

RESUME OF ART SUBJECTS

1. STANDARD OF THE PAPERS

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

2. PERFORMANCE OF CANDIDATES

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

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners highlighted the following strengths in candidates work:

- Improved knowledge and use of the sewing machine in Clothing and Textiles 3 and preparation of dishes in Foods and Nutrition 1.
- Correct use of terminologies was exhibited by candidates in Textiles 2, Sculpture 2 and Picture Making 2.
- Better understanding of the questions was reported in Textiles 2, Sculpture 2 and Picture Making 2.
- Candidates had fairly good knowledge of the topics the question were based on in Leatherwork, Clothing and Textiles 2 and Jewellery 2.

- Candidates showed that they had been taught by trained art teachers in Picture Making.
- Improvement in candidates' illustration was noted in Ceramics 2, Clothing and Textiles 2 and Graphic Design 2.
- Improvement in spelling of words and terminologies were noted in Jewellery 2, Management in Living 2 and Basketry 2, General Knowledge in Art 2.
- Improvement in handwriting was reported for candidates in Clothing and Textiles Foods and Nutrition 2B, Management in Living 2 & 3 and Picture Making 2.
- Fewer candidates answered more than the required number of questions. This was noted in Ceramics 2, Textiles 2, Sculpture 2 and General Knowledge in Art 2 and Jewellery 2.
- Skilful use of tools and materials was exhibited in General Knowledge in Art 2B & 3A, 3B and Clothing and Textiles 1. Ability to support answers with illustrations was displayed in Sculpture 2 and Basketry 2. Majority of candidates started each question on a fresh page. This was noted in Ceramics 2 and Visual Art 2.
- Improvement in the use of English Language was evident in Foods and Nutrition 2B, Textiles 2, Management in Living 2 and Management in Living 3, Ceramics 2, General Knowledge in Art 2 A & B and Jewellery 2.
- Adherence to rubrics was observed in Foods and Nutrition 1, Foods and Nutrition 2B, Management in Living 3, Clothing and Textiles 2B, Picture Making 2 and Visual Art 3.
- Most candidates remembered to write their index numbers, unlike the previous years in Foods and Nutrition 2B.
- Cancellation of work by candidates was neatly done in Foods and Nutrition 2B.
- Candidates displayed in-depth knowledge on healthy studio practices in Ceramics 2 and Sculpture 2.
- Many of the candidates had good knowledge of the computer in Graphic Design.

4. SUMMARY OF CANDIDATES' WEAKNESSES

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

- Poor drawing skills were reported in General Knowledge in Art 2A, Clothing and Textiles 1, Jewellery 2 and Visual Art 3 and Leatherwork 2.
- Inability of candidates to apply certain principles to practical situations was evident in General Knowledge in Art 2A, Clothing and Textiles 3, Management in Living 3, Textiles 2 and Visual Art 3. Writing more than one answer on a page was evident in Management in Living 2 and Sculpture 2.
- The candidates used unacceptable items like stencils and computer designs in the execution of their work. This was detected in General Knowledge in Art 2A.
- Some candidates from the new schools were not able to appreciate the works they produced in Visual Arts 3.
- Poor time plans made by candidates in Foods and Nutrition 1.
- Poor expression and spelling in Management in Living 2 and Clothing and Textiles 2, Visual Arts 3, General Knowledge in Art 2A and 3b.
- Poor expression in English Language and grammatical errors was a common weakness in Management in Living 2 & 3, Picture Making 2 and Graphic Design 2, Clothing and Textiles 2 and Leatherwork 2.
- Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2B, Jewellery 2, Management in Living 3, Ceramics 2, Foods and Nutrition 2B, Picture Making 2 and Basketry 2, Leatherwork 2 and Sculpture 2.
- Lack of indepth knowledge of subject matter was reported in General Knowledge in Art 1B and there were many spelling mistakes by candidates in managing key words in Visual Art 3A and 3B, Leatherwork 2, General Knowledge in Art 2 and Sculpture 2.
- Candidates showed very low technique for answering questions which demanded the application of knowledge in Clothing and Textiles 2, Visual Arts 3, General Knowledge in Art 3A, Leatherwork 2, and a significant number demonstrated poor knowledge of the subject matter.
- Non-adherence to rubrics was observed in Ceramics 2, Sculpture 2 and Management in Living 2 and there were issues with poor understanding of questions in Management in Living 2, Leatherwork 2, General Knowledge in Art 2, Sculpture 2 and Textiles 2.
- Unacceptable use of shorthand and abbreviations in the writing of words was also

observed in Foods and Nutrition 2B and Basketry 2.

- Poor handwriting was reported in Sculpture 2, Visual Art 3 and in Clothing and Textiles 2.
- Most of the compositions of items were not done according to instruction in General Knowledge in Art 3A.
- Background and foregrounds were poorly shown in drawing General Knowledge in Art 3A.
- Candidates were generally not able to design to suit a cultural troop in Visual Art 3.
- A number of candidates did not indicate their schools name and motto in the crest.
- Some candidates answered two questions on one page, this was evident in Sculpture 2.

5. SUGGESTED REMEDIES

- Candidates should be advised to spend enough time to read and understand the questions before answering them.
- Candidates must also devote time to read through the finished answers before leaving the examination hall.
- Candidates need to read through the rubrics and to ensure they follow the instructions spelt out.
- Students should be given more assignments which involve all types of drawing and shading.
- Students should be encouraged to read prescribed textbooks in addition to notes given by their teachers and in general cultivate the habit of reading.
- Students must be taught to reduce their dependence on computer generated designs and to be more creative in their drawings and designs.
- Teachers should teach students how to handle tools and materials well and should use as many text books as possible to teach.

- Teachers should use correct terminologies in their instructions and students should be encouraged to use these terminologies correctly. Qualified teachers who are knowledgeable should be engaged to handle subjects that they specialized in.
- Teachers should give a lot of assignments which include answering of question. This will help candidates to know how to answer questions and how to correct their mistakes.
- Teachers should encourage students to read and use the library more often to improve their spelling, vocabulary and expressions in English.
- Topics in the syllabuses should be adequately covered.
- Students should be supplied with the prescribed textbooks and they should be encouraged to use them appropriately.
- Practical lessons should be undertaken more often for improvement.
- Students should be advised to read the rubrics of the papers and they should adhere to them.
- The Chief Examiners reports should available to teachers to help them in their teachings.
- Teachers who have not been trained as teachers for specified subject areas should read more and widely and should seek help whenever necessary.
- Candidates should desist from answering more than one question on the same page.
- Invigilators and Supervisors should check on candidates name and index numbers.
- Candidates should desist from giving one word answers which most often are meaningless.
- Instructors who arrange objects for candidates should be made aware to read the questions and understand the details before setting the items in front of candidates.
- Teachers should explain question to candidates as the paper is given to candidates two weeks before the practical paper in the case of General Knowledge in Art 3A.

BASKETRY 2

1. GENERAL COMMENTS

The standard of the paper compares favourable to that of the previous years.

2. A SUMMARY OF CANDIDATES STRENGTHS

Some commendable features noticed in the candidates' scripts:

- Candidates generally showed much improvement in their illustrations. A few of the candidates exhibited excellent drawing skills and showed details in their work.
- Spelling was generally good.
- Legible handwritings from most of the candidates and that made reading of their scripts easier.
- Most candidates were able to submit their responses in whole sentences or wording rather than a single word as answer.
- There was evidence of a deeper knowledge on terminologies in candidates' answers.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

- Most of the candidates presented very faint sketches as detailed illustrations thus rendering marking extremely cumbersome.
- Candidates could not identify with the industrial processing of sisal.
- About 95 % of candidates could not accurately describe the processing of coconut shell.
- Over 40% of candidates could not correctly indicate the various colour components of the 12-part colour wheel.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

The following are some suggested remedies to the candidates' weakness:

- Teachers should teach candidates drawings and illustrations. The illustrations should be marked clear and not presented as faint sketches.
- Teachers should pay attention to Basketry processes. Students should be encouraged to read more books, especially in the subject area in order to help them improve on their understanding of preparatory processes of materials in Basketry.
- Conscious effort should be made to teach the industrial processing of various basketry materials especially, bamboo, sisal, rattan.

DETAILED COMMENTS

Question 1

- (a) State and explain three major challenges facing the local basketry industry.**
(b) Suggest three solutions to the challenges explained in (1a).

Question 1 was the most attempted question. Almost all candidates provided answers that were related to the expected responses. It was generally well answered. A few candidates could however not suggest solutions as was required but gave further reasons to buttress why they were challenges.

Candidates were not only expected to state reasons but also to explain how the challenges affected the local basketry industry.

Expected challenges include:

- indiscriminate bush burning
- lack of co-operatives
- poor technology
- poor finances
- low patronage of locally made articles.
- low government support.
- Competition from synthetic products.
- Destruction of materials as a result of mining activities.

Explaining three major challenges facing the local basketry industry.

- Indiscriminate bush burning reduces the availability of basketry raw materials.
- lack of co-operatives prevents the growth of the local industry as individual efforts do not yield adequate results.
- poor technology prevents maximum yields in outputs.

- poor finances impede expansion and growth.
- low patronage does not allow maximum profits and at times results in losses.
- low government support affects availability of modern technology and tools.
- Insufficient protection from government to favour local basketry industry.

(b) Three solutions to the challenges explained in (1a).

- Public education on best bush clearing practices and regulations
- Encourage the formation of co-operatives to access funding and information
- Government and cooperatives to make technology accessible to practitioners in the local basketry industry
- Banks and government to institute schemes to make access to funding easier.
- Adequate and positive information on patronizing locally produced articles to the public.
- Government's initiative and policy to support the local industry would help turn the industry into very viable establishments.
- Effective legislation to protect the local industry would promote the local basketry industry.

Question 2

(a) Describe in three steps how sisal is processed for making articles.

(b) List six articles that are woven from sisal.

(c) In three steps describe the industrial process of extracting fibre from sisal leaf.

The demands of this question are clear. Three categories of responses are needed to answer it correctly, which are:

- Traditional/local processing of sisal
- Listing of six woven articles from sisal
- Industrial extraction of fibre from sisal.

The following were observed in candidates' responses to this question.

- Over 70% of candidates who answered this question indicated a fair working knowledge about the extraction of fibre from sisal which mostly centred on the processes of retting (soaking to soften leaf) and beating (done with a mallet).
- Almost every candidate could list six articles as was required.
- Only three (3) candidates' demonstration knowledge on the industrial processing of fibre from sisal. While some candidates simply repeated the traditional processes for the industrial, others invented their imaginary methods which were described many times as twisting, plying etc.

The expected answers would be:

Processing of sisal

- The leaves are soaked in water (to allow softening of outer core)
- The softened leaf is removed and washed (fibre separation)
- Alternatively, they are beaten over a surface with a mallet
- The separated fibres are dried.
- The process is known as Retting.

Articles made from sisal.

- Ropes, twines, belts, bags, mats, carpets, curtains, mattresses, door mats, fiberglass, etc

Industrial process of extracting sisal fibre.

- A set up of rotating wheel with blunt knives is established and the sisal leaves are cut and positioned for processing.
- The cut leaves are crushed and beaten by the rotating wheels of blunt knives (Break outer covering)
- The exposed fibres are brushed to clean them up.
- The process is known as decortication.

Question 3

(a) Explain the term Lark's head.

(b) Describe with illustrations, the three stages in the formation of the Lark's head.

This question was not answered thoroughly. Majority of the candidates who indicated an understanding of the question could not adequately describe Lark's Head or offered illustrations that looked very sketchy and lacked detail and form.

The second part of the question, Q.3 (b) consequently had similar shabby treatment to it.

Considerable marks were lost in Question 3.

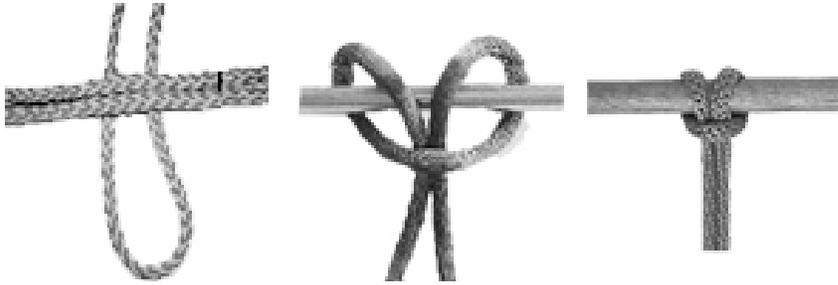
In sharp contrast, less than ten candidates were able to present very good and accurate drawings. Some had the initial loop pointing upward rather than downward while others illustrated the reverse Lark's head.

Following are the expected responses:

Explanation of Lark's Head

- The Lark's Head is a mounting knot. It is employed in fastening or securing a working cord to a ring or anchor strand.

Illustration of Lark's head



Formation of Lark's head

- Fold a cord along the middle into two and place the two ends against a bar or ring with the loop pointing downward
- Gather the two ends over the bar and back through the loop downward.
- Pull the two ends tight downward into a knot to form the Lark's head.

Question 4

(a) Describe in three steps how coconut shell is processed for use in macramé work.

(b) With illustrations, describe any three knots that are commonly used in macramé work.

The following are the observations from the scripts of the candidates.

- Most of the marks of candidates were lost in answering Q.3(a).
- About 98% of the candidates who answered this question mistook the processing of coconut shell for use in macramé work for the processing of fibre from coconut.

This could happen from the fact that they were used to the expression coconut fibre and so did not spend time studying the demands of the question.

The appropriate responses should have been:

Steps in processing coconut shell

- Shells are cut/carved into desired shapes
- Rubbing against smooth stone or surface (reduce roughness)
- Further smoothing if desired is done by using sandpaper.
- Shinning is done by applying varnish or other oils/coatings.

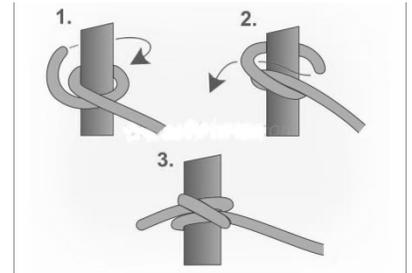
Question 4(b) was about knots frequently employed in macramé work. The responses were in sharp contrast to 3(a) as they were answered quite adequately. The challenges were with

the quality of illustrations presented. They were sketchy and often very faint. Following are some of the expected knots.

Frequently used macramé knots

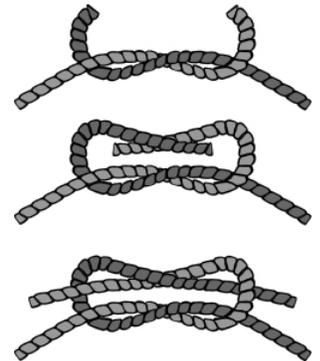
The clove/Ratline hitch

- Wrap a cord over a pole or bar
- Repeat the wrap, this time across the first wrap.
- Slip the working end under the last wrap
- Pull tight.



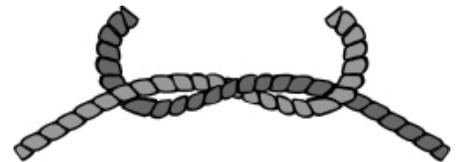
The square knot

- Take two cords and lay the right cord over the left one
- Wrap the right hand cord under the left hand one
- Bring the right hand cord back over the left one
- bring the original right hand cord over the other cord
- Pull the original cord under the other one
- Pull on both ends firmly to tighten.



The half knot

- Take two cords and lay the right cord over the left one
- Wrap the right hand cord under the left hand one
- Bring the right hand cord back over the left one.



The Overhand/Bead knot

- Hold a cord and form a loop. Bring the right end over the left.
- Pass the right end through the loop from the back.
- Pull all ends to tighten.



Question 5

(a) State and explain four traditional methods for treating bamboo.

(b) State three methods of finishing bamboo articles.

This question was averagely answered. There were various methods ascribed to the treatment of bamboo. While some of the answers are regarded as true to bamboo, they were mostly chemical or industrial ways of treating bamboo. The question bordered on traditional or local methods of treating bamboo.

Candidates have a fair idea of finishing bamboo articles. Some of the marks lost were redeemed here.

Traditional methods of treating bamboo

- Clump curing
- Smoking
- Soaking
- Open air treatment

Explanations

Clump curing

- Bamboo culms are cut.
- They are left in a place at vertical positions
- The evaporation in the leaves reduces the starch content.

Smoking

- Bamboo is stored above a fireplace
- The smoke from the fire blackens the culm.
- Caution is observed in excessive heating to prevent cracking.

Soaking

- The culms are immersed in water immediately after harvesting.
- Stones are used to keep the culms immersed in water for several weeks.
- They are then removed and dried in the shade away from the sun until fully dried.

Open air treatment

- Bamboo is treated by drying it under shade in the open.
- A lot of air is allowed around it.
- It is kept under this condition for about two months to season.

(b) Three methods of finishing bamboo

Smoking

Lacquering

Painting/spraying

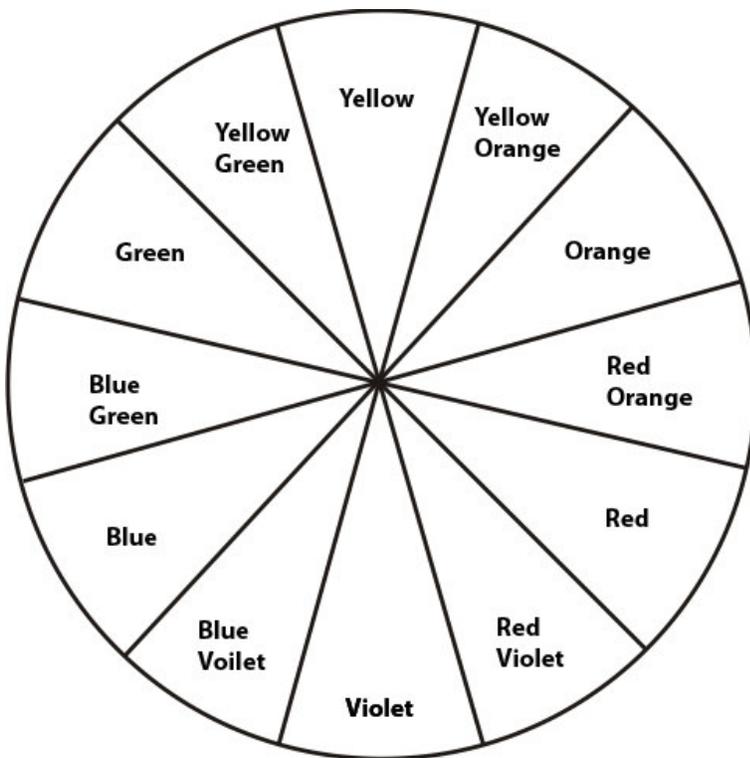
Question 6

- (a) Explain the term colour wheel.
(b) With Ghanaian colour symbolism in mind, write notes on the following colours:
(i) Blue (ii) Yellow (iii) Red (iv) White

Apart from Question one, this is the question where candidates gained most of their marks. Candidates seem to have a firm hold on challenges facing the Basketry industry and the solutions to such challenges. There were no marked difficulties in candidates' responses to this question. Almost every candidate adequately answered this question. Following are some of the expected answers:

Colour wheel

- Colours of the spectrum arranged in a circular form to show how they are related.



Notes on colours

Blue

Shows serenity
Associated with colour of the sky
Symbolizes love
Female tenderness
Puberty rites
Marriage ceremonies

Yellow

Riches
Kings ornaments
Symbolizes royalty
Warmth
Prosperity
Affluence

Red

Colour of blood
Ripe tomato
Close blood relations

Anger/Aggression,
Violence
Riots/War
Danger
Death
Funeral clothing

White

Cotton
Egg shell
White clay/kaolin

Victory/Happiness
Purity
Virginity
Faultlessness
Outdooring
Birth

CERAMICS 2

L. GENERAL COMMENTS

The general assessment of the paper was that it was very balanced. It explored candidates' mastery over the theoretical as well as practical knowledge of the subject. It tested candidates' mastery of basic terminologies in ceramics such as shrinkage, water smoking, warping etc. Candidates' assimilation of various processes and procedures in undertaking some practical hands-on experiences were also assessed.

Candidates were required to describe with precision the processes of making press mould and ceramic mural. Candidates' content knowledge in the characteristics of secondary clay and healthy studio practices were all explored. These areas assessed are broad enough to cover a significant portion of the syllabus without disenfranchising any schools or candidates who probably were unable to complete the syllabus within the course time frame.

However, the performance of the candidates this year was below average compared to that of last year. A significant number of candidates scored zero in answering some of the questions. This abysmal performance could be attributed to the lack of exposure to practical hands on training by the candidates.

2. A SUMMARY OF CANDIDATES STRENGTHS

Generally, candidates' adherence to the instructions was satisfactory. Fewer candidates answered more than four questions. Also only a negligible number of candidates answered more than two questions on a page. It was refreshing to note that candidates displayed in-depth knowledge on healthy studio practices which when properly internalised may translate into safe and minimized accidents in the studios of various second cycle schools. There was some improvement in candidates' illustrations, even though there is still room for improvement.

Some other attributes of candidates included:

- Planning their answers carefully and well. They put down the sub-heading before writing out the details.
- All answers were numbered well for identification.
- Correct choices of questions were made to avoid cancellations.
- Answers were legible and precisely presented in plain language. Candidates did not waste time on unnecessary introduction before giving required answers to questions.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Practical knowledge of the various procedures and processes in producing ceramic wares was a major contributor to candidates' poor performance. Many candidates were exposed when they attempted to answer questions which demanded sequential description of processes required in the execution of a given task.

For example most candidates could define shrinkage but were unable to describe how to test for shrinkage in the laboratory. Similar challenges were encountered in describing the processes of making press mould and ceramic murals. Another challenge was candidates' inability to list tools and materials needed in the execution of a given exercise.

A significant number of candidates failed to provide a list of tools and materials needed in the execution of a given task which caused them to lose some vital marks. Another major concern was candidates' inability to express themselves in the English Language which is the lingua franca in Ghana. It is a great indictment on Ghana's education system that students who have gone through formal education for twelve years cannot construct simple sentences. Some of the write-ups of the candidates were simply unintelligible to say the least, hence their poor performance.

Questions which demanded description of processes in producing ceramic wares were poorly handled by candidates. Their knowledge on standard test and procedures in ceramics were found to be shallow. These reinforce the suspicion that lack of practical experience was the shortcoming of most candidates who performed poorly in the examination.

This could stem from schools inability to provide teachers with the requisite teaching and learning resources which would have complemented the theoretical classroom teaching.

4. SUGGESTED REMEDIES

Ceramic is a practical subject and without hands on experience in the subject it will be difficult to perform satisfactory in examinations. Ceramics cannot be taught in abstraction without the full complement of studio practice. Hence heads of second cycle institutions should endeavour to provide the needed teaching and learning resources to facilitate the teaching and learning of the subject.

Teachers should also devote more time to practical work to complement the classroom teaching. Students are also advised to pay more attention to studio work which will not only improve upon their skills but reinforce the theoretical knowledge taught in the classroom.

Again, they should organize their thoughts properly before attempting to answer any question. Ceramic teachers should pay more attention to students' usage of the English Language both oral and written to improve on students' comprehension and expression.

We keep hammering and insist that Visual art teachers be encouraged to constantly read the Chief Examiner's reports. This will thus enable them pay much attention to the

teaching and learning of ceramic terminologies and processes. For without a firm grip on these terms, many candidates are likely to display these kinds of weaknesses every year.

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

5. DETAILED COMMENTS

Question 1

(a) Explain the meaning of the term, shrinkage?

(b) In four steps, describe how the test for shrinkage is conducted using two appropriate sketches.

This question demanded that candidates define shrinkage and describe four steps to be taken in conducting shrinkage test. As part of the description of the process for conducting the shrinkage test, it was expected that candidates would state the formula for calculating shrinkage. Again candidates were expected to do two illustrations.

Candidates' performance in answering this question was below average that is; most candidates scored five marks out of fifteen marks. Most of the candidates had no problem defining shrinkage. However, the description of the process proved to be the challenge. In conducting a standard test for shrinkage a well kneaded ball of clay is rolled into a slab. The slab is allowed to dry to the leather hard state. With the help of a ruler and cutting knife a number of tablets are made from the slab. A line of predetermined length is measured and drawn horizontally across the tablet.

This is recorded and allowed to dry. When the tablets are bone dried the line is measured again and recorded. The difference between the measured line in the green state of the tablet and the bone dried state constitutes the lineal shrinkage of the clay. Shrinkage is determined and presented in percentages.

Shrinkage is calculated by subtracting the dry length from the wet length and dividing the value obtained by wet length and multiplying it by hundred. Most candidates had the idea alright but were unable to describe this standard test for shrinkage. They wrote that shrinkage could be tested by producing a ware and allow it to dry to the bone dried state. The difference in size is shrinkage. This description was Unacceptable.

Question 2

Describe each of the following ceramic terms:

- (a) Water smoking,**
- (b) Saggers**
- (c) Warping**

Question two focused on terms in ceramics. It assessed candidates' knowledge on some terminologies in ceramics. Candidates were expected to define the terms and provide three additional feature or characteristics about the term. The performance of candidates in answering this question was average that is; most candidates scored between 8 and 9 marks over fifteen. A fair number of candidates could not at all define a single term. The term sagger had featured in almost all ceramic paper two questions for the past five years, yet some candidates still could not define what a sagger is.

They confused sagger with kiln furniture such as bats and props. A sagger is a rectangular refractory container into which ceramic wares are packed for firing. Again, the question was to describe each of the following ceramic terms. It was therefore expected that after given a brief definition of the term candidates would go ahead and give some two or three additional information about each term in question but a number of the candidates stopped at the definition without providing any additional information causing them to lose vital marks.

Question 3

(a) Define mould

(b) With illustration, describe the process of making a press mould

This question demanded that candidates define a mould and describe the processes of making a press mould. This was a very straight forward practical question which candidates should have scored very high marks. Sadly, candidates' performance was below average. Majority of the candidates scored between zero to three marks out of fifteen marks. Surprisingly, a significant number of candidates could define what a mould was but were unable to describe the processes of making a press mould. A press mould, is one of the simplest forming processes in ceramics.

It requires the development of the master mould or working mould. Preparation of the clay and subsequent rolling of the clay slab. Oiling or soaping of the mould to avoid the slab from sticking to the mould. Pressing of the slab into the mould to produce its copy. Cutting of excess clay from the mould and smoothing of the edges. Allow the ware to dry to the leatherhard state and subsequent removal from the mould. Allow the ware to dry and there after firing. These were the processes the question demanded from the candidates.

However, what most candidates prescribed could be likened to hand pinching. Then again, most candidates failed to provide a list of tools and materials which further caused them to lose vital marks.

Question 4

Discuss five healthy studio practices for the ceramist.

Healthy ceramic studio practices were the focus of question four. Candidates were expected to discuss five healthy studio practices for the ceramist. It was simply refreshing marking this question. Most candidates scored fifteen and thirteen marks out of fifteen with just a few scoring (ten marks or below). This question was the most popular and best answered out of the six questions posed. A higher majority of the candidates were able to list five healthy studio practices and went ahead to explain their points and supported their arguments with examples.

Question 5

State and explain five characteristics of secondary clay.

Question five demanded that candidate state and explain five characteristics of secondary clay. The performance of the candidates in this question was above average that is, the scores ranged from ten to thirteen.

Most candidates were able to state four characteristics of a secondary clay correctly and were able to explain the characteristics. However, there were few candidates who were able to state the characteristics of a secondary clay but were unable to explain the characteristics very well. Their attempt to explain the characteristics of secondary clays was just a restatement of the point they had raised earlier.

For example, *secondary clays had fine particle sizes than primary clay. Explanation, secondary clay has smaller particle size than primary clay.* Subsequently such an answer will attract just the two marks for the statement and lose the one mark for the explanation.

Question 6

(a) Define a ceramic mural

(b) With illustration, describe the process of producing a ceramic mural.

This question was a practical question which demanded that the candidates define a ceramic mural and describe the process of making a ceramic mural for fifteen marks. The general performance was below average, with most candidates scoring three to five marks. The definition of mural was not well defined by candidates.

They asserted that a mural is any art object hanged on the wall. This definition is too general in the sense that, it is too broad to include mask, wall vase, wall painting, collage etc.

This misconstrued definition led many to describe the process of making a hanging ceramic wall vase. What makes this observation very obvious was the candidates' description of creating a hole on the produced object to be used to hung on the wall. Quite a few candidates also discussed the production processes of the sculptural application of chiselling the wall which has nothing too do with a ceramic mural. Most candidates never mentioned Tools and Materials when describing processes in ceramics production.

CLOTHING AND TEXTILES 2

1. **GENERAL COMMENTS**

The paper compares favourably with those of previous years. The questions were suitable for candidate's level. They were simple straight-forward and within the clothing and textiles syllabus.

Candidates with good command over the English Language expressed themselves very well and thus performed creditably well. A significant number of candidates could not express themselves very well even where there was evidence that they had a fair knowledge of the topics. For some candidates it was just a matter of putting letters and words together to form meaningless sentences.

It is necessary to point out that in some schools; candidates answered the same questions in the same order. They also provided the same answers and similar spelling mistakes.

Candidates' performance is on the decline. Compared to previous years, this year's candidates performed poorly with majority scoring between 20 and 25. A good number of candidates also scored zero.

2. **SUMMARY OF CANDIDATES' STRENGTHS**

Candidates performed creditably well in questions which demanded the recall of facts and those that required a word or two.

- There was significant improvement in candidates illustrations though labelling is still a problem.
- The presentation of candidate's answers was quiet good. Almost all candidates started each question on a fresh page, numbered the sub-questions and left spaces in between sub-questions. However, a few answered their questions in a disorderly manner with no reference made to where the continuation of the answers were.
- There has been some improvement in candidates handwriting.
- Candidates demonstrated a good knowledge in the following topics:
 - * Stain and stain removal
 - * Stitches
 - * Fibre identification
 - * Uses of pockets

3. SUMMARY OF CANDIDATES' WEAKNESSES

- * English Language continues to be a problem – poor spellings and expressions and wrong use of words. e.g tuck instead of tack, nut instead of knot, bond instead of bound, parch instead of patch.
- * Questions that demanded the application of knowledge were poorly answered likewise questions on laundry work. This gives the impression that the laundry aspect of the subject is not being treated well.
- * A significant number of candidates demonstrated poor knowledge in the subject matter, thus scoring below 10. Basic topics like stitches and seams were mixed up. The impression created is that, either the candidates did not have qualified tutors or the tutors themselves are not putting in much effort in their delivery.

4. SUGGESTED REMEDIES

- * There is the need to employ qualified teachers to handle the subject.
- * Candidates should be encouraged to read the prescribed test books in addition to notes given by tutors.
- * To assist candidates to improve their spellings, teachers should dictate notes to them and the notes should be marked. Tutors should ensure that mistakes in the notes are corrected. Also new and important words in the notes must be underlined and highlighted.
- * Candidates must be made aware that, whenever a question demands that, they should use diagrams to describe a process, they should have at least two diagrams. The diagrams should be well labelled indicating R.S. and W.S and the 'stage' and 'heading'
- * Laundry work should be taught with seriousness.

Question 1

The questions were clear and manageable but performance was generally poor. Not many candidates attempted it but those who did performed well in some sub-questions.

(a) **State four ways of identifying fibres.**

This was fairly well answered by majority of the candidates. They provided answers like:

- Burning test
- Microscopic test
- Visual test

- Feel and handle
- Use of chemicals
- Absorbency test

A significant number of candidates provided four correct answers with a few providing three correct answers.

(b) (i) State six special finishes given to cotton fabrics.

This sub-question was poorly answered by majority of the candidates who attempted question one. They confused edge finishes with the finishing treatment given to cotton. A good number however, provided correct answers which included: mercerization, sanforization, embossing colendering, crease resistance, sizing, singeing and proban. Spelling of some of the words was a problem so they could not score the full mark.

(b)(ii) List six absorbent fabrics suitable for a child's school uniform in the tropics.

Majority of the candidates could not answer this sub-question well. Some answers given were cotton, nylon, wool, silk, polyester, rayon.

The expected answers included:

Poplin,	rayon,	grey baft
Denim,	gingham	corduroy
Khaki,	calico,	cotton/polyester blend

However, cotton fabric was accepted where other cotton fabrics (specific) were not mentioned.

(c) Explain two characteristics of linen fabrics that make it suitable for skirt.

This was poorly answered by majority of the candidates. Those who answered it correctly provided answers like:-

- Linen is strong
- Linen is absorbent
- Linen is cool to wear

Candidates were expected to explain each point but a significant number of candidates failed to provide the explanation and thus could not earn the full mark.

(d) State one important point to consider when laundering articles made from blends.

This was poorly answered. Only a handful of candidates provided one of the possible answers. That is: - follow instructions on care labels attached to the article. None of the candidates provided the other alternative. That is:

‘follow laundering instructions for the weaker fibres’.

Question 2

This was a very popular question. Performance was generally good though some sub-questions were fairly well answered.

(a) (i) **Explain the term seam.**

This was fairly well answered by a majority of the candidates. The answer provided was:

- A seam is a process used for joining two or more layers of fabrics neatly and securely.

Some candidates however failed to provide important words like ‘process’ ‘neatly and securely’ and therefore could not earn the full mark. A good number of candidates also provided the following:

‘ a seam is a line of stitching used for joining!.....

This is totally wrong though it is found in some unprescribed text books so candidates should be discouraged from providing this explanation.

(a)(ii) State three points that determine the choice of seam in clothing construction.

This was fairly well answered by a significant number of the candidates. They provided the correct answer as:-

- the fabric being used
- the garment/article being made
- the position of the seam

Only a handful of candidates provided a fourth point as follows:-

- the shape of the seam

(b) **State the five general rules for working seams.**

A significant number of candidates provided the correct answer as follows:

- thread must be suitable for the fabric
- the colour of thread should match the colour of fabric
- all seams of the same type must be of similar width
- seams must lie flat and be neat
- press work
- neaten seams on wrong side.

However, a good number of candidates also provided statements on the general rules for working stitches, which was not the expected answers.

(c) **State three points that affect the depth of seam allowance.**

This sub-question was poorly answered. None of the candidates was able to provide two correct answers. The only correct answer provided was – ‘the fabric’.

Though the answer was incomplete candidates were not penalized. They were expected to provide the following answers:

- texture of the fabric
- fraying qualities of the fabric
- the method of neatening chosen
- strength of fabric

(d) **With the aid of a diagram show the first stage in the making of an open seam.**

Though the question was simple and straight-forward, a significant number of candidates seemed not to have understood it. This sub-question did not require candidates to provide the different stages and instructions but a good number of them provided such answers. Others also provided the final stage in the making of an open seam. Most of the candidates also failed to label the wrong side and the right side.

Most of the candidates who provided the first stage were unable to sketch the two layers and so could not earn the full marks.

Question 3

This was the most unpopular question. Majority of the candidates who attempted this question answered sub-questions (c) and (d). Performance for the (c) and (d) sub-questions was just average. Performance was generally poor especially with sub-questions (a) and (b).

(a)(i) **State one difficulty that may be encountered when sewing jersey fabric.**

This was poorly answered. Those who provided the correct answer stated that:

‘the fabric is slippery and puckers under the sewing machine’.

The expected answers are as follows:

- it has the tendency to curl at the edges.
- the shape may be distorted when cutting out.
- it moves out of position after it is placed flat.

(ii) **Explain how to overcome the difficulty mentioned in a(i) above.**

This sub-question was poorly answered. As a sequel to a (i) even if a(ii) was correct but a(i) was wrongly stated, the candidate was marked wrong. This implies that some candidates could not identify the problem but knew the correct solution.

A significant number of candidates provided the following explanation as to how to overcome the difficulty identified in a(i):-

a(i) answer:

“the fabric is slippery and puckers under the sewing machine”

a(ii) “place a piece of tissue paper in between two layers of fabric and stitch through”

(b) Describe how to test for colour fastness in fabrics.

This was poorly answered. None of the candidates provided the correct answer. Those who attempted it stated that ‘cut a piece of fabric and put it in water’. Only important point that was missing in the above answer was the ‘temperature of the water’.

The expected answer s is as follows:

- Soak a small piece of fabric in lukewarm water.
- Put it on a dry towel.
- Traces of colour will be left on the towel, if colour is not fast.

(c) Give two examples each of the following:

- (i) Neatening stitches**
- (ii) Joining stitches**
- (iii) Decorative stitches**
- (iv) Permanent stitches**
- (v) Temporary stitches**

This was very well answered by a significant number of candidates. Surprisingly a good number of the candidates confused stitches with seams while others also could not provide correct answers for temporary and permanent stitches which are basic topics every clothing and textiles student is exposed to.

The correct answers provided included:

- Neatening stiches- loop, blanket, hemming, overcasting, machine stitch herringbone.
- Joining stitches – running stitch, machine stitch, back stitch, oversewing stitch
- Decorative stitches- satin, stem chain, French knots, lazy daisy.
- Permanent stiches- all examples mentioned under neatening, joining and decorative stitches
- Temporary stitches:-even tacking, tacking, basting, long and short tacking, tailor’s tacks.

- (d) Sketch the front view of a dress showing fullness, suitable for a soft and pliable fabric.

This was fairly well done by a few of the candidates but a good number of such candidates failed to label their diagrams. Some candidates provided excellent sketches.

Though the question specifically mentioned the ‘front view of a dress,’ some candidates provided sketches of skirt and blouse, skirt or a pair of trousers. If the question had been on ‘a garment’ then they could have been marked correct but in a situation like this they deviated.

Some candidates provided sketches which lacked certain details. For example – if a candidate sketched a gathered dress, the folds must be clearly seen at the hem of the dress and whichever position the gathering begins from. Some failed to provide such details and so were marked down.

Question 4

This was a very popular question but performance was poor. Sub-questions b(i) and (ii) were fairly well answered by majority of the candidates whilst sub-questions (a) and (c) were poorly answered.

(a) **Classify pockets into three groups.**

Very few candidates were able to provide the correct answer. From all indications, candidates had a good knowledge on the topic pockets’ but it appears the classification aspect is not taught.

The expected answer is:

- Patch pocket, with or without flap
- Set-in pocket with special opening made in garment (welt bound)
- Pocket incorporated into a seam/concealed pocket/in seam pocket
- Pocket cut-in-one with part of garment

(b)(i) **List six examples of pockets.**

A significant number of the candidates provided the correct answer whilst those who had no knowledge of it provided answers like:

- Round pocket
- trouser pocket
- breast pocket
- flat pocket
- front pocket.

Correct answers provided by candidates included:

- Bound pocket
- Welt pocket
- Patch pocket
- Flap pocket
- Slit pocket
- Kangaroo/pouch pocket

(b)(ii) **State three uses of pockets in garments.**

This was very well done by almost all the candidates who attempted this question majority had two correct answers whilst a handful provided three correct answers.

They provided answers like:-

- To carry items
- As decoration
- As a style feature

Very few candidates provided the following:-

- For warmth
- As a camouflage

(c) **With the aid of diagrams describe how to attach a pocket on a man's shirt.**

This sub-question was poorly answered. A good number of candidates provided boxes representing men's shirt with a patch pocket. Candidates were expected to sketch the shirt. A good number of candidates provided several diagrams starting with the cutting out process.

The expected answer is as follows:

- Neaten the top edge of pocket
- Turn in the other edges of the pocket on to the wrong side.
- Tack, press and snip turnings
- Trim the edges and cut away the thickness at the corners.
- Pin and tack the pocket in place on the right side of shirt.
- Stitch pocket and secure ends.

Question 5

A very popular question but performance was just average. Sub-questions 'a' and 'd' were fairly well done but 'b' and 'c' were poorly done.

(a)(i) **Explain the term wardrobe planning as used in clothing and textiles.**

Majority of the candidates who attempted this question had knowledge of the term but almost all of them provided an explanation which lacked facts.

Candidates answer was:

‘wardrobe planning is the collection of clothing and cosmetics!

They were expected to provide the following answers:

‘wardrobe planning is the process of carefully selecting and maintaining family clothing!

(a)(ii) **Explain two benefits of wardrobe planning.**

This was fairly well done by the candidates. Though the candidates were expected to explain the benefits, a significant number of them just provided the points.

Candidates provided the following answers:-

- It helps to save money.
- It helps to avoid repetition of items.
- It enables one to have a variety of clothing for all occasions.

(b) **State three characteristics of a well-made hem opening on the front of a shirt.**

This sub-question was poorly answered by almost all the candidates who attempted this question. The answers provided gave an indication that candidates had no knowledge of hem opening. The best answer provided by a handful of candidates was:-

- It should lie flat.

The correct answers are:

- The two edges of the opening should overlap.
- Both sides of the opening must be of equal length.
- Opening should lie flat when fastened.
- The wrap should be wide enough to prevent gaping.
- The wrap should be wide enough to take the width of the fastening.

(c) **State three factors that determine the choice of fastening when making garments.**

This was poorly answered by majority of the candidates. Only a handful of candidates were able to provide three correct answers.

The answers provided by candidates included:

- The fabric being used
- The garment/article being made
- The position of the fastening
- The age of the wearer

(d) **Suggest two suitable fastenings for each of the following:**

- (i) waist band of a skirt;
- (ii) wrap opening of a blouse
- (iii) faced slit opening of a jumper

This was very well answered by majority of the candidates. A significant number also made a mess because they failed to identify the type of openings which required the fastenings.

Candidate's answers included:

- (i) Waistband of a skirt – hook and eye, hook and bar Velcro, button and button hole
- (ii) Wrap opening of a blouse – button and buttonhole, Velcro, press fasteners.
- (iii) Faced slit opening of a jumper – button and loop, zip, rouleau loop and button.

Question 6

This was the most popular question. Over ninety percent of the candidates answered this question, and performance was satisfactory.

(a) **Explain the term stain.**

This was very well answered by majority of the candidates. Majority of the candidates demonstrated a good knowledge in the topic.

The candidates answer was:-

- A stain is a fixed dirt or a discolouration on an article.

- (b) (i) List four types of stains.
- (ii) Give two examples of each stain mentioned in b (i) above.

This was very well answered by majority of the candidates. Some candidates answered the questions separately while others put the two together. Others also tabulated their answer.

Candidates answer included:-

- (i)(a) Vegetable stain
- (b) Animal stain
- (c) Mineral stain
- (d) Grease stain

- (ii) Vegetable stain – tea, tomato juice, coffee, grass

Animal stain – milk, blood, egg

Mineral stain – ink, lipstick, paint

Grease stain – oil, palm oil, engine oil.

(c) Outline six general guidelines for removing stains.

Candidates answered this question very well and general performance was good. They provided the following answers:-

- Stain must be removed as soon as it occurs.
- Know the age of the stain.
- Know the nature of the stain.
- Know the correct cleaning or care method
- Test stain removal on an invisible part
- Start with the simplest method

(d) List two stain removal agents.

This sub-question was also very well answered by majority of the candidates. Candidates answers included:-

- Water
- Detergent
- Kerosene
- Bleach – parazone
- Turpentine
- Sunlight
- Lime/lemon

CLOTHING AND TEXTILES 3

1. GENERAL COMMENTS

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

The general performance of candidates was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

Commendable features noted in the work of candidates include the following:

- Lowering of needle into work before lowering presser foot.
- State by stage pressing during the making up.
- Using paper of appropriate dimensions to label work.
- Proper fitting of self garments presented for course work.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses in the work of candidates were observed:

- Lifting work during pinning of pattern piece to fabric and during cutting out.
- Inability to transfer pattern markings, especially minute details.
- Inability to make the sewing processes demanded for making up the article.
- Leaving pins and needles in the articles at the end of the test.

4. SUGGESTED REMEDIES

- The various sewing processes and all practical aspects of the syllabus should be correctly taught by teachers and correctly practised by students.
- Various textbooks on the subject should be consulted before sitting for the examination.

5. DETAILED COMMENTS

Candidates were provided with one pattern piece (which had three Sections – A, B and C) to cut out shapes from the following items to make a lady's purse:

- Plain cotton fabric
- Gingham
- Foam material

The following instructions were to be used to make the purse:

- Basting together the three cut out items (with foam in-between gingham and plain fabric).
- Tacking and machine stitching along the stitching lines indicated in Sections A and B.
- Binding all edges completely using bias binding.
- Folding section A over Section B with plain fabric facing.
- Joining sides of purse with overcasting stitch using embroidery thread.
- Using button and worked loop as fasteners.

1. **GENERAL EFFICIENCY**

PREPARATION AND CUTTING OUT

Graining of fabric

Some candidates grained their fabrics along the weft as expected.

Few incorrectly grained along the warp. A good number of candidates did not grain at all. There were some who grained only one fabric especially the plain cotton fabric.

Pressing of fabric

Majority of candidates pressed their fabrics. Some of those who did not grain their fabrics pressed their work.

There were few candidates who pressed their work before graining.

Laying out fabrics and foam material

This year, the test did not demand the folding of fabric but rather the laying out of fabrics in layers flat on working table without foam being inserted in-between them. Majority of candidates got this right. Few candidates, however, did the laying out of items one at a time.

Laying out of pattern piece

Many candidates placed their pattern piece economically on their fabrics and foam materials. Some candidates wasted fabrics by placing the pattern piece in the centre of arranged layers of fabrics and foam material. In some situations, candidates were not able to match grain line of pattern piece with those of fabrics.

Pinning

Pins used to hold pattern piece in place were either too many or too few. Some candidates lifted their work during pinning. This was wrong. Many candidates did well by not having their pins going beyond the cutting line.

Cutting out

Candidates were expected to use short strokes on curved edges and long strokes on straight edges when cutting out. Some candidates' did what was expected. Others however, used short stokes throughout.

It was wrong to lift work when cutting out. This was done by some candidates.

Some candidates' cut-off notches making it difficult to match edges during the making up. During the cutting out, some candidates were ot consistent in placing hand on pattern.

Transfer of pattern markings

Majority of candidates were able to transfer some of the main seamlines whilst only a few were able to transfer all the necessary symbols including the stitching lines within Sections A and B, and the position of button.

The light shading of some of the improvised carbon paper used for the transfer made it difficult to see what had been transferred very clearly.

Use of equipment and tools

Few candidates handled the sewing machine correctly by doing the following:

- Using the balance wheel to start and stop work.
- Lowering needle into article before lowering presser foot and removing article either to the side or back or sewing machine.
- Some candidates wrongly lowered the presser foot before lowering the needle into article. Some candidates wrongly passed hand over sewing machine to lower presser foot.
- Few candidates who could not use the sewing machine, used only thread and needle for hand sewing for the whole test.
- Almost all candidates did not use the thimble even though some of them had them visibly displayed on their tables. Some of the few who tried to use them were not skilful.
- Almost all candidates used the hand sewing needle. Some threads for hand sewing were too long.
- The pair of scissors was effectively used during the cutting out and the making up.

Pressing

Majority of candidates systematically pressed their articles during the making up.

2. MAKING UP

- (a) Placing foam material in-between plain fabric and gingham

Majority of candidates placed foam in position as expected. Some candidates, including those who cut off notches of pattern piece during the cutting out faced some difficulty matching the edges of pieces of fabric and foam material.

Few candidates did not have foam in the Section C part of work. Few also stitched foam to gingham without the plain fabric.

(b) **Machine stitching along stitching lines indicated on Section A and Section B.**

Some candidate did straight stitching using stitches of correct length and tension along the indicted lines on Sections A and B.

The following weaknesses were observed in some of the articles:

- Some of the stitchings were extended into Section C.
- Fewer stitching lines were made especially in cases where one or few stitching lines were transferred.
- Some stitches were not of the correct length and tension.
- Some foams were too thick posing problem when stitching.
- In some cases no machining was done along any of the stitching lines.
- Some candidates stitched along the fold lines and symbol for button.

(c) **Binding edges using bias binding**

Only few candidates carried out this task correctly. The unacceptable outcomes were as follows:

- Uneven width of binding
- Finished binding was not flat
- Raw edges of biding showing on either one or both sides of work
- Unmatching of seamlines of bias binding and those of the articles
- Untrimming of excess seam allowance
- Some raw edges of articles exposed especially where thick foams and narrow bias bindings were used.
- Ends of bias binding were either not joined or improperly joined
- Using more stitching lines to hold bias binding in place
- Using only pins to hold binding in place
- Making facing instead of binding.

(d) **Folding Section A over Section B**

Section A was to be folded over Section B along the indicated fold line in such a way that the gingham would show on the right side of work.

Even though majority of candidates did not fold exactly along the fold line, their gingham showed on the right side of work. Some gingham showed on the wrong side of work. Few candidates did not fold their articles.

(e) **Joining sides of article**

Sides of article were to be joined using overcasting stitch. The lengths of stitches should be equal. The stitches should be spaced at regular intervals and their ends securely fixed. Few candidates performed to expectation at this task.

Some candidates used blanket stitch, machining and tacking to fix the sides. Few candidates used only pins to fix sides in place.

On the whole many stitches were not of even length and many spacing were not regular. Some ends were not securely fixed.

(f) **Embroidering initials**

Candidates were expected to embroider their initials on the right side of Section C, stitches like chain, stem, etc. could be used. The sizes of the initials should not be too large or too small. Contrasting embroidery thread should be used. The stitches should not be too tight and the wrong side of work should be neat.

Only few candidates produced embroidery work with the given qualities.

The following weaknesses were observed in the work of many candidates:

- Making embroidered initials on other parts of article other Section C.
- Some ends of thread showed on the right side of work.
- Wrong side of work was not neatly done.
- Some initials were either too small or too large.
- Threads of contrasting colours were not used.

A number of candidates did not make the embroidered initials.

(g) **Fixing button**

Button was to be neatly and firmly stitched in its correct position. Few number of candidates carried out this task as expected.

Some candidates made one or more of the following mistakes when fixing the button:

- Wrong positioning of button
- Providing shank for a button with shank
- Stitching was loosely made
- Knots were made in-between fabric and button to secure button in place

Some candidates did not fix their buttons.

(h) **The making of worked loop**

The loop should be correctly positioned and the size should be big enough to allow the button to pass through easily. The loop should be made of adequate number of stands

and buttonhole stitches worked over strands until loop was taut. Loops of candidates were correctly made but only a few were taut.

Many worked loops had the following shortcomings:

- Size of loop was either too small or too big.
- None or inadequate number of blanket stitches worked over strands of thread forming the loop
- Using fabrics to make loops

Some candidates made buttonholes. A significant number of candidates did not make the loop.

(i) **Labelling and general neatness**

- Some candidates used neat dainty labels on their articles. Some labels were very untidy. Some also were too large for the article.
- There were situations in which candidates used pins to hold their labels in place or stitched labels through all layers of article. Such practices are unacceptable.

FOODS AND NUTRITION 2

1. GENERAL COMMENTS

The questions were topics from the syllabus and these were within candidates' capabilities.

Candidates' performance as compared with that of previous year's standard was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

Commendable features noted in the work of candidates include the following:

- Candidates followed the rubrics of the paper.
- There is improvement in handwriting
- There were fewer cancellations and these have been neatly done.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses in the work of candidates were observed:

- Candidates' spellings were bad e.g. kinfe/kneif for **knife**, protain for **protein**, shell for **shelf**, beins/bens for **beans**, etc.
- Expressions were also poor e.g. 'weighing scale is used for scaling ingredients', etc.
- Candidates' knowledge in basic principles in preservation, purpose/aims in cooking vegetables and the use of terms were either shallow or nil.
- Knowledge and use of some food commodities is very shallow.
- Some candidates' knowledge in the uses of some basic utensils was poor.

4. SUGGESTED REMEDIES

- Teachers should make the effort and time to go through notes they dictate to students, explain the note, mark as class exercise and see to it that students do corrections.
- Teachers must endeavour to use real as well as diagrams of the various equipment to teach the proper names and uses of these equipment.
- Student should be encouraged to use the internet to seek for further information on topics they are taught.
- Teachers must learn to use the correct terms and pronunciation of terms, this will help the students.

5. DETAILED COMMENTS

Question 1

- (a) **What are Legumes?**
- (b) **List the two classes of legumes and give one example for each class.**
- (c) **Give four advantages of legumes in the diet.**
- (d) **List four dishes made from legumes.**

- (a) It was unpopular question and was not well answered by most of the few candidates who selected it.

It seems teachers teach vegetables in general, but do not teach legumes as a major topic as it is in the syllabus.

Wrong answers given include:

- Legumes are seeds that give us protein e.g. first class legumes and second class legumes.
- Legumes are plants with board leaves, etc.

The expected answers are as follows:

- Legumes are plants whose seeds grow in pods.
- Legumes are seeds of plants/shrubs/fruits that grow in long pods or shells which are eaten as food.
- Legumes are seeds or fruits from vegetable plant in the form of pulses and nuts which are edible.

- (b) The two classes of legumes:

- Most candidates could not answer the question because they did not know what legumes are.

Some gave wrong answers such as:

- Above ground legumes
- Underground/below ground legumes
- Cereal legumes
- Grain legumes

Few candidates were able to list the classes of legumes as follows:

- Beans and oil seeds
- Pulses and nuts
- Beans and nuts
- Beans, oily seeds and nuts.

Examples of classes of legumes:

- With the pulses and beans most candidates knew only cowpeas, Bambara beans, lentils and soya beans.
- (c) Few candidates were able to answer this question well. They only knew about the nutritional aspect of legumes.

Some wrong answers given include:

- It is a source of vegetable
- They are a source of minerals
- It prevents constipation

Expected answers are:

- It provides protein – as a source of vitamins (A,B,E).
 - Provides the body with heat and/energy/carbohydrate
 - Provides/it is a source of dietary fibre, etc.
 - Can be made into snacks/drinks for refreshment
 - Serves as complements to carbohydrate
 - Serves as a good accompaniment to some dishes, etc.
- (d) Most candidates were able to give varied examples of dishes made from legumes e.g. groundnut soup/stew, neri soup/stew, palaver sauce, soya milk, agushie soup/stew, oleleh, etc.

Few candidates were not sure about the correct dish therefore included dishes from non-legume sources e.g. okro stew, rice porridge, garden egg stew, etc.

Question 2

- (a) **State five reasons for preserving foods**
- (b) **List two methods of food preservation and give two examples of foods that can be preserved by each method.**
- (c) **State two principles of food preservation.**
- This was a very popular question which was well answered by most of the candidates, with the exception of the sub-question (c).**

(a) Some candidates gave the following wrong answers:

- To prolong shelf life
- To keep food for the following day
- To prevent money saving
- To make a new food, etc.

However, some gave correct answers as:

- To save money/to cut down on cost, to cut down on food budget.
- To reduce post harvest losses
- To prevent food spoilage for easy transportation
- To bring variety in meals, etc.

(b) The question was satisfactorily answered. Some were not sure of their answers, therefore gave answers like methods of cooking and method of food preservation.

- With the exception of 'fermentation', candidates gave different methods of preservation.

Correct answers given included:

- Drying/dehydration/solar drying/vacuum drying
- Freezing, bottling, canning
- Use of vinegar/sugar/use of safe chemicals and household preservatives, smoking, etc.

Some were specific about the type of fish to be dried e.g. salmon, herrings, etc. these types are not suitable fish for just ordinary drying. Fish to be dried are oven dried but are salted before drying.

Candidates who also gave milk as an example of food item to be canned also had it wrong, because milk is either pasteurized or sterilized as a method of preservation before canning.

(c) A very poorly answered question. Very few candidates had one principle correct.

They gave answers like:

- To save money
- To prevent food spoilage
- Keep food in a refrigerator
- Bottling and canning, etc.

A significant number of candidates provided the correct answers as follows:

- To kill/destroy/destruction of micro-organisms/ by heat.
- To arrest/stop action of micro-organisms/enzymes/by using low temperature/freezing.

Other expected principles:

- Removal of conditions favourable for growth of micro-organisms

- Prevention of chemical reaction
- Prevention of re-entry of micro-organisms into food.

Question 3

- (a) **State three contributions of table appointments to meals**
 (b) **List six table appointments**
 (c) **In order of sequence, state four processes of washing up after clearing table**
The question was not a popular one with candidates.

(a) Majority of candidates assumed the question is on table manners and provided answers like:

- Be on time for meals
- Chew with your mouth closed
- Do not make noise with cutlery

Some gave wrong answers such as:

- To make meals appetizing
- Improve appearance of meals
- To make meals attractive, etc.

The few who had the correct answers were limited.

The expected answers are as follows:

- It beautifies the table
- Makes the environment attractive
- Avoid stress/stressful situations
- Make the person eating/diner comfortable
- Informs the diner of the type of meal to be served
- Improves diner's mood
- A well laid table, stimulates the diner's appetite
- It acts as a silencer, etc.

Question 4

The diagram below are kitchen utensils. Study them and answer question 4.

Identify the utensils labelled (i – viii) in the diagram above.

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

Due to the closeness of the spacing between question 3 and the first part of question 4 and the diagrams, most candidates thought the question formed part of question 3. This affected rubrics, but candidates were not penalised.

Majority of candidates' were able to identify and state the uses of the various utensils, but the knowledge of the uses were limited.

- (i) measuring/graduated cup/jug – is used for measuring liquid/dry ingredients or to indicate the volume/weight of dry ingredients, but not just ingredients as stated by some candidates.

This gave the impression that it could be used to weigh fish, margarine, yam, etc.

(ii) **Chopping board**

Some candidates identified this utensil as a working/wooden board, griller, grater, shovel, dust pan.

- All boards used in the kitchen are working boards, but they have specific names.
- Some candidates wrote that it is used for chopping/cutting ingredients and this made the answer wrong.
- Food is placed on and cut/chopped/diced or cubed.
- Some food items like nuts are placed on and crushed or beaten.
- Fish is cleaned and dressed on a chopping board.
- Pastry dough is not rolled on a chopping board, but rather on a pastry board which is also plain and bigger than the chopping board.

(iii) **Cook's/kitchen/fillet/chef's knife**

Most candidates did not qualify the type of knife which made their answers wrong.

- Some candidates also identified them as paring/vegetable/cooking knife/peeler which were also wrong.
- Majority of candidates stated the use of this knife as for cutting/chopping ingredients.
- It can also be used for shredding, cubing, dicing and peeling of ingredients.
- It can be used for scaling fresh fish.

(iv) **Rolling pin**

- Some candidates identified this utensil as a roller/Rolla.
- Candidates were conversant with the rolling pin being used to roll pastry dough.
- It can also be used to crush nuts and breadcrumbs.
- It can be used in beating meat to make it tender.

(v) **Spatula/wooden spoon**

- Some candidates identified the diagram as a wooden spoon while others too saw it as a spatula. Both answers were correct:
- Candidates were conversant with the use of the utensil.
- It is used either for stirring soups, stews sauces, for mixing food as well as for creaming fat and sugar when preparing cakes or butter icing, and for beating batters.
- Some candidates wrote that it is used in the preparation of batters, stews, soups, cakes and banku which made their answers wrong.
- Others also wrote that the wooden is used.
- To drive 'banku' which is a wrong expression.
- It is rather used to stir and turn banku, 'eba', etc. Other uses of the spatula/wooden spoon is for spreading icing, meringues/candies on dishes.

(vi) **Balloon whisk**

Very few candidates' knew this utensil as a balloon whisk.

Majority of candidates' wrote that 'it is a whisk'. Candidates should be made aware that since there are different types of whisks, just mentioning whisk makes the answer a bit vague.

- Some candidates identified the utensil as a 'whisker'.
- Most of them knew the use of the utensil as 'to incorporate air into foods e.g. batters.
- Whisking eggs for sponge mixtures and cakes ice creams and batters.

(vii) **Weighing scale**

Majority of candidates' wrote that it is a 'measuring scale' and mentioned that 'it is used for measuring dry and solid food/ingredients.

Candidates should be taught the difference between weights and measures. Few candidates' stated that is a clock face used in the kitchen.

(viii) **Palette knife**

Some candidates described this utensils as a 'parish'/'plate' knife. Candidates knew the use of the utensils but could not express themselves, e.g. 'It is for making icing/for decorating a cake'

- For cutting fat when making pastry.

Correct answers:

- Should be for spreading icings/meringues/candies on dishes e.g. cakes.
- For lifting and turning foods e.g pancake and omelettes.
- For trimming pastries
- For cutting fat into flour during pastry making.
- For scrapping mixture from sides of bowls e.g. during creaming of fat and sugar for cakes, etc.

Question 5

(a)(i) Define the term recipe

(ii) List the two components of a recipe

(b) Explain three points to consider when selecting a recipe

(c) List two chief ingredients in the preparation of ‘Akara/Koose’

A popular question which was not satisfactorily answered by most candidates.

(a) The term recipe was partially defined by most candidates. For example:

- It is a book containing a list of dishes ingredients and how to prepare it
- It is a method of preparing food and the needed food items
- It is a list of ingredients, quantities and guidelines for preparing a dish or food
- It is a guide that helps in the preparation of food.
- It is a detailed instructions of what to use and how to prepare a particular dishes, etc.

With the (ii), most candidates could not list all the components of a recipe, they had only one answer correct:

- Ingredients and methods of cooking method preparation and dish.

(b) Most candidates were able to list the points to consider when selecting a recipe, but could not explain them. Examples are as follows:

- Money available/at hand
- Time available
- Skills of the cook
- Health status/age, etc.

Some candidates’ wrong answers included:

- Money available: It should be enough for the ingredients
- Time available: The time that you will use to buy the ingredients
- Family size: This will help you know what to buy and you will buy enough food for the family
- Food in season: This will determine what to cook and will save money, etc.

The correct answers are:

- Health status/age

The recipe chosen should suit the health/nutritional needs of the individuals or diners. The recipe should also suit the ages of the diners

- Skills of the cook

This should be considered in relation to the recipe chosen, so that the individual may be able to prepare a suitable dish or obtain good results

- Time available

The available time on hand will determine the recipe to be selected. Some recipes take a longer time to prepare, so if the individual has not time and such a recipe is chosen, good results may not be obtained.

- Money at hand

The amount of money on hand will determine the type of recipe to choose, whether elaborate or simple. The type of recipe chosen should be within the family budget.

- Source of recipe

This is where the recipe will be collected from; which could be from friends, magazines, internet, food packages, recipe books, etc.

- (c) Some candidates did not know the recipe for preparing 'akara/koose'. Some listed cassava dough, millet flour, flour, overripened plantain, pepper, onion, etc. Some also had their ingredients right. It seems candidates did not understand the term 'chief ingredients'. Some candidates listed either beans/flour with other wrong ingredients or the oil with other ingredients without the beans.

Chief ingredients for akara/koose is:

- Beans/bean flour
- Vegetable oil

Question 6

- (a) **State three functions of vegetables in the diet.**
(b) **State three purposes of cooking vegetables**
(c)(i) **State three effects of cooking on vegetables**
(ii) **List two conservative methods of cooking vegetables**

A popular question which was well answered by most candidates who selected it. Candidates were very conversant with the nutritive aspect of vegetables.

(a) Few candidates interchanged answers of questions A and B.

Some candidates' correct answers include:

- Gives bulk to the diet/makes the diet bulky
- Provides/gives water/to the body
- Provides/brings variety into the diet
- Provides carbohydrates/provides the body with heat/energy/heat and energy
- Provide valuable amount of mineral elements e.g. calcium, iron, phosphorous, potassium.
- Can be used in various forms as appetizers, main dishes for lunch supper and snack
- Can be taken raw in the form of salads/cooked form
- Improves texture, appearance and flavour of meals.

(b) Candidates correct answers to this question were limited. Candidates' answers were:

- To soften the fibre
- To make the starch digestible
- To make it appetizing/palatable.
- To prevent unnecessary absorption of water
- To minimize loss of vitamins
- To prevent loss of mineral salts
- To stop enzyme action, etc.

(c)(i) Few candidates had this part of the question correct. Answers were varied. Candidates were writing procedure for cooking vegetables e.g.

- Cook in just enough water
- Do not cook vegetables for long
- Use stock for cooking
- Softening of fibre/fibre become soft
- Loss of vitamins/reduction in nutrient
- Change in colour/texture, etc.

(c)(ii) Most candidates instead of stating the conservative methods of cooking, were writing about other methods of cooking and methods of food preservation e.g.

- Boiling
- Sautéing

- Grilling
- Drying
- Smoking
- Canning

Those who answered it correctly provided answers like:

- Poaching
- Steaming
- Stewing
- Baking, etc.

FOODS AND NUTRITION 3

1. GENERAL COMMENTS

The question was based on a topic from the syllabus and was within candidates' scope. The standard of the paper was good, it tested the candidates' ability to apply what they have been taught.

Candidates' performance compared with that of the previous year is average. With the exception of meat/fish, most candidates had just enough ingredients for either one or two people.

2. SUMMARY OF CANDIDATES' STRENGTHS

Commendable features noted in the work of candidates include the following:

- Handwritings were legible and there were fewer cancellations neatly done.
- Majority followed rubrics.
- Even though most candidates did not state specifically the type of convalescent they were catering for, there was variety in the choice of dishes.
- Candidates' preparation before class has improved.
- In practice, most candidates exhibited good time management, therefore were able to finish within the stipulated time.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The following weaknesses were observed:

- Candidates' interpretation of choices for the question was poor.
- Time plans were also poorly done.
- In theory quantities of ingredients were too much.
- Fruits and vegetables were poorly handled by most candidates.
- Properly washing and clearing up is still a challenge to candidates.
- Tray setting was poorly done.

4. SUGGESTED REMEDIES

- For effective teaching and learning, teachers must breakdown broad topics like invalids and convalesces, etc. into sub-topics for students to be aware that they need to know the types of sicknesses, etc. before they can effectively cater for them.
- Teachers should give several drills in interpretation of choices and writing of time plans; ordering of ingredients, for students to be conversant in these aspect of the work.

- During their teaching of food commodities, teachers must demonstrate to students the proper way of handling these commodities especially fruits and vegetables and fresh fish.
- Apart from setting ‘covers
- Students must be taught other forms/types of meals services.

5. DETAILED COMMENTS

Question

A convalescent has been left in your care for a day:

- (a) **Prepare a mid-morning snack;**
- (b) **Prepare, cook and serve a two-course lunch on a tray.**

CHOICE:

Most candidates chose ordinary snack and lunch meals for the convalescent, because they were not specific about the type of convalescent they were catering for.

Few candidates were specific about their choice of convalescent they were catering for e.g. an individual recovering from malaria, typhoid fever, cholera, a fracture, therefore the candidates chose specific dishes to meet the needs of their convalescents.

Very few candidates ignored the term ‘convalescent’ when answering the question.

Without being specific on the type of convalescent being catered for made most candidates’ choices correct.

Some candidates who were specific in their choice of candidates chose wrong dishes for them e.g. a convalescent recovering from cholera was served with” ‘Groundnut soup’ which is not a suitable choice due to the digestion problem and the diarrhoea.

Majority of candidates’ choose different types of soups e.g. light soup, palm soup, groundnut soup, bean soup, okro soup, etc.

Others also prepared palaver sauce, okro/garden egg stew, egg stew, fish/meat stew, mixed vegetable stew.

A wide variety of accompanies was chosen by candidates e.g. boiled/vegetable rice, rice balls, boiled yam slices/plantain, riced yam/plantain, konkonte, banku/akple fufu.

Aboloo, yakeyake, akyeke could have also been good choices.

Desserts

Majority of candidates chose fruit dessert e.g. fruit salad, fruit boat/basket, cut fruits.

Some candidates' also chose pancake trifles, baked/steamed egg custards, moulds, and bread and butter pudding.

Snack dishes

- Most candidates' selected dishes prepared from short crust pastries e.g. fish/meat turnovers, sausage rolls.
- Few selected pies which were wrong.
- Others also selected different types of biscuits sandwiches, small cakes e.g. queen cakes, rock buns and koose.
- Candidates should have chosen dishes like moimoi, grilled plantain, kakro, ofam with or without palm oil.
- Other dishes prepared from rich yeast mixtures could have been selected e.g. current buns, Chelsea buns, cinnamon ring.
- Sponge mixtures e.g. swiss roll, sponge cakes could have also been good choices.

Drinks

- Most candidates chose fruit drinks.
- Few selected fruit juice which made their answers wrong.
- Few candidates selected cocoa based drinks, milk shakes, sobolo/sorrel drink.
- Candidates could have also selected lemonade, orangeade, samia drink, corn drink, iced lemon tea, millet drink, etc.

Interpretation of choice

This aspect of the practical work poses a challenge for majority of candidates'.

- Some candidates gave their interpretation for choice 'Groundnut soup'. It is suitable/for lunch. It is a suitable dish for the convalescent' – why is it suitable?

It is because of its digestibility, nutrient content, consistency/texture, appearance, method of cooking – when will it be served. E.g chicken sandwich toast 'It is a suitable high protein snack dish for an individual recovering from malaria and it is easily digested.

- Groundnut soup/palaver sauce – It is a very nutritious dish, high in calcium, therefore it is a suitable main dish for lunch for someone recovering from a fracture/fractured leg.

Economy

In theory most candidates' ordered large quantities of ingredients, but in practice their quantities were good, except for meat and fish.

- Candidates are still wasting matches and gas
- For light every burner a new match stick is used instead of using the used stick to get it lighted room the already lighted burner to use for the one to be lighted.
- Candidates most often left burners and ovens on either use. This can cause serious burns and fire outbreak.

Time Plan

In theory, this aspect of work was poorly done by majority of candidates, but in practice they are able to work systematically to finish within the stipulated time.

Cleanliness and clearing up

- Most candidates did not work neatly.
- Table tops were crowded with utensils, most of which were not needed for the work.
- Used match sticks were scattered on the floor.
- Some had the work area wet and did not bother to mop till they finished with the work.
- Even though washing up was done at intervals by most candidates, this chore was not thoroughly done.
- Most candidate washed their used kitchen cloths after work.
- Scrubbing of work area was very poorly done. Some candidates used dirty water to wash up. Candidates did not need to scrub, they could mop the floor after they had finished the work.

MANIPULATIVE SKILLS

Snack dishes

Pastry dishes

Majority of candidates who prepared the pastry dishes had wrong proportions of fat to flour for the short crust dough.

- Most candidates' did not cut fat into flour before rubbing-in.
- Rubbing-in was poorly done and most candidates sprinkled water on top of the mixture and mixed with bare hand, instead of making a well in the mixture and using the palette knife to mix before using the hand to mould the dough.
- Most candidates relaxed their dough.
- Rolling was poorly done, but most had neat shapes and sizes.
- Majority of candidates did not prick their dishes neither did glaze them. Most of them did not scale the turnovers properly.

Sandwiches

- Even though these were thinly buttered, preparation was poor.
- Sizes of bread slices ween to even, fillings bland, spreading of filling not even.
- Candidates could use either bread rolls or already sliced bread which are evenly sized in the preparation of sandwiches.

Biscuits

- Even though most candidates prepared good biscuits and rolling was well done, these were not pricked.
- Most candidates left baked snack dishes to cool in either baking trays or in tins.
- Ovens were pre-heated by most candidates before baking started.

Drinks

- Majority of candidates prepared fruit drinks.
- Most of the juices were extracted too early.
- Even though syrups were flavoured and cooled, before adding to juices, most of them were watery.
- Some candidates served fruit juice with their dishes and this was not correct.
- Most candidates who serve cocoa base drinks e.g. cocoa, chocolate prepared these well.
- Few candidates served smoothies with their dishes.

MAIN DISHES

Soup

- Most candidate's prepared soups using chicken.
- Few candidates either used meat and fish or fish alone.
- Soups were well prepared and thickened soups were of a suitable consistency for their various accompaniments.
- Most soups boiled gently.
- Protein content was too much.

Stews

- Most candidates who used the various vegetables to prepare stews e.g. carrots, nkotomire, cabbage, etc. did not clean them properly.
- Vegetables were either shredded or cut up and left to stand.
- In preparing palaver sauce, some candidates' added the nkotomire before the egushie instead of adding the egushie and allowing it to get cooked before adding the nkotomire.
- Stews simmered, consistencies were good.
- Usage of oil for the preparation of stews was minimal.

Accompaniments

- Vegetable rice: Rice was well cooked, but the vegetables were poorly handed. Carrots were not well scrapped. Sizes and shapes were not even.
- Rice balls: Most candidates used long grain rice for cooking instead of broken rice.
- Water added was not enough and the rice not stirred and turned long enough while on fire, therefore dish was hard and texture not smooth. Most candidates had big portions.
- Banku/akple/Tuo Zaafi, Konkonte.
- These dishes were well prepared and moulded.
- Candidates should be discouraged from putting moulded dishes in polythene sheets.
- Riced yam/plantain: these dishes were well prepared.
- Garnishing: Garnishing for accompaniments were not dainty. Sizes of garnishes were very thick and too big and were not artistically arranged.

Desserts

- Fruit salad: fruits were over handled.
- Cutting up and arrangement of fruits were poorly done.
- Most candidates added well flavoured, cooled watery syrup to the dish.
- Fruits were arranged close to the edge of fruit bowls

Custards

- Most candidates did not dilute the milk for preparing custards properly.
- They either added too much or too little water, therefore dishes did not turn out right.

Bread and butter pudding

- Most candidates who prepared bread and butter pudding did not prepare enough custard mixture to soak the bread, therefore the dish was dry.

Tray setting

- Most candidates used very beautiful plastic trays which did not need tray clothes and those trays are not for tray setting.
- Plates and dishes were hanging from the edge
- The few people who used wooden trays did not have proper tray cloths lining them.
- Flower vases on trays were beautiful and most floral arrangements were good.
- Candidates could also use a stalk of flower wrapped in wet cotton wool or foam on the stalk and wrap foil around it to prevent withering before placing it in the tray.

GENERAL KNOWLEDGE IN ART 2

1. GENERAL COMMENTS

The paper as a whole was within the scope of the examination syllabus. The standard of the paper and candidates' performance were comparable to those of the previous years in terms of content and clarity of rubrics.

However, few candidates could not understand some of the rubrics, especially in questions 2, 3 and 5. In addition, few candidates were inadequately prepared for the examination.

On the whole, the performance of candidates were above average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Majority of candidates showed considerable improvement in their handwriting spelling of words and sentence structure.
- Candidates' responses to questions were direct and orderly presented. These are highly commendable, and should be encouraged.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Few candidates disregarded the rubrics and answered more questions than required.
- There were few others who were inadequately prepared for the paper. Some candidates too, failed to write their index numbers on the answer booklet. Finally there were still, a few whose handwriting could not be deciphered.

4. SUGGESTED REMEDIES

- As part of their teaching, teachers are to stress the need for understanding the rubrics well before answering questions.
- Teachers are again requested to cover the syllabus before candidates sit for the examination.
- In the examination room, invigilators are supposed to check on candidates' names and index numbers or remind them few minutes to the end of the paper to do that.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the term mummification**

(b) In four ways explain the practice and development of the arts in the ancient Egypt.

- (a) Candidates who answered this question were able to explain the term as a funerary practice in the ancient Egypt in which the skin and flesh of a corpse was preserved for eternity. However, they failed to answer the (b) part well.
- (b) Candidates started the four points but failed to assign reasons and to relate them to the development of the arts in ancient Egypt. For example, in their quest to find a lasting place for the soul ‘ka’ of the dead Pharaoh in eternity, the ancient Egyptians developed an architectural edifice called the pyramid, built with imperishable materials to house the mummy and all the burial artifacts. More pyramids were developed and built because the mummification never ceased. More sarcophagi were carved and so were sphinxes, etc.

Question 2

Discuss five roles of art in agriculture in African Societies

Quite a number of candidates answered this question well. However, they explained the importance of agriculture to art instead of the demands of the question. They also did not relate these art forms to the role they play in agriculture. There were others who wrote mainly on the benefits of agriculture to the society. Candidates focused on artifacts in the form of utensils, tools, equipment, etc. Activities. Music, dance and drama, costume and other forms of art used in rituals and ceremonies in art, i.e. for planting and harvesting were also discussed.

Question 3

Explain the function of printed materials in the following areas:

- (a) Decoration
- (b) Education
- (c) Information
- (d) Politics
- (e) Religion

Majority of candidates answered this question but fumbled. They misunderstood “printed materials” to mean inks, printing tools, etc. Others stated the functions or defined the areas in question.

They failed to identify various artifacts that are referred to as printed materials, e.g. magazines, posters, banners, illustrations, books, news papers, T-shirts, cards, etc.

These are basically two dimensional art. A few of the candidates managed to identify the roles of these ‘printed materials’ in the areas concerned.

Question 4

- (a) What is body art?**
- (b) Discuss four social functions of body art**

Most candidates were able to answer the (a) part very well but failed to explain the (b) part well.

Few candidates could not identify the body art as consisting of body piercing, tattoos, scarification, cicatrices, body adornment, branding, scalpelling, shaping, etc. They failed to relate each of these body arts to its functions. Candidates rather gave the general functions of body arts.

Again candidates did not answer the question under coiffure, body painting, accessories/ornaments and body mutilation.

Question 5

Examine the steps used to appreciate a work of art.

Candidates answered this question but most of them interchanged the explanation of inventory with that of technical qualities.

A few candidates confused the steps in appreciation with the design process. On the whole the question was well answered.

GENERAL KNOWLEDGE IN ART 3A

1. GENERAL COMMENTS

The general standard of the paper as a whole compared favourably with those of the previous years and the items set up were within the context of the General Knowledge in Art 3A syllabus.

Candidates' performance were very encouraging in using pen, pencil, crayon, wash, chalk, pastel, charcoal and poster. Some candidates who used pointillism was satisfactory.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates demonstrated an in-depth knowledge in good drawing, painting and wash.
- Candidates showed good shading techniques, good rendering of forms in subtle and powerful lines, accurate representation of object and play of light and shade on the objects.
- Candidates drew from close observation of the set objects.
- Candidates gave proper attention and focus on the set up. They also showed that they were well taught by trained art teachers with speciality in Picture Making.
- Few number of candidates who showed fore-shortening did well.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Lack of proper technique of shading to show source of light, reveal shapes and forms and solidity of objects.
- Some candidates' drawings were imagined rather than drawn from observation of the set-up i.e. the pear and seed and the position of the knife.
- There was difficulty in applying perspective to their drawings; in some cases all the objects on the same place, one object on top of the other.
- Failure on the part of the candidates to indicate foreground and background, using base line to show vertical and horizontal planes.
- Candidates spend time to indicate the table on which the items have been set, as well as the floor of the room/hall.
- Most of them failed to indicate shadows, reflections. Varying tones/shading to show colours of objects and textures was absent.

Space around objects was a problem for most candidates. Candidates' weaknesses may also be due to the lack of adequate preparation for the examination.

Most of them are still not conversant with the proper use of medium.

4. **SUGGESTED REMEDIES**

- Candidates should be taught and well-trained by qualified art teachers who should know about picture-making.
- Soft drawing tools and materials such as soft pencils, i.e. 4b, bb, 8b, etc. crayons, charcoal, pastel give a greater range of tones than hard ones.
- Candidates need to note that tonal value has no meaning except when used in relation to the background/foreground.
- Candidate should note that using ruler (instrument) to aid in drawing is not very helpful as seen in the drawing of bread and the knife.
- Candidates should have regular and constant practice for the use of various media under proper supervision – during or after teaching.
- Teachers and students should have close study of the syllabus and adequate preparations made. Securing other relevant information should be the hall mark of teacher teaching in the classroom to remedy the student's weakness.

5. **DETAILED COMMENTS**

Question 1A

STILL LIFE DRAWING

Make a composition of the following:

- (i) a loaf of bread**
- (ii) half-sliced pear (avocado)**
- (iii) a knife**

This question requires the candidate to show their knowledge in practical drawing from observation.

The question required the candidates to make a thorough and well-studied drawing of a composition of the following items above-on a low table, close to a wall and a source of light. The question required that the candidates should draw/paint from view, the objects composed for them as described above and record accurately what they observe from their own perspective.

A good number of candidates made good drawing of the composition in correct tonal gradation, powerful rendering of forms and in accurate proportion.

IMAGINATIVE COMPOSITION

QUESTION 1B: Cheating in examination hall:

(i) Not less than three figures

(ii) Not more than three colours

Candidates' impression as well as expression exhibited in connection of this question was very commendable – the theme was captured well and treated in the mood of the question requirement. Their anatomical drawings (figures) were above average and few others showed mastery of figure drawing.

They showed perspective with zeal and structure of the examination hall/room was well drawn and colour applied.

Few candidates ventured or decided and employed the use of pen drawing which was effectively good.

GENERAL KNOWLEDGE IN ART 3B

1. GENERAL COMMENTS

Generally, the performance was above average especially in lettering. This time around almost all the candidates presented works in calligraphy as compared to previous years where candidates mixed up other lettering styles.

The question on the design was least answered. Few candidates who attempted this question could not impress.

However, there were pockets of candidates who exhibited excellence.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Candidates presented works that are of calligraphic in nature.
- Most works were legible and could be read from a reasonable distance.
- Almost all the candidates treated the background of work to enhance the beauty of works.
- Candidates made good use of the space.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Poor arrangement of works and sentences. There were no specific arrangement of patterns.
- Candidates who resorted to stencils were not able to produce clear visible work.
- Most candidates were not able to produce sharp precise edges.

4. SUGGESTED REMEDIES

- Candidates must develop skills in writing calligraphy, i.e. must learn to handle tools and materials properly.
- Candidates must not depend on the use of stencils.
- There is the need for candidates to prepare very well before sitting for the examination.

5. DETAILED COMMENTS

Question 2

LETTERING

The question requires that candidates produce a work in calligraphy. There should be border design and other designs to enhance the work.

Most candidates produced border designs suitable for the work. The candidates also added additional designs to make the work attractive.

However, there were general problems of arrangement and consistency.

Question 3

DESIGN

The candidates were expected to make or produce fabric to be worn as “Friday wear”. The design should include additional motif to enhance the work.

Although few candidates attempted it, their performance were low, compared to question 2 on lettering.

The shape of the crest was not constructed. In some cases names of the schools were not indicated, instead short forms (acronyms) e.g. APTECH, MPASS, NAUASCO, etc. were used. In some cases too, the motto were completely omitted.

The illustration too was not well executed. Most candidates lacked drawing skills and resorted to the use of stencils.

GRAPHIC DESIGN 2

1. GENERAL COMMENTS

The standard of the paper compares favourable with that of the previous years. Candidates' performance were below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Some candidates used illustrations to explain their answers.
- There were some candidates whose answers were done in an orderly manner and was commendable.
- Many candidates have good knowledge of the computer and they were able to talk much about the computer and its uses.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Poor expression in the English Language.
- Poor handwriting that makes reading difficult.
- Poor presentation of materials.
- Inability to do simple illustrations.
- Candidates lacked the skills of tackling 'discuss' questions. They still resorted to telegraphic way of answering questions.

4. SUGGESTED REMEDIES

- Teachers should engage students in more practical activities in order to increase their practical knowledge.
- There should be a lot of reading and writing activities to improve their ability to express themselves effectively in the English language.
- Teachers are to ensure that candidates read their notes and Textbooks.
- They should be able to use their laptops, phones and gadgets in the system profitable.

5. DETAILED COMMENTS

Question 1

Discuss five ways of ensuring safety in a Graphic Design studio

Most candidates attempted this question but did not give detailed explanations of the safety measures to put in place. Many candidates rather mentioned maintenance of the studio and tools instead of safety that the question demanded.

Some ways of ensuring safety in the Graphic Design studio:

- Avoid loose fitting clothing to prevent entanglement with things.

- Avoid running or fighting in the studio to hit chairs and tables.
- Wear rubber or plastic gloves when working with chemicals or solvents in order to avoid burns and contaminations.
- There should be fire extinguishers at vantage points to use in case of fire outbreaks.
- The floors should not be slippery to prevent fall.
- Spillage of solvents on the floors should be cleaned or be wiped immediately to avoid a fall.
- Chemicals/solvents should be placed in closed cabinets/boxes or out of reach.
- No eating or drinking in the studio to prevent invasions of insects and rodents.

Question 2

- (a) **State three types of illustration**
 (b) **With a simple sketch, depict the three types of illustration as stated in 2 (a) above.**
 (c) **Discuss one use each of the types of illustration mentioned in 2 (a) above.**

Question 2 was popular with the candidates. Many who answered this question could not differentiate shading techniques from types of illustration.

Many candidates therefore stated shading techniques like hatching, cross-hatching, stippling, etc. instead of:

- Line drawing/contour
- Pen and ink
- Pen and wash
- Lino/wood prints
- Silhouette
- Watercolour printing
- Cartoons
- Diagram/graphs/charts
- Engraving
- Photography

Some candidates also gave wrong answers like pictorial illustration, cartoon illustrations architectural illustrations.

The (b) part of question 2 was difficult for many. Candidates because they could not do simple sketch of types of illustration like, water colour painting, engraving, etc. and that was because they did not have the correct tools to use to illustrate them. Many candidates failed to answer the ‘c’ part of question 2. Many answered that part of the question wrongly. They were describing the illustration, instead of uses of those illustration and where to find them.

Uses of types of illustration

- For road and traffic signs
- Children books
- Bookcovers
- Posters
- Labels
- Newspaper and magazines
- Cartoons in books
- Graphic in textbooks, etc.

Question 3

With the aid of a simple illustration in each case, explain the following terms as used in Graphic Design:

- (a) Ascender**
- (b) Layout**
- (c) Hieroglyphics**
- (d) Gothic lettering**
- (e) Serifs**

Many candidates that attempted this question failed to do proper illustration and labelling after defining the Graphic Design terms mentioned or stated as the question demanded. Their definition of some of the terms were wrong. Some also mixed up the terms with their illustration.

In their definition of 'ascender' many candidates failed to indicate that it is a lower case (small letters) and that its part of the stroke is the ascender. Some also did not label the part. Illustration for layout was poorly done. Hieroglyphics seemed strange to some candidates. Gothic lettering was confused with Block lettering. Many candidates could not tell the difference between block lettering from Gothic lettering. Their illustration of Gothic lettering was poorly done. Candidates could not label the part that is called serif. Some also illustration Block lettering.

- (a) Ascender**

It is that part of the lowercase letter that rises above the x-height/mealine, waistline as in b,d,h, etc.

- (b) Layout**

It refers to the general arrangement of design elements in a work.

- (c) Hieroglyphics**

Form of picture writing developed and used by the Ancient Egyptians around 3000 B.C This form of writing uses pictures or symbols of an object to represent a word, syllable, or sound, e.g. hard, leg, birds, eyes.

- (d) Gothic lettering

Gothic is a sans serif letter, i.e. without serifs. It has heavy plain typefaces with even thickness of strokes. The letters are based on the height of the 'O' or the full square. Gothic letters appear round in shape and are grouped into wide, round, medium or three-quarter and narrow sizes.

- (e) Serifs

Short ornamental projections at the top and bottom ends of strokes of some typefaces.

Question 4

- (a) **What is a Computer?**

- (b) **Discuss three advantages and three disadvantages in using the computer produce a work of art**

This question was popular with the candidates and many treated it fairly. They were able to give a general usage of the computer. Unfortunately many candidates failed to discuss advantages and disadvantages of computer to produce a work of art.

Many candidates resorted to disusing the abuse in the use of the computer. Some mentioned pornography films, playing games and music play or as some of the advantages and disadvantages. Some candidates mentioned the consumption of electricity and computer making one lazy in his or her work.

“Computer is a device that stores raw data in electronic form and can be used for processes such as designing, calculating and typing”.

Advantages

- It makes designing easy and faster, hence saves time
- It gives the designer the chance to execute different designs accurately and neatly.
- It facilitates research in design process
- It gives the designer the opportunity to explore different tools in the process of production.

Disadvantages

- The computer is expensive
- Design stored may be lost as a result of wide spread virus on the machine
- Computer may breakdown when you need it most and the design may be lost
- When light goes off while working, the design may be lost and will need to start all over again.
- Affects the eye after using it for a long time
- Retards drawing and lettering skills

- Waist pain may develop after a long use of the computer

Question 5

State in three points, how the Graphic Designer should care for and maintain each of the following tools

- (a) brushes**
- (b) pallete**
- (c) lettering pens nibs**
- (d) cutting knife**
- (e) printing roller**

Question 5 was popular with the candidate's. It seemed almost all candidates answered this question. Many candidates scored high marks because they were able to answer the question satisfactorily. Unfortunately, there were other candidates that messed up in answering this question. There were also other candidates that gave an impression in tier answering the question that they have not seen or did not know about lettering pen nibs and printing roller.

Many candidates failed to indicate solvents that are used to wash and clan tools. They also failed to indicate tools are kept in their containers/boxes/bags as a way of caring for and maintaining of tools.

Some solvents used to wash or apply on some tools, water, soapy water, kerosene, turpentine, oil, etc.

Question 6

- (a) Explain the term printmaking as used in Graphic design.**
- (b) Discuss four uses of printed Graphic Design products.**

Many candidates attempted this question. They were able to define printing making fairly. With some candidates they could have got high marks if the emphasis has been on 'transfer'.

Other candidates deviated completely because they attributed drawing for print making. Making impressions or marks on surfaces will not be turned print making.

The (b) part of the question was a little bit confusing. Many candidate did not understand the question well.

They were describing the making of graphic design products instated of what the products are used for. They laid emphasis on the graphic design products.

The term printmaking

'It is a technique of transferring an impression/image from one surface onto another. This is done by inking the printing surface and pressing, or stamping it onto a support (paper, leatherette, etc.) to leave a print.'

What some graphic design products are used for include:

- Advertisement
- Education
- Information
- Identification
- Announcement
- Encouragement
- Appreciation, etc.

JEWELLERY 2

1. GENERAL COMMENTS

The standard of the paper as compared with previous year was the same and favourable to the candidates. In addition, the level of paper was not above the candidates.

However, the general performance of candidates were below average.

The question was within the level of candidates. It was clear, straightforward and there was no ambiguity.

2. SUMMARY OF CANDIDATES' STRENGTHS

Below are some of the strengths that were identified in the candidates' scripts:

- Few candidates were able to comprehend the questions and managed to recall facts accordingly.
- Some of the candidates' handwriting were nice and legible.
- Few candidates' showed clarity of expression.
- Also few candidates were able to spell some words properly. This is commendable.
- Some candidates' met the demand of the question, e.g. listing of tools, equipment materials before writing the process. Instance of this was question 5 which was a studio experience question and needed to list tools, equipment and materials needed before writing the process.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- There were a lot of spelling mistakes e.g. much/march for **match**; malliabl for **malleable**, lusta for **lustre**, etc.
- A lot of grammatical errors were also observed, e.g. 'did covered with sawdust for 'did cover with sawdust.
- Most of the candidates lacked knowledge of what the question was about – thus the main topic from which the question was developed.
- There were wrong use of technical terms. e.g. buffing of clay beads instead of banishing of clay beads.
- Most of the candidates deviated from the demand of the question
- There were a lot of cancellations in their write-ups. This marred the readability of their answers.
- Disorderly number of questions were observed, probably out of mere haste, panicking and confusion. This made marking uninteresting and very difficult.
- Their vocabulary were also very poor. Most of the candidates' lacked the appropriate vocabularies to use. For example sandpapering for sanding, polishing for buffing, etc.

- Poor spacing were the bane of many candidates'. Most of them did not start new questions on fresh sheets as expected.

4. **SUGGESTED REMEDIES**

- School authorities and classroom teachers should encourage/motivate learners to use the school and public libraries in order to improve upon their poor spellings and grammatical expressions.
- Due to their inadequate knowledge of the subject matter, candidates' should be advised to read books which been approved by the Ministry of Education and avoid reading numerous unapproved pamphlets.
- Teachers should endeavour to teach learners new words and technical terms, since this would avert their poor use of terminologies
- In order to improve upon their understanding, qualified teachers should be employed to teach the subject. In the area of disorderly numbering of questions, final year students should be educated on how to number questions properly. Samples of these should be shown to them on screens and slides.
- Examination committees and teachers to teach the students to acquire the habit of leaving enough space in-between their write-ups.

5. **DETAILED COMMENTS**

Question 1

(a) What is a design?

(b) State and explain sequentially four steps in the design process

- (a) This was a very popular question and most of the candidates' attempted it. Candidates wrongly defined design as 'an impression done on a surface with a tool which is either created from the mind or is developed from an already exciting idea or design refers to the process of organizing problems and analysing in the form of drawing to solve problems'.

They were expected to define design as 'making a drawing, sketch, plan or layout of something to be fabricated or design is arranging and organizing elements of design according to certain principles or design an outcome obtained from the arrangement of element of design and principles of design.

However, few candidates' got the answer correct as 'a design is making a drawing, plan, layout of something to be fabricated or design is an arrangement of visual elements according to the principles of design

- (b) This was popular question to the candidates' and majority of the candidates' attempted it. Candidates were required to state that the artist should state the problem or need, that is the also the need to specify, explain or define the problem. One has to do investigations about the problem as regards safety, finish, cultural, social and design elements, etc.

Most of them gave wrong responses which include:

- To make a design you must make thumbnail sketches.
- You must make a rough sketch
- You must make a finish rough sketch
- The last step is the blue sketch or blueprint of the sketch.

Most of them mixed up the steps of design processes as indicated below:

- Step 1: Statement of the problem
- Step 2 Investigation of the problem
- Step 3: Definition/specification/explanation for the problem.
- Step 4: Suggestion of possible solution.

Furthermore, some of them could not make out the difference between steps I aesthetics, appreciation and creativity. They mixed the process together. This caused some to deviate.

They were expected to give answers such as:

Step 1: The artist had to state the problem or the need to fabricate an item. For example, the chief of Aburi and his elders lack strong and durable paraphernalia for chieftaincy activities.

Step: The artist should define/specify the problem, e.g. the traditional township of Aburi needs strong and durable paraphernalia for chieftaincy purposes. There is, therefore, the need to make body adornments for the chief using metals like gold and silver to fabricate such ornaments, etc.

However, some of the candidates' sequentially stated and explained the design process correctly.

Question 2

Discuss five ways of sustaining the history of jewellery in Ghana.

The question was clear, straightforward and within the level of the candidates'. Also there was not ambiguity. This was a popular question and performance was average.

Expectation:

- Discussion of the sustenance of history of jewellery in Ghana.
- Discussion of five ways of sustaining the history of jewellery in Ghana.
- Preferably candidates should list the main block heading before explain or indicate the main points in the write-ups e.g. exhibition, museum archaeological findings, etc.

They were required to:

- Building and preserving artist portfolio:

This is done by keeping pictures in albums, keeping hard/soft copies of artist works by means of digital versatile disc (DVDs), compact discs (CDs); Video Compact Disc's (VCDs), etc.

- By oral tradition

This is evident whereby our elders who are well versed in the cultural heritage pass information regarding jewellery making to the youth, etc.

- By written records

Writers should be encourage to write books in jewellery. This will help the learners to trace the history of jewellery form books, etc.

Some gave wrong answers as:

- Is just by teaching them where to get beads or artificial raw materials.
- Also teaching them how to sustain the raw materials and how to extract them, etc.

Below were some expected answers:

- Provision of internet facilities
There must be adequate provision of internet facilities for the public and learners to access them for information on jewellery.
- Grafting the subject jewellery on the school time table

There is the need to include the subject jewellery on the school time table so that learners will appreciate the subject to broaden their knowledge in the history of jewellery in Ghana, etc.

Question 3

- (a) **List five properties of copper.**
(b) **Explain each of the properties listed in 3 (a).**

The question was very popular and most candidates' attempted it. This question was within the level of candidates'.

Candidates' were required to:

- List the properties of metal copper
- List five properties of copper
- It implies that not all the properties of metals are applicable.

Important points required:

- Malleable or malleability
- Ductile or ductility
- Lustre or lustrous
- Tensile strength
- Fusible or fusibility
- Conductivity and electricity
- Expansion and contraction
- Colour, etc.

They gave wrong answers as:

- Colour: green colouration on the metal copper
- Ductility: Copper has the ability to be hammered or forged to shape
- Malleability: Copper has the ability to be drawn into the thin and organ wire, etc.

Expected answers

- Malleability: this is the property of metal permanently extending without cracking by pressure, hammering, rolling and bending.
- Ductility: copper is very ductile. This describes the property of copper which enables it to be stretched cold into wire without breaking, etc.
- Metallic lustre: this is the ability of the melt to reflect rays of light when polished

- Fusibility: This is the property of metal-copper which enables it to become liquid (molten) when heated to a high temperature – thus beyond its critical point, ranging between 1080c-1085c.
- Conductivity: this describes the ability of copper to transfer heat or electricity.

Question 4

(a) Explain riveting in jewellery

(b) State three differences between riveting and soldering process in jewellery

- (a) The question was clear and straightforward. Few candidates attempted it. However, performance was abysmal.

Important points required include:

- Mentioning of the suitable materials for riveting
- Types of rivets suitable for riveting in jewellery
- The main purpose for riveting

They gave wrong response:

- Riveting is the process of joining two metals together.
- This is the process of riveting metallic work, etc.

They were expected to define riveting as:

- Riveting is a process of joining permanently parts of items during fabrication by using special fastening e.g. rivets/pins/nails which are usually made from soft and malleable materials including aluminium, copper, brass, gold, silver, etc.

Some correctly wrote:

- Riveting is a process whereby special nails or fasteners or rivets are used to permanently hold parts of items together having aligned them. This is accomplished by perforating a hole and then hammer head of the rivets down to tighten the parts together.

- (b) It was a clear question. Few attempted this question but performance was below average. Candidates were expected to:

- Tabulate the answers or write the differences and use conjunctive words to join and show variation of riveting and soldering, e.g. but, whilst, however, on the contrary, etc.

- Stating of points or answers required the candidates to provide their response in a statement form but not listing. For example ‘Riveting is cold joined but soldering heat is applied’.

Points required

- Candidates also failed to show the contrast between riveting and soldering process, e.g. hammer is used to hit flat the head of rivets but blow torch is used in soldering.
- Riveting is used to join materials together.
- Soldering can break easily. Riveting cannot.
- In riveting hammer is used but soldering hammer is not used.

They were expected to write:

- In riveting, rivets/fastenings/pins/nails are used to effect permanent joint. But in soldering pieces of solder are used.
- Heat is applied I soldering but in riveting hammer is used to forge the head of the rivets tighten the components together.

However, some gave correct answers as:

- In riveting, holes are drilled through the aligned components but in soldering metal edges to be soldered are pickled or cleaned with a file or emery cloth before fusion is accomplished.
- In soldering any appropriate flux is used to aid solder flow to the joints of the metals to be joined. However, in riveting the forged rivets hold the components together.

Question 5

(a) What is a kiln?

(b) Describe the process of firing clay beads using sawdust

- (a) The question was within the level of the candidates. It was a very popular question and most of the candidates attempted. However, some of them deviated.

They were required to state:

- This is a device/equipment for firing items into a matured and serviceable state or
- A kiln is an equipment which is used for providing intense but regulated heat for items to be bisque or glost fired.

Some gave wrong answers as:

- A kiln is a device for baking bread
- A kiln is a tool or equipment which is used by the jewellery in handling clay.

They were expected to write:

- Kiln is a device/equipment for firing items into a matured or serviceable state or
- A kiln is an equipment which is used for providing intense but regulated heat for items to be bisque or glaze fired.

(b) It was a clear, straight forward and there was no ambiguity.

- The demands were:
- Listing of appropriate tools and equipment for sawdust firing
- Listing of materials
- Showing the process involved in sawdust firing technique

They were expected to:

- List tools and equipment e.g. tong, sifter, pick axe, shovel, bricks, etc.
- List materials e.g. dried sawdust, matches, rag, bone dry clay beads, etc.
- Show the process of sawdust firing e.g. prepare the ground, fill it to form a sawdust base and put brads into container, etc.

Here, candidates performed poorly. They gave wrong responses as:

- Dig or prospect for clay
- Put it into the sun to age
- Add water to it and pound, etc.

Some did well by writing:

- First, make a shallow groove
- Secondly, cover ground with sawdust
- Thirdly, fill Milo tins with clay beads, etc.

Question 6

(a) Explain the term perception

(b) Explain how a jewellery applies any four of the sense organs in making a pendant from a thick sheet of copper.

- (a) Few candidates attempted it. Candidates understood the question, however some deviated. They were confused with the subject matter of creativity and aesthetics. Performance was therefore poor.

Candidates were expected to:

- Explain the meaning of perception
- Give an example of a sense organ and its perceptual activity

They failed by mentioning:

- Perception is learning to respond to the environment by means of the human senses, e.g. eyes for viewing colour, shape, etc.

Or

- Thinking with the human senses, e.g. the skin for feeling texture, hot, cold sensation

They gave wrong answers including:

- Perception is the science of beauty. It can be done with the sense organs which are the eye, nose, tongue and skin.
- Perception is the act of thinking of a work and how you would go about it.

However, they were expected to write answers such as:

- Perception is learning to respond to the environment by means of the human senses. That is the ear hears sound from a pierced copper sheet

Or

- Perception is the immediate experience of organism or way of seeing with the human senses, in gathering information from the environment e.g. muscles for lifting the copper sheet, etc.

Despite their wrong answers, some gave correct ones as:

- Perception is the use of our various senses to perceive objects or sense. This involves the use of the five organs which enables one to produce an artifacts. Examples of the sense organs are the nose, eyes, ears, skin, etc.

Or

- The term perception can be best applied as the art of perceiving with the sense organs such as the nose, eyes, ears and other sense organs.
- (b) Few candidates attempted this question. Most of them understood the question but did not refer to the function of the sense organs in relation to the fabrication processes involved in producing a metal pendant.

Requirements include:

- Explaining how the six sense organs are applied to the fabrication of metal jewellery.
- Explain the function of each sense organs in relation to the use of these sense organs to fabricate a metal pendant.

Below were some of the points required which candidates failed to give:

- The eyes: It perceive (see) the thickness of the metal and decide to mill it to the required specification.
- The skin/hand: The skin/hand helps the artist to feel the rough or smooth texture of the metal. He therefore decides to choose the right finish for the work.

Most of the candidates who attempted the question performed poorly. Some of the wrong response are as follows:

- The brain: the artist uses is brain to come out with a pendant from a thick sheet of metal.
- The tongue: the producer uses his/her tongue to taste the metal.

Below were some of the answers expected from the candidates:

- The yes: the eyes perceive the colour and the texture of the metal
- The skin/hand: the hand feels the smooth, rough, soft, hard, etc. texture of the metal.
- The muscles: the muscles helps the artist to lift and mill the thick sheet of metal, etc.
- The nose: the nose helps the artist to perceive the pungent odour of the preparation of the killed-spirit to be used as flux for soft soldering.

LEATHERWORK 2

1. GENERAL COMMENTS

The standard of the paper was better than that of the previous year. The questions were within the reach of candidates. There were no ambiguities in the questions. The marking scheme was also clear and straight forward and had a wide scope of possible answers to apply to candidates answers.

Questions were distributed over the various topics as per the Ghana Education Service schools syllabus. Candidates' performance varied from school to school. However there seems to be an improvement over the previous year's performance.

It was observed that though some questions were popular with the candidates, none of the questions were conspicuously left unanswered. There was a fair distribution across the schools.

2. SUMMARY OF CANDIDATES' STRENGTHS

- It was observed that most candidates had a fairly good knowledge about the topics the questions were based on.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The weaknesses and noticeable errors of candidates include:

- Many candidates had problems with spelling and proper sentence construction.
- Many candidates had very poor handwriting very difficult to read and discern.
- Most of the candidates do not know how to draw or sketch to be able to illustrate leatherwork tools.
- Most candidates did not number their answers. They did not write answered question numbers on top of the pages, and some numbered answered questions not accordingly at the front of the answer booklets. Majority of them numbered the answers to their questions haphazardly.
- A few candidates answered two question on the same page.
- Some also answered more questions than required.
- They lacked understanding of the rubrics as evidenced in question 5(b).
- Most candidates were not able to produce sharp precise edges.

4. SUGGESTED REMEDIES

- Much concentration should be given to drawing when teachers are teaching on leatherwork tools, equipment and accessories and show examples in reality or pictures to students so that they can be acquainted with them to be able to identify them.

- Teachers study past questions and teach students to understand the rubrics of questions.
- Improvisation of tools can be introduced but the real tools should be made to study so that they do not assume that the improvised ones are the real tools/equipment.
- Since we are now technologically inclined, teachers can go to the internet to source information on all topics under leatherwork terminologies on leatherwork.
- Teachers who complain of lack of books in the system should also go on the internet for the needed information.
- Most candidates failed to read over their answers. They could have corrected some of the common mistakes they made if they had read over.
- The unavailability of leatherwork tools and equipment in most schools is the cause of students not being familiar with tools and their uses. Heads of schools should help in this area.
- Teachers should meet after every examination to discuss the questions so as to know their limitations and strengths and try to improve.

5. DETAILED COMMENTS

Question 1

Explain in five points the importance of exhibition to the leather worker.

This question demanded the importance of exhibition to the leatherworker who seems to exhibit his wares either alone or in collaboration with other artists.

Most answers were on what happens during exhibitions generally without referring to the exhibitor and his gain as an exhibitor. It was observed that candidates just wrote their notes just as they been taught.

Most of them also referred to school exhibitions which are organized to show to parents, other students and the general public on what students have been taught. They wrote on students and not on a leatherworker organizing an exhibition. In most cases the students wrote on the general benefits.

Question 2

(a) Define flaying.

(b) Describe two flaying methods.

- (a) Most candidates attempted this question satisfactorily, except that the meaning of flaying was not adequately explained. Flaying is done on a dead or slain animal, but the answers did not bring that distinction clearly.

Teachers should impress this on their candidates' because it caused them in the award of marks.

- (b) The methods used in flaying have specific technical names which include: Casing, ripping, lateral, pulling, saurian, etc.

Some operations go together with some of these, such as: Blowing. This should be taught to students and not the descriptive names such as dissecting, opening and the like.

The question demanded the description of the processes of flaying a carcass. Most candidates wrote on the techniques used to obtain the pelts but failed to describe the processes involved sequentially. Example “This is how skin of an animal is removed using a sharp object such as a knife. This in this case much attention and carefulness is required because the knife can cut through the skin and damage it. This method of flaying is mostly practiced by professionals. The full side of the skin can be obtained based on the experience of the leatherworker”.

This has not described the method of flaying or removing the pelt from the dead or slain animal. He has only written about how careful one should be when flaying is being done and not the process of flaying.

When it comes to the blowing method, some wrote that air is blown through the anus, but others said a small cut is made on one of the legs and tube inserted through that for the blowing of air.

As for how the bloated carcass was ‘undressed’. Some wrote on a knife being used to remove the pelt from the animal/carcass without showing or describing how that is achieved.

Students seem to have problems with the types of flaying as very few could get them right.

Casting/Pulling: In this case many small animals, such as rabbits and sheep, the belly is not ripped and the skin pulled by peeling it off the carcass, but the head is cut at the neck and the skin is pushed down and the carcass pulled out just like a sock from the foot.

Question 3

Give five points to explain the importance of pre-tanning.

Pre-tanning refers to the various treatments given to pelts/skin/hides after they have been removed from the carcass of an animal, prior to tanning. These include curing, liming, defleshing, dehairing, deliming, bating, pickling, drenching, scouring, washing. Each treatment is done for a purpose. The question sought to test candidates’ on the importance or the effect of each operation on the pelt before tanning.

Most candidates answered this question but instead of using skins/hides or pelt they used leather. At this stage the pelt has not become leather because it has not been treated with the tanning liquours which would bring about the permanent change.

It is therefore erroneous for anyone to call the pelt leather at the pre-tanning stage. Candidates' weaknesses were evident in their inability to explain the importance of pre-tanning. A few mentioned the processes involved but wrongfully used the term "leather" instead of skin, hide or pelt in their explanation.

The agents used for curing, liming, de-liming, washing, defleshing, de-hairing, bating, pickling, drenching or scouring should be mentioned and their respective effects explained so that students will be able to express themselves should any such questions appear in future examinations.

For example, one candidate wrote "to prevent bad smell, the leather is pre-tanned because after the skin is de-haired and dried the irritating smell still hovers around the leather so in order to get rid of the smell the leather needs to be pre pre-tanned"

This should have been – to prevent bad smell in the pelt/skin not leather-the pelt should be treated with lime – sodium sulphite, sodium hydroxide/sodium hydro sulphite, calcium hydroxide/calcium hydrosulphite, etc. which are used to loosen the epidermis layer to allow for removal of fur/hair and pieces of flesh, which contribute to the pungent smell in the skins and hides.

Also common salt, brine and juice from pawpaw leaves, wood ash and carbide can be used to achieve a similar effect. In similar manner each of the processes should be explained and the chemicals/agents used mentioned. Teachers should take note and explain such to their students and future candidates.

Question 4

- (a) **Mention five different punches used in leatherwork.**
(b) **Sketch the punches mentioned in 4 (a) above.**
(c) **Give one use of each punch mentioned in 4 (a).**
(a) Here candidates were to mention the names of punching tools, or tools used to create or punch holes in leather.

These include:

- Six-way/revolving/rotary punch
- Round hole punch
- Universal punch pleirs/drive punch
- Arch punch
- Strap and punch
- Oblong punch
- Oval drive punch
- Single punch pliers
- Spring punch
- Ventilator punch
- Grommet hole cutter

- Thonging, prong, pricking chisels

Though nails, fids, awls and bodkin can be used in creating holes they are not technically punch. They are classified as piercing tools together with needles and pointed shaft tools. A lot of candidates' could not identify punches. Some even mentioned mallet, hammer, knife, and some piercing tools as punches.

- (b) This part of question sought to test the candidates' ability to identify or match the tools with their names.

Many failed woefully to sketch the named tools and those who could draw not all the tools matched with the given names. Sketches were horribly done except a few who could actually draw.

- (c) The question sought to test on the practical experiences of the candidates. The question sought to find out if candidates could match the punches with the shape and size of holes they create.

Example:

- Six-way punch: creates round holes of different sizes.
- Universal punch plier: for punching various sized holes; for fixing fastener/for cutting slits, etc.
- Drive punch: for errating hole far from the edges of the leather.
- Strap end punch: For cutting rounded belt tips/making tapers on belt ends, etc.

Only a few candidates could adequately write what the punches are meant for.

Question 5

- (a) **What is:**

- (i) **natural leather;**
(ii) **leatherette?**

- (b) **In five points draw the differences between the two main types of leathers.**

- (a) This question sought to test candidates' knowledge on leathers used by leather work students.

- A few candidates were able to adequately define natural leather e.g. natural leather is the animal skin or hide or that has been converted into a permanent non-putrescible material by a chemical treatment known as tanning, to preserve its quality and natural beauty.

A few sizeable number of candidates’ wrote that natural leathers were made by God or nature; or obtained from animals, etc. Someone wrote “natural leather is a type of leather gotten naturally from animals”.

- **Leatherette:** This is a man-made leather fabric that has been made to resemble the natural leather. It has a leather-like surface and is dyed or coloured and treated to simulate and feel like natural leathers. It is also termed artificial or synthetic leather.

Most candidates’ were able to answer this part of the question well. But some wrote – leatherette is the bark of trees used to create leather. Leatherette is the type of leather obtained from man. Teachers are to make the distinction very clear to students so that they may be able to define them adequately in future examination.

- (b) Here the questions sought to test candidates on the physical properties of the leathers as well as their uses.

In the first place most candidates from some schools understood “draw” to mean sketch/illustration. It was observed that candidates from such school sketched natural and synthetic leathers which could not be adequately differentiated.

Natural	Leatherette
▪ It has high tear resistance	Tears easily
▪ Can be carved, tooled and embossed	Cannot be carved, tooled and embossed.
▪ Can be split into layers	Cannot be split into layers.
▪ Limited in size according to the size of animals.	Come in large, broad sheets.
▪ Heat resistant	Highly flammable.
▪ Prone to fungal attack	Resistant to fungal attack
▪ Has high puncture resistance	Can easily be punctured

▪ Expensive to buy	Relatively cheaper to buy
▪ Porous/can breathe	Non porous
▪ Very elastic	Not elastic
▪ Limited in colour and textures.	Has variety of colours, texture thicknesses
▪ Irregular shape	Regular shape

For this most candidates' wrote – comes from nature, God, etc. – made by man. Tanned with chemicals – made from chemicals. Can return to former state – cannot return to former state, etc.

Candidates should learn to answer questions based on what they have been taught and stop speculating.

Question 6

- (a) Define outline tooling.**
- (b) What type of leather is suitable for outline tooling?**
- (c) State six processes in outline tooling.**

This is specific technique in leather decoration. This question was meant to test if candidates had been taught or understood the term “Outline tooling” and the process involved.

Outline tooling is a technique in leather work whereby designs are made/created with modeller/bonefolder/empty ball pen end/swivel knife or any blunt pointed tool that cannot cut through the leather, by moving along the outline of the design on caused/wetted leather, until the outline is sharp and deepened evenly.

This was the less attempted question and those who know outline tooling defined it well. Yet a few defined it like: “Outline tooling is designing the edges of leather articles: or “tracing outline of the design unto blunt tools to create sunken impression”. In most cases no mention of ‘casing’ of leather was mentioned.

The (b) part was testing the ability of candidates to identify the leather that lend itself to tooling and embossing. It is true that natural leather is more suitable for such processes but not all natural leathers lend themselves to this technique. Such a natural leather should be a vegetable tanned leather which has the physical qualities to retain moisture and ‘soft’ grain to be able to retain an image if a tool is used to press through the wetted material’s surface.

Some candidates wrote natural leather and yet others named leathers like Morocco.

On the (c) section, the question was specific on the processes involved in the actual technique. Some candidates started from buying or getting your leather, cutting the needed piece, getting tools ready and other irrelevant procedures.

These may spell out a better procedure:

- Create pattern or design on paper
- Case/moisten the leather
- Transfer the design onto the leather using template
- Clip template unto leather
- Place leather on glass plate
- Trace design
- Check corrections
- Remove template and re-trace
- Trace through outlines by pressing harder over and over to deepen the outlines
- Moisten leather from time to time
- Gently move tool round the design repeatedly to obtain sharp, deep outlines.
- Allow the dampened areas of leather to air dry
- Finish the work appropriately.

Any sequential arrangement was all that the question demanded.

MANAGEMENT-IN-LIVING 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with the previous year. Questions were clear and within the scope of the syllabus. Performance of candidates were average.

2. SUMMARY OF CANDIDATES' STRENGTHS

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

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Poor spellings and grammatical error.
- Presentation of answers to questions were not orderly done.
- Wrong numbering of answers.

4. SUGGESTED REMEDIES

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

5. DETAILED COMMENTS

Question 1

(a) Explain the term goals

(b) Explain the following types of goals and give two examples for each:

- (i) long term goal**
- (ii) short term goal**
- (iii) intermediate goal**
- (iv) means-end goal**

(c) State six guidelines for setting goals

(d) State five reasons for setting goals

(a) Almost all candidates answered this question. Most candidates were able to explain the term goals.

(b)(i) Candidates were able to explain long term goals but could not give correct examples.

Expected examples include:

- Buying or building a house
- Buying a car
- Educating children

- (ii) Candidates were able to explain short term goals but could not give correct examples.

Expected examples include:

- Passing ones examination
- Getting a new hand bag
- Getting a new shoe

- (iii) This was poorly explained. Expected answer was:

Goals that usually serve as means of achieving long term goals. Examples

- Saving to buy a house.
- Getting a passport to travel
- Passing examination to further one's education

- (iv) A few candidates were able to explain means-end goals well. Some of the answers provided by candidates were: Target that are set to achieve long term goal.

Expected answer is:

Means-end goals: Are the simple and immediate goals set up as steps taken to achieve other goals/the day-to-day decisions and activities taken towards the achievement of goals.

Examples are:

- Studying to pass examination.
- Bathing twice a day to avoid body odour
- Drinking good water for good health.

- (c) Most candidates were able to state the guidelines for setting goals.
- (d) This question was poorly answered by most candidates.

The expected answers include:

- Goals provide direction for the use or resources
- To manage resources wisely.
- To help in prioritizing goals
- To help meet targets at the stipulated time
- To help identify the resources needed

Question 2

- (a) **Explain three criteria for obtaining credit**
- (b) **Explain five reasons for using credit.**

- (c) **State five steps that can be taken when using credit to reduce the possibility of over indebtedness**
- (d) **State four disadvantages of credit.**

(a) Candidates who attempted this question performed poorly. Candidates could not explain criteria for obtaining credit.

Wrong answers given by candidates include:

- Instalment credit
- Revolving credit
- Hire purchase

The correct answers are:

- Capital: The borrower's financial resources given an indication/determine whether or not a debt can be paid.
- Available income: It is one's ability to repay with one's income.
- Capacity: One's ability to repay the debt.
- Character: The general behaviour/attitude and personality of the consumer can determine whether the debt is likely to be paid.
- Collateral: To help ensure repayment, creditors often require certain asset which a borrow pledges to back up the debt.

- (b) Candidates were able to explain the reasons for using credit well.
- (c) Some candidates were able to state steps that can be taken when using credit to reduce the possibility of over indebtedness.

Correct answers include:

- Consider whether there is genuine need for the item.
- Have a good purpose for which you are using the credit.
- Never use credit for luxuries one can afford to do without.
- Buy only on credit for very expensive and important items.

(d) Majority stated correct answers which include:

- It can lead to over-indebtedness.
- It encourages people to overspend.
- Goods brought on credit are expensive because of the added interest.

Question 3

- (a) **Differentiate the term parenthood and parenting.**
- (b) **Explain four factors to consider before parenting.**
- (c) **Explain five physical care parents are expected to provide for their children.**
- (d) **State three benefits of parenting.**

- (a) Popular question. Most candidates were able to explain parenting than parenthood.

Expected correct answers include:

Parenthood: is the state of having or adopting children and caring for them while

Parenting: is the process of caring for children and helping them to grow and learn from birth to adulthood.

- (b) It was a poorly answered question. Wrong answers given by candidates include:

- Produce the need for the children.
- Give birth
- Provide discipline

Expected correct answers include:

- Financial readiness: Raising children is expensive as it includes cost for food, clothing, medical care, education and recreational activities.
- Age: Age usually come with physical and emotional maturity, experience, wisdom which are required to better deal with problems of parenting.
- Goals and expectations: Children can cause plans to change so parents must decide the best time to have them in order not to alter important goals.

- (c) Expected correct answers include:

- Good Nutrition: Parents are expected to provide nutritious meals for their children to enable them grow healthy.
- Clothing: Parents must ensure that children are appropriately clothed for the weather and for various activities and occasions.
- Exercise: Parents should provide children with a lot of opportunities for exercise for healthy growth.
- Medical Care: Parents must make sure children receive good medical and dental care through regular check-ups and vaccinations to protect them from certain diseases.
- Safe Environment: Parents should monitor their children and their activities and keep the home safe so that they would be protected from dangerous substances and situations.

- (d) Benefits of parenting were poorly stated. Wrong answers provided include:

- Helping them to meet their resources
- Help in child development
- Help to improve their education

Expected correct answers:

- Parents enjoy seeing their children grow
- It is perceived as long term investment
- There is a shared love and affection between parents and children.

Question 4

- (a) Explain four objectives of advertising.**
- (b) List ten media for advertising**
- (c) Explain the following types of advertising:**
 - (i) informative advertising**
 - (ii) persuasive advertising**
 - (iii) competitive advertising**
- (d) State six strategies advertisers use to influence consumers.**

- (a) Majority of candidates could not explain the objective of advertising.

Wrong answers include:

- Reduction of price
- Help create new customers
-

Expected correct answers include:

- To reinforce customer's interest: It aims at reminding customers to buy again in order to sustain demand for a product.
- To communicate certain information about a product or service: It focuses on giving out facts such as name, special features and quality of a product or service which should attract potential buyers.
- Change the attitudes and habits of people to whom the advertisement is directed. Usually e.g. government advertisement, to reduce road accidents, burglaries, smoking, etc.

- (b) Almost all candidates were able to list the media for advertising. Correct answers given include:

- Radio
- Magazine
- Internet
- Poster
- Mobile phones
- Bill boards
- Television, etc.

- (c)(i) Most candidates were able to explain informative advertisement.

- (ii) Majority of candidates were unable to explain persuasive advertising.

Wrong explanations given were:

- Persuasive advertising. This is when individuals are force to buy the use of testimonies of others who use them before.

Expected correct answer for persuasive advertising is:

“It is designed to convince or appeal to the emotions of people to buy a commodity by using any suitable means to make them believe that it has extraordinary qualities and must be bought by all means.”

- (iii) Majority of candidates were unable to explain competitive advertising.

They gave wrong explanations as:

“This is when picture and others are posted to make advertisement”.

They were expected to give:

- ‘It is used to increase sales of a product at the expense of other competing brands by encouraging customers to believe that only one product or service will satisfy their needs.

- (d) Strategies advertisers use to influence consumers were poorly stated. They gave wrong answers such as:

- They make good look attractive
- Putting positive measures
- Quality of goods

Expected corrects answers include:

- Give information through advertisement
- Use significant people as testimonial advertisement
- Use truth to convey falsehood
- Offer free items or series to consumers who purchase their products.

Question 5

- (a) **State five signs and symptoms of HIV/AIDS**
- (b) **Explain two ways through which people can be infected with HIV/AIDS**
- (c) **Explain three effects each of HIV/AIDS on the following:**
- (i) **the individual**
- (ii) **the family**
- (d) **Suggest four ways to prevent HIV/AIDS infection.**

Majority of candidates answered this question.

- (a) Almost all candidates who answered this question were able to state the signs and symptoms but have problems with spellings. For example appetite for **appetite**, vomiti for **vomiting**, diarria for **diarrhoea**, etc.
- (b) Most candidates were able to explain ways through which people can be infected with HIV/AIDS.
- (c) Most candidates were able to explain the effects of HIV/AIDS on the individual and the family.

Individual:

- Death: the disease has no cure and will in the end kill the person.
- High medical cost: the treatment of the disease and opportunistic infections are expensive
- Loss of respect: there is loss of respect for the person leading to lowered self-esteem and lack of confidence.

Family:

- Increased burden on the elderly people. The young and productive people are affected and die leaving the elderly people in the family to care for orphans.
- Stigmatization: the disease carries with it a social stigma, so a family's reputation get tarnished when a member contracts it.

- (d) Most candidates were able to suggest ways to prevent HIV/AIDS. Correct answers given include:

- Using safe sex practices
- Avoiding prostitution
- Avoiding sharing needles, syringes, blades, combs
- Staying free from drugs and alcohol.
- Sexual abstinence for unmarried

Question 6

- (a) Explain five ways of acquiring a house**
- (b) State five factors to consider when choosing an already built house**
- (c) Describe five ways of improving the storage system in the kitchen.**

- (a) Almost all candidates answered this question. Majority of them were able to explain ways of acquiring a house. Correct answers given include:

- Renting a house: This involves living in a house owned by someone else and making payment for it.
 - Buying a house: A house may be purchased from an individual or an institution.
- (b) Majority of candidates were able to state five factors to consider when choosing already built house. Correct answers given include:
- The money available will determine the type of house.
 - The condition and state of the house.
 - The facilities in the house.
 - The house must legally belong to the person selling it to prevent future litigation.
 - The needs of the family.
 - The location of the house should be considered.
- (c) Almost all candidates were unable to describe ways of improving storage system in the kitchen. Wrong answers include:
- The ingredients must be stored differently.
 - It will help you to keep kitchen clean.
 - Tools and items must be properly arranged to correct space in the kitchen.
 - Separating sharp items or objects in the kitchen.

Expected answers are as follows:

- Taps can be fitted on water storage containers.
- Shelves made with wood can be fixed to the walls of the kitchen to store utensils
- A basket with a lid and string can be made to store food items.
- Packing cases and cartons can be used for making shelves for storage.

MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

The paper was good, up to standard and scope of the syllabus. The general performance was however poor, candidates did not do well at all. The performance was poorer than last year.

Answers to the questions vary from school to school. Some of the questions were answered well by candidates from some of the schools but poorly by candidates from others.

2. SUMMARY OF CANDIDATES' STRENGTHS

- A few of the candidates did well. They answered the questions correctly and to the point, where they were expected to state answers they stated correctly and where they were expected to explain they did explain.
- Some of the students also followed the instructions given on the paper. They answered the correct number of questions and wrote the question numbers in the right order on the front page of the answer sheet.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Poor spellings
- Poor understanding of questions
- Poor knowledge of the technical terms to use.
- Organisation of thoughts were also very poor
- Handwriting was nothing to write home about.
- Poor expression in the English Language.

4. SUGGESTED REMEDIES

- Teachers are encouraged to always identify and write out relevant terms for every topic on the board and help students to learn them. Students should be tested on these key words.
- Teachers must give frequent quizzes to test students understanding of topics.
- Where lessons are dictated, teachers must explain the subject matter and mark students' work.
- More textbooks must be provided in the libraries and students encouraged to read them.
- Heads of schools should engage the services of qualified teachers so they can explain topics well to students.

- To improve upon their English vocabulary, students should be encouraged to read widely.

5. DETAILED COMMENTS

Question 1

- (a) **State four characteristics of energy.**
- (b) **Mention four factors that affect the amount of energy expended during work in the home.**

- (a) This was poorly understood. They gave answers as if the question demanded the meaning of energy.

Correct answers include:

- It is limited/reduced when used
- Cannot be saved
- Can be developed
- It is scarce, etc.

Candidates however gave answers like:

- It helps us to grow well
- Energy is renewable
- Energy is the ability to do work, etc.

All these show a poor understanding of the question.

- (b) Candidates again displayed gross misunderstanding of the question by giving answers like:

- Cooking in the home
- Taking care of children
- Keeping the home clean, etc.

These are what we use energy for in the home.

Answers expected include:

- The work height being used.
- The posture of the worker.
- The part of the body involved in the work.
- The skill of the worker.
- The health of the worker.
- The type of work carried out.
- The work environment.
- The length of time spent on the work, etc.

Some candidates just wrote:

- Skill
- Health
- Time
- Tools, etc.

This made them lose marks.

Question 2

- (a) **State the difference between natural gas and manufactured gas**
(b) **State four guidelines for safe use of gas fuel in the home.**

- (a) This part of the question was poorly answered by most of the candidates. Most of them did not even bring the conjunction, so they lost some marks.

Some of the wrong answers given include:

- Natural gas is made by God and manufactured gas is made by man.
 - Natural gas is natural while manufactured gas is made from faeces.
- (b) Some candidate wrote the advantages of use of gas instead of the guidelines e.g.
- It does not make dust in the home
 - It is easy to use

Some candidates also understood it as suing a cooker or stove so they gave guidelines for using cookers in the home like: 'Clean it regularly'

Answers expected include:

- Make sure the gas cylinder and hose are not leaking.
- Strike match or put on the lighter before turning on the cooker knob.
- Keep gas cylinder out of reach of children.
- Use gas in a well ventilated place.
- Switch off gas after use.

Candidates wrote 'on' gas or 'off' gas, instead of switch on or off so they lost some marks. Spelling of matches was very bad. Spelling of leakage was also poor.

Question 3

Explain how to thoroughly clean the refrigerator.

The key words in this question were 'Explain' and 'thoroughly clean'. These words were totally ignored by most of the candidates.

There were no explanations and statements were not sequential. Candidates therefore lost marks.

For example:

'They start cleaning the inside of the fridge before switching it off. Here again candidates wrote 'off' the fridge' and 'on the fridge'.

Question 4

- (a) **List six basic items that should be provided in a first aid box.**
(b) **State five steps in first aid.**

(a) This question was fairly well answered, except for the spelling of the words. For example: **Gentian Violet** was spelt jention violet, injection violet, etc. **Plaster** for praster, palasta, **Bandage** for banage, bad neg, **cotton wool** for cotton, coton wood, cotton whool, **Blade** for brade, bread, bled, **Scissors** for secsiors, etc.

The mark for each item is $\frac{1}{2}$. They were therefore marked zero.

(b) Candidates did not understand the question. Instead of giving general steps in First Aid, they rather gave specific steps.

Some even mentioned the problem for which they were administering the first aid.

Candidates were expected to give general answers like:

- Do not move the injured unnecessarily.
- Make the patient warm and comfortable.
- Check for cuts, bleeding, broken bones, etc.
- Send for a qualified person.
- Send patient to hospital, etc.

Question 5

- (a) **List four types of furniture found in the kitchen.**
(b) **Describe the steps in cleaning a modern kitchen.**

(a) Some candidates did not know what furniture means so they gave answers like:

- Chopping board
- Kitchen knife
- Wooden spoon
- Plastic chair, etc.

Expected answers include:

- Kitchen table
- Kitchen stool
- Cupboard
- Kitchen chair
- Cabinet
- Shelves
- Drawers, etc.

Many of the words were spelt wrongly, for example:

- Cupboard for cardboard, carboard, copboard, etc.
- Cabinet for cabnet, cardnet, etc.

- (b) Here the key words are – describe, steps and modern kitchen. Candidates did not pay attention to any of these words. Statements were not sequential for example:

- Window and doors were opened after sweeping the kitchen
- Sweeping was done before dusting.

Again the actions were not described e.g.:

- Sweep the room is a statement but
- ‘Sweep and mop kitchen thoroughly, paying attention to corners is a description.
- ‘Open windows and doors is a statement.
- ‘Open windows and doors wide to allow in fresh air’ is a description.

Spelling mistakes like mob for **mop**, coworms for **cobwebs**, etc. were also observed.

Question 6

(a) State four reasons for simplifying work in the home

(b) State four ways of ensuring effective organisation of household activities

- (a) This question was fairly well answered by most candidates.

Favourite answers include:

- To make working easy
- To save time
- To save energy/reduce fatigue
- To cut down on the number of motions or movement on a specific task.

Some candidates wrote:

- To save time and energy as one point so they scored only one mark instead of two marks if they were to separate item.

(b) A lot of candidates did not understand this question so it was poorly answered. Some gave the steps of the management process like:

- Planning
- Evaluation, etc.

The correct answered are:

- Identify activities to be carried out.
- Make a plan for carrying out the activities.
- Identify the resources needed.
- Indicate time needed for each activity.
- Arrange activities in the order to be carried out, etc.

PICTURE MAKING 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with those of the previous years. The questions were evenly spread between those which elicited candidates' response to knowledge and those which needed application of their practical work.

The overall performance of candidates', however, was below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

The following strengths were noted in candidates' answers:

- Most of the candidates presented clear and straightforward answers which accounted for the high marks scored by those candidates.
- Points raised were itemised, so each point stood distinct from another. This made the answers clear and understandable.
- A few candidates exhibited legible handwriting which enhanced the marking of the paper.
- Most candidates' answered the four questions required by the paper.
- Most candidates' performance in question six (6) was good. A lot of them who attempted the question scored the full marks.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates found it difficult to express themselves in simple English. There were few examples where candidates wrote the questions rather than the answers required from them.
- Majority of the candidates' could not explain the picture making terms. Clear examples were observed in question one (1) and question two (2), where most of them woefully failed to explain the terms i.e. diffuser, palette, brayer, focal point and emphasis.
- Question four (4) was another difficult one for majority of them. Perhaps they were not aware of how watercolour paintings are executed, the characteristics and what makes it unique.
- Some candidates' performance in question 1, 2, 3 and four were disappointing. A sizeable number of them therefore scored zero.

4. SUGGESTED REMEDIES

- Candidates' should be encouraged to acquire the habit of reading books to improve on their spellings and grammar.
- More written and practical exercises should be given to students to enable them improve on their performance in the paper.

- Teachers should explain the picture making terminologies to candidates as they come across them in their lessons.
- Topics in the syllabus should be covered to enable candidates' prepare adequately before they write the paper.
- Candidates' should desist from answering more than one question on the same page.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the following terms:**
- (i) **focal point**
 - (ii) **emphasis**
- (b) **State three methods of creating emphasis in an imaginative composition.**
- (c) **Identify one major difference between focal point and emphasis in a composition.**

This was one of the popular questions. Some of the candidates' performed well. However, majority of them failed to explain focal point and emphasis. Wrong answers such as focal point is the focused areas of a composition and emphasis is where much attention is given were typical examples.

The (b) part was disappointing, because most of them could not state three methods of creating emphasis in an imaginative composition.

Expected answers:

- (a) Focal point is a specific spot or area in a composition where the viewers attention is directed. Emphasis – various spots or areas in a composition that are highlighted for specific reasons.
- (b) Methods of creating emphasis in an imaginative composition are:
- ❖ Use of different colours – e.g. change in colour or brightness to attract attention.
 - ❖ Application of different techniques – e.g. use of images, sudden introduction of a distorted form will draw the eye to the odd form.
 - ❖ Separation of element from group – attention is directed to any item or element that is isolated from the group.
 - ❖ Application of size variation – when many elements are about the same size. Similar or smaller ones become visually important, thus creating a point of emphasis. By enlarging or reducing the sizes of items highlighted.
- (c) The difference between focal point and emphasis is that, in focal point the viewers attention is directed to a specific area but in emphasis more elements/areas re highlighted.

Question 2

- (a) Describe the following tools and their uses:
- (i) diffuser
 - (ii) palette
 - (iii) brayer
- (b) State three differences between an easel and drawing board

This was another popular question for candidates'. But some of them could not describe the tools and their uses. Candidates' gave wrong answers such as: a diffuser is a container used for painting and a brayer is painting tool used to paint, etc.

Expected answers:

(a) They were expected to:

- ❖ Diffuser: Is a device consisting of two tubes, one bigger, hinged together at a right angle. It is used to spray, blow paint, varnish or apply glue from a container onto a surface.
- ❖ Palette: Is a shallow container or flat wooden or plastic board used to store or mix paint.
- ❖ Brayer: A device with a handle attached to a cylindrical roller. It is used to spread printing ink paste on plate before transferring the paste onto the printing block.

(b) The (b) part of the question was teared well except a few candidates' who got them wrong

Easel	Drawing board
➤ It is fixed to a stand	Does not have a stand
➤ Fixed with compartments for brushes, pencil, etc.	It has no compartments/appendages, but flat.
➤ Cumbersome to carry about	Easy to carry about
➤ Holds drawing board or canvas in place when working	Holds only paper
➤ Most suitable for out-of-doors painting/drawing.	Mostly used for indoor painting/drawing
➤ Does not require a table or work on, etc.	Mostly requires a table to work on, etc.

Question 3

- (a) **Explain creativity.**
- (b) **Discuss six points to show the relevance of creativity to the artist.**

Majority of the candidates' explained creativity very well and scored the full marks. However, the discussion of six points in the (b) part to show the relevance of creativity to the artist was a problem for most of them.

Some of them said the relevance of creativity to the artist is to earn a living, for employment, etc. A few also said to promote culture which were not.

Expected answers:

The relevance of creativity is that:

- ❖ It makes the artist think and produce original works.
- ❖ It encourages the artist to be hardworking.
- ❖ He becomes curious and studies or observes the environment to arrive at ideas.
- ❖ He uses creativity to generate interest in his work and comes out with new techniques.
- ❖ His ability to observe ideas in three-dimension helps in the advancement of technology, i.e. architectural, landscaping, etc.
- ❖ His ability to explore makes him produce useful items from otherwise rejected objects; e.g. collage making and assemblage.
- ❖ He accepts challenges and completes tasks.
- ❖ Helps him to acquire interest and love in what he does.
- ❖ It makes him hopeful and well disciplined, etc.

Question 4

- (a) **State four qualities that make a picture made in water colour unique.**
- (b) **Explain four of the qualities in 4 (a) above and show how they make water colour picture unique.**
- (c) **Explain alla prima in water colour printing**

This was not a popular question. Majority of the candidates' who attempted the question performed abysmally. Perhaps candidates have not been painting with watercolour or familiar with watercolour painting. Vague answers such as for beautification, identification, for painting, therapy, etc. were given.

(a) Expected answers include:

- It is transparent after application
- It blends easily

- Its application does not require or need white pigment for highlights.
 - It is colourful
 - It cannot be rendered in monochrome
 - It is fluid
 - It is permanent.
- (b) Transparent after application i.e. allows the superimposed colour to show through the surface colour.
- It blends easily, i.e. because of its fluid nature one colour blends easily not another.
 - Its application does not need white pigment for highlights because the colour of the paper is used to indicate highlights. This makes it unique as it demands special skills.
 - It is colourful i.e. it comes in all colours under the spectrum and allows artists to depict the nature of objects according to their taste etc.
- (c) Alla prima – A watercolour technique where the artist finishes or completes the painting at a sitting. The painting is done with wash while the paper is still wet to keep the fluidity. Any break or delay will render the sheet dry, in which case the technique causes to be an alla prima.

Question 5

Explain the following terms:

- (a) **Triadic Scheme**
- (B) **Vanishing Point**
- (C) **Binder**
- (D) **Glazing**
- (E) **Wash.**

Though this question was attempted by most candidates', it was one of those questions that candidates' performance fell below average. A lot of them gave wrong answers and lost valuable marks.

Example of wrong answers include:

- Triadic scheme is any related colours on the colour wheel, any three colours, etc.
- Vanishing point is for polishing and spraying an art work (ii) where two lines cross in a composition (iii) where lines vanish in a composition, etc.
- Binder; It is used to bind objects like paper (ii) to mix colours, etc.
- Glazing: Adding glaze to objects to make it shinny (ii) application of liquid substance on wares, etc.
- Wash is for washing brushes, etc.

The expected answers are as follows:

- (a) Triadic Scheme: It is a composition made in three group of colours which are equidistant on the 12-point colour wheel, i.e. primary triad (red, blue and yellow), secondary triad (orange, green and violet) tertiary triad (red-violet, blue-green and yellow-orange).
- (b) Vanishing point: An imaginary spot on the horizon where parallel lines hurling into the distance appear to meet or converge. This is more evident in linear perspectives.
- (c) Binder: A substance used to bring together loose particles in pigment to produce paint e.g. wax is binder for crayon, gum Arabic is binder for watercolour, etc.
- (d) Glazing: the application of thin layer of paint over old painting to reveal and revive it.
- (e) Wash: Diluted paint applied on a surface as in watercolour painting.

Question 6

Discuss five factors that would influence the setting up of a picture making enterprise.

This was the most popular question for the candidates'. Majority of them performed creditably. In some cases, candidates scored the full marks. Few candidates' however presented wrong factors and lost some marks. Candidates should take note that factors which influence the setting up of an enterprise do not include pricing of works, time, poor execution of work, culture and religion.

Required answers include:

- Capital: (start up and working capital) one cannot start business without funds. Either the person has enough funds himself or has a source from the family, friends or bankers.
- Site or location: The entrepreneur should acquire a land or accommodation that would be easily accessible to customers.
- Communication networks: Road networks should be developed so that bulky materials carted to and from the establishment.
- Labour: There should be both skilled and unskilled labour to help in all categories of work.
- Availability of raw materials: Regular supply of materials should be assured to avoid hold ups and delays, e.g. paper, canvas, inks paints and chemicals.
- Ready market: Adequate market survey should be conducted to examine the viability of the enterprise, ie. type of works to produce, etc.
- Utility services: Regular supply of water and electricity should be assured to create a convenient atmosphere for workers and clients.
- Registration of enterprise: This is done to fulfil the requirements of the business law.
- Accommodation: The physical structure of the building should be conclusive with space in the rooms.

SCULPTURE 2

1. GENERAL COMMENTS

The standard of the paper was at par with those of previous years. The performance of candidates however, was average.

2. A SUMMARY OF CANDIDATE'S STRENGTH

- Majority of the candidates illustrated to support their answers especially with Question 6. This is highly commendable and should be encouraged.
- Some candidates wrote legibly which facilitated the marking of their scripts.

3. A SUMMARY OF CANDIDATE'S WEAKNESSES

- The writings of some few candidates were not legible. This made reading and marking difficult.
- Some candidates drew materials instead of describing them, as demanded by question 4.
- Some of the candidates answered two questions on a page, without numbering them.
- Some of them answered more than the stipulated four questions.
- Some terminologies in sculpture were wrongly spelt by some candidates.

4. SUGGESTED REMEDIES

- Candidates are advised to read the carefully and cautiously before they start answering the questions.
- Candidates should improve on their writing skills to ensure legibility.
- Materials and tools should be listed separately by teachers for candidates to distinguish between them.
- Candidates are advised not to rush in answering the questions. They should take their time to assess the demands of each question before they answer.

5. DETAILED COMMENTS

Question 1

Describe the process involved in plaster casting with a temporal mould.

- This question was attempted by majority of the candidates but they did not perform well. They wrote on how to **make a mould** and not how to use the temporary mould to cast in plaster.
- Some candidates mistook **plaster** for **mortar** so they wrote on how to use cement and sand to cast. Plaster is the same as POP.
Some of the candidates wrote on **cold cast** using resin, fibre glass and accelerator.
- Some of them also wrote on **metal casting**.

In answering such a question, it is recommended that candidates should list **tools** and **materials** separately. They should also give a **systematic** description.

Expected Answer

(a) Tools

(Rope/binding wire, mould, plastic bowl, pliers, mallet, chisel, spatula/finger, etc.)

(b) Materials

(Water, plaster, chicken wire/iron rod/jute sack, parting agent e.g. oil, clay slip, liquid soap).

(c) Process

- Soak the mould/sections of the mould to a saturation point to get rid of air trapped.
- Apply parting agent like liquid soap, oil, clay slip, etc. to the edges and their inside of the mould /sections.
- Sections of the mould are put together and tied with a rope or binding wire with pliers.
- Plaster is prepared by using clean water and a clean bowl. Water quantity of choice is poured into the bowl.
- Plaster is sifted into the bowl of water till an island of plaster is formed.
- It is stirred with a spatula or finger to an even consistency.
- The plaster mix is poured into the mould to the brim.
- Shake the mould to remove air bubbles.
- The plaster mix is allowed to set and harden.
- The mould is cautiously chipped out or destroyed with chisel and mallet to preserve the cast intact.
- The released cast is cleaned with a brush and damaged parts are mended with plaster mix where necessary.
- The cast is allowed to thoroughly dry and may be polished, sprayed, painted or strained with paint, lacquer, etc.

Question 2

Write on the life and works of Oku Ampofo in terms of the following

- (a) **background;**
- (b) **training;**
- (c) **source of inspiration;**
- (d) **Style;**
- (e) **Works and achievement.**

Few candidates answered the question.

Expected Answer

➤ Background

Oku Ampofo was born in 1908 and died in 1998. He was a medical practitioner who took sculpture as his second vocation.

➤ Training

He studied sculpture under a British sculptor in Scotland.

➤ Source of inspiration

He was exposed to and inspired by African traditional sculpture.

➤ Style

His style of work reveals idealistic distortion and formal exaggerations borrowed from African sculptures.

➤ Works

His works are mainly in wood and cement combined with terrazzo. His carvings often show emphatic use of natural colour of wood.

His cement works are often tall and slim and full of distortion. The themes of his works cover many aspects of Ghanaian culture. He produced many national and international sculptures.

➤ Achievements

Arts Centre, Performing Arts, Ghana Art Council, Member Akwapim Six, exhibited in many countries including England, Brazil, Romania, Senegal, etc.

Question 3

In five points, describe each of the following;

- (a) **Gold weights in Ghana;**
- (b) **Akuaba of Ghana;**
- (c) **Egyptian Bust of Nefertiti.**

- Few candidates answered the question well. They mistook **gold weight** for **gold items**. Some candidates mistakenly wrote on the **economic importance of gold**.
- In writing under Queen Nefertiti, candidates mistook it for **sphinx** and stated that it was a decorated piece mounted in front of tombs.

Expected *Answer*

(a) Gold weights in Ghana;

- They are miniature sculptures brass casting
- They are produced in Ashanti Region of Ghana
- They are produced by lost wax technique
- They depict human figurines, plants forms and geometric shapes.
- They depict proverbs and maxims
- They are used for weighing gold dust
- They are now collected for their aesthetic values.

(b) Akuaba of Ghana;

- It is a fertility figure
- It is a symbol of beauty
- It is produced and used by the Akan of Ghana
- It is carved out of wood
- It has a disk-like head with simplified facial features
- It has an elongated, cylindrical-ringed neck
- Painted black
- It has a conically shaped breast
- It has a simplified torso
- There are beads worn around neck and waist
- It has abstracted naval.

(c) **Egyptian Bust of Nefertiti.**

- A famous portrait bust of an Egyptian queen
- It is carved in limestone and painted life-like
- It reveals long and graceful neck
- It is 20 inch (55cm) high

- It is one of the naturalistic works of an ancient Egypt
- It wears a type of headdress
- It is an icon of feminine beauty
- It also means the beautiful one has come
- It is the image of the queen and wife of Akhenaten.

Question 4

Describe the following materials in sculpture;

- (i) **bee wax;**
- (ii) **plaster**
- (iii) **grog;**
- (iv) **plasticine;**
- (v) **vinamould.**

(b) state how each of the materials described in 4 (a) is used in sculpture

- On the uses of **bee wax**, it was stated as **used** in **sculpture** but some candidates wrote on the uses in **textiles** which is wrong.
- In describing grog some candidates wrote that it is **powdered clay** and **hard clay** that has been pounded.
- Plasticine: most candidates could not describe it. Some described it was **melted plastics**.
- Vinamould: some candidates mistook it for a **mother mould**.
- Plaster: some candidates mistook it for **mortar** (sand+cement+water)

a Expected Answer

➤ **Bee wax**

It is produced by honey bees and extracted from honey comb. When exposed it hardens. It is made malleable by gentle heating or exposure to the sun.

➤ **Plaster**

It is a gypsum (parent material). It comes in white and cream colours. It is malleable when it is added to water or when mixed with water.

➤ **Grog**

It is previously fired clay that has been grounded into powder.

➤ **Plasticine**

A brand of modelling clay, putty-like modelling material made from salts, petroleum jelly, etc. it does not dry hard, shrink or crack. It is an appropriate material for beginners in modelling.

➤ **Vinamould**

It is a hot-melt compound for the manufacture of flexible mould based on vinyl resins. It is a PVC based mixed.

(b) State how each of the materials described in 4 (a) is used in sculpture.

(i) Bee wax

It is made into malleable form by gently heating it and used for modelling small scale sculptures as well as to form an outer shell over a core to be cast in metal.

(ii) Plaster

It is mixed with water into a paste and used for direct modelling and preparing mould. It is also made into liquid form and used for casting.

(iii) Grog

It is mixed with plastic clay to reduce the clays plasticity and excessive shrinkage. It also facilitates firing by reducing cracking.

(iv) Plasticine

It is used for modelling. It is very suitable for modelling because, unlike clay, does not dry hard and does not shrink or crack.

(v) Vinamould

It is used for making mould that is convenient for multiple casting. It is also ideal for making and casting works with undercuts.

Question 5

(a) Explain the term Seasoning of wood;

(b) State three reasons for seasoning wood;

(c) With the aid of illustration, describe how wooden boards are seasoned by air drying technique.

- Some students mistook **boards** for seasoning of **logs**. In the description, candidates left out raising of platforms, inserting battens in between the boards and putting load on top of the last board.
- Some candidates wrongly wrote that the boards are packed under trees.

Expected Answer

(a) Explain the term Seasoning of wood;

- It is the process of reducing the moisture content in wood by air, kiln, or solar drying

(b) State three reasons for seasoning wood

- To increase the physical strength in the wood
- To prevent undue cracking and warping
- To reduce the weight of the wood
- To enhance the weight of the wood
- To enhance polishing
- To prevent insects and weevils attack
- To prevent fungi attack

(c) With the aid of illustration, describe how wooden boards are seasoned by air drying technique.

- The boards are packed under a **shed; well ventilated.**
- The boards are raised above the ground on **blocks** or any suitable material of **equal thickness.**
- The boards are packed with **battens** of **equal thickness** placed at **even intervals** in-between the boards. This allows easy **circulation of air** around the boards to **facilitate even drying**
- Heavy loads are placed on top of the last board to prevent it from **warping.**

Question 6

(a) Describe the following tools and state their uses:

- (i) Wedge;**
- (ii) Hacksaw;**
- (iii) Rasp;**
- (iv) Gouge;**
- (v) Trowel.**

(b) State five reasons why it is necessary to take care of tools.

- i. Some students mistook the tool **wedge** for **wedging of clay.**
- ii. Some candidates described wedge as a cutting tool instead of a splitting tool
- iii. Some candidates mistook a **hacksaw** for a **hand saw** used for cutting wood instead of metal.
- iv. Some candidates described rasp as a **file.**
- v. Some candidates mistook a **gouge** for **gauge** so they wrote that it was used in taking temperature of a work.
- vi. Some candidates mistakenly wrote on **caring of tools;** for example, using the appropriate tool at the right time.

Expected Answer

Description:

➤ **Wedge**

A piece of metal or wood with a tapering edge used for splitting wood lengthwise along the grains.

➤ **Hacksaw**

A metal tool with a handle and thin, long saw edge blade. It is used for cutting metal rods, sheets, pipes, etc. It is also suitable for cutting plastics.

➤ **Rasp**

A coarse metal file with sharp triangular teeth used for shaping wood, plaster cast or stone.

➤ **Gouge**

A kind of chisel with a curve blade, like spoon used for carving wood.

➤ **Trowel**

A flat triangular or diamond shaped metal with a wooden handle attached. It is used for mixing, flattening during modelling and shaping.

(b) **Reasons why it is necessary to take care of tools.**

- Prolongs the life span of the tool
- Prevents injury to the user of the tool
- Contributes to improvements of quality and beauty of work
- Ensures working comfort
- Prevents lost or misplacement of tools
- It prevents the tool from damaging the work being produced

TEXTILES 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. It met the requirements of the syllabus and there was a good spread of the questions which cut across almost all the disciplines of textiles.

Candidates' general performance this year is better than that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- There was better understanding of the questions this year, and this has culminated in candidates' overall performance.
- There was also an improvement in the use of the English Language.
- Handwriting has also seen a great improvement which should be maintained.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates answered more than the required number of questions; instead of answering four questions out of six.
- Some candidates also answered more than one major question on the same page of the answer booklet, thus, making marking and scoring cumbersome.
- It was evident that question number 1, 2, and 4 witnessed some kind of deviations. Some candidates, for instance, used the importance and function of textiles goods to answer question number 1.

4. SUGGESTED REMEDIES

- Candidates must be advised to spend enough time to read and understand the questions before answering them.
- They must also be told to read through the finished answers before leaving the examination hall.
- It is the duty of candidates to read through the rubrics and follow the instructions spelt out on the front page of the answer booklet.

5. DETAILED COMMENTS

Question 1

Identify and discuss three reasons for the establishment of textile industries in Ghana in the mid 1960's.

This was a simple and straightforward question that was attempted by most candidates.

However, some few candidates failed to show thorough comprehension of the question. Some candidates used the rationale for studying textiles, uses of textiles goods and remedies for improving the downward trend of textile and industries in Ghana as the answers.

Expected answers include:

- To industrialize the country.
- To create job for designers, engineers, technicians, etc.
- To help train Ghanaians in skills of manufacturing.
- To encourage designers to improve upon their creative skills.

Question 2

Explain in details how to produce a three coloured fabric, using the screen printing technique.

It was a question that demanded a comprehensive description of screen printing from motif generation through to finishing of the printing task on fabric.

Expected answers

Candidates were to have stated the production process such as:

- Idea development to obtain a motif.
- Arrangement of a selected motif into a pattern.
- Colour application to the pattern
- Colour separation
- Preparation of screens for each colour
- Screen development using lacquer or the photographic techniques.
- Trial/test printing
- Actual printing for first colour (light), second and third colours
- Drying to fix colours/paste
- Ironing of printed fabric
- Packaging

Most candidates skipped the first six bullets and went ahead to print the fabric with an already developed screen in hand as the answer.

Question 3

Explain five reactions of cotton fabrics under each of the following treatments:

- (a) Scouring**
- (b) Bleaching**
- (c) Mercerization**

It was a question about the purification of grey cotton goods before dyeing, printing and finishing. However, some candidates failed to cover what was being demanded.

Instead, some candidates chose to define each of the three treatment processes. Expected answers for each treatment are as follows:

Scouring

- Waxy impurities in grey cotton are removed
- Soluble dirt are removed
- Fats and oils are removed
- Sizing compounds are removed
- Partial absorbency is achieved
- Fabric shrinks and lastly, fabric loses weight.

Bleaching

- Removal of grey/natural colouring matter
- Fabric becomes white
- Fabric becomes thick
- Fabric shrinks
- Absorbency of solutions is enhanced
- Dyeing and printing effects are better
- Fabric becomes attractive

Mercerization

- Cotton fabric attains lustre/sheen
- There is increase in softness/feel
- There is increase in strength
- High absorption of dyes and chemicals
- Fabric becomes very light
- Fabric becomes very smooth and attractive

Question 4

State and explain three differences between hand and machine spun yarns.

This was not a popular question to candidates and therefore posed a bit of misunderstanding to most of them.

Some of the expected answers include:

- Hand spun yarns are often coarser because of non-processing of fibres to remove impurities while machine spun yarns are relatively finer with the reason being that the fibres are industrially processed to align them before spinning.
- Hand spun yarns have loose and less twists because of the method used in spinning – the natural hand, thus not ensuring uniformity while machine spun yarns possess many twists which are tighter because they are industrially produced with machines.
- Hand spun yarns are not strong due to the inability of the hand to draw out and twist the fibres tightly while machine spun yarns are stronger because of the machinery involved in the pulling and twisting of the fibres tightly to give enough strength to the yarn, etc.

Most candidates, however, wrote on the differences in the production process. For example, the making of hand spun yarns is slower while machine spun yarn is faster, machine spun yarn is done on machine while hand spun yarns is done with the natural fingers. Some few candidates listed the correct points but they did not explain.

Question 5

List and explain the primary and secondary motions of the loom

This was a very popular question and was well answered by candidates. Many of them therefore scored higher marks.

Some expected answers which most candidates provided included:

Primary motions

- **Shedding:** It is the process of separating the warp yarns into two: Upper and lower sheets to create a passage called shed for the shuttle to pass through for the purpose of weft insertion.
- **Picking:** It is the process of passing the weft yarn across the path of the shed depositing the weft yarn with the help of the shuttle.
- **Beating-up:** It is the process of pushing the newly inserted weft yarns to the fell of the cloth. This is achieved by the use of the reed which does the beating.

Secondary motions

- **Let-off:** It is a mechanism which makes it possible for a length of warp to be released by the warp beam after each beating motion to the weaving area.

- Take-up: It is a mechanism attached to the cloth beam which allows a length of fabric to be automatically drawn from the weaving area and wound on to the cloth beam after every beating-up.

Question 6

Explain five factors to be considered in determining the price of a tie-dye fabric.

It was a question that attracted a lot of candidates but it was not well answered. Some candidates failed to understand the demand of the question and resorted to terms and terminologies in commerce and economics to answer the question.

Candidates did not understand that the cost of production encompasses labour, raw materials, wages, rent, electricity, etc. However, candidates listed the components under the cost of production as factors to be considered when determining the price of a tie-dye fabric.

Others also deviated completely by describing how a tie-dye fabric is made.

Expected answers include:

- Type of fabric used for dyeing, e.g. is it a cotton, wool, linen or silk fabric?
- Quality of design/colour
- Type of finishing treatment given to the dyed fabric.
- Type of dyestuff used and its durability
- Skills and craftsmanship exhibited
- Production cost: e.g. labour cost, raw materials, rent, etc.
- Location for the sale
- Demand for the fabric
- Profit margin

VISUAL ARTS 3

1. GENERAL COMMENTS

The standard of this year's papers compare favourably with that of previous years.

It must be noted that there is a slight improvement in candidates performance especially in Leatherwork and Basketry.

2. SUMMARY OF CANDIDATES' STRENGTHS

- Choice of beads, preparation of gourds and tying of basic knot was done very well in Basketry.
- Ceramics: The candidates were able to do hand building and painting of pots effectively.
- Graphic Design: Most candidates used stencilling and painting in their work.
- Jewellery: Choice of beads and stitching in candidates work was commendable.
- Leatherwork: Preparation of leather, assembling and joining was good in candidates work.
- Picture Making: Painting landscape was commendable in candidates work.
- Sculpture: Modelling with paper pulp was effectively done by candidates.
- Textiles: Stamping with wax and dewaxing was good.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- Some candidates especially from the new schools were not able to appreciate the works they have produced.
- Most candidates could not handle ceramics question 1 satisfactorily. It appears they do not know what a tea set. They produced mugs and breakers instead of tea cups. Their sets did not include milk jug and sugar bowls.
- There tea sets were poorly packed and therefore most works arrived broken.
- Candidates were generally unable to design to suit a cultural troupe. The use of only traditional symbols do not say much about the cultural group.

4. SUGGESTED REMEDIES

- Teachers should create an environment where candidates get enough practical experience before their final examination.
- Teachers need to understand the requirements of the examination, e.g. the correct format for writing the evidence of study. They also learn new skills to improve upon their teaching techniques.
- They should help to package candidates works well to avoid breakages.
- Teachers should find ways of improving the following skills in their candidates:

- Drawing skills
- Lettering skills

5. DETAILED COMMENTS

Question 1

Basketry

Question 1

Using appropriate knotting techniques, design and produce a macramé pot hanger to be sued in a Foyer. Use only suitable natural materials. Dimension: full height (not less than 60 cm)

Expectations

Candidates were expected to prepare their materials such as jute, raffia, cotton, linen, wool yarns, etc. and also dried seeds, shells cowries, etc. Yarns may be dyed in assorted colours. The pot hanger may be formed/fabricated by using only one or combination of the following knotting techniques square knots, Lark's head, half hitch, etc. The complementary materials should be effectively incorporated in the product. The dimension should be 60 cm or more and the final product should be suitable for use in a foyer.

Performance

The few candidates who attempted this question did well. They answered the question fully. Some candidates' did not used any complementary materials maybe because they question did not demand it.

Question 2

Design and produce a colourful rattle for sue in a competition. Use calabash or gourd as a base complementary material. Dimension: circumference (between 22 and 25 cm)

Expected answer

A rattle made with beads seed, etc. In assorted colours around a gourd. The materials should be prepared by measuring, cutting and dyeing where necessary. There should be some planning to determine where the ring should be mounted around the neck of the gourd as well as the number and bright of cords.

The pattern should be well followed and knots well tied so that the beads will be well fitted around the gourd and provide the sounds when in use.

Performance

Candidates generally performed well. They produced colourful rattles. However some rattles did not meet the dimensions and the brad work did not fit well around the gourds.

Ceramics

Question 1

Design and produce a tea set for two. Use appropriate motifs for decoration. The finished work should not be fired.

Expected answer

A tea set for two people should comprise 2 cups, 2 saucers, a milk jug and a sugar bowl. The tea pot and cups should have similar shapes. The tea pot must be big enough to fill three cups. Motifs for decoration may be leaves, flowers, and fruits. All the necessary appendages must be attached to the items e.g. knobs on lids, spout and handle on tea pot and handle on tea cups.

The plastic clay must be well prepared for effective wheelwork and also hand building. The items in the set should be well thrown, turned and the right attachment fix to get the correct shapes.

Hand building should also be done by using coiling or slab method. The decorations should be effected by using incise, embossing, etc.

Performance

Most candidates do not know what a tea set entails. They performed poorly. They produced mugs and breakers instead of tea cups. The knobs, spout and handles were poorly done. However few candidates produced good works.

Question 2

Design and produce a ceremonial vase for a chief's palace using the hump mould technique. Use appropriate decorative technique. Height: 30 cm. the finished work should not be fired.

Expected answer

A ceremonial vase should be elaborate, highly decorated. It should attract attention. The product should be the result of a hump mould method which is the use of solid plaster mould of various shapes, bowls or any container or an object which can be used to form a ceramic were or vase.

The vase should be appropriately decorated with symbols reflecting the chef's regalia e.g. sword, crown, stool proverbial traditional symbols.

The clay should be well prepared and the casting method well followed to create the form. Scoring and joining should be well done and also decoration should be effected by incising, embossing, painting. etc.

Performance

Candidates performed better at this question. Some candidates' produced vases fit for a chief's palace. However some of them were too heavy.

GRAPHIC DESIGN

Question 1

Design and produce a size-panel comic strip with the title "ROBBERY".

Use colour for the first panel which is the title page.

Each panel should measure 15 cm x 21 cm and mounted on a page.

Expected answer

Compact strips (or comics) is a series of illustrations in a sequence, often but not necessarily depicting or showing something funny or political in nature. PANEL – is an individual frame of drawing in a comic.

The composition of a robbery scene depicts an attacker/attackers, a victim or victim and the items being stolen. The attacker may be wielding offensive weapons and the robbery may take place on a road, highway, in a house, shop, etc. An attacker may also be wearing face mask, firing a gun, stabbing a victim or running away from crime scene and a victim lying in a pool of blood.

Drawing, painting and shading should all combine to show figures in an action.

Performance

Most candidates performed well. They produced interesting stories which can be well understood. The production processes were well followed. However some comics could not convey any message also drawing was very poor.

Question 2

Design and produce a school flag for a newly established technical school – NTAKRA Technical School. The design should include the following:

- **Name of school**
- **School crest**
- **School motto**
- **Colour: not more than two colours**
- **Measurement: 90 cm x 50 cm**

Expected answer

A Flag is a piece of coloured cloth used as a sign or a signal or a symbol of a country, a ship. It is also used to identify companies, schools, institutions, etc.

The final product should be a printed or painted fabric showing the following: Name of school, School crest and School Motto. The flag should be executed by printing or painting using any of the following options.

- Photographic screen
- Blockout (lacquering)
- Paper stencil
- Transfer of design onto paper by tracing and painting with colour. Candidates are expected to demonstrate mastery in accurate registration and printing of two colours. Letter and word spacing. Drawing, painting, cutting out design and screen preparation and printing.

Performance

Some candidates' performed well by producing a double face flat with elements in the school crest reflecting the courses offered I technical schools. Other candidates produced flags with only one face and therefore it can be read from only one side. Candidates who painted on fabric made a mess. Paper flags looked like poster.

JEWELLERY

Question 1

Use a pair of readymade sandals and accessories to match a black outfit. Incorporate in the bead design, the word "KIND". Size of sandals: to fit a young adult.

Expected answer

A pair of readymade sandals is used as the main support or material on which the assorted beads, sequins and other accessories like buttons cowries stones, shells, seeds, etc. are executed by threading, stitching; glueing, etc. The word 'kind' should be clearly seen in the bead work.

Performance

The question demanded the use of sandals but some candidates' used shippers. Most candidates' used assorted beads and ignored the other items i.e. sequins and other accessories. Most candidates' were able to incorporate the word 'kind' clearly in the bead work. Most candidates' who used all the items demanded by the question produced colourful sandals.

Question 2

Design and produce a sample of monumental chain with a pendant to be worn by the new chief at its installation.

Incorporate the word ‘wisdom’ in the design. Use any suitable metal. Size of work: 40 cm when stretched

Expected answer

A chain consists of metal rings connected together in a line monumental means extremely great, permanent, commemorative, imposing symbolic to a necklace, bracelet, etc.

Suitable materials are wire, metal sheet, borax flux, pickling solution, nichrome, water.

The materials should be prepared by any of the following:

Sanding, cutting, annealing, cleaning, drawing of wire, milling of wire and metal plate.

Chain and pendant should be fabricated by

- Forming and linking of jump rings to form chain
- Denting, drilling, piercing, pickling, soldering and fixing pendant to chain. It is the processes that will result in the best final product.

Performance

Most candidates’ used a material which can be easily cut and perforated. They also used a type of soft wire to form jump rings. They managed to cut through the material to achieve the inscription ‘wisdom’. Those candidates ignored the processes like milling, annealing, soldering, etc.

LEATHERWORK

Question 1

Re-dye a sheet of natural leather in two or three colours using the marbling technique. Use the marbled leather to make a ladies hand bag of a cylindrical shape with a lid.

Measurement: Height – 18 cm (including lid). Diameter – 20 cm

- **Fit the bag with a handle, a woven leather cord as a strap**
- **Fit the bag with a suitable fastener**
- **Fix appropriate studs at the base**
- **Give a lacquer or varnish finish**

Expected answer

A cylindrical ladies hand bag executed with marbled natural leather

The natural leather should be marbled by crumpling it and applying dye in drops at vantage areas and repeating process to achieve two or three colours. The bag should be fabricated by:

- Measuring and cutting

- Preparing strap (weaving)
- Assembling and sewing parts
- Fixing accessories and finally lacquering the final product.

Performance

Question one was not popular among candidate but candidates who attempted this question performed well. Most candidates' were innovative by using a variety of thonging and lacing styles as well as metal accessories.

Question 2

Design and produce using a natural leather a wallet to hold a memo pad, currency notes and coins, and personal cards.

The coins compartments should be zipped. Attach a Velcro to cover for closing and opening. Emboss floral designs on the flap and back. Measurement: 22cm x 12 cm when opened. 11 cm x 12 cm when closed.

Expected answer

The leather should be prepared by sanding drying, burnishing and removing of unnecessary parts. The wallet should be fabricated according to the following steps:

- Measuring and cutting parts of wallet
- Preparation of pocket parts
- Embossing of floral design an appropriate parts
- Assembling and fixing of parts by thonging
- Fixing fasteners

All the compartments should be present and they must be functional.

Performance

Most candidates' attempted this question. They followed all the producing processes. Candidates could have been more innovative if only one dimension was given. Embossing was poorly done in some cases.

PICTURE MAKING

Question 1

Select a structure within the school environment such as the administration block. Make a colourful picture of the building in any painting medium of your choice. Include such objects as trees and parts of other structures in the foreground.

The finished work must be mounted and framed without glass.

Measurement: 60 cm x 45 cm.

Expected answer

The final work should be a colourful representation of a structure within the school environment e.g. the Admin Block. The picture must be executed in any painting medium e.g. poster colour, acrylic, pastel, crayon, etc. The techniques used may include impostor (thick application of paint), wash/watercolour (transparent application of paint), etc.

The structures in the foreground and background e.g. trees, vehicles, electric poles, flag poles, statues. The rules of perspective should be effectively applied and there should be an effective colour scheme to portray the mood.

Performance

Most candidates attempted this question. They were able to draw and paint the important building and also show features in the environment. Some of the works are true representation of the building painted. Some candidates also chose to paint the buildings that are not well known by the general public.

Question 2

Using any medium of your choice, make a study of a reaching figure, dressed in wrapper and a sleeveless top. Draw to show different angles of the posture. Your detailed study should be executed using any wet medium. Two quick pencil sketches of the model should be submitted along with the finished work. The finished work should be framed without glass. Measurement: 60 cm x 45 cm.

Expected answer

The final work should be a painting in poster colour, acrylic or watercolour, etc. of a figure that is lying down or leaning back. The figure should be a female dressed in wrapper and a sleeveless top. The rules of perspective should be applied and there should be correct proportion of the various parts. The support should be well prepared if it is plywood by priming. The two quick sketches should be executed in pencil. The colour scheme should be effective to bring out the mood.

Performance

This question was not popular among candidates'. Perhaps figure drawing is not a favourite subject among candidates'. The few candidates who attempted it ignored all the possible surrounding features and they also had problems with perspective.

SCULPTURE

Question 1

Design and cast in any suitable medium, a CREST. In LOW RELIEF for a society whose motto is “I believe in Ghana”. The symbol of the society is a FIST. Diameter: 30 cm. Give an appropriate finish to the work.

Demands

The design on the crest should be a fist and the text I belie in Ghana. A suitable medium such as clay, wax, POP Cement or papier mache, etc. should be well prepared for use. The production processes should include the following steps:

- Transferring of design i.e. crest, the symbol – fist and text through drawing, tracing, etc. to show the outline on the clay slab.
- Modelling of the symbol – adding bit by bit, considering the positive and negative spaces. Carving to create the texts or modelling the tests onto the crest, arranging the tests to fix the characters onto the crest. Giving details to show body volume.
- Casting – By fencing of the crest with clay wall; pouring of cement or POP mixture onto crest: allowing to set/harden; removing the original clay model from the mould. Preparing the mould by laminating it; pouring the mixture into the mould; removing the cast from the mould: decorating and finishing by painting or lacquering, etc.

Performance

This question was not popular. Few candidates performed well. The following are faults found in some works: Fist was not clear. Text was not readable: The low relief was not very well achieved.

Question 2

Design and execute in-the-round a form depicting MELANCHOLY.

Height: 30 cm. Medium: Papier Machie

Expected answer

The final product should be a free standing figure human, animal, real or abstract depicting a feeling of sadness, hopelessness, depression.

The following steps will lead to the final execution of the project:

- Selecting the final paper design.
- Preparing the paper pulp and building an armature.
- Building the figure by adding the pulp with modelling tools to form the bulk.
- Modelling to achieve the desired form

- Creating detailed features e.g. facial features, placement of the torso and the limbs, costume, etc. to depict the subject i.e. various distortions.
- Finishing by any appropriate means including painting, lacquering, etc.

Performance

This question was more popular. Most candidates' were able to produce a free standing figure in a sad mood. Painting in some cases did not enhance the work.

TEXTILES

Design and produce a kente fabric for a wedding ceremony. Size 60 cm x 45 cm. Use three colours only.

Expected answer

The fabric should be a woven kente in three colours. Suitable yarns for kente are mostly cotton and rayon. Metallic yarns like lurex may also be used to enhance the fabric. The colours should be bright because it is for a wedding ceremony.

The following processes may be followed to achieve the best results:

- Calculation of number and length of warp according to the warp pattern
- Winding of warp and weft yarns
- Stretching/laying of warp on the mill or frame.
- Beaming of warp if on a broad loom
- Preparation of shuttle and trial weaving
- Weaving according to pattern

Performance

Only few candidates attempted this question. They worked on the traditional loom. They produced the usual narrow strips of kente and joined them to make up the dimension. Some had problems with the selvedge and broken ends were not well mended.

Question 2

Design and produce a batik fabric for the outdoor of a cultural troupe.

Size: 60 cm x 45 cm. Not less than two colours.

Expected answer

A batik fabric with two or more colours resulting from two dyeing processes. The following steps may lead to the best result:

- Transferring paper design (showing elements relevant to a cultural troupe) onto foam or drawing motifs on fabric
- Cutting out design on foam

- Melting of wax
- Stamping of hot wax on fabric/drawing motifs on fabric using Tjanting or brush
- Mixing of dyes in plastic/enamel containers
- Preparation of dye bath
- Wetting and immersing waxed fabric in dye bath for the dyeing period e.g. 30 minutes or more
- Removal of fabric, oxidation, and drying
- Dewaxing and 2nd dyeing process
- Dewaxing, washing, drying and ironing

Performance

This question was more popular than question 1. Most candidates performed well by following the necessary steps to produce their fabrics. The images in the fabrics truly reflect elements related to the activities of a cultural troupe. However, other candidates' just used Adinkra symbols with nothing about a cultural troupe.