

# **RÉSUMÉ OF CHIEF EXAMINERS REPORTS FOR THE ART SECTION**

## **1. GENERAL COMMENTS**

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

## **2. CANDIDATES' PERFORMANCE**

The Chief Examiners reported that candidates' performance varied greatly:

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

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

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

The Chief Examiners highlighted the following strengths in candidates work:

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

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

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

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

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

- (1) Students should be given more assignments which involve all types of drawing and shading.
- (2) Students must be taught to reduce their dependence on computer designs and to be more creative.
- (3) Teachers should teach students how to handle tools and materials well.
- (4) Teachers should use correct terminologies in their instructions and students should be encouraged to use these terminologies correctly.
- (5) Teachers should give a lot of assignments which include answering of questions; this will help candidates to know how to answer questions and how to correct their mistakes.
- (6) Teachers should encourage students to read and use the library more often for improvement in spelling, English expressions and correct spellings.

- (7) Students should be supplied with the prescribed textbooks and they should be encouraged to use them.
- (8) Practical lessons should be undertaken more often to improve their skills
- (9) Students should be advised to read the rubrics of the papers and they should be encouraged to adhere to them.
- (10) The Chief Examiners reports should be made available to teachers to help them in their teachings

## BASKETRY

### 1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years. There was a general improvement in candidates response to questions.

### 2. SUMMARY OF CANDIDATES' STRENGTHS

The main strengths of candidates were as follows:

- (1) candidates were not limited in their choice of questions and there were indications of individual efforts in the responses registered.
- (2) improvement in candidates drawings and illustrations, there is room for improvement.
- (3) it is also commendable that goals and challenges of setting up a basketry industry were progressively being understood and solutions were comply suggested.

### 3. SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses of candidates could be summarized as follows:

- (1) it was evident that candidates had poor working knowledge on processes involving:
  - (i) dye extraction;
  - (ii) sources of dyes;
  - (iii) basket weaving.

### 4. SUGGESTED REMEDIES

It is suggested that candidates should be encouraged to do research outside of classroom tutorials.

They are encouraged to look out for books and appropriate reference materials.

### 5. DETAILED COMMENTS

#### QUESTION 1

- (a) Draw in detailed a broad-rimmed hat showing two stages of upsetting.
- (b) Label the two stages of upsetting

- (c) **Explain with illustration how to upset a rachis or straw basket.**

There was a general difficulty since most candidates who attempted this question used the flatboard basket to show upsetting which was completely out of place since no upsetting is done on baskets with the wooden base.

## **QUESTION 2**

- (a) **Mention four types of knots**  
(b) **Describe with illustration how to tie two of the knots.**  
(c) **List three articles that are produced by knotting.**

The response were very encouraging. It was the illustration of knots that was poorly executed. A few candidates also wrongly presented the illustration of half for a square knot. Listing of the three articles was also well done.

## **QUESTION 3**

- (a) **State three challenges facing the basketry industry.**  
(b) **Explain how best the challenges could be solved.**

This question was well answered.

## **QUESTION 4**

- (a) **Define natural dye,**  
(b) **State the type of colours that are obtained from specified sources and describe their methods of extraction.**

It was obvious from candidates responses that this was a 'green' and therefore they performed poorly.

## **QUESTION 5**

**Explain with diagrams the following terms:**

- (a) **upsetting;**  
(b) **pairing;**  
(c) **scallop.**

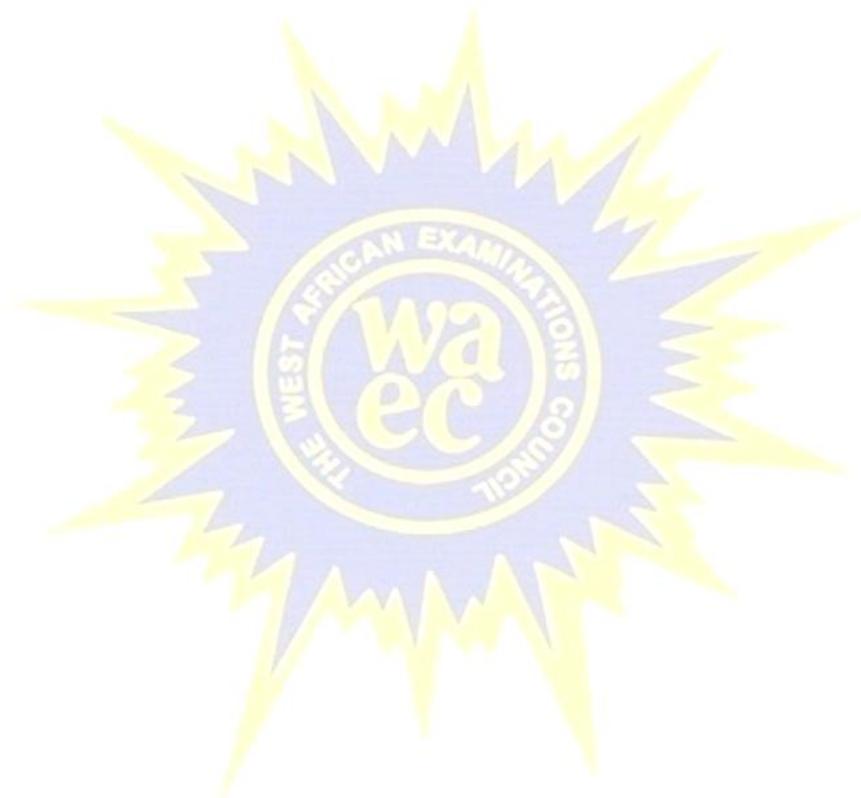
- The main point of difficulty was the reference of scallop, which is done at the edge of basket to footrac, which is done at the base of a basket.

## **QUESTION 6**

**State the uses of the following tools:**

- (a) bodkin;**
- (b) picking;**
- (c) picking knife;**
- (d) singeing lamp;**
- (e) rapping iron;**
- (f) round-nosed plier.**

Most of them answered this question adequately but also had difficulty identifying the 'rapping iron' and instead, referred to it as 'file'.



## **CERAMICS PAPER 2**

### **1. GENERAL COMMENTS**

The standard of this year's paper was averagely moderate by all standards. The paper exhibited test items that were quite open and required from candidates responses showing whether they were adequately prepared for the examination. A great number of candidates' demonstration of knowledge of subject matter was not very encouraging.

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

1. A relatively small proportion of candidates exhibited good mental astuteness and adequate preparedness towards this examination. They showed mastery of the subject matter through precise and concise responses to questions, coupled with vivid and artistic illustrations.
2. Their responses were highly in-depth, chronological and well illustrated. Language was impeccable, devoid of spelling mistakes. Regardless of the fact that this group of candidates were of the minority, it affirms the fact that with a little bit of purposefulness on the part of the candidates and the right direction or guidance on the part of faculty, given the right environment, the ceramic students would perform exceptionally well in subsequent examinations.
3. There is yet a second group of candidates whose performance could be described as "good". They could answer adequately three or two questions and performed remarkably well but struggled to answer the remaining one or two questions satisfactorily.

### **3(a) A SUMMARY OF CANDIDATES' WEAKNESSES**

1. Candidates' knowledge of basic terminologies and processes in the field of ceramics was below standard.
2. It was evident that most candidates failed to pay critical attention to directions given on the front page of their answer booklet. Directions on the rubrics were also grossly ignored. This was evident in candidates responding to more questions than stipulated. Even in the worse scenario candidates answered all six questions, probably with the hope that answering more than the stipulated questions may better their lots in the examination. Some candidates also disregarded the directives to use a fresh page for any answer and not to write on the right margins of their answer booklets.
3. A few candidates also failed to write the numbers of answered questions at the bottom space created for that purpose on the answer booklet supplied.
4. Generally the ability of the candidates to illustrate was very poor to say the least. One could hardly believe that these are Visual Art candidates.

5. Another area of concern was candidates' failure to present information in a chronological manner. For example, in describing the processes one will undertake in designing and producing a ceramic mural for their school library, many candidates wrote, clay is prepared and rolled into slabs, the slabs are cut and arranged. The designs are incised on it and allowed to dry to the bone dried state. Then afterwards, the slabs are turned and scooped, before mounting. This procedure is obviously not right, how can one dry a slab to the bone dried state before scooping the back?
6. Lastly, poor spelling appears to be a chronic challenge among candidates as it re-occurs every year. Generally, candidates' spellings were very poor. Majority of the candidates did not pay attention to the correct spellings of key technical terms, for example Bag Wall was mostly spelt back wall, fuel for flue, grind was spelt griand, greasing was also spelt grecesing etc.

(b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Drawing which is a cardinal component of Visual Art education must be given the needed premium during instructional period.
- Ceramics Teachers must begin to insist on the proper speaking and writing of English Language during instructional periods and in assessing students' work. They must penalize candidates for wrong spellings and not to overlook such errors.
- Reading materials aimed at broadening the horizon of candidates should be recommended by teachers to improve upon the spelling and appreciation of technical terminologies in the ceramic field.

4. **DETAILED COMMENTS**

**Question One: State and explain five factors to be considered when setting up a small-scale ceramic industry.**

Expected answers include:

- location of land for the siting of the industry;
- capital (fixed and working capital);
- availability of raw materials;
- availability of labour (skilled and unskilled);
- proximity or accessibility to market;
- closeness to good road network;
- reliable water supply;
- reliable power source;
- transportation, etc.

In addition to stating these factors the candidates were expected to explain why these factors should be considered before setting up a small-scale ceramic industry.

This question was the most attempted question by the candidates. Candidates' performance was very good. Most candidates scored the full 15 Marks and the average least score was 13 marks. Almost all the candidates were able to state the factors that

should be considered in the setting up of a small-scale ceramic industry. The explanation of these factors were very detailed. However, a few challenges were encountered by some candidates as they repeated some of the explanations for different points. For better clarity, 'LAND' is one of the factors to be considered in setting up a small-scale ceramic industry. The candidates ought to state;

- 'land is the second most important factor to consider after capital'.  
One should take into consideration the place the industry will be sited.
- It should be close to the market to enhance sales and improve accessibility of the products.

The next point they raised was availability of market, and must be stated thus;

- The ceramic industry should be sited close to the market to enhance sales and improve accessibility of the products.

In such situations the candidate may score the requisite two marks for the statement of the points but one mark for the explanation.

In spite of a few minor hitches, it is heartwarming to note that at least theoretically the ceramic students are well abreast with the factors to consider in setting up a small-scale ceramic industry. This knowledge, coupled with a little assistance from government and other well-meaning stakeholders has the propensity to if not solving, minimize the overarching problem facing Ghana now with regards to youth unemployment.

### **Question Two**

**(a) What is a ceramic mural?**

**(b) With appropriate illustration describe in detail how a ceramic mural is produced for the front wall of the school's library.**

This question was not satisfactorily answered by most candidates. The question demanded a definition of what a ceramic mural is. The expected answers were:

- Ceramic mural is a decorative wall tile with an elaborate design or painting. Or another acceptable definition is;
- A decorative ceramic tile mounted or fixed onto a wall.

Most candidates wrote a ceramic mural is a decorative piece or ware hanged on a wall. This definition is too general and could appropriately fit anything from wall vases, plaques to wall hangings and many others. Such responses and worse were either marked wrong or judging from a case by case scenario failed to attract the full marks.

The “B” part of question two demanded that candidates give a detailed description of the processes in producing a ceramic mural for the school library with appropriate illustration.

A sizeable number of candidates failed to describe the processes involved in such an exercise. Others also failed to illustrate at all or both, hence their unsatisfactory performance.

As pointed out in previous chief examiner’s report every year, description of a process of producing a ceramic product should necessarily start with tools and materials needed to undertake such a task. This step should be followed by preliminary design, which should lead to the selection of the final design drawn to scale to fit the wall area. The subsequent step is the clay preparation stage. The next is the beating of clay into columns of 2, 3, 4 etc. feet high depending on the size of the project. This stage is immediately followed by the slicing or cutting slab and beating to almost the size of the intended slab with the aid of guide sticks. The next is the rolling out tile to the required thickness and smoothening of the surface. This stage is also preceded by cutting tiles into final size and shapes, given room for shrinkage. Then comes designing; either by incising, carving, painting or molding the pattern on the surface of the tiles.

The tiles are now numbered for the purpose of easy assemblage. The slabs are now turned and the back of the tiles are scratched to facilitate mounting. Tiles are then dried on a flat surface and they are turned periodically to ensure even drying and prevent warping. The tiles are then dried and fired. The tiles may be glazed or painted. The wall surface is prepared and mural is mounted on the walls of the school library. These processes should be well illustrated as far as practicable. Illustration was awarded a mark almost about half the marks for describing the entire process of producing the mural. About three or four illustrations would be required to attract the full marks under this section.

### **Question Three**

**(a) State and explain two reasons why ceramics is learnt in school.**

**(b) List and describe eight vocations available to someone who studies ceramics in school.**

The candidates put up an average performance in answering this question. The average score was 9.5. The first part of the question required of candidates to state and explain two reasons why the study of ceramics in our school system is of essence.

Expected answers include:

- to revive the tradition of pottery making which is dying off;
- to create job opportunities for students or a source of employment;

- to help students acquire skills and creativity;
- production for export to earn foreign exchange;
- to help students to establish their own small-scale industry;
- to promote tourism and to utilize local raw materials, etc.

This first part of the question was satisfactorily answered by most candidates.

The “B” part of this question asked candidates to list and describe eight vocations available to a ceramic student upon completion of their studies.

The expected answers were:

- ceramic/studio potter;
- ceramic sculptor;
- glaze manufacturer;
- ceramic technologist;
- ceramic engineer;
- teacher or lecturer;
- architectural or environmental ceramics;
- structural ceramics or brick and tile producer;
- kiln manufacturer;
- ceramic consultant;
- research fellow;
- ceramic connoisseur
- ceramic muralist, etc.

The performance of candidates under this second part was very poor by all standards. Most candidates scored 2 marks out of the eight marks allocated. It was most surprising that majority of the candidates could not state vocations available to the ceramic student upon completion. The few that attempted to write something made a lot of unpardonable spelling mistakes. Some candidates could not even correctly spell potter. The description of the vocations which was the second part of question three “B” was no better.

#### **Question Four**

- Draw the cross sectional structure of a firewood kiln and label the parts.
- State the functions of five of the parts labelled.

Question four was in two parts. The first part demanded of the candidates to draw the cross section of firewood kiln and label its parts. Candidates’ performance under this section was slightly above average (10.5 or 11 marks). Majority of the candidates could not draw the cross sectional structure of the firewood kiln. However the quality of the drawing leaves much to be desired. In the worst situations, candidates rendered an outline drawing of a kiln and found it difficult to indicate the bag wall and heat circulation. A firewood kiln is predominantly a Downdraft Kiln. There were still a few candidates who still could not distinguish between an Updraft Kiln and a Downdraft Kiln and therefore drew an Updraft Kiln and in a few other cases, the electric kiln. Such drawings did not attract any marks and this affected their scores.

The labeling of the kiln was the major headache for most candidates particularly the location of the flue, damper and draft.

The “B” part demanded of candidates to state the functions of five of the labelled parts.

The expected answers were:

- Firebox - it serves as the combustion chamber of the kiln;
- Grate - firewood is packed on it for firing;
- Ash pit - collects ashes after burning;
- Bag wall - directs flames, heat and gases into the kiln chamber;
- Chimney - directs smoke and other gases out of the kiln;
- Damper - directs amount of hot exhaust gases that enters the chimney;
- Arch - helps to direct the flames and heat downwards to heat the wares in the kiln etc.

Most candidates were able to state some of the functions of the parts of the kiln but majority of candidates were unable to state the functions of damper, flue, grate and arch.

### **Question Five**

**(a) What is scooping?**

**(b) Using illustration, show how a modeled piece is scooped.**

**(c) State and explain two reasons why wares are scooped.**

Question five was in three parts. The first part required of candidates a definition for scooping.

The expected answer is:

- It is the removal of clay from the interior of a modeled ceramic ware to make it hollow or the removal of excess clay from the inside of a modeled object.

The second part demanded a description of the scooping process with appropriate illustration.

The expected answer was first, to state;

- the tools and materials needed for such an exercise.
- Afterwards build the object solid and shape it to the correct form.
- Complete carving and model the whole of the exterior forms.
- Allow object to harden to be a bit stiff (leather hard).
- Cut the whole mass into two with a cutting wire or potter’s wire.
- Scoop the interior in relation to the exterior. Ensure uniformity of wall thickness through.
- Put the two halves-together again using clay slip and scoring the two surfaces to be joined first.
- Seal the joint firmly and smoothen the seam or joints and complete all detail work on the object.

The third part also asked candidates to state and explain two reasons why wares are scooped.

Expected answers were:

- it makes modeled or carved object lighter;
- it makes drying faster;
- it ensures uniformity of wall thickness
- reduces the danger of cracking of ceramic object during drying and firing.

This question was the worse answered question. Candidates' performance was abysmally poor. Most candidates scored 3 to 5 marks or nothing at all. Some candidates could not define what scooping is. It was as if they were hearing the term scooping for the very first time. On the description of the scooping process, a significant number of candidates appeared to be confused on the scooping of a modeled object and scooping the back of a tile. Strangely was the description of a thrown piece which is cut into two halves and scooped. This is indicative that schools are not modeling. If modeling which is easy and does not require any advanced tools and equipment is not being encouraged in schools, then one begins to wonder what forming method is used in our schools.

### **Question Six**

**(a) Describe the function of the following ceramic equipment:**

- (i) Blunger**
- (ii) Ball Mill**
- (iii) Humidifier**
- (iv) Jaw Crusher**

**(b) State three ways in which one of the above is cared for and maintained.**

Question six was in two parts. The first part required of candidates to describe the functions of a Blunger, Ball Mill, Humidifier and a Jaw Crusher.

Expected answers were:

#### **Blunger:**

A machine used to mix materials and water thoroughly such as clay slips. The blunger may be an octagonal or hexagonal tank with central vertical shaft. Radial blades or paddles are welded on this shaft. These blades are set at an angle so that when the shaft rotates the blades force the mixture downwards which again bubbles up the mixture resulting in creamy slurry. The slurry is run out through a tap at the bottom of the tank and sieved.

#### **Ball Mill:**

Used to grind large amounts of glaze and glaze materials. Grinding is done either dry or wet. It is also used for fine grinding of glaze and colour minerals. The ball are natural or manufactured porcelain pebbles which rub against one another thereby grinding the materials. The mill may consist of a porcelain jar or a steel drum which rotates around a horizontal axis.

The inside is lined with stone, porcelain or steel plates. It is charged and emptied through a sealing door by the side.

**Humidifier:**

An equipment that is used to control the relative humidity of the atmosphere.

Hygrostatics: (hygrostat):- the scientific measurement of degree of moisture.

Dehumidifier: a device for removing the moisture from the atmosphere.

Dehumidify: to reduce the moisture in a body of air; to lower the humidity.

**Jaw Crusher:**

It is an equipment used for the grinding, crushing or breaking down of hard rock into smaller particles.

The second part demanded ways of caring for and maintaining any of the equipment above .

Expected answers were:

- familiarization with equipment and tools.
- thoroughly cleaning of equipment and ensure that tools are washed thoroughly with water after use. Tools must be kept dry.
- constant maintenance and repair of equipment and tools by greasing, oiling and painting.
- periodic checks on equipment. Use of right tools for the right purpose.
- careful handling of tools and equipment and good storage of tools and equipment.

Candidates' performance under this question was good. Most candidates described the functions of a Blunger, Ball Mill and the Jaw Crusher correctly. However, a few candidates interchanged the function of the Blunger with that of the Ball Mill. A significant proportion of the candidates did not know the function of a Humidifier. On the second part of the question, most candidates were able to answer that part in conformity to the marking scheme.

# **CLOTHING AND TEXTILES PAPER 1**

## 1. **GENERAL COMMENTS**

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

Performance of candidates was the same as that of the previous year.

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

1. There has been an appreciable improvement in the preparation of fabric and laying out of pattern pieces on fabric.
2. The use of the sewing machine has improved especially placing work and using balance wheel to start and stop work.
3. The number of candidates who pressed at each stage of the making up was highly encouraging.
4. Many more candidates tried to read and follow instructions for the making up.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

1. Candidates had problem transferring minute details like 'dots'. The dot at the base of the front opening was not transferred by majority.
2. Some candidates depended too much on the diagram (of the article to be made) without following instructions in the making up.
3. Almost all candidates did not use the thimble. Some of those who used it lacked the skill of using it.
4. Size of paper/card used for labelling was too big in many cases. Dirty and creased paper was also used. Pins were used to hold some labels in place.
5. Although many candidates did a lot of the processes in the making up, the quality of work done on the whole was not the best.
6. Candidates did not trim, snip and understitch when attaching facing to neckline.
7. The base of slit opening was not properly done.
8. Ends of lace were not properly joined.
9. Raw edges of lace and open seams were not neatened by majority of candidates.
10. The widths of some completed French seams were too narrow or too broad. Some raw edges showed on the right side of some articles after making the French seam.

## (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

1. Students should be given fabrics they can easily handle during examinations - the fabrics should not be too thick or too light. The right amount of materials should be provided.
2. Tools and equipment must be in good condition for the examinations. It is very frustrating to see candidates struggling to use poor tools and equipment.
3. The size and height of furniture must be convenient to the user.

4. Candidates should be provided with correct tools and should have enough practice before the examination.
5. Teachers and their students must not wait till the last hour before they prepare for the examinations. There should be frequent practicals throughout the course period. Teachers should find innovative ways of teaching and awarding marks.
6. Teachers should make their students produce quality work.

One may be wondering how to get a lot of fabric for all these frequent practicals. Students could supplement their supplies with fabric scraps collected from seamstresses' and tailors' shops. Students could also unpick, wash and press discarded clothing items for their use.

## **SECTION A**

1. Candidates were required to use five pattern pieces to make a child's dress for this year's practical test. The pattern pieces were front dress, back dress, slit facing, front neck facing and back neck facing. The dress had a front slit opening; neckline facings joined with an open seam; the front and back dress were joined with a French seam at the shoulders whilst the sides of dress were joined with an open seam. The facing at the neckline was used as a casing for a ribbon. A lace was attached to the hem of dress.

The diagram guiding candidates with the making up did not show lace position. This was to find out whether candidates could identify the hem of a dress. Apart from the insignificant number of candidates who attached their lace to the neckline, all those who carried out this task did it at the hem (lower edge) of dress.

This year many more candidates were able to carry out more of the processes involved in the making up than those of some previous years, however the quality of work produced was almost the same as that of the previous year.

On the whole, there was some improvement in the handling of some equipment/tools like the sewing machine in some schools. Almost all refused to use the thimble as had been happening in the past.

## **GENERAL EFFICIENCY**

- (a) Preparation of Fabric and Laying out of Pattern Pieces  
First, candidates were expected to grain fabric before pressing. Fabric was to be folded and pattern pieces laid economically on it taking note of the direction of the grain and other symbols. Pinning of pattern pieces should not interfere with the cutting out neither should pins prick candidates when they place their palms on pattern pieces during cutting out. Adequate number of pins should be used.

### Strengths

Many candidates grained their fabrics before pressing. Majority folded their fabrics with folds running parallel to selvedge. Many of them placed pattern pieces economically on fabric. It was easier for many candidates to identify symbols on large pattern pieces. Many were able to use adequate number of pins to hold their pattern pieces in place without extending them beyond their edges.

### Weaknesses

Few candidates grained along the selvedge. Few others either grained by fringing and trimming or by making a small cut vertically through selvedge and tearing off the small piece. Some candidates pressed before graining.

Few candidates pressed in all direction. Some pressings could not remove creases.

Some candidates who had incorrect cut out fabrics did not find it easy folding them and placing pattern pieces in direction of the grain. Some candidates found it difficult placing the smaller pattern pieces especially the back neck facing because of the 'place on fold' symbol. Pins used by some candidates were either too many or too few. Some lifted work during pinning.

### (b) Cutting Out

Long strokes were to be used on straight edges and short strokes on curved edges. One had to lay hand (palm) on pattern during cutting out. Work could be moved about without lifting it or body could be moved round table when required to make cutting out easier.

### Strengths

The number of candidates who used long strokes along straight edges and short strokes along curves were slightly more than those who did not do so. Some candidates consistently placed hand on pattern during cutting out.

### Weaknesses

Some candidates used short strokes throughout the whole cutting out. Others were not consistent with their use of long and short strokes, like wise the placement of hand on pattern during cutting out. Some candidates also lifted work when cutting out. At some centres candidates could not move round table due to the arrangement of furniture. Some pins interfered with cutting out and therefore had to be removed.

### (c) Transfer of Pattern Marks

The next step after cutting out was the transfer of pattern marks to help make the making up easier. Dressmaker's carbon or an improvised one was to be used for this purpose. The use of carbon paper was not acceptable.

### Strengths

Majority of candidates transferred all the symbols except the dot which was done

### Weaknesses

The placement of carbon was a problem for some candidates. Some candidates transferred on one side only. Transfer of some markings was done by unthreaded machine or only tracing wheel. These and some of those transferred by carbon were not visible. Many candidates did not transfer the dot.

The grain line was transferred by few candidates. More transfers of the same marking were made by frequent to and fro movements of tracing wheel over the same marking. Few candidates transferred markings unto both right and wrong sides of fabric. Some articles were soiled by improvised carbon.

#### (d) Use of Tools/Equipment

Candidates should ensure the efficient use of tools and equipment like the pair of scissors, thimble and needle.

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

Thimble had to be worn on the middle finger to protect it when pushing the needle through the work. When using the needle for hand sewing, the thread should not be too long.

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

### Strengths

There was remarkable improvement in the use of tools and equipment in some schools. Candidates correctly placed work under machine. Many lowered needle before lowering presser foot and used the balance wheel to start work. Few candidates, however, used the balance wheel to consistently stop work.

The pair of scissors was effectively used by almost all candidates to cut fabric and thread. Many candidates used different pair of scissors for cutting paper patterns.

Extremely few candidates used the thimble correctly and comfortably.

### Weaknesses

Some candidates used unserviceable machines. Threading machine was a problem to some candidates. Candidates who had not been practising on the machine had problem using them. They were slow and could not manipulate the machines properly. Time was wasted replacing broken needles.

Some candidates were not consistent in the use of balance wheel to start and stop work. Almost all candidates did not use the thimble although most of them displayed it on their tables .

Few candidates used blade to unpick stitches. Some candidates did not have pin cushions and some of those who had them did not use them effectively, in that, used pins were not always put back into the cushion.

Paper cutting scissors were used for cutting fabric by few students.

- (e) Pressing  
Articles should be pressed at every stage of the making up.

Strengths

Majority of candidates, except those at centres without adequate pressing facilities, adequately pressed to the admiration of visiting examiners.

Weaknesses

At centres with many candidates, pressing facilities provided were not adequate enough for candidates to do enough pressing.

Few candidates simply did not press. Few also pressed in all directions. Some candidates did not do the final pressing but squeezed their articles and put them into their envelopes.

- (f) Handling of Work and General Neatness

Some candidates provided themselves with dustbins for their litter. They consciously put unwanted pieces of paper and fabric into the bins.

Only few candidates orderly arranged e.g. needlework box, pin cushions, etc on their table when working.

Weaknesses

Some of the candidates who did not provide themselves with dustbins left unwanted items littered all over the place. Some candidates had various tools, pattern pieces and fabric pieces scattered all over their working table and floor.

Majority of candidates did not make an effort to finally clean up their working unit.

## MAKING UP

### (a) Placing Slit Facing in Position

The centre line of facing should be placed on the line indicating the slit position along the centre line of front dress, with right sides facing.

#### Strengths

Many candidates were able to place slit facing in its correct position along the centre line of dress. Some of these candidates were able to match the right side of facing to that of front dress.

#### Weaknesses

Some candidates did not attempt this task. The right side of facing was matched against the wrong side of front dress by some candidates. In some cases, the centre line of facing did not lie on the centre line of front dress.

### (b) Making the Slit Opening

Stitching had to be done on both sides of centre line starting from points 6mm on each side of the centre line at the neckline tapering to the point indicated on the pattern to form a V-shape. The stitching should be made such that folds and puckering should not appear along the base of opening after cutting along the matching lines towards the base (of opening). Straight understitching should be done along the V-shape of the slit opening to enable facing to lie flat.

The facing of the slit opening should be turned to the wrong side of dress. The edge of facing should be neatened by stitching close to the edge of fold formed by turning a lay to the wrong side of facing.

#### Strengths

Few candidates neatened the raw edge of the facing. Very few of them turned a lay and stitched close to the edge of the fold forward. An insignificant number of candidates did the understitching. Few candidates had the required length of slit opening with a V-shape.

#### Weaknesses

Many slits were either too long or too short. U-shape slits were very common. Raw edges appeared at base and sides of inside edges of slit in many examples. Folds were found at bases of some of the openings. Some candidates did not make any cutting at all to form the slit opening. Majority of candidates did not understitch along the V-shape.

Some candidates turned a lay to the wrong side of facing and stitched the edge of fold to front dress. Others also turned the lay to the right side of facing and stitched. Some facings had straight edges at their lower parts instead of curved edges. A good number of facings could not lie flat. Few candidates slashed front dress along the centre front from neckline to hem.

(c) Joining Shoulders Using French Seam

When making French seam, place raw edges (of shoulder seam allowance) together with wrong sides of front and back dress facing. Tacking and machine stitching should be done 6mm outside the fitting line (within the seam allowance). Tacking should be removed, seam pressed open and turnings trimmed to 4mm. Fold along the stitched line with right sides together, tacking 6mm from edge (of fold) enclosing raw edges completely. Stitch straight below the tacking line (i.e. on line of seam allowance). Remove tacking thread.

The seam should be flat and of even width.

Strengths

Majority of candidates seem to have some idea of what a French seam should be like but Only a few put up an excellent performance. These few candidates with wrong sides facing, stitched the required distance from the fitting/seam line, pressed open and trimmed turnings. With right sides together they folded along the stitched line and stitched about 6mm from edge of fold. They made flat and even seam.

Weaknesses

Some candidates had the fell of their French seam appearing on the right side of work simply because their initial stitching was done with the wrong sides of front and back dress facing. Grooves formed when turnings were not pressed open. Attempts to conceal untrimmed raw edges resulted in the making of wide fells. Some candidates did not trim but stitched about 6mm from edge of fold causing raw edges to show on the right side of work. In some cases, candidates stitched too close to the trimmed edges. Some had only the notches showing on the right side of work. Instead of French seam few candidates made one of the following: open seam, mantra or double stitched seam.

(d) Preparing and Attaching Facing

The front facing and back facing had to be joined with an open seam. The seam allowance should be even and flat.

The seam lines of facing and dress should be matched and fixed in place with straight stitching along the seam lines. The seam allowance should be trimmed, snipped and understitched to allow the facing to lie flat when turned. The facing had to be fixed to form a casing which should be smooth and even.

Strengths

Some candidates did not carry out this task. Candidates who did not make their second row of stitching along the seamline when making the French seam, found it difficult to match the seamlines of facing and neckline. Some candidates joined facings (front and back) to their respective front and back bodice before making seams at shoulders. This created blockage along the casing formed.

### Weaknesses

Some candidates did not sew along the stitching lines. Others could not make straight stitching. Trimming, snipping and understitching were not done by many candidates.

Some understitchings were done on the right side of dress.

Some candidates did not make the casing. Some casings made were not flat and even.

Some candidates made bindings instead of casings. Few candidates did not join pieces of facing together before attaching them to neckline.

### (e) Joining Sides of Dress Using Plain Seam

With right sides of front and back dress facing, straight stitching should be made along the seamlines to fix in place. The seam should be neatened by edge stitching. The completed seam should be even.

### Strengths

Majority of candidates did straight stitching along seamline. Few candidates neatened their seam by stitching close to the folds formed by turning lays.

### Weaknesses

Few candidates did not carry out this task whilst others could not do straight stitching.

Many candidates did not neat their seams. Others neatened one of the two turnings forming the seam allowance.

Many of the completed seams were not even. In many cases edge stitching were not close to edge of fold.

Few candidates used pinking shears to neat their seam even though their fabrics fray badly.

### (f) Attaching Lace to Item

The lace may be attached by hand or machine.

#### 1. By hand

(i) Candidates could oversew lace to the edge of hem which has been neatened with a hem or facing.

(ii) Lace could be placed on the right side of dress over the raw edge with the right side of lace uppermost. The lace should first be fixed with running stitches and then with strong embroidery stitches e.g. fine loopstitch worked closely together over the edge. Trim off excess fabric leaving a narrow turning at the edge.

Overcast the edge.

(iii) One could roll the edge of hem of dress (if fabric is very fine weight) in the fingers and whip it, catching in the edge of the lace at the same time.

#### 2. By machine

A narrow flat edge-stitched hem should be made, but before working the final stitching, the lace should be placed in position on the right side so that it would be attached with the machining. Raw edge of lace should be neatened.

### Joining ends of lace

The ends of the lace should be properly joined by laying one end of the lace over the other so that the design would match. Thread which would match the colour of the lace should be used to work across the width of the lace with cording, following the outline of the design or one could run or machine stitch around design out line and satin stitch over. The excess lace should be trimmed away close to stitching on right and wrong sides.

Stitching should be straight and width of lace even.

### Weaknesses

Some candidates did not tackle this aspect of the test. Some ended half-way. Many candidates did not neaten the raw edge of lace. Overlapping of ends without matching design was done by many candidates. Some ends were joined with an open seam. The open seam in some cases formed part of the side seam(s). Some candidates used the sewing machine or thread and needle to stitch perpendicularly through the overlapped portion. Contrasting threads were used in some cases. Raw edges of some lace showed on the right side of articles. Few candidates attached the lace to the neckline. Few also inserted the lace between the slit facing and right side of front dress.

### (g) Insertion of Ribbon

Ribbon of width 1cm had to be inserted into the casing (formed by the completed neckline facing in (d)).

### Strengths

Majority of candidates who did the casing passed the ribbon through. Even some of those who could not complete the casing tried to pass the ribbon through. Many candidates drew the ribbon and made a bow to fasten the slit opening.

### Weaknesses

The width of some ribbons were 2.5cm or more instead of 1cm. Some inserted the ribbons half-way through the casing. Others fixed ribbons on each side of slit opening near the casing. Such ribbons could not be drawn. Some candidates who could not pass the ribbon through the casing did one of the following:

- (i) made perforated/holes in the facing and the position it was facing and moved the ribbon through them.
- (ii) Unpicked the stitches at the shoulders to make way for the ribbon to pass through.

### (h) Attaching Label

A small neatly cut out piece of paper (measuring about 6cm x 4cm) bearing the name and index number of candidates should be stitched to article. The stitching should not be done through all layers of work. This is to make it easier to turn articles inside out during marking. Pins should not be used to attach label since this normally rust and stains articles thus badly affecting the general appearance of work leading to loss of marks.

Candidates should note that processes fixed in place with pins do not attract marks since pins are removed before marking the article.

#### Strengths

Few candidates labelled their work properly. They used small pieces of paper well labelled with their names and index numbers. Few had their names and index numbers printed out for them.

#### Weaknesses

Many candidates do not seem to be serious with this aspect of the question.

Some candidates used large name tags measuring about (8" x 6") 8 inches x 6 inches instead of 6cm x 4cm. Some of the pieces of paper used were dirty, irregular and creased. Some candidates used part of their pattern paper for labelling. Some name tags were stitched through all layers of work causing examiners to waste time unpicking before marking. Some unnecessary information e.g. name of school, subject were included in the label. Some candidates did not label their articles, whilst others had time to cut and attach diagrams to their articles and envelopes.

#### (i) General Neatness and Appearance

Correct transfer of pattern markings, well made processes, pressing, good labelling, proper folding - all these contribute to the good appearance and neatness of work.

#### Strengths

Some candidates presented very neat work which had been well labelled, pressed and folded.

#### Weaknesses

The general appearance and neatness of some articles were marred by one or more of the following:

- Large name tags; dirty/or creased paper used for labelling; poor handwriting; rust from pins; badly made processes; lack of pressing; improper or lack of folding and packaging; unwanted marks created by moving tracing wheel back and forth several times over carbon paper during transfer.

# **CLOTHING AND TEXTILES PAPER 2**

## 1. **GENERAL COMMENTS**

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

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

1. Questions which demanded the recall of facts and those that required short answers were well answered by candidates.
2. There is significant improvement in candidates' illustrations. Diagram on set-in sleeve was superbly done.
3. The presentation of candidates' answers was quite good. Almost all candidates started each question on a fresh page, numbered the sub-questions and left spaces in between sub-questions.
4. Candidates demonstrated that they have a good knowledge in the use of sewing tools and edge finishes and again in career opportunities.

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

1. Candidates did not have the technique for answering questions which demanded the application of knowledge.
2. A significant number of candidates demonstrated poor knowledge of the subject matter, thus scoring below 10. The indication is that they did not have a qualified teacher to handle them.
3. English Language continues to be a problem – poor spellings and expressions and wrong use of words e.g. 'waste' instead of waist 'ion' instead of iron, 'band' instead of bind.

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

1. Qualified teachers who are knowledgeable in the subject should be made to teach the subject.
2. Candidates should be encouraged to read the prescribed textbooks in addition to notes given by their tutors.
3. To help candidates improve their spelling, teachers should dictate notes to them and the notes should be marked. Teachers should ensure that corrections in the notes are made. Important words in the notes should be underlined and highlighted.

## 4. **DETAILED COMMENTS**

### **Question 1**

Few candidates attempted this question and majority of them performed poorly.

(a) With the aid of four diagrams describe the appearance of the following fibres under the microscope: (i) cotton (ii) linen (iii) rayon (iv) wool.

Very few candidates who answered Question One were able to use diagrams to describe cotton and linen. For rayon and wool, only a handful of candidates could provide the correct answers.

They were expected to provide the following answer:

a(i) Cotton appears like twisted ribbons when viewed under the microscope. Majority of candidates stated that cotton looks twisted.

a(ii) Linen appears like bamboo rod with characteristic nodes. Majority of candidates stated that linen looks like bamboo.

a(iii) Rayon shows parallel markings/lines when viewed under the microscope.

a(iv) Wool fibres show overlapping scales.

b. Explain one other method used for identifying cotton fibre.

Majority of the candidates who answered the sub-question stated the burning test. Some were able to explain while others could not.

The expected answer is:

- Burning test  
Cotton burns quickly with a yellow flame and smells like burning paper.
- Pulling test/resiliency  
Cotton yarns are strong when pulled and do not give way (cut) easily.

- Wet test  
Cotton is strong when wet. It does not break easily when wet.
- Absorbency test  
Cotton absorbs water and dyes easily.
- Chemical test
  - (i) Acids cause damage to cotton.
  - (ii) Alkalis do not have any effect on cotton.

(c)(i) **State three advantages of nylon.**

Quite a significant number of candidates provided the following correct answers:

- Nylon is extremely strong.
- It is inexpensive.

Only a handful of candidates provided three correct points. The expected answer include:

- Has great elasticity.
- Very smooth.
- Crease resistant.
- Does not shrink.
- Resists moth.
- Resists mildew.
- Easy to launder.
- Produced in a variety of textures.

(c)(ii) **Give examples of four nylon fabrics available in the West African market.**

Majority of the candidates mentioned taffeta, velvet, organza, crimplene, cotton etc., whilst others also mentioned articles such as: panties, blouse, skirt.

The expected answer include: Net, Satin, Taffeta, Ribbon, Velvet, brushed Nylon, Crepe, Damask, Jersey, Seersucker.

**Question 2**

This question was fairly well answered and almost all candidates tabulated their answers as required.

(a) **In a tabular form, state one use and one care of the following needlework tools:**

- (i) dressmaker's shears;
- (ii) pin cushion;
- (iii) stiletto;

- (iv) work table.

Candidates were able to state the use of the tools with the exception of the stiletto but the care of the tools was a problem.

Answers provided were:

- (i) Dressmaker's shears: Used for cutting fabrics but a good number of candidates also gave a wrong answer that it is used for decorating edges of fabrics and garments.
- (ii) Pin cushion: The correct answer provided by candidates was it is used for holding pins whilst sewing. However, a significant number of candidates stated that it is used for keeping and storing pins - wrong answer.
- (iii) Stiletto: Very few candidates provided the correct answer that - it is used for piercing holes and eyelets.

Majority of the candidates however did not provide any answer.

- (iv) Work table: Most candidates stated that it is used for cutting out fabrics and for placing the sewing machine on it when sewing.

With regard to the care of the tools, candidates provided answers like:

- (i) Dressmakers' shears:

Candidates' answer

- Occasionally oil it.
- Put in the right place.
- Clean well to prevent rusting.

Expected answer

- Keep it in a sheath and store in the needlework box.
- Occasionally oil the blade and wrap in tissue and keep it in the sheath.

- (ii) Pin cushion

Candidates' answer

- Keep it in its place.
- Wash when dirty.
- Keep it in the machine.

Expected answer

- Store in the needlework box.

- (iii) Stiletto

Candidates' answer

- Keep it in its place.
- Wash and clean it.
- Keep it in the machine.

Expected answer

- Keep it in the needlework box.
- Protect the tip with a cover.

(iv) Work table

Candidates' answer

- Clean regularly.
- Clean well to prevent rusting.  
Dust after use.

Expected answer

- Dust the table before and after use.
- Do not mark or scratch the surface.

(b) Give two examples of the following groups of equipment:

- (i) Measuring tools;
- (ii) Pressing tools;
- (iii) Sewing tools.

Majority of the candidates gave the correct answer. They gave answers like:

- (i) Tape measure, ruler, metre rule, hem gauge.
- (ii) Iron, ironing board, roller, pressing ham.
- (iii) Sewing machine, needle, pins, thread.

(c) State the use of each of the following needles in garment construction:

- (i) Bodkin; (ii) crewel; (iii) sharps.

This sub-question was poorly answered by majority of the candidates. A significant number of candidates provided the correct answer for crewel - it is used for embroidery (the spelling of embroidery was a problem).

With regard to bodkin and sharps only a handful of candidates provided the correct answer. They were expected to provide the following answer:

Bodkin: Used for threading elastic ribbons, tapes and cords.

Sharps: All purpose needle used for plain hand sewing.

**Question 3**

Those who attempted this question answered some of the sub-questions very well. On the whole, it was poorly answered.

(a) State three factors that necessitate extra amount of fabric in clothing construction.

Just a handful of candidates who attempted this question provided one correct answer. Some candidates also provided three points which together constituted one factor. For example - instead of mentioning 'the style', they gave answers

like pleats, gathers, smocking.

They were expected to provide the following answer:

- The design in the fabric e.g. stripe, bold design.
- Many large pattern pieces to be cut.
- The size of the wearer/figure type.
- The style.
- Width of fabric.

(b) **State four factors that influence clothing needs.**

This sub-question was fairly well answered by the candidates. They gave answers like:

- Climate
- Age
- Money available
- Budget
- Activities
- Occupation.

(c)(i) **Differentiate between a set-in sleeve and a raglan sleeve with the aid of two diagrams.**

Majority of the candidates provided the correct diagrams for the set-in sleeve and the raglan but a significant number also could not explain the difference. Some candidates also mistook kimono sleeve for raglan. Candidates' diagram on set-in sleeve was good. For example, only a handful of candidates failed to label the diagrams and therefore lost their marks.

Raglan sleeve was poorly done. Candidates were expected to provide a diagram like:

The difference between the sleeves is that:

Set-in sleeve is completed before it is attached to the armhole

Whilst

The raglan sleeve has a diagonal seam running from the neckline to the under-arm. The upper part forms part of the neckline.

(ii) **List four ways of finishing the edge of the raglan sleeve.**

Majority of the candidates provided three correct answers. A good number of candidates also used wrong terminologies.

Answers provided included binding, piping, scalloping, hemming, banding. Candidates must understand that:

- 'scalloping' is a process of shaping an edge in the form of scallops.
- 'hemming' is a stitch.

- 'banding' - there is no process known as banding.

The correct answer include:

binding, piping, turning a hem, facing attaching frills/ruffles/lace/cuff/band, shell edging, crocheting.

(iii) **Mention two uses of sleeves.**

Quite a significant number of candidates gave the correct answer.

The answer given by candidates included:

- For warmth.
- To cover faults.
- For decoration.
- To neaten armhole.

**Question 4**

This question was answered by almost all candidates. Some sub-questions were fairly well answered whilst some were poorly answered.

(a) Candidates were required to use a diagram provided to answer the sub-questions.

a(i) required students to name some style features labelled 1, 2 and 5.

whilst

a(ii) required candidates to give the specific names of the features identified in a(i).

A significant number of candidates provided the correct answer .

The correct answer is:

a(i) style features

- 1 - collar
- 2 - sleeve
- 5 - pocket

a(ii)

- 1 - flat collar
- 2 - shirt sleeve
- 5 - patch pocket

a(iii) Candidates were required to mention the grain direction of the sleeve cut.

A significant number of candidates stated the correct answer as:

- Cut on the cross.
- Cut diagonally.

However, some candidates also used wrong terminologies even though there was evidence that they had knowledge of it. For example, candidates used terms like: across grain, crossway, diagonal grain.

- a(iv) The question required candidates to state the effect of horizontal and vertical lines on a plump figure.

This sub-question was fairly well-answered by a significant number of candidates.

Candidates gave answers like:

- Horizontal line makes the plump figure appear broader, larger, wider.
- Vertical line makes the plump figure appear slimmer, thin, tall.

An important word that was missing from some candidates' answer was the word 'appear!' Candidates need to understand that the effect is an illusion and not a reality. Therefore the word 'appear' is significant in the answer.

- a(v) Candidates were required to suggest five ways of finishing the neck edge of the garment sketched.

Majority of candidates provided correct answer which included:

- Attaching collar.
- Binding.
- Piping.
- Facing.
- Casing.
- Shell edging.
- Attaching lace/ruffles/frills.

- (b)(i) This sub-question required candidates to suggest two suitable openings for the garment and b(ii) required candidates to explain one of the openings mentioned in b(i) but b(ii) was a problem for most candidates especially those who had limited vocabulary.

Candidates' answer for b(i) included:

- Faced slit opening.
- Zipped opening.
- Wrap opening.
- Bound opening.

#### Description of the openings

Faced slit opening - a slit opening which is finished with a facing, can be worked on either the right or wrong side.

Zipped opening - an opening in a seam which is fastened with a zip.

Wrap opening - an opening with the edges overlapping and fastened with button and buttonhole, velcro or press studs.

Bound opening - a slit opening which is cut and bound with a bias strip or crossway strip.

### **Question 5**

This question was fairly well answered by a significant number of candidates. However, answers provided by some candidates lacked important words.

a. **Explain each of the following terms:**

(i) boutique; (ii) care labels; (iii) impulse buying.

(i) Boutique - majority of candidates stated that boutique is a shop where clothing items are sold.

Important words missing from candidates answer are: exclusive clothing, unique clothing, selected clothing, designer wears. Therefore, the explanation should read:

Boutique - a shop where exclusive/selected/special/unique clothing are displayed for sale. They also sell designer wears

(ii) Care label - Majority of candidates had knowledge of it but could not express themselves well.

Candidates gave an answer like:

- instructions on garments which provide information on how to handle it.

They were expected to provide an answer like:

Care label is a piece of fabric or paper attached to a fabric, garment or article which provides information on laundering and fibre content.

(iii) Impulse buying - Majority of the candidates provided the correct answer. They stated that: It is the act of buying without planning.

(b) **State four disadvantages of impulse buying.**

This sub-question was fairly well answered by a significant number of candidates. Majority of the candidates had three correct answers whilst some also expressed one point (the same point) differently i.e. repeating one point. For example:

- waste of resources.
- waste of time and energy.
-

Candidates' correct answers included:

- Leads to overspending.
- Waste of money.
- Waste of resources.
- Poor quality items may be bought.
- It leads to irrational buying.
- Family needs may not be met.

**(b) State four important points to observe when choosing ready-made garments.**

Majority of candidates provided the expected answers in a different form. They used one or two words instead of sentences.

Some answers provided by candidates included:

- Money/Cost.
- Figure type.
- Care labels.
- Check fastenings.
- Colour.
- Style.
- Seam allowance.
- Texture of fabric.

The answer should have been:

- The size must suit the wearer or figure type.
- Labels on garments should give care instructions.
- Ensure fastenings are well secured.
- Colour should fit into items in existing wardrobe.
- Fabric should be hardwearing.
- Fabric should be of good quality.
- Money at hand/Cost.

**Question 6**

Almost all candidates who attempted this question performed fairly well.

**(a) Give four points to consider when choosing a fabric for a garment.**

Majority of candidates used a word or two to answer the questions instead of sentences.

For example:

- Money
- Figure type
- Texture
- Cost
- Occasion
- Size

They were expected to provide answers like:

- The size and figure type of the wearer.
- Money at hand.
- Cost of fabric.
- Durability of fabric.
- Occasion for which the garment will be used.
- How to care for the fabric.
- The skill of the worker.

(b) List six career opportunities which are available to Clothing /Textiles students.

This question provided four or more correct answers.

Candidates answers included:

- Teaching
- Dressmaking
- Tailoring
- Journalism
- Interior decoration
- Fashion designing
- Research
- Modelling
- Fashion designing
- Textile designing.

(c)(i) State five problems that will affect the growth of a garment factory.

(ii) Explain how the problems you have stated in (c)(i) above may be prevented.

A significant number of candidates were able to provide correct answer for c(i) but only few candidates were able to provide correct answer for c(ii).

Candidates were expected to provide answers like:

- c(i) - Disaster e.g. Fire, flood, electricity problem.
- Theft
  - Wrong use of capital and profit.
  - Lack of skilled labour.
  - Lack of entrepreneurial skills.
  - Lack of efficient tools/equipment.
  - Location of the factory.
  - Work ethics.
  - Lack of sales.

(ii) Prevention

Electricity problems

- Avoid overloading sockets.
- Faulty appliances should be repaired immediately.
- Insure property.

Theft

- Increase vigilance and security.
- Accounts should be checked regularly by accountants or book-keepers.

Wrong use of capital profit

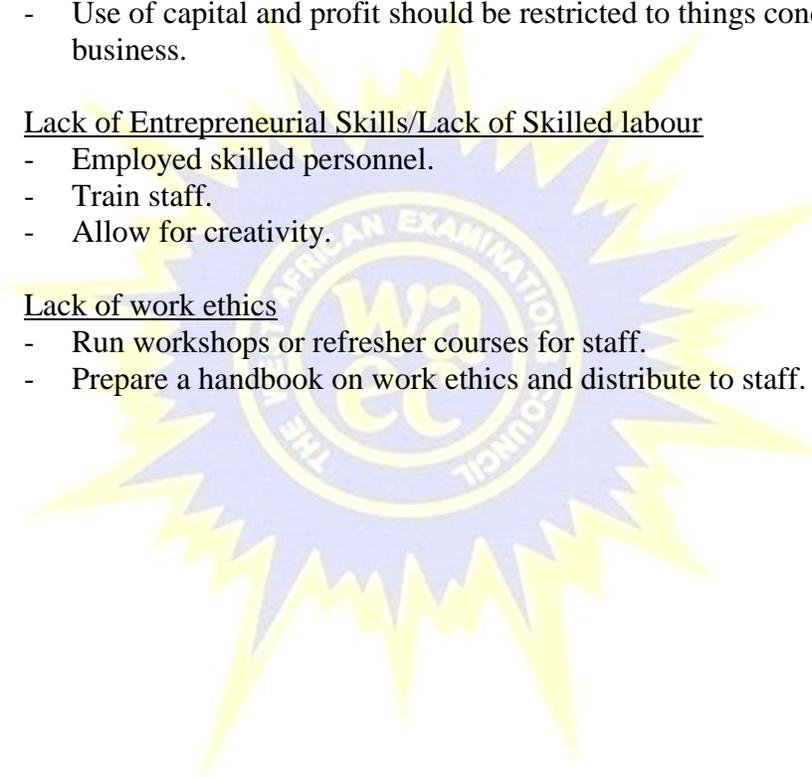
- Ensure proper accounting system is in place.
- Use of capital and profit should be restricted to things concerning the business.

Lack of Entrepreneurial Skills/Lack of Skilled labour

- Employed skilled personnel.
- Train staff.
- Allow for creativity.

Lack of work ethics

- Run workshops or refresher courses for staff.
- Prepare a handbook on work ethics and distribute to staff.



# **FOODS AND NUTRITION PAPER 1**

## 1. **GENERAL COMMENTS**

- The standard of the question paper compares favourably with the previous years.
- The question was open and lent itself to several operations.
- Candidates' performance compared with previous years was quite good.

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

- Majority of candidates had their choices right, even though these were limited in variations.
- Quantities of ingredients used for practical work was good.
- Majority of candidates are now aware that queen cakes are not large cakes, but small cakes which have dried mixed fruits and are baked in paper cups.
- D'oilleys were used to line plates for serving.
- Most tray settings were good - candidates used either well polished wooden trays or dainty, beautifully designed and coloured trays.
- Table linen were generally well laundered, but most candidates did not screen-fold their table cloths.
- Floral arrangements were well done and suitable vases were used for tray.
- Preparation of syrup for drinks and time for preparation were good.
- Majority of candidates worked within the stipulated time.

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

- Candidates' interpretation of choices has not improved.
- In theory quantities of ingredients were too much.
- Writing of time-plans has not improved. Some candidates wrote methods of preparing the dishes.
- Basic skills in the preparation of the different cakes and testing for the doneness of cakes were poor.
- Oven management was poor.
- Majority of candidates do not know how to wash up properly.
- Weighing of ingredients was not properly done by some candidates.
- Some candidates used too many equipment.
- Generally, spellings of words were poor e.g. 'squace' for squeeze, 'dring' for drink, 'rabbing-in' for rubbing-in, 'refrigrator' for refrigerator, 'frege' for freeze, 'currents' for currants.

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

- Teachers should intensify their supervision of practical work.
- Teachers must endeavour to do more practical assignments with students.

- Candidates should be taught the principles involved in the preparation of cakes properly.
- Teachers should teach and give students drills in the writing of time-plans.
- To improve spellings, candidates should be encouraged to read a lot.
- Teachers must use chalkboard effectively by writing new and difficult to spell words on it.
- Students' notes should be marked and spellings checked.
- There should be about 5 – 10 minutes allotted time for spelling drills during theory lessons.

## 5. DETAILED COMMENTS

- Question (1) Using only the oven, prepare, cook and serve three different cakes.**
- (2) Prepare and serve a drink with the cake.**
- (3) Set a tray.**

### Choice of Dishes

- The question was open and interesting and candidates were expected to bring out their creativity in the preparation of different varieties of cakes.
- Majority of candidates based their choices on the different methods of preparing cakes.
- Majority of candidates also prepared fruit drinks even though they were not restricted to the preparation of fruit drinks.
- In question (1), the emphasis is on **different**. The difference could have also been based on flavours, colour, shapes, texture, oven temperatures and cooking time, therefore candidates could have used only one method, e.g. rubbing-in method to prepare the three different cakes e.g. rock buns, chocolate cakes and pawpaw cake.  
The texture of rock buns is different from the other two and it also contain currants and is baked on baking trays, it has different flavour and shape. The chocolate cakes are small cakes with different colour and flavour and baked in patty tins while the pawpaw cake also has an entirely different colour and flavour, and is a large cake baked in a cake pan/tin. The latter is baked on the middle shelf while the others are baked on the top shelf of an oven.
- Generally, candidates' choices were good except in few cases where there were some deviations e.g. some candidates chose fried chicken, jollof rice, vegetable salad, palaver sauce, meat balls/cakes, pancakes.
- In general, majority of candidates made their choices according to the different methods used in cake preparation e.g. rubbing-in, creaming, whisking and melting methods.
- Very few candidates decided to use only one method.
- Some dishes chosen were rock buns, chocolate cake, ginger cake, coconut buns for the rubbed-in mixtures.
- For creamed mixtures: queen cakes, banana cake, coconut cake, chocolate cake, pineapple cake, plantain cake, fruit cake, Christmas cake, Victoria sandwich cake.

- Melting Method - Ginger bread.
- Sponges/Whisking Method - Swiss roll, sponge cake/cakes egenoese.
- Some candidates chose scones and it was a wrong choice. Scone is a flour mixture which can be served in place of bread. The fat content is low and it is lighted kneaded.
- Others also chose pineapple upside down . This is a dessert using the creamed mixture.
- Some candidates chose sponge fingers and these are biscuits.

#### Other Cakes Using Rubbing-in Method

- Coconut and gari buns/cakes/cake
- Gari buns/cakes/cake
- Fruit buns/cakes/cake
- Ripe plantain buns/cakes/cake
- Pawpaw buns/cakes/cake
- Coffee buns/cakes/cake
- Lemon buns/cakes/cake
- Orange buns/cakes/cake
- Grit corn cakes/cake

#### Other Cakes Using Creamed Mixture

- Ripe plantain cakes/cake
- Soya cakes/cake
- Oats cakes/cake
- Angel cake
- Battenburg cake
- Orange cakes/cake
- Lemon cakes/cake
- Coffee cakes/cake
- Madeira cake
- Butterfly cakes

#### Other Cakes Using the Melting Method

- Ginger fruit cake/cakes
- Ginger cakes/cake
- Parkins

#### Whisking Method

- Chiffon cake
- Sponge sandwich cake.

#### Question 2

- Even though candidates were not restricted to fruit drinks, majority decided to prepare fruit drinks. Very few prepared cocoa/chocolate drink and local drinks.

### **Interpretation of Choice**

- Reasons for choice were either based on the fact that different methods were used for preparing the cakes and that the oven was used in baking which was not wholly correct. Some of the reasons given also had no bearing on the choice e.g. of some reasons given “It is a cake using the rubbing-in/rubbing-in method is used”
- “The oven is used in preparing the cake” “The oven is used to cook/bake it and it is a creamed dish” Others too wrote - “It is a snack dish” “It is used for refreshment”, - “It can easily be packed” “It is good for the party”
- A good interpretation for choice should answer the following questions ‘when’, ‘why’, ‘how’ and ‘what’ or give reasons for texture, colour or nutritive value e.g. Queen Cakes - These are small dainty cakes baked in paper cups. They have dried fruits which give the cake a fruity flavour. The creaming method is used in its preparation and gets cooked within 20 minutes.
- Pawpaw cake - This cake is also prepared using the creaming method. The pawpaw puree gives it an orange colour and flavour. It is baked as a large cake.
- The interpretations for the drink were also along the same lines as the cake. “It is a refreshing fruit drink to go with one of the cakes/rock buns/snack dish/snack. “It is a drink using fruit in season.” - “It is a suitable drink.”

### **Quantities of Ingredients (Economy)**

- On the assignment planning sheet, quantities of ingredients to be used in the preparation of the different dishes were too much e.g. for creamed, rubbed-in and melting method mixtures most candidates used 200gms of flour. However during the practical, 100gms of flour and its proportion of fat and sugar were used.
- Some candidates did not order some major ingredients like dried mixed fruits, currants, raising agents, diluted milk and eggs, but these were given to candidates to use for practical work. With dried mixed fruits and currants, some candidates had enough for practical, while others had too few especially for Christmas and birthday cakes.
- Few candidates did not add any dried fruits to queen cakes/buns, Christmas and birthday cakes, therefore lost marks.
- Some candidates also used high proportion of either sugar or margarine for rubbed-in and creamed mixtures.
- For sponge mixtures the quantity of ingredients used was correct.
- For the various drinks, quantities of either fruits, chocolate or cocoa powders used were good.

### **Time-Plans**

- Generally, time plans of most candidates were poorly written e.g.
- Too little time was given to activities needing more time, while too much time was given to activities needing less time, e.g. using 15 - 20 mins to check cake in oven and using 5 – 10 mins to prepare drink.
- Majority of candidates did not state when to light the oven. The few who did, wrote that it should be lighted after the first dish has been prepared.
- Candidates did not state oven temperatures and cooking time for baking the

- From most candidates' time-plans, dishes were either to be left in the oven till ready to put in another dish or other dishes were added and all were to be taken out at the same time.
- In some cases, no provision was made for washing up at intervals.
- Dovetailing of work was not done.
- Preparation before class was not thorough, because no provision was made for it in the time-plans.
- During the practical test, however majority of candidates worked systematically to complete their work within the stipulated time.

### **Cleanliness And Clearing Away**

- Majority of candidates washed up at intervals. The few who did not, stacked used equipment till the tail end of the practical work because they had too many equipment.
- Most candidates did not change washing up water.
- Washing up in most cases was not thoroughly done.
- Few candidates used hot water to wash up due to the fatty nature of work.
- After the test, majority of candidates did not wash used kitchen cloths.
- After disposing of rubbish, binets were thoroughly cleaned.
- Majority of candidates did not thoroughly sweep their work area when they finished working.
- Due to the high fat content, candidates should have wiped mixing bowls with paper before cleaning them.
- Washing up should have been done using warm water with a soapless detergent for ease in getting rid of the fat.
- Used kitchen cloths should be washed after every practical test for candidates to get used to.

### **Manipulative Skills**

- Generally, skills exhibited by most candidates were not the best.

### **Rubbed-In Mixtures**

- Rubbing-in was very poorly done.
- Most candidates did not cut fat into very tiny or smaller pieces in the flour using a palatte knife or fork before using fingers.
- Both fingers and palm were used to rub fat into flour and the mixture was not raised while rubbing-in.
- In some cases, candidates rubbed-in with one hand.
- Liquid content for bun mixtures was too much and the hand was used to mix instead of a palette knife or fork, and in some cases the mixture was overhandled.
- Most candidates baked the bun mixture on baking sheets and cakes in cake tins.
- Flour and baking powder were added without sifting them together, and in some cases the baking powder was added after the mixture had been rubbed-in.
- Sizes of buns were quite good.
- Most candidates had consistency of cakes pouring and those of buns very soft

doughs. The bun dough should be slightly stiff for the fork to stand in for sometime without falling while the cake should be of a dropping batter consistency.

#### Recipe for Buns

- 100 gm flour
- 50gm fat
- 50gm sugar
- 1 small egg
- ½ level teaspoon
- 1 tablespoon diluted milk
- for Rock buns - Add 30 - 50 gm currants.

#### Recipe for Cakes

- 100 gm flour
- 50gm sugar
- 50gm margarine
- 1½ - 2 tablespoon diluted milk
- 1 egg
- ½ level teaspoon Baking Powder

#### Creamed Mixtures

- The creaming was more of grinding.
- Fat and sugar were not creamed till fluffy.
- The eggs were sometimes beaten and left to stand before adding to mixture.
- The whole quantity of beaten egg was added at once to mixture, thus making the mixture curdled.
- In some cases proportion of sugar to fat was high.
- Most candidates did not sift flour before adding to mixture.
- Some candidates also added the baking powder after mixture had been prepared.
- Flour and baking powder were not sifted before adding.
- In situations where either cocoa or chocolate powder was used, the flour and the powder were not sifted together.
- Some candidates did not decrease the quantity of flour used when cocoa/chocolate powder was added. Thus increasing the quantity of flour added to the creamed mixture.
- Whenever other flours/cocoa/chocolate powder is added, the wheat flour should be decreased e.g. if 25 gm of cocoa/chocolate powder or other flours is added, then the quantity of wheat flour should be 75 gm to make up the 100 gm.
- Cutting and folding in of flour into creamed mixture was properly done by majority of candidates.
- Most candidates who used dried fruits in their cakes did not clean them, while the few who did, used the same flour for their mixtures.
- Some candidates who used fresh fruits like diced/pureed pawpaw or pineapple, fresh dessicated coconut had cakes with a close, heavy texture, because they did not decrease the liquid content of the mixture.

- Majority of the candidates who used diced fresh fruits had them sinking due to their wet nature. The fresh fruit should have been stewed a while in syrup before adding to the cake. This also means the sugar content of the mixture should be decreased.
- Candidates who used groundnut paste should have decreased the margarine content to prevent cake becoming soggy.
- Candidates who added mashed over ripe plantain or banana could have avoided the heavy, close texture nature of their cakes by adding extra liquid to get the dropping batter consistency.
- Due to the “grinding” of fat and sugar instead of creaming and over handling of mixture some candidates had oily/soggy cakes. Some also used either too much fat in mixture or too much fat to grease tins.
- Some candidates overstirred mixture, therefore developed the gluten.
- It seems most candidates do not know the principles in incorporating air into creamed mixtures.

#### Incorporating air into mixtures

- (i) Sifting of flour.
  - (ii) Creaming of fat and sugar till light and fluffy.
  - (iii) Beating eggs and adding in small quantities to creamed mixture.
  - (iv) Adding a little amount of flour when curdling starts.
- For large cakes, these will find their level during the setting stage, therefore there is no need to bang them on table before putting them in the oven.
  - For small cakes, lightly hit patty tin on table to level the top.

#### Sponge Mixtures

- Even though most candidates had their quantities right, the few who had their mixtures correct either left the baked sponges to dry up in the oven or did not remove them immediately from the baking trays/tins, or left Swiss roll on prepared board to cool, therefore cracked during rolling.
- Jam was not warmed before spreading it on Swiss roll.
- While some candidates did not whisk egg and sugar long enough, others whisked mixture for sometime, left it to stand for a while and then continued. This made the Swiss rolls hard and flat. Cakes did not rise and were heavy.
- Few candidates added raising agent to the mixture, therefore had spongy, dry, flat cake.
- After whisking, most candidates added all the flour at once, instead of sifting gradually over the mixture, while cutting and folding in.
- This also helped the needed entrapped air in the mixture to escape.

#### Melting Method

- Making of gingerbread and ginger cakes is still a challenge for most candidates.
- Hot treacle mixture was added to flour.
- Eggs were beaten and added to mixture.
- Some candidates had lumpy mixtures.

- Too much bicarbonate of soda was added to most mixtures.
- Lining of loaf tins was poorly done.

### Oven Management

- Most candidates have little or no skills in oven management.
- Most candidates placed dishes on wrong shelves for baking the particular dishes e.g. placing small cakes, buns and Swill roll on the middle shelf instead of the top shelf, while large cakes and gingerbread are placed in the middle shelf and not on the bottom shelf, or on the floor of the oven or the top shelf.
- Most dishes were left in ovens to dry up or burn since they are not conversant with cooking times.
- Majority of candidates removed food from the oven using the oven gloves.
- Few candidates turned dishes onto a cooling rack. Most of them cooled the dish after it has sweated for sometime in the tin.

### Results

- Most candidates had flat buns due to the high liquid content.
- Proportion of sugar in some mixtures was high. There were sugar specks on top of creamed cakes. The high sugar content caused the top to brown quickly.
- Cakes had varying colours ranging from pale yellow to dark brown.
- Queen cakes had fruits and mostly baked in paper cups.
- Very few candidates had their gingerbreads/cake of the correct colour, moist, spongy and well flavoured.
- Most candidates had too much bicarbonate of soda, shiny surface, dry, and cake sunk in the middle.

### Tray Setting

- Majority of candidates set their trays correctly using either plastic or well-polished wooden trays. The plastic trays were colourful and dainty.
- Tray cloths were well laundered. Few candidates had either slightly big or bigger cloths than their wooden trays, therefore had to be folded in.
- Items for setting trays were well polished and handled by majority of candidates.
- Very few candidates did not slice large cakes before serving on trays.

## **FOODS AND NUTRITION PAPER 2**

### 1. **GENERAL COMMENTS**

The standard of the question paper compares favourably with those of the previous years. The questions were within the ability of the candidates. Candidates' performance was average.

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

The commendable feature noted in candidates' work include the following:

- adherence to rubrics of the question paper.
- orderly and neat presentation of work , e.g. cancellation of words were neatly done.
- improved handwritings.
- straight forward answers were given to questions.
- proper spacing of sub-questions.

### 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

The weaknesses of candidates were as follows:

- poor spelling of words especially technical words, e.g. "furthers" for feather, 'junction violet' for gentian violet, 'picknic' for picnic, 'groves' for gloves.
- one word answers and phrases to questions that demanded explanations.
- grammatical errors and poor expressions in English language.
- inability to understand the demands of the questions.
- poor performance of the nutrition aspect of the paper.
- not reading the questions fully before answering.

### (b) **SUGGESTED REMEDIES FOR WEAKNESSES**

- Teachers should do more team teaching so that topics that they are not conversant with or do not have confidence to teach could be handled by colleagues.
- Teachers should liaise with the Science teachers to help them in handling of Nutrition and other Science aspect of the subject.
- Teachers should impress upon students about the importance of reading questions fully and understanding them before answering.
- Teachers should mark students' notes, check spellings and expressions and award marks.
- Dictation exercises should be conducted on key words on every topic treated.
- The chalkboard should be used effectively by teachers i.e. writing new words, difficult to spell words on it for students.
- Students should be encouraged to do a lot of reading. They should read both

textbooks and other reading materials to improve grammar, spellings and expressions.

- Students should be given assignments on topics to be taught for the term, for them to read around them and do group or individual presentations to encourage them to read a lot and also not to depend solely on approved textbooks.
- Teachers should teach students to read and understand questions in full before answering them.
- Teachers should discourage students from using pamphlets since most of these either have wrong information or topics that have not been treated in-depth.

#### 4. **DETAILED COMMENTS**

##### **Question 1**

**(a)(i) What is sodium chloride?**

**(ii) State two functions of sodium chloride in the diet.**

**(b) List three functions of calcium in the diet.**

**(c) State the reasons why fried yam delays hunger more than boiled yam.**

A very unpopular question which was poorly answered by most candidates.

(a)(i) Very few candidates had the correct answer to the question.

Candidates provided wrong answers such as:

- it is an acid/base or an acid/base compound used in the home to preserve food.
- it is a compound of chlorine and sodium.
- it is a salt that can be mined or prepared in the laboratory.
- it is the name given to table salt.

The expected answers include:

- it is the chemical name for common salt which is used in food preparation to add flavour/taste.

a(ii) Very few candidates had the correct answers to the question. The question demanded the functions in either the body or in the food. They also confused functions of sodium chloride with that of calcium.

Candidates gave wrong answers as follows:

- it helps activities of the body.
- for strong bones/bones and teeth.
- to kill germs in food.
- for acid/base balance.
- for water balance.
- for normal clotting of blood.
- aids digestion.

- prevents high blood pressure.

Most candidates were able to give only the following answers:

- it adds/improves flavour and taste in food.
- it adds to the nutritive value of food/diet.
- it helps to control cell activities in the body.
- it stimulates the nerves to function.

Other correct answers are:

- helps to regulate the body fluids/promotes/regulates water balance of the body.
- promotes/regulates acid/base balance of the body.
- needed for the transmission of nerve impulses.
- needed for the absorption of glucose by the body.
- helps in the production of hydrochloric acid in the stomach.
- helps to control cell activities in the body.

(b) Most candidates were able to answer this question.

The correct answers given by candidates were:

- for proper development of bones and teeth.
- for the maintenance of the bones and teeth.
- for normal blood clotting
- for prevention of rickets.
- improves nutritive value of food.

Other correct answers were as follows:

- calcium aids in nerve impulse transmission.
- it is essential for the activities of body cells.
- it is a component of the blood.
- for the regulation of acid/base balance of the body.
- for rhythmic heart beat.
- for the normal functioning of muscles/for the contraction of muscles.
- for activation of some enzymes in the small intestines.

(c) Most candidates could not give reasons why fried yam delays hunger more than boiled yam.

Some wrong answers given by candidates were:

- frying takes a longer time to cook than boiling yam.
- fried yam is more compact than boiled and so when eaten one has to drink plenty of water.
- fried yam is slow to digest than boiled yam.
- saturated oil/fat is used to fry the yam and it has a long chain therefore it delays hunger than the boiled yam.

Correct answer:

- The oil used in frying yam has a high calorific/energy value and because it is dense it slows down digestion and this lengthens the sensation of fullness or satiety, therefore delays hunger more than the boiled yam which is only made up of carbohydrate which is digested faster.  
or
- The fried yam contains oil which has a high calorific/energy value as well as satiety value, therefore delays the onset of hunger during digestion  
or
- Fried yam has oil and this delays the onset of hunger because it has a higher calorific/energy value as well as satiety value than that of boiled yam.

**Question 2**

**(a) State five precautions to be taken, to prevent falls in the kitchen.**

**(b) List ten items to be kept in a first aid box.**

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

- (a) - Few candidates read the question and realised it was only on falls and not general accidents in the kitchen.
- Most candidates included points for general accidents in the kitchen.
  - Positive statements should be used in answering question on 'Precautions to be taken', where possible.

Some wrong answers by candidates include:

- do not pour water on the floor.
- do not put peels on the floor.
- avoid running on slippery floor.
- avoid slippery floor.
- do not stand on a stool or table to remove things from a height.
- the kitchen should have a good ventilation and light.
- handles of saucepans should be out of the traffic.

Some correct answers provided by the candidates were:

- mop liquids/water/oil on the floor immediately.
- remove peels of foodstuffs/fruit and vegetables from the floor/peels of fruits and vegetables should not be left on the floor, but should be put in the dustbin.
- stand on a sturdy stool or table to remove things at a higher height/do not stretch to remove things from a height.
- avoid running in the kitchen.
- avoid overcrowding the kitchen with utensils/equipment/arrange equipment properly/in an orderly manner.

- kitchen floors should not be slippery.
  - Other correct answers include:
  - wear low heel/non slippery sole shoes when working in the kitchen.
  - children should not be allowed to play in the kitchen.
  - never leave anything on the floor where someone might trip over.
  - repair potholes/loose tiles in the floor on the kitchen immediately.
  - kitchen floor coverings must be properly laid.
  - use appropriate floor coverings.
  - the finishing for floors should be non-slippery.
  - floor should not be highly polished.
- (b)
- Majority of candidates were able to list the items found in a first aid box.
  - Few candidates listed consummables i.e. items like ‘paracetamol’, ‘Andrews liver salt’, glucose, which were wrong since a first aid box should not have consummable items in them.
  - Few also listed brands e.g. dettol/camel instead of antiseptic solution. Vaseline instead of petroleum jelly.

Some Items to be Found in a First Aid Box include the following:

- Assorted adhesive dressing
- Assorted bandages
- Antiseptic cream
- Antiseptic solution
- Pair of scissors
- Absorbent gauze
- Cotton wool/cotton swabs
- Safety pin/bandage clips
- Tweezers
- Gentian violet
- Iodine solution/tincture of iodine
- Razor blade
- Methylated spirit
- Hydrogen peroxide
- Antiseptic soap
- Hand gloves
- Petroleum jelly
- Ointment
- Liniment/balm
- Ice pack
- Embrocation

**Question 3**

- (a) **State five factors to consider when choosing live poultry.**
- (b) **List four methods that are suitable for cooking poultry.**

- (c) **State two nutritive values of poultry.**
- (d) **Define the term mince.**

Majority of candidates who chose this question did not answer the (a) part properly. Candidates used factors to consider when choosing fresh fish or frozen poultry to answer the question and gave wrong answers such as:

- consider the weight.
- eyes should not be sunken.
- consider the feathers.
- the poultry should not have any unpleasant smell.
- the flesh must be firm and elastic to touch.
- the poultry must stand erect.
- the scales should cling tightly to the skin.
- the feathers should not fall.
- the environment should be clean.

Those who answered the question correctly provided the following answers:

- the eyes should be bright and clear.
- the comb should be bright red, erect and free from fungal attack.
- the breast should be plump.
- it should have a heavy weight.
- the poultry should have enough/plenty feathers.
- the bird should not be dull, but active.

Other correct answers were as follows:

- the weight should be more than the feathers.
- the comb and wattle should be small, bright red and without sores.
- the beak should be pliable.
- there should be no grain of corn etc. in the crop to add to the weight.
- the quills on the wings should not be difficult to remove.
- there should be no long hairs on the thighs.
- the scales on the legs should not be coarse or thick, but slightly overlapped.
- the feet should be supple.
- the legs should be smooth and without blemishes or spots.

- (b) The question was very well answered. Very few candidates included baking, poaching, and steaming. Others too included methods of preservation like smoking, drying.

Suitable Methods for Cooking Poultry are:

- Grilling,            - Roasting,   - Boiling.
- Broiling,           - Braising,   - Stewing.

- (c) A well answered question.

Few candidates included calcium.

Nutritive value of Poultry are:

- Protein - Iron - Vitamin B Complex - Fats - Phosphorous.

- (d) Very poorly answered question.  
Most candidates did not have any idea about the term and the few who knew were only able to relate 'mince' to meat.

Some wrong answers given by candidates were:

- it is a process used to describe meat typically of mechanical means.
- it is a living organism that lives in poultry.
- it is cutting of meat/chopping of meat into small pieces.
- it is grinding meat into powder/small particles.
- it is beating/breaking of meat with meat hammer.
- it is beaten meat to make it tender.
- it is a household pest that cause damage to our food.

The expected answer is:

Mince - it is a term used to describe the process of passing food (meat/vegetables/fruits) through a mincer/it is a process of cutting/chopping food into tiny or smaller pieces.

#### **Question 4**

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

- Bulk purchase.**
- Hire purchase.**

(b) **State four factors to consider when buying goods on hire purchase.**

(c) **State two disadvantages of hire purchase.**

- A popular question which was satisfactorily answered by most candidates.
- Majority of candidates were able to define 'bulk' purchase as 'buying foodstuffs/ food items in large quantities.
- This answer was not wholly correct because it is not only food items that are bought in large quantities.
- Other candidates also wrote 'Buying more than what is needed for the moment!'
- The answer did not fully bring out the meaning of bulk purchase. It meant either buying one or two items more than needed.

They were expected to write:

- Bulk purchase is a method/process of buying commodities/goods in large quantities.
- Hire purchase was not quite well defined by majority of candidates.

- Most candidates left out the fact that the goods/items do not become the

- property of the buyer till full payment has been made.
- Few candidates included services - services are not bought on hire purchase.
- Very few candidates also confused 'hire purchase' with 'credit'

The answers that candidates gave were as follows:

- it is buying goods on credit and paying by instalments.

#### Candidates' answers

- it is buying expensive goods and paying by installments whereby the buyer pays some small money before collecting the goods.
- it is buying goods and services on credit and a small money is deposited. The goods do not belong to the owner/buyer.
- it is buying in small quantities when you do not have money.

#### Definition of Hire Purchase

- Hire purchase is a way/method of buying goods and using them with the agreement to pay by instalments. An initial deposit is required and goods become the property of the owner/buyer after full payment has been made.

(b) The question was well answered by most candidates, while few of them confused the question with factors to consider when doing bulk purchasing.

The wrong answers some candidates gave were:

- consider the cost of the items/goods/foodstuffs.
- storage facilities available/space.
- number of family members/space.
- money available.
- food in season.

Some correct answers by candidates were:

- quantity/durability of item.
- efficiency.
- consider the need/importance of the item/value of the item to the family.
- duration for payment.
- consider the interest on the item/goods.
- mode of payment.

Other correct answers include:

- possibility of complying with agreement.
- availability of warranty on the goods purchased.
- safety of goods/item.
- performance.
- wisdom in using hire purchase as a mode of acquiring goods.

(c) Few candidates answered the question fully and correctly and provided answers such as:

- it brings about embarrassment.

- there may be quarrels over the payment.
  - the interest is high.
  - the quality may not be assured.
  - the item can be taken back.
  - buyers may be tempted to buy more than they can afford.
- In addition, the following correct answers could be given:
- if the period of payment is long, the goods may be worn out before they are fully paid for.
  - the consumer spends more money since the total amount paid on goods is usually more than the cash and carry.
  - the seller runs the risk of non-payment by buyer.
  - the item can be taken back if the consumer defaults.
  - efficiency and durability of goods are not assured.
  - in case of default by the consumer, the manufacturer/agent may lose income since the used goods/items/products will not attract the original price.

### **Question 5**

**(a) Mention four occasions for which packed meals are necessary.**

**(b) State two points to consider when planning packed meals.**

**(c) List and give the use of four items required for packed meals.**

(a) Candidates gave varied good answers on occasion for which packed meals are needed. They include:

- Excursions/field trips
- Journey
- Picnics
- Hiking
- Hospitals
- Poolside parties
- Meetings/seminars
- For school
- Birthday parties
- Wedding ceremonies
- Naming ceremonies
- Graduation ceremonies
- Sporting activities
- Beach parties
- For work

(b) The answers to the question were varied and well handled by most candidates and they include:

- the meal should be one that is easy to pack and carry.
- water and drinks should be included.
- always include fruits and vegetables.
- include small crockery/straw/napkins that will be needed.
- meals should be attractive/attractively served as packed.
- avoid foods that spoil easily.

- the meal should be nutritious.

Other correct answers are:

- the meal should not need a lot of crockery and cutlery.
- use appropriate/suitable containers for packing.
- wrap meals carefully so that they do not break/spill/dry out.
- the food should make few crumbs as possible and leave no litter.

- (c) Candidates answered this question well. Answer well varied, such as:
- |                                   |  |
|-----------------------------------|--|
| - Polythene/saddle bags/haversack | - Packed foods are kept in it.                                       |
| - Vacuum/food flask               | - drinks/water/foods are kept in it to keep them either hot or cold. |
| - Basket/Food/Ice chest           | - For packing food/drinks.   |
| - Picnic set                      | - For packing food, plates and cutlery.                              |
| - Disposable cups                 | - For serving drinks and water.                                      |
| plates                            | - For serving meals.   |
| bowls                             | - For keeping food in and for serving food.                          |
| cutlery                           | - For eating and serving meals.                                      |
| aluminium foil                    | - For wrapping food e.g. fried chicken, pastries                     |
| napkin/serviette                  | - For cleaning mouth and hands after eating.                         |

Other items include:

- |                             |   |
|-----------------------------|---|
| - Canteen set/food carriers | - Used to pack two or more dishes for easy and safe carriage. |
| - Mats/cloth                | - Used as a spread for outdoor picnic.                        |
| - Aluminium foil container  | - For keeping food.   |
| - Wax paper                 | - For wrapping sandwiches.                                    |
| - Rubber band               | - For holding packed meals in container in position/cutlery.  |

### **Question 6**

- (a) **List four flours which can be substituted for wheat flour.**
- (b) **State a recipe for any named snack dish using any of the flour listed in (a).**
- (c) **List two different dishes for each of the three flours listed in (a).**

The question was not a popular one.

- Some candidates only read the wheat flour and omitted the word ‘substituted’ therefore had all the answers to question (a), (b) and (c) wrong.
- Candidates listed different types of wheat flour
  - e.g. - Hard/bread flour.
  - Pastry/soft/cake flour.

- Composite flour.
  - All purpose flour.
  - Self raising flour.
- Some candidates did not understand the question therefore added different types of wheat flour to the other flours.
- e.g. - Corn/maize flour                      Rice flour.
- Yam flour                                      Self raising flour
- Soft flour                                      Sorghum flour
- Wheat flour                                    Millet
- Candidates who understood the question gave different types of flours

Types of Wheat Flour Substitutes

- Yam flour
  - Cassava flour
  - Rice flour
  - Millet flour
  - Sorghum flour
  - Bean flour
  - Soya bean flour
  - Bread fruit flour
  - Koko flour
  - Roasted cornmeal flour
  - Cocoyam flour
  - Sweet potato flour
  - Potato flour
- (b) - Plantain flour
- Different snack dishes were stated e.g. -
  - Cassava kaklo
  - Cocoyam/yam/turnovers
  - Rice/corn/millet chips/flakes
  - Koose
  - Maasa
  - Cakes
  - Biscuits.
- (c) - Some of the candidates did not write the quantities for the ingredients and the method for the recipe.
- Candidates stated different dishes made from flours listed in question **6(a)**.

# **GENERAL KNOWLEDGE-IN-ART PAPER 1B**

## 1. **GENERAL COMMENTS**

The standard of the paper compares well with those of the previous years.  
The performance of candidates was above average.

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

1. Few candidates were able to present their answers clearly and sequentially.
2. Candidates' handwriting continues to improve. These are commendable features that are to be encouraged.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

1. Few candidates failed to adhere to the rubrics of some of the questions, especially Question 1 and 3. The result is frequent digressions in the presentation of answers.
2. Some candidates continue to copy questions in the answer booklets before answering them.
3. Candidates show lack of in-depth knowledge in some of the common terms associated with visual art. Notable among them are mobile, luting and foreshortening.
4. Inadequate preparation and making of unsubstantiated statements are some of the issues that were evident in the scripts.

## (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates are to read the rubrics very well to understand the demands of the question before answering them.
- They should plan the presentation of their ideas in order to avoid repetition of facts.
- Art terminologies are essential part of any meaningful visual art study. Therefore learning them is absolutely necessary.
- Candidates are to prepare adequately before registering for the examination.

## 4. **DETAILED COMMENTS**

1. **Explain four roles animals play in the practice of animism.**  
Most candidates started well with the explanation of "ANIMISM" but could not relate it to the demand of the question. Animals are known to possess vitality or are endowed with souls or powers. These are harnessed by man for specific purposes that are religious. As a result snakes, crocodiles and birds are respected

because they are linked with the fertility of women and soil.

Animism is also manifested by the use of animal parts e.g. skins, bones, blood, meat, images of animals reproduced in various forms are used for magico-religious functions.

Amulets, charms, belts, wristlets and anklets are worn to avert danger, to bring prosperity, strength and protection. The blood, meat and bones are for sacrifice to appease the respective spirits, gods, deities and ancestors etc. Animals are also used as totems of various clans.

**Question 2(a)(i) What is ‘Venus of Willendorf’?**

- (i) Candidates fumbled about the origins of Venus of Willendorf. It is a nude female statuette from the upper Paleolithic period which is now located in Naturhistorisches, Vienna, Austria.
- (ii) Give reasons why it is called so. Female figures of the Paleolithic period are thought to be fertility symbols because of the prominence of pendulous breast and heavy protruding buttocks. Again scholars referred to them as ‘venuses’ because they believed that the figures were sexual objects for the Prehistoric men. Since this statuette originated from Willendorf hence the name.
- (b) **Describe the ‘Venus of Willendorf’.** Some candidates wrote on prehistoric art in general which was not the requirement of the question. The ‘Venus of Willendorf’ is a statuette composed of round shapes that convey stability, dignity and permanence. These characteristics incidentally make the statuette seem much larger than it is. Though it is a stone figure, it is carved in a way that conveys the body’s fleshiness, exaggerating a deep navel, wide hips, solid thighs, short hands and legs, a well defined sexual organ, a knob-like head without facial features and a pattern signifying hair covers the head.

**Question 3. Discuss the foreign influences on ancient Egyptian art.**

Few candidates wrote on the characteristics of ancient Egyptian art which was not the requirement of the question. Areas of influences are identified from three main sources. The Greek conquest of Egypt in 333BC with the introduction of Hellenistic art, Greek architecture, language, gods and a new form of art called mosaic.

The next was the Roman conquest of the Greeks in Egypt (30BC). Christianity was brought to Egypt. As a result many churches were built and decorated with mosaics. The Muslim also conquered the Romans on AD641 and that saw again the introduction of Muslim beliefs (Islam). Many mosques were built for worship. Arabic language, writing and art were also brought into focus.

**Question 4. Explain the following terms:**

Candidates could not explain the terms as expected.

- (a) Luting; it is the process of joining leatherhard clay with slip. Usually, the surfaces to be joined are scratched and slip is applied after which the surfaces are pressed together.
- (b) Mobile; This term does not refer to a communication device. It is a term referred to a sculpture that is moved by air or is made to move by electricity. It is also known as Kinetic Sculpture.
- (c) Hides; These are skins of large animals such as ox, cow, bull etc. They are fairly thick skins used for heavy types of leatherworks.
- (d) Foreshortening; It is a method of portraying forms on a two dimensional surface so that they APPEAR to recede or project from the picture plane.
- (e) Selvedge; The longitudinal edges of the fabric where the warp is crammed to make the weave firm and compact to prevent fraying.

**Question 5. The following are some of the virtues taught the Youth during Puberty rites:**

**Explain EACH of them.**

- (a) Customs of the people.
- (b) Law and justice.
- (c) Dignity of work.
- (d) Personal hygiene.

Candidates answered this question very well except (a) which few fumbled. They confused this with the judicial system and justice.

The expected answer is as follows:

Law and justice encompass rules binding on a community or race. It refers to a system of rules developed by the society to deal with crime and social relationships. They are a set of rules for good behaviour and fairness in a way that people are treated.

# **GENERAL KNOWLEDGE-IN-ART PAPER 2A**

## 1. **GENERAL COMMENTS**

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

Candidates' performance is generally far lower than those of the previous years.

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

- (1) Only few works depict creativity by using "pointillism" and "cross hatching"
- (2) There were a lot of bold drawings. Many candidates made good use of the surface provided.
- (3) Some candidates were able to make a very good observation of the items placed before them. They were able to bring out the nature as well as the colour of the objects.

## 3(a) **SUMMARY OF CANDIDATES' WEAKNESSES**

- (1) The standard of drawing presented was generally lower and most of the works show difficulty in shading or painting.
- (2) Few colour works presented were poorly done – poor tonal values, using of raw colours, lack of perspective etc.
- (3) Some papers were virtually empty. Others could hardly represent anything closer to the boots and the gloves.
- (4) Many candidates resorted to tracing instead of making a critical study of the objects, by observing the objects placed before them.
- (5) Some could hardly make simple contour drawing.
- (6) Few figure drawings presented were poorly done. There was a problem of proportion, colour mixing and tonal values.

## (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should be involved in exercises in contour drawing, tonal values, colour mixing, figure drawing as well as drawing of the basic shapes.

## 4. **DETAILED COMMENTS**

### **Question 1**

- (a) **Still Life drawing.**
  - i. **A pair of wellington boots.**
  - ii. **A pair of gardening gloves.**

Candidates are expected to show skills in drawing and painting - bringing out tonal

values (light, medium and dark tones as well as highlights, reflections and shadows).

Again, candidates are expected to exhibit their knowledge in principles of drawing or design - proportion, contrast, rhythm etc. as well as perspective.

Good observation is also tested.

It is realised that many candidates have a problem of observation. Simple contour drawing is a problem.

However, there were a lot of bold works presented. Many candidates made good use of the papers provided. They were able to draw with good proportion of the items, showing accurate value in shading or painting to bring out their nature.

(b) Imaginative Composition

Candidates are expected to make an imaginative composition on the theme:  
“In Church - Praises time”

Here, the candidate is expected to show his/her creative skills by presenting an interesting composition out of imagination. Candidates’ skills in figure drawing is brought to bear and creativity plays a major role here.

This question is very unpopular, probably due to the figure drawing involved. It could be seen that the figure drawing is a problem to many candidates. The few works presented had traced figures in pencil, neither shaded nor painted.

However, there were few traced works that is creatively combined into very interesting compositions.

Candidates must work on colour and colour mixing, colour combination, and figure drawing.

# **GENERAL KNOWLEDGE-IN-ART PAPER 2B**

## 1. **GENERAL COMMENTS**

The standard of the paper compares favourably with those of the previous years. Generally, candidates' performance like that of the previous years was average. A few number of candidates excelled in the paper whilst the majority had an average performance. The performance of some candidates were however below average.

Majority of the candidates also performed well in the calligraphy than in the design.

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

### **QUESTION 2 - CALLIGRAPHY**

1. Candidates used appropriate and varied lettering tools and materials to execute their works displaying variety of ideas.
2. Some candidates presented good calligraphic writings with attractive border designs and a good use of space.
3. Some candidates treated their background attractively with good colour combinations.
4. Candidates were able to show contrast with texts as opposed to the background designs.
5. Majority of the candidates were able to write in full the quotation according to the demands of the question.

### **QUESTION 3 - DESIGN**

1. Some candidates were able to create logos using musical instruments and symbols.
2. Many candidates included inscriptions in their designs.
3. Good and attractive colour combinations were displayed.
4. Few candidates made use of the elements and principles of design to make the work attractive.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

1. Many candidates either used stencils, screens or templates in the execution of their works. This created excess colour leakages which marred the beauty of the work.
2. Most candidates could not make good use of the space as a result of poor planning.

3. Some candidates were quite careless with the quotation omitting words or the name under the quotation.
4. Quite a number of the candidates created open or no border designs.
5. In design, many candidates failed to use appropriate motifs and inscriptions.
6. Orderly arrangement of motifs was lacking in the design.
7. Most candidates failed to give the effect of a fabric as many works were without background textures.

(b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

1. Calligraphy is the art of penmanship or pen lettering. Stencils and screens are therefore not allowed. Letters are written and not drawn and painted in.
2. Students should be engaged in a lot of practical exercises especially on the examined areas.
3. Teachers in their practical lessons must stress on the principles of organisation since this is lacking in the works of most candidates.
4. Teachers must help students in developing their skills in designing motifs and using them in designs.
5. Students must be advised to devote much time for their practical exercises and examinations if they want an excellent grade in art.

4. **DETAILED COMMENTS**

**QUESTION 2 - CALLIGRAPHY**

According to the demands of this question, candidates were to use appropriate lettering pens or brush to skilfully write the quotation.

Candidates who employed stencils, screens or constructed letters therefore fell short of the requirements. The legibility of letters and words, accuracy in lettering and spellings as well as good spacing of letters and words were some of the expectations from candidates.

Candidates were also expected to make good use of the given space and to apply the principles of design such as unity, balance, contrast, harmony for an attractive design. Candidates were supposed to use pen strokes with touches of colour to design an appropriate border to enhance the beauty of the work.

The production of an original work as well as a good presentation of a calligraphic work were some of the demands of the question.

A lot of candidates could not meet the demands of the question as they used stencils, screens and templates in the execution of their works.

### **QUESTION 3 - DESIGN**

Candidates were required to handle tools and materials efficiently to come out with a design suitable for an anniversary cloth. Candidates were to create a motif based on musical instruments or symbols.

An appropriate inscription including the name of the association and the type of anniversary were part of the demands of the question.

Many candidates did not base their motifs on musical instruments/symbols and in some cases no inscriptions were included. This shortfall affected candidates' performance.

The motifs and appropriate inscriptions were to be arranged orderly on the given space. There was no fast rule to the type of arrangement since it was an anniversary cloth.

Candidates were required to combine three or less colours harmoniously for an attractive design. Candidates also had the liberty to give a background texture to enhance the beauty of the design (An anniversary cloth).

Originality and uniqueness of work were required of the candidates.

The last but not the least, candidates were expected to present a good design suitable for Musicians Association of Ghana.

Most candidates flopped in answering this question as they failed to use appropriate motifs and inscriptions.

# **GRAPHIC DESIGN**

## 1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years. Candidates' performance was just average.

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

The main strengths of candidates were as follows:

- (1) candidates were able to answer questions 1,2 and 4 properly, thereby showed a bit of mastery of the subject;
- (2) the handwritings of some candidates were legible and clear which helped the examiners to mark easily;
- (3) some candidates were able to give very good illustration;
- (4) They were able to state three main functions of a poster;
- (5) they were able to identify three problems that could be encountered if products put on the market were without labels;
- (6) they should be encouraged to learn more of Graphic design terminologies.

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

The weaknesses of candidates could be summarized as follows:

- (1) inability to answer the questions adequately was one major problem across board;
- (2) they lack practical knowledge and application of the subject matter;
- (3) they could not express themselves well when confronted with the question 'how' which tests for practicality;
- (4) inability to use the English Language properly to express themselves well;
- (5) there seemed not enough time for practical activities. This was clearly seen in their answers.

## 4. **SUGGESTED REMEDIES**

It is suggested that candidates:

- (1) they should read their notes and pay attention to their teachers;
- (2) it is important for them to answer past questions on the subject;
- (3) teachers should teach them how to answer examination questions;
- (4) they should avoid internet jargons to answer questions;
- (5) there should be enough time for practicals and drawings;
- (6) there is the need for them to read carefully examination question, understand them before answering questions.

5. **DETAILED COMMENTS**

**QUESTION 1**

- (a) **What is a poster.**
- (b) **State three main functions of a poster.**
- (c) **List five important qualities of a good poster and explain how a designer would achieve any two of them in his design.**

This was mostly attempted question. Although it was quite well answered, Q1c was a difficulty. They could not answer well that part of the question. Some mixed up the functions and the qualities of a good poster.

**QUESTION 2**

- (a) **Explain market survey.**
- (b) **Discuss four reasons why market survey is necessary for the production and sale of any graphic design product.**

Many candidates confused market survey with marketing and so deviated completely and so there was difficulty to explain what survey is as far as marketing is concerned. The discussion as why market survey is necessary was poorly discussed. Majority of candidates scored low marks.

**QUESTION 3**

- (a) **Describe with clear illustrations how to bind a single section jotter.**
- (b) **Describe how to make uncontrolled marbling.**

Some candidates were able to give very good illustrations whilst others drew an open book as the answer. Many also deviated completely because they were describing side-stitching or perfect binding methods. Others went to the extent of describing edition (multi-section) method of binding. The Q3b part of the question about uncontrolled marbling was not properly answered. Only few candidates answered correctly. Many candidates mixed up controlled marbling that involves the use of starch with uncontrolled marbling that involves the use of water only.

**QUESTION 4**

**Identify and discuss three problems that could be encountered if products put on the market were without labels.**

This question seemed to be the easiest because a lot of candidates scored high marks even though without defining 'label'

Important points required in the answer:

- (i) the product has no name, no address, no identity,
- (ii) no information on contents or ingredients,
- (iii) no information on manufacturer, no address,
- (iv) no direction for use,
- (v) there is no guarantee of its safety,
- (vi) the product cannot advertise it self,
- (vii) the product will not attract attention.

### **QUESTION 5**

**Write short notes on the following:**

- (a) **Graphic Arts;**
- (b) **Johann Gutenberg;**
- (c) **The Diamond Satra;**
- (d) **Parchment;**
- (e) **Vellum.**

Few candidates attempted this question and those who answered were not able to perform well. Candidates knowledge of the question was quite minimal as seen from the way answered the question. His of Gutenberg was not efficiently acknowledged as well as their knowledge on the terms 'parchment' and 'vellum' was very weak.

### **QUESTION 6**

**Describe one use of each of the following bookbinding devices:**

- (a) **sewing frame;**
- (b) **nipping press;**
- (c) **hammer;**
- (d) **backing boards;**
- (e) **tenon saw.**

Most candidates did not attempt this question. Few candidates who attempted this question did it poorly. A dear indication that many did not know anything at all about bookbinding devices.

## JEWELLERY PAPER 2

### 1. GENERAL COMMENTS

This paper satisfied a very good standard in terms of the level of the examination. Candidates' performance in the paper compared favourably with those of the previous years. This was evident in the approach to answering questions and the points provided.

### 2. A SUMMARY OF CANDIDATES' STRENGTHS

- Most of the candidates understood the questions, exhibited clarity of expression and orderly presented materials.
- Points were listed by some of the candidates before expanding them.
- Few candidates used the correct technical terms appropriately.
- Question numbers were written in the box provided below at the front page of the answers booklet to correspond with the answer questions in the booklet.
- There was improvement in handwriting and diction.
- Few candidates wrote their index number on all the pages.

### 3(a) A SUMMARY OF CANDIDATES' WEAKNESSES

Despite the commendable features noted in candidates' answers as described in 2 above, there were some weaknesses shown as described below.

- Few candidates cancelled some of their answers by crisscrossing which marred readability. Others cancelled several pages continuously without writing any good points. This showed their lack of understanding the questions.
- Most of the candidates who attempted question 2 failed to show the difference between the technical terms as demanded by the question. They actually lacked knowledge of these technical terms.
- As regards question 3 (a,b and c), candidates who attempted seemed to have little or no knowledge about the chemical **flux**. They mistook it for **pickling** and were deviated.

### (b) SUGGESTED REMEDIES FOR THE WEAKNESSES

- Students should be encouraged by their teachers to acquire reading skills to improve their spellings and build up their vocabularies and the necessary technical terms. Also candidates need to be taught how to answer questions by their teachers. This will help to counteract deviation, resulting in cancellations and copying of just the questions to occupy space.

- Again, I suggest that since Jewellery Art is practically oriented, there is the need to give notes to students centred on “Workshop Technology”, in instructional/command/imperative tense. This enhances the assimilation of systematic procedures/methods faster and easier.
- Candidates should be encouraged to access the internet for more information pertaining to their area of study – Jewellery – to broaden their knowledge in the subject.
- Furthermore, there is the need for the candidates to visit workshops of renowned jewellers to familiarise themselves with the tools, materials, equipments and various fabrications in jewellery. This will help the candidates to appreciate jewellery and know the nitty-gritty of the subject.

#### 4. **DETAILED COMMENTS**

**Question 1(a) Advance THREE reasons to show the importance of jewellery as a tool for economic developments in Ghana.**

##### Expected Answers

- **As foreign exchange**  
Jewelleries are exported to foreign countries to generate wealth/income for national development.
- **It gives employment**  
Jewellery industries employ both skilled and unskilled labour to help solve the problem of unemployment in Ghana.
- **Opening up the tourist market**  
Jewellery industry boosts up tourism in the country. Foreigners appreciate the gold ornaments and valuable beads. They purchase them at a high fee, etc.

Candidates’ performance in this question was good. Few candidates mixed economic uses with social, cultural and spiritual value of jewellery. Such answers provided by the candidates were marked down.

**Question 1(b) Discuss TWO major differences between costume and precious jewellery.**

##### Expected Answers

Some of the differences between costume and precious jewellery are stated in the tabular below:

<b>COSTUME JEWELLERY</b>	<b>PRECIOUS JEWELLERY</b>
*It is fabricated by the use of non-noble metals such as zinc, tin, copper, brass, etc.	*This is produced of noble metals such as gold, silver, platinum, etc.
*They tarnish easily when exposed to air/sweat.	*They are highly polished and do not tarnish.
*They are mostly electroplated	*Precious jewellery are highly valued (expensive).
*They are less expensive.	*It serves as collateral.
*It is termed as junk and used for secular life, etc.	*Traditionally, it is used to show rank/office/identification, etc.

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

**Question 2. Write notes to show the difference between the following pairs:**

- (a) Etching and engraving;
- (b) Enamelling and glazing;
- (c) Soldering and riveting;
- (d) Chasing and piercing;
- (e) Forging and milling.

Expected Answers

Below are some of the expected answers:

**(a) Etching and engraving**

In etching, a black asphaltum is used to coat some portions of the design on the metal. But engraving is done by using burins (gravers) to create the design on the metal, etc.

**(b) Enamelling and glazing**

As regards enamelling, the kiln is pre-heated before the items are packed into the kiln. Whilst glazing is done by loading the kiln before it is glost fired, etc.

**(c) Soldering and riveting**

Soldering is done by using solder, flux and application of heat to cause the solder flow and join the metal by capillary action. Whilst riveting is accomplished by hammering a rivet to hold two or more metals together, etc.

**(d) Chasing and piercing**

Chasing involves depressing a metal surface into high and low relief. Whilst piercing involves the internal cutting or inner removal portions of a design by the use of jeweller's saw.

**(e) Forging and milling**

Forging involves the use of a hammer and an anvil by striking the metal to shape. Whilst milling is accomplished by annealing and pressing a wire or a sheet of metal through rollers in a rolling machine to reduce the cross-section, etc.

This question was poorly answered by the candidates. Candidates seemed to have little or no knowledge about these technical terms. They were, therefore, marked down.

**Question 3(a) What is flux?**

Expected Answers

- It is a chemical agent which prevents formation of oxide on metals when heated or during soldering and promotes flowing of solders during soldering exercises.

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

- Few candidates who attempted this question did not know what flux is.
- Some candidates learnt about pickling and decided to write that as an answer instead.

This was a general problem and needs to be investigated.

**Question 3(b) Explain FOUR functions of flux.**

Expected Answers

- \*It prevents formation of oxide films on metals when heated during soldering.
- \*It promotes fusion of the metal during soldering and casting.
- \*It helps with the flow of the liquified metal, etc.

Still, the performance of the candidates in this question was abysmal. Most of the candidates wrote nothing; instead they copied the question down and were, therefore, marked down.

**Question 3(c) State the two types of soldering and give one example of flux in each.**

Expected Answers

Below are the two types of soldering and their respective fluxes:

- (i) Soft soldering: the fluxes are zinc chloride (killed spirit) resin, powdered sal-ammoniac, etc.
- (ii) Hard soldering: some of the fluxes are borax flux; boric acid and borax-A 76% borax and 25% boric can be prepared, etc.

Few candidates were able to give the correct answer but most of the candidates gave wrong answers and the general performance was far below average.

**Question 4(a) What is packaging?**

- Packaging is a collective term for all kinds of containers in which goods are packed or kept for distribution and sale or for safe keeping of items.
- OR
- A container made of cardboard, plastic, metal etc., in which goods are packed for sale, storage or transportation.

This was very popular question to the candidates and it was well answered. However, few candidates failed to answer it as expected and were marked down.

**Question 4(b) Explain FOUR functions of packaging in jewellery.**

Expected Answers

The functions of packaging in jewellery are as follows:

- **Contains or carries content**  
The item, for example, a bracelet is safely kept in the package (jewellery box) and this is secured in it.
- **Preserves the content**  
The jewellery, e.g. a bangle or necklace, if kept in a package (jewellery box) may prolong the life span of the item, because, dirt, dust and moisture may not get/come

in contact with it so that it loses its aesthetic value, etc.

Performance of candidates in this question was par excellence. However, few candidates just listed the points without explaining. Such candidates were marked down.

**Question 4(c) List EIGHT materials suitable for jewellery packages.**

\*Copper      \*brass      \*wood      \*aluminium  
\*Calabash    \*gourd      \*raffia      \*cane, etc.

Most of the candidates were able to give the expected answers. However, few others even though understood the question, listed types of packages/containers instead of materials. Examples are bottles, wrappers, envelopes, hangars, to mention just a few. Affected candidates were marked down accordingly.

**Question 5. Discuss FIVE uses of symbols in Jewellery.**

Expected Answers

It is inferred in the question that candidates listed/stated the names of the symbols and show how they are used. These uses of symbols range from social, cultural, spiritual, economic, etc.

The following are some of the symbols and their uses in jewellery:

- **Communication/information**

Three human heads carved together. This reminds us that one head cannot go into counsel, and that it is improper for one person to take decision for a whole society or family.

Therefore, it is used to speak/communicate proverbially to leaders in the community, political leaders, all and sundry to open up, have understanding and compromising mind to discharge their duties.

- **For identification**

Traditionally, symbols are also used to identify us as a group. For example the ceremonial sword or linguist top with the totem porcupine war-like – thus always ready to wage war. And this identifies the bearer as an Ashanti or the King of the Ashantis, etc.

Candidates who answered the question understood it, but, some failed to write the name of the symbol before explaining the uses of the symbol. However, few candidates wrote the names of the symbols e.g. “GYE NYAME” and showed how they were used in jewellery. Candidates were, therefore, marked according to their

performance.

Performance was just average.

### **Question 6(a) What are metals?**

#### Expected Answers

- Metals are refined products of ores having different properties and characteristics. They are divided into two main groups namely FERROUS and NON-FERROUS.

This question was not satisfactorily answered. Few candidates managed to give the correct answer.

### **Question 6(b) List six metals used in jewellery.**

#### Expected Answers

Below are the expected answers:

*Copper	*Silver	*Gold	*Lead
*Zinc	*Bronze	*Brass	*Antimony
*Tin	*Pewter	*Aluminum	*Titanium etc.

Candidates' performance in this question was encouraging. They were given the requisite marks as spelt out in the marking scheme. However, few candidates listed diamond and bauxite as metals which are not.

### **Question 6(c). Explain in details FIVE reasons for alloying a metal.**

#### Expected Answers

- **To improve its malleability.**

This is the ability of a metal to be hammered, beaten or rolled without breaking. Metals are subjected to various forms of tension and there is the need to alloy it so that it can go through the stresses and strains during fabrication.

- **Reducing cost of production**

Noble metals are costly, for example, Au and there is the need to lower the standard from 24 carat (pure gold) to 18 carat so that it becomes affordable.

This sub-question was well answered, therefore, candidates were given the requisite marks as provided by the marking scheme. Performance was good.

# **LEATHERWORK**

## 1. **GENERAL COMMENTS**

The standard of the paper compared favourably with that of the previous years. Candidates' performance was just below average. The performance from most new private schools was just nothing to write home about.

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

The main strengths of candidates were as follows:

- (1) It was noted that some few candidates showed every high abilities in the understanding of the subject, the topics;
- (2) they exhibited the skills that they needed to pass their exams;
- (3) they showed evidence to practice on their own should they not be able to pursue their education further.

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

The weaknesses of candidates could be summarized as follows:

- (1) it was observed that most of the candidates had problem understanding the rubrics;
- (2) lack of understanding the English Languages itself was a problem. This made them answer the questions wrongly;
- (3) those who understood the rubrics too had problem of expressing themselves clearly;
- (4) there were so many spelling mistakes of ordinary English Language words and Leatherwork terms;
- (5) some candidates seemed to lack the basic knowledge of the subject;
- (6) many candidates too could not draw the skin or pelt correctly and when it came to the labelling it was worse.
- (7) candidates showed that they were confused about the right terms to use when it comes to natural leather.

## 4. **SUGGESTED REMEDIES**

It is suggested that candidates:

- (1) they should read their notes and pay attention to their teachers;
- (2) it is important for the students to take their English Language lessons seriously;
- (3) teachers are kindly advised to avoid too much improvisation;
- (4) they should avoid internet jargons to answer questions;
- (5) there should be enough time for practicals and drawings;

- (6) teachers should take time to explain the main roles of terms as they apply in Leatherwork e.g. tannery, shaving, fraying, casing, curing, fleshing, liming, pickling, dehairing, abattoir, haberdashery.

5. **DETAILED COMMENTS**

**QUESTION 1**

- (a) **What is casing in leatherwork?**  
(b) **Why is leather cased before tooling is made?**  
(c) **Explain the following physical properties of leather**  
(i) **tensile strength;**  
(ii) **elongation;**  
(iii) **flexibility;**  
(iv) **porosity.**

The question demanded the definition and explanation of the term 'casing'. It is the dampening of leather with water to make it soft to allow it cut easily to take up and hold an imprint.

Some candidates understood casing to mean 'putting strawboard in between leather to make it stronger before tooling is done. Others wrote that the leather is soaked in lime and water for some time.

**QUESTION 2**

- (a) **Draw the section of the pelt and name the following parts:**  
(i) **Shoulder;**  
(ii) **Side;**  
(iii) **Back;**  
(iv) **Belly;**  
(v) **Belly centre;**  
(vi) **Single band.**

- (b) **Which part of the leather is best used for making a shoe and why?**

This question was the most popular one. They were asked to draw the section of a pelt and name some of the parts.

Drawing was a problem to most of the candidates. Some candidates when ahead to shade their drawings as if they were in a drawing class.

In Q2(b), the most candidates had problems because the back which is too hard and can break easily was the popular choice. A few mentioned the belly which is also too light and can tear easily or expand without control.

### **QUESTION 3**

- (a) **Explain skiving**
- (b) **Give two reasons why skiving necessary in leatherwork.**
- (c) **In five points, explain how skiving is done in leatherwork.**

Most candidates referred to skiving as shaving or splitting of skin or leather into thin sheets.

Skiving is the joining of two thick leathers or thick materials used in leather work when they are slanted finish e.g. native sandals.

### **QUESTION 4**

**Give two reasons each why it is necessary for skins to go through the following processes:**

- (a) **curing;**
- (b) **fleshing;**
- (c) **liming;**
- (d) **pickling;**
- (e) **dehairing.**

The processes above are undertaken at the pre-tanning period of the skins. Most candidates wrote leather instead of skins but if skin has not passed through tanning, it remains a skin and never a leather.

### **QUESTION 5**

- (a) **Explain each of the following terms:**
  - (i) **abattoir;**
  - (ii) **haberdashery;**
  - (iii) **tannery;**
  - (iv) **ranch.**
- (b) **State one importance of each item mentioned in(a) above to the leatherworker.**

Many candidates wrote a place where animals are slaughtered. These animals are killed for a purpose.

Candidates have never encountered such a place before and resulted to guessing, ie like a place where pelts from the abattoir are kept, a place for selling men's wears etc for been haberdashery.

For tannery, most candidates got this right but some wrote things that did not quite explain tannery.

This part of the question was not popular. Majority were just guessed the answers.

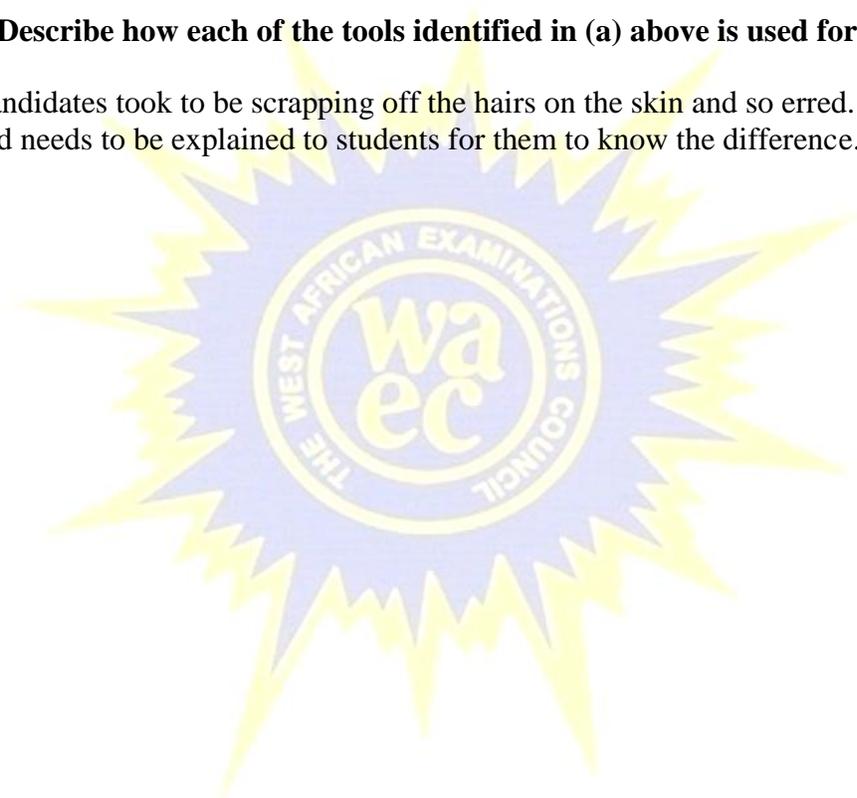
**QUESTION 6**

**(a) Identify the tools used in each of the following processes:**

- (i) Flaying;**
- (ii) Unhairing;**
- (iii) Fleshing;**
- (iv) Shaving;**
- (v) Embossing.**

**(b) Describe how each of the tools identified in (a) above is used for the process.**

Most candidates took to be scrapping off the hairs on the skin and so erred. Shaving is a term and needs to be explained to students for them to know the difference.



## **MANAGEMENT-IN-LIVING PAPER 2**

### 1. **GENERAL COMMENTS**

The question paper was of same standard as the previous years. Questions were straightforward and more manageable than last year's. However, the performance of candidates compared with those of the previous years was insignificant.

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

The following commendable features were noticed in the answers of the candidates:

- tremendous improvement in handwriting of candidates.
- adherence to rubrics of the paper.
- ability to express themselves in the English language and to explain their answers giving examples where necessary.
- neat and orderly presentation of answers.

### 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

The weaknesses of candidates were as follows:

- Inability to read and understand the questions before answering.
- Poor spelling of words especially technical words e.g. 'busket' for basket, 'verse' for vest, 'polo' for polio.
- Writing one word answers instead of sentences.

### (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Teachers should use a few minutes of class time to dictate technical words to students.
- Difficult words must be pronounced correctly and written on the board.
- Teachers should mark the notes that the students write.
- Students should be encouraged to read widely especially their textbooks and story books to improve their English language.
- Teachers should help students to learn how to answer questions well and to the detail required.
- Students should take their time and read the questions well. Sometimes, they see one word in a question they are familiar with and start writing answers which are not correct. For example, equipment used in the home for storage, some candidates did not see or ignore the storage and gave equipment like cookers, blenders, etc. which are not storage equipment.
- Qualified teachers should be employed to teach the subject.

#### 4. **DETAILED COMMENTS**

##### **Question 1(a) Define the term savings.**

This question was answered by all candidates and very well too. Many of them scored full mark. However, some of the definitions did not reflect money management. Instead of writing 'it is putting money away for future use' some of them wrote that is keeping something or anything away for future use. Future was poorly spelt e.g. 'feature', further.

##### **(b) State two reasons for saving money.**

This was very well answered though instead of writing 'money is saved for future use' they just wrote 'for future use.'

Only few candidates wrote that money can be saved so that after retirement it will come handy.

The expected answers include:

- to meet certain goals/needs.
- to meet emergencies when they occur.
- to augment pensions.
- for future use.

##### **(c) State four ways of saving money**

It was also well answered except that a lot of the candidates wrote susu box which was wrong. They were expected to write money box. Some also wrote about putting it in a hole or giving it to trusted friends which were wrong. Instead of saying investing it, some said 'borrow' it to friends.

The expected answers include:

- by operating saving account.
- saving with a cooperative society/credit union.
- taking insurance policy.
- through walking bank.
- buying bonds, stock or shares.
- saving by making susu.
- keeping money in cash/money box.

##### **Question 2(a) State four qualities of a good housing area.**

Students were not able to draw the distinction between utilities and amenities. They also mixed up house and housing area so they gave answers like the house should be well ventilated, it should be well painted, etc.

Answers expected include:

- The area must have good lighting, electricity supply,
- good water supply,
- good drainage,
- good sanitation, etc.
- the area should provide safety and security measures, have social amenities.

Some candidates did not write full sentences but wrote just ‘water’ ‘electricity’, sanitation, and therefore lost some marks.

- (b) **State two advantages and two disadvantages of buying a new house.**  
Candidates confused the advantages and disadvantages. Some wrote advantages as disadvantages and vice versa. This part of the question was not well answered.

For advantages candidates only mentioned the fact that the house will be yours.

Some of the answers expected include the following:

(1) Advantages

- has a clean and beautiful appearance.
- does not need immediate repairs.
- fittings are new.
- may have modern design.
- it is faster than building.

(2) Disadvantages

- may not be to the occupant’s taste.
- rooms may not be spacious.
- may not have landscape for expansion.
- may be expensive.
- access roads may not be motorable, etc.
- may not be easily accessible.
- may not have social amenities.

**Question 3(a) Explain the term to toilet train.**

Most candidates did not answer this question and those who answered it scored very low marks. It seems they did not understand the question.

Some of the answers given include:

- It is a proper treatment of toilet.
- Taking a train to toilet
- It is helping a child to go to toilet.

It seems that the topic had not been treated in the schools well.

The definition expected was:

- Helping a child to learn how to control the bowel and later the bladder in order to prevent soiling.

(b) Guidelines for successful toilet training

This was also poorly answered. Some candidates wrote about the procedure to go through if a child wants to move his/her bowel.

Wrong answers given by candidates include:

- remove his dress, sit him on the chamber pot, clean him up when he finishes, etc.

Correct answers expected include:

- start training when the child is old enough.
- provide an attractive and comfortable potty.
- training should be regular and consistent.
- baby should be encouraged rather than scolded.
- avoid rigid toilet training.
- have time for the toddler.

**Question 4(a). List any four household equipment that provide storage facilities in the home.**

This question was fairly well answered except that some candidates did not see the storage aspect of the question so they gave answers like, cookers, ovens, blenders, which are not storage equipment.

Answers expected include:

- deep freezer
- refrigerator
- food safe
- baskets
- vegetable racks
- plastic bottles
- plastic containers
- drums/barrels
- boxes
- cupboards, etc.

Some candidates wrote the correct equipment but spellings were bad, e.g.

- cupboard as cardboard, carboard, capboard.
- deep freezer as defreezer, difreezer, freez.
- refrigerator as refrigrator
- basket as busket
- bucket as backet

**(b) State two uses of any three of the following household cleaning equipment.**

- long-handle broom**
- duster**
- scrubbing brush**
- bucket.**

This was one of the easiest questions but one that was not well answered. Some candidates answered all four instead of three.

- (i) Long handle broom  
This was also mistaken for long hand brush so answers like it is used to sweep bedrooms and kitchens were given instead of sweeping the compound and removing cobwebs and clean gutters. Spellings were poor e.g. cobweb - cabweb, capweb, spider worm. Sweeping – sleeping.
- (ii) Duster - They mistook duster for rag and the duster used to clean the blackboard and gave answers such as it is used to wipe plates and clean tables in the kitchen.

Most candidates only mentioned the use of the duster for dusting leaving out the polishing and wiping aspect.

- (iii) Scrubbing brush  
This equipment is used for scrubbing different places but not clothing. Candidates mistook it for clothing brush and therefore wrote that it is used to clean shoes and jeans.
- (iv) Bucket  
Candidates gave answers like it is used to collect rubbish and to store clothes, etc.

Answers expected are for:

- fetching water.
- storing water
- bathing, etc.

Some candidates gave only one use of all the four equipment thus losing half of the total mark.

**Question 5(a). State five points that must be considered when cleaning plain wooden surfaces.**

Majority of candidates did not understand the question. Candidates were writing things like blunt knife should be used to clean the wooden surface. Most of them wrote instructions on how to clean the board rather than points to consider.

They were expected to write points like:

- use water sparingly when scrubbing .
- avoid using harsh abrasives or scourers
- scrub along the grain.
- avoid using hot water.
- use warm water when cleaning.
- wipe and leave to dry in an airy place.

- (b) List six treatments that can be given to plain wooden surfaces to improve their appearance.

This section was well answered. Candidates were not able to give all six answers but most of them managed to give three - painting, oiling and polishing. A few were able to give vanishing and using formica and staining. Other treatments include covering with enamel, spraying.

**Question 6(a)(i). State two reasons why babies wear clothes.**

Many of the candidates gave answers such as -

- to prevent air from entering their bodies.
- to prevent them from getting disease.
- to prevent (instead of protect) them from the weather.
- to keep them warm

Other correct answers include:

- to make them look attractive and beautiful.
- to protect their skin, etc.

**(ii) List six clothing items for the baby.**

Candidates just listed anything used for babies. Their answers include powder, pins, pomade. Items that are not clothing but used for the baby were mentioned.

Many of the item listed were wrongly spelt e.g. -

- |        |   |                          |
|--------|---|--------------------------|
| vest   | - | verset                   |
| napkin | - | nakpin, napin, nakepine. |
| socks  | - | sources                  |
| shoes  | - | soues                    |

Other Clothing items for the baby are:

- sweaters,
- booties,
- bibs,
- bonnets,
- shawls, etc.

**(b) List the six baby killer diseases.**

Most candidates were able to identify at least three of the killer diseases but the spellings were very bad.

Some also mentioned diseases like:

- cholera,
- diarrhoea,
- kwashiokor, as killer diseases.

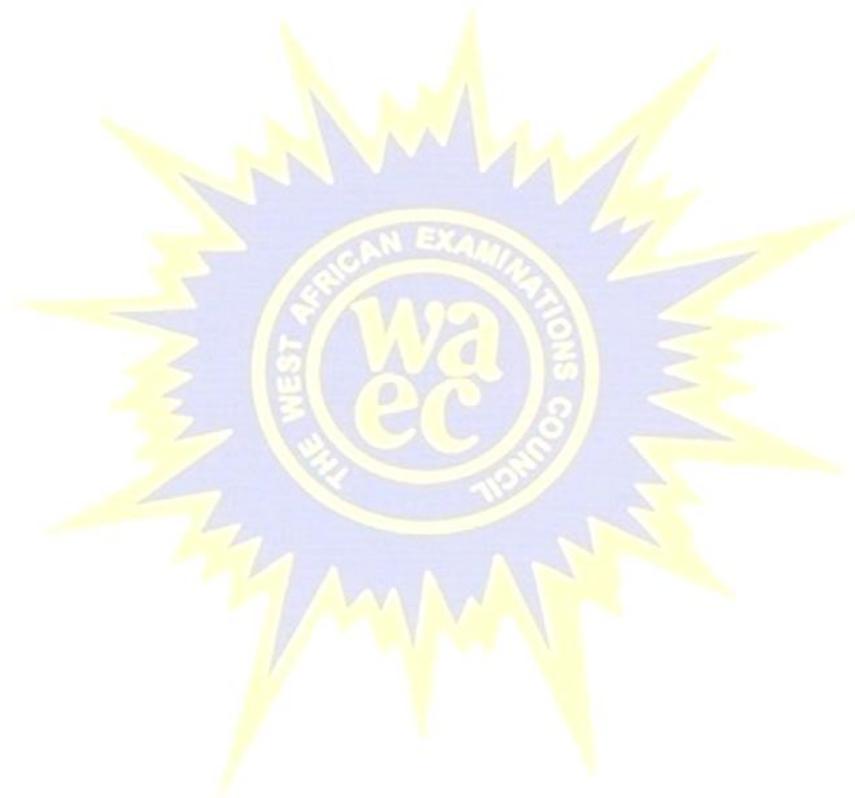
The killer diseases and the wrong spellings were as follows:

Right spellings:

- Whooping cough
- Measles
- Tuberculosis
- Poliomyelitis
- Diphtheria
- Tetanus

Wrong spellings

- hooping cough, wooping cough, huping couch.
- meales, muscle, mealsie, measeal, etc.
- Tubarclosis, Tuberclusis, Tibacloses, etc.
- poliomegits, polomyelitis, polmilitis, etc.
- depteria, deptiria .
- Titanus, Titanous, Tetanoid, etc.



# **MANAGEMENT-IN-LIVING PAPER 3**

## 1. **GENERAL COMMENTS**

The standard of the paper compared favourably with the previous years. Candidates' performance was below average.

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

Improvement noted in candidates' performance include:

- good handwriting.
- clear and neat work.
- answering each question on a new page.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

The following were the weaknesses of candidates:

- wrong spellings of words.
- poor arrangement of work.
- failure to understand most of the questions.
- poor grammatical expressions in English language.
- non-adherence to the rubrics.
- giving irrelevant introduction to answers.
- inability to answer questions that required application of knowledge.

## (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Teachers should be particular about the handwriting of students.
- Teachers should be strict on students' spellings of words since wrong spelling could easily change the meaning of a statement.
- Candidates should be advised to read questions carefully before answering.

## 4. **DETAILED COMMENTS**

1(a) **Explain three important functions of a working mother apart from house keeping duties in the home.**

(b) **Suggest four ways of reducing the burden of house keeping on the working mother.**

(c) **Explain three reasons why mothers work outside the home.**

1(a) This question was not well understood by candidates. Most of them wrote generally on the responsibilities of a mother in the home, instead of the functions of a working mother apart from the home duties.

Some wrong answers were:

- bathing,
- feeding and cooking for the family, etc.

Correct answers expected include:

- contributes to the family-earned income.
- provides basic personal items for the family and herself with the money earned from salary.
- invest money to provide financial security for the family by either buying shares or stocks, bonds and other businesses.

- (b) Most candidates answered this question well and few gave wrong answers such as the woman should get up early, should close early from work.

Some of the correct answers expected include:

- Hiring the services of a house help to take over some of the domestic chores which were handled by the mother.
- Making use of household labour saving equipment will help reduce the energy and time spent to do certain domestic duties thereby reducing the burden.
- The father and other family members can help.

- (c) This was well answered except that most candidates dwelt much on the income generation.

Other correct answers are:

- Boredom - some mothers feel bored and may decide to work outside the home.  
This will make them meet, socialize and share ideas with other people.
- There are more job opportunities for women in modern times; where more factories and industries are established which provide job opportunities for both men and women, etc.

**Question 2** (a) **Define the following terms giving two examples each.**

- (i) **floors;**
- (ii) **floor coverings.**

(b) **State**

- (i) **three advantages of concrete floors;**
- (ii) **three disadvantages of concrete floors.**

(c) **Explain four ways to care and maintain concrete floors.**

- (a) Definitions were poorly answered. However, some candidates were able to give examples.

The correct definitions are:

- (i) Floor: the lower flat surface of a room, on which the wall, human beings and furniture stand e.g. terrazzo, concrete, wooden, tiles mud, etc.
- (ii) Floor coverings: these are materials used to cover floors, which form a background for the rest of the decoration of a room e.g. carpet, rugs, linoleum, mat, vinyl sheets, etc.

- (b) Also poorly answered. Though question was clear but answers given clearly indicated that candidates did not know the advantages and disadvantages of concrete floors.

Some of the wrong answers given for advantages were:

- it makes the building strong,
- it can be used as a sleeping place,
- it is easy to clean.

For disadvantages they gave answers such as:

- it does not have smooth surface,
- it is expensive,
- it makes working area dirty.

The expected answers for advantages include:

- they are hard wearing/durable,
- can withstand scrubbing,
- they are cheap as compared to other floors, etc.

Some disadvantages of concrete floors are:

- they are hard to the feet,
- they are cold to the feet,
- they can crack and chip,
- they get dirty easily, etc.

- (b) Most answers were only on cleaning and not other ways of maintaining concrete floors.

Other correct answers apart from cleaning are:

- avoid dropping hard and sharp objects on the floor to prevent cracking and chipping.
- filling of cracks.
- avoid water from standing on the floor to prevent growth of spirogyra making the floor slippery.
- wipe off spills immediately they occur to prevent falls and stains.

### **Question 3**

- (a) **Define *blended family*.**
- (c) **Explain five factors that contribute to failure in marriage.**
- (d) **Explain four reasons for controlling family size.**

- (a) The question was poorly answered. Some wrong answers given were:
- blended family is two families joined together or extended and nuclear families joined together.

The correct definition of blended family is:

- a family that consists of a man and woman and children from their previous marriage and children from their new marriage.
- (b) Points were well stated but the explanation were poorly done by repeating the same words e.g. unfaithfulness to explain the point.

Some correct answers include:

- lack of love: love is the basis for the foundation of marriage. If this is lacking in the marriage, the marriage may fail.
  - unfaithfulness: infidelity on either side of the two partners is one major cause for failure in marriage.
  - lack of financial stability: can lead to inability to cater for the family needs which may lead to breakdown of the marriage.
  - lack of commitment to the marriage: lack of commitment to the obligations in marriage could lead to failure in the marriage.
- (c) Poorly answered question. Candidates wrote on measures to control family size instead of reasons for controlling family size.
- Wrong answers such as the use of condom, injections, etc were stated.
- Some correct reasons for controlling family size include:
- Health reasons: to maintain good health for mother and child during child bearing and even after, as child bearing puts a lot of demand on the health of the mother.
  - Accommodation: it is difficult to house a very large family especially in the modern housing facilities provided. It is also expensive to rent, buy or build a big house.

### **Question 4**

- (a) State four reasons why it is important to always keep the home in good order.
- (b) Explain four effects of a neglected home on its occupants.
- (c) Explain four measures that can be taken to improve the appearance of a home.

(a) Majority gave correct answers such as:

- to prevent accident.
- to promote good health.

Other correct answers include:

- to reduce maintenance and repair cost.
- to prolong the lifespan of the house and household items.
- to make cleaning easy.

(b) This question was poorly answered. Candidates deviated and wrote on parents shirking their responsibilities and its effects on the children.

Some wrong answers given were:

- drug abuse
- teenage pregnancy
- arm robbery
- streetism, etc.

The effects of a neglected home on its occupants are:

- heavy damage to the house and property which may even cause loss of life.
- different surfaces may be damaged because of too much dirt. This could lead to extra work for occupants.
- a lot of time, energy and other resources will be wasted in trying to clean the items or surfaces, etc.

(c) Generally, this question was not well answered.

Wrong answers given include:

- buying of new furniture.
- buying of curtains
- occupants should be well dressed.

Correct answers on measures to improve the appearance of a home include:

- regular cleaning of surfaces to remove dust and dirt.
- checking regularly and repairing leakages in pipes, electrical system to avoid wastage and accidents in the home.
- proper disposal of household waste to ensure good and proper sanitation and prevent spread of diseases.
- decorating the home by using decorative and ornamental plants to enhance the beauty of the home, etc.

### **Question 5**

**(a) Define the following:**

- (i) micro-environment;**
- (ii) macro-environment.**

**(c) Describe five ways of ensuring that the environment is fit to live in.**

**(d) Explain three ways of controlling mosquitoes in the home.**

(a)(i) Majority of candidates could not define the terms. Words like large and small were used to define the terms. For example, micro-environment was wrongly defined as:

- a living place in a specific small area surrounded by goats, sheep, trees and houses
- a place where there are more bacteria, etc.

(a)(ii) Macro-environment was wrongly defined as:

- environment that we live with animals and they are harmful to health.

The correct definitions expected are:

(a)(i) Micro-environment

- is the home and its immediate surroundings where all activities take place.

(a)(ii) Macro-environment

- is the environment that is outside the immediate surrounding of the home.

Q5(b) Majority of the candidates did well but few thought it is about sanitation so wrote on maintaining clean environment thus;

- cleaning the environment;
- clearing bush around;
- sweeping;
- distilling choked gutters, etc.

The expected answers include:

- plant flowers in the garden and paths or terraces to give natural ventilation to homes.
- avoid burning bushes to prevent deforestation.
- provide adequate amenities in the environment for comfortable living.
- avoid polluting the environment – loud music, fumes from cars, factories, etc.
- avoid using public places, beaches, rivers, etc. for dumping waste.

- (c) Well answered, except in few cases where candidates mentioned application of oil on top of water and using of fish in water to eat up mosquitoes.

Other correct answers are:

- sweep and dispose of refuse properly.
- cover all water containers in the home to prevent breeding of mosquitoes.
- use mosquito netting in every room and provide netting screens on every door and window in the home, etc.

### **Question 6**

- (a) **Define *consumer*.**

- (b) **Explain four decisions that consumers make before purchasing goods and services.**

- (c) **Explain four factors that influence the decisions of consumers.**

- (a) Most candidates gave half definition of a consumer e.g. ‘buys to satisfy need’

Others wrong answers given:

- buying and selling.
- consumer is a process of selling for profit.

The correct definition of a consumer is:

- a person who obtains and makes use of goods and services, to satisfy personal or household needs.

- (b) Candidates who attempted this question could not provide the correct answers. Some used answers for question **c** for **b**.

Some correct answers on decisions that a consumer makes before purchasing goods and services are:

- what to buy: they make decisions on the goods and services to buy e.g. quality, quantities, durabilities, etc.

- why to buy: they make decisions on why to buy or use certain goods and services.
- where to buy: where to buy satisfactory goods and services.
- when to buy: when to buy goods and pay for services.
- how to buy: how to get the best value for the money to be spent.
- money available: how much money one has.

- (c) Candidates were able to provide the correct factors but could not explain them. It was also noted that some candidates repeated answer e.g.
- advertisement; appearance of goods, packaging, etc.

Some correct factors that influence the decisions of consumers are:

- values: the decisions consumers make is usually influenced by the values in life, what things they think are very important or worth spending on.
- goals: consumers' decisions are influenced by what they want to achieve.
- the money available/income: the money available is one factor that will influence the decision of consumers to buy or not buy goods and services.
- time available: the consumer will determine when, where and how to buy.
- family size: this may determine how much to buy, etc.

## **PICTURE MAKING PAPER 2**

## 1. **GENERAL COMMENTS**

The standard of the paper compared favourably with those of the previous years. The paper was within the scope of the examination syllabus. Some candidates performed creditably, but there were a few candidates whose performance was generally below average. Those candidates' whose performance was below average answers were inadequate in terms of material while the quality of expression in general leaves much to be desired.

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

- Some candidates demonstrated in-depth knowledge of the subject matter and gave good answers, which means they prepared well for the paper.
- A clear understanding of picture making concepts was noticed in some candidates answers.
- Even though sketches were not required in some of the questions, some candidates supported their answers with sketches.
- Most candidates performed well in answering question 6. Health hazards associated with body art were presented excellently.
- A sizeable number of candidates presented their answers in a coherent manner.
- Some candidates expressed themselves well in simple English.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

- Most candidates found it difficult to answer question 5. It appears they did not understand how the principles will enhance a composition.
- A few candidates had difficulty in spelling simple words such as cancer, knife, odour, and so on.
- Some candidates listed their answers even though the question required explanation or discussion, candidates had difficulty in expressing themselves in simple english.

## 3(b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Teachers should stop presenting facts and rather assist their students to apply concepts in answering questions.
- Candidates are advised to take their English Language lessons seriously. They must read a lot of books to improve on their vocabulary and expression.
- Questions should be studied carefully, demands and requirements noted, before candidates begin to write. This will help the candidates to avoid the use of irrelevant materials in their answers.
- Teachers should spend time with their students and teach them how to answer questions. For instance, candidates must be conversant with terms like, list, explain, discuss, assess, evaluate, etc.

4. **DETAILED COMMENTS**

**Question 1.**

**(a) What is an illustration?**

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

**(i) cartoon drawing;**

**(ii) silhouette;**

**(iii) pen-and-wash**

**(c) State one major difference between pen-and-wash and silhouette.**

This was one of the popular questions. Candidates' were required to explain the terms and to state one major difference between Pen-and-wash and Silhouette.

A significant number of candidates found it difficult to explain the terms. Illustration is usually used to explain texts.

Expected answer:

(i) Cartoon drawing - It is a drawing that expresses humourous or satirical scenes.

(ii) Silhouette - An image or shape uniformly filled with colour/black.

(iii) Pen-and-wash - A watercolour technique where diluted ink/or paint is applied on a drawing and the details highlighted with pen.

**Question 2**

**Explain the following terms as applied in Picture Making:**

**(a) abstract art;**

**(b) mixed media;**

**(c) support;**

**(d) ground;**

**(e) glazing.**

Most candidates could not explain (i) Abstract art, (ii) Mix-media, (iii) Glazing as applied in picture making. Some candidates felt abstract art are cartoons, and mix-media are colours mixed together for a particular painting work which is not the case.

Expected answer:

(i) Abstract art - It is non-objective or non representational art which makes no reference to visible reality or a simplified or distorted rendering of an object to create a pictorial form.

(ii) Mix-media - A composition made with media such as colour, collage, mosaic in the same work.

- (iii) **Glazing** - A method of applying layers of transparent colour over an already painted oil colour, so that the underlying painting is seen through the thin coat of paint.

### **Question 3**

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

This question demanded explanation and discussion of the factors to consider when establishing a picture making enterprise.

It was very popular and most of the candidates did well. However, a few candidates wrote utilities, space, exhibition, transportation, studio, etc.

Indeed the major factors to consider are (i) Capital , (ii) Site/Location, (iii) Labour, (iv) Availability of raw materials, (v) Ready market, (vi) Security, (vii) Business name, (viii) Registration of business.

### **Question 4**

- (a) **What is plein-air painting?**  
(b) **List two tools, two materials and one equipment used for plein-air painting.**  
(c) **Discuss three roles played by light in the artist's choice of colour.**

This question was unpopular. The question was in three parts.

- (a) The first part which demanded the meaning of plein-air-painting was not treated well. Most candidates who attempted this question failed to bring out clearly the meaning. Indeed plein-air-painting is an out-of-doors painting which depicts scenes in the environment such as landscapes, seascapes, skyscapes, etc.
- (b) Candidates were able to mention some tools, materials, and equipment.
- (c) The third part demanded the role played by light in the artist's choice of colour. Many of the candidates who attempted this part performed poorly.

The roles played by light in the artist's choice of colour are the following:

- \*Light guides the artist to place his shades or shadows.
- \*Local colours of objects are best portrayed in a painting because of the influence of light.
- \*Without light, objects to be painted will appear black.
- \*Light helps to create mood in a painting.
- \*Light helps to create atmosphere in a painting, etc.

### **Question 5**

**Explain how the following principles of design will enhance a composition.**

- (a) **variety;**
- (b) **contrast;**
- (c) **unity;**
- (d) **harmony;**
- (e) **balance.**

This was another popular question, but most of the candidates performed poorly. Perhaps, they did not understand the question, that is, how the principles will enhance a composition. They could not apply how they will help in a composition and eventually gave the definition of the principles of design. As a result most of them performed woefully.

- (a) Variety - The use of different elements, such as lines, shapes, colours, textures in a composition breaks monotony. A composition without variety is said to be static.
- (b) Contrast - It is the use of opposing elements in a composition. Example, bright colours are used against dark colours, round shapes against angular shapes, male and female, big and small objects. These combine to generate a sense of movement and interest in the composition.
- (c) Unity - Unity creates oneness in a composition, or belonging together and making a coherent whole. This lies in meaningful arrangement of elements to make better and easier understanding of the picture or composition. For instance, the viewers eyes go through the composition with difficulty.
- (d) Balance  
Equal or seemingly equal distribution of weight, mass or elements in a composition, that is a state of equilibrium in a composition. Balance helps to generate a centre of interest or focal point. The use of symmetrical and asymmetrical balance in a composition helps in understanding the theme, the focus is at a particular point. With balance one can achieve harmony, unity or variety in a composition.

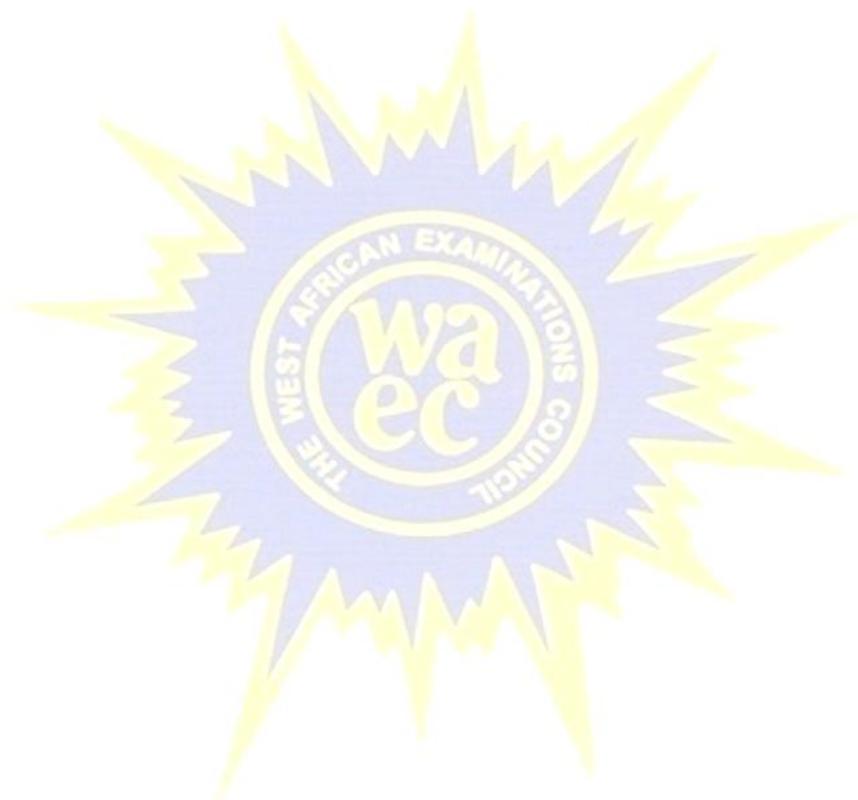
### **Question 6**

- (a) **What is body art?**
- (b) **List two tools and two materials used in body art.**
- (c) **Discuss two methods used in body art.**
- (d) **Explain three possible health hazards associated with body art.**

This was the most popular question. All candidates except a few performed creditably.

Expected answer:

- (a) Body art - decorations or marks made on human body.
- (b) Methods of body art - plaiting (coiffure), scarification, tatooning, cicatrisation and painting.
- (c) Health hazards - tetanus, HIV/AIDS, body odour, skin diseases, unwanted permanent scars, excessive bleeding.



**SCULPTURE PAPER 2**

1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years.  
The performance of the candidates was slightly below those of the years.  
This was attributed to the fact that most of the candidates attempted both question four (4) and six (6) which were not well answered.

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

- Some candidates illustrated well to support the answers given though the marking scheme did not make provision for that. This should be encouraged.
- Some candidates wrote legibly which made scoring easier.

3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

- Some candidates answered two (2) questions on the same page.
- Some candidates answered a question on say Page 2 and continued on Page 7 but failed to number the continuation.
- Handwriting of some candidates was not conspicuous which made scoring very difficult.
- Some candidates could not spell some of the technical terms well.
- There was too much cancellation of answers.

(b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates are advised to read thoroughly the instructions at the front of the answer booklet.
- Candidates should not rush to answer questions. They should take time to read through the questions well before attempting them.

4. **DETAILED COMMENTS**

**Question 1**

**Discuss five reasons why it is important to make one's own tools.**

This was a popular question which was well answered by most of the candidates.

Expected answer:

It is important to make one's tools due to the following:

- (i) It is a form of generating income; one can produce the tools to make money
- (ii) It makes one self-reliant; making good use of one's tools without relying on anyone.
- (iii) Recycling; it promotes sustainable materials in the society.
- (iv) It saves time; it makes the sculptor work at a faster rate because he owns the tools.

- (v) Personalisation of tools; tools are made to suit the sculptor's taste. It also ensures easy manipulation of the tools.
- (vi) It saves money; money that would have been used to purchase tools could be used for other purposes.
- (vii) It ensures creativity; the more one makes tools, creativity sets in so that variety of tools are made.

### **Question 2**

**(a) Describe the two main forms of sculpture.**

**(b) Explain three functions of sculpture and give examples in each case.**

Some candidates misunderstood the question. It deviated the two main forms of sculptures.

All sculptures are in relief and in-the-round.

It is unfortunate that some candidates explained relief as two dimensional. No sculpture is two dimensional. All sculptures are three dimensional. In-the-round is not "in the round". The hyphens should be maintained.

Expected answer:

- (i) Relief is a three dimensional work whereby the images are sunk or raised above the surface plane. It is almost always attached to a background. Examples are intaglio, low, medium and high relief.
  - (ii) In-the-round is a free standing sculpture that is viewed from all angles.
- (b) The functions of sculpture.**

Most candidates wrote income and employment which are not functions of sculpture.

The question demands what sculpture is used for .

Some of the functions are beautification, cultural, religious, remembrance, education, as rewards, fertility, healing, domestic, etc.

**Beautification:** in homes, offices, palaces of interest, parks and gardens. Sculpture are used to beautify such places.

Religious purposes: in places of worship, statues of Jesus and Mary, for example are used.

**Remembrance:** Monuments are built to commemorate some events. For example, the statue of Dr. Kwame Nkrumah of Nkrumah memorial Park in Accra.

**Education:** in schools, models of both humans and animals are used to facilitate teaching and learning.

**Awards:** in sports, trophies, shields and plaques are awarded to individuals or groups that excel.

**Question 3 Write short notes on the following.**

- (a) **Piece mould;**
- (b) **Assemblage;**
- (c) **Scaling;**
- (d) **Shelf life;**
- (e) **Wedging.**

This is a popular question which was attempted by almost all candidates.

**On assemblage**, most candidates failed to write that the found objects are **not altered**. Some candidates did not write found objects or odds and ends but **many materials** which is not correct.

**On scaling**, some candidates wrote on **weighing of sculpture materials** which was wrong.

On shelf life, they wrote that sculptures are stored without deteriorating but it talks about materials like P.O.P., which ought to be stored properly for it not to go bad.

**On wedging**, some candidates mistook it for **a wedge** for splitting firewood. Also as **welding** – a means of joining metals.

Expected answer:

- (a) **A piece mould** is a mould that consists of two or more pieces formed from a model. It is reusable and devoid of undercuts, which implies that it can be used to cast so many works without the mould being destroyed.
- (b) **Assemblage** is the process of putting together found objects, odds and ends or predetermined forms with any of the bonding techniques to form a sculpture. In this type of work, the found objects are not altered.
- (c) **Scaling** is the process whereby a work is reduced or enlarged in size. For example, the pantograph is used for enlargement.
- (d) **Shelf life** is the keeping of a sculpture material under required conditions for it to sustain its life span. For example, P.O.P.
- (e) **Wedging** is the process of cutting a lump of clay into slices with a cutting wire, throwing the slices hard on a surface. The process is noisy and should be done without bystanders in the vicinity due to stray pieces of clay flying about. The process is repeated several times. This is done to remove air pockets from clay.

#### **Question 4**

- (a) What does the concept of sustainable use of sculpture material imply?**
- (b) Explain two means of sustaining the uses of sculpture materials in the environment.**
- (c) List two socio-economic values of sustainable use of sculpture materials.**

This question was not a popular one. Only a few candidates answered it well.

Expected answers:

- (a) The concept of sustainable use of sculpture materials implies the ability to ensure constant supply of materials through economic use, avoidance of waste, replenishing sources by both natural and artificial means.
- (b) Ways of sustaining the uses of sculpture materials in the environment are:
  - (i) Afforestation (planting of trees)
  - (ii) Recycling existing non-biodegradable materials like plastics.
  - (iii) Collecting of found objects like T.V. cars, fridge bodies, empty drums, vehicle tyres, old leather products, fabrics.
  - (iv) Grinding of old bricks for grog.
  - (v) Pieces of metals from machines and foundry are well kept.
- (c) Two socio-economic values are:
  - (i) Income generation.
  - (ii) Arresting deforestation.
  - (iii) Minimizing health hazards through collecting waste materials from the environments.

#### **Question 5**

- (a) Explain modelling.**
- (b) Describe how modelling is done.**

Explanation of modelling was well done. Some candidates failed to mention some examples of what they mean by pliable materials.

Answers:

- (a) Modelling is an additive method of producing sculpture whereby soft and pliable materials are added bit-by-bit until a desired form is achieved. Example of pliable materials are plasticine, clay and wax.
- (b) Majority of the candidates did not understand the question at all. They understood it to mean **how clay is prepared for modelling** and wrote on that.

Expected answers:

Modelling is done through the following processes:

- Idea development: ideas are obtained from natural or artificial sources.
- Design: thumbnail sketches are done of the ideas and the best one is selected and developed, a **maquette** is made to serve as a guide to the final work.
- All the necessary tools and materials are gathered. If it is a work in-the-round, a modelling board is acquired and an armature built on it.
- The material is added bit-by-bit on the armature until the basic shape is achieved.
- With an appropriate tool, do detailing by concentrating on the minute forms to bring out the features of the work well.
- Decoration is done with the appropriate tool and right finishing technique adopted.

**Question 6**

- (a) Describe how pictures of artworks are systematically labelled in a portfolio.  
(b) Identify two ways in which pictures of artworks are usually arranged in a portfolio/album.  
(c) State three uses of portfolio to a sculptor.

Most candidates who attempted the question did not perform at all. This question was the least attempted by the candidates.

- (a) Pictures of artworks are systematically labelled in a portfolio under the following topics.
- (i) Name of the artist e.g. Saka Acquaye.
  - (ii) Title of the work e.g. The Crucifix. Date: e.g. 1960.
  - (iii) Medium: type of material used e.g. Wood.
  - (iv) Dimension: the size of the work e.g. 30cm x 50cm x 90cm or 2m high.
- (b) Three ways in which pictures are usually arranged are –
- (i) Chronological - the dates the works were made.
  - (ii) Stylistic - groupings of the styles adopted by the artist.
  - (iii) Thematic - according to theme.
- (c) Uses of portfolio to a sculptor are:
- (i) for reference and study.
  - (ii) for exhibition.
  - (iii) for self-evaluation.
  - (iv) for placement, interviews, jobs.

**TEXTILES PAPER 2**

1. **GENERAL COMMENTS**

The standard of the paper is presumeably higher, however the performance of candidates is equally slightly higher as compared with those of the previous years.

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

There is slight improvement in candidates' ability to read and understand the questions before answering them. Most of the candidates also used the correct textile terminologies to answer the questions.

Grammar, spelling and handwriting have also improved considerably, though there is more room for further improvement.

3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

Some weaknesses were noted in the following areas:

- Lack of adequate preparation for the examination.
- Some candidates showed absolute ignorance in textiles.
- Numbering of the answers were faulty in some cases. Example: Answer for question 4 b(i) may be numbered 4 c(ii) which do not tally. Wrong numbering created confusion for marking.
- A lot of the candidates showed weaknesses in grammar, spelling and handwriting. In some cases, it was quite difficult to imagine what the candidate was actually trying to say when it comes to grammar and spelling. It was also very difficult to read a word when it comes to handwriting.

3(b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should be encouraged to study hard when preparing for examinations. Mock examinations prior to final examinations will help expose some of the candidates' weaknesses.
- Candidates should be trained to be mindful of correct numbering of answers to tally with the questions. Candidates should note that wrong numbering indicates wrong answers; no matter how correct the answer might be.
- Encourage candidates to read often to improve upon their grammar. Broken english should be discouraged among candidates.

Remedial exercises in writing and spelling will improve candidates' skills in those areas.

4. **DETAILED COMMENTS**

**Question 1 - IDENTIFY AND DISCUSS FIVE CHALLENGES FACING THE MARKETING OF GHANAIAI TEXTILE PRODUCTS**

Some of the answers expected from candidates are as follows:

- \*Trade liberalisation leading to mass importation of cheap textile products into the country.
- \*Low patronage of locally produced textiles by consumers.
- \*Poor marketing strategies.
- \*Inadequate advertisement of Ghanaian textile products.
- \*Lack of skilled manpower and low financial remuneration.
- \*Relatively poor quality of Ghanaian textile products, e.g. high shrinkage, poor colour fastness, etc.
- \*Smuggling of Ghanaian textile products across the country's borders.
- \*Poor packaging.
- \*Repetition of same designs over the years.
- \*Lack of distribution outlets.
- \*Lack of education on the part of the Ghanaian consumer about the quality of local textile products, etc.

Most of the candidates gave very satisfactory answers to this question. However, there were some of the answers which reflected the problems facing the textile industry in general instead of marketing specifically.

**Question 2(a) STATE THE DIFFERENCE BETWEEN FABRIC CONSTRUCTION AND FABRIC DECORATION TECHNIQUES.**

Fabric construction is the interworking of fibres or yarns to produce a coherent, sheet-like structure, while fabric decoration is the introduction or application of colour to any textile fabric to impart aesthetic qualities to enhance appearance and add value to it.

**(a) GIVE TWO EXAMPLES OF EACH OF THE TECHNIQUES IN (a) ABOVE.**

Fabric construction techniques include weaving, knitting, crocheting, plaiting, netting, felting, bonding, knotting, braiding, macramé, etc.

Though some candidates had problems in differentiating between fabric construction and fabric decoration techniques, the general performance in this question was quite satisfactory.

**(b) DRAW A GRAPH AND USE IT TO CONSTRUCT A SIMPLE 2/2 TWILL DESIGN REPEATING ON EIGHT ENDS AND EIGHT PICKS.**

Answer expected: Drawing of graph and construction of 2/2 twill repeating on eight ends and eight picks.

Most of the candidates had difficulties in drawing the graph while majority of them could not draw the twill correctly. Most of the designs reflected plain instead of twill.

Generally, candidates' performance in this question was on the average. Most of the candidates appeared ignorant about how to repeat the design.

**Question 3. IN A TABULAR FORM, CLASSIFY THE UNDERLISTED FIBRES INTO CELLULOSIC, PROTEIN, MINERAL, REGENERATED AND SYNTHETIC:**

Flux      cotton      asbestos      jute      wool  
 Polyester      silk      sisal      rayon      mohair  
 Nylon      acetate      alpaca      viscose      linen

Expected answer in tabular form

Cellulosic	Protein	Mineral	Regenerated	Synthetic
Flux Cotton Sisal Jute Linen	Silk Wool Alpaca Mohair	Asbestos	Rayon Viscose Acetate	Polyester Nylon

Candidates' performance in this question was very satisfactory. However, a good number of them could not do the classification correctly. Most of the regenerated fibres were classified as synthetic. Candidates should note that fibre classification is very important because it forms the bases for the study of textiles in general.

**Question 4(a) EXPLAIN THE TERM FINISHING.**

Answer:

Finishing is a sequence of operation given to textile materials to improve their appearance, performance or serviceability.

Finishing treatments seek to establish fabric dimensions, shape and handle; improve upon the appearance and performance; improve upon serviceability thus increasing the value of

the fabric. There are two types of finishing treatments. These are chemical finishing and mechanical finishing treatments.

Candidates' performance in this question was just average. Most of them regarded finishing as the end or final treatment given to fabrics which explains the literal meaning.

(b) **DESCRIBE THE FOLLOWING FINISHING TECHNIQUES.**

(i) TEXTURING:

Either: Texturing is the roughness (tactile) or smoothness (simulated) of a surface. In textile designing, textures are used for many purposes; e.g. to break the monotony of the background of a design; to link motifs to motifs; at times, they form the main motifs of the design; to enhance the beauty of a fabric, etc.

OR Texturing is the addition of crimp and deformation to continuous filament yarns in order to confer in them some properties similar to those of yarns made from natural fibres. These yarns have been given noticeably greater volume through physical, chemical or heat treatments or a combination of any of these. All texturing processes consist of methods in which the continuous filaments are deformed in some way; and this deformation is usually set into filaments by heating or cooling.

(ii) SANFORIZATION

In this technique, the fabric is first sprayed with water, steamed, then stretched by machine called slenters. It is then machine dried. The fabric then becomes a preshrunk or sanforized material and is subjected to stringent tests to ensure that it does not shrink or extend more than 1% in length and width.

Most of the candidates were able to describe finishing based on the first answer given; however it appears no candidate explained finishing based on the second answer given.

Generally, candidates' attempt at texturing and sanforization was below average, as most of them could not give correct description of the two terms.

(c) **IDENTIFY AND DESCRIBE TWO FINISHING TECHNIQUES THAT IMPART LUSTRE TO COTTON FABRICS.**

Expected Answer:

The finishing techniques that impart lustre to cotton fabrics are calendering and mercerization.

Calendering is a broad general term that refers to a mechanically produced finish achieved by passing fabrics between series of two or more rollers. The rollers are heated and the dampened fabric is passed between the cylinders that smoothen and flatten the fabric, producing a wrinkle-free, flossy surface.

Mercerization is a chemical treatment given to cotton and linen fabrics to impart lustre; increase softness, strength and to make the fabric more absorbent.

During the process, the fabric is impregnated open-width in caustic soda solution under tension which makes the cotton fibres swell up to assume a cylindrical shape. The fabric is then washed, rinsed and stretched under tension.

Candidates' performance in this question was just on the average. This occurred only when the candidates were able to identify calendering and mercerization as the treatments which impart lustre to cotton fabrics, then the explanation of the terms were slightly easy.

**Question 5(a) EXPLAIN TWO REASONS WHY CARE LABELLING ON GARMENTS IS IMPORTANT.**

Some of the expected answers are the following:

- To preserve quality.
- To maintain the fabrics' attractiveness.
- To extend the life span of the fabrics.
- To reduce financial expenditure on clothing.
- To have the money's worth.
- To make the right choices for maintenance and care of garments.
- For easy identification of the fibre content or the producer of the garment; etc.

This question was fairly well answered by most of the candidates who attempted it.

**(b) IDENTIFY AND EXPLAIN THE FOLLOWING CARE LABELS ON GARMENTS.**

Expected Answers

- |       |                                     |   |
|-------|-------------------------------------|---|
| (i)   | Washable fabric:                    | i.e. the fabric can be washed in the normal way.                        |
| (ii)  | Can be bleached:                    | i.e. the fabric can be bleached with the normal bleaching agent.        |
| (iii) | Can be ironed with hot temperature: | i.e. the fabric can be ironed with hot temperature without deformation. |

**(c) DRAW AND ILLUSTRATE CARE LABELS FOR THE FOLLOWING:**



## 1. **GENERAL COMMENTS**

The standard of the paper compares favourably with that of previous years. Questions were based on topics in the approved syllabuses.

It should be noted that the standard of drawing, lettering, colour scheme/choice was rather low.

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

(1) The following are some strengths identified in candidates' works:

- Evidence of Study/Appreciation which involves an appreciation of candidates' own

work under the following.

- (i) Identification of work.
- (ii) Inventory of items.
- (iii) Technical Qualities.
- (iv) Interpretation of work.
- (v) Presentation of work (including typing).

- Decoration and finishing in Leatherwork ie embossing, stamping, burnishing, polishing.
- Tritiking in Tie-dye.

(2) It is also worth mentioning that there was slight improvement in the following:

- finishing and decorative techniques in Leatherwork such as burnishing, embossing, polishing, stamping.
- Etching procedures in Jewellery.

## 3(a) **A SUMMARY OF CANDIDATES' WEAKNESSES**

The following are weaknesses identified:

- Poor packaging of works.
- Poor labelling and some candidates' inability to write their names and index numbers correctly.
- Some works are presented without an accompanying list of candidates.
- Packing of sculpture and ceramics with saw dust and rags.
- Poor drawing and lettering.
- Weaving in basketry.

## (b) **SUGGESTED REMEDIES FOR THE WEAKNESSES**

- Candidates should spend more time on labelling and presentation of work.
- Works should be better packaged in boxes and not in carrier bags.
- Teachers should be given an orientation in some topics so that they will be able to teach well.
- Candidates need to do better research to be able to do a better interpretation of questions.
- Skilled weavers should be engaged to teach together with the regular Visual Art teachers in the schools.

4. **DETAILED COMMENTS**

**BASKETRY**

**QUESTION 1**

**Design and produce with Local materials a round or square basket for winnowing grains: Diameter – 40cm or Length – 40cm.**

**REQUIREMENTS:** The winnowing basket i.e. its size, shape, weave etc should be suitable for winnowing grains such as corn/maize, beans, rice. It should be woven or made with pliable materials such as rattan, canes, raffia, palm fronds, etc. Any appropriate making and finishing/decoration techniques such as randing, pairing, stitching, coiling, painting, varnishing etc. may be used. The requirements should also cover an evidence of Study/Appreciation of candidates own work under the following;

- (i) Identification of work;
- (ii) Inventory of items;
- (iii) Technical Qualities;
- (iv) Interpretation of work and
- (v) Presentation of work.

**PERFORMANCE:**

Candidates performed badly generally, most of the baskets cannot serve the purpose for which they were made because the weaves were rather too wide apart to hold any grain for winnowing.

**QUESTION 2**

**With the use of leather, beads or any appropriate adornment, design and weave a wide-brimmed hat for a group of tourists from the diaspora. Size: Diameter of brim 45cm.**

**REQUIREMENTS:**

The work required the use of appropriate materials such as leather, beads, seeds etc for weaving a broad brimmed hat. Techniques such as pairing and upsetting may be employed.

Appropriate accessories such as shells, cowries, beads, sequins, buttons, feathers etc may be attached to enhance the works.

**PERFORMANCE:**

Generally candidates performed better in their attempt to produce hats.

**CERAMICS 3**

**QUESTION 1**

**Design and execute a plaque to hang in a conference hall of a Music Institution.**

The design should depict at LEAST THREE musical Instruments. The finished work must be fired. Dimension – 45cm x 30cm.

**REQUIREMENTS:**

The three musical instruments should be well composed and in relief. The work should be a plaque with suitable thickness and appropriate device to facilitate hanging. Work should be appropriately decorated using a variety of techniques e.g incision, impression, embossing, painting. Work must be bisque fired in a kiln e.g. gas, firewood or electric at the appropriate temperature and not smoked or painted.

**PERFORMANCE:**

Candidates generally performed well. Well composed instruments stood out in relief. Some candidates however made the base/ground of plaque too thin. Some works also got broken and others were just smoked or painted.

**QUESTION 2**

Using an appropriate technique, design and produce a set of three salad bowls. The work should be fired. Dimension: Each bowl must measure 15cm in diameter.

**REQUIREMENTS:**

Salad bowls should have same design and be of the same size. Each bowl should have a round base to make it stable and functional. Work should be fired at the right temperature for durability. They may be glazed or well embellished in the inside to become smooth. Decoration techniques used may be incision, embossment, sgraffito, painting etc.

**PERFORMANCE:**

Work generally lacked creativity. Candidates did not work hard at the idea development stage to come out with interesting and existing bowls. Most works were hand built so it was difficult to achieve the same size and same design requirement.

## **GRAPHIC DESIGN**

### **QUESTION 1**

**Design and produce a two-page pictorial calendar for AMPEYOO FISH FARMERS ASSOCIATION. The final work should measure 50cm x 35cm. NOTE: Add any relevant information and idea of your choice.**

#### **REQUIREMENTS:**

The calendar may be two sheets joined together or just one sheet with the picture showing

on each page. Pictorial segment should reflect fish, logo or any other relevant images e.g canoe symbols. The relevant information may include e-mail, website, contact address. Other features may include border design and how the work has been mounted.

Candidates are expected to show skill in the following

- Drawing/composition.
- Lettering/calligraphy.
- Choice of colour (scheme)
- Layout design.

#### **PERFORMANCE:**

Most drawings and Lettering were poorly done.

### **QUESTION 2**

**Design a corporate identity mark for newly established shop which deals in ladies and gents shoes, jeans and belts. The shops name is HIP HOGGERS LIMITED. Design and construct a colourful package to contain a pair of shoes sold by the shop.**

**Measurement:**

**36cm x 18cm. All other information should be completed.**

#### **REQUIREMENTS:**

The corporate Identity/Logo may include name of company, images of items sold in the shop.

There should be a well-constructed package in the form of a shoe box or carrier bag bearing the Logo or mark. Box/Carrier bag should be made with suitable materials such as strawboard, cromocote or art card, chipboard etc. Appropriate colour scheme and lettering should also be an important aspect of the work and all other relevant information should be completed.

#### **PERFORMANCE:**

More candidates attempted question 2 than question 1 and they worked according to the demands of the question. However most candidates did not spend enough time on the lettering and the drawing of images like shoes, jeans and belts. Some of the drawings were not part of the original plan or design.

## JEWELLERY

### QUESTION 1

**Design and etch an emblem for an organisation which concerns itself with cleanliness in the country. The emblem should have an activity portraying cleanliness and motto: “STAY CLEAN” Size: 8cm x 12cm. The finished work should be mounted on a wooden block.**

#### REQUIREMENTS:

The accurately cut metal plate should pass through the following processes for effective etching.

- Sanding of metal plate
- Incising images on plate
- Preparing Acid solution
- Removing, Rinsing, Cleaning and Polishing.
- Transfer of design
- Blocking negative areas
- Immersing metal plate

#### PERFORMANCE:

Candidates performed better than question (2). Etching was effective and therefore most of the images and letters stood out clearly on the metal sheet.

### QUESTION 2

**Using a combination of assorted rocailles and Papier mâché beads, design and produce a set of costume jewellery for the heroine in the film entitled “Give peace a Chance” The set of jewellery should comprise: (a) Necklace with Pendant (b) Earrings**

#### REQUIREMENTS:

Both materials demanded by the question should be used. A variety of rocailles ie size, and colour should be combined with papier mâché beads, which should be smooth and suitable to wear. Pendant should reflect the title of film “Give Peace a Chance” The arrangement and threading also forms a major part of the work.

#### PERFORMANCE:

The standard of work was generally low. Most candidates were not able to find the assorted rocailles which will make them come out with good marks. Some candidates also did not follow the correct procedure to make the papier mâché beads. They came out rough, crooked not suitable to wear. The combination and threading also did not come out too well.

## LEATHERWORK

### **QUESTION 1**

**Design and produce a clutch bag measuring 30cm x 22cm closed. It should have spaces for:**

- (a) A4 sheets                      (b) Pen and pencil                      (c) Ruler  
(d) Scissors                      (e) A sketch pad of 10cm x 7cm x 1cm.

**The flap should bear the inscription “MY OFFICE”. Fasten with velcro and give a lacquer finish.**

#### **REQUIREMENTS:**

A clutch bag is like a file or its similar to a laptop cover. It must have the following parts, front, back, flap and a gusset. A successful clutch bag may be achieved through the following production procedures.

- (i) Preparation of leather to prevent mould/mildew.
- (ii) Method of execution by transfer of design, measuring, cutting, assembling.
- (iii) Bonding by gluing or stitching.
- (iv) Inscribing “My Office” by scorching, peeling, printing, carving, embossing, appliqué, etc.
- (v) Finishing the edge by edge bevelling, thonging, sewing etc.

#### **PERFORMANCE:**

Candidates made bold attempts at producing the clutch bag. More candidates attempted this question. Candidates were more skillful in the finishing and decorating techniques i.e. polishing, burnishing, stamping, embossing etc.

### **QUESTION 2**

**Using natural leather, design and produce an almanac which measures 70cm x 50cm.**

- (a) Give a befitting border design.
- (b) Write the dates, days and months using any appropriate leatherwork technique.
- (c) Provide a suitable decorative hanging device.
- (d) The bottom part should have fringes or tassels.
- (e) Give a lacquer finish.

#### **REQUIREMENTS:**

A one-page calendar showing important events in the year eg harvest, festivals, Christmas, Easter etc. There should be a border design and the title should be bold. The layout design should show the dates, days and months and may be executed by writing, printing, scorching etc. The decorative hanging device may be attached.

#### **PERFORMANCE:**

Most candidates performed well in the decoration and finishing aspects of the work.

## **SCULPTURE**

### **QUESTION 1**

**Make a composition in high relief on the theme: “A curious game in readiness to escape from a predator”. Size 55cm x 35cm. Medium: Terra-cotta or wood. Finish appropriately.**

#### **REQUIREMENTS:**

A 55 x 35cm relief work in clay or wood. The major skills are modelling in clay or carving in wood. The two main characters in the composition are the aggressive animal who is hunting and the anxious prey who is trying to escape. Work should be in high relief and skills in modelling and carving should be applied to achieve the correct proportions, roundness of figures as well as movement for successful work. Work should also be well finished by firing, texturing and lacquering etc.

#### **PERFORMANCE:**

Candidates who attempted this question were less than those who answered question two. Candidates worked better with clay and their characters looked more realistic and lifelike.

### **QUESTION 2**

**Model a torso of a teenage girl dressed in a pair of shorts and a sleeveless blouse.**

**Height:**

**30cm. Medium: Optional. Give an appropriate finish.**

#### **REQUIREMENTS:**

Work, a figurine, should be a headless figure from the neck to the knee. The figure should be that of a young girl, a teenager wearing a sleeveless blouse and a pair of shorts. Work could be in clay, wood, cement, papier mâché etc. showing the appropriate finishing based on the material used e.g. firing, painting/lacquering, polishing.

#### **PERFORMANCE:**

Most candidates used, used clay. Others used wood, and cement. This was a more popular question. Some were skillful at showing contours/roundness of the female figure as well as the correct proportions others could not. Firing was poorly done in some cases and some works were not fired.

## **PICTURE MAKING**

### **QUESTION 1**

**Execute a painting in monochrome on the topic: “The masons on the scaffold” The finished work should measure 60cm x 40cm.**

#### **REQUIREMENTS:**

A one colour painting ie colours formed by changing the values of a single hue by adding neutrals (black, white and grey). The single hue with its tints and shades should be evident in the painting. There should also be the presence of a scaffold with two or more

masons in action on it. The scaffold may be attached/close to building on which the masons are working.

The most appropriate medium is a wet one e.g. any of the water base ones. Skill in drawing, composition, colour mixing and grading are all very important aspects of the test.

#### PERFORMANCE:

Most candidates attempted this question and performed poorly, however, some works were quite impressive. Their standard of drawing is poor. Some of the works looked more like water colour wash. They were executed without tints and shades.

#### QUESTION 2

Execute a composition of a pair of boots and a hat arranged in front of a hanging drapery in mosaic. The appropriately finished work should measure 60cm x 40cm.

#### REQUIREMENTS:

a Work must be a true mosaic. The picture should be based on an arrangement of a hat and pair of boot in front of a hanging drapery. These items should be well arranged and captured in a drawing on the right support before the process in mosaic making follow. The tesserae should be well cut, assembled and pasted to avoid any gaps or unnecessary overlapping.

#### PERFORMANCE:

This was not a popular question. Most candidates could not get the drapery behind the composition well. Some candidates painted over the tesserae to hide the gaps created because they could not paste them close to each other.

#### TEXTILES

#### QUESTION 1

**Design and produce a tie-dye fabric using the tritik techniques in one(1) colour only. Enhance the work by using any textured object to print another colour on the fabric. Size: 90cm x 60cm.**

#### REQUIREMENTS:

Candidates were expected to apply skills in tritiking. Theme/Function was open for candidates to use their own imagination. They also use their skills in observation and experimenting to find objects which could produce interesting texture. Tritik could be used to achieve well outlined images after dyeing and textures on the ground or all over. The ground colour should always be lighter than the printed colour depending on the type of dyes/printing pigments/paste.

#### PERFORMANCE:

Question 1 was very popular. Most candidates followed instructions and answered the question well. However some candidates were not successful in the tritik, they could not pull tightly during stitching therefore their images could not stand out. Some also used very dark colours for dyeing and therefore their prints could not stand out. Candidates could have spent more time experimenting with textured objects in order to achieve the best results.

## **QUESTION 2**

**Design and weave a stole with the inscription “GOD BE WITH YOU” boldly woven in it, to be presented to a clergyman. Size: 12cm wide and 60cm long. Use only three (3) colours.**

### **REQUIREMENTS:**

Candidates are expected to design, plot/draft and go through all the appropriate procedures of yarn winding, warp laying, heddling, reeding and weaving the 60cm long stole in three colours.

### **PERFORMANCE:**

Question 2 was most unpopular. Candidates did not attempt this question.

