

RÉSUMÉ OF VOCATIONAL 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.

The Chief Examiners reported that the examination covered questions based on topics within the syllabus and that questions were clear and straight forward. There were no ambiguities.

2. PERFORMANCE OF CANDIDATES

- (1) The Chief Examiners reported that candidates' performance varied, ranging from below average to improvement over that of the previous year.
- (2) Above average performance was reported for General Knowledge in Art 2 and 3A and 3B, Ceramics, Basketry and Textiles 2 and Leatherwork 2.
- (3) An average performance or a performance same as last year was reported for candidates in General Knowledge in Art 1B, Management in Living 2 and 3, Picture Making 2, Foods and Nutrition 2.

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners highlighted the following strengths in candidates work:

- (1) Improved knowledge and use of the sewing machine in Leatherwork, Graphic Design, Clothing and Textiles 3 and preparation of dishes in Foods and Nutrition 1.
- (2) In Clothing and Textiles questions which demanded the recall of call of facts and those that required short answers were well answered by candidates.
- (3) Most candidates prepared good syrups, which were chilled before use in Food and Nutrition 3.
- (4) In Food and Nutrition 3, candidates cleaned unit area, washed up used utensils as they worked.
- (5) Candidates had fairly good knowledge of the topics the question were based on in Leatherwork, Clothing and Textiles 2 and Jewellery 2.
- (6) Improvement in candidates' illustration was noted in Ceramics 2, Clothing and Textiles 2 and Graphic Design 2.
- (7) Improvement in spelling of words and terminologies were noted in Jewellery 2, Management in Living 2 and Basketry 2, General Knowledge in Art 2.
- (8) Improvement in handwriting was reported for candidates in General Knowledge in Art 2, Clothing and Textiles Foods and Nutrition 2, Management in Living 2 & 3 and Picture Making 2 thus facilitating the reading of script.

- (9) Adherence to rubrics was observed in Foods and Nutrition 1, Foods and Nutrition 2, Management in Living 3, Clothing and Textiles 2, Picture Making 2 and Visual Art 3.
- (10) Cancellation of work by candidates was neatly done in Foods and Nutrition 2.
- (11) Candidates displayed in-depth knowledge on healthy studio practices in Ceramics 2 and Sculpture 2.
- (12) 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:

- (1) Poor drawing skills were reported in General Knowledge in Art 2A, Clothing and Textiles 1, Jewellery 2 and Visual Art 3 and Leatherwork 2.
- (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.
- (3) The candidates used unacceptable items like stencils and computer designs in the execution of their work. This was detected in General Knowledge in Art 2A.
- (4) Some candidates from the new schools were not able to appreciate the works they produced in Visual Arts 3.
- (5) Poor time plans made by candidates in Foods and Nutrition 1.
- (6) Poor expression and spelling in Management in Living 2 and Clothing and Textiles 2, Visual Arts 3, General Knowledge in Art 2A and 3b.
- (7) 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.
- (8) 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.
- (9) Lack of in-depth knowledge of subject matter was reported in General Knowledge in Art 1B and there were many spelling mistakes by candidates in managing key words in Visual Art 3A and 3B, Leatherwork 2, General Knowledge in Art 2 and Sculpture 2.
- (10) 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.
- (11) 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.

- (12) Unacceptable use of shorthand and abbreviations in the writing of words was also observed in Foods and Nutrition 2B and Basketry 2.
- (13) Poor handwriting was reported in Sculpture 2, Visual Art 3 and in Clothing and Textiles 2.
- (14) Most of the compositions of items were not done according to instruction in General Knowledge in Art 3A.
- (15) Background and foregrounds were poorly shown in drawing General Knowledge in Art 3A.
- (16) Candidates were generally not able to design to suit a cultural troop in Visual Art 3.
- (17) A number of candidates did not indicate their schools name and motto in the crest.
- (18) Some candidates answered two questions on one page, this was evident in Sculpture

5. SUGGESTED REMEDIES

- (1) Candidates should be advised to spend enough time to read and understand the questions before answering them.
- (2) Candidates must also devote time to read through the finished answers before leaving the examination hall.
- (3) Candidates need to read through the rubrics and to ensure they follow the instructions spelt out.
- (4) Students should be given more assignments which involve all types of drawing and shading.
- (5) Students should be encouraged to read prescribed textbooks in addition to notes given by their teachers and in general cultivate the habit of reading.
- (6) Students must be taught to reduce their dependence on computer generated designs and to be more creative in their drawings and designs.
- (7) Teachers should teach students how to handle tools and materials well and should use as many text books as possible to teach.
- (8) 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.
- (9) 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.
- (10) Teachers should encourage students to read and use the library more often to improve their spelling, vocabulary and expressions in English.
- (11) Topics in the syllabuses should be adequately covered.
- (12) Students should be supplied with the prescribed textbooks and they should be encouraged to use them appropriately.

- (13) Practical lessons should be undertaken more often for improvement.
- (14) Students should be advised to read the rubrics of the papers and they should adhere to them.
- (15) The Chief Examiners reports should be available to teachers to help them in their teachings.
- (16) Teachers who have not been trained as teachers for specified subject areas should read more widely and should seek help whenever necessary.
- (17) Candidates should desist from answering more than one question on the same page.
- (18) Invigilators and Supervisors should check on candidates' name and index numbers.
- (19) Candidates should desist from giving one word answers which most often are meaningless.
- (20) 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.
- (21) Teachers should explain questions 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 favourably with that of last year. The items were all within the scope of the syllabus.

2. A SUMMARY OF CANDIDATES' STRENGTHS

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

- (1) There was generally better legibility of handwriting.
- (2) There was slight improvement of grammatical expressions by some of the candidates.
- (3) Candidates answered all six questions with equal zeal.
- (4) Candidates exhibited a higher degree of comprehension.
- (5) Drawings were generally made more detailed.
- (6) Candidates showed an improved understanding of basketry terminology and processes.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

- (1) Many candidates did not write boldly while others presented very faint drawings.
- (2) Most candidates could not list types of cane correctly.
- (3) Some candidates could not explain basketry terminology of 'boucherie, delimiting, and carbonization'.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

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

- (1) A little more attention should be paid drawing and illustrations.
- (2) Tutors should invest more in students' expressions in the English Language. Students should be encouraged to read more books, especially in the subject area in order to help them improve on their grammar and spelling.
- (3) Tutors should conduct more exercises on Comprehension which became evident as some candidates did not know the difference between list, state, explain or discuss.
- (4) Teachers should take pains to explain *Terminologies and preparatory processes* to their students to guide them to answer their questions adequately.

5. DETAILED COMMENTS

Question 1

(a) **Explain complementary materials in basketry.**

A few candidates did not correctly answer this question. The materials they cited were actually raw basketry materials of raffia, cane, etc.

The reference explanation of complementary materials in basketry is as follows:

These are items or materials introduced into the making of basketry articles to enhance beauty. They may be attached or woven into the articles being made.

The majority of candidates however provided adequate explanations and consequently gained some marks here.

Two of incorrect answers by candidates are:

- They are flexible materials such as raffia and cane.
- Complementary material is the arrangement of materials in an art work.

(b) **State and describe three complementary materials used in basketry.
Give illustrations where necessary**

Sample complementary materials

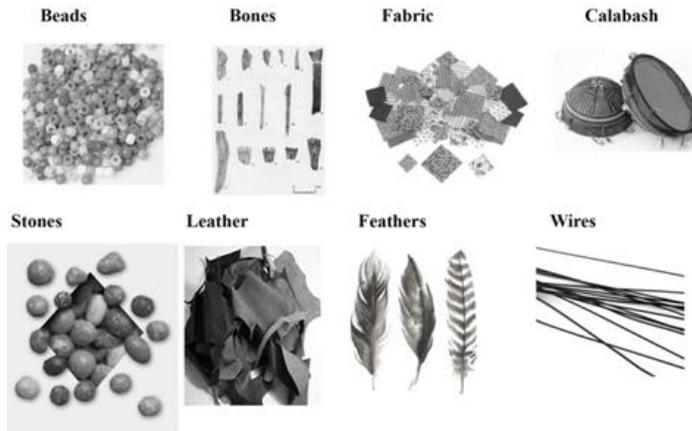
(beads, bones, fabric, calabash, stones/pebbles, feathers, wire, leather, etc).

Many candidates were able to state the complementary materials correctly but had difficulties in describing and illustrating them.

The sample responses are:

- **Wires:** threadlike metallic strips used in stringing objects together.
- **Beads:** pebbles with holes through them made of different objects used in decoration and other effects in basketry.
- **Calabash:** whole or pieces/fragments of calabash used together with basketry materials for adornment in basketry.

Sample Images/Illustrations



Question 2

(a) **List three different types of cane.**

It became evident in candidates' answers that about 50% of them did not give appropriate responses to this question. Those who had correct answers mentioned largely Bamboo and Rattan as types of cane.

Some of the interesting answers provided are:

- Folding cane
- Speciality cane
- High tech cane
- Walking cane
- Supplier cane.

Following are various cane types.

- Rattan, Tohiti, Sarawak, Segah, Malacca, Boondoot, Nilghiri, Sugar cane, Corn plant, Soft cane, Bamboo, etc.

(b) **Describe four processes involved in preparing cane for weaving.**

Most candidates were able to describe the processes involved quite adequately including those candidates who could not list types of cane correctly.

The processes involved are cutting, splitting, peeling, smoothening, scraping, dyeing, trimming etc.

Cutting: - Trimming or chopping off canes for processing. Knives, cutlasses etc are suitable tools for cutting cane.

Splitting: - Dividing cane into slimmer forms to achieve higher flexibility and ease of use. Tools with sharp edges like knives are used.

Peeling: - Removal of outer coating or dried attachments off the surface of the cane. Knives are suitable tools used for peeling.

Smoothening: - The use of sand paper or other abrasive tools to level out surface of canes.

Scraping: - The processing of cane into specific shapes and sizes e.g., round, triangular, square. It can also be achieved by the combined processes of splitting and smoothening.

Dyeing: - The impartation of colour to cane by immersion into a dye bath.

Trimming: - Cutting of canes to needed sizes and lengths for use.

(c) **List two cane articles and state one use of each**

This question was attempted by almost all the candidates. It was also well answered.

The sample answers are:

Cane articles: chair, basket, baby's cot, tray, etc.

Uses

- Chairs – they are sat on at gatherings, homes, churches, schools, etc.
- Basket – used as containers for carrying goods and agricultural produce, etc.
- Baby's cot – serves as bed for babies

Question 3

Explain the following terms in basketry:

- delimiting,**
- boucherie,**
- smoking,**
- carbonization,**
- lacquering.**

The majority of candidature got this question wrongly answered. Totally unrelated answers to the five terms.

Some wrong answers by candidates were:

- Delimiting: In the form of a bumper.
- Boucherie: The method by which the boucher creates a hole in the palm tree.

Alarming as these unrelated responses may be, those candidates who correctly answered these terms did so very convincingly and adequately.

The correct explanation of the terms are as follows:

- Delimiting:** The process of removing branches from the trunk of a plant with knife, cutlass, small axe etc.
- Boucherie:** a chemical method of preserving bamboo or wood involving the use of copper sulphate under pressure. This treatment is done when the bamboo is fresh.
- Smoking:** The process of beautifying bamboo/cane by placing them over a fireplace for smoke to blacken some portions of the material to give beauty.

- (d) **Carbonization:** This is the process of steaming bamboo to effect a uniform colour structurally. Usually rich brown colouring is achieved. The bamboo is steamed for about 30 minutes at a temperature of 150° C.
- (e) **Lacquering:** This is a finishing process where a glossy medium like lacquer is applied by spraying or painting over bamboo/cane to give it a sheen.

Question 4

- (a) **Explain macramé.**

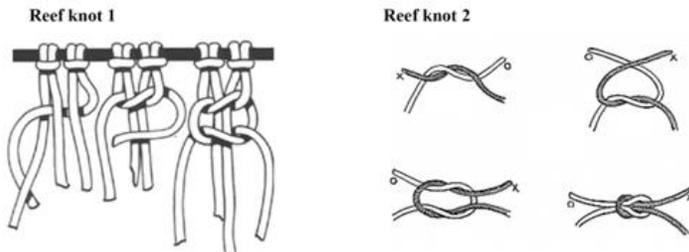
Most of the candidates provided adequate answers to this question. There was little difficulty in expression of responses. It was generally well answered.

A general explanation of macramé is

- The art of making useful articles by the processes of knotting and tying.

Both natural and man-made cords are used.

- (b) **With illustration, describe four steps involved in making a reef knot.**



Description:

Step 1: Starting with four cords, bring the right cord over the two middle cords and under the left cord.

Step 2: Bring the left cord under the middle cords and through the loop formed by the right cord and pull to have the first half of the reef knot.

Step 3: Bring the left cord over the two middle cords and under the right cord.

Step 4: Bring the right cord under the middle cords and through the loop formed by the left cord. Pull tight the left and right cords to finish the Reef knot.

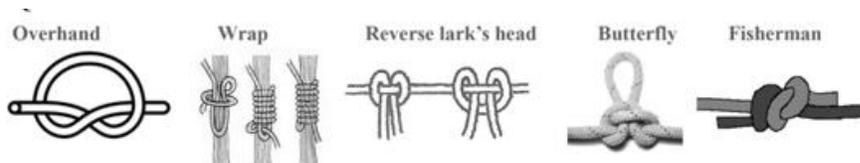
Question 5

Describe the following knots with the aid of a diagram.

- (a) Overhand knot
- (b) Wrap knot
- (c) Reverse lark’s head knot
- (d) Butterfly knot
- (e) Fisherman’s knot

Many candidates provided meaningful illustrations and indicated sufficient knowledge on the required knots but could not give clear descriptions of the said knots. Following are the descriptions and illustrations of the knots.

Illustrations



- **Overhand knot:** - It is a knot used for securing/preventing cords from unravelling. It is often called a stopper knot or bead knot.
- **Wrap knot:** This is a knot used in securing a bundle of several cords that need to be put together. It is suitable for a clasp for a bracelet or the arm/strap of a flower pot hanger.
- **Reverse Lark's Head Knot:** This is one of the most widely used decorative knots in macramé. It is also often used in the mounting process of cords. It also makes it easy for other knots to be introduced in macramé.
- **Butterfly knot:** it is a knot used in forming a loop in the middle of a cord. Its usefulness comes in where it is used to isolate a weak portion of a rope or cord.
- **Fisherman's knot:** This is a knot for joining two cords together. It is often regarded/described as symmetrical as it is tied by two overhand knots. Other names for the fisherman's knot are Angler's knot and English knot.

Question 6

- (a) **List five types of weaves in basketry.**

Many candidates either did not understand the demands of this question or were simply at a loss to what types of weaves meant.

The following are typical types of weaves in Basketry.

- Randing
- Pairing
- Slewing
- Waling
- Plaiting
- Braiding
- wrapping

Some of the unrelated weaves mentioned by candidates are:

- Japanese weave
- Loom
- Balance plain
- Basketry weave
- Saddle weavers
- Satin weavers

(b) **With the aid of diagram, explain pairing.**

Over 70% of candidates expressed themselves quite adequately but were poor at illustrating *Pairing* with details.

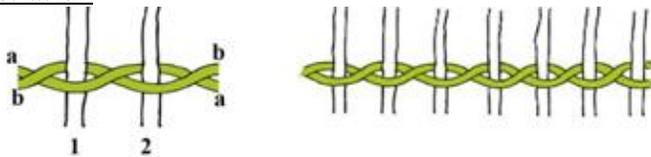
There were several odd explanations as well. An interesting answer by a candidate is as follows:

- Pairing: Weaving technique that keeps the fabric.

The correct answer should however be in line with the following:

Pairing: - the weave is done with two cords/strands intertwining with each other as they are worked round the stakes/rod.

Illustration



(c) **State five benefits of basketry production.**

This question was very well answered. Many candidates who might have lost some marks with previous answers gained marks here.

The expected answers are:

- Facilitation of agriculture (nets, ropes, baskets, fish traps, etc).
- Promotion of sports (nets, ropes, etc).
- Savings on foreign exchange (minimal importation).
- Incomes (sale/export of articles).
- Social life (baby's cots, trays, shopping baskets, foot wear, bags, vests, belts, hats, mats, etc).

CERAMICS

1. GENERAL COMMENTS

The general standard of the paper compares favourably with previous years. The questions were of standard with no ambiguities. This means that with just a little effort, candidates could satisfactorily answer the maximum four questions required of them without any difficulties.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Candidates who performed creditably well, unlike previous years are very few, while certain candidates from a few schools did marvellously well. They read and perfectly understood the questions thereby providing the appropriate responses.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Candidates' knowledge of basic terminologies and processes in the ceramics field still needs some improvement. These weaknesses came to the fore in the poor performance of candidates in answering especially questions 2 on clay drying process; 3 on ceramic producing centres across the country; and 4 on plaster of Paris. Some scripts had very bad expressions with bad handwriting making it difficult to read and comprehend candidates' answers.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

Candidates must be well groomed and prepared enough to take these examinations seriously. We keep hammering and insist that Visual art teachers be encouraged to constantly read the Chief Examiner's reports. This will thus enable them to 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

This was the most popular question and was answered by almost all candidates. Candidates were expected to list a total of *five* tools out of the very many under Prospecting; Processing; and Forming. Over zealotness however caught majority of the candidates and answered five items under each category to a total of fifteen

A few others however mistook processing to mean Forming and listed forming tools under processing.

Question 2

(a) Candidates were expected to list the three stages of a clay in the Drying process. These include Plastic or wet; Leatherhard; and Bone dry. Candidates who attempted this question had it right.

(b) The (b) section of this question required that candidates describe the 'Drying processes. Over eighty percent (80%) of all candidates had it all wrong. They rather described the stages in drying from wet to bone dry.

The question demanded the structural mechanism among clay particles and Physical water:

- The surface water evaporates by agent of drying
- More water from inside the clay travels to the surface by seeping
- Further drying takes place on the surface of ware by evaporation
- As the water evaporates and the clay particles move closer together, the clay object dries and decreases in size.
- The evaporation process is hastened in the continuous presence of heat and strong air
- When plastic clay dries, it shrinks about 5 percent to 20 percent

Question 3

(a) List two ceramic producing centres in Ashanti; Greater Accra; Central; and Volta Regions.

The responses were appropriate.

(b) The (b) section also required the candidates to name four Research and Educational Ceramic Institutions in Ghana. They include:

- KNUST;
- CSIR;
- UEW;
- Takoradi Poly;
- Ho Poly;
- OIC.

Most of the candidates' answers were appropriate.

- (c) The (c) section also required the candidates to name three contemporary Ghanaian ceramic artists.

They include:

- Daniel Cobblah;
- J. K. Amoah;
- K. K. Broni;
- Kofi Asante;
- Zigah;
- Happy Kufeh, etc.

Most candidates were able to respond positively.

Question 4

- (a) **Define Plaster of Paris**
 (b) **List four uses of P.O.P.**

This was yet another unpopular question and was avoided by almost all candidates. When attempted, it was poorly rendered. The appropriate response ought to be: -

- Plaster of Paris: is a mould designing material in ceramics obtained from the heating of gypsum at temperatures between 120° C – 260°C. Or
- A white powder prepared by calcining gypsum.

- (b) The (b) section also required the candidates to list four uses of P.O.P.

- (i) P.O.P. is used extensively for mould making.
- (ii) For room interior decoration
- (iii) Used as artistic material for modelling
- (iv) Used for batts during throwing

(v) It can substitute for chalk

(c) The (c) section also required the candidates to identify two disadvantages of Plaster of Paris in ceramics and the appropriate response include: -

- (i) Plaster of Paris cannot be fired
- (ii) Causes cracks in green wares
- (iii) Causes cracks in bisque wares.

Question 5

- (a) (i) **List four types of bricks**
(ii) **List four types of tiles.**

Responses to this question varied considerably from candidate to candidate. A greater majority could list all the four in each category. The rest could only list three, two or in some cases, just one.

The correct response includes: -

- Four types of bricks: - Hollow; Facing; Solid; Pavement; Perforated
- Four types of tiles: - Pavement; Roofing; Floor; Wall; Murals, etc.

(b) Candidates were required in the (b) section to describe the process of brick making from preparation to firing.

The (a) section did not pose much problem as they attempted to respond to the question. They now had to come to terms with the (b) section where they faulted considerably

The correct response should rather be: -

- (i) Digging clay
- (ii) Preparing and mixing clay
- (iii) Moulding of bricks
- (iv) Drying on racks or boards/pallets

Question 6

(a) Explain how the ceramist can make his wares attractive

(b) State three factors that can keep the ceramist in production

This was a question attempted by most of the candidates, but the rendition was so poorly done.

The correct responses ought to be: -

- (a)
 - (i) The finished products should be of quality
 - (ii) Should be appealing to attract customers
 - (iii) Very durable and can last longer
 - (iv) Good package to convey products
 - (v) Strong package for safe delivery
 - (vi) Wares should be beautiful

- (b)
 - (i) Availability of materials
 - (ii) Regular adverts and exhibition
 - (iii) Improving designs on wares
 - (iv) Prompt delivery of wares to meet deadline
 - (v) Constant production of quality wares
 - (vi) Wares must be affordable.

CLOTHING & TEXTILES 2

1. GENERAL COMMENTS

The standard of questions was suitable and appropriate for candidates' level. They were within the scope of the syllabus and at the level of candidates. The question paper compares favourably with that of the previous years' question paper and the questions covered a wide range of topics and candidates' performance was better than that of the previous year.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Questions which demanded the recall of facts and those that required short answers were well answered by candidates.
- (2) The presentation of candidates' answers was quite good. Almost all candidates started each question on a fresh page, numbered the sub questions and left spaces in-between sub questions.
- (3) There was improvement in candidates' handwriting.
- (4) Candidates demonstrated a good knowledge in the topic 'Entrepreneurship'.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Candidates did not have the technique for answering questions which demanded the application of knowledge, e.g. question 3 and some sub questions of question 6.
- (2) A significant number of candidates demonstrated poor knowledge of the subject matter, thus scoring below 10.
- (3) Students did not use the technical terms in clothing and textiles, e.g. lacing instead of attaching lace, banding instead of attaching band. "The neck of a garment" instead of neckline, etc.
- (4) English Language continues to be a problem. Poor spellings and expressions and wrong use of words, e.g. buyers instead of bias, dote instead of dot, waste instead of waist, swet instead of sweat, evening tacking instead of even tacking, etc.
- (5) Entrepreneurship is a topic that has been added to the syllabus of all Home Economics disciplines. From the candidates' answers on Entrepreneurship questions in Section B, it is clear that Clothing and Textiles teachers are not teaching it because candidates used their knowledge acquired in "Economics" and "Management in Living" on the topic. Therefore, they were unable to give Clothing and Textiles related examples. This therefore affects their performance.

4. SUGGESTED REMEDIES

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

- (4) Teachers should learn how to sketch on the board and again should use the correct terminologies when teaching.
- (5) Teachers should always demonstrate clothing construction processes to students before asking them to practice.
- (6) Teachers need to be made aware of the importance of the topic not only in passing examination, but in helping students to establish their own business.

5. DETAILED COMMENTS

Question 1

- (a) **Define design in clothing construction.**
- (b) **List four elements of design**
- (c) **With the aid of two diagrams, explain the difference between formal balance and informal balance as used in clothing.**
- (d) **Suggest two suitable styles for the following figure types:**
 - (i) **flat chest**
 - (ii) **thick chest**

An unpopular question which was not very well answered by candidates who attempted it.

- (a) This was poorly answered by majority of the candidates. They were expected to provide the following answer:

A design in clothing construction is a sketch or a plan which guides the production of a garment.

- (b) This was very well answered by almost all candidates. They provided answers like: line, dot, colour, shape.

- (c) This was fairly well answered by some of the candidates. Some provided diagrams which were comparable to the diagrams in the marking scheme. Some candidates also used diagrams on flat articles instead of garments to differentiate. This however, was accepted.

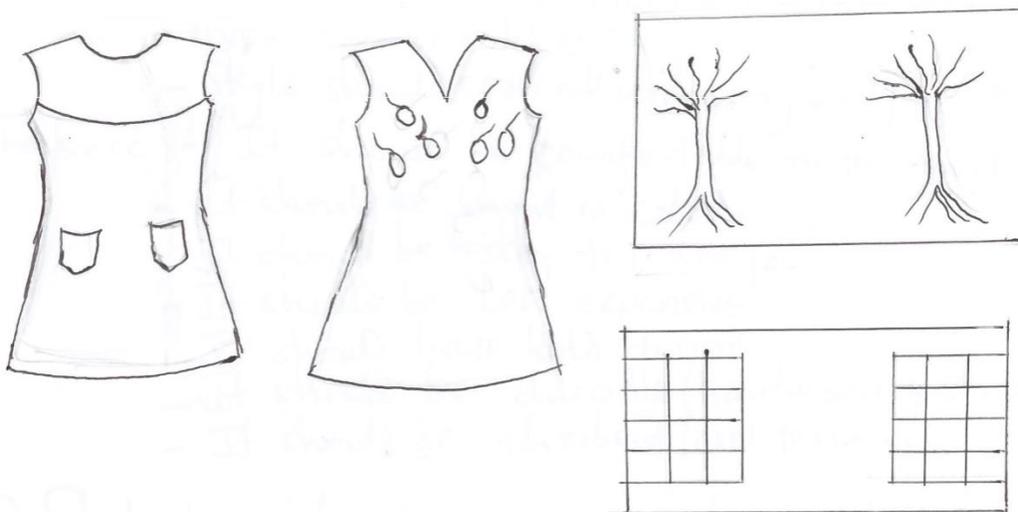
Candidates provided the following answer:

Formal balance: design is the same on both sides

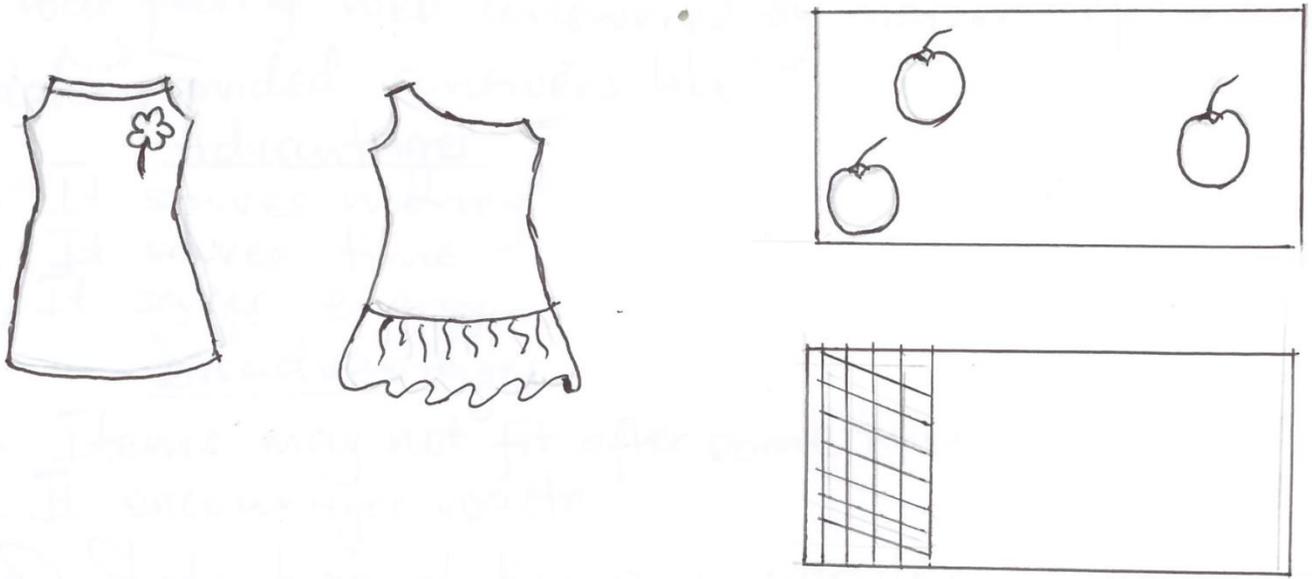
Informal balance: design is different on each side.

Candidates provided diagrams like:

Formal Balance



Informal Balance



(d) Generally, it was poorly answered by candidates. They were expected to provide answers like;

Flat chest – cowl neckline

- blouse with fullness at the bust area,
- boat-shaped neckline,
- design with horizontal line.

Thick chest, e.g. scooped neckline

- V neckline

- tucks made vertically from the shoulder and tucks made vertically from neckline

Question 2

- (a) **Outline four pre-shopping activities that will aid the individual to shop wisely.**
- (b) **State three points each on the following factors to consider when purchasing clothing for an 8 year old child:**
- Style**
 - Fabric**
- (c) **State two advantages and one disadvantage of purchasing clothing items in bulk for the family**
- (d) **State two duties of a retailer**

This was a popular question, but performance was just average. Some of the sub questions were fairly well answered.

(a) This was fairly well answered by some of the candidates. Candidates answers included the following: -

- Plan what to buy
- Make a list of importance
- Buy in order of importance
- Decide on how much to spend

Other answers that candidates did not provide are:

- Do a market search or survey
- Check when there will be sales
- Check available storage facility
- Seek information about items to be purchased

(b) This was poorly answered by majority of the candidates. They were expected to provide the following answers:

Style

- It should be easy to wear and remove
- Style should allow for growth
- It should be loose enough to allow for easy movement
- Fastening should be easy for the child to manage
- Avoid complicated styles
- Style should cover all necessary body parts

Fabric should be:

- comfortable to the touch;
- bright in colour;
- easy to care for;
- less expensive;

- have bold designs;
- durable/hardwearing strong;
- absorbent/cool to wear.

(c) This was fairly well answered by majority of the candidates. Candidates provided answers like:

Advantage	Disadvantage
It saves money	Items may not fit after some time
It saves time	It encourages waste
It saves energy	

(d) Majority of the candidates failed to provide the correct answer. The expected answers include the following.

A retailer:

- buys and sells clothing items;
- serves customers;
- oversees deliveries;
- advises customers on their purchases.

Question 3

- (a) **Explain edge finishes as used in clothing construction.**
- (b) **Give two examples each of suitable edge finishes for the following;**
- linen wall hanging,**
 - waistline of a skirt,**
 - edge of a circular apron,**
 - hem of a child's petticoat.**
- (c) **With the aid of two diagrams, show how to attach a sleeve to a blouse.**

This was a popular question and was fairly well answered by a significant number of the candidates.

(a) This was fairly well answered by a significant number of the candidates. However, a significant number also mistook 'edge finishes' for 'fabric finishes'. They were expected to provide the following answer:

Edge finishes are processes made to neaten and conceal raw edge of articles.

OR

Edge finishes are treatments given to raw edges of articles to prevent fraying, rolling or curling.

(b) Majority of the candidates demonstrated a good knowledge in the topic 'edge finishes', but performance was just average as a result of wrong use of terms. E.g.;

- hemming instead of turning a hem
- lacing instead of attaching a lace
- banding instead of attaching a band
- bounding instead of binding

The correct answers include the following:

(i) Linen wall hanging

- Turn a hem and pin stitch
- Scalloping the edge (faced scallop and embroidered edge)
- Binding
- Embroidering the edge
- Piping
- Shell edging

(ii) Style line of a flat collar

- Facing
- Attaching a lace
- Piping
- Binding
- Attaching frills

(iii) Waistline of a skirt

- Attaching a band
- Facing
- Casing
- Binding

(iv) Edge of a circular apron

- Rolled hem
- Attaching lace/frills
- Scalloped edge with embroidery
- Piping

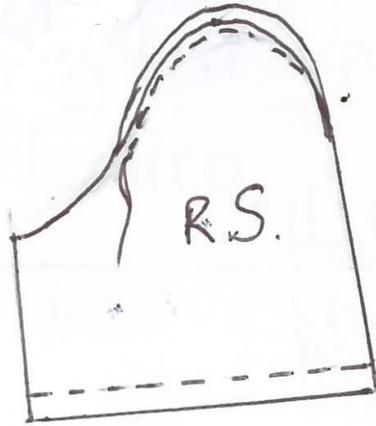
(v) Hem of a child's petticoat

- Turning a hem
- Attaching lace
- Scalloping
- Shell edging
- Shell hemming

(c) This was poorly answered by majority of the candidates who attempted this question.

Performance was very poor. The correct answer is as follows:

Attaching a sleeve to a blouse using two diagrams



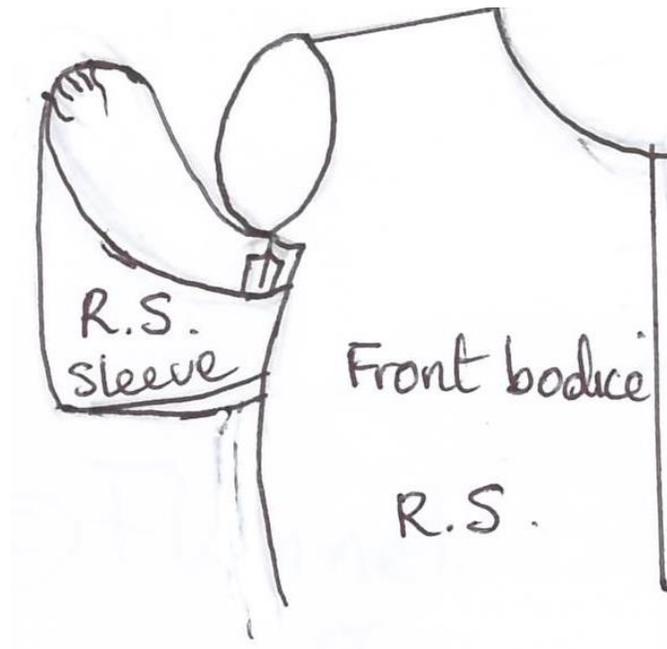
(i) Preparing sleeve

- Work gathering stitches for easing along head of sleeve
- Make underarm seam
- Turn a hem and fix it down with hem stitch

(ii) Preparing bodice

- Make underarm seam and neaten

(iii) Attaching sleeve to blouse



- Place the right-hand sleeve to the right armhole of the blouse with right sides facing.
- Ease in the fullness across the head.
- Pin the rest of the sleeve around the armhole matching notches. Tack.
- Stitch the sleeve to the blouse on the seam line.
- Trim the seam allowance to 1cm to 1.5cm.
- Neaten both together as a plain seam.

Question 4

State three characteristics each of the following fabrics:

- (a) calico,**
- (b) linen,**
- (c) flannel,**
- (d) corduroy,**
- (e) gingham.**

It was the most unpopular question and candidates who attempted it performed poorly.

They were expected to provide answers like:

(a) Calico

- Hardwearing/durable
- Shrinks/creases badly
- Absorbent
- Does not fray

For this sub-question, a good number of the candidates provided two correct answers including the above.

(b) Linen

Only a handful of candidates provided two (2) correct answers. Expected answers include:

- Creases badly
- Firm to sew
- Absorbent/Cool to wear
- Keeps shape well

(c) Flannel

This was poorly answered by majority of the candidates. The correct answers include the following:

- Pleats well
- Suitable for tailored style
- Durable
- Does not burn readily
- Absorbent

(d) Corduroy

A handful of the candidates proved two (2) correct answers. The correct answers include the following:

- Firm to handle
- Has a nap
- Absorbent/Cool to wear
- Easy to launder

(e) Gingham

This was poorly answered by the majority of the candidates. Expected answers included:

- Easy to handle
- East to press
- Gathers well
- Suitable for smocking
- East to launder
- Absorbent

Question 5

- (a) **Explain the following terms as used in Clothing and Textiles**
- (i) **Modelling**
 - (ii) **Fashion show**
 - (iii) **Exhibition**
- (b) **State three factors to consider when selecting Clothing items for exhibition**
- (c) **State four points to consider when mounting an exhibition for Clothing items.**
- (d) **State two reasons for organizing fashion show.**

This was the most popular question and it was fairly well answered by majority of the candidates.

- (a) This was fairly answered by some of the candidates, but some also left out important points.

However, a few mistook the term modelling with ‘modelling’ as used in pattern making. They were expected to provide the following answers:

- (i) Modelling: It is the live presentation of clothing and their suggested used to prospective client/consumers/buyers.

OR

In modelling, a model wears a particular garment to show style features and what accessories it may be worn with and walks around for consumers to see and make decisions.

- (ii) Fashion Show: It is a special event that communicates a clothing trend, story, value and quality message to the consumer.

OR

It is a sales promotion activity which usually advertises the designer.

- (iii) Exhibition: It is the display of clothing and textiles items like garments, curtains, fabrics, accessories or sewing notions to attract clients/consumers/buyers.

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

- Type of exhibition
- Age/Target group
- Style in vogue/current fashion
- Type of Clothing items to be exhibited

(c) This was fairly well answered by majority of the candidates, but a good number also mixed up the points with that of sub-question 'b'.

Candidates should have noted the difference between the two questions. Sub-question 'b' was on selecting items whilst sub-question 'c' was on mounting of items for exhibition. However, a good number also provided the following answers:

- Colour scheme
- Target group
- Venue/Location
- Money available
- Decoration
- Ventilation

(d) A significant number of the candidates provided correct answers like the following:

- To attract customers;
- To enhance the designer's image;
- To encourage sales/For people to buy.

Question 6

(a) (i) Mention two fabrics suitable for making underwears.

(ii) State two properties of one of the fabrics mentioned in (a) (i) above.

(b) Identify two areas of a dress where piping can be applied.

(c) State two differences and one similarity between piping and facing

(d) (i) Give two examples of accessories which may have an opening.

(ii) Suggest two appropriate fastenings for one of the accessories listed in (d) (i)

This was a popular question and it was fairly well answered by majority of the candidates. Performance was good.

(a) This sub-question was fairly well answered by a significant number of the candidates. Some candidates however made a mistake by not paying attention to what the question demanded in (a) (ii)

For (a) (i), candidates' answers included:

- Cotton
- Polyester
- Nylon

For (a) (i), candidates provided answers like:

Cotton	Polyester	Nylon
<ul style="list-style-type: none"> - Dries quickly - It is durable - It is not bulky 	<ul style="list-style-type: none"> - It is strong/durable - It dries quickly - It is easy to launder 	<ul style="list-style-type: none"> - It is easy to launder - It dries quickly - It does not shrink

Even though some candidates provided the correct answer for (a) (ii), they failed to specify the particular fabric they were providing the answers for. They were therefore marked wrong, thus, losing two marks.

(b) This was well answered by majority of the candidates. A significant number provided two correct answers with a good number also providing one correct answer.

Answers provided by the candidates were:

- Necklines
- Armholes
- Collars
- Pockets

Other expected answers that candidates did not mention are:

- Centre front of dresses
- Hem of dress
- Waist bands
- In yokes
- Cuffs
- Sleeve edge

(c) Performance was generally poor. Very few candidates provided one correct answer for the advantage, but a significant number provided the correct answer for the disadvantage.

Candidates were expected to provide the following answers:

Differences

Piping	Facing
<ul style="list-style-type: none"> - Inserted into a seam - Width is narrow - Look bulky - It appears on one side or both sides of an article depending on where it is made. 	<ul style="list-style-type: none"> - Attached to an edge - Width is usually broad/wide - It lies flat - It appears on only one side of an article.

For the similarity, majority of the candidates provided the correct answer as:

- Both are used to finish raw edges

Another similarity that candidates failed to mention is

- Crossway strips can be used for making both piping and facing

(d) This was very well answered by majority of the candidates and performance was good.

For (d) (i), candidates provided answers like:

- Hats
- Shoes
- Belts
- Bracelet
- Purse
- Bag

For (d) (ii), answers provided by candidates included:

Hat	Purse	Shoes
<ul style="list-style-type: none">- Velcro- Button and buttonhole- Press studs	<ul style="list-style-type: none">- Velcro- Zipper- Button and loop	<ul style="list-style-type: none">- Buckles- Velcro- Press studs
Bag	Belts	Bracelet
<ul style="list-style-type: none">- Zipper- Velcro- Press studs	<ul style="list-style-type: none">- Press studs- Button and loop- Buckle	<ul style="list-style-type: none">- Hook and eye- Hook and bar

Even though some candidates provided the correct answer for (d) (ii), they failed to specify the particular accessory they were providing the answer for. They therefore lost two marks there.

CLOTHING & TEXTILES 3

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. The instructions for the making up of the article were precise and clear.

The general performance of candidates was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Improvement in the quality of stitches made.
- (2) Stage by stage pressing during the making up.
- (3) Reduction in the number of pins left in articles.
- (4) Improvement in the quality of coursework.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Inability to read and follow instructions.
- (2) Lifting work during pinning of pattern pieces to fabric and during cutting out.
- (3) Inability to transfer the appropriate pattern markings required for the making up.
- (4) Inability to make the sewing processes for the making up of the article.
- (5) Inability to use the thimble.
- (6) Poor labelling of work.
- (7) Lack of final pressing and inappropriate folding of article before putting it into envelope.

4. SUGGESTED REMEDIES

- (1) The various processes and other topics related to the syllabus should be mastered before the examination.
- (2) The various pattern symbols, their uses and transfer should be properly taught.
- (3) Frequent practice using serviceable tools and equipment.
- (4) Adequate tools and equipment should be provided during examination to enable candidates make effective use of the time allocated for the examination. This is also to prevent the anxiety exhibited by candidates whilst waiting for their turn at the few tools and equipment available.

5. DETAILED COMMENTS

Candidates were provided with four pattern pieces of a child's play dress as follows:

- A – Front dress
- B – Back dress
- C – Pocket
- D – Pocket band

The pattern pieces were to be used to cut out and make a child's play dress using the following instructions:

- Gathering edge of pocket and attaching band to pocket edge;
- Attaching pocket to front dress;
- Joining front and back shoulders using French seam;
- Edge stitching wrap on both side of front dress;
- Binding neck edge of dress using bias strip, leaving 10cm strip hanging on both ends;
- Joining sides of dress using open seam;
- Turning a hem and tacking it in place and fixing 10cm length of hem with slip hemming.

1. GENERAL EFFICIENCY

PREPARATION AND CUTTING OUT

Graining of fabric

Some candidates grained along the weft threads as required. A few wrongly grained along the warp threads. Few did not grain whilst some grained before the examination.

Pressing of fabric

Majority correctly pressed their fabrics.

Folding of fabric

Majority of candidates folded their fabrics on the straight grain which runs parallel to the selvages as expected.

Some candidates wrongly folded their fabrics either off grain or along the weft.

Laying out pattern pieces

- Many candidates arranged their pattern pieces correctly on their fabrics.
- Some candidates wrongly placed the edge of the wrap of the front pattern on a fold.
- Some candidates also wrongly placed the pattern pieces of the pocket and its band on double fabric instead of single layer of fabric.
- The grain lines of some of the small pattern pieces and those of the fabric were not matched as expected.

On the whole, patterns were economically arranged on fabric.

Pinning

Even though some candidates correctly held their pattern pieces in place with adequate number of pins, others lifted their fabrics during pinning. Some candidates used too many pins.

Cutting out

Many candidates were not aware that they had to use short strokes along curved edges and long strokes along straight edges. The following wrong practices were observed during the cutting out:

- Cutting in all directions without moving body or pivoting work;
- Placing palm on fabric instead of the pattern pieces during cutting out;
- Lifting work during cutting out;
- Cutting off notches.

Transfer of pattern markings

Every portion of fabric where pattern marking is to be transferred should be in contact with the shaded portion of the dressmaker's carbon. Few candidates were able to do this. The wrong placement of the carbon caused the transfer of only part of the markings unto the fabric.

Use of Equipment And Tools

- Candidates placed their articles correctly under the sewing machines.
- Instead of lowering needle into article before lowering the presser foot, some candidates did otherwise.
- Many candidates did not effectively use the balance to start and stop sewing.
- Instead of removing articles towards either the back or side of sewing machine, many candidates removed them towards the worker.
- The length of thread for hand sewing was not too long
- The thimble was scarcely used by candidates during hand sewing
- Majority of candidates appropriately used the pair of scissors to cut thread and unwanted parts of articles during the practicals.
- Few candidates, however, used their teeth to cut thread. This is highly unacceptable.

2. MAKING UP

a. Gathering edge of pocket and attaching band to pocket edge

Some candidates correctly used two rows of gathering stitches for their fullness. Only a few restricted the distribution of gathering to the part indicated on the pocket.

The gathered edge of pocket was to be fixed in place with a band which should be smooth and of even width when completed. Some candidates were able to carry out the task as required.

The following shortcomings were observed:

- Using double fabric for both pocket and band, hence, making the completed process bulky;
- Not folding band along the given line;
- Uneven width of band;
- Surface of band not smooth;
- Length of width not covering the whole length of pocket edge due to inappropriate gathering of pocket edge;
- Using bias binding instead of band;
- Leaving raw edge unneatened.

b. Attaching pocket

The turning allowance of pocket was to be turned to the wrong side of pocket. The pocket was to be correctly positioned on the front part of dress, fixing it in place by straight stitching close to the fold of turned allowance. Ends of pocket should be securely fixed.

Even though many candidates attached the pocket some of them made one or more of the following mistakes:

- Not positioning pocket at the correct position on front dress;
- Positioning pocket on back dress;
- Not turning lay smoothly along seamline of pocket;
- Not turning lay at all;
- Stitching far away from fold of turned lay;
- Pinning pocket in place without stitching.

c. Joining front and back shoulders using french seam

The first row of stitching was to be made within the seam allowance with the wrong sides of fabrics facing each other. The second row of stitching was to be made on the seam line with right sides of fabrics facing each other. The completed fell of the French seam should be on the wrong side of work. The fell of the seam should be flat and of even width.

Few candidates did the seam very well. The mistakes detected included the following:

- Making first row of stitching with right sides of fabric facing each other;
- Making of opening seam either on the wrong side or right side of work;
- Untrimmed seam allowance showing beyond the second row of stitching;
- Fell of seam showing on the right side of work;
- Grooves forming along the first stitching lines;
- Uneven width of fell.

d. Neatening of wrap

Very few candidates turned a lay and stitched it in place as expected. Few also folded along the centre front to turn the wrap to the wrong side of work as required. Errors committed included the following:

- Turning a hem instead of a lay;
- Using the whole wrap as a lay;
- Stitching along the fold formed along the centre front;
- Not folding along the centre front;
- Uneven width of wrap;
- Unneatening of edge of wrap.

e. Binding of neck edge

Bias binding was to be used to bind the neck edge. The seam lines of the bias and neck edge should be matched leaving 10cm of bias on both ends. The completed binding should be smooth and of even width.

Few candidates made binding of good quality.

The problems observed were:

- Unmatching seam lines of bias and neck edge;
- Not leaving 10cm bias at both ends;
- Machining edge of strip instead of hemming;
- Leaving edge of strip unstitched;
- Making facing instead of binding;
- Unconcealed raw edges;
- Uneven width of binding;
- Binding neck edge with band for pocket;
- Some candidates did not attempt the task.

f. Joining sides of dress using plain seam

Some candidates were able to make flat seam of even width using stitches of right tension. Very few correctly neatened by turning lays at the raw edges and machined them in place. Some of the blunders made by candidates were:

- Machining away from the seam line;
- Neatening by turning a hem;
- Neatening by pinking which was not appropriate for the fabric and garment made;
- Leaving seam unneatened.

Some candidates did not make the seam.

g. Turning hem and fixing it in place

Candidates were expected to turn a lay before turning the hem along the given hem line. The hem was to be held down with tacking stitches. 10cm of the hem was to be fixed in place with slip hemming.

Very few did what was required.

Majority of candidates made one or more of the following mistakes:

- Turning only a lay;
- Not turning the second fold (for the hem) along the hem line;
- Making narrow hem;
- Making hem of uneven width;
- Using incorrect stitches for slip hemming;
- Unpicking tacking stitch after making the slip hemming;
- Holding hem in place with only pins;
- Making irregular stitches;

Some candidates did not attempt this part of the test.

h. Labelling and general neatness

- During the making up, many candidates did not keep their work areas and tables neat.
- The general appearance of some articles were marred by the use of wrong carbon for transfer of symbols especially irrelevant ones.
- Improper folding left creases in some articles.
- Large labels and poor writing badly affected the general appearance of the article.
- Some labels were wrongly held in place with pins.
- A small piece of paper measuring about 6cm by 4cm is suitable for the labelling.

FOODS AND NUTRITION 2

1. GENERAL COMMENTS ON THE PAPER

The questions were based on topics from the syllabus and these were within the capability of candidates

The performance of candidates was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of candidates adhered to the rubrics of the paper.
- (2) There has been remarkable improvement in candidates' spellings and handwriting.
- (3) Cancellation of work was neatly done.
- (4) Candidates answered each question on a new sheet of paper as instructed.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Expressions by some candidates were very poor, e.g. "we eat food to quench/kill hunger, we eat food to give healthy to people".
- (2) To most of the candidates, conservative method of cooking is about food preservation. Conservative method of cooking is to preserve food to prolong shelf life.
- (3) Candidates still have problems explaining terms e.g. "work ethics" some candidates felt this had to do with kitchen equipment and food preparation.
- (4) Some candidates could not properly label and explain diagrams.
- (5) In situations where candidates are expected to state answers, one word/partial meaningless statements are given e.g. importance of food to man – Biological importance.
- (6) Candidates misunderstood some of the terms. For example, they took herbs and spices to be medicine. So, they indicated that, they are used for treating illnesses. They gave example as wee, marijuana.

4. SUGGESTED REMEDIES

- (1) Teachers should endeavour to explain concepts of some topics well to students for them to understand.
- (2) Broad functions of certain concepts and topics should be well explained to students for them to understand.
- (3) Teachers should endeavour to do a lot of revision with students as they progress to the next class.
- (4) Where possible real objects should be used as illustrations especially the labour saving devices and their specific use/function should be clearly spelt out.

5. **DETAILED COMMENTS**

Question 1

- (a) **What are herbs and spices?**
- (b) **State four functions of herbs and spices in food preparation**
- (c) **Give four examples each of**
 - (i) **herbs;**
 - (ii) **spices.**

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

- (a) Most candidates saw the questions as two separate questions therefore answered them separately, but then they were able to give correct answer.

Some candidates correct answers

Herbs and spices are substances from plants which are added to food to enhance the flavour, colours, texture and taste.

Herbs and spices are natural substances that are added to food in small quantities to preserve, add nutrients, improve flavour and appearance, texture and colour of food.

Expected answers

They are natural food enhancers/additives from plant sources added to foods to improve their taste, flavour appearance/colour.

They are obtained from barks, leaves, flowers, roots, stems and seeds of specific plants. They can be obtained fresh, dried or in powdered form.

Herbs and spices are natural additives from some plants which usually make food more palatable/tasty, improve flavour and appearance. Thus, enhancing appetite and increase the flow of digestive juices.

(b) Functions of herbs and spices in food preparation

Candidates gave varied correct answers e.g improve nutritive value of food/add some nutrient to food.

Improve the texture of food/acts as a tenderizer.

Enhance/improve colour and appearance of food/make food attractive – serve as garnishes – add variety to meals.

(c) Examples of herbs and spices

Most candidates were able to give varied examples of spices, but with the herbs, they either mixed them up with spices or gave examples of spices. Few listed leafy vegetables

Some expected examples of herbs

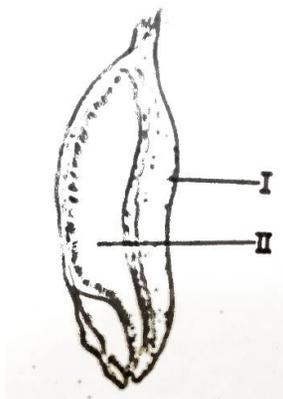
- Basil (Akoko besa)
- Garlic - majoram
- Oregano - Scent leaves
- Borage - bitter leaves
- Chevil (French parsley)
- onions of all types
- lemon grass
- curry leaves
- Parsley
- Aneclica
- Rose mary
- Moringa

Some expected examples of spices

- African nutmeg (wedea aba)
- Ginger
- Aniseed (Nketenkete)
- Pepper corn (Hwentia)
- Prekese
- Tumeric
- Cloves (egoaba)
- vanilla
- Pepper (all kinds)
- Dawadawa
- Saffron
- Nutmeg

Question 2

The diagram below is an illustration of a cereal grain.



Study it and answer question 2.

- (a) Identify the parts labelled I and II.
- (b) State the composition of the parts identified in 2(a) above.
- (c) (i) – State six uses of cereals in cookery.
(ii) – List two macro-nutrients found in cereals.

A popular question which was satisfactorily answered by most candidates.

Most candidates could not identify the parts labelled I and II in 2 (a) and therefore could not state the composition. Instead of composition some candidates listed names of cereals e.g. oats, rice, barley.

(a) Identification of parts – expected answers

I – Bran

II – Endosperm.

(b) Composition of parts – expected answers

Bran – it is made up of many layers of cellulose and is rich in mineral salts and B-vitamin/Vitamin B.

Endosperm – it forms the largest part of the grain, about 80%/forms the food reserve for the germ and rich in starch/carbohydrate and protein.

Question 2 (ci) and (cii) were well answered by majority of candidates.

2(ci) it include

As a side dish e.g. boiled spaghetti added to waakye

As a glaze e.g. fruit flans

Used to add bulk e.g. adding cornflour to cassava flour in the preparation of T. Z.

Question 3

(a) (i) – State the three functional groups of food.

(ii) – State one example of food group for each of the groups mentioned in 3(a)(i) above.

(b) – State four importance of food to man

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

3 (a) (i) – Majority of candidates were able to state the functional groups of food.

(ii) – very few candidates were able to state the food groups. Majority of candidates gave examples of either-food items or dishes.

(iii) Expected Answers

Functional Groups

Body building foods/
Body builders and repairers
Protective/protectors
Body regulators

Energy giving/Energy
providers/Warmers and
energizers/Insulators

Food Groups

Animal and animal/diary product
Legumes/Beans, nuts and oily seeds
Fruits and vegetables

Cereals and grains
Starchy roots and plantain
Fats and oils

(b) Importance of food to man. Expected Answers

Even though majority of candidates were able to answer this question, most of their answers were on the biological/physiological importance of food e.g. to satisfy hunger. To provide energy.

Some candidates mentioned broad importance of food to man without stating examples, thus making their answers meaningless e.g. biological importance, social/sociological importance – cultural importance.

Candidates could have written cultural importance of food to man e.g. Food is used to identify the culture/history of a people.

Candidates should always write their answers in a statement form when the question demands that they state.

Expected answers include:

- Food is used to show hospitality
- Food is used to determine social status
- Food is used to show love and affection
- Food is used to satisfy emotions
- Food is used to show concern for the sick, less privileged and the bereaved.

Question 4

(a) Explain the term ‘work ethics’

(b) Explain four qualities that make up good work ethics.

An unpopular question which was poorly answered

Most candidates thought ‘work ethics are about food preparation, while others also had in mind they are about rules and regulations to be obeyed at the work place.

Expected answers

Work ethics is the attitude or moral behaviour practiced by people in the workplace in order to meet goals or targets.

Work ethics is the behaviour people at the workplace show to customers and management. Ethics can be good or bad.

From answers given by some candidates ‘work ethics’ is important to only employees.

‘Work ethics’ is the moral standard practice by employees and employers/management for a successful job performance.

‘Work ethics’ is a term to explain individual or societal attitude and philosophy about work. Work ethics can either be good or bad.

(b) Explanation of qualities that make up good ‘work ethics’

Candidates were able to mention some qualities that make up good ‘work ethics’; but they could not explain them.

The few who tried to explain could not come up with any good explanations e.g Trustworthiness – one needs to be trusted at the workplace for work to progress.

Other explanation of some qualities of good ‘work ethics’

Punctuality/Time consciousness – employees and employers are expected to report to work early be at their duty post and work till the end of working hours.

Honesty/loyalty/faithfulness – both employees and employers are expected to be open and frank with each other in all circumstances/situations to avoid mistrust and ethical problems.

Confidentiality – employers and employees are expected to/must be able to protect sensitive information concerning the job/company.

Question 5

- (a) What is the importance of time and energy management in food preparation?**
(b) State five reasons for adapting and changing recipes.
(c) (i) List two labour saving devices used in the preparation of vegetable puree.
(ii) State one function of each device listed in 5(c)(i) above.

The question was not a popular one. Most candidates were not able to answer the (a) and c(ii) parts of the question.

5(a) Correct answers include

To dovetail work and reduce unnecessary movement in the kitchen during food preparation in order to reduce stress and fatigue.

To minimize/reduce/eliminate unnecessary movement and poor posture in order to conserve time and energy during food preparation.

To eliminate boredom and frustration by making food preparation more interesting.

(b) Reasons for adapting and changing recipes

Candidates who were able to answer this part of the question had varied answers e.g.

- To bring variety in meals
- To save time and energy/reduce preparation and cooking time.
- To cut down on cost/to save money
- To create new recipes
- To improve on existing recipe
- To improve taste, flavour, texture and nutritive value
- To make use of substitute ingredients
- To promote tourism
- To enhance patronage from clients/consumers
- To suit special diets e.g. vegetarian diet
- To suit certain ethnic and religious beliefs
- To heighten people's taste

(c) Labour saving devices used in the preparation of vegetable puree

Very few candidates were able to list the two labour saving devices used in the preparation of vegetable puree e.g. blender – grinder.

Food processor – mincer – masher.

From most candidates' answers, it seemed they did not know the meaning of the term puree e.g. refrigerator, cutlass, cooker, chopping board, food mixer, earthenware bowl and masher, cutlery, grinding stone were listed.

5(cii) Most candidates who had (c)(i) right could not state the function of the items.

Expected answers

Blender/Liquidizer – to crush/blend/liquidize the vegetables into smooth texture/puree.

Food processor – for mixing and blending the vegetables.

Grinder/mill – to mill/grind the vegetables into smooth texture/puree.

Mincer – to crush/mash the vegetable into smooth texture/puree.

Question 6

- (a) **Explain the concept of conservative method of cooking.**
- (b) **(i) List four examples of conservative method of cooking.**
(ii) Give one example each of food items that are appropriate for each of the methods listed in 6 (b)(i) above.
- (c) **State four advantages of conservative methods of cooking.**

This question was answered by majority of candidates.

Even though the question was on conservative method of cooking, answers to the question by majority of candidates were on preservation.

- (a) Expected answers – explanation of conservative
These are methods of cooking in which nutrients in foods are retained/conserved.

OR

These are method/procedures adopted to prevent loss of nutrients when cooking.

OR

Cooking foods in a suitable container/pan to conserve/maintain/retain extracted nutrients in the food.

- (b) (i) Examples of Conservative methods of cooking

Expected answer

Stewing	-	steaming
Sautéing	-	stir/pan frying
Poaching		

(ii) Examples of food items that are appropriate for the methods listed in 6(b)(i)

Some expected answers

Stewing – meat, fish, vegetables, fruits

Steaming – vegetables, fish, pudding, foorah, tubani, momoi/deleh, abooloo, kpokpoi, yakeyake.

Poaching – eggs, fish, vegetables

Sautéing – vegetables, fish, mince meat

Stir/pan frying – meat, fish, vegetables, nuts

(c) Advantages of conservative methods of cooking

Minimal loss of food nutrients/nutrients are retained

Utilizes less fuel/economical on fuel

Requires little or less attention/reduces stress

Foods are easily digested; therefore the methods are suitable for preparing meals for invalids, children etc.

Flavour and taste of foods are improved

Used to tenderise tough foods

Many dishes can be prepared using the conservative methods of cooking.

Foods do not break easily

Shape is maintained

Save time and energy

Foods cooked by these methods are attractive.

FOODS AND NUTRITION 3

1. GENERAL COMMENTS

The standard of the paper was within candidates' scope. The questions were based on the syllabus and were clearly stated.

The performance of candidates as compared with that of the previous year was average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) The handwriting of majority of candidates has improved.
- (2) Cancellation of work was neatly done.
- (3) Fruits were better handled.
- (4) Most candidates prepared good syrups, which were chilled before use.
- (5) Candidates cleaned unit area, washed up used utensils as they worked.
- (6) Most candidates worked within the stipulated time given.

3. A SUMMARY OF A CANDIDATES' WEAKNESSES

- (1) Majority of candidates did not adhere to rubrics, therefore making some of their answers wrong.
- (2) Candidates' choices were monotonous.
- (3) Washing up is still not properly done by most candidates.
- (4) Most candidates left their used kitchen clothes not washed.
- (5) Reasons/interpretation for choices and writing of the time plan are still major problems for most candidates.

4. SUGGESTED REMEDIES

- (1) Teachers should encourage students to study recipe books with variety of recipes on the various food commodities.
- (2) Work on experimental cookery should be intensified to sharpen students' creativity.
- (3) Students should be taught how to wash up properly by teachers as the first rudiment of practical work.
- (4) Oily pans and plates should be wiped with paper/old newspaper.
- (5) Good liquid soap/soap jelly and a good sponge should be used in cleaning.
- (6) Utensils that have no oil should be washed first and washing up water should be changed at intervals.
- (7) Writing of interpretation/reasons for choices and time plans should be given as assignments to students regularly by teachers.
- (8) Students should be made to read their work in class for their peers to assess and correct them with the help of the teacher.

5. DETAILED COMMENTS

Question 1

- (a) **Using a cereal of your choice prepare, cook and serve the following for an invalid:**
 - (i) **a snack dish.**
 - (ii) **a suitable dish for lunch.**
- (b) **Prepare and serve a suitable accompaniment each for (a) (i) and (ii) above**
- (c) **Set the lunch tray.**

Choice

Some candidates did not adhere to rubrics, their choices were either not numbered or were wrongly numbered and since their interpretations did not reflect the question, they had their answers wrong.

Some also interchanged (a) (ii) and (b) (ii) and left the numbering as they were, therefore made their choices wrong.

Other candidates also thought that pulses are under cereals, therefore dishes like koose, tubaani, moimoi, bean stew, egushie stew/soup etc were selected.

Majority of candidates who had their choices correct boiled rice/rice balls/vegetable rice, banku, T.Z. Akple.

Based on the question, candidates were expected to use any cereal of their choice to prepare any snack and lunch dishes for an invalid, therefore apart from corn, wheat and rice, they could have used oats, guinea-corn/sorghum, millet. They could have used two types of cereals in any form in the ratio 1:2, 1:3 etc to prepare interesting dishes.

Interpretation/Reasons for Choice

The reasons for choices were poorly stated especially for section (a).

The names of cereals were not mentioned neither the type of illness or invalid.

Most candidates could not relate the reasons for choice to cereals and the invalid person.

Reasons/Interpretation of choice should reflect the question e.g. star biscuits: - It is a cereal snack dish prepared from rice for an invalid down with malaria fever.

Economy

Chief ingredients and quantities – in theory, some candidates had difficulty estimating quantities for food items needed.

Economy in the use of ingredients for practical work was generally good, but that of the use of match sticks and gas was poor.

Some candidates could not regulate stoves/cookers while others left ovens and stoves/cookers on after cooking.

In instances where candidates had running water they washed up under running water, wasting so much water.

Order of work

This aspect of the work in theory was poor, but in practice, candidates dovetailed work and worked systematically to finish their work within time.

Neatness and cleaning away

Candidates' neatness at work has improved – they washed and tidied up as they worked along.

Majority of candidates did not wash up used utensils properly. They also did not wash used kitchen cloths.

Most candidates cleaned the tops of cookers and stoves as they used, but did not clean the ovens used.

Work areas were well cleaned.

Littering of floor with match sticks and food particles has minimised.

Manipulative skills

Flour dishes

Pastries, biscuits, buns

Candidates' did not cut fat into flour for rubbed-in mixtures.

Rubbing-in was either done with one hand or rubbed in palm instead of using finger tips.

Pastries had either too much or in sufficient liquid.

Rolling in most cases was either in one direction or was more of grinding.

Most fillings were tasteless but were prepared early and allowed to cool.

Most candidates did not pre-heat oven before baking.

Most biscuits had uneven thicknesses and were not pricked before baking but were crisp and well flavoured.

Some candidates baked their buns in party tins instead of baking trays.

Majority of candidates did not cool their baked dishes.

Soups and stews

Most candidates cleaned their meat and smoked fish for soups and stews whole before cutting/breaking into neat pieces.

Even though spicing of fish and meat was poor, these were sweated properly.

Most candidates allowed their stews to simmer, while soups boiled gently, but in most cases were left uncovered.

Some candidates had their stews oily.

Most light soups were full of tomato puree and were left on fire to become too thick.

Drinks

Generally, candidates who prepared the local drinks, e.g. zomkom, soorel drink etc. prepared them well.

Fruit drinks – few candidates covered their syrups therefore could not get the right consistency, but majority of candidates had good syrups.

Most candidates prepared their drinks at the tail end of work.

Some candidates prepared fruit flavoured drinks because their fruit juice was not enough for the quantity of syrup added.

Candidates could have left some of the syrup and served the drink in a tall glass for the invalid instead of the jug.

Some candidates did not strain their fruit drinks therefore had sediments.

Cocoa drink – some candidates, who chose cocoa drink, brought in chocolate powder to use instead of cocoa powder.

Out of the few candidates who brought in cocoa powder, some did not boil the blended mixture to cook the starch.

Use of Inappropriate Tools and Equipment

Most candidates did not use the correct tools and equipment for practical work e.g. using the lids of plastic food containers to collect food items/ingredients e.g. meat/fish, flour, sugar etc. or to cut fruits on instead of the chopping/working board.

Using dessert/teaspoon for stirring stews instead of a wooden spoon.

Using the cook's knife/stew spoon/ladle for frying instead of a perforated spoon/fish slice/palette knife depending on the food being fried.

Cleaning of meat/fish in a plate instead of a bowl.

Tray Setting

Few candidates were unable to set the tray correctly. They had the drinking glass placed beside the cutlery instead of at the tip of the knife.

Most trays were too big for the setting.

Most candidates who used wooden trays did not clean them properly neither did they polish them.

Tray cloths used for these trays were too big therefore had to be folded in.

Tray cloths must line trays perfectly.

Most tray cloths were poorly laundered

Cutlery and cookery polished in most cases were handled with bare hands, while others also did not polish their items.

Most candidates placed their dishes correctly in the tray.

Appearance

Most candidates did not arrange flowers while some also used withered flowers.

Most table cloths were well laundered, but napkins for the trays were limp.

GENERAL KNOWLEDGE IN ART 2

1. GENERAL COMMENTS

The standard of the paper and the candidates' performance as a whole compared very well with those of the previous years.

Candidates' performance is above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Candidates' handwriting continues to improve, thus, facilitating the reading of the scripts.
- (2) Candidates identified the questions and answered with the right numbers.

These are the commendable features that are noted in candidates' scripts which should be encouraged.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Few candidates were inadequately prepared for the examination as evident in the scripts. This resulted in a lot of cancellations and unfilled spaces in the scripts.
- (2) Again, few candidates refused to adhere to the rubrics thus answering more questions than it is expected of them.
- (3) In addition, some candidates continue to make unsubstantiated statements in answering questions.

4. SUGGESTED REMEDIES

- (1) Adequate preparations are always required before embarking on any serious activity such as an examination. It is in the interest of the candidates to prepare well before going in for examination. Once this is done, cancellations and other challenges will be reduced.
- (2) Again, before attempting any questions, candidates are to read and understand the rubrics well. This will spell out the task expected to be performed by the candidates.
- (3) At GATA meetings, teachers should find time to read the Chief Examiner's Report and comply with the points raised. In the schools, candidates are to be taken through how to answer questions in the examinations.

5. DETAILED COMMENTS

Question 1

- (a) **Define art portfolio**
- (b) **In six points, explain the importance of portfolio to the artist.**

Candidates had no challenges with the question. However, some candidates could not differentiate between the artist portfolio and tool rack.

The art portfolio is a case for carrying the best collection of pictorial representation of artist's work arranged in special order.

(b) Candidates had no difficulty in answering it.

Question 2

Explain how the following were used in the veneration of ancestors:

- (a) **sculpture;**
- (b) **architecture;**
- (c) **textiles;**
- (d) **verbal arts.**

Candidates explained the terms very well but could not link them to the veneration of the ancestors.

Sculpture for example is to provide physical appearance or symbol for the recognition of the ancestor in the rites and ceremonies meant to honour them. Architecture has its role in providing shrines, huts, temples and other structures for protecting images of ancestors, for storing relics and consulting the ancestors, etc.

Textiles provide avenues for creating costumes to be worn by the priests, family heads and members, acolytes or elders who are the spokespersons of the ancestors.

Finally, verbal art in the form of songs, prayers, libation, praises and appellations are used in the invocation of the ancestors.

Question 3

Explain FIVE benefits derived from creativity.

Below are some of the answers expected from candidates as worked out by the marking scheme:

Explanations of Five Benefits

- (i) Creativity provides means of earning livelihood;
- (ii) It helps in finding solutions to problems of life;
- (iii) It promotes thinking;
- (iv) It is a pre-requisite for innovation;
- (v) It promotes life-long learning;
- (vi) It fosters hard work and competition.

Many candidates wrote on qualities of a creative person, rather than the benefits from creativity. A very large number of candidates could explain well the benefits derived from creativity. A few candidates also wrote on the creative process.

The following were some of the answers from candidates:

- “Thinks fast and logically”
- “Serves as therapy”
- “Promotes fast thinking”
- “Develops creative thinking”

Question 4

Write on FIVE characteristics of Greek vase painting.

This question was poorly answered. Candidates wrote on the characteristics of Greek vases instead of paintings. These characteristics cover the various periods of the Greek vase paintings.

These were as follows:

- Geometric patterns;
- Animal processions;
- Mythological activities;
- Scenes depicting gods and goddesses.

Men were painted black while women were painted with added white. Black and Red colours were mainly used. The appearance was glossy, etc.

Question 5

- (a) **Identify the Adinkra symbols in the following crests.**
(b) **Explain the meanings of the symbols.**

Candidates identified them with ease. Find below some of the answers expected from candidates as outlined by the Marking Scheme:

(a) Identification of the Symbols

- (i) Gye Nyame
(ii) Mate masie
(iii) Nkonsonkonson
(iv) Dwannimmem
(v) Fofoo/Ohene aniwa

Some candidates ignored this section of the question. They went straight to the second part 5(b), a handful of candidates also dwelt only on 5(a) without giving the meanings of the symbols.

(b) Meanings of the Symbols

- (i) Gye Nyame: Meaning except God. The symbol reflects the supremacy, power and dominion of God over all situations. He is therefore regarded as

immortal, omnipotent, omniscient and omnipresent. Almost all candidates who attempted Q5 got this part right.

- (ii) Mate masie (also Ntesie: Mate means 'I have heard', masie means 'to keep or hide.' The symbol therefore means 'What I hear I keep.' It represents wisdom, knowledge and prudence. The symbol teaches importance of meditation on information received prudently to gain wisdom and knowledge. It stresses the importance of keeping secrets.
- (iii) Nkonsonkonson: It means 'We are linked together like chain, we are linked in life and we are linked in death. It symbolizes unity and human relationship.
- (iv) Dwannimmem: Means ram's horns. It symbolizes humility and strength, and it stresses these in all aspect of life.
- (v) Fofoo: It means or refers to a yellow plant by this name. It is a symbol of jealousy. It teaches people to be content with what they have.

OR

Ohene aniwa: It symbolizes vigilance. Ohene means chief or king, aniwa means eyes. Ohene aniwa ye mienu pe, nso ohunu bebiara – The king's eyes are only two but he sees everywhere. The proverb means that the people in authority have quick and easy access to information. The symbol teaches the need for vigilance in order not to be taken off guard.

Teachers should intensify their teaching on Adinkra symbols to help children master their meanings and their uses.

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 syllabus.

2. A SUMMARY OF CANDIDATES' STRENGTHS

Some candidates demonstrated in-depth knowledge in good drawing, painting, and pen work. They showed good shading techniques and good rendering using a particular tool to effect standard forms. Their works depicted powerful lines, accurate representation of objects and play of light on the objects.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Some candidates' works revealed lack of proper technique of shading to show source of light.

Some candidates' works also showed weakness in shading to bring out solidity of items/objects, hence indicated flatness.

Perspective: (i) Most candidates find it very difficult to bring out illusion of depth in relation to each item.

(ii) Some candidates did not indicate foreground or background and even shadows. This rendered some of the works hanging in the air.

Interpretation: Some candidates were not able to show the type of items set before them, i.e. box of sugar looks differently as if it was a tool box.

Some of the items were substituted with water jug, plastic kettles and cups. Shading of these items became a problem.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Students/Candidates should be taught and well-trained by qualified art teachers who have deeper knowledge in picture-making.
- (2) Drawing tools such as soft pencils – i.e. 2b, 4b, 8b, etc. crayons, charcoal and pastel give a greater range of tones than hard pencils, e.g. H, 2H, etc.
- (3) Candidates should have regular and constant practice for the use of various media.

5. DETAILED COMMENTS

Question 1

(a) **Make a composition of the following (still life drawing)**

- (i) **A large sized kettle**
- (ii) **Sliced bread**
- (iii) **A mug**
- (iv) **A box of sugar**

Candidates' performance was high and the use of pencil, pen, crayon, charcoal, etc. was very encouraging. The mastery of the use of tools and materials was good.

(b) **Imaginative Composition**

Supper time in an indigenous Ghanaian home.

Colour: Full colour.

The composition should have not less than four figures.

Very few candidates attempted this question. Candidates need to spend more time with their palette. Constant use of tools and materials help a lot to get over the mastery of the colours.

Candidates showed in-depth knowledge in:

- (i) Good drawing, rendering accurate outlines of the items set up.
 - (ii) Good shading/painting to bring out shapes of items in the set up there by creating solidity.
 - (iii) Perspective by way of showing illusion of depth in relation to each other (objects). This also affected the rendering of foreground and background.
- Interpretation of the items set up was above average.

(a) The question required the candidates to make a thorough and well-studied drawing of the items set before them. The candidate at the end of the exams should be able to indicate and exhibit competence in:

- (i) good drawing, rendering accurate outlines of the items set up, i.e. a large sized kettle, a sliced loaf of bread, a mug and a box of sugar.
- (ii) good shading/painting to bring out shapes and forms of the items in question.
- (iii) good application of perspective in colour usage/shading will exhibit which item is closer to the viewer or far from the viewer or distant within the various items.

(b) Supper time in an indigenous Ghanaian home. The composition should have not less than four figures.

Colour:- full colour

This composition require the individual candidates to give:

- (i) a good outline drawing of four or more (figures as well as structure which the candidates will include in the composition).
- (ii) a good shading/painting to bring out solidity.
- (iii) good proportion of figures, objects, etc.
- (iv) good display of appropriate postures of figures.
- (v) correct representation of evening scenery.

GENERAL KNOWLEDGE IN ART 3B

1. GENERAL COMMENTS

The standard of this year's paper compares favourably with that of the previous year.

Candidates' performance was above average. Many candidates took pains in executing their work while a few lacked skills in calligraphy and design. Overall, there has been a steady improvement this year.

However, some candidates continue to repeat mistakes made in previous years, which affect their performance. An indication that students and teachers do not make use of the chief examiners' report or candidates are not serious with their practical works.

2. A SUMMARY OF CANDIDATES' STRENGTHS

CALLIGRAPHY

Majority of the candidates were able to answer this question to the required standard. Candidates exhibited various background designs to enhance the beauty of the work. Some candidates made wonderful border designs to enhance the beauty of the work.

DESIGN

Candidates were able to select and draw the two Adinkra motifs. Many candidates skillfully created a design suitable for a shopping bag. Some of the candidates presented creative skills with background and constructed text for the shopping bag.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

CALLIGRAPHY

- (i) Some candidates had a problem with the handling of calligraphic tools to write the quotation.
- (ii) Background designs marred the legibility of letters and words.
- (iii) More time was spent on border designs rather than on the calligraphic work.

DESIGN

- (i) Majority of the candidates neglected the instructions on the measurement for the work.
- (ii) Some candidates could not differentiate between analogous and complementary colours.
- (iii) Arrangement of Adinkra motifs were not executed effectively.

4. **SUGGESTED REMEDIES**

- (a) Constant and regular practice will help candidates.
- (b) Teachers should encourage candidates to study the rudiments and techniques of lettering and designing.
- (c) Teachers should intensify efforts to involve candidates in more practical activities to sharpen their skills.
- (d) Teachers should be encouraged to attend workshops organised annually to discuss candidates' weaknesses and possible remedies.

5. **DETAILED COMMENTS**

CALLIGRAPHY

Accuracy and consistency of the letters and words were to be considered, i.e. basic letters, shapes, height, correct writing of ascenders and descenders.

About 80% of the candidates attempted this question. Candidates were expected to render the quotation skillfully with lettering pens and suitable materials like poster colour.

Candidates were to use the working space judiciously such that the positive and the negative areas would balance. A good layout and an appropriate border design were some of the demands of the question. Exhibition of their creative skills was expected to give the work background designs and other special effects to make the work unique.

DESIGN

Few candidates answered this question. A few had good works.

Candidates were expected to use the measurement indicated in the question but most of them failed to read the instructions.

Generally, candidates were to produce a design for a shopping bag.

Very few candidates were creative enough to identify their own identity of the shop.

Candidates were able to identify and draw the Adinkra motifs. They came out with background design to enhance appearance of their work.

The analogous colours were difficult to mix and the applications were poorly done.

GRAPHIC DESIGN 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous years and within the scope of Graphic Design teaching syllabus. The paper can be branded as an ‘inquisition into the theorization of some practical oriented topics’. General performance of candidates was on the average.

Most candidates answered questions 1, 2 and 4 well and scored very high marks. Those who answered questions 3, 5 and 6 took the questions for granted by not reading carefully to know the demands of the questions, hence scored low marks.

2. A SUMMARY OF CANDIDATES’ STRENGTHS

- (i) Quite a substantial number of candidates displayed demonstrable skills in adherence to rubrics of questions. For instance, in Questions 1, 2 and 4, candidates raised relevant points, explained and described such points to support their answers.
- (ii) Some candidates demonstrated effective presentation of work: points were paragraphed, examples cited, and, in some cases, appropriate illustrations were added.
- (iii) Question 4 (c) for example, demanded drawing and labelling of book binding styles (Full Binding, Half Binding and Quarter Binding) revealed that some candidates demonstrated greater degree of dexterity, creativity and flair for drawing.
- (iv) Some candidates did portray neat and beautiful handwriting. Words written were legible. Cancellations made were neatly done making such scripts more pleasing and presentable.

3. A SUMMARY OF CANDIDATES’ WEAKNESSES

- (i) Majority of the candidates did not answer question 3 (that is describe the process of making paper using local materials). The few who tackled it mixed up the steps and also did not list the tools and materials involved.

This is a clear indication that, either they were not taught or did not understand that concept.

- (ii) Some candidates spelt basic English words and terminologies in Graphic Design wrongly.
- (iii) A few candidates answered more than one question on a page, wrote beyond the margins and poor spacing between answers of sub-questions. This affected readability and scoring of such scripts.
- (iv) Some candidates’ handwritings were poor, coupled with scripts which appeared to be dirty with multiple and unacceptable forms of cancellations.

- (v) Some candidates produced answers that were too sketchy and lack detailed information. This can be attributed to candidates' inability to apply knowledge to questions asked and ill-preparation.
- (vi) Few candidates failed to illustrate satisfactorily, especially question 4(c) which demanded drawing and labelling of Binding Styles such as Full Binding, Half Binding and Quarter Binding.
- (vii) Few candidates could not differentiate between tools and materials used for Book Binding.

4. SUGGESTED REMEDIES

- (i) Tutors are encouraged to cover all topics in the syllabus and also conduct practical tests on a topic like paper production to facilitate understanding of the concept.

Candidates are also reminded to comb through the syllabus to fish out topics not covered by tutors and use the internet to search for facts for their perusal or draw their tutors' attention.

- (ii) Candidates must take the study of English Language more seriously. Also, candidates must plan their time such that they could have about 5 to 10 minutes to read through their scripts severally before handing them over.

Again, tutors should encourage candidates to read through literature books recommended by the Ghana Education Service for Senior High Schools instead of spending time behind the television watching soap operas, English Premier Leagues and engaging in all the social media apps on their phones.

- (iii) Candidates must try their hands on past questions to familiarize themselves with instructions/rubrics/demands of the papers they would be sitting.

Also, tutors can set their terminal examinations and mock papers to be at par with WAEC standard papers.

- (iv) Conscious effort should be made by tutors to identify students with poor handwriting skills when they enter SHS 1. Regular writing activities must be organized for such students in order to improve upon their handwriting.

- (v) Candidates should be encouraged to prepare well by studying their textbooks, notebooks and work-out past questions.

Tutors can also encourage them to make use of the internet for learning instead of playing games and using social media apps.

- (vi) Tutors should make the teaching-learning of Graphic Design more practicable in order to enhance their practical knowledge in the subject.

- (vii) Tutors should guide candidates to distinguish between materials and tools by listing each separately and emphasize on why they are categorized as such.

5. DETAILED COMMENTS

Question 1

(a) Describe a book cover

(b) Identify any three basic information that must be found on the front cover of a book

(c) Explain five importance of a book cover

(a). Some expected answers

- A book cover is the outer covering of a book which protects the leaves from destroying or tearing off. It is made with either hard card or soft card.
- A book cover is any protective coverings used to bind together with the pages of a book. The book cover carries the title, author and publisher(s). The book cover has three main parts: front cover, back cover and the spine.

Most candidates answered this question. Few scored half the mark allotted to this question because they failed to add information carried on the book cover and parts of a book cover in their description. Also, some mistook a book cover for a book jacket.

(b) Some expected answers

- (i) Title of the book
- (ii) Subtitle if any
- (iii) Name of author(s)
- (iv) Illustration(s)
- (v) Edition (eg. 1st edition, 2nd edition, etc)
- (vi) The publisher(s)

Overwhelming number of candidates were able to identify the basic information found on the front cover of a book as indicated above. However, some candidates missed the key word “front” in the question and provided other information only stated at the back cover of a book. Candidates should endeavour to read carefully each question taking into consideration the demands of the question.

(c) Some expected answers

- (i) It promotes the sale and reading of the book. This is because of its attractive nature; they arrest the attention of the readers and arouse their curiosity;
- (ii) It gives information about the content of the book and helps in one’s decision making whether or not to buy the book. This is especially so with buying of magazines and story books;
- (iii) It tells about the author (for instance the author’s educational background);
- (iv) The publisher(s) are made known through the cover design;
- (v) It serves as protective cover (packaging) for book leaves and help in the preservation and prevention against dirt, as well as makes the book last;

- (vi) It identifies a book, thereby making it different from other books;
- (vii) It adds value to the book.

Most candidates were able to state relevant points and explained extensively. Few just raised the points without expatiating, hence they could not score the full marks allotted to that question. Candidates must be reminded that unless otherwise stated, questions prefixed by words such as explain, describe, discuss etc. do not just end by raising relevant point but also by building comprehensively on the points raised.

Question 2

- (a) **List five tools used in illustration**
- (b) **Mention the use of each of the tools listed in 2(a) above**

Some expected answers

- i) Pencils
- ii) Pens
- iii) Markers
- iv) Crayons
- v) Pastels
- vi) Charcoal
- i) Flexible curve
- ii) Brush
- x) Eraser etc.

Most candidates answered this question well and scored the full marks. However few veered off into materials used in illustration (for instance paper, colour, etc).

(b) Some expected answers

- i) **Pencils:** Use - for drafting of work, sketching, drawing and shading.
- ii) **Pens:** Use - for sketching, drawing, shading, calligraphy.
- iii) **Markers:** Use - for rough sketches during idea development and also used to suggest colour schemes.
- iv) **Crayons:** - for shading and also to suggest colour schemes.
- v) **Pastels:** - for drawing and shading.
- vi) **Charcoal:** - for drawing and shading.
- vii) **Flexible curve:** - to draw accurate curves.
- viii) **French curve:** - to draw accurate curves and shape.
- ix) **T-Square:** - for drawing accurate horizontal and parallel lines, squaring up shapes and technical drawing.

Candidates were able to ascribe various uses to the tools listed in question 2(a). They found the question to be straightforward and very friendly and were able to score high marks.

Question 3

(a): Describe the process of making paper using local materials

(b): State one use of the following types of paper

Some expected answers

Tools: Mortar and pestle, roller, deckle, mould, tray, palette knife, bowl, tray, fabric (white)

Material: Sugar cane/pineapple crown, water, blotting paper(s)

Process

- i) Pound and mix with water to form pulp (slurry);
- ii) Make a deckle and a mould to fit into the deckle;
- iii) Dip the deckle and mould into the pulp;
- iv) With the surface of the mould coated with a thin layer of the pulp, remove the deckle and the mould from the pulp;
- v) Shake the unit, as it is being lifted; forward, backwards, causing the individual fibres to interlock each other and give strength to the sheet;
- vi) When much of the water in the mixture drains out from the mixture, gently place the mould face down on a piece of dampened blotting paper;
- vii) Gently raise the mould, and the newly made sheet will adhere to the blotting paper;
- viii) Allow the newly formed paper to dry and remove, ready to use.

This was the least tackled question. It could be traced to the fact that the topic had not been taught and therefore candidates had no knowledge on that. Candidates who attempted this question displayed absolute ignorance; correct steps were ignored and could not list the requisite tools and materials needed.

(b) Some expected answers

- (i) **NEWSPRINT:** jotters, sketch books, proof prints, printing of newspapers, paperback books etc.
- (ii) **CARTRIDGE:** for drawing, painting, ink work, lettering, hand painting etc.
- (iii) **ART PAPER:** for brochures, catalogues, magazines, pamphlets, calendars, dust jackets, file covers, packages, labels, certificates etc.
- (iv) **BROWN PAPER:** for scrapbooks, lining cover boards and spine etc.
- (v) **STRAWBOARD:** for making hard cover books, book jackets, envelopes, folders, flat files etc.

Candidates were familiar with the uses of newsprint, brown paper and straw board and were able to state their uses. However, most were confused with the uses of art paper and cartridge paper. Candidates failed to ascribe drawing, painting, ink work, lettering and

printing to cartridge and brochures, catalogues, magazines, pamphlets, calendars, dust jackets, file covers packages, labels, certificates, greeting cards etc for art paper.

Question 4

- (a) Define book binding**
- (b) State any four book binding tools**
- (c) Draw and label the following book binding styles**

(a) Some expected answers

It is a design process concerned with putting blank, written or printed sheets of paper within a protective cover, by stitching, gluing and using mechanical means such as rings, combs etc

(b)

- i) Bookbinders' saw
- ii) Bodkin/awl
- iii) Bone folder
- iv) Cutting knife
- v) Try square/ Straight edge
- vi) Stitching frame
- vii) Standing press
- viii) Plough and blades
- ix) Lying press
- x) Universal pliers
- xi) Bookbinder's shears
- xii) Scissors
- xiii) Punch pliers
- xiv) Paste/ glue brush

This question was well answered, except that some candidates mixed the book binding materials (thread, glue etc) with the tools. Also, some of them defined book binding without indicating the means by which the loose sheets are fixed or fastened into the protective cover (for instance stitching, gluing or using mechanical means like rings and combs).

(c)

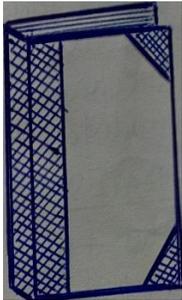
- i) Full Binding
- ii) Half Binding
- iii) Quarter Binding

Some expected answers

Full Binding



Half Binding



Quarter Binding



Most candidates, who attempted this question drew and labelled the binding styles appropriately. The drawings were neat with accurate horizontal and vertical lines. However, few candidates could not draw well, and few others failed to label their drawings. A few also compensated labelling quarter bound drawn book as half binding and vice versa.

Question 5

a) Explain drawing

b) State two types of perspective drawing

c) Write on five importance of perspective drawing

Some expected answers

(a)

- (i) Drawing is a way of expressing an idea, feeling or sentiment on a surface with a tool such as pencil, pen, charcoal or crayon.
- (ii) Drawing can be defined as a 'Graphic' language by which we can express our artistic ideas and knowledge on a surface by using a media such as pencil, pen, charcoal, chalk or crayon, pastel etc.
- (iii) Drawing can be explained as an act of running/moving a tool such as pencil, brush, pen etc over a surface to leave a shape/impression.
- (iv) It is the self-expression of an artist or a visual record of what one sees, experiences or thinks on a surface by using media such as pen, charcoal, crayon etc.
- (v) It is an important means of communication through which people express their ideas visually. There are two main kinds of drawing (that is realistic drawing, cartoon and abstract drawing) and different forms of drawing (e.g. figure drawing, imaginative/composition drawing, still life, etc).

a)

- i) Linear perspective (Angular/one-point perspective/2-point perspective/Oblique/3-point perspective)
- ii) Aerial/Colour / Tonal perspective

b)

- i) It is a technique used to give an impression of depth and distance on a flat surface;
- ii) It is used to stimulate on a flat surface the three-dimensional characteristics of volumetric forms and deep space;
- iii) Aerial perspective is used to blur outlines, limit details, and alter lines towards the cool colours, and to reduce colour saturation and value contrast;
- iv) To grade tone and colour to suggest nearness and distance;
- v) It creates recession in drawing;
- vi) For landscaping;
- vii) It gives the appearance of a three-dimensional form or solidity on a flat surface.

This is another popular question; hence most candidates attempted it, but then they did not meet the demands of question 5(a). They defined instead of explaining the term “drawing” (candidates failed to add “how drawing is done”, “what drawing does” and “examples of drawing”).

Question 6

Explain the following Graphic Design Terms

- (i) **Recto**
- (ii) **Rounding**
- (iii) **End paper**
- (iv) **Crop**
- (v) **Section**

Some expected answers

- (i) It is the right hand page of a book, magazines etc which always bear the odd numbered folio. Example page 1, 3 etc of a book, magazines, etc
- ii) Tapping down the spine of a book with a hammer before the glue completely sets. This gives the spine a round and graceful (convex) appearance and the fore edge a concave appearance.
- iii) Folded sheets of paper used at the front and back of a case bound book to attach the pages to the case. The first sheet is pasted to the front cover and the last is pasted to the back cover. They are usually of a special paper, heavier than the text, and may be either plain or printed.
- iv) To eliminate part of a photograph /an illustration to fit a particular job.
- v) A number of folios inserted into each other; also known as signature.

Most candidates who attempted this question explained ‘crop’ and ‘section’ well, hence had the full marks for those two terminologies. Some explained ‘rounding’ without adding the fact that “rounding gives the spine a round and graceful (convex) appearance and the fore edge a concave appearance”. Also “recto” fell short of the vital point “it always bears the odd numbered folio, example pages 1, 3,5,7,9 etc”.

JEWELLERY

1. GENERAL COMMENTS

The standard of the paper compared favourably with the previous year. The level of the paper was just the same as last year's. However, the general performance of candidates was just satisfactory.

2. A SUMMARY OF CANDIDATES' STRENGTH

Most candidates understood the questions. Some of the candidates managed to recall the facts.

Some of the candidates used correct terms like sanding, buffing, critical point etc.

Few candidates' spellings were good.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

Despite the fact that some candidates showed high standard in their attempts to answer the questions, so were other candidates who failed to live up to expectation.

Below were some of the challenges found in their answer scripts:

i. Poor Spellings

Most of the candidates' spellings were not good e.g. "daty" for dirty, "pikil" for pickle etc.

ii. Inadequate knowledge of the subject matter

Majority of the candidates had little or no knowledge about the content. For example, "A mandrel is a tool used for boring hole in a metal". This was wrong, unfortunate and disappointing.

iii. Lack of understanding of some of the questions

Most of the candidates deviated from the demand of the questions, most especially questions "1a", "3" and "5".

iv. Poor use of terminologies

Generally, candidates wrongly used and explained some technical terms for example, "Pickling": This is the process of corroding surface of a metal piece.

4. SUGGESTED REMEDIES

i. Poor Spelling

It is imperative for the school authorities to equip the school libraries with good books.

Also, inter-departmental debates, spelling drills and quizzes could be organised to enhance their skills. Class teachers on their own accord could organise spelling drills.

ii. Inadequate knowledge of subject matter

Teachers of the subject, Jewellery, should always research and seek new knowledge about the topics to enhance their teaching.

There is also the need to caution the learners (students) to read and learn approved books always. Learners should also spare time to google topics related to jewellery on the internet and their phones to imbibe more knowledge.

iii. Lack of understanding of the question

It is high time the school authorities for that matter Assistant Headmaster/Headmistresses (Academic) entreat teachers of the subjects to introduce learners to how to answer questions right from the first year to final year.

Heads of Department have a major role to play. They could organise orientation courses for their students – Art Students – to tune their minds to how to learn/study and answering examination questions.

Teachers of the subject could also use the first ten minutes to teach students how to answer examination questions when they are about to deliver the content of the subject.

Chief Examiners Report should be perused by teachers to enhance their work.

iv. Poor use of terminologies

Students/learners should read wide to increase their vocabulary base. Learners should endeavour to read books related to their area of studies all the time. This will help them to be knowledgeable in the field of studies.

5. DETAILED COMMENTS

Question 1

- a) **Explain five factors to consider when planning the layout of a jewellery workshop.**
- b) **State five safety measures to be taken in the jewellery workshop.**

Majority of candidates attempted the question but deviated. Candidates' performance on this question was very poor.

1(a) Expected answers include;

Lighting requirements; the workshop should be well illuminated to ensure safety and efficiency.

Water supply; there should be adequate supply of water for use at the workshop.

Storage space; there is the need to provide a room to store tools and materials.

Workshop arrangement – there is the need to arrange the workshop to ensure safety and efficiency.

Candidates wrong responses include

Capital – the manager needs capital to start the industry.

Skilled labour – there is the need to look for skilled labour to produce the products.

Nearness to the market – the factory should be sited near the market.

1(b) Expected answers are

Wearing of goggles to protect the eyes against dust or grit.

Wear over coat to protect the body from getting direct contact with chemicals and heat.

Wear nose mask or protector so that air fumes and dust are filtered.

Wear heavy boots to protect the worker from falling objects and prevent hurt.

The workshop should be well layed out to ensure safety.

Candidates' wrong responses include:

Clean tools after use

Maintain tools

Fix security cameras at the workshop

Question 2

Describe how to fabricate a hair slide using calabash and sequins

The question was very popular, and performance was quite good.

Expected answers

Candidates were required to list the tools and materials needed for the fabrication of the hair slide.

Preparatory stage e.g. making of preliminary design sanding and etc.

Fabrication stage e.g., decorating the hair slide by scorching, incising, painting, threading and arranging sequins and laying it on the hair slide according to the design and stitch/glue etc.

Candidates' shortcoming

Few candidates wrote the tools and materials in the write-up without tabulating them under headings the tools and materials.

Others neither tabulated them nor wrote them in their write-up.

Some candidates failed to write the process in the sequential order. Presentation was very poor.

Question 3

- (a) Explain the term pickling in jewellery**
- (b) Describe systematically the process involved in pickling**

3(a) Expected Answers

Pickling is the process of using pickling solution to clean an oxide from metallic jewellery. For example, pickling solution prepared from sulphuric acid cleans copper jewellery and solution of hydrochloric acid pickles gold jewellery.

3(b) Expected Answers

Below are the expected answers:

Tools

Plastic bowl
Stirring stick/rod
Brass-scratch brush etc.

Materials

Sulphuric/hydrochloric acid
Water etc.

Process

- Fill plastic bowl with water according to the appropriate ratio of water to acid.
- Measure one part of either sulphuric or hydrochloric acid to 10 parts of water.
- Add the acid (sulphuric/hydrochloric acid) slowly to water.
- Stir it gently with stick/copper rod etc.

Candidates wrong responses: below are some examples of candidates' wrong responses:

- candidates failed to write the process involved in pickling sequentially
- candidates failed to list the appropriate tools and materials needed to prepare pickling solution
- most of the candidates who attempted this question failed to mention the names of appropriate chemicals needed to prepare pickling solution e.g. alum, sulphuric and hydrochloric acids etc.
- instead, candidates just wrote, prepare pickling solution: The metal is removed from the solution mop to clean the metal).

Question 4

- (a) Explain the term preliminary design**
- (b) Illustrate ten lines**
- (c) State three uses of lines in jewellery**

The questions were not above the level of the candidates. They were clear, straight forward and were not ambiguous.

Question 4 (a)

- Candidates were required to explain the term preliminary design.
- Candidates in this regard were required to give an example in order to make the meaning clear.

Question 4 (b)

- Illustration of ten types of lines
- It is inferred that they should draw artistically and label the lines.

Question 4 (c)

- Candidates were expected to state the uses of lines in jewellery
- Candidates were also required to write their responses in statement form or a complete sentence.

Important points required: The following were the important points required:

Question 4 (a):

This is a plan in the form of sketches etc. subject to elimination, made to facilitate the making of a product.

OR

Preliminary design is the preceding preparation in the form of sketches to facilitate the production of an item etc.

Question 4 (b)

TYPES OF LINES

Question 4 (c)

The performance on this question was excellent. It was very popular question to the candidates. Majority of the candidates attempted it and based on their excellent performance scored high marks.

Some of the uses of lines in jewellery are:

- Lines in the form of wires make it possible to create cells for enamelling.
- Lines in jewellery create emotion
- Line assists the artist to make quick sketches to save time.

Candidates wrong responses: Below are some of the wrong responses of few candidates who attempted the question:

- Some of the candidates feebly drew the lines on scribbled the ten lines.
- There was no art in the drawings.
- Others just drew the ten lines without labelling or naming them.
- Names of the lines were wrongly spelt by few candidates who attempted the question. Others drew shapes e.g. oval, square, circle etc. as being lines.

Question 5

(a) State three functions of a mandrel in jewellery

(b) Describe how to expand a tight finger ring

The standard of the question was not above the candidates' level. The question was clear, straight forward and there was no ambiguity, however, candidates performed poorly.

Below were the demands of the questions:

Question 5(a):

- The question demanded the candidates to give their responses in statement or sentences.
- It also demanded that **three** functions of a mandrel in jewellery should be stated.

Question 5(b): This question required the candidates to indicate the following:

- Description of how to expand a tight finger ring
- Listing of appropriate tools needed for the work
- Listing materials necessary for the project
- Or indicating such tools and materials in their write-ups or answers.

IMPORTANT POINTS REQUIRED: Below were the important points required:

Question 5(a): Functions of the mandrel are as follows:

- It is used as a former tool for shaping finger rings
- For measuring finger rings
- It is used for bending wires for making jump rings etc.

(Question 5(b):

This question required the candidates to describe how to expand a tight finger ring by indicating the following:

- Tools needed: Mandrel, blow torch, tweezers etc.

- Materials needed: Pickling solution, water, rouge, etc.
- Procedure/process
- Take the measurement of the client or customer using the ring-size
- Insert the ring-size on the mandrel to know the new size/measurement of the client etc.

Candidates wrong responses: Below are some of the weaknesses of candidates:

Question 5(a):

- Mandrel is used to create holes systematically in jewellery
- Mandrel is used as a fastening method in jewellery
- It is used to tighten base items in jewellery such as jump rings and stoppers.

Question 5(b):

- The tight finger ring should be sent to the jewellery workshop. If the ring is made from gold substance, then small amount of gold will be added to it for it to expand etc.
- In order to expand a tight finger ring, you must pickle the ring with a mandrel.

All these points are incorrect, candidates therefore, were marked down.

Question 6

Explain five benefits of effective packaging in jewellery.

The performance of candidates on this question was of par excellence. It was a very popular question and majority of the candidates attempted it.

Below were the demands of the question:

- Candidates were to explain FIVE benefits of effective packaging in jewellery.
- It was implied that candidates listed the benefits of effective packaging in jewellery and explain them.

IMPORTANT POINTS REQUIRED:

The following were the expected points:

- Protection/Preservation

Packaging protects the product from unfavourable condition of the weather/environment (humidity, dust, etc.) in order to prolong its life span.

- Communication/Information

Effective packaging communicates a brand image, provides ingredients, directions and display of the product. It is a major promotional tool.

- Segmentation

Packaging can be tailor-made for specific market group/target group etc.

- Advertises product

Good and effective packaging displays/exhibits the product and calls the market to appreciate and buy the product.

- Glamorises/Enhances content

Good packaging makes the content/product/item looks beautiful and attractive. This attracts more customers.

- It promotes creativity

Artist sees the good and effective package, appreciate them, study the colour scheme, the total layout and adopt it to improve upon it.

- Education

Artist and the public learn more in an attempt to appreciate the product and know the ingredients used, date, location etc.

LEATHERWORK 2

1. GENERAL COMMENTS

The standard of this year's questions compared favourably with the previous year. The performance of the candidates as a whole is comparable to that of the previous year group.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, there was improvement in the presentation of answers to questions.
- (2) Candidates who had the flair for writing and drawing demonstrated their gifts appropriately.
- (3) It was also observed that some candidates prepared very well for the examination and this was attested by how they marshaled their points and presented them on paper.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) **Lack of understanding the demands of the questions:** some candidates did not understand the questions well they therefore could not answer them appropriately. For instance, question 1 (a & b) which was on the concept of "findings", question 2 "carving" and question 6 "which was to compare uses of leather in pre-independence and post-independence".
- (2) **Spelling mistakes:** this was quite common, to the extent that even some of the words stated in the questions were spelt wrongly by some candidates. This made reading their scripts very difficult.
- (3) Very poor handwriting leading to difficulty in reading and scoring of candidates' scripts.
- (4) **Misunderstanding of terms:** Candidates who answered question 3 misconstrued "pelt" with "rawhide".
- (5) **Misplacing processes or procedures:** This was observed in scripts of candidates who answered question 2 (b). Most candidates were not able to systematically outline the processes involved in leather carving.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to prepare well for the examination, by studying their notebooks, textbooks and trying their hands on Leatherwork past questions.
- (2) Tutors must endeavour to cover the entire syllabus and also set standard questions for both terminal and mock examinations.

- (3) Candidates should be discouraged from using jargons used in sending messages via social media platforms; this will prevent them from using these same words which are not recognized in English Language. Also, tutors should encourage candidates to read novels and other educative books to improve upon their use of the English Language.
- (4) Tutors (Form masters) should identify candidates with poor handwriting immediately they are admitted in SHS 1 and conduct writing exercises for such candidates.
- (5) Tutors should properly teach topics like “findings”, “indigenous values of leather in Ghana”, and uses of leather.
- (6) Tutors should make it a point to teach and make students aware of leatherwork terminologies.

5. DETAILED COMMENTS

Question 1

- a) Define *findings*
- b) Identify four types of *findings*.
- c) Copy and complete the table below based on 1(b) above.

(a)

- Findings are non-leather materials attached onto leather articles for functional and decorative purposes.
- A collection of tools and other articles used by an artisan to make jewellery, clothing, shoes, bags, etc.
- Findings are the trimmings, the extras, the non-leather decorative or functional attachments which are necessary to leatherwork (eg. Rivets, grommets, eyelets, snaps, zippers, buckles, nails, rings, hangers, locks, cleats and domes, etc).

(b)

- PROTECTIVE – Grommets, metal corners, domes, cleats, spikes
- FASTENINGS – Zips, buckles, press studs, Velcro, hook and eye, spring locks etc.
- CONNECTING – Swivel, D –rings, rectangular, square, triangular, oval, circular rings etc.
- DECORATIVE – Rivets, eyelets, grommets, tags, emblems, motifs, crest, etc.

NB: Type here refers to groupings based on shared characteristics – that is a class. Although not one, any grouping is acceptable (thus material used, and the functions performed).

- Material – Brass, Copper, Ivory, Silver, Bronze, Bamboo, Bone, Shell, Plastic etc.
- Function – Protective, Fastening, Connecting, Decorative etc.

(c) Copy and complete the table below based on 1(b) above.

S/N	Type of findings	Examples of findings	Use of findings
1	Protective Findings	Grommets, metal corners, domes, cleats, spikes, etc	Protecting edges/corners and bottom of bags and luggages
2	Fasteners	Zip, buckle, clappet, press stud, Velcro, hook and eye, spring lock, etc	For closing and opening leather articles
3	Connecting findings	Swivel, D-ring, O-ring, rectangular and triangular rings, etc	For attaching handles to bags
4	Decorative findings	Rivets, eyelets, grommets, emblems, tags, motifs, etc	To decorate articles as well as fixing handles, etc

This question was unpopular to candidates; hence most candidates who attempted it could not define “findings”. They rather defined “fittings” and “fasteners”. Also, candidates could not state the “types of findings”, instead cited “examples of findings”. Again, most stated “examples of findings” as “functions of findings”.

Question 2

- (a) Define *carving* in leatherwork.
 (b) Outline *six* major processes in leather carving.

Some expected answers

- (a)
- Cutting design into leather by the use of the swivel knife
 - It is a process of giving a three-dimensional appearance to leather article by cutting and stamping the surface using swivel knife and decorating stamp.
 - It is the use of metal implement to compress moistened leather to give a three dimensional effect, this is done by cutting along the design with swivel knife and stamping the surface using decorative stamps or deer foot, veiner, etc.
- (b)
- Make appropriate design for carving
 - Moisten the leather and lay the flesh side down on a hard surface such as hard wooden board or marble slab
 - Lay design sheet on the leather and fasten in position with clips

- iv) Trace design onto leather with a pointed end of the modeling tool
- v) Take off the sheet and check all lines to make certain that none has been omitted
- vi) Using the swivel knife/ cutter, make uniform parallel cuts pattern through the design on the leather.
- vii) Continue to carve or cut the lines which have been traced onto the leather.
- viii) The swivel knife should be tilted or slanted and push towards you, and try as possible to make a uniform cut, by holding the pro-gauge attachment to the swivel knife/cutter
- ix) Use the stamps and other tools to create a three- dimensional look
- x) Enhance appearance of the design by further use of other tools for seeding, backgrounding, shading, matting etc.
- xi) Allow the cased area to dry slowly

The question was attempted by most candidates, but some could not adequately define “carving”. They misconstrued “carving” to “embossing”. Also, with question 2(b) some listed decorative techniques, pre-tanning processes, etc instead of the points stated as expected answers above.

Again, with question 2 (b) some candidates indicated that tools were used to cut off parts of the surface of the leather to achieve depression on the leather, while in leather carving no part is removed. Instead definite tools like the deer foot, veiner, seeder, stamps, shadder, matting tools are used to depress the specific areas demanding such treatment.

Question 3:

Explain five differences between rawhide and leather

Some expected answers

- Rawhide is the outer coverings of the animal which has not gone through any chemical treatment, while leather is the outer covering of the animal which has been treated chemically by tanning.
- Rawhide is harder or brittle when dried, while leather is flexible.
- Rawhide has limited stretch ability, but leather has tear strength.
- Rawhide has limited uses, whilst leather is versatile and has variety of uses.
- Rawhide has limited colours and textures, while leather has variety of colours and textures.
- Rawhide can be subjected to decay easily, while leather is non-putrescible.
- Rawhide is a raw material for leather while leather is the raw material for leatherwork.

- Rawhide cannot be kept for long period of time without decaying, but leather can be kept for years.

Most candidates had explicit knowledge about leather but lacked knowledge about rawhide. They took “rawhide” to be “pelt” obtained from large animals and in the green or fresh state only. Most did not know that rawhide is a prepared material like leather; only that tanning had not been applied to the rawhide. As a result of this most candidates who tackled this question had low marks.

Question 4

List and explain three indigenous values of leather in Ghana

Some expected answers

i) Social Value/ Cultural Value

Leather items were used almost everyday by young and old; poor and rich. Among the purposes they serve are:

- a) Containers of different sizes, forms and colours are meant for varied purposes. These include shopping bags, travelling bags, storage bags and water bottles.
- b) Clothing: These include all leather articles that are used on the human body for the purpose of adornments and protection (eg. armlets, bracelets, necklaces, collars, rings, anklets, belts, earrings, footwear, helmets hats and headgears etc).
- c) Upholstery: This involves the use of leather materials to make soft covering especially for seats, puffers, etc.
- d) Decoration/Furnishing: The process of using leather to create specific objects to beautify the interiors of homes.

ii) Religious value

Leather as a natural material plays very important role in traditional religious functions. The traditional African believes that everything natural has a spiritual force behind it. Therefore the use of leather helps to empower every activity they perform. Among the most common articles leather is used for are whisk, amulet, talisman, bangles, etc.

iii) Political value

Leather and fur are very prominent in the traditional politics of most Ghanaian cultures. Leather articles used include stools, pouffe, mats, headbands, pendants, wristbands, shields, palanquins, etc.

iv) Economic value

Leather and fur provide employment for many people. Leather products are exported for foreign exchange, etc.

v) Recreational value

Leather is used for entertainment; products include musical instruments, fans, whisks, etc.

The word “indigenous” was not understood by most candidates who attempted this question. They misconstrued it to “primitive” or “pre-historic”. When the demands of a question is about indigenous values of leather, then candidates have to consider the social, cultural, religious, political (chieftaincy), recreational, economic uses of leather, skin and leather articles.

It seems tutors are not teaching this topic well, hence the poor approach to this question.

Question 5

Discuss three ways that the leather worker can maintain a healthy environment

Some expected answers

- Disposing off all waste substances properly: Some waste substances like water, excess or leftover materials must be kept away or disposed off at their right places
- Always using good housekeeping practices: Dyeing and sanding should be done in open space in order to avoid inhalation of chemicals and dust from the leather.
- Always washing hands and arms with soap and water before leaving the leather studio – even if gloves were worn
- Learning the hazards and physical properties of materials used (e.g. corrosive, flammable, reactive, toxic, etc.): The leather worker should learn the hazards and physical properties of the material used. The leather worker should keep these materials in metal cabinet under lock when not in use.
- Organizing periodic cleaning of the studio and its environs. For instance, sweeping in and out of the studio.
- Practicing safety rules in handling tools and materials in the studio.
- Disinfecting the studio regularly: Urine, faeces of pests create bad odour in the studio. Hence the need to disinfect using Dettol or any other disinfecting agents.
- Leather studio should be well ventilated: The provision of vents and large windows are necessary for fresh air circulation.

The environment of the leather worker is limited to the studio and its surrounding areas. However, it was observed that some candidates who tackled this question focused on personal hygiene. Some also wrote on environmental hygiene extending it to towns, villages

and communities rather than limiting their answers to the studio and its environs. This is quite worrying since it a basic fact that the leather worker does not produce leather, instead he uses the leather to produce leather articles.

Question 6

a) **Compare the uses of leather in pre-independence and post-independence Ghana. In each, give two examples under the following headings:**

- i) **Chieftaincy**
- ii) **Containers**
- iii) **Education**
- iv) **Body items/Clothing**
- v) **War/Defence**

(b) **List leather articles which are used in industries**

Some expected answers

Classification	Pre-Independence	Post-Independence
Chieftaincy	Swords, pouffes, whisk, drums, state umbrellas, etc.	Leather plaited stools, mats, drums, state umbrella, swords, etc.
Containers	Quivers, wine container, water containers, sheaths, panniers, pouches, etc.	Phone cases, laptop cases, bags, purses, portmanteau, camera cases, suitcases, spectacles cases, etc.
Body items/Clothing	Gloves, footwear, garments, hats, headgears, crowns, belts, etc	Glovers, footwear, garments, hats, headgears, crowns, belts, buttons, beads, neckties, etc
War/Defence	Sheaths, slings, saddles, shields, talisman, amulets, bows, arrows, drums, saddle bags, etc.	Shield, quivers, holsters, amulets, talisman, slings, saddles, etc.
Education	Football, whips, drums, parchments, vellum, etc	School bags, book jackets, furniture, bookcovers, pen holders, folders, football, etc.

b)

Some expected answers

- i) Bellows
- ii) Aprons
- iii) Conveyor belt
- iv) Boots
- v) Gloves
- vi) Hats
- vii) Helmets
- viii) Washers
- ix) Visor
- x) Pulleys
- xi) Climbing belts
- xii) Jackets
- xiii) Overalls, etc

This is another popular question yet some candidates had low marks, since they wrote irrelevant points rather than citing examples according to the headings in table 6 (a). For instance, for “education” they wrote that “students need to be trained in leatherworks” and “setting up their own industries”. Under “Body items/clothing”, some wrote handbags. These are not the demands of the question.

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

- (1) Clear handwriting and readable in most cases.
- (2) Candidates answered the number of questions expected of them.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling and grammatical error.
- (2) Presentation of answers to questions were not orderly done.
- (3) Wrong numbering of answers.

4. SUGGESTED REMEDIES

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

5. DETAILED COMMENTS

Question 1

- (a) Explain the following terms:
 - (i) Child abuse.
 - (ii) Child neglect.
- (b) State five physical forms of child abuse.
- (c) Explain five emotional effects of abuse on the child.
- (d) State two rules played by each of the following agencies to support abused and neglected children:
 - (i) School;
 - (ii) Religious bodies;
 - (iii) Social welfare department/ministry.
- (e) State five physical forms of child abuse

The question was very popular. However, candidates' performance was varied.

Expected answers

- (i) Child abuse: is maltreating a child physically mentally/emotionally and sexually such that the child's right to survive is hampered.

- (ii) Child neglect: is a pattern of failing to provide for a child's basic needs to the extent that the child's physical and or physiological wellbeing are endangered.
- (e) This was well answered by candidates. The good candidates presented their responses in sentences. However, the poor ones stated their responses in telegraphic form. Candidates managed to state rape, beating, child labour, burns, among others.

Expected responses include:

- A mother abusing drugs during pregnancy and lactation
- Dumping of children by parents in their effort to run away from parental responsibility
- Selling children, child trafficking for money or other fringe benefits
- Letting a child perform activities that are beyond their capabilities
- Beating of a child mercilessly when an offence is committed.

Emotional effects of abuse on children

- Extreme repetitive night mares
- The feeling of guilt and shame
- Negative self-concept
- Low self-esteem
- Poor interpersonal relationship
- Children become easily irritated.

Question 2

- (a) Explain the term family planning.**
- (b) Explain five reasons for planning families.**
- (c) Describe the permanent methods of controlling family size that is used for:**
 - (i) Females;**
 - (ii) Males.**
- (d) State five symptoms of pregnancy in women.**
- (e) State four problems associated with teenage pregnancy.**

(a) This was a very popular question and was well answered by candidates. Scores were quite high.

Expected answers

Family planning means deciding on the number of births to give that the family can adequately cater for or a practice of controlling the number of children in a family and the interval of their birth.

- (b) Expected responses
 - For the parents to be able to meet their needs
 - To provide comfort and satisfaction to the members
 - To help a mother take on other social activities that will enhance their personal growth and mental development

- To promote the physical and mental health of the mother
- To enable parents have the number of children they can care for

Candidates' performance was mixed. Some were able to answer this part fairly well. Some just stated the points without explaining and hence lost some marks.

(c) Candidates did not mention sterilisation as a method at all. They could not also explain the methods they stated like tubal ligation, vasectomy and sterilisation.

Majority of the candidates stated wrong answers such as withdrawal, condom for males, reading of menstrual cycle and wearing condoms by females.

Expected responses include

Males – vasectomy also called male sterilisation. The tubes which carry the sperms from the man's testicles to the penis are blocked. It is irreversible.

Female – Tubal ligation is done by blocking the two fallopian tubes so that the man's sperms cannot meet the eggs.

(d) Expected answers

- There is feeling of fatigue
- Menstruation ceases
- Breast becomes fuller, firmer and very tender
- Nausea or vomiting may occur in the morning
- Nipples become larger and darker as pregnancy advance

(e) This was well handled by candidates with the good ones scoring full marks.

Some expected answers include

- The teenage mother may suffer from anaemia due to malnutrition
- Mother may die as a result of low birth weight or prolonged labour
- Mother may die due to ruptured uterus.

Question 3

(a) Explain the term equipping the home

(b) Explain five points to consider in choosing equipment for a newly built house

(c) Explain five points to consider when renting a house

(d) List six basic equipment required for food preparation

(a) This question was well answered by candidates.

Expected responses are as follows

Equipping the home- means providing appropriate and adequate equipment and furnishings for the home.

(b)(i) Points to consider in choosing equipment for a newly built house:-

- Needs- choose basic items the family will need for their survival
- Cost – choose the best items that can be afforded
- Ease in cleaning – choose equipment made of materials that are easy to clean.
- Safety – choose equipment that is safe for use and will not harm the user.
- Efficiency – choose equipment that is effective so as to save time and energy during use.
- Space – there should be enough space to accommodate the equipment
- Durability/quality – chose equipment which is of good quality to ensure durability
- Multipurpose – choose equipment that can be used for more than one purpose/have several uses.

3 (c)

- Money available/cost:- this will determine the type of house to rent
- Site:- the site should be healthy, well drained and not prone to natural hazards
- Neighbourhood: - select a place where the people have a good standard of sanitation and acceptable moral value and social habits
- Location:- the house should be located such that there is availability, accessibility and proximity to social amenities.
- Needs of the family:- choose a house which would provide enough for comfort, safety, convenience and pleasure for the family
- Taste and likes of the family: - this will determine the type of house and its location.
- Size of family- This will determine the space the family will need to carry out all activities.
- The terms and conditions governing the house:- Tenancy agreement between Landlord and tenants.
- Type of house and facilities in the house:- The design and facilities in the house that will be suitable for the family.

(d)

- Cookers – coalpots, swish stove
- Utensils e.g frying pans, sauce pans
- Refrigerator
- Freezers
- Tools – ladles, knives, etc.
- Appliance – blenders, food mixers, etc.

Question 4

- (a) Explain four reasons for advertising.**
- (b) Describe billboard in advertising.**
- (c) Explain: (i) three advantages of billboards**
- (ii) three disadvantages of billboards**
- (d) State three advantages of advertising to the consumer.**

A very popular question, however scores were average.

Expected answers include

4.(a) Reasons for advertising:

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 in the opinion of the advertiser should attract potential buyers.

To reinforce customers' interest: This objective aims at reminding customers to buy again in order to sustain demand for the product.

To build up brand image: As a product of a company keep appearing in a media such as the television or on the newspapers, it naturally captures the attention of consumers.

To create awareness of new product and services: - In this case the advertisement is concerned with the situation where customers do not know about the existence of the new product and service.

To change the attitudes and habits of consumers some advertisement are directed to changing people's negative attitude and bad habits: drinking and driving.

4.(b) Description of bill boards:-

These are advertisement on large sheets of paper or board usually found on road sides, pictures and captions or catchy phrases or words are used.

4(c) (i) Advantages of bill boards:

They:

- Often give an exact idea of the products or services being advertised.
- are very effective in advertising goods and services to many people including illiterates
- can provide reminder at or near the point of sale
- are attractive
- can be easily seen at a distance.

c (ii) Disadvantages

- They usually do not give the price of products or service
- Attractive pictures may encourage impulse buying
- They are limited in scope and are also expensive
- They are difficult to maintain due to damages by weather and vandals

4 (d) Advantages of advertising to the consumer: -

- Provides useful information about goods and services
- Increase government revenue
- Educate consumers on how to use the products.
- Due to competition among producers they improve on their products thus providing quality products for consumers.

Question 5

- (a) Describe four situations that will require management in the house.**
(b) State three qualities of a good manager.
(c) State four things that can be done to achieve good management in the home.
(d) Explain the importance of each of the four main steps of the planning stage of the management process.

Many candidates could not mention the situations that required management but gave answers like shortage, limited resources and when problems arise.

The qualities of a good manager was poorly interpreted by candidates with responses such as respectful, supervision, punctual, honest, etc.

Candidates did not understand the achievements of good management in the home.

The importance of the four main steps of the planning stages of management process was poorly answered. Some candidates wrote goals but the rest used the decision making process to answer.

Expected answers include

- 5.(a) Situations that require management: -
- When there is a problem to be solved. For example, when there is power outage or disconnection
 - When there is shortage of resources. For example, not having enough money to meet family needs
 - When there is conflict of wants. For example, when two or more activities compete for a resource
 - When one is unable to achieve one's target or goal. For example, inability to pass examination
 - When there is need for a change. For example when one is moving to a new school.
- 5.(b) Qualities of a good manager:-
 A good manager:-
- Takes responsibility for decisions
 - Takes responsibility for the use of resources
 - Has the knowledge to predict possible outcomes of the alternatives considered
 - Has responsibility of seeing that plans are carried through
- 5 (c) Achievement of good management in the home
- Have the ability to recognize all the resources available to the family
 - Use the resources for a purpose or to achieve specific family goals
 - Plan the method of achieving the purposes or goals

- Understand the kind of home which will satisfy the individual or the family
- 5 (d) Importance of the 4 main steps of the planning stage of the management process
- (i) Setting goals: It is the first step of the planning stage. It helps in knowing which of the goals set will be short term and which ones will be long term goals. The goals set provide the direction for the use of resources. Goals set guide us as to what and how activities should be carried out.
 - (ii) Identifying, assessing and allocating resources: finding out the resources that will be needed to achieve goals set knowing where to get the resources and how effectively they are to be used to enhance goal accomplishment. It helps in knowing available resources and their ability in setting goals.
 - (iii) Setting standards: standards help in measuring goal attainment and influence the kind, the quality and the amount of resources one will need.
 - (iv) Organizing and assigning responsibilities: activities arranged orderly and responsibilities assigned to ensure that goals are achieved.

Question 6.

- (a) Explain the concept storage.**
- (b) State the three principles of storage.**
- (c) Explain six guidelines for achieving proper storage in the home.**
- (d) Explain four importance of proper storage in the home.**

A very popular question and was well answered by candidates. Scores were good.

Expected responses include

- 6(a) Explanation of the concept 'storage' –
Storage refers to the act of keeping items used for activities when not in use./refers to places in the home where people keep possessions e.g clothing, dishes, books, tools, etc.
- 6(b) Principles of storage
- Place frequently used items at the place of first use
 - Place items so that they are easily seen, reached, grasped and replaced
 - Consider the limit of maximum reach of the person
- 6(c) Guidelines for achieving principles of storage
- Group similar items together in the same area
 - Keep items within reach for easy accessibility
 - To keep items visible, use clear containers, wire mesh, open shelves or label items

- Compartmentalize space by dividing space into closets or drawers and designate a place for each item
- Provide sufficient clearance at the top and sides for grasping and replacing items
- Items should be sorted out according to where they are used frequently and stored at the appropriate place
- Stack together only items that have the same dimension
- Place heavy items that are frequently used within normal reach
- Items that are not of the same kind or size should be stored singly to make them visible and accessible without moving other items.

6 (d) Importance of proper storage in the home

- To keep things/objects/items out of the way when not in use to prevent clutter in the home.
- Every item/object has a place.
- Every item is readily accessible
- It saves time and energy when looking for items/objects
- Helps people to manage their possessions/helps in keeping track of things in the home
- It promotes efficiency in work.

MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

The questions were within the standard and scope of the paper. There was no ambiguity. They were truly test of practical questions.

The performance of candidates was much better than the previous years.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates had very good marks with an average of 28 out of 40 which is very encouraging. The handwriting of some of the candidates was excellent and their answers were up to point. They understood the questions and answered them well.
- (2) Some of them answered the question by giving a preamble for example "The pests found in the home are:
 - a) Mosquito
 - b) Housefly, etc.

This makes marking easier and faster. Some candidates gave exact answers and some of them transferred their knowledge from biology to answer some of the questions especially questions 3 and 6 and their sentences were well constructed.

3. A SUMMARY OF A CANDIDATES' WEAKNESSES

Some candidates did not read the questions well before answering eg. The question on household 'pests' some of them wrote household 'Pets' so instead of housefly etc they wrote dogs, cats etc.

They also mixed up answers for questions 4 and 6.

There were many spelling errors especially with questions on childhood ailments.

Some candidates could not make good use of the answer booklet. They answered different questions on the same page making marking difficult.

Some have very poor handwriting and poor construction of sentences.

4. SUGGESTED REMEDIES

- (1) Teachers should encourage students to read widely stressing the importance of reading at all times.
- (2) Home Economic libraries in the schools should be stocked with essential books so that students can use them.

- (3) GES should make the effort of employing qualified Management-In-Living teachers to teach the subject in the schools.
- (4) Students should be encouraged to channel their time spent on social media to seek information that can enhance their studies.
- (5) Teachers should help their students to understand technical words well and to learn how to spell them correctly.
- (6) Where possible some of the equipment mentioned should be shown to students. A teacher can borrow some of this equipment to show to students if they do not have themselves.

5. DETAILED COMMENTS

Question 1

- (a) List six common household pests**
- (b) State five ways cockroaches can be controlled in the home**

(a) This question was popular but some candidates could not tell the difference between “pests” and pets so they were writing ‘dogs’ ‘cats’ and other animals for pests instead of ‘houseflies, mosquitoes, lice, rats and mice etc. Some had problems with spelling mice, they wrote – mies and for lice, they wrote lies.

Some of them also wrote mice, rats and rodents meaning they do not know that rats and mice are rodents.

- (b) State five ways cockroaches can be controlled in the home**

This part of the question was well answered. However, some of the candidates wrote the same point in different ways for example: -

- Clean the kitchen
- Wash the bathroom well
- Keep the house clean

All of these answers are cleaning jobs so they cannot attract separate marks.

Question 2

- (a) State four characteristics of dust**
- (b) List four methods that can be used to remove dust from surfaces in the home**
- (c) State two general rules for cleaning**

(a) This question was simple but very unpopular and inaccurate answers were given for the characteristics of dust. Some wrong answers given include:

- Dust can cause headache
- It can destroy your things
- It makes surfaces dirty

Candidates were expected to give answers like:

- It is loose
- It is light
- It is trapped on surfaces etc.

(b) Most candidates wrote equipment used for removing dust instead of the method. e.g. Use mop, duster, etc.

Others also wrote ways of finishing wood like painting and vanishing etc.

(c) Most candidates did not answer this part at all. Those who did gave wrong answers. Candidates wrote answers like:

- Sweep the room
- Scrub the floor
- Remove cobwebs
- Open doors and windows

Answers expected were:

- Remove loose dirt first
- Remove fixed dirt according to type and the type of surface
- Polish or resurface if appropriate

Question 3

- (a) **Explain the term menstruation**
 (b) **Explain three hygiene practices during menstruation**

(a) Majority of candidates answered this question and got the answer correct. Some candidates however, wrote that it is the monthly flow of blood ‘from’ the vagina instead of ‘through’. This made them lose some marks. The spelling of monthly and vagina were poor. Some gave good answers like it is the shedding of the uterine wall or endometrium.

(b) This section was well answered. Some candidates could not give reasons for the hygienic practices, which made them lose some marks.

Some just wrote ‘both regularly at least twice a day instead of writing bath twice a day to avoid body odour. Wash pants thoroughly to avoid infection etc.

Some candidates did not understand hygienic practice so they gave answers like:

- Adolescents should eat good food
- They should avoid sugary foods

- They should exercise well during menstruation

Question 4

- (a) List any six diseases that are classified as childhood diseases**
- (b) State five reasons for immunizing children**

- (a) Quite a number of candidates who answered this question had challenges with spelling. They were able to give the diseases but spelling was very poor for example

- Tuberculosis – tubercoces, Tubarcbises, tabclosis
- Poliomyelitis – Polomliats, polio meningitis
- Whooping cough – hooping cough whooping cough, whooping cough etc.

Some candidates mixed the answers to question 4a with that of question 6a.

Answers like anaemia, kwashiorkor, beriberi etc were given for this question.

- (b) State five reasons for immunizing children

Candidates were able to write that it protects them against infectious diseases. They were also able to write that it boosts children immunity.

Some however, wrote that it helps to cure diseases

- It helps them to look nice
- It helps parents not to spend money

Answers expected from them include

- It is the child's basic right
- It reduces child's mortality and morbidity etc.

Question 5

- (a) What are labour saving devices?**
- (b) Explain how the following devices are used in the home to save labour**

Most of the candidates who answered this question got it correct except that they used the word devices again in their definition.

- (a) Instead of writing that they are equipment and tools most of them said they are devices repeating the word in the question. This made them lose some marks.

Some of them did not bring the labour saving aspect like they save time and energy or prevent fatigue. This made them lose marks also.

- (b) Explain how the following devices are used in the home to save labour

i. Trolley

Candidates did not know what a trolley is

Some answers given include:

- They are used to cut grass
- Children use them to play
- They are used in supermarkets etc.

The layout and saving aspect was also not tackled.

Most candidates did not answer it all.

A few candidates were able to write that it is used to carry many items from one part of the home to the other especially food from the kitchen to the dining hall and it saves the home maker time and energy.

ii. Vacuum Cleaner

A few candidates wrote that it is used to clean surfaces in the home or to remove dust from surfaces and it saves time and energy.

Many however, said it is used to clean the vacuum flask or it is used to wash dishes or used to keep foods hot.

iii. Blender

Many of the candidates wrote that it is used to grind vegetables in the kitchen but they did not add its labour saving aspect so they lost some marks.

Question 6

Explain the following terms:

- i. Foetus**
- ii. Neonate**

This question was the most unpopular.

Candidates who answered it got very low marks.

The terms foetus and neonate was not explained and those who attempted it got it wrong.

Some of the wrong answers for foetus include

- It is a stage where the body of a baby is formed
 - It is the yellowish breast milk in a nursing mother
 - It the period where blood forms into a baby
 - It is the formation of a zygote
 - It is the blood that forms in the womb of a pregnant mother to become a baby.
- Neonate

Most candidates did not answer this part. Those who did wrote only wrong answers like:

- It is after the baby has been formed and has become a human being.
- Neonate is used for cleaning the carpet in the home.

However, a few candidates gave correct answers like:

- They are newborn babies
- They are babies from birth to a few month
- They are babies that have just been born
- They are one month old babies etc.

6.b. State **four** consequences of poor nutrition during infancy

This portion was well answered by most of the candidates who attempted this question. However, some of them listed the consequences instead of stating as the question demanded so they lost half the mark.

For example, instead of writing it may lead to anaemia they just wrote 'anaemia'

Some candidates wrote the answers for question 4a for question 6b.

e.g. malaria, whooping cough, measles, chicken pox, etc. which made them lose all the marks.

PICTURE MAKING

1. GENERAL COMMENTS

The standard of the paper compared favourably with those of the previous years. The questions were within the scope of the syllabus.

The questions were evenly distributed between those which demanded candidates' knowledge and those which needed application and illustrations.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates exhibited good knowledge of the subject matter and scored high marks. A number of them scored above average.
- (2) Another commendable feature was that some of the candidates expressed themselves well in simple English and orderly presented their material.
- (3) Majority of the candidates answered the four questions that was expected from them and ably supported their answers with very good illustrations required in Question 1.
- (4) Majority of the candidates exhibited legible handwriting which made reading and marking of the scripts easy.
- (5) Most of the candidates' strength were observed in question one (1), two (2), three (3) and six (6). These were popular questions answered by majority of the candidates.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few candidates deliberately scribbled their answers which made it impossible to read and award the marks. Those candidates scored poorly in the paper. In some cases, candidates only wrote the question with no answers.
- (2) A few candidates' performance in questions four (4) and five (5) were below average. In question four (4) for example, they could not identify the differences between montage and applique and in question five (5), candidates could not describe how a ground is prepared.
- (3) Poor presentation of material was observed in some candidates' answer. Some of their answers did not merit the full marks, because they were not orderly done.
- (4) A few candidates could not express themselves in simple English and their spelling was poor.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Teachers should encourage their students to read their books and also encourage them to do more exercises.
- (2) Teachers should penalize candidates who scribble words and those who refuse to do written exercises.
- (3) Teachers should take time to teach candidates how to present their answers in an orderly manner. For example, in the preparation of a ground, sizing is done before priming. Gesso is the ground for panels and sizing and priming for canvas.
- (4) Teachers should have patience to explain words, terms and concepts when teaching.

(5) Students should be serious with their studies.

5. DETAILED COMMENTS

Question 1

- (a) **Explain illustration**
- (b) **State four techniques used in illustration.**
- (c) **Describe and illustrate how two of the techniques stated in (b) is executed.**

This was one of the most popular question. Majority of candidate who attempted this question performed very well with illustrations, but some of the candidates could not explain illustration. They did not link the picture to explain the text which made their answers vague. In question one (1b), some candidates did not know the techniques used in illustration and wrote the shading techniques such as hatching, smudging, cross-hatching, etc. Others also cited pyrography, collage, mosaic, etc. which are not correct answers.

Expected answers are:

(a) Illustration is a picture that explains a text and adds interest to written part of a text.

(b) **The techniques used in illustration are:**

- i. Line drawing
- ii. Pen and wash
- iii. Painting (impasto)
- iv. Watercolour (wash)
- v. Printing
- vi. Silhouette drawing
- vii. Cartooning and abstract drawing

(c) **Description:**

- i. **Line drawing:** is a line or path left by a moving tool like pencil or pen. A line is used to trace the outer shapes of objects to drawn without the indication of a tone.
- ii. **Pen and wash:** drawings are made with pen and ink on a dry paper and while the lines are still wet, touches are made with water-filled brush to create tones.
- iii. **Silhouette:** the outline of a drawn object is filled with solid colour (black in most instances to create a shadow)
- iv. **Cartooning:** Parts (especially facial features) are exaggerated or expressed in a funny way.

Question 2

Write notes on the differences between the following terms:

- (a) **ground and support;**
- (b) **glazing and varnishing;**
- (c) **gallery and museum;**
- (d) **cartoon and caricature;**
- (e) **frieze and fresco.**

Another popular question for candidates, however, majority of them failed to explain the differences between cartoon and caricature, glazing and varnishing. For example, they said cartoon is animation or toy and caricature is exaggerated drawing, glazing is applying glaze on ceramics wares, applying paint over and over again and varnishing is the point where line vanishes on the horizon, etc.

Expected answers are:

- a. **ground** is a prepared surface (primed) and **support** is unprepared surface
- b. **glazing** is a thin layer of transparent paint spread over a dry/old painting to reveal the underlying images. It gives a different colouration or partination from the original work and **vanishing** is the application of a substance on a painting to serve as a protective coat.
- c. **Gallery** is a place or building where artworks are displayed and sold and a **museum** is a place where items of artistic, cultural, historical, scientific importance and interest are kept and displayed, but not for sale.
- d. **cartoon** is a funny drawing or series of drawing in a comic strip or to satire a person or policy and **caricature** is an amusing distortion or exaggeration of a familiar person/figure to ridicule him.
- e. **frieze** is a horizontal band of drawing/paintings used to decorate the strip of space on a building intended to tell a story and **fresco** is a painting executed on a fresh plaster (buon) or dry plaster (secco)

Question 3

- (a) **Describe a mural painting.**
- (b) **Identify four differences between mural and a water colour painting.**
- (c) **Discuss two ways of preserving water colour paintings.**

This was one of the most popular questions for candidates. Majority of them answered this question very well and scored high marks. However, few candidates did not do well in answering (3b). They gave wrong answers, for example the solvent for mural painting is oil, watercolour painting is done on canvas, watercolour painting is translucent. Others said a mural painting work has a shining surface, etc. For 3c, some candidates gave examples that watercolour paintings are preserved by keeping them in a cool dry place, by varnishing and by spraying them with fixative, which are wrong answers.

Some expected answers

- a. A mural is a painting done on the walls of a building.
- b. Differences:
 - (i) Mural is executed on walls and watercolour painting is executed on paper or cardboard.
 - (ii) In mural, the wall surface is primed and in watercolour, the paper is prepared by stretching.
 - (iii) Mural is immovable but water colour painting can be moved from place to place.
 - (iv) Impasto technique is applied in a mural painting but watercolour painting is transparent. Mural paintings are not framed but watercolour painting are framed.
 - (v) Multi-media technique can be applied in mural painting whereas in watercolour painting only water-base colours are used.
- c. Watercolour paintings are preserved by mounting, framing, laminating, keeping portfolio, etc.

Question 4

- (a) **What is a *montage*?**
- (b) **State five differences and three similarities between *montage* and *applique*.**
- (c) **State two way of preserving watercolour paintings.**

Most candidates avoided this question. They put up mediocre and abysmal performance. In bringing out the differences between *montage* and *applique*, some answers provided were, *applique* is stuck on cardboard with glue; *applique* is made of tree barks on a three-dimensional surface, etc.

Some expected answers

- a. *Montage* is a picture formed from photographs or drawn and painted images cut and pasted on a two-dimensional surface.
- b. ***Differences between montage and applique***
 - (i) *Montage* is composed of pictures and photographs pasted on supports and *applique* is composed of unrelated materials sewn on flexible supports.
 - (ii) Items pasted are mainly paper in *montage* and in *applique*, fabric or leather is used.
 - (iii) *Montage* involves pasting whereas in *applique* items are stitched.
 - (iv) In *montage*, finished work is not washable but in *applique* finished work can be washed, etc.

Similarities between montage and applique are the following:

- (i) They can both be framed
 - (ii) Both are used as decorative products
 - (iii) They are both executed by fixing other materials on supports
 - (iv) Both require cutting, etc.
- c. Watercolour paintings could be preserved by mounting and framing them.
Watercolour paintings could be preserved by keeping them in a portfolio or a box, etc.

Question 5

- (a) **What is a *ground* in picture making?**
- (b) **Describe how to prepare a ground for a mural painting.**
- (c) (i) **State two advantages of a ground in mural painting.**
(ii) **List two possible problems that might arise from poor preparation of a ground.**

Candidates who attempted it performed poorly in (5b) and the (c) part. Though most of them defined ground appropriately, they got the (b) part wrong. For example, candidates stated the processes of executing a picture instead of the preparation of a ground for mural painting such as sketching, transfer and execution. Others did not answer the (b) part. In the (c) (i) part, few candidates managed to state the advantages of a ground. But in the (c) (ii), candidates could not state the problems that might arise from preparation of a ground. Some of their answers were that the paint will not mix well, the paint will finish, etc.

Some expected answers

- a. A ground is a coating applied on support to prepare the surface for painting.
- b. A ground is prepared by scraping the wall surface, sand papering to smoothen it. Apply glue (size) first on the surface. Apply chalk or emulsion paint on the sized surface to complete it before drawing and painting.
- c. (i) Advantages of a ground.
 - It makes the paint stick better on the wall surface
 - It seals the pores on the wall surface
 - Colours appear fresher and better on the prepared ground, etc.
- (ii) Problems that might arise from poor preparation of a ground are:
 - The work may develop cracks and peel off if the ground is too thick on the surface
 - The ground colour may surface to stain the colours in the work if the size is too powerful chemically.
 - More paint may be used as most of it would be absorbed.

Question 6

Explain the following terms in picture making:

- (a) Composition**
- (b) Creativity**
- (c) Colour**
- (d) Skill**
- (e) Suitability**

This was another popular question which majority of the candidates answered. Though most of them performed well, the less endowed candidates woefully failed.

Notable wrong answers given were:

- (i) Composition is the way of joining things.
Composition is the arrangement of things on a table to draw.
- (ii) Colour is the impression of light on eyes, etc.
- (iii) Suitability is the correct way of doing things.

Some expected answers

- **Composition:** -is the arrangement of the components (elements) in a work of art to arrive at desired goal.
- **Creativity:** -The bringing into existence original works of art of high quality. Creativity could be achieved by improving on an already existing work.
- **Colour:** -A perceived quality of objects in direct reflected light or pigments extracted from rocks, tree barks, etc. to form paints. E.g. red, blue, yellow, green, violet, etc.
- **Skill:-** An acquired or learnt proficiency in particular human endeavour or activity. E.g. skill in painting.
- **Suitability:-** A situation where the item produced is appropriate for the purpose it was intended to serve. A painting for therapeutic intents becomes suitable when the colours and components reflect calmness.

SCULPTURE

1. GENERAL COMMENTS

The standard of the paper compares favourably to those of previous years. The questions set were within the scope of the syllabus and the performance of the candidates was slightly above average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some candidates wrote legibly and neatly which facilitated reading and scoring.
- (2) Some candidates drew beautifully to support answers, though the questions did not demand drawings. This should be encouraged.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates listed points though the answers provided needed explanation.
- (2) The handwriting of some candidates was difficult to read and score.
- (3) Some candidates numbered the questions they answered wrongly. They answered a question on a page and continued at a different page without numbering it.
- (4) Some of the candidates answered **two questions** on a **page**.
- (5) Some of the candidates answered five or six questions instead of the **stipulated four questions**.
- (6) Some terminologies in sculpture were wrongly spelt.
- (7) Some candidates could not differentiate between tools and materials.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Candidates are advised to read the instructions on the question paper and answer booklet cautiously before they start answering the questions.
- (2) Candidates should improve on their writing skills.
- (3) When teaching the candidates on materials and tools, each item should be listed separately for candidates to distinguish between them.
- (4) 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) Candidates should be taught how to answer questions. For example, words such as '**discuss**', '**explain**', '**state**', '**list**', etc. which are used to construct questions should be explained to students.

5. DETAILED COMMENTS

Question 1

List and explain three advantages that hardwood has over softwood to the wood carver.

Some expected answers

Some advantages of hardwood are:

- They are stronger and more durable while softwoods break easily.
- They have compact and fine grains but softwoods have loose grains.
- They are more resistant to pest attack but softwoods are easily attacked by insects.
- Shrinkage and cracks are minimized whereas softwood develop shrinks and cracks easily.
- They polish better and have a better finish.

Explanation

- Hardwood is durable and strong because it has compact grains. This will make the works last longer.
- Compact grains of hardwood will make the wood well textured which will facilitate neat cuts with tools to make works appealing.
- Since insects cannot destroy hardwood easily, works made will last long.
- When hardwood is well seasoned, cracks will be minimized so that works made will endure.
- Good finishing will enhance the quality of work which will be attractive to potential buyers.

This question was popular and it was well answered by most candidates. Most candidates however, concentrated on the disadvantages of softwood instead of writing on the advantages of hardwood over softwood.

Question 2

Describe in three points the drying method of preparing clay

Some expected answers

- Break the clay into smaller pieces and pound to powdery form.
- Sieve the powdery clay to remove unwanted materials. Add water to it and mix.
- Knead the clay and store it in a polythene bag or plastic container.

Some of the candidates who attempted this question failed to give sequential and procedural steps involved in the process. Some wrote on the wet method.

Question 3

State three (3) possible hazards in a carving studio and explain how each of them could be avoided.

Some expected answers

- Possible hazards in a carving studio are; cuts, injuries to the eyes and body, inhaling of dust or chemicals, burning of workshop, electrical shocks, slipping and falling, death, etc.

Avoidance

- **Cuts:-** Always hold the hand tool in a way that the cutting edge will move away from the body, wear boots, keep oil and tools in a box.
- **Injuries to the body:-** Keep and part of the body from contacting a sharp blade, use tools that one is familiar with, don't catch falling tools. Read instructions on pneumatic tools carefully before use.
- Wear safety goggles for the protection of the eyes, put on nose mask to prevent dust and inhaling of chemicals.
- Spillage of oil and water must be mopped immediately and leaving banana peels on the floor should be avoided.

The question was attempted by most candidates, but some mistook hazard for care and maintenance of tools.

Hazards are things that actually affect the sculptor. For example, theft, cut, injury, etc. The question demanded how the hazards listed are prevented and not an explanation to the hazards.

Question 4

Describe the process of making a cement cast from plaster mould.

Some expected answers

- d. Materials needed are: cement, sand, water, chicken wire, etc.
- e. Tools needed: brush, trowel, pliers, grease/soap solution.

Steps in making the cement cast:

- Cut the chicken wire with the pliers into strips.
- Soak the mould in clean water until it becomes saturated.
- Use a brush to size the mould with grease or soap solution.
- Mix the sieved sand and cement bit by bit with water until the right consistency is obtained.

- Apply the mortar evenly on the mould surface.
- Place the chicken wire on the first coat to reinforce it.
- Cover it with the mortar and agitate the mix till the mould is completely filled.
- Allow it to set and cure.
- When cured, use chisel and mallet to break the mould, making sure the work is not damaged.
- The cast cement is washed and retouched.
- Give it an appropriate finish by painting, varnishing, lacquering, etc.

This was not a popular question because only few candidates answered it well. Some candidates failed to list the tools and materials used for the cast.

Question 5

- (a) **Define exhibition**
 (b) **Write a description of the main plan of an exhibition.**

Some expected answers

- Type of exhibition: generalized or specialized.
- What to exhibit: whether it is sculpture, painting, graphics, etc.
- Where (location): either the community centre or a gallery
- Cost involved: a detailed account of the cost to be incurred.
- Publicity: an advertisement on electronic media or posters, etc.
- Expected guests/visitors: this is important in order to choose the venue and plan for refreshment.
- Duration: the date to start and end it, e.g. 23rd March – 31st March, and also the time for opening the exhibition, e.g. 3pm.
- Mounting of exhibits: for example, in mounting-in-the-round sculptures, exhibition stands should be provided, and they should be arranged in such a way that there will be easy movement around the works.
- Security: this is very important in order to take care of the exhibits during the exhibition.
- Visitors' book: for visitors to put down their comments, addresses and telephone numbers.
- Sales/Price list: to give an idea of the cost of each item.
- Opening/Entertainment/Guest Speaker, etc.: a pastor to pray and a dignitary to be the guest speaker. For example, the Minister of Education.

This was well answered by most of the candidates. It demanded a description and not listing. Most candidates just listed the main elements. For example, the date, advertisement, security, etc.

Question 6

Explain the following terms:

- (a) **Plinth**
- (b) **Monument**
- (c) **Direct Method**
- (d) **Bronzing**
- (e) **Plasticity**

Some expected answers

- **Plinth:** - It is a block of concrete or wood that is used as the base for a statue, etc.
- **Monument:** - It is a memorial stone, a building or statue executed in remembrance of a person or event.
- **Direct Method:** - It is a method of producing a sculpture whereby the sculptor picks a medium like wood and carves directly without making reference to a model. In this method, when a mistake is made it is difficult to correct.
- **Bronzing:**- It is the art of giving sculpture a substance to appear or imitate bronze or the art of finishing sculpture with a substance to imitate bronze.
- **Plasticity:**- It is the ability of a material like clay to withstand pressure without cracking and to retain the formed shape after the pressure is released.

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

For plinth, most of them wrote on pedestal which is wrong.

For monument, some wrote that it is a huge statue which is wrong.

On direct method, some wrote that it was using mortar to build around an armature which is not correct.

On bronzing, some of them wrote it was applying bronze on a work which is wrong.

TEXTILES 2

2. GENERAL COMMENTS

This year's paper compares favourably with those written in the previous years. The standard of the question were without ambiguity and were tailored for the candidates to exhibit knowledge, understanding and application of concepts they had acquired. The performance was an improvement on that of the previous years.

3. A SUMMARY OF CANDIDATES' STRENGTHS

Some candidates had good understanding of the questions. This was evidenced in the answers they provided. They clearly tackled the questions, bringing out the salient points with relevant examples.

4. A SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A few of the candidates did not understand the questions and were providing any answer of their choice.
- (2) Some of the candidates were scribbling unreadable and illegible words for answers.

5. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (1) Students should not be forced at all to pursue Visual Arts programme and should be allowed the freedom in the choice of subjects under Visual Arts.
- (2) Practical activities should be taken seriously; including the provision of tools and materials, and adequate time allocated to it.
- (3) Teachers of Visual Arts subjects should be well informed in the practical of the subject they teach.

6. DETAILED COMMENTS

Question 1

Discuss five reasons why preliminary designing is important to the textile artist.

Candidates were to provide the need of preliminary designing to the textile artist. These are idea development in textile designing with the interplay of elements and principles of design.

Few candidates attempted this question and the weaknesses were more than the strengths. Most of the candidates wrote on the benefits or what is derived from textile design rather than the importance to the textile artist.

Some of the answers given by candidates included:

- It brings money
- For easy marketing

- For decoration
- For attraction
- Makes the artist popular

Expected Answer

- To bring varieties of ideas together for the best option to be selected
- To make different designs to suit different occasions or purposes
- To experiment in elements and principles of design/help to create two or three dimensional effects in fabric designing
- To determine colour pattern, combinations or colour harmony
- It saves time
- It helps in planning
- It helps in creating the work with precision
- It saves money and resources such as materials
- It helps in mass production.

Question 2

Describe the following Ghanaian traditional fabrics and state a significant function of each:

- kuntunkuni**
- adinkra**
- kente**

Majority of the candidates could not describe the fabrics but were able to state their significance. This phenomenon centered on guesswork.

Expected Answer

- (a) **Kuntunkuni:** This is a Ghanaian traditional fabric with its use not restricted to any class of the society. It is an ordinary plain-dyed fabric using cotton and natural dyes. It is a dark-brown cloth which is sometimes printed with black patterns. It is used mostly for sad occasions such as mourning the dead; famine; war; sickness and calamities. It is also used to show deepened feelings of melancholy. It has poor fastness to washing and rubbing, therefore it is rarely washed after use. To keep its freshness it is always dried in the open for aeration.
- (d) **Adinkra:** is an Akan word which simply means “saying good-bye” to another when parting company. The adinkra fabric has become the means by which most Ghanaians, especially, the Akan population bid farewell to their dead relations. It is also used on festive occasions.

Traditional proverbs and philosophical parting messages and wishes have been expressed in numerous abstract symbols that are referred to as 'adinkra' symbols.

These symbols are cut from pieces of calabash with blocks and stamped all over with locally prepared black ink in various colours of cloth which are used at different stages of funerals and melancholous occasions.

(e) **Kente**: a brilliantly multi-coloured fabric entirely hand woven by Ghanaian weavers, made of rayon and cotton.

The intricate designs and colours determine the purpose of the fabric.

Kente woven fabrics are given philosophical and proverbial names to portray the Ghanaian indigenous culture and what is trending socially. Generally, kente fabrics are used for joyful occasions

Question 3

Advance five points to explain the importance of cotton in the development of the Textile Industry in Ghana.

- Candidates were to state the climate conditions available for the cultivation of cotton in Ghana.
- The properties of cotton that determines its use as a textile fibre and
- The textile companies that were opened to process the fibre into yarns and then to fabric.

The response from most candidates indicated a gross misunderstanding of the question. Most candidates wrote on the use of cotton fabrics instead of the production of the cotton fibre for the development of the textile industry. Some responses from candidates included:

- Cotton helps in easy marketing of goods.
- Cotton helps to alleviate poverty.
- Cotton prevents child trafficking.

Expected Answer

- Cotton is a tropical plant, for that reason, climatic conditions in Ghana favour its growth, production and processing into a fibre
- There is availability of resources such as land, and labour for the growth and production of cotton
- The growth and production of cotton led to the establishment of ginneries for its processing into fibre. Cotton production led to the opening of numerous textile companies in the early 1960s; e.g., Ghana Textile Printing Company; Ghana Textiles Manufacturing Company; Juapong Textiles Limited; Akosombo Textiles Limited.

- It is cheaper to process.
- It can easily be blended with other fibres
- Cotton has the ability to take in moisture from the human body and renders the body cool and is therefore comfortable to wear in Ghana.
- Good tensile strength
- Highly flexible or pliability

Question 4

- (c) **Describe the following processes in textile production:**
- Applique;
 - Batik.
- (d) **State three reasons for decorating fabrics.**

In all ramification, this is a practical question which should be well tackled by candidates. It was a well attempted and well answered question and the results were very encouraging. However, some few candidates failed to give full description of the processes. Instead, they gave only the definition of the processes. Others were also confused about applique and embroidery, and batik with tie-dye, thus deviating from the required answer. Candidates also failed to mention and describe the two applique processes; on-lay and in-lay

Expected Answer

- (a) (i) **Applique:** It is the art of decorating textile fabrics in which motifs of different colour or texture are cut from fabrics and sewn, mounted, stitched or pasted on to another fabric that serves as a background. Two techniques are mostly used in appliqué work. These are; on-lay where the shapes or motifs are cut and stitched directly on to the base fabric, and in-lay where the shapes or motifs that have been cut are stitched or pasted from underneath the base fabric.
- (i) **Batik:** It is a resist technique of decorating a fabric by dyeing. In batik making, portions of the fabric to be dyed are covered with a mass of substance such as wax, clay slip, starch or konkonte to prevent dye absorption during dyeing. If wax is to be used it is first melted in to a solution and then applied to the fabric by stamping with a designed block, or painting directly with a brush or splashing with any appropriate tool and allowed to cool. After waxing, the waxed fabric is later immersed in a prepared dye bath and agitated till the required time is up after which the dyed fabric is removed and subjected to further processing. This is the removal of wax from the fabric in a boiling or hot water after which the fabric is thoroughly washed, rinsed, dried and ironed.
- (b) Some of the reasons for decorating fabrics are to
- beautify fabrics
 - differentiate one fabric from another

- (iii) increase the quality of fabrics
- (iv) make fabrics sell higher/add value, etc.

Question 5

- (c) (i) **Define degumming**
 - (ii) **Explain three advantages of degumming**
- (b) **The weight of a silk fabric degumming was 10 grams. 30% of the gum remained in the fabric after degumming. Calculate the present weight of the fabric.**
- (c) **Identify three towns where silk production takes place in Ghana.**

It was the least attempted question with very poor outcomes. Most candidates were at home with the 'A' part of the question but were knocked out in the sub-questions 'b' and 'c'. Only a handful of candidates who attempted 'b' and 'c' got them correct.

Expected Answer

- (a) (i) **Degumming:** It is the process of removing silk-gum or sericin from silk fibre in hot soapy solution followed by a thorough washing with cold water.
- (ii) **Advantages of degumming**
 - Separates the cemented silk fibres in to single units or strands
 - Imparts softer handle to the silk fibre
 - Imparts higher lustre to the silk fibre
 - Imparts whiteness to the silk fibre
 - The silk fibre becomes lighter in weight
- (b) The 'b' part asked for the weight of silk fabric if 30% of its weight is lost through degumming. The 70% of weight left is the weight of the silk fabric itself and it is 7 grams.
- (c) The 'c' part was purely on recall. Candidates were to provide only three towns in which silk is produced in Ghana – Dabose, Prestea, Bogoso, Fumesua, Amansaman, Odumase Krobo, Akropong-Akwapim and UEW, Mampong Ashanti.

Question 6

Explain with examples, five important contributions that the study of textiles has brought to the Ghanaian society.

It was the most popular one and almost all the candidates attempted it. Candidates' responses centered on employment, income, foreign exchange, transmission of the Ghanaian culture and provision of various fabrics to protect the body and for adornment. Though a very popular question, candidates could not harness their thought effectively in

answering it. This brought about a lot of repetitions and undesirable responses from them (candidates).

Expected Answer

- It has provided source of employment and income for the individual.
- Some people practise textile activities for leisure and as a hobby.
- Through textiles, clothing is produced which is used to protect the body.
- Textile items are used to decorate or beautify our surrounding/environment.
- Textile items are used to store or package agricultural products; e.g., cocoa or maize, sugar, groundnuts, etc.
- The nation earns foreign income from the export of textile goods.
- Some fabrics are used for communication or to express mood; e.g., adinkra designs in printed fabrics express a lot of ideas and philosophies, etc.