most of the candidates who attempted Question 4. However, not all candidates provided six correct answers.

A good number of candidates had four correct answers with a few having all six points correct. Some of the candidates also listed other fibres like, silk, acetate, wool, nylon, polyester.

The answers provided included: grey baft, damask, calico, kente, lawn, denim, poplin, drill, flannelette.

Question 5

A popular question which was fairly well answered by majority of the candidates. Sub-question 'b' which demanded the explanation of some measurements was poorly answered.

(a) List four most important measurements needed to draft the pattern of a blouse.

Majority of the candidates provided the expected answer whilst a significant number also listed some less important measurements like Across chest and Across back.

The correct answer provided was:

- Nape to waist
- Shoulder to waist
- Bust
- Waist
- Hip
- Blouse length

(b) Explain how to take the measurements you have listed in (a).

This sub-question was poorly answered. Very few provided the correct answer, whilst majority failed to answer it correctly due to lack of technical terms.

The expected answer :

Bust: Place tape measure around the fullest part of the bust, well up across the back and measure closely.

Waist: Place tape measure around the natural waistline, firmly but not tightly.

Shoulder to waist: Place tape measure at the shoulder close to the neck and measure over the fullest part of the bust down to the natural waistline.

Blouse length: Measure from shoulder to the desired length.

Nape to waist: Measure from the most prominent bone in the nape of the neck down the centre back to the waist.

Hip: Place tape measure loosely round the fullest part of the hip.

(c) **State five guidelines for taking measurements.**

Quite a significant number of candidates answered this sub-question correctly whilst some candidates were able to provide two or three correct answers.

The answers provided included the following:

- Measure over well-fitting foundation garments.
- Use a well labelled and clearly marked tape measure.
- Record all measurements taken.
- Do not wear bulky garment.
- Allow a friend to take your measurements.

Question 6

(a) **Distinguish between the following:**

- (i) **a true hem and a false hem;**
- (ii) **a cap sleeve and a puff sleeve.**

(i) Very few candidates were able to answer this sub-question correctly. Some candidates also knew the answer but could not express themselves very well.

They were expected to provide the following:

True hem: Is made when the required width of hem of an article is turned to the wrong side and stitched.

False hem: Is made when a piece of fabric is attached to the hem of an article and turned to the wrong side and stitched.

- (ii) Majority of the candidates failed to provide the correct answer. Quite a good number knew what the puff sleeve was but could not express themselves well.

The correct answer is:

A cap sleeve is a small sleeve with a plain rounded sleeve head whilst

A puff sleeve is gathered both at the sleeve head and the edge.

(b) **Suggest four different ways of decorating each of the following:**

- (i) **edge of a waist apron.**
(ii) **armhole of a child's petticoat.**
(iii) **neckline of a blouse.**

Very few candidates provided correct answers to this sub-question. Greater percentage of candidates had two or three answers correct. A common mistake candidates made which keeps recurring in students' answers is the use of the word 'lacing' as a way of finishing an edge. The correct expression is 'attaching lace'. 'Lacing' is suitable for openings and shoes which are laced.

The following answers were expected:

- (i) Edge of a waist apron
- attach frills, decorative facing, binding, crochet, attach lace, fringing,
- beading, tatting, loop stitches worked using contrasting colour of thread.
- (ii) Armhole of a child's petticoat
- shell hemming/edging, attach lace, binding, turn a narrow hem and pin stitch, decorative facing, tatting, scalloped and faced, loop stitches worked using contrasting colour of thread.
- (iii) Neckline of a blouse
- attach colour, attach lace, binding, decorative facing, attach ruffles, piping, serging, embroidery, crochet, scalloped and faced.

(c) **Describe the five steps to follow when turning hem on a flared skirt.**

This sub-question was fairly well answered by majority of candidates who attempted this question.

They provided the following answer:

- (a) Measure the required width of hem and mark.
(b) Turn hem to the wrong side
(c) Mark the lay and fold
(d) Tack and stitch.

FOODS AND NUTRITION 1

1. GENERAL COMMENTS

- (1) The standard of the question paper was suitable for the candidates' level and within the scope of the syllabus.
- (2) The question tested candidates' creativity in cooking, which most of them did not use to their advantage.
- (3) Though candidates understood the question, interpretation was different.
- (4) Even though, there was no creativity in most of the chosen dishes, especially the main dishes, majority of candidates chose correct main dishes and accompaniments.
- (5) Generally, candidates' performance as compared to that of the previous year's was just average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Though there was no creativity in most of the dishes, majority of candidates had their dishes right.
- (2) Writing of interpretations had generally improved slightly. e.g. 'It is the main dish for the occasion, 'it is the protein dish to be served, 'it is the homecoming of my sister and the husband and it is being prepared as a welcome dish for them.'
- (3) Clearing up has improved.
- (4) Candidates' cleaning, polishing and handling of crockery and cutlery for table setting has improved drastically.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) For most candidates, spelling was a problem e.g. 'vanilla' for varnilla, 'squize' for squeeze, 'gloves' for cloves 'great' for grade.
- (2) Most candidates could not give full interpretation for their choices e.g. the type of occasion was not mentioned, why the recipe has been improved/developed.
- (3) Writing of time plan is still a problem for candidates.
- (4) Fingers or bare hands were used in collecting ingredients while those who used rubber gloves wore it throughout even when working with fruits and vegetables.
- (5) Majority of candidates tasted food in the palm instead of using a teaspoon.
- (6) Quantity of water used for syrup preparation was not measured. Milk for custards was either not diluted or the dilution was wrong.

- (7) Poor handling of fruits and vegetables.
- (8) Ingredients were not to proportion s-too much ingredients to the number of people.
- (9) Pouring oil directly from the bottle for frying pancake.
- (10) Wastage of fuel and match sticks.

4. SUGGESTED REMEDIES

- (1) Teachers should use the chalkboard effectively by writing down words students cannot spell and pronounce properly for them to learn. Students should be encouraged to keep a small vocabulary notebook.
- (2) A five minutes spelling drill should be conducted every time students attend the class.
- (3) Teachers should teach students how to write interpretations and time plans properly by giving them regular assignments, marking and discussing them.
- (4) Candidates should be taught how to handle fruits and vegetables both in and outside the classroom.
- (5) Teachers should endeavour to correct students mistakes during class and must be thought the 'dos' and blots' properly.

5. DETAILED COMMENTS

Question 1

Using your knowledge is recipe development prepare, cook and serve a main dish and an accompaniment suitable for a special occasion.

(a) **Choice of Dishes:**

- (i) The question demanded that candidates made/use recipes of their own creation/choice.
- (ii) In recipe development lesser known ingredients are introduced to encourage people to use them.
- (iii) A known dish could be used and the texture/consistency, colour or nutrient content improved.
- (iv) Most candidates had the main dish and accompaniment correct, but the main dishes were ordinary. e.g. chicken stew, meat balls in sauce, okro stew.
- (v) Majority of candidates showed creativity in the accompaniment e.g.

soyabean/bean banku, soya bean fufu, wheat erquettes, carrot rice.

- (vi) Few candidates were innovative in their choice of main dishes, e.g. moringa sea “shoe” soup, moringa nkotomire soup/stew, bean palaver sauce
- (vii) Mango stew, pawpaw stew/soup, carrot and nkotomire stew .
- (viii) Offal mixed vegetable soup.

(b) Some Main Dishes Candidates could have prepared:

- (i) snail casserole,
- (ii) snail mushroom/with egushi and bean soup/stew
- (iii) fresh/dried oyster, crab stew/soup/with fresh or smoked fish
- (iv) okro mixed vegetable stew/soup - Baked fish in vegetable and sauce or Baked fish surprise. - Groundnut/egushi/neri soup.
- (v) mixed vegetable fresh fish stew. mixed vegetable soup.
- (vi) egushi balls/bean and groundnut balls in sauce.
- (vii) egushi balls in tomato/curry sauce.
- (viii) shredded chicken/meat in mixed vegetable sauce.
- (ix) grilled fish/chicken/meat with cabbage, nkotomire and soyabean sauce.

Accompaniment:

- * moringa/nkotomire rice
- * millet/sorghum rice
- * pineapple curried rice

- * mixed vegetable cassava/yam/cocoyam balls
- * dawadawa braised rice
- * baobab rice
- * millet and bean rice
- * curried riced yam

(c) Desserts

- (i) Majority of candidates had the correct choice of desserts, but there was no variety.
- (ii) Most candidates chose either baked or steamed custards or bread and butter pudding.
- (iii) Candidates could have also chosen - Queen of Puddings, Cabinet/Diplomat Pudding with sauce.
- (iv) Creme caramel
- (v) Very few candidates chose either pancakes, ice cream or fruit salad with egg custard sauce which were wrong choices.

(d) Fruit Drink

- (i) Majority of candidates were able to choose correctly.
- (ii) Different fruits were used in the preparation of the drinks.
- (iii) Very few had their choices wrong.

(e) Interpretation

- (i) Generally, there has been some improvement in the writing of interpretation.
- (ii) Very few candidates were precise with their interpretation e.g. sea 'shore' soup - 'it is the main dish specially prepared for the homecoming of my sister and family who are abroad.'
- (iii) Most candidates forgot about the special occasion and wrote:- Bean Palaver sause - 'it is a main dish.'
- (v) Almost all candidates did not mention when the meal would be taken i.e. either for lunch or supper.
- (iv) The special occasion could either be a homecoming christening, confirmation, wedding, engagement, puberty rites, festival, birthday, naming ceremony or any anniversary.

(f) Quantities:

Majority of candidates wrote and used more than enough quantities of ingredients especially for the main dish and accompaniment.

(g) Time plan

Most candidates omitted the Preparation before class aspect of the time plan.

Majority of candidates were able to go through the time plan, but did not write it correctly e.g.

9.00 - 9.30 - Boil rice.
9.30 - 10.00 - Boil syrup and prepare drink.

- (i) The impression created was that they will stand by the dish till done.
- (ii) The syrup would be added either hot or warm.
- (iii) Work was not dovetailed.
- (v) Tidying up could not be done at intervals - it was left out.
- (iv) Some candidates left out the table setting aspect in their time plan.

Manipulative Skills:

Stews and Soups:

- (i) Meat was cut up, soaked in water before cleaning
- (ii) Fat was not removed and meat was cut up anyhow and in different sizes.
- (iii) Cleaning of fresh fish was poorly done.
- (iv) Some candidates poured boiling water on the fish to make it easier to clean
- (v) Most candidates did not remove the gills, the side of the fish was cut to remove the entrails
- (vi) Fresh meat and fish were well seasoned.
- (vii) Some candidates sweated meat and fresh fish together in soup preparation. - This made the dish very nauseating to taste.
- (viii) Most soups boiled vigorously and were not covered.
- (ix) Green vegetables for soups and stews were poorly handled. These were soaked and cleaned in the same water, and was either cut up or shredded and left to stand.
- (x) Garden eggs were cut up and left to stand to discolour
- (xi) Seeds of okros were not removed, thus making stews and soups unattractive.
- (xii) Roux for brown stews did not brown and in some cases raw flour was added to stew.
- (xiii) Stews simmered, but were not covered
- (xiv) Wooden spoons were left in stews.
- (xv) Stews were either left on fire for a long time or the liquid/stock added was not enough therefore were rather stiff.
- (xvi) Most stews were tasty and were oily
- (xvii) Consistencies of most soups were correct for their different accompaniments.

Accompaniments

Accompaniments like banku, riceballs, tuozaafi were well prepared with good sizes. Moulding was good. - Some candidates moulded in interesting shapes.

Rice dishes

- (i) In most cases water for cooking did not boil, but rice washed in a strainer and poured into water from the strainer.
- (ii) Most candidates stirred and dished up rice using wooden spoon instead of fork.
- (iii) Rice was well cooked.
- (v) The sizes of most vegetables added to cooked rice were not dainty and were overcooked.
- (v) Candidates who added wheat to the rice had it wet.
- (vi) In adding wheat to rice the liquid should be decreased slightly since wheat cannot absorb much liquid.
- (vii) Cooked vegetables were handled with bare hands.

Boiled Yam/Plantain:-

- (i) Most candidates washed the food stuffs.
- (ii) Water for cooking was allowed to boil before food was added.
- (iii) Yam slices were too thick and sizes were not even. Yam slices should be 0.63 cm thick.
- (iv) Plantain, if big should be cut into two before cooking.
- (vi) Cooking plantain should be put in cold water, the surface rubbed slightly to give a smooth attractive appearance before serving.

Desserts

Custards:

- (i) Proportion of most ingredients for custards were very poor.
- (ii) Dilution of milk for custards either baked or steamed is 1:1 ie. 125 ml of evaporated full creamed milk 125 ml. of water.
- (iii) For filled milk, it should be 150ml of milk to 100ml water.
- (iv) Since the question was emphatic on special occasion, the best egg-based desserts should have been
 - Queen of Puddings
 - Cabinet/Diplomat Pudding and sauce
 - Creme Caramel.This is due to their attractive colour and service.
- (v) Custards were either not set or were curdled.
- (vi) Most candidates boiled water for steaming.

- (vii) Custards were baked in water baths.
- (viii) Steamed custards should be turned out of pudding bowl immediately after cooking and served.
- (ix) Most custards were beaten till frothy and were not allowed to stand for the air bubbles to come out before cooking therefore became pitted.
- (x) Custards were not trained.
- (xi) Flavours were good.
- (xii) For a special occasion, the custards could have been baked/steamed with a mixture of dried fruits and cherries.
- (xiii) After cooking custard could have been decorated with a mixture of dainty cut up fruits or orange segments - this helps to improve appearance and texture.

Desserts

Bread and Butter Pudding:-

- (i) Bread was cut in big chunks.
- (ii) Some candidates did not butter the bread
- (iii) Bread for pudding should be thinly cut, buttered and trimmed and cut into very dainty shapes.
- (iv) The arrangement of bread in pie dish should be attractive.
- (v) Custards added to the bread were not enough to soak the bread therefore puddings were dry.
- (vi) Some pudding were also dry because they were overcooked.
- (vii) Dried fruits and cherries should be added to the pudding, the few who added these used very few fruits.
- (viii) Puddings were too plain, even though flavours were good.
- (x) Edges of pie dishes were not cleaned before serving.
Edges of dishes should be cleaned with a damp cloth immediately they are removed from the oven.

Ice Cream

- (i) Even though this dessert was a wrong choice, the preparation and setting was good.
- (ii) Flavour and texture were good.
- (iii) Very few candidates added colour to improve the appearance.

- (i) This dish was also a wrong choice.
- (ii) Batters were well prepared.
- (iii) Most candidates did not pour the batter into a jug with a spout so that it could be poured into the frying pan, rather the batter was in a bowl and it was collected with a spoon making the process clumsy.
- (v) Thicknesses were rather not even but mixtures were well flavoured.
- (iv) Most candidates did not trimmed rolled pancakes.
- (vi) Few candidates had different shapes.

Fruit Salad:-

- (i) Very few candidates prepared this dessert which was a wrong choice.
- (ii) Fruits were very poorly handled.
- (iii) Fruits were cut into big sizes, and bare hands were used to arrange fruits.
- (iv) The few candidates who added egg custard/boiled/cup custard sauces over cooked them even though they used the double boiler.
- (v) A good sauce when cooked should lightly coat the back of the wooden spoon and it should be poured out of the saucepan immediately to prevent overcooking.

Drinks

- (i) Syrups:- proportion of sugar to water was wrong.
- (ii) Most candidates did not measure neither the water nor the sugar, and the water was too much.
- (iii) Most syrups did not boil for long before removing from fire.
- (v) Proportion of sugar to water for syrup should be 100g of sugar to 250 ml of water.
- (vi) Syrup should be left on fire to boil for 10 minutes.
- (vii) Most syrups were well flavoured.
- (viii) Majority of candidates prepared syrups first, allowed to cool before adding juice.
- (x) Most drinks were watery.

Economy:-

- (i) Quantities of ingredients for the main dish, accompaniment ,and drink for most candidates were too much.
- (ii) Some candidates had a lot of either cooked and uncooked foods left while others too threw them away especially fruits and vegetables.

Cleaning up:-

- (i) Majority of candidates washed up at intervals while working, therefore had very little clearing up to do at the end.
- (ii) Generally, washing up was poorly done. - Dirty washing up and rinsing waters were used.
- (iii) Candidates must change washing up and rinsing waters regularly as they work.

They should have enough water in a bucket for use so that waters could be changed during the washing up process.
- (iv) Most candidates did not wash their binnets after throwing refuse away because they felt that these had been lined with polythene bags so the refuse was not in direct contact with the binnets.

Binnets should always be washed, thoroughly and dried immediately they are emptied.
- (v) Majority of candidates did not clean cookers after work.
- (vi) Very few candidates washed used kitchen cloths even though most candidates finished well ahead of time.

Kitchens cloths should always be well washed immediately after work is completed.
- (vii) Sweeping and mopping of work area was not painstakingly done.

Table Setting

- (i) Majority of candidates used beautiful, well washed table cloths, but could not iron them properly.
- (ii) Floral arrangements were generally, good.
- (iii) Clearing and polishing of crockery and cutlery set was good.
- (iv) Table setting was quite well done by most candidates even though few either left out some items or placed items wrongly.

FOODS AND NUTRITION

PAPER 2

1. GENERAL COMMENTS

The standard of paper was within candidates' scope.

The questions adequately covered a wide aspect of the concepts and skills required at the end of the programme.

The performance of the candidates as compared with that of last year was just slightly above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- An appreciable number of candidates exhibited legible handwriting which made the scripts easy to mark.
- Most candidates adhered to the rubrics of the paper.
- Very few candidates however answered either five, six, three or two questions.
- A good number of candidates showed clear understanding of questions therefore gave precise answers.
- Very few candidates had single digit total mark.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- Poor grammar and spelling were very evident in candidates' answers, e.g. 'water' for waiter, 'cookery' for crockery, 'gust' for guest, 'barking' for baking, 'stemming' for steaming.

Examples of bad expressions:

- 'It should be punctual,' the 'it' for the quest.
- 'I am grateful pleasure to invite you to my birthday party'
- 'I invite a company of you to a birthday party'
- 'self-raising flour is a flour that rises itself, it don't have raising agents/self raising flour is a mixture/process that raises itself'
- Some candidates also gave one work answers instead of simple statements e.g. 'money' instead of money available or availability of money, 'service' instead of service facilities available.
- Some candidates also wrote meaningless phrases e.g. 'service available' instead of servicing facilities available, 'size of members' instead of family size, 'complete protein combination,' instead of combination of two or more incomplete protein.
- Candidates understanding of the nutritional aspect of the subject is poor.

4. **SUGGESTED REMEDIES**

- Teachers should stop using vernacular in teaching.
 - Correct terminologies should be used by teachers in their subject delivery and students too should be encouraged to use them.
 - Teachers should write key words in their lessons on one side of the chalkboard for students to study.
 - For their examinations, teachers must endeavour to draw marking schemes and mark accordingly.
 - Students, both day and boarders should take part in all class activities.
 - Teachers should teach the scientific aspect of the topics e.g. nutrition.
 - Teachers must endeavour to explain concepts thoroughly for students to understand.
 - Teachers should try to vary their mode of teaching e.g. can do team teaching, use varied methods of teaching.
- Swap classes so that a teacher who is good in teaching a particular topic is allowed to teach it, this will help the students to understand the work better.

5. **DETAILED COMMENTS**

Question 1

- (a) **Why is protein a unique nutrient in its composition among other nutrients?**
- (b) (i) **Explain the term protein complementation.**
(ii) **List four examples of protein complementation.**
- (c) **State four functions of protein.**

Generally, question 1 was very unpopular and it was also poorly answered by the few candidates who attempted it.

In (1a), majority of candidates gave answers for the function of protein, e.g. Protein builds the body.

- It repairs worn out tissues. It is a source of energy.

The few candidates who had it right could not bring out the uniqueness of protein from the other nutrients e.g. Protein is a unique nutrient in its composition among other nutrients because it is made up of carbon, hydrogen, oxygen and nitrogen.

Answer: Protein is a unique nutrient because it is the only nutrient that contains nitrogen.

- (b)(i) A well answered question.
Majority of candidates stated that 'protein' complementation is combining two or more incomplete proteins in the diet.

Very few candidates, however also stated that ‘protein complementation is combining protein of low biological value with protein of high biological value.

Protein complementation: It is a process by which amino acids lacking in a protein food item are made good by amino acids in another/When proteins from various plant source are combined in a diet to improve the protein value of the diet/Food e.g. legumes lack the essential amino acid “methionine” so it is combined with cereals e.g. maize which also lack the amino acid “lysine” to improve the protein value in the diet/It is a process of using protein food of high biological value/complete protein to enrich food of low biological/incomplete/non essential protein.

(b)(ii) Most candidates, even though had (bi) correct, could not give examples of protein complementation. Some answers given were - meat, fish, egushi, neri.

Some Correct Answers

- Beans and unpolished rice
- Maize and beans
- Beans and bread
- Bread and koose/akara
- Corn porridge and moimoin
- Roasted/boiled corn and groundnut
- Cornbread and cheese
- Beanstew and kenkey
- Soyabean stew/soup and banku
- Egg/fish/meat/and bread
- Bean banku and okro stew/soup
- Donkua, weanimix

1(c) Very few candidates had all the answers correct.

Some answers given were

- Protein builds antibodies that fight diseases.
- It maintains the body.
- Protein builds hormones that regulates the body processes.
- Protein transports materials in the body.
- It forms a major component of body cells.

Some Answers:

- It is responsible for the transmission of hereditary characteristics.
- It is a major component of enzymes.
- The hormones are protein in nature and hence assist in the regulation of body processes.
- Protein helps in the maintenance of the body tissues.
- The antibodies are protein in nature and assist in fighting diseases and infections.

- Proteins provide material for growth/builds the body/form a major component of body cells.
- It helps repair worn out tissues.
- It provides the body with energy.

Question 2

- (a) Give **two** reasons why adequate lighting is essential in the kitchen.
- (b) State **three** points to consider when choosing the amount of light required in the kitchen.
- (c) State **five** points to consider when selecting kitchen equipment.

A very popular question which was well answered by majority of candidates.

Question 2(a)

- Candidates' knowledge about reasons for having adequate lighting in the kitchen was very limited.

Answers given were:

- To prevent fatigue/stress.
- To prevent straining of the eye of the homemaker.
- To prevent breeding of household pests.

With the last answer, adequate lighting does not prevent breeding of household pests, rather it reduces the breeding of household pests.

Some Answers:

- To prevent mix-up in food preparation.
- To prevent dampness in the kitchen.
- To prevent food poisoning.
- To prevent the light from casting shadows.

- (b) Not very were handled by about 50% of candidates who attempted the question. It seemed candidates did not understand the question.

Some Answers given were:

- The brightness of the light.
- The light should not flicker.
- Money available
- Size of the kitchen.
- Size of the family.
- Arrangement of the kitchen equipment.
- Colour of walls and cabinet.
- Colour of the light.

The colour of light should have been the colour of the bulb.

Some Answers:

- The size of the room/kitchen.
- the size and arrangement/position of the windows.
- The light source to be used - incandescent or fluorescent or both/quality of light source.
- the colour scheme of walls, fixed equipment and furnishings.
- the type of fittings to be used and light source.
- Arrangement of kitchen.
- The watts of the bulb as well as the colour.
- The position of the kitchen in relation to the sun during the day.
- The height and colour of ceiling.

(c) Candidates answered the questions well. Answers were varied.

Some Answers given:

- Money/income available.
- Size of the kitchen.
- Facilities available e.g. electricity.
- Size of the family.
- Durability/quality of equipment.
- Efficiency of equipment.
- Availability of spare parts.
- Labour and time saving.
- Skills of the homemaker.
- Easy to clean and maintained.

Other Answers

- Types of activities to be carried out in the kitchen.
- Kind and the amount of food to be cooked.
- The relative importance placed on food compared with the items desired by the family.
- Consider the versatility of equipment.
- the taste/lifestyle of the family.
- The type of kitchen.
- storage facilities available.

Question 3

(a) Differentiate between self-raising and composite flour.

(b)(i) State the eight steps in bread making.

(ii) List four main ingredients for bread making.

An unpopular question which was not satisfactorily handled.

- (a) Very few candidates were able to give differentiation between self raising flour and composite flour.

Answers given by majority of candidates is

- “Self raising flour rises by itself, it does not need any raising agent while composite flour needs a raising agent and it is used for breadmaking.
- Self raising flour has yeast added, but composite flour no yeast is added.

Correct Answer:

- Self-raising flour is a type of flour that contains salt and a leaving agent or chemical which makes the flour ready for use whereas composite flour is a mixture of two or more flours such as wheat flour with corn, millet, cassava or any other flour.

- (b) Poorly answered

- The impression created is that majority of teachers do not teach breadmaking. Candidates had an idea of the commercial breadmaking.
- The few who had been taught were able to list the steps in breadmaking, but omitted some steps.

Steps in Breadmaking

- Creaming the yeast
- Setting the sponge
- Mixing the dough
- Kneading
- Rising
- Shaping
- Proving and baking.

- 3(bii) - Candidates were able to list the main ingredients used in breadmaking i.e.
- Flour (hard/strong)
 - Liquid/dilute milk/water
 - Yeast
 - Fat
 - Sugar
 - Salt

Question 4

- (a) State **four** rights of a consumer.
- (b) State **two** advantages of consumer education.
- (c) (i) Give **two** reasons why foods are adulterated.
(ii) List **four** items that can be used to adulterate foods.

A very popular question which was well answered by majority of candidates.

- (a) Candidates were able to state the common rights of a consumer e.g.
- The right to safety.
 - The right to be informed about goods and services.
 - The right to complain/express views about goods and services.
 - The right to buy from any shop.
 - the right to be heard.

Other rights are:

- The right to seek for redress.
- The right to demand for demonstration of use for large equipment.
- The right to bargain.
- The right to legal protection.
- The right to educate a seller or producer.
- The right to reject inferior/unsatisfactory goods and services.

- (b) The question was well handled by majority of candidates.

Some advantages of consumer education stated by candidates are:

- It enables the homemaker to know his/her rights and responsibilities.
- It enables the homemaker to know where and how to buy goods and services needed.
- Enables homemaker to eliminate waste in consumption.

Some Answers:

- Safeguards homemaker from inferior and dangerous goods and services.
- It enables homemaker to assess or discern information.
- It boosts the homemaker's confidence in the choice of goods and services.

- (c) (i) A very well answered question by most candidates.
Candidates are very conversant with reasons for adulterating foods.

- To maximise profit.
- To conceal defects.
- To increase bulk.
- To cheat or deceive the consumer.

- (c) (ii) This section of the question was also well answered by majority of candidates, however, few candidates listed different items for packaging food as items used to adulterate foods e.g. cardboard boxes, ice chest, food warmers.

Items for adulterating foods are:

- Powdered cereals e.g. wheat flour, corn flour.
- Monosodium glutamate.
- Assorted dyes/colours/plant leaves/barks
- Bromide
- Caramel/sugar.
- Gari.
- Cassava flour.
- Cooled corn porridge.
- cassava/corn dough.
- Palm oil/oil.
- Powdered colanuts/Avocado pear seeds.
- Yeast
- Melted styrofoam.
- Sawdust.

Question 5

- (a) State **three** qualities of a good guest.
- (b) Write a formal invitation to a friend inviting him/her for a birthday party.
- (c) List **four** items for table setting.

A popular question which was fairly well answered by a majority of candidates.

- (a) Candidates were able to give varied answers to the qualities of a good guest.

For example:

- He/she must have good table manners.
- He/she must be punctual to the function.
- He/she must respect other guest.
- He/she must be polite/well behaved.
- He/she must respect arrangement of seat and other arrangements for the function.
- He/she must sit as directed.
- He/she must follow instructions of host/hostess.
- He/she must observe the dress code.
- He/she must express gratitude at the end of the function.
- He/she must respond to invitations promptly.

The formal invitation was ignored by majority of candidates even though the same points expected were in the informal letter.

Few candidates wrote responses to the birthday invitation.

- (b) A letter written by a candidate:
Mr. and Mrs. Abukari request the pleasure of Mr. and Mrs.
Alhassan's company to their birthday party on 13, may 2012
P.O. Box 131
Gumani, Tamale

R.S.V.P.

Correct Formal Invitation

Mr. and Mrs. Ohene
request the pleasure of
Mr. and Mrs. E. Osei's
company to my birthday party
on Friday 14th September at 1p.m.
Address
Date

R.S.V.P.

- (c) Items for table setting were well listed.
e.g. Table/Place mats
- Table cloth/cover
 - Cutlery set/Flatware
 - Tumblers/drinking glasses/glassware
 - Crockery/dinnerware
 - Cruet
 - Flower vase and flowers/centre piece
 - Serviettes or table napkins

Question 6

- (a) **Explain conservative method of cooking.**
- (b) **List three examples of conservative method of cooking and give one food suitable for each methods.**
- (c) **State five advantages of conservative method of cooking.**

An unpopular question which was poorly answered.

Majority of candidates understood conservative method of cooking as preservation of food, e.g.
"Conservative method of cooking: It is the method of cooking in which special treatment is given to food in order to conserve it or to keep it long time without spoilage."

Or

“Conservative method of cooking is the process where food have been cook and conserve for a period of time without been damage y fungus or any micro ormacro organisms grow on them.”

- Answer:
- (a) Conservative method of cooking: is a method of cooking in which nutrients are preserved.
 - (b) Majority of candidates gave mixed answers e.g. grilling, baking, steaming, boiling, salting, stewing, poaching, drying, smoking.

Candidates who had steaming correct gave meat as an example.

Answers:

Stewing: Vegetables, fruits, meat, fish.

Steaming: Vegetables, fish, puddings, custards, moinmoin, abolo, akyeke, kpoikpoi, yakayake.

Stir frying: Meat, fish, vegetables, nuts, potatoes, yam, plaintain.

Sauteing: Vegetables, minced meat.

Poaching: Eggs, fish, vegetables.

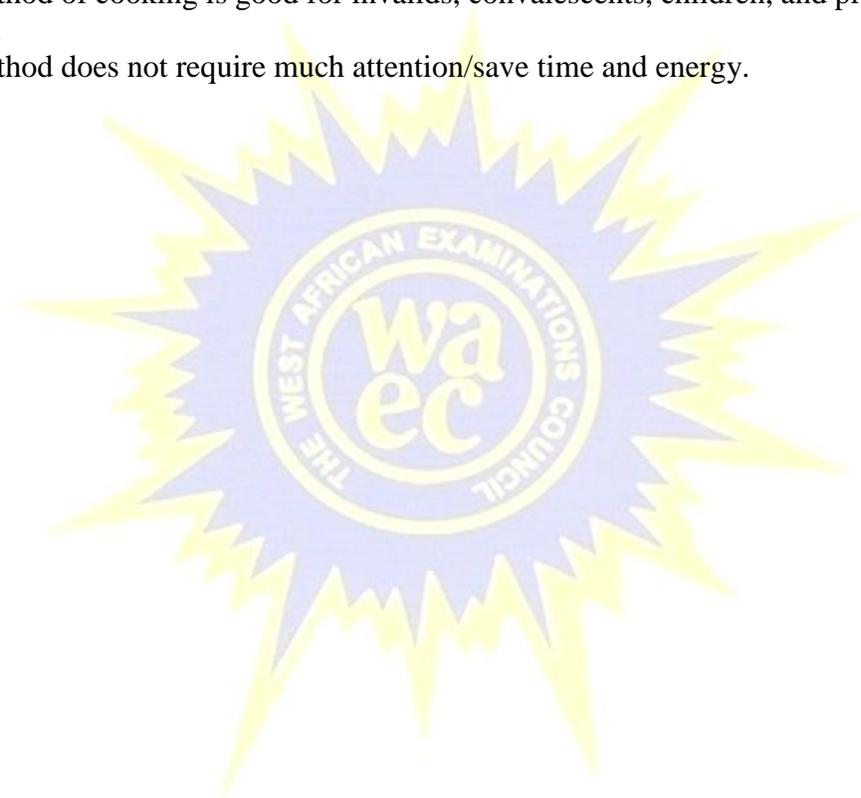
Few candidates, who understood the question were able to write the advantages of conservative method of cooking.

Some Answers by Candidates:

- It helps to conserve food for a longer time.
- It stops the reaction of micro-organisms.
- It helps to have food even in lean season.
- it helps to retain nutrients.
- It helps to improve colour.
- It is a quick method of cooking food.
- To cut down cost.
- To maximise profit.

Correct Answers:

- There is little or no loss of nutrients/nutrients are retained/preserved.
- It is an economical method of cooking since less fuel is used.
- It is economical since more than one dish can be prepared at a time.
- It is a method of cooking which does not require much attention.
- It enables the flavour to be retained.
- Tough foods are made soft/tender.
- The shape of food is retained.
- It makes food more appetizing/palatable.
- It provides variety.
- Foods cooked by this method are easily digested.
- The method of cooking is good for invalids, convalescents, children, and pregnant women.
- The method does not require much attention/save time and energy.



GENERAL KNOWLEDGE-IN-ART

PAPER 2A

1. GENERAL COMMENTS

In general, the standard of the questions compares favourably with that of previous years as far as the level of candidates are concerned. However, the general performance of the candidates was low when compared to last year's.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of candidates made use of the spaces provided to draw outlines of vegetables either arranged in the trays or on the stand. Few of them managed to bring out the desired forms of items seen or observed.
- (2) Intricate shadings through the combination of smudging and hatching techniques by some few isolated candidates have enhanced the reality of creativity and craftsmanship.
- (3) Average candidates' performances were evidenced in scale drawing on proportional basis.
- (4) Some candidates from some schools did use different media like water colour, crayon, oil pastel, poster colour in executing their works.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Majority of candidates did not draw accurately and proportionately. Flat shading and painting dominated most works hence expected values inherent in desired works were lacking.
- (2) There were some candidates who drew small objects with big negative spaces indicating the candidates' lack of design and creativity.

4. SUGGESTED REMEDIES

- (1) Variety of tools, media and techniques must be encouraged in practising drawing and painting by candidates.
- (2) They must also be encouraged and educated in practising object drawings of various sizes and proportions in order to enhance their confidence in handling tools and media in execution of practical works.

- (3) Teachers must attempt to nurture and sustain candidates' zeals, persuade candidates to value the need to practise still life and imaginative composition from their formative stages in first year towards their improvement in the quality of works expected from them.
- (4) It must be compulsory for school authorities to make objects for drawing available in approved working spaces for candidates to practise. Observations of the environment and collection of scrap books must be encouraged.

5. DETAILED COMMENTS

Question 1 which was compulsory to all candidates has two options based on making a composition of themes under: "STILL LIFE DRAWING/PAINTING AND MAINTENANCE composition on (i) "FLOODS" and (ii) AFTER THE FINAL WHISTLE"

Question (1a) expects the candidates to draw/paint selected vegetables including:

- (i) tomatoes (1 1/2 pieces)
- (ii) onion
- (iii) garden eggs
- (iv) okro

Based on the marking scheme, four main considerations were applied namely craftsmanship, design, creativity and interpretation.

The craftsmanship of the candidates seeks their skillful handling of tools and materials in accomplishing the work set for them.

In cases where the vegetables were arranged for candidates to draw or paint, most of them found it difficult to bring out the features of various objects/vegetables which are commonly known and used in homes. They therefore lack the ability in handling the tools to present their focal values for portrayal of three dimensional qualities.

They also failed in presenting good proportion in addition to good finishing.

This pointed out their lack of practices by using tools, materials and ideas.

Under design which demands the candidates ability to work with new ideas, materials and tools in a given space of elements of design, majority did not make use of paper effectively.

The big negative spaces were massively shaded, textured, etc. thereby the actual attractiveness of ideas expressed were swallowed up. Few elements such as lines, colours, dots, textures etc were averagely applied with little knowledge of balance, unity, harmony etc.

Some candidates encouraged themselves to do imaginative arrangements of vegetables. Others too indulged in using more than ten objects in the trays with any relationship to the others.

The sizes were very small in such a way that shading was poorly done. Majority were weak in portraying and applying perspective to bring out depth and distance. Similarly, their failures have affected their ability to point or shade objects to bring out their real nature creditably.

The third main consideration of creativity which enjoin the candidates to produce unique pieces of art works based on one's own ideas or philosophy or concept has expressed candidates' inexperience, ineffectiveness and deficiencies in production. Only few candidates did average work. One may be compelled by circumstance to drive home that candidates, teachers and authorities were not up to their duties and responsibilities in promoting serious studies in practical works.

In the fourth and not the least basis i.e. interpretation involving the production of works by candidates to satisfy intended purposes was not effectively handled.

Majority performed poorly.

Question 1B enjoins candidates to draw and paint either on the theme "FOOD" or "AFTER THE FINAL WHISTLE". for the first consideration under CRAFTMANSHIP, few candidates who attempted either drawing in pencil, crayon, poster colour or pastel did average works.

Coral values were on the average portrayed to bring out both human figures and animals and objects to depict flood. The proportion of these figures and the objects were below average among majority of candidates. Finishing was also on the average.

With DESIGN, candidates made use of spaces with figures, objects and structures. Lack of planning to show proportion dominated most of candidates' works. Some few candidates made good organisation of elements and principles of design.

Majority failed to show perspective since works were dominated by flat painting and shading to depict depth and distance.

Life in the works was poorly portrayed since most could not imagine what has been happening with the environment at any given time.

Under the basis of CREATIVITY, majority of the works produced by candidates lack originality.

However, the use of certain colours like the blue, brown and green were obvious to bring to mind the theme. The INTERPRETATION based on the ability to create a scene of flood or jubilation etc., candidates of certain calibre presented average works.

GENERAL KNOWLEDGE-IN-ART

PAPER 2B

1. **GENERAL COMMENTS**

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

Generally, there was an average performance. However, it appears most candidates were trying to avoid question number three (design). thus a large number of candidates attempted question number two i.e. Lettering/Calligraphy.

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

- (1) Candidates were able to make good use of the space.
- (2) They also improved in the designing of the borders.
- (3) They were also able to create sharp contrast between the positive and negative areas of the design making reading from a distance comfortable.
- (4) In the question three (design) suitable illustrations were made.

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

- (1) As already noted, most candidates avoided question number three. This gave the impression that painting/designing is a problem in schools.
- (2) It was identified that most candidates lack accuracy and precision in the execution of works i.e. in writing and construction of letters.
- (3) It was also realised that key words were not stressed in their designs especially in question two.

4. **SUGGESTED REMEDIES**

- (1) Students must be encouraged to be practically oriented in order to develop the skills in writing and in designing.
- (2) Not all candidates are art inclined so a lot of them must be taught the rudiments up to the level stipulated by the syllabus.
- (3) Candidates must be encouraged to practice constantly.

5. DETAILED COMMENTS

- (i) The caption Lettering/Calligraphy must well be demarcated. It is the main question that clearly stipulate what was demanded.

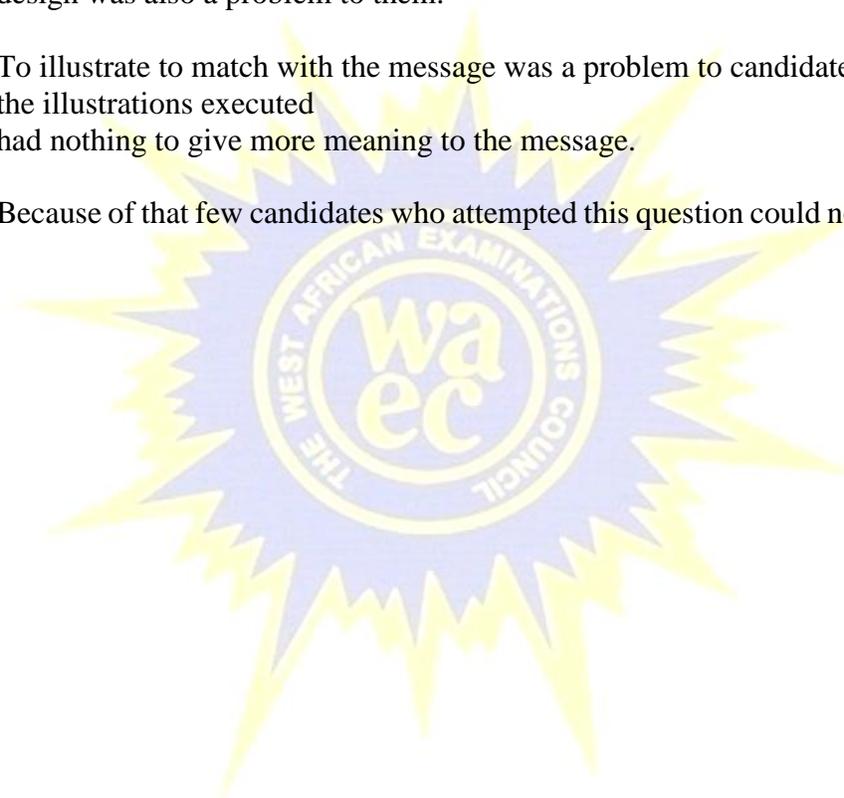
Here, candidates take the 'stroke' to mean 'OR' and therefore go ahead to do their own thing by using Block Lettering to answer the question.

This was an important point required in the answer which candidates failed to give.

The use of three colours ONLY could not be understood by candidates and therefore messed up with the demand. What is meant by the appropriate border design was also a problem to them.

- (ii) To illustrate to match with the message was a problem to candidates since most of the illustrations executed had nothing to give more meaning to the message.

Because of that few candidates who attempted this question could not perform well.



GRAPHIC DESIGN

1. GENERAL COMMENTS

The standard of the paper is comparably the same as that of the previous year. The questions were written in simple straight forward English Language using graphic design terminologies where appropriate as used in contemporary practice.

The competencies tested covered the design and production techniques of billboards, signboards, banners, screen printing, book typography and colour theory.

Generally, candidates exhibited satisfactory professional visual communication skills.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates wrote short introductory statements bearing on the concept or idea the question is about. This is a sign of maturity and should be encouraged.
- (2) Answers were written in simple complete sentences that helped to make sense of the answers.
- (3) Quick relevant sketches made to illustrate some of the answers are also commendable.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates failed to label sketches. This does not help to relate answers to the sketches, especially where there are more than one sketches.
- (2) Candidates do not analyse questions to identify what they demand before answering, such rushing to answer often lead to deviation. Candidates were confused about the two chemicals for mixing photo-emulsion used for screen printing.
- (3) Candidates could not identify complementary colours. Even, the 12 point colour wheel was drawn wrongly.

4. SUGGESTED REMEDIES

- (1) Candidates should take time to analyse questions to identify what they demand before answering them; there is no need to rush.
- (2) The practice of jotting points down in pencil to help candidates to organise their answers will help to reduce the incidence of repetition.
- (3) Teachers must conduct class tests as often as possible to make students gain confidence and dispell the fear for examinations. Such tests must be marked and discussed with students to know their strengths and weaknesses.
- (4) Teachers should give more practical exercises to students.

This will help them to remember the methods and procedures employed during the execution of the product.

5. **DETAILED COMMENTS**

Question 1

- (a) **Discuss any four graphic communication methods that a small-scale enterprise can use to advertise for more customers at low cost.**
- (b) **Discuss a step-by-step procedure for designing and producing a billboard.**

- (a) The question was meant to test candidates ability to identify simple cheap materials or items a starter should use to design to advertise their enterprise. Items like posters, banners, flyers, printed T-shirts, buntings, stickers, etc were accepted. Newspaper adverts, billboards, Television adverts, bulletin, etc. were regarded as expensive.

Just listing the items was not sufficient; the important question is discuss how the items are used to advertise e.g. banners are hung across the street.

- (b) The design and production of billboard was effectively covered especially, for those who had gone through the process or had had the opportunity to visit the studio of an artist.

Question 2

**Describe any two ways of enlarging or reducing designs.
Illustrate with thumbnail sketches.**

The question was on simple ways of enlarging or reducing artwork or images in graphic design.

Answers include the square and grid method, photocopying, use of pantograph, or photographic enlarger. Almost every candidate who attempted this question got the squaring method right. Very few listed the pantography, photocopy and the computer.

However, the sketches of the square method without numbering them made them lose some marks.

Question 3

- (a) **What important contribution was made to the use of colour by the artist?**
- (b) **Describe how to use complementary colours effectively in the design of a signboard so as to improve readability.**

This question was poorly answered. Many did not know the complementary colours so much as how they cause visual excitement when painted side by side.

The correct answer may be any of the following:

- The visual excitement caused by placing complementaries side by side seriously hamper readability.
- It is important that, based on the concept that tints and shades of hue is less visible than the hue itself, you tint one and use the other pure. This creates sufficient contrast on improve legibility.
- The other way out is to use a neutral colour to create an outline around the letters.

Question 4

Describe the following steps in the photographic screen process:

- (a) Preparation of solution;**
- (b) Coating the screen;**
- (c) Developing the screen.**

Candidates were very conversant with the preparation of the photographic screen.

Apart from the confusion about the mixing of the photo-emulsion, the coating and development of the screen were well known. As said earlier on, those who had had the practical experience of the process had it easy.

The two chemicals mixed to make the photo-emulsion were:

- (i) sensitizer + emulsion
- (ii) potassium dichromate + PVA (glue).

Question 5

Your District Director of Education has commissioned you to design and produce an attractive two-colour banner of the annual district sports festival.

- (a) Give a detailed account of how the banner would be designed and produced using the paper-stencil method.**
 - (b) Quoting specific figures, cost and price the banner.**
- (a) The preparation of a banner using paper stencil was well answered. Printing the banner using paper stencil with silk screen was not accepted just because it is not economical.
 - (b) Costing and pricing the banner was well done.

Few candidates did not state how they came by their profit margin. Even though the calculation was meant to be correct, those who got it wrong were not penalized

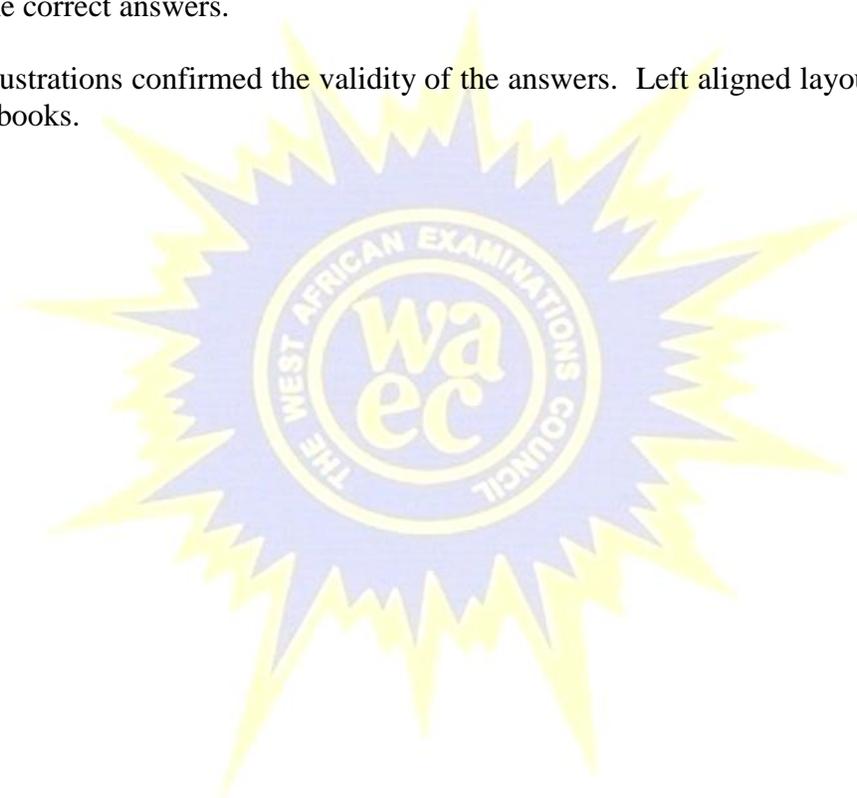
Question 6

- (a) Describe the three main text-layout formats commonly used in book typography.**
- (b) Use comps to illustrate the layout in (a) and label accordingly.**
- (c) State one advantage and one disadvantage of each of the text layouts as they affect readability.**

The most popular book page layout were stated and sketched with comps.

These include: Justified, left aligned, right aligned and centred. Only justified left aligned and centred were the correct answers.

The labelled illustrations confirmed the validity of the answers. Left aligned layout is seldom or never used for books.



JEWELLERY PAPER 2

1. GENERAL COMMENTS

The general standard of the paper is comparable to those of the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

No commendable features were noted in the candidates answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- * Some few candidates wrote the questions before answering them.
- * Few candidates could not number correctly, the questions they answered, both in the answer booklet and in the box provided right below the instructions given at the back of the answer booklet.
- * There were a lot of spelling mistakes were noted in candidates answers.
- * Some of the candidates did not leave space between the main question and sub-question answered.
- * Points listed which needed further explanation were not expanded.
- * A lot of grammatical errors which changed the meaning of the context.

4. SUGGESTED REMEDIES

- * Dictionary should be used often to cross-check spelling of some unfamiliar words.
- * Candidates should also read encyclopedia books more. They contain good and relevant information.

5. DETAILED COMMENTS

Question 1

Explain the following terms as used in jewellery:

- (a) engraving**
- (b) granulation**
- (c) pickling**
- (d) piercing**
- (e) riveting**

DEMAND OF THE QUESTION

- * The domain of the question was application. Candidates, therefore, were expected to explain and give the tool(s) and the material(s) involved in the operation or process.

WEAKNESS

- * Question one was poorly answered by most of the candidates. For example, sub-question (d), **piecing**, was explained as using a bodkin or hand drill to bore/make a hole in a metal or beads.
- * Also **riveting** was explained as using powdered metal to make/create a design on a surface. These answers were totally wrong.

EXPECTED ANSWER

- * Piercing: This is the internal cutting of a design in a metal by using the hand drill to create a hole before using the jewellers saw to cut along the shape or design on the metal. The impression or motif left is a pierced work/design.
- * Riveting: This is a process of joining parts together by using fastenings or nails which are usually made from soft malleable materials including copper, aluminium, brass, gold, silver etc.

Question 2

- (a) **Explain the concept, sustainable development.**
- (b) **Discuss FOUR ways of sustaining the jewellery industry in Ghana.**

DEMAND OF THE QUESTION

The domain of the question is comprehension and candidates were expected to mention/ state/list the points and expatiate on them.

STRENGTH

Most of the candidates listed the points in capital letters or underlined them and expatiated them. Candidates, therefore, answered this question very well.

Question 3

IN FIVE MAJOR steps, describe how to use gold to fabricate a chief's chain based on a final design.

DEMAND OF THE QUESTION

This item was testing the application domain of the candidates. Since the gold chain was for a chief, it was expected that candidates mentioned the standard of the gold in their answers given.

STRENGTH

- * Candidates answered this question well.
- * Tools and materials were listed and the high standard of the envisaged gold was written.

Question 4

As a jewellery student, discuss any FIVE key point to consider when preparing a business plan.

DEMAND OF THE QUESTION

- * This item tested the domain of candidates' comprehension.
- * Candidates were expected to list and substantiate their points or statements.

STRENGTH

- * Most of the candidates attempted the question and was well answered. However, few candidates just listed the FIVE points without giving good grounds for the statement made.

Question 5

- (a) **What are gemstones?**
- (b) **Write THREE main points on the gemstones listed below:**
- (i) **diamond;**
 - (ii) **emerald;**
 - (iii) **ruby;**
 - (iv) **sapphire.**

DEMAND OF THE QUESTION

The item tested the knowledge that the candidates had about these materials listed above.

STRENGTH

Both question 5a and 5b were well answered by the candidates who attempted this question.

Question 6

Discuss the role of the traditional goldsmith in the development of jewellery in Ghana under the following headings:

- (a) **training;**
- (b) **tools and equipment;**
- (c) **production techniques;**
- (d) **design;**
- (e) **socio-economic development.**

DEMAND OF THE QUESTION

The question tested the candidates ability to observe, examine the situation and draw conclusion. Therefore, the item tested the candidates domain of analysis.

WEAKNESS

This question was poorly answered and most of the candidates who attempted the question deviated.

EXPECTED ANSWER

- (a) Training: The learner was taught the skills of goldsmithing through apprenticeship for three years etc.
- (b) Tools and equipments: Basic and simple tools were prepared by the goldsmiths etc.
- (c) Production techniques: Gold, and silver were mostly used and were refined and alloyed by the goldsmiths themselves etc.
- (d) Design: The traditional goldsmith used traditional symbols and nature as his motif etc.
- (e)
 - (i) Social: For adorning the body etc.
 - (ii) Cultural: Chieftaincy and practices like “Dipo” are preserved by wearing of the beads etc.
 - (iii) Economic: Jewellery are exported to attract foreign exchange etc.

LEATHERWORK 2

1. GENERAL COMMENTS

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

Though only a few candidates took the paper and they did well. They had good understanding of the subject, indicating that they had better understanding of what they had been taught at school.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

1. Most of the candidates were not familiar with leatherwork terminologies.
2. Some candidates do not know the use of specific leatherwork tools and materials.
3. Some also are not familiar with the decorative techniques and why certain treatments are given to leather after tanning as well as preservation of both skins and hides.

4. SUGGESTED REMEDY FOR THE WEAKNESSES

1. Teachers should endeavour to upgrade their knowledge by visiting the website, reading from encyclopedia and consulting others who handle the subject at high level since there are limited books on the open market.
2. They should also equip the students with the right knowledge and terminologies for them to be able to express themselves appropriately on the subject.

5. DETAILED COMMENTS

Question 1

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

- (a) Out of those who answered this question only few could satisfy the demands of the question. A few candidates just stated that it is combination of tanning agents and that was all.
- (b) This question demanded that candidates show that they understand the various tanning methods.

Question 2

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

Candidates were required to define a template and materials used and the use of the template. In 2(b), the candidates are required to give the step by step approach to the practical interpretation and description of using a template to get the parts needed to produce an article. Just the mention of tools used, markings made and the cutting of a part in the right manner was enough to for a candidate to earn the appropriate marks.

Question 3

- (a) Differentiate between tools and materials.**
- (b) State one use of each of the following leatherwork tools:**
 - (i) embossing wheel;**
 - (ii) swivel knife;**
 - (iii) skiving knife;**
 - (iv) modeler.**

This question sought to test candidates knowledge on what tools are meant to do as compared to what materials are and the part they play in the manufacture of leather article.

3(b) seeks to test the candidates knowledge on the use of leatherwork tools especially those that are meant to be used for specific purposes.

Question 4

**Animal husbandry is the backbone of the leatherwork industry.
State and explain five points in support of the above assertion.**

Candidates are expected to mention the rearing of animal as the backbone to the leather industry. Only few candidates attempted this question and they could not perform better.

Question 5

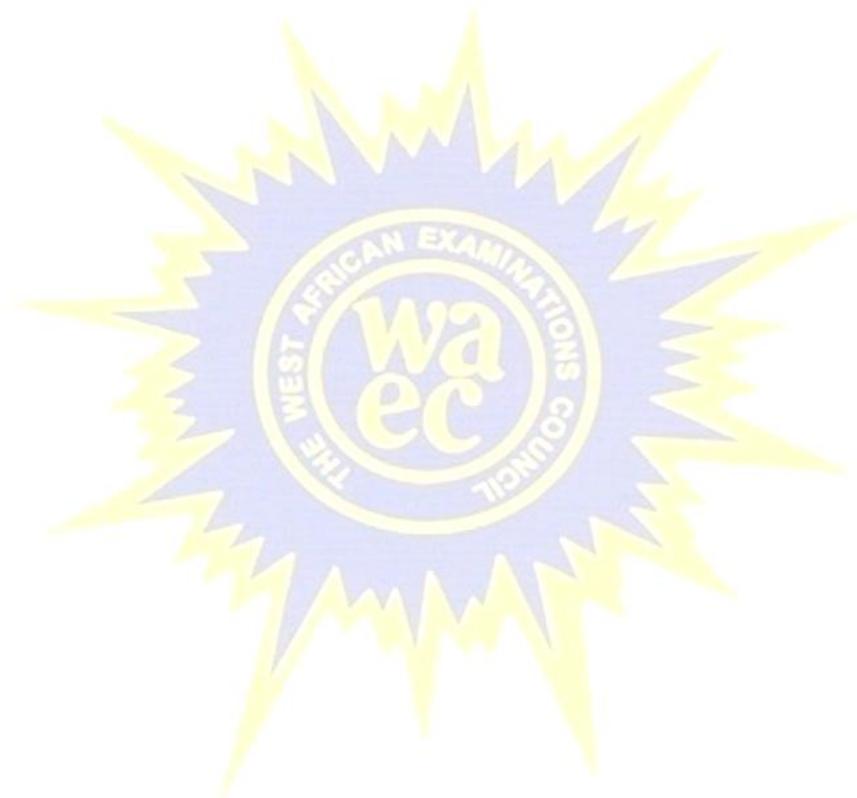
- (a) What are decorative techniques?**
- (b) Describe the processes involved in each of the following techniques in leatherwork:**
 - (i) embossing;**
 - (ii) thonging;**
 - (iii) glueing;**
 - (iv) outline.**

Most of the candidates who attempted this question could not answer the processes adequately. Teachers should ensure that their students participate in the practical aspect of the course so that they can describe such essential processes.

Question 6

- (a) Give five reasons why leather surfaces are treated after tanning**
- (b) State the various methods by which skins and hides are preserved.**

Most candidates wrote the pre-tanning processes as being the preservation methods. Teachers should make this clear to their students.



MANAGEMENT-IN-LIVING 2

1. GENERAL COMMENTS

The standard of the paper was good to the level of the candidates. The paper was less difficult compared to last year.

Candidates should have done much better than they did.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Only very few candidates scored zero in this paper.
Their hand writing was more legible.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates have the problem of answering questions well.
In cases where they are expected to answer with full sentences they write one word answers.
Spellings were bad some candidates did not answer the number of questions required of them.

4. SUGGESTED REMEDIES

- (1) Teachers should try and teach their students how to answer questions. For example if a question says explain what are the candidates expected to write and when it says state or list what are they expected to write.
- (2) The teachers should encourage their students to read widely. they should write technical words on the board and help them to learn their spelling.

5. DETAILED COMMENTS

Question 1

(a) What is comparative shopping?

Candidates are expected to write about company prices or utilities of goods and service when buying.

Some of the candidates left out the 'goods and services' and some left out 'when buying' and some left out 'when buying' hence they lost some marks.

(b) Points to consider when buying good, and services.

This part was answered by most candidates but instead of writing full sentences they wrote one word answers e.g.. Instead of family size or the size of the kitchen they just write size and instead of the space available for storage they just wrote space.

(c) The rights of a consumer.

This was fairly well answered by most candidates. They wrote mostly on the right to choose and the right to be informed only few wrote on the right to be heard, the right to redress and the right to safety.

Question 2

(a) Define the term dating

Only few candidates answered this question well to earn full marks. They either left out 'the going out together' or 'of the opposite sex'

(b) Importance of dating

This was very poorly answered. Apart from partners be.....each other well, candidates could not write any of the other answers like for fun and recreation and to know more about the opposite sex etc.

(c) Disadvantages of dating

This was also very poorly answered. Most of the candidates did not answer this part of the question well. Those who did wrote only about disappointment and getting sexually transmitted diseases and early pregnancy.

Question 3

(a) What are labour saving devices.

This definition was well given by most candidates and they scored full marks.

(b) Points to consider when buying labour saving devices.

Answers to this question are the same as the answers to question 1b. It was very well answered and many of the candidates scored full marks.

Those who did not get full marks lost marks because they gave one word answer.

(c) Most candidates got this question correct. Some however mentioned some equipment which are not used in the kitchen like washing machines, Fridges and deep freezer, are not labour saving devices but were mentioned by candidates.

Question 4

(a) (i) Reasons why fresh air is needed in the home.

This question was also well answered and many of those who answered it scored full marks.

Candidates mentioned all the points given on the marking scheme which meant that they understood the reasons why fresh air is needed in the home.

(ii) Reasons why sunlight is needed in the home.

This question was also well answered. Full marks was scored by many of the candidates. All the points on the marking scheme were mentioned.

(b) (i) Types of ventilation. well answered

(ii) Source of artificial ventilation was well answered but 'fans' was spelt as 'funs' which was marked wrong.

Sources of natural ventilation.

Most candidates wrote fresh air as a source of natural ventilation instead of trees or ventilation holes or windows and doors.

Question 5

(a) (i) Sources of land pollution

Candidates have ideas about the answer to this question but again they gave one word answers. For example instead of 'excessive mining activities' they just write 'mining' or instead of 'over grazing by animals' they write 'over grazing' instead of 'indiscriminate dumping of refuse on the land' they write 'refuse'

(ii) Source of water pollution

Candidates have ideas about the sources of water pollution but again on word answers were given. For example instead of writing 'genucak waste dumped in water bodies' they just write 'chemical waste' and 'sewage emptied into water bodies' they just write 'sewage'.

Question 5

(b) Effect of land pollution

Candidates answered this question fairly well. Soil degradation and loss of soil fertility were popular answers only few candidates wrote about food shortage, destruction of natural landscape and loss of life and property.

Question 6

- (a) **Factors that contribute to the spread of sexually transmitted diseases among the youth.**

This question was popular and some candidates scored full marks.

However, some candidates did not give full answer and therefore lost some marks. For example instead of writing 'having sexual intercourse with an infected person, the just write having sexual intercourse or having sexual intercourse with an affected person.

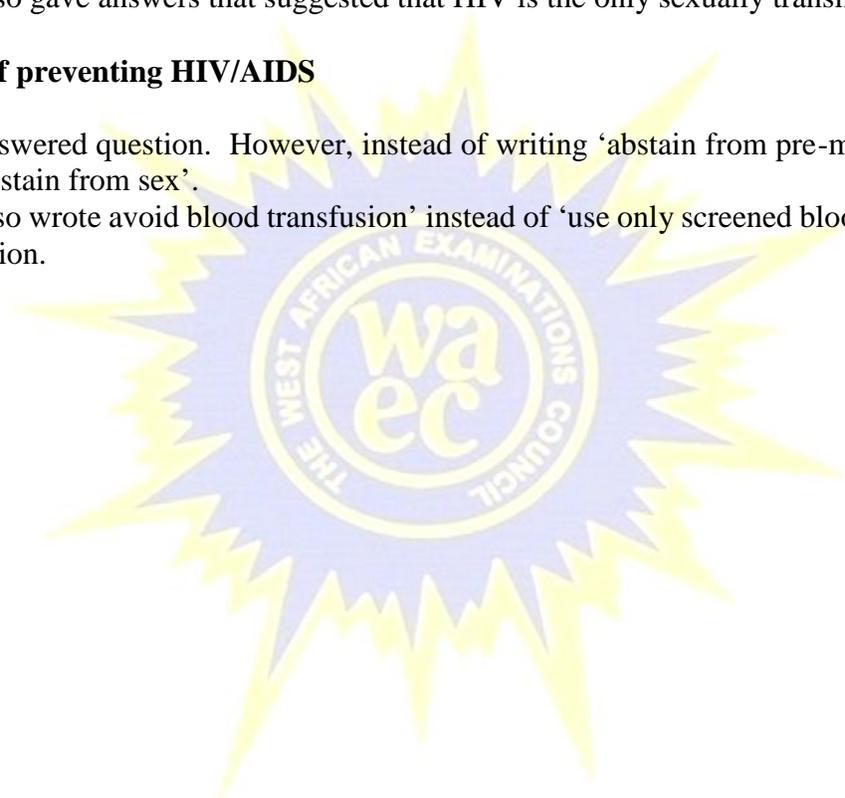
Transfusion of unscreened blood was one of the answers but they just wrote blood transfusion. Instead of transfusion they write transmission.

They also gave answers that suggested that HIV is the only sexually transmitted disease.

- (b) **Ways of preventing HIV/AIDS**

Well answered question. However, instead of writing 'abstain from pre-marital sex' they write abstain from sex'.

They also wrote avoid blood transfusion' instead of 'use only screened blood during blood transfusion.



MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

- (1) The questions compared favourably with the previous years.
Questions were clear straight forward and within candidates scope.
Candidates performance is above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates answered the questions well and had good marks.
- (2) Handwriting was clear and bold in most cases and answered five questions as required of them.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Spellings and expressions on the whole were generally poor.
- (2) Parts of questions were left unanswered.

4. SUGGESTED REMEDIES

- (1) Candidates should be given dictation as part of their class exercises.
- (2) Candidates should be advised to read over work.
- (3) Text books used by teachers and students must be examined and checked if they tally with the syllabus.

5. DETAILED COMMENTS

Question 1

- (a) **Describe any four activities that may cause poor sanitation in a community.**
- (b) **Explain how each activity mentioned in (1a) can affect the health of the people in that community**
- (c) **Suggest four ways by which household refuse can be properly disposed.**

- (a) All candidates answered this question but was poorly answered.
Candidates could not separate the activities that cause poor sanitation from ways of poor sanitation, thus wrong answers like air pollution, mining etc. were given. Correct answers expected are:
 - Dumping of rubbish on any vacant site, road side, streams instead of properly disposing of them.

- Leaving grass and trees around the homes and environment to grow tall without weeding, trimming or cutting.
 - Urinating and defecating indiscriminately around the community. etc.
- (b) Most candidates who answered this question were able to mention the diseases that would affect the people in the community but were not able to explain it well. Correct answers include:
- Dumping of rubbish instead of properly disposing of them may encourage the breeding of flies, cockraches, mosquitoes etc. which carry dirt and germs into the homes causing and spreading diseases like cholera typhoid, malaria etc.
 - Leaving the home and environment bushy - will encourage the breeding of and harbouring of domestic pests which carry germs and spread diseases to people in the community snakes and other creatures which hide in the bushes many bite and cause death etc.
- (c) Candidates stated burying and burning and some of the ways of disposing household refuse but could not state refuse that are to be burnt or burned. The correct answers are:
- Bury broken bottles and empty tins .
 - Burn waste paper, textile fabrics and dry leaves.
 - Collect household refuse in a dustbin with tight fitting lid to keep off flies.
 - Feed animal and birds with chaff, meat and fish trimmings etc.

Question 2

- (a) **Explain four factors that bring about pre-marital sex.**
 - (b) **Explain four consequences of pre-marital sex.**
 - (c) **Suggest two ways of preventing pre-marital sex.**
- (a) Majority answered this question. Candidates were able to state the factors but could not explain them.
- Factors that bring about pre-marital sex .
include:
Peer pressure - most parents are unable to give adequate information about sex.

Questions compared favourably with previous years. Questions were clear and within the scope of candidates.

Question 2

- (a) To their children, they therefore listen to what their peers who are sexually experienced to convince them to do.
- Adolescent sex drive : - during puberty, the hormones that are produced stimulate sex drive in adolescents and they are sexually turned on. Some are unable to contain the situation and engage in sexual activity.

- Broken homes:- may result in waywardness of adolescents which can lead to pre-marital sex. etc.
- (b) Consequences of pre-marital sex were well stated but explanations not clear.
Some correct answers include:-
- Pregnancy and early motherhood:- the young girl who is not fully developed physically, socially, emotionally may become pregnant and will have to go through the pregnancy term and the problems. The young girl may not be able to cope with the situation.
 - Risk of contracting sexually transmitted infections (S.I.s):- Adolescents who are sexually active are at a high risk of STI's, HIV/AIDS infection due to the fact that their bodies are physiologically immature. etc.
- (c) Candidates were able to answer this questions. Correct answers given include:
- Educate adolescents about the dangers of pre-marital sex.
 - Parents should provide the needs and wants of their children and not to allow them to go out and fend for themselves.
 - Adolescents should resist peer pressure to have sex before marriage.
- Other corrected answers expected are :
- Avoid watching blue films and reading novels.
 - Adolescent girls should avoid accepting favours from the opposite sex.

Question 3

- (a) **Differentiate between the following pairs of words:**
- (i) **Human resources and non-human resources:**
 - (ii) **Wants and needs;**
 - (iii) **Goals and values**
 - (iv) **Evaluation and planning**

- (b) **State four responsibilities of family members.**

Majority could not differentiate between the words especially evaluation and planning;

- (a) (i) Correct answers expected are:
- Human and non human resources:- Human resources are personal characteristics/ qualities which individuals have and can use to achieve goals e.g. energy, skills etc. while Non-human resources are material possessions and ... found in the environment which are used to achieve goals e.g. money, equipment, schools, roads etc.
- (ii) Few candidates gave wrong answers like wants come after needs; or needs are what you want etc. correct answer is :
- wants are things one desires but can live without while needs are important things that one must have because one can not live without them.

- Goals and values:- goals are what one aims at and works hard to achieve while values are what one cherishes in life and considers very important.
- Evaluation and planning:- evaluation is the last step in the management process which determines how far set goals are achieved while planning is the first step in the management process which involves what should be done and how it should be done.

(b) Not well answered. Most candidates wrote on function of the family instead of the responsibilities of family members. Wrong answers such as - to provide shelter, food and clothing etc. were given.

Correct answers expected include:

- cooperate with other family members.
- respect authority and adults.
- to be tolerant and forgiving.
- to protect and show concern for each other etc.

Question 4

- (a) (i) **What is conflict?**
 (ii) **Explain two factors that may cause conflict.**
- (b) **Explain four ways of resolving conflicts.**
- (c) **Explain three effects of conflict.**

Well answered by majority of candidates. Candidates stated correct answer of what conflict is as a disagreement or struggle between two or more people.

Other correct answer : - It is the discord that arises when the goals, interests or values of different individuals differ.

(a) Candidates were able to state the factors that may cause conflict. Few gave wrong answers like fighting, quarrelling as factors but did not state what caused the fighting etc.

Correct answers include:

- Financial problems:- families may have financial or money related problems as a result of several factors e.g. failure to manage efficiently the little they have put together this may lead to conflict.
- Differing standards:- different standards set by the two parents on a single issue in the home may lead to conflict in the family.
- Struggle for power/position:- this can bring about conflict etc.

(b) Candidates were able to state ways of resolving conflict.

Answers such as:-

- Control one's feeling/temper.
- Educating people on dangers of conflict.
- Application of the law of the land etc.

Other expected answers are:

- Accept people as they are and know that there are differences in value, attitudes and expectations.
- Accept one's fault, do not infringe on one another's right.
- Be prepared to talk over the problem
- Love and respect for one another etc.

(c) This was well answered, but some could not explain the effects stated.

Correct answers include:-

- Many lead to break down in the family system and relationship.
- Many build hatred and grudge in the family replacing the love and unity that once existed.
- May promote social vices.
- May result in body harm/loss of life and property etc.

Question 5

(a) **Differentiate /between money management and budgeting.**

(b) **Explain the four main steps to be taken when making family/household budget.**

(c) **Explain three things that must be done to ensure that a budget works.**

This question was not well answered.

Almost all candidates who attempted this question could not state the difference between money management and budgeting.

(a) The difference between money management and budgeting is:-

- Money management is an organized method of allocating money to achieve specific goals considering the income level, family needs, size and life styles. While
- Budgeting is a process of developing a spending plan that guides individuals and families in the wise use of available income in meeting their needs, ensuring that the expenditure does not exceed the income.

(b) - 5b and 5c were mixed up and candidates scored low marks on b and c. Some correct answers are step to be taken when making a family budget are

- List all financial goals to be achieved including the services and commodities needed by the family.
- Prioritize the goals/arrange them in order of importance.
- Make an estimated of the cost of each goal etc.

(c) Answers expected include.

- Make the budget as simple and flexible as possible.
- Avoid impulse buying.
- Keep to the budget as strictly as possible

Question 6

- (a) (i) **At which stage of the family life cycle does the couple need adjustment most.**
(ii) **Give five reasons to support your answer in (a).**
- (b) **Explain the term expanding stage.**
- (c) **Explain six problems which couples encounter during the expanding stage.**

- (a) Most candidates rather gave the expanding stage as the stage for adjustment instead of the beginning stage there by losing marks in (6a ii)

Reasons for adjustment at the beginning stage of the family include:

- The couple comes from different background with different up bringing or exposure.
- Ethnic differences may affect their belief and attitudes
- Differences in education
- The need for joint decision etc.

- (b) Well answered:- Expanding stage is a stage in the family life cycle which starts with the birth of the first child and ends when the first child leaves to establish his own home.

- (c) Problems were stated but not well explained. Few candidates stated wrong answers like - losing of job, dying during this stage etc. Correct answer expected include:

- Financial Problem - inadequate funds to take care of expanding family's basic needs.
- Physical strain in coping with house holds duties and assignment of duties to children according to their ages and ability
- Emotional problem due to inability to communicate effectively with the children and help them achieve their goals. etc.

PICTURE MAKING PAPER 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. The paper conformed to the requirement of the four year WASSCE syllabus. The questions were within the reach of candidates.

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

The performance of the candidates were above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

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

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were identified;

- * Poor command of English language which was reflected in their spelling. For example 'Sceissors' for scissors, 'paper' for paper, broche' for brush etc.
- * Answers that needed explanation or discussion were either listed or stated by some candidates.
- * Poor understanding of the question affected a few candidates, e.g. question six (6).
- * Inadequate knowledge of the subject matter affected some candidates, e.g. question four (4) asked for Newton's theory of how colour is formed. But some candidates were inconsistent in the delivery of their answers. Some perceived it as admixture of colours.
- * Few candidates answered more than four questions, instead of only four.

4. **SUGGESTED REMEDIES**

The following remedies are suggested:

- * Teachers irrespective of their area of specialization should pay attention to students' language in class, to help them improve on their English.
- * Candidates should be taught how to answer questions. For example, words such as 'discuss', 'explain', 'state', 'list' etc which are used to construct items should be explained to students.
- * Teachers should try as much as possible to cover the entire syllabus and refrain from relying solely on past questions and answers.
- * Students should be given more practical assignments to encourage them to apply what they have learnt in examination.

5. **DETAILED COMMENTS**

Question 1

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

- (a) Many candidates attempted this question, but some candidates left out support which is a key component for making pictures on, in their definition.
- (b) A few candidates could not discuss the four uses of paintings but rather listed them. Example; for education, for communication, for self-expression etc. These were marked down.

Expected Answer

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

Question 2

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

This was a popular question. Most of the candidates attempted this question and their performance was good.

But a few candidates listed equipment such as the blunger, sewing machine, etc and tools like ‘U’ gouge, ‘V’ gouge and several others which are not essential in picture making.

Expected Answer

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

Functions of tools

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

Question 3

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

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

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

Process

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

Question 4

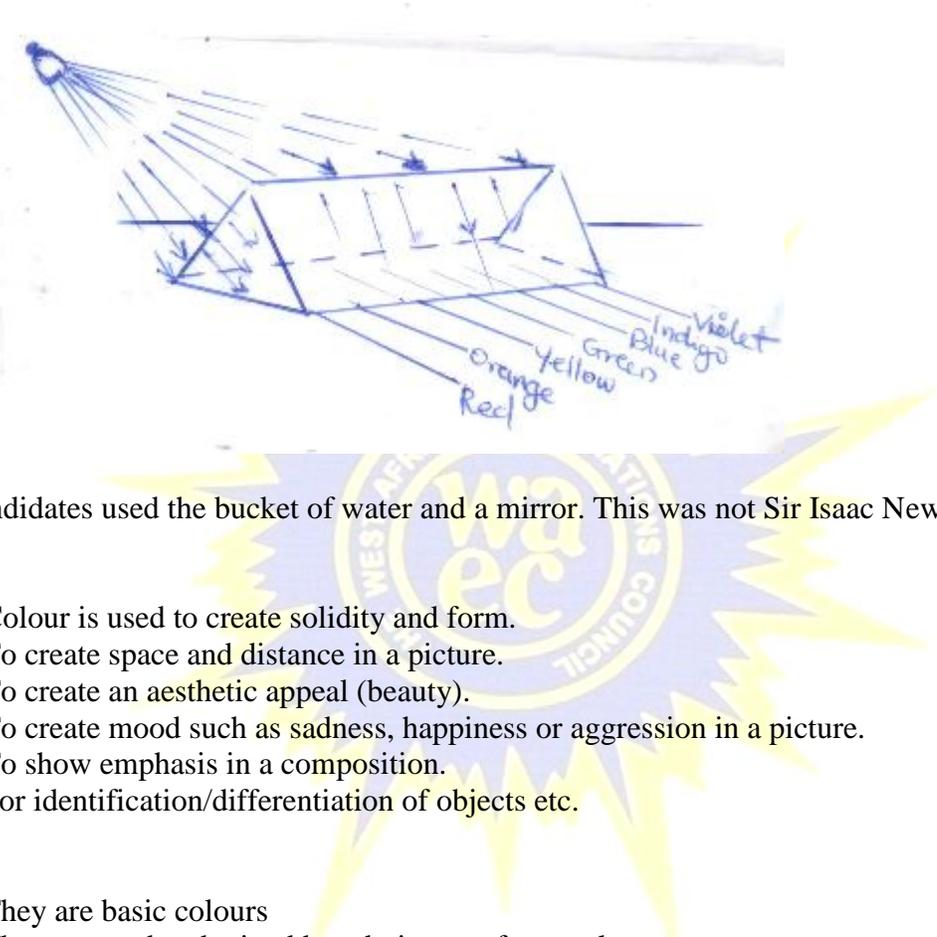
- (a) **Describe how colour is formed using the theory advanced by Sir Isaac Newton.**
- (b) **State five uses of colour in painting.**
- (c) **Identify one characteristic of primary colours.**

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

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

Answer 4(a)

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



Most candidates used the bucket of water and a mirror. This was not Sir Isaac Newton's theory.

Q4(b)

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

Q4(c)

- * They are basic colours
- * They cannot be obtained by admixture of any colours.
- * Mixture of any two primary colours result in secondary colour.

Question 5

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

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

Expected Answers

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

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

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

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

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

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

Question 5

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

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

Expected Answers

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

SCULPTURE PAPER 2

1. GENERAL COMMENTS

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

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

2. A SUMMARY OF CANDIDATES' STRENGTHS

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

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

4. SUGGESTED REMEDIES

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

5. DETAILED COMMENTS

Question 1

(a) WHAT IS A REIEF?

Some candidates defined a relief as two-dimensional.

Others said it is a three-dimensional work in which the images es are raised above the surface.

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

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

Expected Answer

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

(b) NAME AND EXPLAIN THE TWO TYPES OF RELIEF.

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

Some candidates mentioned low relief but wrote on intaglio.

NB: Low relief is not intaglio.

Expected Answers

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

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

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

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

High relief is the highest form of the raised reliefs.

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

Undercuts are always present in the images.

(c) DISCUSS THE STEPS IN CARVING A BAS RELIEF

This sub-question was well answered by almost all the candidates. Some candidates wrote that bas relief is the same as low relief before they started to discuss the steps in carving it.

Expected Answers

- First of all an idea is conceived and thumbnail sketches are made. The best one is selected and improved on it.
- The medium is acquired and prepared to the size required. The necessary tools are sharpened.
- The sketch is transferred onto the medium by drawing with the hand or using a carbon paper to trace the drawing onto the medium (wood).
- The parting tool or a 'V' gouge is used to carve along the outlines of the design.

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

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

Question 2

(a) **DEFINE ASSEMBLAGE**

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

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

(b) **IDENTIFY SIX BONDING TECHNIQUES EMPLOYED IN ASSEMBLAGE**

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

Expected Answer

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

(c) **EXPLAIN HOW TO BUILD A STABILE FROM METAL SCRAP**

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

Few candidates were able to define it before writing on how it is build.

Stables are made from metal scraps and do not move unlike mobiles.

Expected Answers

- Enough metal scraps are collected. Some are cut and shaped to the required design.
- Welding is recommended for making stables.
- Some of the scraps are welded to form a firm base.
- The metals are then welded to correspond to the design.
- The work is chased with a grinding machine.
- The desired finishing is given to the work.
- At times to make the stable more firm, it is given a concrete base.

Question 3

(a) WHAT IS WEDGING?

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

Expected Answers

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

(b) OUTLINE THE STEPS IN WEDGING CLAY FOR MODELLING

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

Expected Answers

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

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

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

(c) EXPLAIN TWO BENEFITS OF WEDGING

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

Question 4

(a) WHAT IS PLASTER OF PARIS?

Most candidates defined it well.

Answer

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

(b) STATE THREE USES OF PLASTER OF PARIS

NB: This is a sculpture question so it has to be answered in its context. Some candidates mentioned its uses in dental formation and put around broken legs which are unacceptable.

Expected Answers

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

(c) DESCRIBE HOW PLASTER OF PARIS IS PREPARED FOR CARVING.

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

Expected Answers

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

Question 5

(a) EXPLAIN THE FOLLOWING:

- (i) PORTRAIT HEAD.
- (ii) PORTRAIT BUST.

This question was well answered by the candidates.

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

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

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

Expected Answers

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

(b) WHAT ARE THE STEPS TO FOLLOW IN BUILDING A PORTRAIT BUST?

This question was not well understood by some candidates who answered it. You cannot build a portrait bust well if photographs of the one are absent.

The one can pose for the sculptor to work, because its ultimate is on resemblance.

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

Expected Answers

- Secure the photographs of somebody showing the front, back and side views.
- Once it is a building process, materials like clay, plasticine, cement and plaster are used.
- Mount the bust peg on a modelling board and place it on a modelling stand.
- Add the modelling material bit by bit onto the bust peg.
- With the photographs or the model, position the minute features well.
- Make sure resemblance is achieved.

- When it is a clay work, it is divided with a frog and scooped to an even thickness. The surfaces are scored and joined with clay slip. it is left to dry and fired.
- The desired finishing is given to the work.

Question 6

EXPLAIN THE FOLLOWING TERMS AS USED IN SCULPTURE.

- (A) ASSEMBLAGE
- (B) CASTING
- (C) RELIEF
- (D) COMPOSITION
- (E) TOOL

This question was the most popular one which was answered by almost all the candidates. Where necessary, some candidates support their answers with very good drawing.

On Assemblage, some candidates could not explain it well. They should have qualified the sort of materials used.

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

Expected Answers

- (a) Assemblage is a sculpture made with found objects/odds and ends/predetermined forms. The found objects are not altered. They are bonded by any of the bonding techniques like welding, gluing and riveting.
- (b) Casting is the process of producing a replica of something by means of a mould.
A mould is taken out of work and either a metal is melted and poured into it or cement is made into mortar and poured into it to form the shape of the original form.
- (c) Relief is a sculpture with designs either sunk or raised above the surface of the medium used.
Sunken relief is also known as intaglio.
Raised reliefs are low, medium and high which have a background. The degree of its thickness of figures makes it low, medium or high.
- (d) Composition is an organised arrangement of ideas on paper or in a work. Principles and elements of design are taken into consideration during the arrangement.
- (e) Tool is an implement, device or an equipment used to manipulate a material into a desired form. Examples are, spatula, chisels and gouges.

TEXTILES PAPER 2

1. GENERAL COMMENTS

The paper satisfies an appreciable standard. The standard of the paper is neither too high nor too low. The standard of the paper compares very favourably with those of the previous years.

The performance of candidates compares closely with those of the previous years; though candidates' performance in this paper is slightly higher than those of the previous years.

However, there is more room for improvement.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Despite the weaknesses of most of the candidates as stated in 3(a) below, there were some commendable features/improvements noted in candidates answers which should be encouraged.

- * Most of the candidates read the questions with clear understanding. This reduced the incidence of deviation as much as possible.
- * Technical terms have been used quite clearly to answer the questions. This is contrary to the use of ordinary english expressions to answer the questions as it used to be previously.
- * There also has been slight improvement in handwriting, spelling and drawing. Most of the candidates wrote legibly.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- * Poor english grammar, poor spelling skills, wrong choice of technical words, poor handwriting and poor drawing skills continue to be the major weaknesses of most of the candidates.
- * Besides the above, most of the candidates showed ignorance about the "Directions to Candidates" as stated on the cover page of the answer booklet. Directive No. 3 which requests candidates to begin each answer to a question on a fresh page; and leave two lines between answers where these are sub-sections to the same question is ignored by most candidates.

Also directive No. 4, which requires candidates to write the number of each question at the top of each page, is not adhered to. These posed problems to examiners when adding up scores for a particular question after marking.

- * Some candidates also answered part of a question on a page and the other part of the same question on two to three pages ahead, with different questions answered in-between the same question.

4. **SUGGESTED REMEDIES**

- * Candidates should be encouraged to read a lot to improve on their grammar and spelling skills. Also candidates should be taken through activities to improve on their handwriting and drawing skills.
- * Textiles is a subject made up of very peculiar technical words or terms. Candidates should be encouraged to learn the technical meaning of the terms and use them correctly.
- * Some questions state “identify and discuss or explain etc” In most cases candidates failed to answer one part of the question i.e. when they identify they failed to discuss and vice-versa. This results in loss of marks.
- * Candidates’ attention should be drawn to the terms used to frame the question such as identify, state, discuss, name, explain, etc. A question may have more than one of these terms and all of them must be responded to.

5. **DETAILED COMMENTS**

Question 1

Name, describe and illustrate three techniques in tie dyeing.

Suggested Answers:

- * Techniques in tie-dyeing: Eg. Marbling, Twisting/Coiling, Binding/Folding, Sewing/Tritiking, Sandwiching, etc.

Some of the candidates gave answers such as stamping, waxing, etc, as some of the techniques for tie-dyeing. Such answers were marked down.

- * Describing techniques in tie-dyeing:

- Marbling: It is the method of bunching a piece of fabric into a ball and tying the ball in all directions with a resist material such as raffia or thread until the tied ball becomes a hard and solid mass.

Or it is the method of squeezing a sizeable length of wet fabric into a small area, thus allowing the squeezing to create tiny folds which become very compact and hard enough to serve as a resist for the penetration of the dye solution. The dye solution is poured on the crumpled parts of the fabric to create the desired marbled or textured effect.

- * Twisting/Coiling: This technique starts by folding the cloth in half lengthwise. The two ends of the cloth are gathered and tied separately to secure folds. The tubular fabric is twisted and coiled into a cord.

In longer lengths of cloth, one end of the cloth is pinned to a stationary object and twisted from the other end. The coiled and twisted cloth is then folded into two for the two ends to meet. Tying is done at intervals after which the fabric is dyed.

- * **Knotting:** This process involves tying the cloth in knots which can be varied in size. The knots serve as the resist during dyeing to create the desired patterns.
- * **Tying:** The fabric is folded into rectangular, square or triangular shape and tied in the middle parts or corners. On the other hand, objects like stones, bottle tops etc; may be inserted into the fabric and tied to secure them. These resist dye penetration into those tied areas to create rectangular, straight, circular or lineal patterns.
- * **Sewing (Tritiking):** A pattern is first drawn on the plain fabric with pencil. The pencil mark is sewn with threaded needle. Later the thread is pulled to gather the cloth into tiny folds to resist the dye, thereby creating textures. Sewing technique can be done with running or tacking stitches on a single cloth, definite motifs or patterns.
- * **Binding/Folding:** It is done with the fabric folded and bound very tightly with thread and dyed. The bound areas will resist the dye partially or completely. Binding and folding create geometrical patterns in the fabric.
- * **Sandwiching:** The fabric to be dyed is folded and kept or inserted between two flat pieces of wood. This is later tied or nailed at the sides to hold the fabric tightly in check. After that, the fabric is dyed through the normal process to create geometrical patterns.
- * **Illustrating the tie-dyeing techniques.**

Question 2

- (a) **State five possible defects in screen printing.**

Expected answers

Defects in screen printing include the following:

- * Bleeding of colours.
- * Gaps left between repeats.
- * Irregular placement of screen.
- * Patches or unevenness of colour.
- * Pin holes in the screen.
- * Marking off, staining or soiling of fabrics.
- * Leaking screens.
- * Blocking of screens during printing.
- * Weak or expired dyes and chemicals.
- * Over exposure/under exposure of screens, etc.

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

(b) Discuss how each defect stated in (a) above can be corrected:

- * Bleeding of colours: Bleeding occurs when colours flow into each other after printing. This might be due to the fact that the paste is too watery or expired; the material or fabric cannot absorb the dye; the mesh is unsuitable; the fabric or the screen might be dampy.

To avoid bleeding of colour, the printing paste must be mixed to the right consistency using the right recipe; use suitable fabric for the dye to be able to absorb; use suitable mesh and avoid the use of dampy screen or dampy fabric for printing.

- * Gaps left between repeats/Irregular placement of screens: Marking of repeats on fabric, printing table and the screen, should be done correctly and properly. Screens should be positioned well before printing begins; screen should also be held firmly during printing to avoid shifting. Stretch or iron out the fabric to be printed well to prevent folding over before or during printing.

- * Patches or unevenness of colour: Printing paste should be prepared using the correct recipe.

- * Pinholes in screen: This occurs as a result of uneven coating of screen, dust particles mixing up with the sensitizing solution, weak solution, vigorous washing of screen after exposure, use of wrong mesh in relation to the sizes of motifs or lines, under/over exposure etc.

To correct these, screens must be well coated; coating solutions must be devoid of dust particles, avoid using expired/weak solutions and pastes. Screens should be washed gently preferably splashing it with water from the top or using soft foam; exert even/equal pressure on the squeegee during printing etc.

- * Marking off, staining or soiling of fabric: This occurs during printing when the screen is lifted from the printed fabric by dragging or the screen leaks; the hands of the person doing the printing are soiled with the paste or colour drops from the spoon or screen when colour is being fetched from the container into the reservoir of the screen.

To correct these problems, lift the screen upwards instead of dragging, retouch the screen with some of the remaining sensitizing solution or use masking tape or cellotape to reinforce the screen to prevent it from leaking; keep hands clean and clean the under part of the screen during printing; exert equal pressure on the squeegee during printing etc.

- * Blocking of screen: Wash screen immediately after printing; do not print under strong air/fan.
- * Over exposure/Under exposure: This results when the time for exposure is too much or too small. Ensure that the right or correct time is used for exposing the screen.
- * Weak/expired chemicals or dyes: Some of the chemicals and dyes have overstayed in the shops and therefore expired. To overcome this, be more concerned about expiry dates of the chemicals or dyes used for printing.

Question 3

Draw, label the parts and state the functions of each of the following weaving accessories.

- (a) Skeiner Functions:
It is used to unwind yarns from hanks, cheeses and cones when laying warp. It is also used when preparing weft packages. It could also be used to wind yarns from cones and cheeses into hanks.
- (b) Reed: Functions:
The reed is used to determine the width of a fabric to be woven. It is also used to beat the newly inserted pick to register it firmly at the fell of the cloth during weaving.
- (c) Shuttle The shuttle is used to carry the weft package through the shed for the purpose of inserting a pick to interlace the warp.
- (d) Heddlehook It is used to draw warp ends through the heddle eyes during heddling prior to weaving.

This question seeks to test the drawing skills of the textile students. The result shows that most of the candidates lack good skills in drawing. Most of the drawings were too poor. Most of the candidates also do not know the names of the tools, let alone their functions. For example, most of the candidates described the functions of the skeiner as that of the bobbin winder, and that of the heddle hook to be that of the reed hook. The shuttle was really drawn like a boat because most of the candidates described it as “boat-like.”

In most cases, labelling was not done. This indicates that candidates did not know the parts of the tools. Generally, candidates’ performance in this question was on the average.

Question 4

(a) What is combing in yarn preparation?

Combing is an additional process of further aligning longer fibres in a parallel manner so that the resulting yarns are smoother, stronger, finer and even. It is further removal of impurities and very short fibres, less than 1 inch or 2 cm long. The resultant product is called combed sliver.

Though most of the candidates made a good attempt at this question, the answers given reflect only on removal of impurities generally. Some even gave examples of the impurities such as dust, seeds, dry leaves, etc. It must be noted that most of these impurities might have been removed during carding process prior to combing. The main purpose of combing therefore is the removal of short fibres, and making the longer fibres lie parallel to each other, a process called alignment or attenuation. These processes take place when the yarn produced from the fibres are required to be finer for production of shirting materials. It must also be noted that, combing takes place at fibre stage and not at yarn stage as indicated by most of the candidates.

(b) Identify and discuss four reasons why combing is done for fibres meant for shirting fabric.

Expected answers

- * To remove a pre-determined amount of short fibres.
- * To remove extra neps and impurities remaining after carding.
- * To remove the degree of parallisation of fibres.
- * To produce a more uniform yarn.
- * To produce a stronger yarn.
- * To produce yarns which are more lustrous, compact and less hairy.
- * To produce cleaner and finer yarns, etc.

This question was fairly well answered by candidates though most of them related it to removal of impurities only.

Question 5

Identify and discuss five problems encountered in the broadloom during weaving.

- * **Breaking of warp ends:** This happens when the yarn is too weak, there is too much tension in the warp; the reed is rusty; the shed does not open well resulting in shuttle trapping, sagging of warp etc
- * **Poor shedding:** This results due to poor or faulty tying up; entanglement of ends caused by unmended broken ends etc. Poor shedding can also be traced from poor beaming.
- * **Curved or slanted fell of the woven fabric:** This is caused by poor beating-up or uneven tension in the warp which could be traced from poor beaming and warping.

- * Sloughing: This occurs when the weft yarns on bobbins remove during weaving. This happens due to poor preparations of weft package; i.e. loose weft yarns on spools; when the shed does not open wider enough for the shuttle carrying the bobbin to pass through. Package the bobbin well.
- * Shuttle trapping in the shed: This happens when there is poor shedding, weak picking and warp entanglement.
- * Rusty reed: Rusty reeds make the woven fabric dirty. It also causes warp breakages etc.

Though candidates demonstrated knowledge of the pertinent answers, some of the answers given were not tenable, e.g. Broadloom weaving is too difficult, it makes one feel too tired; one sits down for too long; beaming, warping and reeding are too difficult and takes too much time, etc.

These responses were marked down.

Also some of the answers given make one feels that broadloom weaving is electrically operated. Answers concerning power failure leading to stoppage of loom, and warp stop motion and weft stop motion failing to take place were given. Such answers were also marked down.

Question 6

Discuss how knowledge in colour symbolism will guide a textile designer's choice of colours in producing fabrics for the four stages in the rites of passage.

Expected answers

The four stages in the rites of passage are: Birth, Puberty, Marriage, Death.

Some of the candidates however stated: Naming ceremony for birth, adolescence for puberty, wedding for marriage and funeral for death. Some of these answers were accepted depending on the clarity of the discussion.

The above rites of passage are cultural activities performed to the Ghanaian child at different stages in his/her lifetime and the use of different colours of fabrics cannot be underestimated. The performance of these rites involve the use of fabrics of different colours and different symbols.

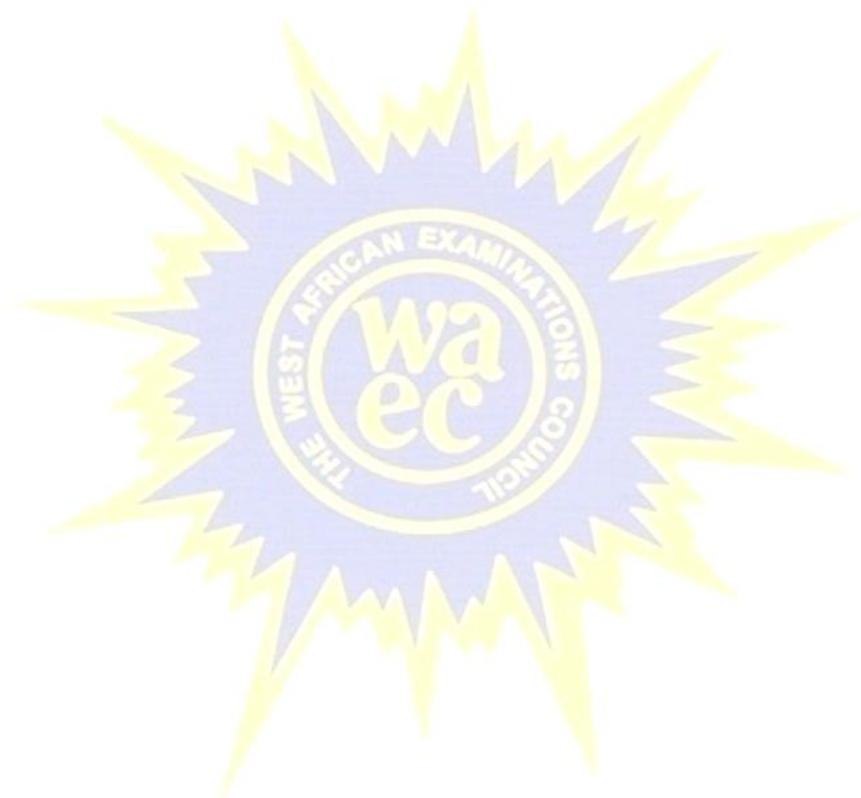
During the performance of birth rites, white fabrics are commonly used to symbolise successful or peaceful delivery. For puberty rites which is a transitional stage from childhood to adulthood, green fabrics are used to symbolise freshness, maturity or growth, etc.

Similarly, in performing marriage rites, an array of white, blue, yellow and pink colours are used to indicate peaceful marriage with all the riches and love between the couples.

Finally, death, which symbolises gloom, sorrow and sadness normally employs the use of black, red, brown and white depending on the age and social status of the dead person.

For example, black is normally used for all types of death and white is used when the person is too old. Also red is used when the dead person is from a royal family.

Generally, question six (6) was well answered by most of the candidates; however some of them failed to link their answers to the textiles designers' choice of colour for producing fabrics.



VISUAL ART

PAPER 3

1. GENERAL COMMENTS

The standard of this year's papers compares favourably with those of previous years. The questions were drawn from the prescribed syllabuses. There is a slight improvement in the performance of candidates especially in the Graphic Design, Textiles, Ceramics.

2. A SUMMARY OF CANDIDATES' STRENGTHS

The following are strengths identified in candidates works:

- Folding of cards to create shopping bags was generally quite well done. Again, candidates did fairly good work in painting the bags as well as the various illustrations on them.
- Candidates performed well in the ceramics especially in the case of the candle stands. Some works were very creative. The only defect was that some of the holes to hold the candles were very shallow.
- There has been a little improvement in the basketry especially the weaves i.e. randing, pairing, fitching and also in the joining of weavers.
- There was a lot of improvement in the leatherwork projects especially the Lamp shade. Candidates were very innovative in the use of techniques and accessories.
- Textile designs were quite good. Candidates should however work towards achieving perfect repeats and registration as well as sharp and even prints.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

The following were weaknesses identified in candidates' works:

- (1) Poor Lettering in both shopping bags and magazine.
- (2) Labelling, presentation and packaging of most works are poorly done.
- (3) Some candidates did not write their index numbers while others got their index numbers wrong.
- (4) there were problems with the treatment and finishing of leather. Therefore most of the wallets were mouldy.
- (5) Most sculpture pieces were too bulky and heavy.
- (6) Clay works were not well scooped.
- (7) Most works were poorly trimmed and bound.

- (8) Finish of jewellery item i.e. the tiara and epaulette were poorly finished as most of the accessories attached to them came off before they were marked.
- (9) Some candidates did not use leather as required by the question.
- (10) Some Graphic Design works were very dirty due to too much handling and the attached handles were most unsuitable.
- (11) Most candidates combined painting with collage as if they were working in mixed media. Some had the entire sky in their work painted.

4. SUGGESTED REMEDIES

Teachers should read more about certain subjects, conduct researches, go on the internet to find more information where they fall short.

Periodically, teachers should be given in-service training where they get involved in hands-on activities to develop and improve their skills.

Ghana association of Teachers of Art (GATA) should take up this challenge.

- Candidates must be mindful of their finishing most of the works.
- Unless otherwise stated, candidates should do well not to combine two methods in executing a work.

5. DETAILED COMMENTS

GRAPHIC DESIGN

Question 1

Design a pictorial front and back cover for a magazine entitled, AFRICAN GARMENTS.

Using the saddle stitched method, bond sheet or newsprint and the design cover, bind a forty page magazine.

- (i) Illustrate two popular African dresses in colour at the centre for a magazine.**
- (ii) Measurements: 22 cm x 30 cm.**
- (iii) Include any relevant information on the front and back covers.**

Demands of the question:

A single section bound book with sheets well collated, stitched and neatly trimmed. appropriate and typical african garments for male or female in harmonious colours showing on the back and front as well as relevant information such as publishers and contact address.

Performance:

The majority of candidates attempted question 2. Most candidates who attempted this question did not do well. Some books were not trimmed at all and stitching was a serious challenge for candidates. Most candidates need to do painstaking work when they are apply colour.

Question 2

Design a shopping bag for a poultry farm situated along the Shai Hills Way: Copy KOWA FARMS. SIZE 40 cm x 25 cm. Use two colours only. Note: Add any relevant information and idea of your choice. Design one side only.

Demands of the question:

Strong and durable paper/card should be used to render the bag firm and able to hold the heavy produce of the farm.

Appropriate folding/construction/glueing or stitching of bag is also necessary. The attachment of an appropriate handle should be well executed. Appropriate Lettering and colour should be used to enhance the bag and advertise the company.

Performance:

Most candidates were quite innovative and creative in their execution of the bag. Most of them used the shorter dimension as the base while some used the wider dimension as base to increase volume.

Some candidates, however, performed poorly in terms of the application of colour, the attachment of handle as well as the Lettering and Construction.

BASKETRY

Question 1

Design and use local materials to produce a tri-colour belt. Employ either braiding or plaiting technique.

**Measurements: Base diameter - 20 cm.
Height - 37.5 cm.**

Demands of the question:

Appropriate materials i.e. materials that are flexible and can bend, be twisted, knotted, plaited, braided like jute, cane, sisal, twine etc. should be used.

The chosen materials should have an affinity for any appropriate dye and there should be three clear and distinct colour in the belt.

Performance:

Most candidates prepared their own materials by cleaning, splitting, smoothing, burnishing etc of their materials. They also demonstrated their skill in plaiting, braiding, stitching and attaching buckles and other accessories for fastening.

However, some of the works were covered in mould as they were not well treated and finished.

Question 2

Design and produce a waste-paper container using a local material. Show fitting at a stage in the production process and finishing the border in flat weave.

**Measurement: Base diametre - 20 cm.
Height - 37.5 cm.**

Demand of the question:

Appropriate basketry materials such as bamboo, palm, raffia, cane, rattan and also techniques like fitting, randing, pairing, flat border etc. should be used.

Performance:

This was a more popular question than question 1 and candidates generally performed better.

It appears most candidates are acquiring skills in randing, pairing, etc and becoming more proficient.

PICTURE MAKING

Question 1

The pots fell from the heads of the girls as they saw the palm wine tapper lying prostrate close to a palm tree at the bank of the river. Depict the scene in any appropriate painting medium. The finished work should measure 60 cm x 40 cm.

Demands of the question:

The scene should be relevant to the theme and painted in a medium such as acrylic, water colour, poster etc. The technique may be wash, menochrome etc. and on a support like plywood, canvas fabric, paper etc. measuring 60 cm x 30 cm and framed without class.

Performance:

Making a composition with images such as palm trees, river, human figures in position that are relevant to the theme was a problem for many candidates. Their works exposed their weakness in drawing as well as the technique of applying their chosen medium. Only few candidates performed well.

Question 2

Execute a collage on the theme 'The Shepherd Boy'. The appropriately finished work should measure 60 cm x 40 cm.

Demands of the question:

Based on the theme, candidates are to produce a true collage i.e. glueing materials such as paper, cloth or found materials to same type of ground. Candidates are not expected to combine painting and collage.

Performance:

Most candidates painted large portions of their pictures e.g the sky and the ground, as if the project was in mixed media.

CERAMICS

Question 1

Using appropriate forming techniques, design and produce a composite that can hold three candles. Height: Not more than 30 cm.

Demand of the question:

Appropriate forming techniques such as pinching, coiling, slabbing, throwing, casting etc, well decorated and fired.

A creative and usable stand.

Performance:

Terra cotta stands as well as fired and painted or sprayed stands were presented. Candidates used a variety of single or combined techniques. Some works were however too heavy and fired at low temperatures.

Question 2

Design and produce a water set for three. Use any appropriate traditional motifs for decoration.

Demands of the question:

A well thrown or hand built and well fired set showing appropriate traditional motifs as decoration. The work should be a set with the jug able to serve more than the three cups.

Performance:

Question (2) was not quite popular and candidates did not show much creativity.

LEATHERWORK

Question 1

Using natural leather, design and produce a wallet to hold a pad, currency notes, and coins and personal cards.

The coin compartment should be zipped. Attach a velcro to the cover for closing and opening. Emboss floral designs in the flap and at the back.

**Measurements: 22 cm x 12 cm when open.
 11 cm x 12 cm when closed.**

Demands of the question:

A well treated and finished leather which will not attract mould should be used and the required instructions followed to the letter e.g. the attachment of zip, velcro and compartment appropriately placed. Interesting floral motifs well embossed on the front and back.

Performance:

Most Leatherwork candidates attempted this question but the works were not that impressive. Glueing and stitching were not well done and most works were mouldy since leather was not given the right treatment before use.

Question 2

Design and produce a decorative Lampshade on a table.

Measurement; Top: 20 cm in diametre.

Base: 30 cm in diametre.

Height: 35 cm.

Using strips or weaves of perforated leather to cover the metal or wooden frame for the project.

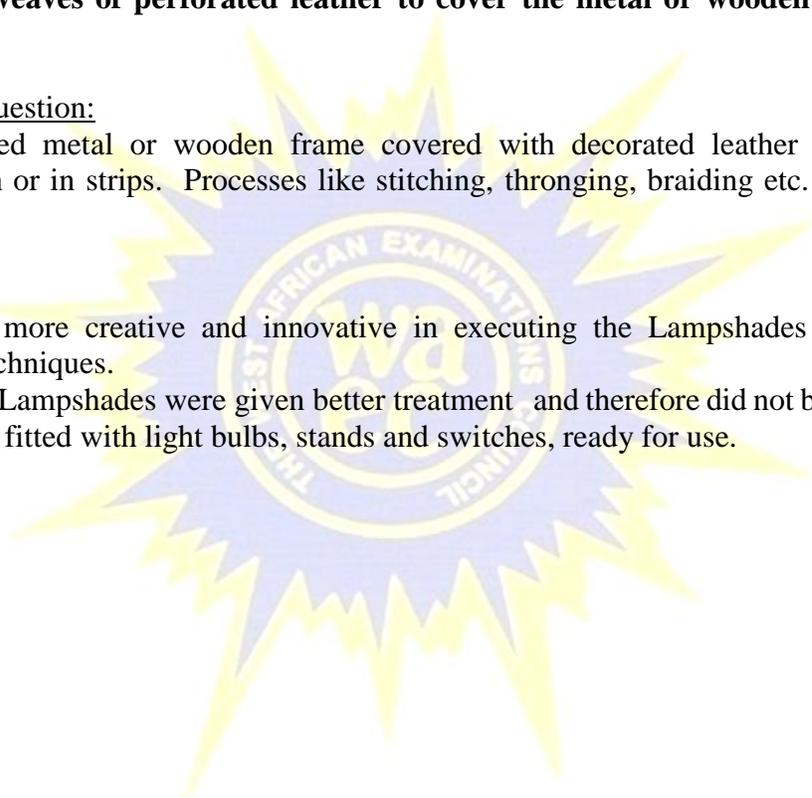
Demands of the question:

A well constructed metal or wooden frame covered with decorated leather which may be perforated, woven or in strips. Processes like stitching, thronging, braiding etc. should be well executed.

Performance:

Candidates were more creative and innovative in executing the Lampshades and also used combination of techniques.

Leathers used for Lampshades were given better treatment and therefore did not become mouldy. Some works were fitted with light bulbs, stands and switches, ready for use.



JEWELLERY

Question 1

Design and execute a tiara for Miss Odwira 2012.

Use leather and any other appropriate materials of your materials of your choice. Size: Diametre 10 cm.

Demands of the question:

Other materials to be used with leather may be sequins, assorted stones, cowrie shells, seeds, metal pieces, buttons etc.

Performance:

The majority of candidates attempted this question but unfortunately most works were substandard. Candidates were not as innovative as expected. Most of the attachments used came off before marking.

Question 2

Design and execute an epaulette for decorating an army officer. The design of the epaulette should bear the insignia of the unit and a sword. Use metal and any other suitable material. The appropriately finished works should measure 10 cm.

Demands of the question:

The insignia of the unit and the sword should be appropriately executed on the epaulette. Materials used may be metals, cords, braids, fabric, ropes, tassels etc.

Performance:

Question 2 was not that popular. Most of the works lacked creativity. They did not provide a device for attaching it to the shoulder of the army officer . Therefore candidates could not score much under usability. Also, very little effort was put in the execution of the work.

SCULPTURE

Question 1

In any suitable medium, execute a medalion to be awarded to the Best Dancer in next year's Schools cultural Festival Competition to be held in the region: Size: 30 cm Diameter.

Demands of the question:

A 30 cm medalion in wood, clay, stone, plastics etc. reflecting the theme Best Dancer, the year, and the region. Work may be carved, moulded, cast etc.

Performance:

Most works were too bulky and heavy.

Question 2

Design and execute a sculpture in-the-round on the theme “Breastfeeding”.

Medium - optional.

Height - 30 cm.

Demands of the question:

A realistic or abstract figure depicting the theme should be produced. The materials used may be cement, wood, clay etc.

Appropriate forming and finishing techniques like modelling, carving, texturing, spraying, burnishing and polishing should be used.

Performance:

This was not a popular question. Most works were in clay.

They were not well scooped and they were bulky and heavy.

TEXTILES

Question 1

Using the screen printing method, design a fabric to be used for the 50th Anniversary celebration of your school.

Size of fabric: one metre in length. Apply two (2) colours only.

Demands of the question:

The design should be made to repeat on all sides. The design should reflect the 50th Anniversary and suitable background design or texture. Colour separation should be well executed for quality print. Registration should be well done to prevent gaps in the print.

Performance:

Most prints were quite good however the following faults were identified in some works:

- Poor registration.
- Uneven prints resulting from uneven pressure on the squeegee.
- Poor development of slick screen therefore prints were not sharp.
- Weak colour printed on a dull ground. Therefore prints did not stand out well.

Question 2)

Using a combination of applique and decorative embroidery stitches, design and produce a television cover. The design should be derived from a variety of floral motifs.

Size 60 cm x 45 cm.

Demands of the question:

Applique may be either in-lay or on-lay. In-lay applique should be backed with a suitable fabric. Colours of fabric (applique) and embroidery threads which match/contrast with ground fabric stitches should be reasonably short and firm.

Performance:

A very good attempt by most candidates but candidates should practise stitching to be more proficient. They should also use a variety of stitches such as blanket, satin, fly, herringbone.

