

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.

They reported that the examination covered questions based on topics within the syllabus and that questions were clear and straight forward.

2. PERFORMANCE OF CANDIDATES

The Chief Examiners reported that candidates' performance varied, ranging from below average to improvement over that of the previous year.

- (i) Candidates' performance this year in Clothing and Textiles 2 was better as compared to previous year.
- (ii) Above average performance was reported for General Knowledge in Art (GKA) 2 and 3A.
- (iii) An average performance was reported for candidates in General Knowledge in Art (GKA) 3B, Management-in-Living 2 and 3, Jewellery 2, Picture Making 2, Foods and Nutrition 2 and 3 and Leatherwork 2.
- (iv) Below average performance compared to previous years was reported for candidates in Graphic Design 2, Textiles 2, Sculpture 2 and Ceramics 2.

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners highlighted the following strengths in candidates work:

- (i) Improved knowledge and use of the sewing machine in Clothing and Textiles 3 and preparation of dishes in Foods and Nutrition 3.
- (ii) Correct use of terminologies was exhibited by candidates in Textiles 2, Sculpture 2, Picture Making 2 and Graphic Design 2.
- (iii) Improved spelling of words and terminologies was noted in Jewellery 2, Management-in-Living 2, Basketry 2, Foods and Nutrition 2 and Management-in-Living 3.
- (iv) Improvement in handwriting was reported for candidates in Clothing and Textiles 2, Foods and Nutrition 2, Management-in-Living 3, Basketry 2, Picture Making 2, General Knowledge in Art (GKA) 2, Leatherwork 2 and Management-in-Living 2.
- (v) Skilful use of tools and materials was exhibited in General Knowledge in Art 3A & 3B, Foods and Nutrition 3 and Clothing and Textiles 3.
- (vi) Ability to support answers with illustrations was displayed in Sculpture 2, Graphic Design 2, Leatherwork 2, Clothing and Textile 2, Picture Making 2 and Basketry 2. Majority of candidates started each question on a fresh page.
- (vii) Improvement in the use of English Grammar was evident in Basketry 2, Foods and Nutrition 2, Textiles 2, Management-in-Living 2 and Management-in-Living 3.

- (viii) Adherence to rubrics was observed in Foods and Nutrition 2, Management-in-Living 3, Clothing and Textiles 2, Picture Making 2, Basketry 2, Ceramic 2, GKA 2, Management-in-Living 2, Textiles 2 and Visual Art 3.
- (ix) Most candidates comprehended the questions and answered them as expected. This was noted in Foods and Nutrition 2, Clothing and Textile 2, Leatherwork 2, Management-in-Living 2, Picture Making 2 and Sculpture 2.
- (x) Cancellation of work by candidates was neatly done in Foods and Nutrition 2
- (xi) Mastery over subject matter was observed in Ceramics 2, Clothing and Textile 2, GKA 2, GKA 3A and 3B, Leatherwork 2 and Picture Making 2.
- (xii) Recalling of facts and short answers were well answered in Clothing and Textiles 2.
- (xiii) Quality of self-garments displayed for coursework for Clothing and Textiles 3 had improved significantly.

4. SUMMARY OF CANDIDATES' WEAKNESSES

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

- (i) Poor drawing skills were reported in General Knowledge in Art 3A, Clothing and Textiles 2, Jewellery 2, Basketry 2 and Visual Art 3. Also, with Graphic Design 2, some of the candidates failed to use illustrations though some questions demanded it
- (ii) Inability of candidates to apply certain principles to practical situations was evident in General Knowledge in Art 3A, 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 Ceramics 2.
- (iii) The candidates used unacceptable items like stencils and computer designs in the execution of their work. This was detected in General Knowledge in Art 3A.
- (iv) Poor time plans made by candidates in Foods and Nutrition 3 and poor expression and spelling in Management-in-Living 2 and Clothing and Textiles 2.
- (v) Poor expression in English Language and grammatical errors was a common weakness in Management-in-Living 3, Picture Making 2, Graphic Design 2 Clothing and Textiles 2, Jewellery 2 and Leatherwork 2.
- (vi) Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2, Jewellery 2, Management-in-Living 3, Ceramics 2, Foods and Nutrition 2, Picture Making 2, GKA 2 and Management-in-Living 2.
- (vii) Lack of in-depth knowledge of subject matter was reported in General Knowledge in Art 2, Leatherwork 2, Management-in-Living 3 and Textiles 2.
- (viii) Candidates showed very low technique for answering questions which demanded the application of knowledge in Clothing and Textiles 2 and a significant number demonstrated poor knowledge of the subject matter.

- (ix) Non-adherence to rubrics was observed in Ceramics 2, Sculpture 2 and Management-in-Living 2, Leatherwork 2, Picture Making 2 and there were issues with poor understanding of questions in Management-in-Living 3, basketry 2, Graphic Design 2, Sculpture 2 and Textiles 2.
- (x) Unacceptable use of shorthand and abbreviations in the writing of words was also observed in Foods and Nutrition 2 and Basketry 2.
- (xi) Poor handwriting was reported to be a weakness in Sculpture 2, Visual Art 3 project report and in Clothing and Textiles 2 and Jewellery 2.
- (xii) Most of the compositions of items were not done according to instruction in General Knowledge in Art 3A.
- (xiii) Indication of background and foregrounds were poorly done in General Knowledge in Art 3A.
- (xiv) Inability of some of the candidates to identify, describe and state functions of tools used in Basketry2, Leatherwork 2, Textiles 2 and Food and Nutrition 3.
- (xv) Poor labelling of illustrations was noted in Ceramics 2, most especially in question 2.

5. SUGGESTED REMEDIES

- (i) Students should be given more assignments which involve all types of drawing and shading and should be encouraged to read widely in addition to notes given by their tutors and the prescribed textbooks. Teachers should encourage students to read and use the library more often to improve their spelling, vocabulary and expressions in English.
- (ii) Students must be taught to reduce their dependence on computer generated designs and to be more creative in their drawings and designs.
- (iii) Teachers should teach students how to handle tools and materials well and should use as many text books as possible to teach.
- (iv) 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.
- (v) 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.
- (vi) Students should be supplied with the prescribed textbooks and they should be encouraged to use them appropriately.
- (vii) Practical lessons should be undertaken more often for improvement.
- (viii) Students should be advised to read the rubrics of the papers and they should adhere to them.
- (ix) The Chief Examiners reports should be readily available to teachers to help them in their teachings.

- (x) Teachers who have not been trained as teachers for specified subject areas should read more and widely and should seek assistance from their colleague teachers and resource persons whenever necessary.
- (xi) Instructors who arrange objects for candidates should be made aware to read the questions and understand the details before setting the items for the candidates.
- (xii) Teachers should explain the demand of the General Knowledge in Art 3A questions to candidates. Since the paper is issued out two weeks before the sitting of the examination.



BASKETRY 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with that of the previous year. The items were well constructed and were within the scope of the syllabus requirements.

The questions were concise and unambiguous. Most of the questions were based on the practical and theoretical aspects of basketry.

2. A SUMMARY OF CANDIDATES STRENGTHS

The following were noted in candidates' answers.

- (i) Majority of the candidature produced bold and detailed illustrations.
- (ii) Handwritings were mostly legible: - a development that must be encouraged.
- (iii) A few candidates presented their answers in very good grammar.
- (iv) Candidates showed an improved spelling of basketry terminologies.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

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

- (i) Some candidates did not write boldly while others presented very faint illustrations.
- (ii) A few number of candidates presented full drawings so small they could not measure one centimetre in length or across thereby presenting a difficulty in looking for points to award marks.
- (iii) Many candidates could not understand the demands of question 2 which was a straightforward one.
- (iv) Most candidates could not correctly describe tools used in basketry and in some cases stated wrong functions of the tools listed in the question.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

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

- (i) Teachers should encourage candidates to illustrate boldly, especially during drawing exercises.
- (ii) Emphasis should be placed on teaching the correct function of tools as well as their characteristics into more detail.
- (iii) Quality time should be spent on carefully analysing questions before attempting to answer them.

5. DETAILED COMMENTS

Question 1

Explain in detail, three rationales for studying Basketry as a subject in school.

This was the most attempted question. Almost all candidates had some answers to it. This is also where most of the marks were earned. It brought to the fore that candidates were in good standing as far as rationales for studying Basketry in school was concerned. Some were however unable to explain the stated rationales in detail.

The following are some of the rationales:

- Improving technical knowledge in the subject area.
Gaining more knowhow in production techniques elsewhere
Exposure to new techniques (methods)
- Sharing production processes
Comparing procedures
Learning from other mates
Benefiting from advanced tutorials especially from tutors.
- Sharing challenges/Learning outcomes
Pursuance of higher academic levels
Group discussions
Examinations
Competitions
Acquisition of knowledge about materials and care of tools
- Exposure to ICT and scientific developments
Improved creative thinking
Studying of better practices and conservation methods
Basketry becomes more meaningful theoretically
Production accuracy with speed.
Increased production with higher incomes.
- Improved finishing techniques.
For job creation and increased earnings.
Sustenance of the craft and improved outlook and standards.

Question 2

Discuss five contributions of the Basketry industry to tourism industry in Ghana.

This question was fairly patronised. It was however, poorly answered. There was a shift from discussing the contributions of the Basketry industry toward gains by basketry practitioners.

There were frequent responses of financial gains to the basketry craftsman or how it provides job for the individual in the basketry industry.

Some other students misinterpreted the question to mean what the government could do to enhance the basketry industry.

Attention should have rather been paid to the contributions basketry has made to the Tourism industry instead of that of basketry. Candidates lost a lot of marks from their inability to correctly infer from the demands of the question.

Expected responses to this question include the following:

- Traditional basketry articles are in high demand and are a part of the tourism industry in Ghana (mats, belts, hats, baskets, woven body wears etc)
- Basketry craft centres are popular tourist attractions.
- The Basketry industry drastically reduces the import bills of the tourism industry through its local purchasing of articles.
- It is a direct source of income for the Tourism industry.
- Sustenance of the Tourism industry is dependent on the out-puts of the cottage industries of which basketry industry is one.

Question 3

With the aid of illustrations, describe the following techniques in Basketry. (Plaiting, Knotting, Coiling).

This question was fairly attempted. In some instances, candidates could not produce clear and bold illustrations in support of description of their weaves.

Many candidates were found presenting twisting involving two strands as plaiting. Though many presented clear illustrations of twisting, marks were lost for deviating from the demands of the question.

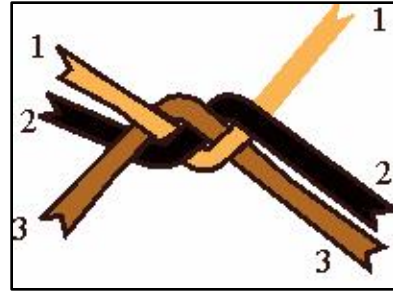
Similar situations were with the illustrations of Knotting and Plaiting.

A few candidates drew Wrapping instead of Coiling.

A few candidates however presented very clear, accurate and detailed illustrations and consequently scored full marks for that question.

The appropriate responses are as follows:

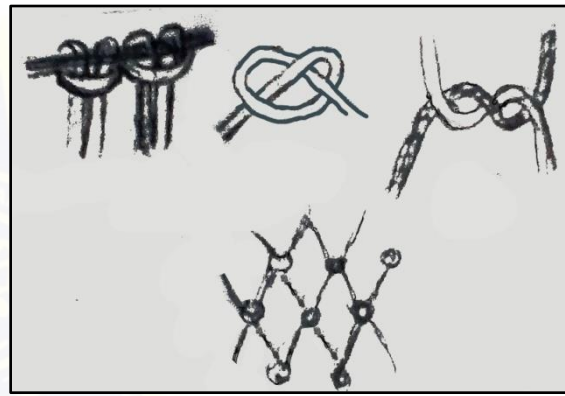
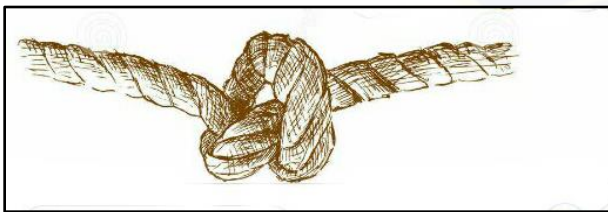
(a) Plaiting



Plaiting is one of the weaves used in basketry for decorations or strengthening of articles.

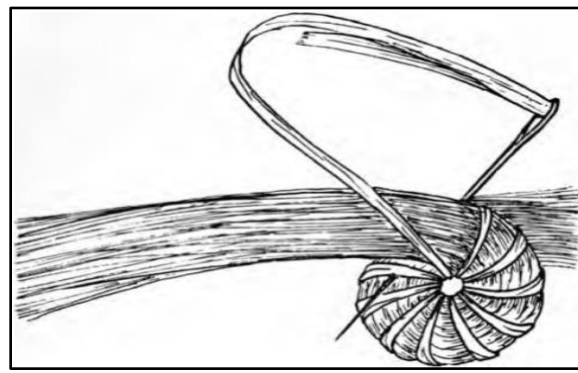
It may be done using three or more strands. It is achieved by intertwining strands, one over and under the next sequentially to weave ropes, belts, fans, hats, mats etc.

(b) Knotting



A fastening of loops made by tying together cords or other flexible materials in prescribed ways. They usually are tied together to form nets etc or are used to attach materials to other bodies. Some knots are done purely for decorative reasons. An example is the Josephine knot.

(c) Coiling



Coiling refers to the bundling together of a number of fibres by wrapping. These bundles or core materials are often wound around itself to form a circle. They are usually held together by stitches to form mats, bags etc.

Question 4

(a) Describe Lemonade-tray basket

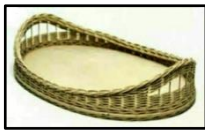
This was the least answered question.

Only five candidates answered this question satisfactorily.

The other candidates rather described how date palm leaves could be used in making a tray instead of how the material is prepared.

Question 4(c) was however, more accurately answered.

The following are sample answers to this question.



- Lemonade trays are designed to carry glasses or cans of lemon juice while lemon baskets are largely meant for gifts. Some are tiered or have levels to allow more items to be carried.
- It is a beautifully crafted tray.

(b) Explain the process involved in the preparation of date palm leaves for making a tray.

- i) After cutting the palm leaves, they are dried for about a week.
- ii) The central leaflets are stripped off (shorter ones are discarded)
- iii) The midribs of the remaining leaflets are split off with pin and thrown away.
- iv) Leaving about 2 inches from the base of each leaflet, the remaining leaflets are further split with pin to the desired width. (dyeing of leaflets may be done if desired)

(c) Give a vivid account of how date palm leaves are harvested.

- The long leaves are cut from the stem of the palm before they have opened, and the leaflets are stripped off the branch and dried.

Question 5

With the aid of diagrams, write on the following tools used in Basketry.

(Bodkin, Rapping iron, Singeing lamp, Shears, Knife)

This question was attempted by almost all candidates. It was however not satisfactorily answered. The question demanded a write-up on each of the five tools with illustrations. This involves the description of their characteristics as well as their functions.

Most candidates only stated their various functions leaving out a description of each tool hence losing marks.

Many also either had wrong illustration of the right tools or stated wrong functions of the correctly illustrated tools.

Some examples are as follows:

- Pressing iron was drawn in place of the required Rapping iron.
- Hurricane lantern with chimney illustrated for Singeing lamp.
- Singeing Lamp was illustrated quite adequately but described as used in searching for materials in the dark.
- Shears were many times illustrated either as scissors or pliers.

A candidate went as far as describing the use of Shears as a tool for stitching!

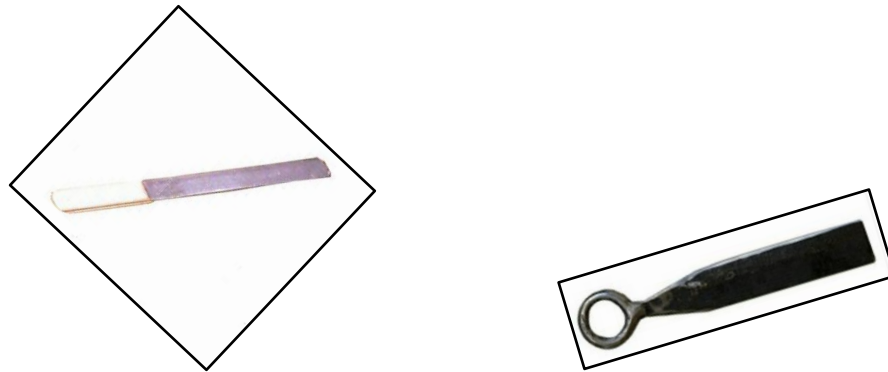
Some expected answers:

(a) Bodkin



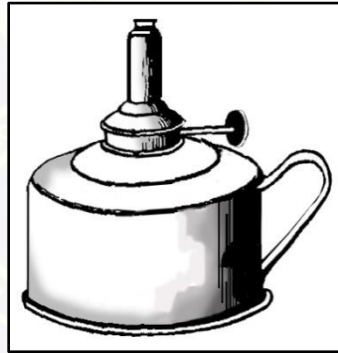
A bodkin is a straight but pointed metal with plastic or wooden handle. Some are slightly bent at the edge or tip. They are mostly used in basketry to bore holes or aid insertion of stakes and weavers.

(b) Rapping iron



Rapping iron is a flat iron bar fitted with a plastic or wooden handle. It has no pointed edge or tip. It is used mainly to keep weavers pressed to effect a smooth and tight weave.

(c) Singeing lamp



Singeing lamp is an open type of lantern that produces flame used in burning off ends of cords to prevent fraying. It is also used to burn off loose hairs of cane when finishing a work.

(d) Shears



A cutting tool of which two blades move past each other very much like a scissors. The ends are slightly curved. It is larger than scissors. In Basketry, it is used for cutting a number of stakes together. It is also used in trimming jotted ends of rods around a basket.

(e) Knife.



A knife is a cutting tool consisting of a sharp blade fastened to a wooden, plastic or a metal handle. In Basketry, it is used for splitting, peeling, cutting, etc. It is suitable for smaller or average size materials. Some are bare while others are encased for safety reasons.

Question 6

(a) Name three (3) materials in your environment useful for knotting work.

Jute, Nylon, Raffia, cotton, coir, shucks etc.

The following were noticed in candidates' answers for this question:

Many candidates were able to name three materials suitable for knotting in Basketry.

Some obviously saw this question as naming basketry materials. Consequently, materials like rattan, rachis, rushes, and bamboo were listed which are certainly not suited for knotting.

Marks were lost for that error.

(b) Describe how one (1) of such materials is obtained and prepared for making an article.

In answering Question 6(b) and (c), many candidates scored good marks except those who named the wrong materials in 6(a).

The appropriate responses are as follows

Acquisition: (a) harvest eg raffia, shucks, coir

(b) Purchase eg Jute, Nylon

Preparation:

Raffia

- Raffia is harvested by cutting the long leaves from the main raffia palm before the leaves open up.
- The leaflets are stripped off and the midrib is removed from each leaflet.
- The leaflets are cut across the base and the outer skin is carefully peeled off the full length of the leaflet with a knife.
- They are dried in the sun. Dyeing may be done if needed.

Coir

Either the fresh fruit is split and dried or it is dried and beaten with a mallet. The loose fibres are gathered for use.

Shucks

The ears of the corn are dried and split with a knife, needle or the fingers for use. They may be dyed.



CERAMICS 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with those of the previous years'. The questions were within the limits of candidates.

There were significant improvements in the performance of the candidates as against the previous years.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most candidates adhered to the rubrics, hence answered the stipulated four questions
- (ii) Candidates exhibited command of subject matter by giving precise information and examples.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) There were challenges with labelling in question three. Arrow heads were not pointing to the correct parts of the drawing. These lapses caused some candidates to lose marks.
- (ii) Some candidates still answered two or three questions on a page and led to some answers mixing up since there were inadequate spaces between their responses.
- (iii) A few candidates could not draw and label as in question three.

4. SUGGESTED REMEDIES

- (i) Candidates are advised to take time to read the questions and understand very well before attempting to answer.
- (ii) Visual Art teachers are also advised to read the Chief Examiners Reports to know more about teaching/learning of terminologies and processes.

5. DETAILED COMMENTS

Question 1

- (a) **Group the following under industrial and domestic products. Bricks; Decorative ceramic objects; Dinner sets; Floor tiles; Tea sets; Wall tiles; Grinding bowls; Flower vases; Roofing tiles; Wash-hand basin.**
- (b) **State the use of any five of the products in (a)**

- (a) This was the most popular question and answered by almost all candidates.

Candidates were required to group ten products under Industrial and Domestic. The prevalent challenge was the placement of *wash hand basin* and *decorative ceramic object*. Wash hand basin is an industrial product since it is usually mass produced by Ceramic Industries.

Decorative ceramic objects on the other hand are traditionally produced by studio potters. Nevertheless, decorative ceramic objects are for domestic use, hence classified as domestic product.

- (b) This was quite straight forward so most candidates were able to state five uses satisfactorily.

Question 2

- (a) **Identify three types of waste produced in the ceramic studio.**
(b) **Discuss how the waste mentioned in (a) can be managed.**

- (a) This was the least answered question by candidates.

The performance of the few candidates who attempted was not encouraging. Most candidates classified ceramic waste into three types, solid, liquid and gas.

However, the question demanded specific waste generated in the studio like toxic and poisonous chemicals, broken pieces of fired ware (shards), smoke/gas from kiln, torn pieces of polythene sheets/bags, dust on the floor, broken pieces of green ware, etc.

- (b) This was also poorly answered since they did not know how to manage the waste.

The expected answers were:

- Broken pieces of green ware could be recycled by dumping them back into clay pit;
- Shards could be pulverized and used as grog;
- Left over clay could be soaked for re-use, etc.

Question 3

Draw the cross-section of a down draught firewood kiln and label parts.

This question was satisfactorily answered by most candidates.

The challenge identified was the proper labelling of the parts, especially the flue, bag wall and damper. Additionally, arrow heads were not pointing to the required parts and others stopped abruptly. Candidates are advised to draw with pencil and label with pen.

Question 4

- (a) **List two decorations related to each of the following states:**
(i) **Plastic**

- (ii) **Leatherhard;**
(iii) **Bone dry**
(iv) **Bisque/biscuit**
- (b) **Write the chemical name against each of the following fluxing agents:**
- (i) **Li₂O;**
(ii) **K₂O;**
(iii) **Na₂O;**
(iv) **PbO;**
(v) **B₂O₃;**
(vi) **CaO;**
(vii) **MgO.**
- (a) This is one of the popular questions attempted by most candidates and the score was very encouraging.
Expected answers were:
Plastic:
- Stamping,
 - Slip trailing
 - Piercing, etc.
- Leatherhard:
- Incision
 - Sprigging,
 - Sgraffito
 - Burnishing, etc.
- Bone-dry:
- Stencilling
 - Painting
 - Spraying
 - Engobe, etc.
- Bisque/biscuit:
- Wax resist,
 - Under glaze,
 - Painting, etc.
- (b) Most candidates did well to write the chemical names of the fluxing agents. The only challenge was question 4(b) (ii). Most candidates wrote Boric Oxide, instead of Boron Oxide.

Question 5

- (a) **Describe kneading.**
(b) **Explain in four points why it is necessary to knead clay before use.**

(a) This was another popular question and well answered by most candidates. The response to this question on kneading was very encouraging.

Expected answers are as follows:

Kneading is the act of pressing clay with the palm and fingers against a working surface, example table by twisting and rolling it to remove air bubbles and also to mix it into a uniform consistency.

(b) The appropriate response given by candidates made them score all the marks allocated to question 5(b).

Expected answers are as follows:

- Kneading makes clay more plastic.
- It helps to remove air bubbles from the clay.
- It ensures proper mixing of clay.
- Kneading breaks lumps, etc.

Question 6

- (a) **Define Kiln furniture.**
(b) **Sketch the following kiln furniture**
(i) **stilt**
(ii) **prop**
(iii) **batt**
(c) **Explain how each of the kiln furniture in (b) is used.**

(a) This question was not popular but candidates who attempted scored average marks. The definition of kiln furniture was satisfactorily given.

(b) These were properly executed with the exception of stilt. The major shortfall was the description given to stilt and the drawing.

The demand for stilt was:

It is used to hold wares especially small/flat pieces that must be glazed. It has three arms radiating from the centre which gives stability to the wares.

CLOTHING AND TEXTILES 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with those of the previous years. The paper was a mix up of questions which demanded the recall of facts and application of knowledge. They were simple and straightforward and suitable for their level.

All the questions were based on topics in the syllabus. Candidates performance this year is significantly better than that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Questions which demanded the recall of facts and short answers were very well answered.
- (ii) Most of the candidates presented their responses as expected.
- (iii) Candidates answered each question on a fresh page and numbered them correctly.
- (iv) There is tremendous improvement in candidates' illustrations. Majority of the candidates took pains to provide well labelled diagrams.
- (v) They demonstrated a good knowledge in the following topics:
 - Types of sewing machine, their advantages and disadvantages;
 - Uses of pockets and points to consider in the choice of pockets.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Few candidates did not have the technique for answering questions which demanded the application of knowledge and those that required the processes of making up a garment, hence performed poorly in such questions.
- (ii) English language continues to be a problem. Quite a significant number of candidates could not express themselves very well neither could they spell very well. Examples of words spelt wrongly include: *waste - wast, waist; neatening - neatening, knitting; finger - figure, figure, collar - color, collar, etc.*

4. SUGGESTED REMEDIES

- (i) Qualified teachers who are knowledgeable in the subjects should be made to handle the subject.
- (ii) Teachers should use prescribed textbooks in order to have authentic information that they can impart to the students.
- (iii) To help candidate improve their spellings, teachers should; treat difficult words, new words and technical terms with students at the beginning of each lesson. dictate notes to them and the notes should be marked, ensure that corrections in the notes are made.
- (iv) Candidates should be made to underline important words in each topic treated.

- (v) Teachers should also discuss past questions with students and teach them how to answer the questions.
- (vi) Candidates should be given research work and must be made to present their findings in class. Frequent presentation in class will help improve their vocabulary and give them the confidence to speak good English.
- (vii) In situations where teachers lack knowledge in a particular area, they should invite resource persons to assist.
- (viii) Teachers should use technical terms in their teaching so that candidates will be familiar with the terms.

5. DETAILED COMMENTS

Question 1

(a) State one use each of the following sewing tools:

- (i) thimble;**
- (ii) pinking shears;**
- (iii) bodkin.**

(b) State three ways of caring for the pressing iron.

(c) Mention the three main types of sewing machine.

(d) Give one advantage and one disadvantage of each type of sewing machine mentioned in (c) above.

(a) A very popular question which was answered by all candidates. Some sub-questions were very well answered by majority of the candidates. Performance was excellent.

A significant number of the candidates provided the correct answers for thimble and pinking shears, but some left out important words.

Candidates answers included:

(i) *Thimble*

- It is worn on the middle finger when sewing
- It is worn on the fingers when hand sewing.

There were expected to state that:

A thimble is worn on the middle finger of the right hand to protect it from being pricked when sewing. The words underlined were significantly missing in some candidates' answers.

(ii) *Pinking shears*

Majority of the candidates stated that: pinking shears are used for decorating articles, for trimming edges, for finishing edges.

They were expected to provide the following answer:

Used for neatening raw edges of fabrics which do not fray. The important words underlined were missing in candidates' answers.

(iii) Bodkin

Only a handful of candidates provided the correct answer. For some candidates there was evidence that their answer was quoted from a book because it was word for word from needlework for schools by Melita Neal.

They were expected to state that:

Bodkin is used for threading ribbons, elastic, cords, etc.

(b) This sub-question was poorly answered by majority of the candidates.

They provided answers like:

- Off the iron when not in use.
- Keep it on a cool dry place;
- Keep the iron in its box after use.

Expected answers include:

- Protect iron from gathering dust.
- Prevent flexes from knotting or twisting;
- Repair frayed flexes;
- Keep iron on a stand;
- Clean stains on the base of iron using fine sand/salt/tooth paste/baking soda/vinegar.

(c) This was very well answered by majority of the candidates. Most of them mentioned the two common ones: Hand sewing machine and electric sewing machine.

The third type – 'Treadle' sewing machine was referred to as 'industrial machine; 'foot machine' 'peddle machine' and 'let machine' by a good number of the candidates.

The word 'treadle' was wrongly spelt by a significant number of the candidates.

They spelt it as: thradle, threaded, threading, thrending, treadle.

- (d) This sub-question was very well answered by majority of the candidates.
They provided answers like:

Advantages of Hand machine

- Good for beginners
- Less expensive
- Easy to operate
- Can be used everywhere

Disadvantages

- Uses much energy
- Not suitable for left handed people
- Time consuming

Advantages of Electric machine

- Fast to use
- Both hands are free to guide work
- Requires less energy

Disadvantages

- Cannot be used without electricity
- Very expensive
- Not good for beginners

Advantages of Treadle Machine

- Has a stand
- Has a surface that can be used for cutting out
- It is fast

Disadvantages

- Very expensive
- Requires energy
- It occupies space

Question 2

(a) Draw the back-skirt pattern and indicate the following pattern markings:

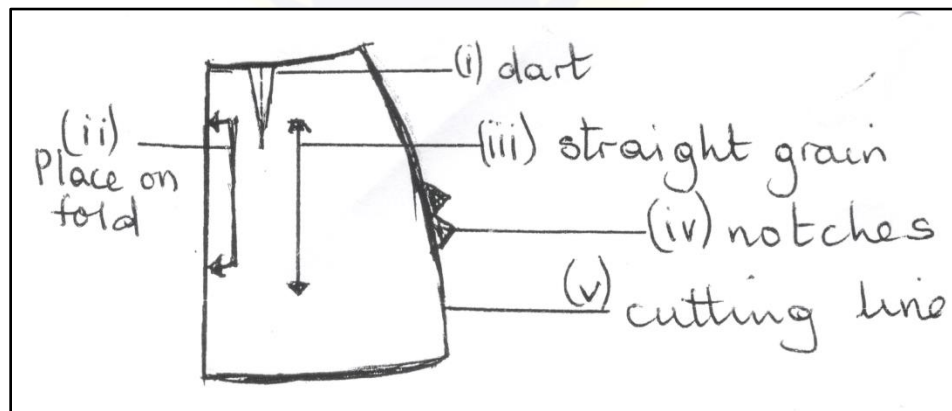
- (i) Dart;
- (ii) Place on fold;
- (iii) Straight grain;
- (iv) Notches;
- (v) Cutting line;

(b) State one use each of any four of the pattern markings indicated in (a) above.

(c) Mention four pieces of information indicated on the front of a commercial pattern envelop.

- (a) This was a popular question, but performance was just average. This was very well answered by a significant number of the candidates. They were expected to provide a quarter size pattern, but a good number of the candidates provided the half-size pattern (full back).

The correct answer is:



- (b) This sub-question was not very well answered by majority of the candidates. Though they had an idea of their use, they however lacked the vocabulary.

They were expected to provide the following answer:

- (i) Dart: Shows where to control fullness along the waist. It shows where to fold and stitch. (Candidates stated that it gives shape).
- (ii) Place on fold: pattern must be placed on a fold of fabric. (There is no turning allowance along the edge to be placed on fold).
- (iii) Straight grain: It shows how to place the pattern in the direction of the grain. (Candidates answer was that, it guides you to cut straight).
- (iv) Notches: They show where to join pieces of cut out fabric patterns together. (Candidates stated that 'It shows where to join pieces of fabric').

- (v) Cutting line: It is a line along which the fabric is cut. (Candidates answer was: It shows where to cut).
- (c) This sub-question was poorly answered. Majority of the candidates who answered this question had no knowledge of it.

Only a handful of candidates provided three correct answers:

The expected answer:

- Size
- Brand name
- Pattern number
- Different styles
- Different views of the styles
- Price, etc.

Question 3

- (a) (i) **Explain the term fashion fad.**
(ii) **Give four examples of style features of a skirt.**
- (b) **State four characteristics of styles suitable for a child's garment.**
- (c) **Suggest five parts of a blouse where left-over pieces of fabric can be used for decorative purposes.**

(a) This was the most unpopular question and those who attempted it performed poorly but sub-question 'c' was fairly well answered by a significant number of the candidates.

(a)(i) This was poorly answered by majority of the candidates. Very few of the candidates provided part of the answer.

They stated that:

It is fashion that lasts for a short period.

The correct answer is:

It is clothing/items/styles which have enormous appeal but are short-lived.

- (ii) This was not well answered by majority of the candidates who answered it. Majority of the candidates had two or three correct answers which included:
- Waist line
 - Pockets

- Darts
- Pleats
- Tucks
- Shirring
- Band
- Openings

Other expected answers include:

- Shape of skirt
- Hem width
- Belt
- Frills
- Yokes
- Tiered skirts
- Shape of hem

(b) This was poorly answered by majority of the candidates. Some candidates provided three correct answers whilst only a handful provided all four correct answers.

Common answers provided were:

- Style should be simple;
- The style must allow it to be easily put on and taken off;
- It must allow for easy movement;
- It should be comfortable to wear;
- Style should be easy to launder.

(c) This sub-question was fairly well answered by majority of the candidates.

The answers provided include:

- Necklines;
- Collars
- Sleeves;
- Pockets
- Shoulder
- Binding;
- Hems of blouses;
- Hems of sleeves;
- Piping, etc.

Question 4

- (a) **Your 21year old sister will be celebrating her birth day and the family plans to organize a party for her.**
- (i) **Suggest three types of fabric that would be suitable for the occasion**
 - (ii) **Sketch the front and back view of the garments for the occasion.**
- (b) **State one advantage and one disadvantage of wool.**
- (c) **State two reasons for finishing fabrics during fabric construction.**
- (d) **Mention two group of fabric finishes.**

This was a very popular question which was well answered by majority of the candidates. However, sub-questions a (i) and (ii) were well answered whilst (b), (c) and (d) were poorly answered.

(a)(i) This was well answered by majority of the candidates even though only a handful of them provided three correct answers. Candidates answers included:
Cotton, linen, rayon, kente and wax print.

(ii) This was very well answered by a significant number of the candidates. The styles chosen were appropriate for the occasion and the sketches were fantastic. Almost all candidates labelled their sketches with only handful failing to provide that. However, some candidates also could not sketch anything at all.

(b) This sub-question was poorly answered by majority of the candidates. The common answers candidates provide on the advantage are:

- It is absorbent
- Keeps the body warm
- It drapes well.

Other expected answers include:

- Wool fibres are lustrous;
- It is crease resistant;
- It is firm to handle.

Disadvantages

- Wool is weak when wet

In addition to the above, they were expected to provide the following:

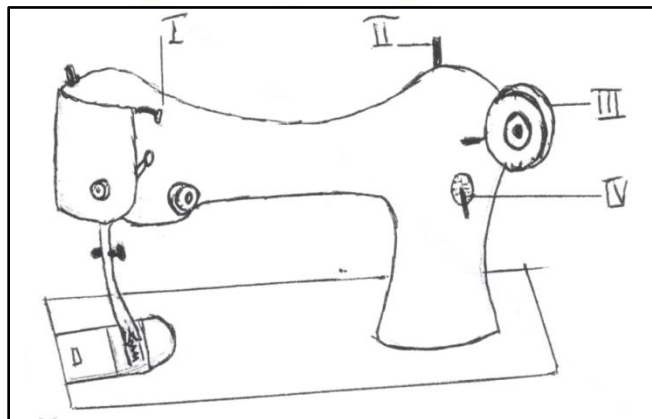
- Wool shrinks easily;
- It loses its shape easily;
- It cannot withstand the use of alkali;

- If incorrectly washed the fibres interlock and become matted.
 - It is easily damaged by insects.
- (c) This was poorly answered by majority of the candidates. Most of the candidates misunderstood the question to be ‘reasons for finishing garments’. Only a handful provided correct answers like:
- To improve appearance;
 - To enhance the quality;

Other expected answers are:

- To improve easy care characteristics/fabric maintenance/look;
 - To improve specific functional properties which were not originally present in the fibre/fabric.
 - To improve the texture/feel/touch of fabric.
- (d) As a sequel to 4 (c) performance was very poor. Majority of the candidates mentioned specific fabric finishes as well as edge finishes. Only a handful of candidates provided correct answers like:
- Permanent finish;
 - Chemical finish;
 - Basic finish/routine finish;
 - Temporary finish;
 - Mechanical finish.

Question 5



- (a) **The above diagram in figure 1 is a sewing machine. Study it carefully and use it to answer the questions that follow.**
- (i) **Name the part labelled I, II, III and IV.**

- (ii) **Mention the functions of any three of the named parts of the sewing machine.**
- (b) **State two points to consider when buying sewing notions.**
- (c) **State one characteristic each to be considered when purchasing the following tools and equipment.**
- (i) **Cupboard;**
- (ii) **Sewing needle;**
- (iii) **Work table;**
- (iv) **Pair of scissors.**
- (d) **Define the term freehand cutting as used in clothing construction.**

(a)(i) This sub-question was fairly well answered by majority of the candidates. Most of them were able to identify II, III and IV with only a few being able to identify I. Most of them identified I as thread guide.

The correct answer for I is 'thread take-up lever'. Some candidates who provided the correct answer spelt 'lever' wrongly as 'level' or "livel"

The remaining parts were identified as:

- II - Spool pin
- III - Balance wheel
- IV - Stitch length regulator. (A good number of the candidates simply identified it as 'stitch regulator').

(a)(ii) Since many of the candidates were unable to identify 'I' in (a)(i), they equally failed to state the function. Answers for II to IV were stated as follows:

- II - Holds the reel of thread on the sewing machine.
- III - It controls the needle
- IV - it is used to control the length of the stitches.

Expected answer for I is:

It controls the movement of the thread through the needle to form good stitches.

(b) This sub-question was poorly answered by a significant number of the candidates. Candidates' answers indicated that they considered the 'sewing notions' to mean 'sewing machine'. As a result, a good number of the candidates provided answers like:

- Money available;
- Durability;
- Space available;

The expected answers include the following:

- The purpose;
- Money available;
- Durability;
- Type of fabric;

- Age of wearer;
 - Quality.
- (c) This was poorly answered by majority of the candidates who attempted this question. Candidates understood the question to be ‘points to consider when purchasing’

As such they provided answers like:

- Durability;
- Size;
- Space;
- Quality;
- Money available.

Only a handful of candidates were able to provide some correct answers.

They were expected to provide answers like:

- (i) Cupboard
 - Must be spacious enough to contain the necessary items needed for sewing.
 - Should be made of durable materials.
 - (ii) Sewing machine
 - Should be rust-proof
 - Should be sharp and pointed
 - Should be fine/made of steel
 - (iii) Work Table
 - Should be firm
 - Should be large
 - Should be hardwearing
 - Should have a smooth surface
 - Should be of suitable height for the worker.
 - (iv) Pair of scissors
 - Should have long sharp blades
 - Blades should be made with metal
 - The tip of the blade should be pointed and sharp
- (d) A significant number of the candidates were able to provide the correct answer, whilst a good number also provided an answer without some important words.

The correct answer is:

It is a method of using individual body measurements to cut out directly on fabric without the use of pattern.

A good number of the candidates left out the underlined words and simply stated that: 'It is a method used to cut directly on fabric without pattern'

Others also stated that:

It is a method which uses measurements to cut directly on fabric.

Question 6

- (a) State three uses of pockets in garment making.**
- (b) State two factors to consider when choosing pockets.**
- (c) Enumerate three characteristics of a well-made pocket.**
- (d) With the aid of two diagrams describe how to prepare and fix a pocket on a man's shirt.**

(a) Majority of the candidates provided the correct answers as follows:

- Pockets are used for keeping small items
- For decoration
- As a style feature
- To cover flaws

However, a good number of the candidates also stated that:

- Pockets are used for storing money;
- Pockets are used for saving money.

These answers were unacceptable because items are kept in the pocket for a short period.

(b) This was fairly well answered by majority of the candidates. Their answers included:

- The wearer/figure;
- The fabric;
- The position;
- The purpose;
- The size.

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

A handful of candidates were able to provide answers like:

- Should be flat;
- Should be well-stitched (earned only half the mark for this answer).

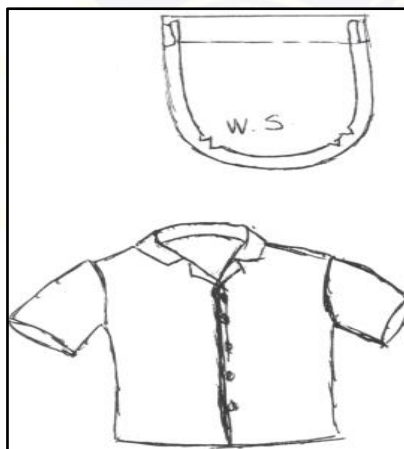
They were expected to state the following points:

- Should be appropriately positioned;
- Raw edges should be concealed;
- Edges should be securely sewn;
- The pouch should serve its purpose;
- Should be neat and firmly secured.

(d) This was poorly answered by a significant number of the candidates. Some candidates prepared the pocket but failed to fix it on a shirt thus failing to answer the second part of the question.

The expected answer is as follows:

- Make a hem at the top of the pocket and press;
- Fold tunings of the pocket to the wrong side and tack;
- Attach pocket to the left side of shirt;
- Stitch pocket and secure ends.



CLOTHING AND TEXTILES 3

1. GENERAL COMMENTS

The standard of the paper compares favourably with those of the previous years. The instructions for the making up of the article were precise and clear. The general performance of candidates was slightly better than that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Pressing of work during the preparatory stage.
- (ii) Using adequate number of pins to keep patterns on fabric during the laying out.
- (iii) There was improvement in the cutting out.
- (iv) The number of pins left in articles by the end of the test had reduced significantly.
- (v) There was a slight improvement in the use of the sewing machine.
- (vi) The length of thread used for hand sewing needles was either too long or too short.
- (vii) Quality of items displayed for coursework had improved.
- (viii) Candidates took keen interest in the making of self-garments.
- (ix) Fitting and modelling of self-garments brought joy, life and excitement to schools attracting the whole school to the venue.

On the whole, candidates displayed a high level of confidence during the test.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Poor quality of some fabrics made articles difficult to handle.
- (ii) Inability to grain fabric.
- (iii) Not being able to lay patterns economically on fabric.
- (iv) Lifting work during pinning and cutting out.
- (v) Displaying lack of understanding of some pattern symbols.
- (vi) Moving tracing wheel back and forth during transfer.
- (vii) Ignoring minute details, like dot at base of zipper during transfer.
- (viii) Inability to use the thimble.
- (ix) Unneatening of seam.
- (x) Inability to measure accurately.
- (xi) Inability to keep work area neat.

4. SUGGESTED REMEDIES

Candidates should do more practicals paying very close attention to the following:

- (i) Reading and following instructions for the making up.
- (ii) Using fabrics which could be easily handled.
- (iii) Candidates should study the meanings and uses of pattern symbols.
- (iv) Candidates should make effective use of tools and equipment like the thimble and the sewing machine.

(v) Making deliberate effort to keep working areas neat all the time.

5. DETAILED COMMENTS

Candidates were provided with four pattern pieces for a skirt as follows:

- A. - Front skirt**
- B. - Back skirt**
- C. - Band**
- D. - Pocket**

The pattern pieces were to be used to cut out and make a skirt using the following instructions:

- **Preparing and attaching pocket to the right-hand side of front skirt.**
- **Tacking back pieces together and keeping them in place with an open seam, beginning from the dot symbol to the hem.**
- **Fixing zipper in position at the centre back using the semi concealed method.**
- **Joining front and back skirt using open seam.**
- **Attaching band to waist of skirt.**
- **Fixing hook and bar on band above the zipper.**
- **Turning a lay 0.5 cm wide and edge stitching.**
- **Attaching label.**

GENERAL EFFICIENCY

PREPARATION AND CUTTING OUT

Graining of fabric

Some candidates grained their fabrics along the weft as expected. Few grained along the warp. Candidates who did not grain their fabrics were quite many.

Pressing of fabric

Almost all candidates pressed their fabrics as required.

Folding of fabric

Majority of candidates correctly folded their fabrics on the straight grain. Few candidates did not fold their fabrics.

Laying out pattern pieces

Some candidates were able to lay their pattern pieces on their fabrics taking into consideration the pattern symbols. Candidates who did not understand pattern, the symbols faced the following challenges:

- Inability to place the front pattern on fold.
- Placing the back pattern on fold.
- Placing the band and pocket on double fabric.

- Inability to place pattern pieces economically on fabric.

Pinning

Majority of candidates were able to use reasonable number of pins to hold their patterns in place. However, the directions of some of the pins were likely to create discomfort when palms were placed on work during cutting out.

Few pins went beyond the cutting line and laid to be removed during the cutting out. Some candidates lifted work during the pinning of pattern pieces.

Cutting out

Some candidates were able to use long strokes and short strokes respectively along straight edges and curved edges. They moved around tables and pivoted work during the cutting out.

Some candidates however used only short strokes or only long strokes to cut out the edges. This is unacceptable. Another wrong practice was the lifting of work during the cutting out.

Transfer of pattern markings

Few candidates were able to transfer all the necessary pattern markings. Some candidates placed the carbon wrongly causing the transfer of part of pattern markings unto the fabric.

The several back and forth movements of the tracing wheel during transfer created more than one stitching line and other symbols thus making the articles untidy.

The position of dot below the zipper position was not transferred.

Use of equipment and tools

Articles were correctly placed under the sewing machine.

An encouraging number of candidates attempted to use the balance wheel to start and stop sewing as required.

Instead of lowering needle into article before lowering the presser foot, some candidate did otherwise. Also, instead of removing articles towards either the back or side of sewing machine, some candidates removed them towards the worker.

Although more thimbles were brought in for the test candidates could not use them effectively.

The length of thread for hand sewing was neither too long or too short.

Generally, the pair of scissors was appropriately used to cut thread and unwanted parts of articles during practical.

MAKING UP

(a) Preparation and attachment of pocket

A hem was to be made at the upper edge of pocket and stitched in place. The turning allowance of pocket was to be turned to the wrong side of pocket. The pocket was to be correctly positioned on the right-hand side of the front skirt, fixing it in place by 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:

- Turning lay instead of hem.
- Not stitching hem in place.
- Not positioning pocket at the correct position on front skirt.
- Not turning seam allowance to wrong side of pocket.
- Not turning seam allowance along seamline.
- Stitching far away from fold of turned allowance.
- Pinning pocket in place without stitching.

(b) Joining back of skirt using open seam

Many candidates were able to make flat seam of even width using stitches of right tension and length. Few correctly neatened by turning lays to wrong side of seam and stitching them in place.

Some of the shortcomings observed were:

- Turning lay to the right side of seam.
- Neatening by turning a hem.
- Neatening by pinking which was not appropriate for the fabric and article made.
- Blanket stitches used were not evenly spaced and had unequal sizes.
- Notches were not trimmed off.
- Leaving seams unneatened.

Very few candidates did not make the seam. The length of some seams was either shorter or longer than the required length.

(c) Fixing zipper using semi-concealed method

A zipper of 15 cm long was to be fixed at the centre back of skirt. The sides and base of zipper were to be stitched. The stitching should be equal distance from fold. Stitches of correct length and tension should be used.

Many candidates carried out this task but only a few did an excellent job. Problems observed included the following:

- Zippers with incorrect lengths were used. Some lengths of zippers went below the hemline of skirt.
- Using the concealed method.
- Using the conspicuous method.
- Uneven stitching from the fold of fabric.
- Unstitching of the bases of zippers.

Those who cut front skirt on fold fixed their zippers on side of skirt.

(d) Joining sides of front and back skirt using open seam

Majority of candidates were able to make the open seam for the sides of skirt properly by stitching along the stitching line using stitches of correct length and tension. Seam allowance was generally even.

The shortcomings observed were similar to those observed in (b) on joining back of skirt using open seam.

(e) Attaching band to waist of skirt

The band could be fixed in place by one or two rows of stitching. The raw edges should be concealed. The ends of sides of band should be neatened by turning in to hide the raw edges and stitching. The completed band should be flat, smooth and of even width.

Some bands had the above qualities.

The following situations are faulty:

- Some candidates fixed only one of the long edges of the band to the waist of skirt and either edge-stitched the other edge or left it raw.
- Some stitch lines of band and waist of skirt were not matched.
- Short ends of some bands were not neatened.
- The widths of some bands were either too broad or too narrow.
- Some bands were either too short or too long.
- Some candidates attached extra fabric to band to make up for the required length.
- Some bands lacked evenness and smoothness.
- Few candidates did not fix their bands.

(f) Fixing hook and bar

Hook and bar should be fixed on band above the zipper. The hook should be positioned on the wrong side (or underside) of the overlap whilst the bar should be positioned on the right side (or upper side) of the under lap.

Over sewing stitches or buttonhole stitches could be used to fix hook and bar in place. The positions of the hook and bar should match.

Few fastenings were correctly fixed.

The common shortcomings observed were:

- Wrong positioning of hook and bar.
- Inappropriate stitches were used.
- Some stitching was not firm and secure.
- Some ends of thread were not properly hidden.

(g) Turning and edge stitching the lay

Some candidates correctly turned a lay of even width of 0.5cm at hem of skirt. They firmly stitched their lay close to fold of lay as required.

Wrong outcomes were:

- Turning lay of 1cm or more.
- Turning a hem.
- Stitching far away from fold of lay.
- Uneven width of lay.
- Stitched lay was not flat and smooth.
- Lays were not turned at some edges.
- Neatening of hem of skirt with pinking shears.

(h) Labelling and general neatness

Some work areas were not kept tidy as work progressed and even at the end of test. Pieces of fabric, paper, thread and pins were left on the floor and tables. Some candidates gave their articles a final pressing before enveloping them.

The general appearance of some articles was marred by marks left behind by wrong transfer of pattern symbols using carbon paper.

Few candidates left many pins in their articles. Labelling should be done by stitching in place a neat piece of paper (measuring about 6 cm x 4 cm) bearing the names and index numbers of candidates.

On the whole majority of candidates labelled their articles properly.

FOODS AND NUTRITION 2

1. GENERAL COMMENTS

The standard of the paper was within candidates' capabilities. The questions which were clearly stated were topics from the syllabus. Candidates' performance was above average in this year's examination.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most of the candidates followed rubrics.
- (ii) There has been a remarkable improvement in candidates' handwriting.
- (iii) Cancellation of work was neatly done.
- (iv) Spelling and vocabulary has improved tremendously.
- (v) Most candidates comprehended the question and answered it as expected.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Candidates' explanation of terms used in Foods and Nutrition was very poor and ambiguous, e.g. *difference between food preparation and cooking of food, cocktail is sitting while buffet is standing*.
- (ii) Spellings were very poor. e.g. mob/mub for **mop**; jeam/jem for **germ**, etc.
- (iii) Instead of writing statements for answers to some questions, candidates gave one-word answers, and this made their answers meaningless e.g. question 6 (c) factors that can affect the drying of food items they wrote; 'temperature', 'rainfall', 'wind', 'moisture', etc.
- (iv) Most candidates did not know that for a meaningful differentiation between items, there should be parallel differences, e.g. alcoholic beverages act as sedatives while non-alcoholic ones' act as stimulants.

4. SUGGESTED REMEDIES

- (i) For effective learning, low achievers should be paired with those who are above average.
- (ii) Candidates should be taught how to answer questions.
- (iii) Teachers should endeavour to mark students notes and do dictation to improve candidates' word power.
- (iv) Teachers should guide students to understand and apply the knowledge acquired in answering application questions by giving them more of such questions to answer.
- (v) Teachers should create a column on the board for new words and explanation of terms used in Foods and Nutrition for students.

5. DETAILED COMMENTS

Question 1

Explain five factors that influence the formation of food habits

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

Some expected answers include:

- i. Local availability of food/government policies*
Sometimes people's choice of food is influenced by foods that are available in their locality and also because of government policies on importation of certain foodstuffs/commodities.
- ii. Emotional feelings/physiological variations.*
The emotional feelings of an individual can influence their choice of food and may lead to the formation of food habits e.g. a depressed person may eat more or less food and the habit may continue even when they come out of depression.
- iii. Mass media*
Programmes and advertisement on the importance of Foods and Nutrition on when, where and how to eat certain foods affects peoples eating habit.
- iv. The importance of certain food commodities have also helped to change individual perception, attitudes and choice of food.*
- v. Method of cooking*
People tend to eat more of the foods cooked with methods that they are familiar with.
- vi. Occupation*
The type of job that one does may determine the type of food choices e.g. manual workers will choose foods that are high in calories to suit their energy needs.

Very few candidates gave the expected answers given above. Most of the candidates were conversant with factors like tradition and culture/ethnicity; health; education, etc.

Few candidates listed the factors without their explanation.

Question 2

- (a) State two differences between alcoholic and non-alcoholic beverages.**
- (b) State four functions of beverages in the diet.**
- (c) State the principle underlying tea preparation.**

(a) The question was not a popular one as compared to question one. Majority of candidates could not state the differences between alcoholic and non-alcoholic beverages.

They could not state the parallel differences on alcoholic and non-alcoholic beverages, e.g. ‘alcoholic beverages contain fermented sugar while non-alcoholic beverages stimulate the body.

Expected answers

| Alcoholic beverages | Non-alcoholic beverages |
|--|---------------------------------------|
| ▪ They contain alcohol | ▪ They do not contain alcohol |
| ▪ They contain fermented sugar | ▪ They contain natural sugar |
| ▪ They are sedatives | ▪ They stimulate, refresh and nourish |
| ▪ They are empty – calorie foods/contain low or less nutrients | ▪ They contain some nutrients |
| ▪ They are intoxicants | ▪ They are non-intoxicants |

(b) Most candidates were able to state the functions of alcohol, but their answers were limited.

Some expected answers:

- They add colour to meals;
- They improve flavour of food e.g. confectionaries;
- They add variety to meals.

(c) Very few candidates were able to state the principle underlying tea preparation.

Majority of candidates wrote method for preparing tea.

Expected answer

- The principle underlying tea preparation is to develop pleasing/maximum flavour
- While extracting minimum amount of tannin/while avoiding the extraction of too much tannin.

Comments

- Majority of the candidates could not give the expected answers.
- Very few candidates wrote the word ‘tannin’ correctly.
- Most candidates answered the (b) part correctly.

Question 3

- (a) **Outline two uses of napkins at table**
- (b) **Itemize two examples of flatware**
- (c) **Give three differences between cocktail and buffet**

- (a) Question 3 was unpopular to the candidates; hence few attempted it. The question was poorly answered. The few who knew the answers were limited in their answers e.g.
 - To wipe the mouth during and after meals.
 - To cover clothes and avoid spilling of dress.
 - To wipe hands, etc.

Some expected answers include

- To signal the beginning of meals
- To signal the end of meals
- It determines the type of meal service

Majority of candidates stated that napkins are:

- 'used to cover the table to cover rice when boiling'
- Used to hold the hand when removing hot food from fire
- To wipe/clean spills from table

- (b) Majority of candidates misunderstood the **flatware** as flatwear, therefore gave examples of footwear.

Few candidates who understood the question did not qualify the type of flatware e.g. instead of dinner fork/spoon/knife, they wrote knife/spoon/fork

- (c) While majority could not differentiate between the two-meal service, few did not know what they were.

Candidates wrote:

Cocktail is sitting, and buffet is standing or vice versa. Drinks are served for cocktail, but food is served for buffet.' cocktail is expensive/to buy while buffet is cheap/to buy.

Some expected answers:

- Cocktail service is formal while buffet is an informal service.
- Cocktail service is appropriate during the early hours of the evening or late afternoon while buffet service is suitable at any time of the day.
- For cocktail service, dainty/finger/small sized foods are served while different types of dishes/meals are used for buffet service.

- Cocktail lasts for a short time while buffet takes a longer time.
- In cocktail service, guests eat while standing and chatting while guests are required to sit around a table and eat in a buffet service.
- Cocktail are usually held outdoors while buffet could be held indoors or outdoors, etc.

From candidates' answers, it seems their knowledge about food service and table appointments are shallow.

Question 4

- (a) Sketch and label two types of kitchen layout**
- (b) State three rules for maintaining kitchen hygiene**
- (c) State three advantages of a well-planned kitchen**

- (a) A popular question which was well answered by most candidates. Majority of the candidates were able to sketch the kitchen layouts. Most candidates were conversant with the 'U' and 'Y' shaped kitchen layout.

Very few candidates knew about the 'corridor', 'one walk', 'peninsula', 'island' and 'dual purpose kitchen layout/plan.

- (b) Candidates gave varied correct answers.

Some expected answers:

- Pets/animals should not be allowed in the kitchen.
 - Dish towels should not be used to wipe hands or spills.
 - Tubers and bulbs should not be kept under the sink.
 - Sponges and dish clothes should be rinsed and air dried regularly.
 - Dish/hand towels should be changed regularly.
 - Fumigate/sanitize the kitchen regularly
 - Hot water and baking soda should be poured down the sink drain occasionally.
- (c) A well answered question with varied answers. Few candidates stated that 'A well planned kitchen makes cooking easier and comfortable instead of 'it makes working in the kitchen easier'.

Question 5

- (a) Distinguish between food preparation and cooking**
- (b) State three reasons for cooking**
- (c) State five factors to be considered when choosing a method of cooking**

A popular question with the (a) and (c) part poorly done.

- (a) Majority of candidates could not distinguish between food preparation and cooking. Candidates were able to define cooking. Most candidates stated that ‘food preparation is putting food together’. ‘Food preparation is getting food ready for eating’.

Expected answers

- Food preparation is all the physical/mechanical action of putting ingredients together in readiness for cooking/serving

Or

- It involves all the actions that occur between the time raw/processed food item/commodities have been brought and the time it is consumed.

Or

- The steps needed to be carried out before food is cooked or consumed e.g. cleaning/peeling, cutting up/dicing or shredding, blending/grinding/seasoning, etc.

Or

- The selection, measurement and combining of ingredients in an orderly procedure to achieve the desired results while cooking is the application of heat to food using different methods such as boiling, frying, roasting, stewing, etc.

Or

- The application of heat to food through radiation/convection/conduction to make food desirable for consumption, etc.

- (b) This part of the question was well answered/handled by majority of candidates. They were limited in their answering of the question.

Some expected answers

- To provide hot food in cold weather.
- To develop flavour.
- To make it safe for short term storage.
- To reduce bulk.
- To bring variety to meals/avoid monotonous meals.

- (c) Candidates gave factors to consider when cooking rather than factors to consider when choosing a method of cooking.

Expected answers

- the skills involved in the method of cooking
- the skills of the cook
- desired texture of food
- desired appearance of food
- skills of the individual handling the equipment
- fuel available to cook the food

Question 6

- (a) **What are preservatives?**
(b) **State five ways of serving fruits.**
(c) **State three factors that can affect the drying of food items.**

(a) Question six was not a popular one. Very few candidates answered it. The few who answered this question interchanged ‘preservatives with ‘preservation’.

The very few who answered question 6 (a) could not explain the word fully, they could not qualify the words, e.g. ‘Preservatives are substances used to prolong the shelf life of food, items/’They are chemicals used to prevent food spoilage’ instead of ‘harmless substances’ or ‘harmless chemicals’.

Expected answers

- Preservatives are edible substances which are capable of retarding or arresting the process of food decay
- Or
- They are edible substances that are used to stop or slow the action of micro-organisms that cause food decay/contamination/spoilage
- Or
- They are natural/harmless chemical substances used to prevent food spoilage/decomposition/microbial growth in order to prolong the shelf life of food.
- Or
- They are non-toxic chemicals used to prevent the growth of micro-organisms in order to retain the flavour, colour and texture of food.

(b) The question was poorly answered by most candidates. The few who knew were limited in their answers, e.g. melon basket, pineapple boat, fruity khebab, as drinks, etc.

Some expected answers

- Fruits can be served whole
- As juices
- As drinks/punch
- As stewed fruits
- As preserves e.g. jam marmalade, jellies, etc.
- As dessert e.g., fruit salad
- As decorations on food

(c) It was poorly answered. Most candidates wrote just one-word answer, e.g. weather, humid, rainfall, sunlight/sunshine, temperature, wind, etc.

Expected answers

- The surface area of the foodstuff that is exposed;
- Temperature of the drying space or environment;
- The physical features of the foodstuff such as shape and size;
- The choice of drying method;
- The efficiency of the drying equipment/means of drying;
- The weather: air is moist in the rainy seasons while it is dry in the dry season hence foods dry up quickly in dry season/humidity.

Preservation as a major topic should be well taught in schools by teachers.

FOODS AND NUTRITION 3

i. GENERAL COMMENTS

The standard of the questions were within the scope of the syllabus. The questions were clearly stated. As compared with that of the previous year, candidates' performance was above average.

ii. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Majority of the candidates did proper preparation before class, e.g. collection of food items and equipment.
- (ii) Most candidates were able to set the lunch table e.g. washing and polishing of crockery tables was well done.
- (iii) Rubrics were well adhered to.

iii. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Interpretation of choices is still not being written properly.
- (ii) Writing of time plan is still not up to appreciable standard.
- (iii) Manipulative skills in the handling of fruits and vegetables were generally very poor.
- (iv) Preservation of fruits and vegetables, using either sugar and salt was poorly handled.
- (v) Use of wrong tools for working.
- (vi) Handling of foods with bare hand.
- (vii) Spellings were a major challenge for most students e.g. 'kibab for **khebab**, pikeling for **pickling**, etc.

4. SUGGESTED REMEDIES

- (i) How to write assignment planning must be well taught.
- (ii) To improve on manipulative skills, teachers must encourage participatory demonstration so that each student has a feel of the practical they do e.g. cleaning and preparation of vegetables, rubbing fat into flour, etc.
- (iii) Individual students should take part in the practical so that they can be corrected when the skills are not properly done.
- (iv) Teachers must endeavour to teach every topic in the syllabus.
- (v) Teachers should help students to find out reasons for some procedures in food preparation.

5. DETAILED COMMENTS

Question 1

Your mother has been advised by her physician to stay off calorie-densed foods.

- (a) Prepare, cook and serve a two-course meal for her lunch.**
- (b) Using any one of sugar or salt, make a preserve.**
- (c) Set the lunch table.**

Choice

While most candidates chose either light soup or variety of thickened light soup, e.g. okro soup, Abunubunu, others also prepared gravies and vegetable stews with either fresh/dried fish or chicken without oil.

- Few candidates selected dishes using oily seeds and nuts as the major ingredients e.g. palava sauce.
- Majority of candidates chose rice dishes as accompaniment, etc. plain rice, jollof rice, emo tuo, etc.
- The rest chose tuo zaafi, akple/ewokple/banku, fufu, ampesi, using either plantain or yam, 'kokonte', etc.
- For dessert, majority of candidates selected fruit-based desserts, but were limited in their choices e.g. fruit salad, fruit khebab, fruit baskets, e.g. watermelon/orange/pineapple surprise.
- Few prepared the fruit fools and the fruit slices.
- Candidates could have prepared tiger nut mould and other mould without sugar or milk using either diced fruits, purees or fruit juices.

Preserves

- While majority of candidates prepared jams, others prepared marmalade and fruits in syrup. Very few candidates selected preserves using brine e.g. garden eggs/okro/pepper in brine.
- Some candidates chose to preserve fish/meat with salt making their choice wrong. Others decided to pickle vegetables.

Interpretation

Majority of candidates could not give reasons for their choices e.g. it is a suitable dish for lunch.

Correct interpretation:

- The soup is a suitable main dish which is low in calorie for my mother.
- It is a low calorie main dish for my mother who has been advised to be off calorie-densed foods.

For preservation:

Few candidates wrote that it is a preserve for the reason. Most candidates wrote 'It is a preserve using pineapple/sugar/salt.

Correct interpretation:

It is a preserve prepared from pineapple/pawpaw/garden eggs/okro using sugar/salt to preserve.

Economy

- Economy in both theory and practise was not good.
- Most candidates either did not write specific quantities of food items needed, especially sugar or salt for preservation or left out the quantities.
- Some candidates ordered 1 litre of oil for stew.
- Majority of the candidates washed fruits and vegetable and leftover were thrown away.
- Protein parts of main dishes were quite adequate.
- Per the question, candidates should have reduced the quantity of the carbohydrate part/accompaniment to the main dish. This most candidates did not do.
- Economy in the use of matches and fuel was poor.
- In ordering for food items, some candidates ordered for; two fingers of mangoes, five pods of okro and two roots of onion.
- Candidates should have stated whether they need 2 small/medium/large size of the food item. Some candidates wrote all ingredients needed instead of the chief ingredients.

Time plan

In theory time plans for majority of candidates were haphazardly written. Time schedules for different activities were not blocked. From some candidates' plan of activity, they would stand by work till done.

- Preserves were prepared at tail end of activities.
- In practice majority of candidates were able to work within the stipulated time.

Cleanliness and clearing away

- Majority of candidates worked systematically, washing up at intervals, but the washing up was not thorough.
- While some candidates did not change dirty washing up water, those with running taps washed under running water, thus wasting water.
- Few candidates swept and mopped their working areas.
- Binets were not cleaned.

Manipulative skills

Stews:

- Majority of candidates did not handle their vegetables properly.
- All vegetables were cleaned in the same water and later shredded and soaked in clean water.
- Most candidates who prepared stews using fresh fish, cleaned the fish on bare board.
- Most candidates either cut meat up or broke smoked fish into pieces before cleaning.
- Most stews simmered but vegetables were overcooked, and most stews were dry.
- Most stews were not properly seasoned.

Soups:

- Majority of candidates used smoked/dried fish.
- The few, who used meat, used lean meat.
- Skins of chicken pieces were removed.
- Those who prepared 'ebunuebu' used protein foods like snails, crabs, apart from the dried smoke fish.
- Most soups were covered and boiled gently.
- Consistency of soups was suitable for their accompaniments.

Accompaniments

Rice Dishes:

- Most candidates prepared rice dishes.
- Most candidates cooked their rice dishes well.
- Even though vegetables for vegetable rice were poorly handled by most candidates, they were well cooked.

Moulded Dishes:

- Moulded accompaniments like banku, tuo zaafi, apkle, etc. were well prepared but not well moulded. They had ridges all over.
- The sizes were good, and quantity was good.

Boiled plantain:

- Most candidates boiled the plantain well but serving was poorly done.

Garnishing:

- Majority of the candidates garnished their accompaniments, but this was poorly done. Some of the candidates used uncooked vegetables.
- Most garnishes were not dainty and unattractively placed or designed.
- Few candidates garnished their stews, which was wrong.

Desserts:

- Most candidates chose fruit desserts.
- Fruits were poorly handled by majority of candidates.
- Preparation of fruit salads and fruit khebabs were poor.
- In preparing these deserts all fruits should be peeled and cut/diced into even attractive shapes before arranging or skewering.
- Colour combination must also be good

Preservation

- This aspect of the test was poorly handled by most candidates.
- Most candidates who chose preserves using sugar, prepared pineapple jam.
- Jellies are not suitable for examination purposes, due to the time limit.
- Most jam and marmalades did not either set or caramelize due to non-measurement of quantity of sugar and fruit pulp used.
- Majority of the preserves eg. jams and marmalades were half filled
- Most candidates did not seal their preserves.
- Most labelling had the required information per the preserve but were unattractive and not eye catchy.
- The few candidates who prepared vegetables in brine or fruits in syrup mostly did not get their solution right due to the wrong proportions of the preservative to water.
- Some candidate did not cook the vegetables and fruits.

Sterilization of bottles

- This was poorly done.
- Some candidates brought old bottles with rusted lids, some hand chipped bottles.
- Majority of candidates used the water bath method.
- Water was not enough and did not boil for long enough.
- Candidates, instead of draining the water from the bottles, wiped them with their used dish cloths, thus defeating the aim of sterilization.

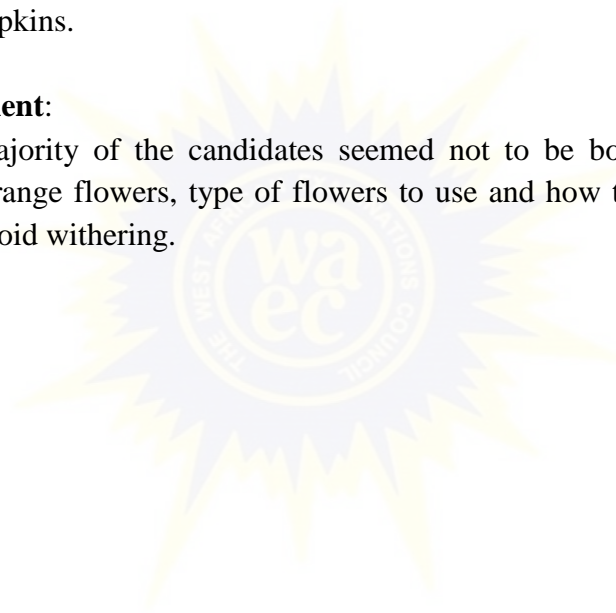
- The few candidates who used the oven to sterilise their bottles did not have any problem.
- Candidates used spoons to scoop out the preserve into bottles instead of a cup with a spout.
- Outer part of filled jam bottles were not cleaned with wet cloth before covering.

Table setting:

- Candidates have improved in this aspect of the work. Cleaning, polishing and handling of crockery and cutlery (tableware) was good.
- Apart from placement of desert which was a problem for some candidates, dishes were correctly placed.
- Table cloths were well laundered, but majority of candidates had limp napkins.

Floral arrangement:

- Majority of the candidates seemed not to be bothered about how they arrange flowers, type of flowers to use and how to handle the flowers to avoid withering.



GENERAL KNOWLEDGE IN ART 2

1. GENERAL COMMENTS

The standard of questions set for 2019 WASSCE compares favourably with those set in the previous years. Candidates performed creditably well, however, some of them lacked in-depth knowledge in some of the questions especially question 1 and 4.

A sizeable number of candidates could not express themselves well in the English Language. This distorted some of the answers given.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Full mastery of the content of the subject was shown by a handful of candidates. They presented their answers clearly, logically and sequentially.
- (ii) There was a bit of improvement in the hand writing of candidates.
- (iii) Candidates followed the rubrics closely thus cutting down unnecessary mistakes.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Spelling mistakes abound in their answers. Many candidates could not spell the following words correctly: bethiful for **beautiful**, bias for **buyers**, public for **public**, writting for **written**, funral for **funeral**, emiciation for **initiation**, sidiness for **sickness**, wreding for **wedding**, shiking pox for **chicken pox**, etc.
- (ii) Cancellation of answers was a common feature in this year's examination.
- (iii) Some of the candidates left out a lot of spaces in their answer booklets. After answering their first question on pages one, and two, pages three, four and five were left unused. The second question attempted was put on pages six and seven.
- (iv) Many candidates failed to record the question numbers in the appropriate spaces provided in the answer booklets.
- (v) Some candidates failed to record their Index numbers.

4. SUGGESTED REMEDIES

- (i) Record of words misspelt by students in their class assignments, end of term examinations and mock examinations should be kept and used for dictation and spelling drills.
- (ii) Teachers should train students in how to answer examination questions. Thorough reading and analysis of the question should be done before answering the question.
- (iii) Teachers should insist on how students should use the answer booklets during mock examinations.
- (iv) Teachers should stress on the need to write down their names and index numbers on the front part of their answer booklets, during terminal and mock examinations

- (v) Attention of students should be drawn to the need for recording the question numbers in the appropriate spaces provided in the answer booklets during their mock examinations.

5. **DETAILED COMMENTS**

Question 1

Advance five points to explain why the Egyptian pyramid is considered a museum.

Few candidates answered this question. Some of them could not state why the Egyptian pyramid could be considered as a museum. Some candidates wrote on Egyptian art in general.

For example

- Construction of the pyramids
- Materials used for the construction
- Number of workers employed.

Other candidates talked about the economic benefits of the pyramid, whilst others ended up writing about cave art and sympathetic magic.

The demand of the question as spelt out by the marking scheme is stated below:

A museum is a storehouse of knowledge. It stores collection of artefacts and preserves them for prosperity. An Egyptian pyramid did the same. In the pyramid were the mummies of the Pharaoh, collection of artefacts stored and preserved for the future use of the Ka of the Pharaoh. The interior of the pyramid provided chambers, galleries and halls for burial artefacts.

The following were found in the pyramid:

- i. Paintings
- ii. Lettering
- iii. Sculpture
- iv. Furniture
- v. Treasure
- vi. Textiles
- vii. Pottery
- viii. Other artefacts – chariots, weapons, boats, etc.

Information about each of the artefacts enumerated were spelt out for instance, paintings; colourful pictures portraying the past life of the Pharaoh were painted on the inner walls of the pyramid.

Question 2

(a) Define contemporary African Arts

(b) State the uses of the following:

- (i) Posters;**
- (ii) Notices;**
- (iii) Package design;**
- (iv) Photography;**
- (v) Print making;**
- (vi) Calligraphy**

(a) Contemporary African Arts are non-indigenous art style that began in 1918 in Nigeria and the early 1920's in Ghana and spread to other parts of Africa. It grew up from the formal European academic arts introduced by the British colonial government. It is an expression of a combination of diverse art traditions of Europe and African artistic traditions.

This question was popular with many candidates. However, many of them could not define contemporary African Arts.

Below are some of the answers given by candidates:

- 'African arts are artforms that are done in the morning world'
- 'Contemporary African Arts is commonly understood to be the arts of Africa and Africa dispora and post indepentancs errow'

A sizeable number of candidates deviated because they took to contemporary African Arts to be Contemporary Arts.

(b) A lot of candidates performed creditably well. Candidates stated only one or two uses in each case.

(i) Posters

The marking scheme gave the following as answers expected from candidates:

- Posters are used to advertise goods and services; persuade people to act in a certain manner.
- Posters educate or warn people; announce events or results; invite people for a meeting or gathering; praise, sympathise with, show appreciation, criticise

people; inform or instruct the public about their civic responsibilities; give direction to people; to caution people, etc.

Many candidates were able to give answers which were almost the same as those spelt out in the marking scheme, while others wrote about the tools used and the processes artists go through when producing the items enumerated.

An example of some of the poor answers was cited by one of the candidate is:

‘Posters are used to prebate the information to the public pictorial man’.

(ii) Notices

Answers outlined by the marking scheme are written below:

- Notices are used to convey warning, announcement or other information. They are carried by people around or they are placed at vantage points for the public. They bring awareness of people to crucial things of life, for example health, political or criminal matters.
- Notices are used to remind people of impending events. They are also used to give reports and for educational purposes.

Some of the answers given were quite close to those stated by the marking scheme.

A summary of the answers from candidates is stated below:

Notices were used to warn, to give information, to educate and to create awareness of an exercise to be carried out; for example, chicken pox vaccination, etc.

(iii) Package design

Some expected answers

- ‘It is a method used to design all types of containers in which goods are packed for safe handling, distribution and sale’
- ‘it is used as means of designing and testing containers and container making materials like paper, metals, glass, plastics, wood, fabric, straw, etc.

The following are some of the answers given by candidates, many of which agree with those raised by the marking scheme:

- ‘Goods are transported from place to place using different types of packages.’
- ‘Inform consumers about the production and expiring dates’
- Attract consumers to the point of sale.

(iv) Photography

Photography is used through the camera to capture image of an object in such a way and detail that the eye does not perceive. It is used to produce portraits of individuals or group of people for posterity. It is used to produce pictures in multiple copies.

It is used to produce more real images than other visual arts; it is used to record events in pictorial form. It is used to capture and produce images of fast moving objects, instantaneous scenes and actions. It has enabled the production of motion picture (films, videos, and television and computer graphics), etc.

Some of the answers from candidates are:

- ‘Photography is used for recording events for future reference’.
- ‘Recorded images from photography are used for designing posters’

(v) Print making

The marking scheme expected candidates to produce some of these answers.

- It is used to make marks or impression on surfaces of objects.
- It is used for printing books.
- It is used to spread information and knowledge.
- It is used to produce pictures, illustrations and diagrams for books.
- It is used to produce posters and also decorate surfaces of objects, etc.

The following are some of the good points advanced by some candidates:

- It is used for printing books, calendars, invitation cards for weddings.
- It gives information to the public

Below is an example of a poor respond of a candidate:

“It is the process of transferring of an image or objects from one place to another include direct print and indirect print.”

(vi) Calligraphy

Answers written under this item by candidates were in line with the marking scheme for example:

- It is used for writing certificates, citation and book covers.

Some expected answer

Calligraphy

- It was a type of lettering used to write books, parchments or scroll before printing. Nowadays it is used for writing on greeting cards, certificates,

citations, invitation cards and other decorative works. It is also used for writing title on book covers, etc.

An example of a poor answer is listed below:

“It is the art of using bamboo or written ink to write beautiful handwriting.”

Question 3

(a) Explain body painting.

Some expected answer

- It is a form of body art whereby paint, pigment, colour or hue is applied directly or indirectly on the body (skin) either permanent or temporary for religious, social and economic purposes.
- Body painting involves application of coloured substances or materials like clay, kaolin, earth colours or vegetable oil to the body by using brushes, fingers or stamps for various purposes.

This was another popular question, but many candidates could not explain body painting. Some of the candidates included in their answers coiffure, cicatrices and tribal marks which fall outside body painting. These would have been appropriate if the question had asked candidates to write about Body Art.

Some examples of poor answers given by candidates include:

- *“It is used from significance in painting in Ghanaian society for the arts work in a painting.”*
- *“It is referred to the various of the art on the body in the form of painting that is done on the body.”*
- *“It can destroy the body because the human been cannot help the body so that the body need the proper function, the body also can get a disease such as cancer.”*

(b) Discuss four ways to show the significance of body painting in the Ghanaian traditional society.

This was another question which was well handled by many candidates. The only short coming in their answers was that they could not link their explanations to life in the Ghanaian traditional society.

The following is an example of a candidate’s responses to question 3 (b):

‘It serves as entertainment’.

The candidate did not explain how this was carried out.

Some expected answers

- It is used for amusement during festive occasions;
- It is used for identification or to show one's social or religious status.
- It is used for medicinal purposes; marks are made on the body for healing;
- It is used to symbolise ideas at funerals and other festive occasions
- It is used during rites of passage
- It is used as protection against evil spirits
- It is used to enhance worship and rituals dedicated to spirits
- It is used for decorating the body to enhance beauty during festivals and joyful occasions.

Question 4

Write on Baule Sculpture.

This question was not all that popular to candidates, only a handful attempted it. Their answers covered only the wooden figures of the Baules. They remained silent on their masks, metal casting and secular objects like carved panel doors, drums, stools, funerary terracotta figurines. This signifies that the candidates limited sculpture to only carving. Some candidates dwelt on Bundu sculpture especially their masks instead of the Baule sculpture.

The marking scheme gave a detail description of the Baule sculpture. Twenty-five (25) points were advanced and candidates were expected to come out with only ten (10) of them. Though the question did not specify the number of points that candidates should raise, any candidate with an in-depth knowledge about the topic could do justice to the question.

A few of the points raised by the marking scheme are stated below:

- The head is large, and the coiffure is carefully structured with linear patterns;
- Part of the face is decorated with cicatrices in relief;
- The neck is long and cylindrical;
- The nose is straight and delicate with small mouth;
- Masks are of dazzling charm, serene, and delicate faces mythical beings and animals.

Question 5

(a) Explain the term symbolism.

Some expected answers

- Symbolism is the practice or art of using symbols, especially attributing symbolic meanings to things.
- It is the study and interpretation of symbols in art.
- It refers to interpretation of a material objects, not simply for its own interest or beauty, but as standing for abstract ideas.
- Symbolism uses images to stand for metaphors, similes and abstract ideas which cannot be adequately sensed or represented in purely sensory terms.
- It is the use of an object to stand for something else.

Some of the candidates could not fully explain the term 'symbolism'. A number of the poor answers supplied are quoted here:

- It refers to the art behind production of art works.
- Symbolisms are colours which are used to depressed thought.
- It deals with the behind production of an art work.
- It is the areas sycological that dy with the study of imovediatly.

Whilst a sizeable number of candidates gave poor answers, a lot of them also sailed through with the following correct answers:

- Symbolism is where an object is used to stand for something else
- It is a colour named to represent ideas, or situation in a society.
- It refers to the use of colours to represent abstract ideas.

(b) In a tabular form, associate the following colours with nature and give their symbolic meaning and their uses: silver, yellow, blue.

This question demanded that a table be drawn to assist in giving the answers clearly. Some of them had the idea about the question but organising them in a tabular form was a problem to them. Some jumbled up the answers.

Some of the candidates presented a table with only three columns instead of four (4) as indicated below.

| Colours | Association with nature | Symbolic meaning | Uses |
|----------------|--------------------------------|-------------------------|-------------|
| | | | |

A few of the candidates who attempted this question failed to indicate the various headings.

GENERAL KNOWLEDGE IN ART 3A & B

1. GENERAL COMMENTS

The general standard of the paper as a whole compares favourably with those of the previous years. The questions were within the scope of the syllabus.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Some candidates demonstrated an in-depth knowledge in good drawing and painting.
- (ii) They showed good shading techniques, good rendering of forms in subtle and powerful lines, accurate representation of objects and play of light and shade on the objects.
- (iii) The candidates drew from close observation of the composed objects. They gave proper attention and focus on the set-up.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Lack of proper technique to scale the objects proportionally.
- (ii) Lack of perspective application in relation to distance from each object and the position of various objects on the surface of the table.
- (iii) Lack of effective proper shading technique to indicate the three-dimensionality and flatness of other surfaces.
- (iv) Effective treatment of foreground and background in relation to objects need much attention.
- (v) Most candidates failed to indicate shadows. Even if indicated, the source of light cannot be determined.

4. SUGGESTED REMEDIES

- (i) Candidates should be taught by well-trained and qualified teachers with specialization in picture making.
- (ii) Candidates need to note that tonal value has no meaning except when used in relation to the background/foreground, source of light, etc.
- (iii) Close study of the syllabus and adequate preparation by sourcing other relevant information should be the hall mark of teachers.
- (iv) Figure drawing must be encouraged by subject teachers because most of the imaginative composition questions are involved with human figures.
- (v) Teachers and candidates should avail themselves to the chief examiners reports.
- (vi) Teachers should encourage students to practice drawing on their own (that is still life and imaginative composition drawing) using themes/compositions from past questions.
- (vii) Teachers should not wait to coach candidates only for examination purposes.

5. DETAILED COMMENTS

SECTION A

Question 1

Make a composition of the following:

Either: (a) Still life drawing:

- (i) earthenware cooking pot;
- (ii) earthenware grinding bowl (apotoyowa/aenka)
- (iii) earthenware cup
- (iv) wooden ladle (tapoli)

Or

(b) Imaginative Composition

Sole drummer, singer and a dancer

Colour: full colour

(a) Craftsmanship:

- (i) Good drawing - rendering accurate contour of earthenware cooking pot (that is outer shape, inner shape, the neck and the general shape of the body). Most candidates were challenged with getting the exact geometrical forms properly achieved. Also rendering circular, cylindrical, oval shapes, etc. was poorly done.
- (ii) Earthenware grinding bowl: It was observed from the drawings of candidates that, using basic circular shapes to depict earthenware was not well executed. From their drawings;
 - Most of the grinding bowls looks more of a small washing hand bowl
 - The base and top was not well executed (thus both outline and painted/shaded object).
- (iii) This object had a lot of substitution, some used glass, ceramics, etc. of different shapes which posed difficulty for candidates to execute.
- (iv) This also had a lot of substitution, the ideal one is for grinding, but the substitution ended up with different types of ladle (made of metal, calabash, plastic, etc.); wooden spatula, wooden serving spoon, flat wooden ladle, and others.

However, an alternative to the wooden ladle was given as '*tapoli*', but few candidates used this type (i.e. the tapoli).

(b) Good shading

The use of dry media/wet media to show solidity. It was observed from the works of candidates that, three- dimensionality of the various objects executed showed little mastery of the various shading techniques (hatching, cross hatching, stippling etc).

(c) Perspective

The demand includes:

- Illusion of depth in relation to the pot and ladle.
- Illusion of depth in relation to the cup and grinding bowl, and
- Good proportion of objects in relation to one another.

Here the candidates' knowledge in scaling was to be applied. The candidates' ability to determine; for instance, how, many times the size of earthenware cup will make up to the grinding bowl.

Again, good proportion as in the drawn objects against the background and foreground.

(d) Interpretation

The demand here is the ability of the candidates to apply the concept and idea of effective use of highlights, shades, tones, shadows and good colour scheme to achieve successful drawing and painting.

Question 1 (b)

The demand for the above are:

(a) Craftsmanship

Good contour drawing of a sole drummer, singer, and dancer

(b) Three-dimensional treatment of the human figure in motion (that is sole drummer, singer, and dancer).

(c) Appropriate posture of sole drummer, singer and dancer. Candidates are to exhibit the ability to master gesture drawing, memory drawing, moving action, group poses, etc.

(d) Suitability

The question answered should satisfy its use. Candidates' impressiveness and expressiveness exhibited in connection of this question was very commendable. The theme of the question was well captured and treated in the mood of the actions of the human figures executed.

Even though few candidates attempted question 1(b), the works were satisfactorily done. Most candidates who attempted this question used pen and wash and poster colour. Very effective good colour scheme for the occasion that is depicting afternoon or later afternoon scene.

SECTION B

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The questions were clear and were in the scope of the syllabus.

2. SUMMARY OF CANDIDATES' STRENGTHS

(i) Most of the candidates were able to use the medium of colours very well. Poster colour, acrylic paint, coloured pencils were used in question 3, and they need to be commended.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Majority of the candidates adopted the use of Adinkra symbols as motifs instead of the construction of the Chief's Regalia.
- (ii) Most of the candidates were not able to construct some of the letters, especially 'A', 'W' and 'M'.
- (iii) Most candidates failed to paint the letters leaving the works uncompleted.
- (iv) Background and border design were poorly executed.

4. SUGGESTED REMEDIES

- (i) Teachers must do well to teach students the appropriate techniques required in constructing letters;
- (ii) Idea development should be well thought;
- (iii) Students must be taught how to plan their works before sitting for the examination;
- (iv) Lessons on colour mixing and application should be intensified in our schools;
- (v) The use of textures especially in designing enhances the beauty of the work therefore students must be exposed to various techniques in creating background effects.
- (vi) Background and border design added to the beauty of an art piece, hence teachers should teach students for them to master such skills.

5. DETAILED COMMENTS

Question 2

Lettering

Render in Block lettering the following quotation:

“Without a dream you’ll not get anywhere”

Dimension: 37 cm x 55 cm

Those who understood the rubric of the question rendered their work skilfully and beautifully. There was a display of creative skills and good planning.

Female candidates were seen to be more creative and unique in presenting a good work. Many candidates attempted this question, but it was evident that they did the work hurriedly without proper planning. Most candidates did not apply the optical spacing/visual spacing to the individual letters which affected the words spacing and therefore makes the words illegible.

Candidates were expected to use appropriate lettering tools to construct the quotation skilfully by paying attention to accuracy and consistency in letters as well as legibility of words.

Effective use of space, good layout, appropriate decoration and good finishing were some of the requirements of question 2.

Question 3

Design a motif of a chief’s regalia and use the motif to design a wall hanging.

Dimension: 37 cm x 55 cm

Candidates applied colour fully because the question did not restrict them on the usage of colour.

Candidates’ construction of motif of a chief’s regalia was poorly executed. Instead of designing a wall hanging with a motif of a *chief regalia*, most of the candidates used Adinkra symbols. Almost all the candidates did not add caption and aid for hanging. Many candidates employed the stencilling method instead of taking pains to design the chief’s regalia into a motif.

GRAPHIC DESIGN 2

1. GENERAL COMMENTS ON THE PAPER

The questions were of standard, within the scope of the syllabus, and compared favourably with that of the previous years. All six questions, covering Business Risk, Colour, Direct Printing; Cartooning and Decorative Paper were very clear and straightforward.

Some candidates seemed not to have any knowledge about the demands of the questions, hence scored low marks. However, some candidates performed exceptionally well (such candidates exhibited in-depth knowledge of the subject and buttressed their points with appropriate illustrations).

On the whole, the performance of this year's examination as compared to the previous years was below average.

2. A SUMMARY OF CANDIDATES' STRENGTHS

- (i) Most of the candidates who tackled question 1, performed creditably. They were able to explain the term "Business Risk" and were able to list the types of "Business Risk".
- (ii) Candidates who answered question 2(a) did not just define the term "colour" but then explained and also cited examples of colours. Again, candidates' responds to question 2(b) demonstrated their understanding of the question. Discussions were on point and were supported with practical examples.
- (iv) Most candidates were able to explain question 3(b) which touched on *Analogous Colours*, fairly well. They were able to emphasize on the fact that Analogous Colours "are closely related by reason of common colours that lie side-by-side or adjacent to each other on the colour wheel."
- (iv) Question 5 was best answered by a good number of candidates. Most of the candidates were able to mention the three types of "Cartoons", though not all were able to describe them.
- (v) Some candidates made use of commendable illustrations in answering questions not only when the question demands for it, but also wherever they feel illustration(s) would help in answering the question. This was peculiar with questions 4, 5 and 6.

3. A SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Lack of basic understanding of the questions resulting in massive irrelevant answers;
- (ii) Some candidates failed to use illustrations, even when the questions demanded for it;
- (iii) Most candidates lacked practical knowledge, so they avoided questions that demanded such. For instance, questions 4 and 6;
- (iv) Most candidates were deficient in the knowledge and application of right and appropriate usage of Graphic Design terminologies;

- (v) Some candidates did not understand the demands of the questions, for instance with question 2 (a) (explain the term “colour as used in Graphic Design), most candidates defined colour instead.

4. SUGGESTED REMEDIES FOR THE WEAKNESSES

- (i) Tutors should take students through summary exercises in Graphic Design. Also, there is the need for candidates to try their hands on WAEC past questions in Graphic Design.
- (ii) Drawing lessons should be intensified and students helped to see the need to buttress their responses with illustrations, especially when a question demands for it.
- (iii) Tutors should encourage candidates to engage in more practical activities. This will help them to describe processes fairly and be able to answer practical oriented questions appropriately.
- (iv) Candidates should be encouraged to read extensively (both recommended textbooks and internet search) to expand their knowledge in Graphic Design.
- (v) Candidates must be trained in how to answer examination questions appropriately. Techniques in answering questions prefixed with words such as “Discuss”, “Describe”, “Explain”, etc must be well taught.

Also, candidates must read the questions carefully and understand before answering.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the term *Business Risk*.**

Some expected answers

- Business Risk is the possibility of the loss of invested money or the loss/damage to valuable possession.

- (b) **List *three* types of risk a business can face.**

Some expected answers

- (i) Misuse of capital;
- (ii) Theft;
- (iii) Fire (especially resulting from electricity);
- (iv) Lack of sales due to a decrease in demand of the product;
- (v) Ineffective management;
- (vi) Bad location of business;
- (vii) Changes in labour laws;
- (viii) Government regulations;
- (ix) Currency inflation, etc.

(c) ***Discuss how the risks listed in (b) above can be controlled.***

Some expected answers

i. Misuse of capital

- Employment of qualified accountants to regularly check the accounts of the business;
- Check the flow of income and expenditure.

ii. Theft

This can be controlled by:

- Regular/daily stocking taking;
- Increase vigilance and security, e.g. The use of CCTV Cameras at the business premises;
- Employment of qualified accountant/ store keeper to check business account and stock.

iii. Fire (especially resulting from electricity)

- Employment of qualified electrician to check, install and wire faulty connection at the business premises;
- Using quality cables for electrical wiring;
- Insurance against fire;
- Switch off all electrical gadgets when not in use;
- Use of fire extinguishers.

iv. Lack of sales due to a decrease in demand of the product

- Regular market survey to be abreast with the demands of consumers and switch into such products;
- Advertise the products and also the business;
- Staff training for improvement of the products;

vi. Bad location of business

- Relocate the business to a more promising market area.

viii. Government regulations

Government regulations like taxes, labour law could be controlled by being in touch with the relevant ministries to know what new changes are planned that may affect the business.

Most of the candidates attempted this question with some amount of success. It is one of the popular questions. Most of them were able to explain the term “Business Risk” and listed the types successfully.

However, many were not able to discuss how to control the listed risks appropriately. They discussed what the risk involved but did not mention how it can be controlled. Those who did mentioned only one method; for instance, fire outbreak can be controlled by the use of fire extinguishers.

Question 2

(a) Explain the term colour as used in Graphic Design.

Some expected answers

- Colour is the sensation the eye receives from reflected light waves from the surface of an object or a substance.

When light strikes on an object or substance, part of the light waves is absorbed, and the remaining part is reflected. The reflected light waves strikes the eye and is perceived as the colour of the object/substance.

(b) Discuss with relevant examples four uses of colour in visual communication.

Some expected answers

- Colour is used to express mood or feeling: eg. demonstrators and protestors usually wear red T-Shirts, headbands/wristbands, etc.
- Colour is used to attract and direct attention: eg. using a warm colour for the caption of a poster or the name of a product on a package.
- Colour has emotional and psychological appeal, so communication items related to joyous occasions like outdoorings and other celebrations use white predominantly.
- Colour is used to indicate aerial perspective, which is warm colours advance and cool colours recede.
- Colour can be used for aesthetic appeal/beautification: eg. buildings are painted with colours to improve their appearance, etc.

The question looks very simple and straight forward; hence almost all candidates attempted it. Candidates' demonstration of ample understanding to this question cannot be overemphasized. Points raised in answering the question were well discussed and supported with practical examples.

Most candidates defined colour instead of explaining. Also, some misunderstood question 2(b) to be general uses of colour hence stated these; colours can be used for "colouring lettering", "painting signboards", "painting walls, rooms and houses".

Few others also merely listed colour symbolism, for instance

- Red means danger
- Black means death, etc

Question 3

Explain the following:

(a) *Direct Printing*

Some expected answers

- The process of making prints from the surfaces of found objects, natural or man-made. Usually the surfaces are collected from the environment.
- Ink is applied to these found surfaces and print is made without any alterations of the surface design by the printer, e.g. thumbprint; prints from: tree-backs/leaves, bottle tops, coins, etc.

(b) *Analogous Colours*

Some expected answers

- Colours that are closely related by reason of common colour
- They are usually close to each other or adjacent on the colour wheel.

Examples are:

- Orange and yellow-orange
 - Red and red-orange
 - Blue-green and green
- These combinations create subtle effect.

(c) *Comic Strips;*

Some expected answers

- A sequence of cartoons that tell a story;
- They appear as regular features in newspapers and magazines, with established characters;
- Each strip is made of series of panels with the words in balloons near the heads of the characters.

(d) *Thumbnail Sketches*

Some expected answers

- Small matchbox size sketches made as the first visual images of mental concept;
- They are the first steps in idea development;
- Such sketches show minimum details;
- These sketches are developed into the final design.

(e) **Optical Spacing.**

Some expected answers

- A method of inter letter spacing;
- No strict rules and measurements for the interval between adjacent letters;
- Spacing are adjusted to suit the forms of the adjacent letters;
- The eye is used to judge and measure the spaces between letters;

The question demands knowledge of terminologies in Graphic Design. Unfortunately, the response of most candidates displayed their lack of knowledge in Graphic Design terminologies.

Most candidates could not explain clearly what “direct printing” is, to make it stand out from other printing techniques. They explained printing in general. Similar treatment was given to the other terms requested in the question, except “analogous colours” which was explained fairly well.

Only few candidates were able to give out satisfactory answers to question 3.

Question 4

(a) **Describe a decorative paper.**

Some expected answers

- Decorative paper is a designed paper or a paper that has been decorated using any decorative technique to obtain exciting patterns to improve its aesthetic quality.

(b) **Identify and explain any three methods of making decorative papers.**

Some expected answers

i) **Marbling;**

(a) *(Uncontrolled)*

- Mix oil paint with kerosene or turpentine
- Fill tray with water half full;
- Sprinkle paint onto water
- Stir floating paint on water surface with a stick;
- Place paper on water surface to absorb pattern;
- Remove paper and dry

(b) *(Controlled)*

- Mix oil paint with kerosene;
- Fill tray with cooked starch;
- Sprinkle different colours of oil paint on the surface of the starch;

- Stir colours floating on the starch and tap the back to remove trapped air;
- Draw paper against the tray to remove excess starch;
- Hang paper to dry.

ii) Comb patterns;

- Cut comb from stiff card;
- Mix colour with cooked starch;
- Paint mixture over paper;
- Use the comb to make rhythmic patterns over the entire surface of the paper;
- Hang it to dry.

iii) Spray patterns;

(a) Mix oil very light;

- Pour colour into deep container
- Insert spray diffuser into colour
- Blow colour onto paper

(b) Pour mixed colour into wide container;

- Dip toothbrush into colour
- Use stick or knife to flick colour onto page;
- You can also arrange shapes on the paper before spraying.

iv) Wax resist patterns;

(a) Draw patterns on paper with candle, mix colour and paint over the waxed paper and dry it.

(b) Sprinkle molten wax on paper. Paint over with any high key colour;

- Sprinkle the molten wax again on paper;
- Paint over with any low-key colour
- Put the painted paper between sheets of newspaper and iron it to remove wax.

v) Doodles;

- Using any marker (pencil, pen, felt pen etc), make a continuous line aimlessly all over the paper, crossing itself at various points and in all directions until paper is fully covered.
- Mix different colours in a palette;
- Paint some of the familiar shapes created by doodles.

vi) Roller and twine patterns

- Wind twine around a hand roller;
- Using another roller spread painting ink on a glass slab;
- Roll the twined roller over the ink on the glass slab;
- Roll the twined roller over paper from edge to edge in different directions;
- Clean the rollers with thinner and go over with another colour.

(c) State four uses of decorative papers.

Some expected answers

- Used as wrappers;
- For book covers;
- For gift boxes and bags;
- For wall papers;
- Used as end-papers;
- Used as wall hanging;
- For mobiles, border designs of wall hangings, origami etc.

This question was one of the least attempted questions. Most of the candidates who attempted this question were not able to describe decorative paper.

In tackling question 4 (b), most of the candidates were able to identify the methods of making decorative papers. However, many of them were not able to explain the processes properly as the question demands. This can be attributed to candidates' lack of practical knowledge.

Majority answered question 4 (c) well, hence scored the allotted full marks.

Question 5

(a) Define Cartooning.

Some expected answers

- A drawing or series of drawing with exaggerated features which are satirical or humorous to express a message or tell a story in amusing or humorous way.

(b) Describe any three types of cartoons a Graphic Designer can adopt for illustrations.

Some expected answers

- **Gag Cartoons**

Consist of a single drawing, usually accompanied by a caption. They are generally without a border. Gag cartoons entertain by poking fun at people in general or human faults and not at specific persons.

- ***Comic strip***

It is a sequence of cartoons that tell a story. These appear as regular features with established characters in newspapers and magazines. Each strip includes series of panels with the dialogue usually presented in enclosed shapes known as balloons.

- ***Animated cartoon (Animation)***

These cartoons are usually shown on television or cinema screens. They are made in series to create the illusion of movement and action.

- ***Editorial Cartoons***

They are also known as political cartoons. Usually they are found almost exclusively on the editorial pages of newspapers as single drawing. They serve as visual commentary on current events. They are satirical and may communicate with the political view point of the cartoonist.

Editorial cartoons often use deliberate distortions or exaggerations of features to make fun at well-known people. They are borderless.

- ***Illustrative Cartoons***

They are in conjunction with advertising or learning materials. They help explain stories, teaching materials or advertisements.

They serve to draw attention to and develop the meaning of the text they accompany.

(c) **State four importance of using cartoons for illustrations.**

Some expected answers

- Educate;
- Relieve boredom;
- Add more meaning to text;
- Promote sales of newspapers/magazines;
- Entertain;
- Comment on negative tendencies in society.

This was one of the popular questions most candidates answered. Comparatively this question was better attempted. Candidates' ability to define a cartoon and identify three types of cartoons a graphic designer adopt for illustrations was commendable.

Candidates were also able to describe some of the cartoons distinctive qualities and characteristics to some extent. For instance, "Editorial Cartoons are found exclusively on editorial pages of newspapers, as single drawing", "Gag Cartoons consist of single drawing, usually with a caption", etc.

A few stated the types but were not able to describe them.

Question 6

With the aid of illustrations, describe step-by-step how the word *FINE* would be produced using the *BLOCK PRINTING PROCESS*.

Some expected answers

Tools: Lino cutter, cutting knife, chisel, pencil, ruler, roller, sprayer, glass slab, etc.

Materials: Tracing/carbon paper, printing ink, wood/lino, paper, etc.

PROCESS

- Create the design (FINE) on paper;
- Cut lino/wood to required size and smoothen the surface;
- Transfer/ place the design face down (reverse) on the block surface;
- Trace the design onto the block and shade the image area;
- Chip off the negative areas with the cutting tool;
- Roll out printing ink on the glass slab;
- Ink the cut block;

EITHER

- Place the inked block **face up** and carefully lay **printing paper** on the inked block and rub over the back of the **paper gently to leave a print on the support;**

OR

- Lay the printing paper on a flat surface and place the inked block **face down** on the paper and press firmly the back of the block;
- Remove paper from block and allow to dry;
- Clean the block, roller and glass slab.

Most candidates avoided this question. This is because it is a practical oriented question and therefore calls for processes. Those who attempted did not understand the question. Some explained the process of constructing “Block Letters”, others wrote about “Screen Printing”, and “Stenciling”. Those who wrote about “Block Printing” were not able to present their points sequentially. Some also presented just the illustrations without the description of the steps.

Normally questions that call for description of processes require the mentioning of tools and materials involved. Unfortunately, most candidates did not list them.

However, few of the candidates provided the tools and materials; described the processes correctly and supported them appropriately with illustrations.



JEWELLERY 2

1. GENERAL COMMENTS

The paper compares favourably with the previous years. Comparatively, there had been an improvement over last year candidates' performance.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Some of the candidates jotted the points which helped them to expand them. They carefully wrote these points under sub-headings and underlined them nicely. These features made marking easier.
- (ii) Most candidates were able to list tools and materials before writing on procedure for fabrication of jewellery items.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Diction was very bad, that is, there were a lot of grammatical errors coupled with spelling mistakes. e.g. '*calabash was culted*' for '*calabash was cut*'; *wrepper* for *wrapper*; *golohps* for *gloves*; *max* for *mask*; *gojjora* for *goggles*; *dete* for *dirty*, etc.
- (ii) Most of the candidates answered new questions on the same page that they had already answered a question.
- (iii) Some of the candidates' handwriting was not readable.
- (iv) Few candidates cancelled their answers several times. This made their scripts so disgusting; indication of either they did not study hard or were in a rush or did not spend time to read and understand the question before answering.

4. SUGGESTED REMEDIES

- (i) Students should be encouraged to read wide in order to broaden their vocabulary base and technical-know-how in jewellery. This will help them to solve the problem of numerous grammatical and spelling errors in their write-ups.
- (ii) Teachers should encourage candidates to answer each question on a fresh page, especially during terminal and mock examinations.
- (iii) Candidates should try to write legible so that examiners will be able to read their scripts.
- (iv) Candidates should minimise cancellation of write-ups, and cancellations should be done neatly.
- (v) Teachers and Heads of Department must endeavour to sensitize the candidates to acquire the habit of reading the dailies, story books, text books, use of dictionaries to find out meanings of new words, etc.
- (vi) Spelling drills should be organized for students to improve on their vocabulary.

5. DETAILED COMMENTS

Question 1

- (a) **Define the term flux in jewellery.**
- (b) **State and explain five reasons for using flux.**
- (c) **State three ways of finishing jewellery to prevent tarnishing.**

(a) Below was the requirement of the question:

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

Or

- Flux is a chemical substance used in soldering to ensure that the solder flows. Wrong responses include:
- Flux is a chemical used in cleaning a surface of a metal.

Or

- Flux is a chemical agent for etching a metal.

Or

- Flux is a container which they put hot food in it.

This question was not well answered by majority of the candidates who attempted it. Candidates had little or no knowledge about the term “flux” at all. Performance was very poor.

(b) Majority of the candidates attempted question 1; however, performance was below average.

Expected answers:

- Flux prevents tarnishing. It means that flux prevents oxide formation on a metal if coated with it, etc.
- It facilitates melting/helps a metal to be liquefied when appropriate temperature of heat is applied. Flux helps a metal/solder to melt easily and faster.
- Flux enhances good fusion of two or more metals. It facilitates the fusion/bonding of the metal joints.
- It prevents solders from oxidizing: During soldering the application of flux on the solder prevents cupric oxide to form on the solder when heat is applied.
- Flux acts as a catalyst in casting: Flux, for example borax flux facilitates the flow of molten metals into moulds during casting.

Some of the candidates failed to give and explain the reasons that necessitate the use of flux in jewellery production. They however, wrote down the following wrong responses:

- Flux is used in cleaning a surface of metal.
- It is used in making designs on metals.

- Flux is used in smoothing metals.
- It is used to beautify a product, etc.
- It is used for purifying solder so that it will not spoil or damage.

(c) Candidates were required to give their responses in statements form as indicated below:

- Electroplating is employed to stop formation of tarnishing.
- Tarnishing can be prevented by enamelling.
- Finishing of jewellery is possible by amalgamation.
- Finishing is accomplished by gilding.
- Lacquering/spraying/painting prevents tarnishing, etc.

Below are few examples of candidates' wrong responses:

- Basting
- Blanket stitching
- Fraying, etc.

Question 2

- (a) **Explain the term pyrography.**
- (b) **With reference to relevant tools and materials describe the process involved in scorching.**
- (c) **State three safety measures to be observed in pyrography.**

(a) It was a popular question and performance was average.

Below are the requirements of the question:

Pyrography is the art of using red-hot metal to burn designs on a material e.g. calabash, wood, bone, ivory, leather, bamboo, etc.

Or

It is the art or technique of decorating wood, leather, calabash, etc. by burning a design on the surface with a heated metallic point.

Or

Pyrography or pyrogravure is the art of decorating wood or other materials, e.g. leather with burn marks resulting from the controlled application of a heated object such as a pocker.

(b) Requirements of the question include:

| Tools | MATERIALS |
|--|---|
| ➤ Metal rod/pin | Calabash/bamboo/wood/leather/ bone |
| ➤ Soldering iron | Lacquer/varnish/petrol/thinner, kerosene, etc. |
| <ul style="list-style-type: none"> ➤ Awl ➤ Bodkin ➤ Fire ➤ Coal pot ➤ Emery paper ➤ Hacksaw/scissors ➤ Pencil/pen, etc. | |

Process

- Make preliminary design
- Prepare the material by either washing, cleaning, cutting, drying, sanding, filing, etc.
- Draw the pattern/transfer the design to be scorched onto the material.
- Heat metal rod/pin in fire or use electricity.
- Burn/scorch the pattern with the heated metal or soldering iron.
- Re-sand/filing the surface to become smooth
- Lacquer and dry

Candidates put tools and materials together instead of separating them/writing them under headings for example, ‘tools’ and then ‘materials. Most candidates failed to present points sequentially.

(c) Requirements of the question:

- Wear protective clothing e.g. goggles, gloves, apron, boots, etc.
- Do not place hot metal on combustible materials after scorching.
- The workshop should be well illuminated.
- There is the need to ensure good ventilation.
- Hot metal/awl/bodkin must be put on an insulating/charcoal block
- Switch off gadgets after use/when not in use.
- Tools used must be cleaned immediately and put back into the tools box, etc.

Question 3

(a) Explain exhibition.

(b) Describe how to prepare and mount a jewellery exhibition in your school.

(a) Requirements of the question

Exhibition is the public display of goods and services to attract viewers and buyers.

Or

It is a public display of works of art or items of interest, held in an art gallery or museum or at a trade fair in order to attract viewers and buyers.

(b) The following are the requirements for the preparation and mounting of exhibition

(i) ***Preparation***

- Date
- Time
- Venue
- Publicity
- Preparation of materials
- Portfolio
- Finishing
- Invitation
- Type of exhibition, etc.

(ii) ***Mounting***

- General layout and space
- Colour scheme and balance
- Size, weight, height of exhibits
- Lighting, free movements, ventilation
- Side attraction, i.e. flowers, music, modelling, video show, etc.
- Spreading items (exhibits) on tables
- Hanging them on walls, floor, etc.

Candidates were not able to raise six points each. Most of them mixed up points for preparation and mounting of exhibition e.g. lighting, invitation, packaging, size, labelling, etc. for mounting and vice versa.

Question 4

Describe how to fabricate an engagement ring using metal.

Candidates were required to write the following points:

Materials:

Borax flux, solder, rouge, Tripoli, water, pickling solution, rawhide/rubber mallet, copper wire,

Tools:

Needle files blow torch/blow lamp/propane gas, rubber container, charcoal block/insulating block, mandrel, emery cloth/steel wool, cutter/snip/shears/ jewellers saw, tweezers, etc.

Process

- Design/draw/sketch the ring on paper using pencil
- Anneal, pickle, clean wire and mill using the milling machine.
- Measure the finger using ring sizes/ring.
- Use the measurement of the finger to measure the wire and use cutter/jewellers saw to cut to size.
- Anneal wire, pickle and clean with water and wipe.
- Use half-round/round-nosed plier to form a loop/ring
- Re-pickle and clean ring of water
- Cut paillons, apply borax flux to both ring and paillons using brush/feather.
- Put ring on charcoal block/board, light blowtorch/blow lump/blow mouth piece and use it to solder ring joint.
- Insert soldered ring onto the mandrel and use the rubber mallet to form a perfect ring on the mandrel.
- Using Tripoli, buff ring on the buffing machine
- Polish ring with rouge

Candidates had general problem with studio experience question, that is, to demonstrate in writing how to fabricate an engagement ring did not auger well at all with the candidates. They lack the requisite experience to describe the steps involved in the fabrication process of the engagement ring.

Studio experience questions was not well answered, annealing of metal wire before bending into loop or ring was overlooked by some candidates, pickling of work at certain stage before soldering was not considered.

Again, buffing and polishing work finally was not mentioned by majority of the candidates. Few candidates' performance was above average and most of the candidate who attempted this question performed poorly.

Question 5

- (a) Define packaging in jewellery.**
- (b) List three materials for packaging jewellery items for sale.**
- (c) Explain five reasons for packaging jewellery items.**

(a) It was a very popular question and performance was very good.

Below are the definitions of packaging in jewellery:

Packaging is the art of keeping items of jewellery in specially made containers to make it attractive to clients and consumers;

Or

It is a collective term used for containers in which jewellery items are packed or kept for distribution, sale, safe keeping or storage and for transportation.

Few candidates failed to give examples of the items in jewellery which are kept in the package, rather they listed chocolate, biscuit, yogurt, blade, etc. (which are not items in jewellery) as examples.

- (b) Requirements include:
Materials for packaging jewellery items for sale are as follows:
- Sachets
 - Hangers
 - Cases
 - Cartons
 - Boxes
 - Wrappers/envelops/zip bag, etc.

Candidates even though understood the question, they were carried away. They mistook 'materials' as used in the content as resources. Candidates therefore listed the following resources: bamboo, clay, leather, paper, plywood, Styrofoam, wood, rubber, cane, metal, calabash, etc.

(c) The question required that the reasons for packaging jewellery items be stated and substantiated.

Below are the expectations of the question:

- To protect the contents: It protects the items from the hazards of the weather.
- To preserve the contents: It stores and prolongs the life span of the item.
- To contain and carry items: It keeps the item and makes it convenient to pick and use.
- To display the contents: a package mounts and advertises the contents for people to see and buy.
- Adds value to items: it makes it attractive and consumers are prepared to buy.
- Educate/informs consumers: clients/consumers become aware of the contents, ingredient material used, brand name, manufacturing dates, location, etc.

Few candidates stated the points without explaining them:

- It makes product attractive to buyers
- Protects the products, etc.

Question 6

(a) State two main sources of organic materials for jewellery.

(b) Identify and explain with examples two advantages and one disadvantage each of using

- organic materials in jewellery;**
- inorganic materials in jewellery.**

(a) Below are the two main sources of organic materials for jewellery:

- Plant sources = seeds, wood, bamboo, cane, raffia, calabash, etc.
- Animal sources - Bones, ivory, horns, shells, cowries, leather, etc.

Below were some of the candidates' wrong answers:

- Mineral resource
- Metal
- Gold
- Silver, etc.

(b) Expected answers:

Advantages of using organic materials

- In both fauna and flora. Materials like bones, horns, ivory, wood, seeds, bamboo, cane, etc. are not difficult to find.
- Easy to work with organic materials: Materials like bones, ivory, bamboo, wood, horns, calabash, gourd, etc. do not need any sophisticated tools and equipment for processing and fabrication.

- Organic materials are not costly: Materials e.g. cane, wood, leather, bamboo, bone are not difficult to find, and they are moderately cheap.
- Organic materials do not pose any health hazards: Materials e.g. wood, cane, hoof, bamboo, bone, leather, calabash, etc. are user friendly and are not dangerous to our health.
- Can be worked on at any place: Using organic materials in jewellery making does not need any sophisticated studio/workshop. It can be set up under trees, open compound, etc.
- Decorating and finishing items are simple: Simple tools e.g. knife/cutter, awl/bodkin can be used to decorate work/item by cutting lineal designs into it or using a red-hot awl/bodkin to burn designs on it.
- Mostly tools used are simple and affordable: already-made tools are not costly, and they can be improvised, etc.

Disadvantages of using organic materials

- It is easily attacked by pest and insects: Pests and insects perforate/chop the item, e.g. wood, seed, leather, ivory, bamboo and destroy them.
- Some of the items grow mouldy: Items e.g. leather and ivory jewellery grows mould and at times give offensive smell. Raffia jewellery becomes discoloured and uninteresting.
- Short life span/duration: Some of the organic materials used in making jewellery do not last long. They either attacked by pest or get rotten if not well preserved.
- Excessive use depletes the environment: Cutting down of certain species and poaching depletes the forest and some animals, etc. elephants are extinct, due to over use.

Some candidates were confused with the examples of materials for organic and inorganic resources. They as a result wrote wrong responses, in fact, they confused disadvantages with the advantages.

Advantages of using inorganic materials in jewellery

- Inorganic materials are hard: For example, materials of mineral origin, gold, silver, platinum, diamond, copper, marble, are hard and strong.
- Most of the inorganic jewellery are durable/more permanent. Most of the jewellery fabricated with gold, copper, pebble last longer.
- Inorganic jewellery does not break easily: an inorganic material used in jewellery does not break or fracture easily. If it is metal, they are malleable and ductile. Diamond is an inorganic material, which is very hard and strong.

- For showing rank/hierarchy: Valuable mineral, e.g. gold and silver jewellery are used to show rank or hierarchy in the chieftaincy order of ranking.
- Spiritual connotation: Dead/deceased chiefs are adorned and buried with gold ornaments in order to arrive in the world beyond with respect and appropriate suite.
- Can easily be used with other materials: Some of these inorganic materials with mineral origin, e.g. diamond, gold, silver, etc. are integrated with other beads to achieve variety and attraction.
- Can be recycled: Metals after fabrication, e.g. gold, silver, copper are refined for use.

The following were the weaknesses of candidates in their attempt to handle question 6 (b) (ii) indicating the advantage and disadvantage of using inorganic materials in jewellery:

- Advantageously, inorganic materials are not costly i.e. materials like gold, platinum, palladium, silver, etc. are not difficult to find.
- Tools for the work/job are simple and affordable: Manufactured tools are not costly and can be made by the individuals, etc.
- Conversely, few candidates wrote that inorganic jewellery were not durable – thus they do not last.
- Inorganic jewellery e.g. gold, silver, etc. have not high lustre, etc.

LEATHERWORK 2

1. GENERAL COMMENTS

The standard of the paper compared favourably with the previous years'. The questions were within the scope of the syllabus. It was further observed that most of the candidates did not follow the rubrics of the questions, though they were clearly stated.

The general performance of the candidates was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Quite a number of candidates exhibited adequate knowledge and understanding of the subject matter.
- (ii) Most of them presented their answers in an orderly manner.
- (iii) Clear and concise sentences with relevant examples are commendable. This was peculiar to candidates who attempted questions 3, 4 and 5.
- (iv) Few displayed good and legible handwriting.
- (v) There has been improvement in the drawing skills of candidates – especially those who tackled question 5 and 6 supported their responses with illustrations.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The major weaknesses identified with candidates in this year's scripts included the following:

- (i) Lack of in-depth knowledge of the subject matter by some candidates;
- (ii) Failure to adhere to rubrics which resulted in deviation, leading to low performance by some candidates;
- (iii) Common grammatical errors, use of jargons, use of unacceptable terms, poor spellings are common features in candidate's scripts;
- (iv) Some topics in leatherwork syllabus, especially tanning agents, identification of tools and equipment, terminologies, etc. seem to have been neglected hence affecting the performance of candidates;
- (v) A few candidates answered more than one question on a page, even though it is stated categorically that each question should be answered on a fresh page.

4. SUGGESTED REMEDIES

- (i) Candidates should read extensively from relevant sources – textbooks, internet, syllabus, magazines, etc. This would enrich their knowledge/vocabulary both in leatherwork and have control over the English Language (expression and writing skills).
- (ii) The rubrics for each question should be carefully adhered to the latter in order to avoid deviations. Teachers should encourage students to familiarise themselves with past questions in leatherwork before sitting for the WAEC, examination (WASSCE).

- (iii) Also, candidates should read through the rubrics carefully, digest it before attempting to answer each question(s) selected.
- (iv) Candidates should be exposed to the tanning agents, vegetable, chrome, acid, oil and the sources of the various liquors. Teachers must handle all topics in the syllabus in order not to disadvantage candidates. This is very important since they are not in control of which topics would be examined.
- Also, candidates should request for the leatherwork teaching syllabus from their Departmental Heads, go through and alert their teachers on topics they are yet to cover.
- (v) Candidates should avoid answering all the questions in order to concentrate on the stipulated number to give maximum attention to their selected choice.

5. DETAILED COMMENTS

Question 1

- (a) **Explain these terms as used in leatherwork.**
- (i) **Template;**
- (ii) **Working Drawing**
- (b) **Outline five reasons each, why template and working drawings are essential to the leather worker.**
- (a) The first part demanded explanation of template and working drawings as used in Leatherwork. Majority of candidates attempted this question. However, there were some who had difficulties explaining them, but on the whole majority could explain template and working drawing adequately.

Examples of incorrect explanation of template:

- Template is a process of making drawings on leather and cutting the pattern to use in making a product.
- The act of cutting an object from a piece of leather.

A template is a shape/motif cut out from a card board, a sheet of metal or plastic that can be drawn around to replicate the shape.

In the case of working drawings, most candidates understood what they are and even mentioned them as preliminary sketches.

Just few candidates fumbled with the explanation to the term “working drawing”. In essence working drawings can be explained as **‘whenever an artist decides to produce an artefact, he/she does a series of drawings or designs that will help him/her to get a fair idea about how the final work will look like’**.

- (b) Question 1 (b) which demanded for five reasons why both template and working drawings are essential to the leatherworker posed a challenge to candidates who attempted it.
- Some gave the same reasons why template and working drawings are essential.
 - In some cases, reasons for template were perfect, but candidates struggled with that of working drawings and vice versa.

Question 2

(a) List five plants and indicate the part from which tanning liquor is leached for leather production.

(b) In not less than five points, describe the tanning method that involves the use of plant matter.

(a) This was the most unpopular question. Only a few candidates attempted it. Their performance was not satisfactory. They could not state the parts that yield the tans for liquor preparation.

Most candidates answered the (a) part correctly but failed in the (b) part. Some candidate mentioned trees they are conversant with, but they are not tanning yielding plants – e.g. cocoa, mango, pear, lemon, etc.

Some of the tanning yielding plants includes:

- | | | |
|------------------|---|--------------------------------|
| ▪ Bagaruwa | - | seeds |
| ▪ Oak/Iroko/Odum | - | barks |
| ▪ Acrons | - | leaves |
| ▪ Chestnut | - | bark, nut, liquid extract |
| ▪ Cashew | - | Pods |
| ▪ Sumac | - | leaves, growth, liquid extract |
| ▪ Pine | - | bark |
| ▪ Acacia | - | bark |
| ▪ Mimosa | - | bark, leaves, etc. |

(b) The question demanded the description of the vegetable tanning process. Only a negligible number of candidates attempted this question. Some rather gave the types of tanning, such as chrome tanning, mineral tanning, etc. as their answers.

Vegetable tanning

- Can be done using barks, leaves, pods, seeds, stems, roots of selected plants.
- Tanning is leached from parts stated in (i) above.

- Liquor is diluted to the required strength with water
- Skins/hides are submerged in the liquor
- They are left for a considerable time
- Strength of liquor is increased by addition of fresh liquor from time to time
- Leathers are removed from containers and excess liquid squeezed out.
- Leathers are finally washed in fresh water
- They are spread to dry and oiled to acquire flexibility and pliability.

On the whole, the performance was below average.

Question 3

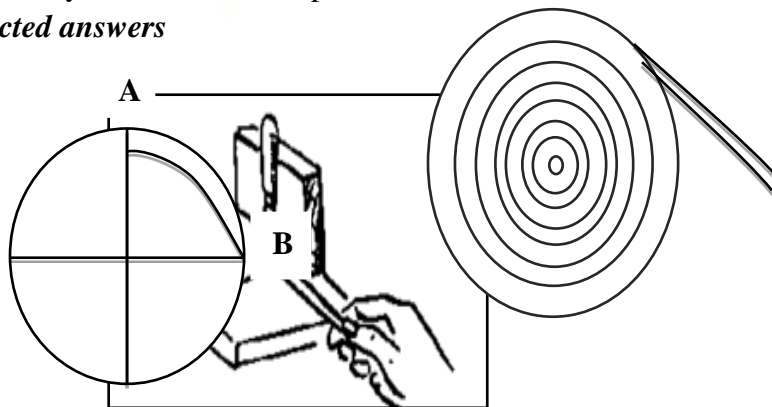
- (a) **Make an illustration of cutting a long thong from a piece of leather.**
 (b) **With the aid of illustrations, explain three uses of thongs.**

- (a) This part of the question demanded the drawing of any of the methods used in getting a long “thong” from a piece of leather.

Almost every candidate attempted this question and majority did marvellously well.

- Only a few could not draw the spiral method.
- Some did it, but instead of concentric circle, they did it by circles in increasing or decreasing styles.
- Instead of a piece of leather some drew full leather and drew the circles on it.
- Some drew the circles with a pair of scissors showing how a thong is cut, others showed no scissors.
- Some candidates had problems with their illustrations (drawing skills).
- Some also backed their illustrations with tangible explanations to prove that they understood the topic well.

Some expected answers



- (b) The question demanded stating as well as a drawing to show how a thong can be used, and explanation of process:

- The use of thongs include:
- For decoration – e.g. wallets, bags, sandals, etc.
- For lacing (shoes/garments)
- For making body ornaments, necklaces, bangles, belts, anklets, etc.
- For sewing – edges of appliqué, attachments, etc.
- For thonging – bags, vases, masks, etc.
- For weaving – producing a chequered pattern, etc.
- For making tassels, fringes, etc.
- For joining pieces of leather.
- For producing handles – plaits and braids.

Some expected answers



This part was not adequately answered by most candidates.

- They mentioned the usage but failed to illustrate or describe the process.
- Some, however, were able to state and draw the use of thongs.
- Some on the other hand left out the illustration aspect of the question.

On the whole this was the most popular question and was well answered by candidates who attempted it.

Question 4

State and explain five basic factors to be considered when setting up a footwear industry.

The question demanded the stating of five basic/fundamental/necessary/essential/key factors to consider before setting up a specific industry. It further demanded the explanations of those factors to show their importance.

This was the next popular question tackled by candidates.

Some expected answers

- Capital - Source, involvement, sustainability
- Site/Location - nearness to market and raw materials/land
- Raw materials - Availability, affordability, type, etc.
- Tools and equipment - Availability, affordability, sources, etc.
- Labour - Skilled and unskilled
- Transport/communication/power/marketing
- Registration requirements
- Market survey/competitors/life style of would be customers, etc.

Some responses from candidates include:

- Type of footwear, sizes, etc.
- Size of room, environmental hygiene
- Types of tools, accessories, etc.

Some candidates could state the points but could not satisfactorily explain them. A few others also did not state but went ahead to explain. Some candidates used words to raise the same points in different ways, e.g. land, location, siting, nearness to market, place of work – each as a point.

Most used terms in Economics to explain their points but failed to relate the explanations to a footwear industry.

Some deviated by writing factors such as: pricing the product, costing and marketing leather products.

On the whole the performance was above average.

Question 5

(a) Identify and explain four techniques that require casing the leather.

(b) Explain why a leather is cased before tooling.

(a) This section demanded candidates' knowledge on the techniques that stand in need of/involve the leather being 'wetted' with water. Candidates were to pick out such decorative or finishing techniques. They were to explain such by writing how those techniques are achieved.

Some treatments given to leather require that the dry material be cased or wetted before execution and in some cases also while the process is going on.

Candidates were able to explain some of the techniques, but it was not detailed.

- The activities that demand casing raised by candidate included incision, scorching and burnishing. These do not need wetting the leather.
- Few candidates also wrote on different ways of casing leather, such as quick case, sprinkling, immersion, use of foam, etc.
- Most candidates also were able to identify the decorations techniques that demanded "casing" the leather but had it difficult in explaining how the decorative techniques are done in leatherwork.
- Some candidates wrote just the definitions of the techniques, whilst a few who tried explaining them were not detailed.

The techniques that require casing the leather include: stamping, carving, embossing, outline tooling, dyeing, marbling, relief modelling, moulding and stretching of leather.

(b) The question 5 (b) demanded that candidates advance views on why leathers are cased (wetted) before decorating or finishing it.

Some expected answers

- Make cutting out of pattern or trimming the edges much easier
- To soften the leather
- To make the leather more pliable/flexible
- Make transfer of designs easy and visible
- Make impressions easy and possible
- Make tooled design appear well and legible
- To make it hold imprint and make design permanent
- Retain the shape of tools used on the leather
- Give a variety of shades to the natural colour of the leather
- Make the pores open to absorb dyes easily.

Most candidates were able to advance the expected responses and scored higher marks for this question. However, a few, did not answer question 5 (b) at all, therefore scored lower marks. On the whole, performance for this question was satisfactory.

Question 6

(a) Draw and describe the following leatherwork tools;

- (i) Shears;**
- (ii) Saddle stamp;**
- (iii) 4-prong throning chisel;**
- (iv) Fid.**

(c) State one function of any three of the tools in (a) above.

(a) This part of the question sought to test the candidates' knowledge of some leatherwork tools. They were demanded to identify them by drawing and describing the tools indicated.

It also sought to test the ability of candidates at drawing as part of their training. This was also one of the popular questions attempted by most candidates.

In the case of shears, most candidates are familiar with pinking shears than the larger pairs of scissors. This was evident in the drawing of pinking shears instead of large pair of scissors.

- Saddle stamps – only a sizeable number of candidates could draw this tool satisfactorily. Most of them drew rubber stamps, instead.
- 4-prong throning chisel – most candidates could identify the tool satisfactorily.
- Fid was drawn by most candidates as cones and triangles. Here most candidates could not identify the tool in drawing but were able to mention its usage.
- The thonging chisel was specified – 4 prong – but some candidates drew one, two, three, five, etc. pronged tools.

Some of the drawings were horrible: pinking shear drawn like the claw of a crab or scorpion. Instead of shears which is the larger type of a pair of scissors with one holding hole larger than the other, and the blades, one wider and the other tapered at the end. Few candidates drew scissors and other unidentifiable tools as shears.

The description part of the tools was ignored by most candidates who attempted the question.

Some expected answers

(i) Shears



A shear consists of a pair of metal blades pivoted so that the sharpened edges slide against each other when the handles (bows) opposite to the pivot are closed.



Saddle stamp are shaped implements used to create an imprint onto a leather surface, often by striking the stamps with a mallet.

(iii) 4-prong thonging chisel



It is a fork-like implement, made of either wood or metal, used to create holes to facilitate sewing.

(iv) Fid



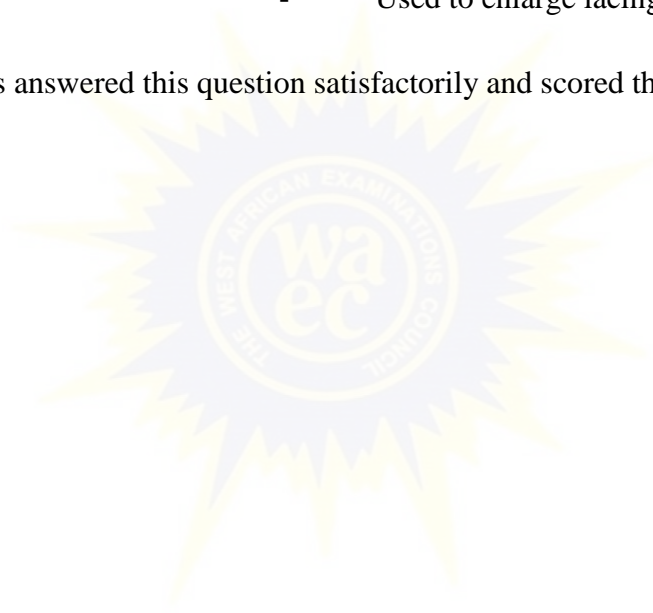
This is a slim metal rod with a pointed edge fitted into wooden / plastic /rubber/fiberglass etc. inserted in a handle with a metal band to strengthen it at where the metal is fitted into the handle.

- b) The usage of the tools – most candidates were able to write the uses of the tools satisfactorily; for instance, most candidates wrote that shears was for cutting. They failed to add that it is used for cutting heavy or tough leathers.

Some expected answers

- | | | |
|-------------------------------|---|--|
| (i) Shears | - | Used for cutting light thinner leathers, |
| (ii) Saddle Stamp | - | Used for embossing on leather |
| (iii) 4-prong thonging chisel | - | Used to create holes for easy sewing |
| (iv) Fid | - | Used to enlarge lacing holes, |

Most candidates answered this question satisfactorily and scored the full marks.



MANAGEMENT-IN-LIVING 2

1. GENERAL COMMENTS

The paper compares favourably with the previous year. The standard of the paper was within the scope of the syllabus.

Questions were clear and straightforward. Performance of candidates was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Clear hand writing and readable in most cases.
- (ii) Candidates adhered to the rubrics of the paper this year.
- (iii) The demands of the questions were met by candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Few candidates answered all questions instead of four (4).
- (ii) Poor spellings and grammatical errors.
- (iii) Wrong numbering of answers.
- (iv) Presentation of answers to questions was not orderly done.
- (v) Some candidates answered sub questions on different pages, which made marking and totalling difficult.
- (vi) Few candidates wrote down statements when they were supposed to explain.

4. SUGGESTED REMEDIES

- (i) Candidates should read instructions before answering questions.
- (ii) Candidates should be more serious with their spellings since wrong spelling can change the meaning of answers.
- (iii) Candidates should be advised to present their answers in an orderly manner.
- (iv) Candidates should be advised to read over their work.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the term child labour.**
- (b) **State five activities that can be classified under child labour.**
- (c) **Explain four reasons why child labour laws are difficult to enforce in Africa.**
- (d) **Explain five effects of child labour on the child.**

Almost all candidates answered this question. It was a popular question.

- (a) Most candidates were able to explain the term child labour. Some correct answers include: ‘child labour is when a child under 15 years is engaged into income generating activities that can affect his her mental, physical and emotional development’.

Examples of activities children are into are hawking, farming, etc.

Child labour is the act of engaging children under the age of 15 in income generating activities like truck pushing, fishing, farming, etc.

- (b) Most candidates were able to state activities that can be classified under child labour.

Some correct answers include:

Begging for alms, carrying heavy loads, serving as house helps, cracking of stones, etc.

- (c) Reasons why child labour laws are difficult to enforce in Africa was poorly answered by most candidates.

Some wrong answers given include:

- Illiteracy
- Peer pressure
- Ignorance
- Love for money
- It occurs in the hinder land, etc.

Correct answers expected include:

- Some children work to maintain or sponsor themselves in school.
- Some of the law enforcement agencies may be involved in the practice.
- Usually it is the parents that engage the children in those activities, etc.

- (d) Most candidates were able to explain the effect of child labour on the child.

Some correct answers include:

- They may not develop appreciative skills.
- Can result in teenage pregnancy
- Dropping out of school, the child may drop out of school thus limiting his/her mental and social development, etc.

Question 2

- (a) **Explain the following concepts;**
- (i) **House;**
 - (ii) **Home;**
 - (iii) **Housing.**
- (b) **Explain five factors that influence the choice of a house.**
- (c) **Identify three ways of acquiring a house.**
- (d) **Explain three disadvantages of renting a house.**

(a) Almost all candidates answered this question. Most candidates were able to explain the terms House and Home.

Correct answers include:

‘A House is a structure built to provide shelter for people and protect them against the weather and external dangers.’

‘A home is a house where people live’. Housing was poorly explained.

Some wrong answers include:

- Housing is the community and its environment.
- Housing is a place where buildings are built to beautify a house.

The answers expected include:

- Housing refers to the homes their environment/community as well as the facilities/amenities available that help with the well being of the people.

(b) Most candidates were able to explain factors that influence the choice of a house.

Some correct answers include:

- Type of house: Whether bungalow, detached, etc.
- Size of family: Will determine number of room and facilities needed.
- Economic/Money available: Money available and cost of a house determines the type of house a family builds, rents, or purchases.

(c) Almost all candidates were able to identify ways of acquiring a house.

Some correct answers include:

- Renting
- Building
- Buying
- Gift, etc.

(d) The disadvantages of renting a house were poorly answered by most candidates.

Some wrong answers include:

- It is expensive because one carries huge amount of money to the landlord/landlady.
- It is easy to own or get.

Some correct answers include:

- The Landlord can increase rent at any time.
- Not having privacy.
- The landlord may not maintain the house regularly.

Question 3

- (a) **Explain the term healthy lifestyle.**
- (b) **Suggest three ways each of achieving the following healthy lifestyle:**
- Effective communication;**
 - Showing care;**
 - Having empathy;**
 - Cooperation.**
- (c) **State three practices to ensure right eating for a healthy lifestyle.**
- (d) **State eight personal hygiene practices that promote good health.**

(a) Question 3 (a) is very unpopular. It was poorly answered. Almost all candidates were unable to explain the term healthy lifestyle.

Some wrong answers include:

- It is a way of living a healthy life.
- It ensures being clean and fit every day.

Expected correct answer is:

- Healthy lifestyle is described as the wellbeing of an individual, by carrying out some specific activities or practices that contribute to being well in body, mind and being free from diseases.

(b) (i) Almost all candidates were not able to state the ways of achieving the following healthy lifestyles.

Some wrong answers given include:

- Prevent death
- Promote peace
- Release boredom

Expected correct answers include:

- Speaking clearly for the listener to hear.
- Giving full attention to people when listening to them.
- Listening attentively and being responsive in communication.

(b) (ii) Some wrong answers include:

- Giving almost to the poor
- Helping by giving first aid
- It brings togetherness

Expected correct answers include:

- Do a favour when possible
- Give sincere praise whenever you care.
- Use people's names when you talk to them.

(b) (iii) Some wrong answers include:

- Not taking revenge on people.
- Be sincere.
- No insult, etc.

Some correct expected answers:

- Being sensitive to other people's needs.
- Offering physical affection.
- Understanding the other person's views, etc.

(b) (iv) Some wrong answers include:

- It helps you to know more;
- Socialization
- Visiting

Some expected correct answers include:

- Offering help when needed.
- Be willing to use other people's ideas or plans.
- Not imposing one's ideas on others.

- (c) Most candidates were able to state practices to ensure right eating for a healthy lifestyle.

Some correct answers include:

- Eat balanced diet.
- Eat less red meat.
- Eat at the right time, etc.

- (d) Almost all candidates were able to answer this question.

Some correct answers include:

- Wash face frequently.
- Bath twice a day
- Clothing should be washed and ironed, etc.

Question 4

- (a) Explain the term environment.**
(b) Explain four causes of deforestation.
(c) Explain five effects of poor environmental management.
(d) State five ways to ensure good sanitation.

- (a) Most candidates answered this question but performed poorly. Candidates were not able to explain the term environment.

Some wrong answers include:

- Environment is where people live together as a community.
- It is the amenities inside and outside the house.

Expected correct answers:

- It refers to the conditions in which a person lives and functions.
- Environment is the surroundings of human beings.

- (b) Most candidates were able to explain the causes of deforestation.

Some correct answers include:

- Sand winning: Trees are cut before winning the sand.
- Felling of trees for timber, fuel wood, roofing of houses and charcoal burning.
- Traditional farming practice of clearing and burning the bush.

(c) Most candidates were able to explain the effects of poor environmental management. Some correct answers include:

- Depletion of the ozone layer leading to global warming and diseases.
- The destruction of forests and vegetation leading to desertification and poor food production.
- Indiscriminate dumping of refuse will lead to dirty environment and outbreak of disease.

(d) Most candidates were able to state the ways to ensure good sanitation.

Some correct answers include:

- Proper care of septic tank/cesspool;
- Cleaning of drains and gutters;
- Enforcement of sanitation laws.

Question 5

- (a) Explain the concept management.**
- (b) State five characteristics of management situations.**
- (c) Explain five factors that affect management.**
- (d) State and explain the four types of goals.**

(a) Question 5 was unpopular question. Candidates who attempted this question performed poorly. Most candidates were not able to explain the concept management.

Candidates explained the term Management-in-Living instead of the concept management.

Wrong answers include:

- Decisions individuals and families make as they go through life to achieve goals.
- When the people manage in life.

Expected correct answer is:

- Management is making wise use of available resources to achieve goals/meet needs and wants of a family.

(b) Most candidates were not able to state characteristics of management situations.

Wrong answers include

- Issue related to adolescent.
- Marriage and family life
- Consumer education and consumer skills

Some expected answers:

- Someone or more than one person has an idea of what is needed.
 - Someone judges/assesses what available (resources) for use.
 - Someone has to bring together what is needed at the right time.
- (c) Most candidates were able to state the factors that affect management but were unable to explain.

Some correct answers include:

- Age;
- Experience;
- Health;
- Knowledge, etc.

Expected correct answers:

- Age of a person: Age influences the level of maturity and experience of a person.
 - Health: The health of an individual contributes to the capacity to work and put plans into action.
 - Experience: The more experienced a person is, the better he/she is able to plan and implement plans with minimum errors.
- (d) Almost all candidates were able to state the types of goals.

Correct answers include:

- Long term goals: These are goals that take relatively long periods of time to be achieved e.g. building a house.
- Shorter goals: These are goals that can be accomplished on a relatively short time e.g. learning how to cook a particular dish.
- Intermediate goals: These are means of achieving long term goals. They take quite some time to accomplish, e.g. saving towards building a house, etc.
- Means-end goals: They are simple and immediate goals that are set as steps to achieve other goals, e.g. doing homework.

Question 6

- (a) Explain four reasons for saving money.**
- (b) Identify two formal and two informal institutions for saving money.**
- (c) Explain three factors to consider when choosing a saving institution.**
- (d) State two differences each between savings accounts and current accounts.**
- (e) State three disadvantage of using credit.**

(a) A popular question. Majority of candidate were able to explain the reasons for saving money.

Some correct answers include:

- For investment such as starting a business. One needs capital to start business.
- To serve as the only income after earnings decline or cease as a result of retirement or loss of job.
- For meeting a long-term goal such as building a house, etc.

(b) Some candidates were not able to identify the formal and informal institutions for saving money.

Some wrong answers include:

| Informal | Formal |
|-------------------------------|---------------|
| Agricultural Development Bank | Susu Box |
| Bank of Ghana | Design a hole |

Expected correct answers

| Formal | Informal |
|------------------|-----------------|
| Commercial banks | Susu groups |
| Rural banks | Walking banks |

(c) Most candidates were unable to explain factors to consider when choosing a saving institution.

Some wrong answers include:

- Location: Saving at a place closer to work.
- Type of policy: The terms and conditions applied.
- Consider the value of the place.

Expected correct answers:

- Safety: freedom from danger or task and assurance of getting back the amount deposited.

- Liquidity: ease and speed of converting saving deposits into cash.

(d) Most candidates were able to state the differences between Savings and Current accounts.

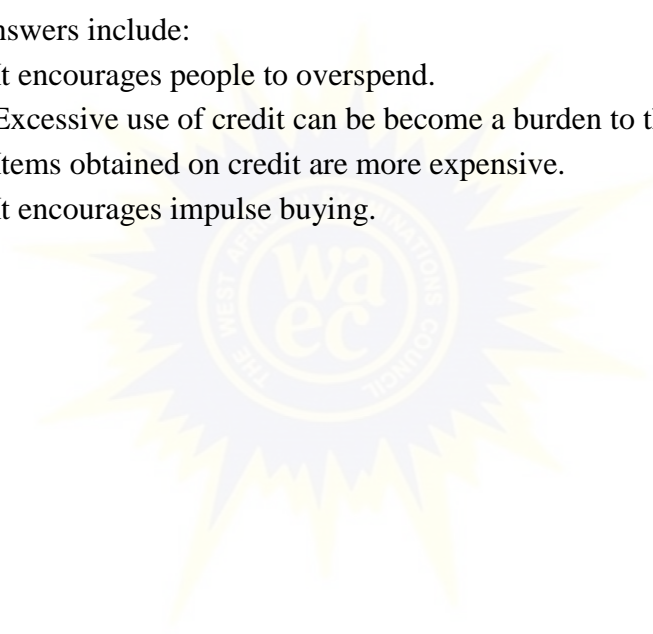
Some correct answers include:

- Current account holder pays service charges to the bank. While interest is paid on savings account holder's deposit.
- A current account holder can enjoy over draft while savings accounts holder is not qualified to enjoy overdraft.

(e) Most candidates were able to state the disadvantages of using credit.

Some correct answers include:

- It encourages people to overspend.
- Excessive use of credit can be become a burden to the family.
- Items obtained on credit are more expensive.
- It encourages impulse buying.



MANAGEMENT-IN-LIVING 3

1. GENERAL COMMENTS

The paper was within candidates' ability and performance has improved over previous years. The standard of the paper is comparable to that of previous years.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) There was improvement in spelling.
- (ii) There was improvement in construction of sentences, hence full sentences were written instead of one-word answers.
- (iii) Most students understood the questions.
- (iv) There was also improvement in handwriting.
- (v) Number of questions to be answered was adhered to.
- (vi) Most candidates transferred the question numbers in correct order onto the front page of the answer booklet.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Few candidates still have problems with spelling. Examples include: **Polition** for **polishing**; **vergia**, **gagain virgina** for **vagina**; **flour** for **floor**; **teraso** for **terrazzo**; **talce** for **tiles**; **rainse** for **rinse**; **moorb** for **mop**; **dificating** for **defecating**; **leather, lader**, for **lather** etc.
- (ii) Few candidates wrote answers to some questions on different pages.
- (iii) Some answered more than one question or gave more answers than expected for a question.
- (iv) Some answered more than one question on a page.
- (v) Few of them did not write the question numbers on the front page.
- (vi) Some did not write their index numbers.
- (vii) Grammatical errors were also weaknesses on the part of the candidates.
- (viii) Some candidates were not able to give full answers to questions and this made them loose marks.

4. SUGGESTED REMEDIES

- (i) Students should be encouraged to read more instead of depending only on their teachers notes.
- (ii) Teacher should be encouraged to write technical words of relevant words on the board and make sure students learn their spelling and meaning.
- (iii) Teachers should teach the practical aspects of Management-in-Living and involve students during such lessons e.g. let them sweep and scrub the floor, defrost and clean the fridge, etc.
- (iv) Invigilators should be encouraged to remind candidates about the need to read and adhere strictly to the instructions on the front page of the answer booklets and write their index numbers.
- (v) Teachers should devote some of their periods to teaching their students how to answer questions.
- (vi) They should also help the students to do independent work when it is required.
- (vii) The libraries in the schools should be equipped with relevant books.
- (viii) Speaking of pidgin English should be discouraged because candidates tend to write it during examinations.

5. DETAILED COMMENTS

Question 1

- (a) Define detergents**
- (b) State four qualities of a good detergent**
- (c) List two:**
 - (i) Vegetable stains**
 - (ii) Mineral stains**

- (a) Detergents are cleaning agents which when added to water, produce lather or foam and improve the cleaning action of water.

All candidates attempted this question. Answers were varied. Only the first part was well answered. Candidates lost marks because they did not bring the lathering part and the improvement of the cleaning action of water.

- (b) The qualities include:
 - It should have a good cleaning power.
 - It should be readily soluble in water.
 - It should leather well with water.
 - The ban or cake should feel firm to touch.
 - It should not harm the users' hand.
 - It should not damage the surface on which it is used.

- It should not form scum with hard water.

Most candidates gave the above answers except that they did not complete their sentences e.g. they will write “it should be readily soluble”, “it should lather well”. In all cases “with water” was not added. Also, it should not form scum, with hard water’ was not added. This made them lose some marks.

(c) Vegetable stains

Fruit stains, tea, oil, coffee, wine, cocoa, starch, tomato juice, plantain, beet root.

Mineral stains

Paint, Rust, Coaltar, Lipstick, Shoe polish, Nail varnish, Medicines, Grease, Engine oil, crude oil, etc.

Candidates were able to give examples of vegetable stains but mixed up mineral stains with protein stains. Examples like blood and milk were given which are protein stains. Again, some candidates gave Coke and Fanta as mineral stains, and some gave gold and diamonds which are wrong.

Question 2

(a) Explain menstruation

(b) State three hygienic practices to observe during menstruation to ensure good health

- (a) It is the monthly flow of blood through the birth canal or vagina or it is the monthly shedding of the uterus lining in females.

Majority of candidates answered this question well, except that some of them wrote ‘from the vagina’ instead of through the vagina.

Some candidates were scientific and wrote ‘it is the periodic cyclical shedding of the lining of the womb accompanied by flow of blood through the vagina. Most of the candidates who wrote this wrote, ‘lining of the womb’ instead of ‘living of the womb’ and they lost some mark for it.

(b) Expected answers:

- Bath regularly at least twice a day.
- Change sanitary pads regularly.
- Soak blood stained pants in cold water and wash thoroughly.
- Dry undergarments in the sun after washing.
- Dispose of sanitary pads appropriately.
- Use clean sanitary pads and pants.

This part of the questions was well answered by most candidates. Only a few added good diets, exercise and shaving which are wrong, because the question asked for hygienic practices.

Question 3

- (a) Differentiate between floor and floor covering**
- (b) Give two examples of floors**
- (c) Describe systematically in four sentences how to special clean a plain concrete floor**

- (a) Floor is the lower surface of a room on which one may stand or walk, or floor is the lower surface of a room on which the wall and furniture stand, *whilst* Floor covering is a material which is placed on top of the structural flooring/floor to protect or decorate it.

This question was poorly answered. Candidates were not able to define floor. Some defined it “as a surface in the room or house not indicating where exactly it is.” Most however were able to define floor covering. They all brought the conjunction ‘*whiles*’

- (b) Examples include:

- Wooden floor
- Mud
- Cement/concrete
- Terrazzo
- Ceramic
- Stones
- Tiles
- Marble

Popular answers include:

- Wooden floor
- Mud floor
- Cement/concrete
- Terrazzo

- (c) They gave answers such as:

- Sweep with broom or brush
- Scrub with warm soapy water and scrubbing brush taking small portions at a time.
- Wipe off/mop dirty water.

- Mop thoroughly with clean water.
- Leave to dry.

Most candidates lost marks because they did not adhere to the dictates of the question. The question asked for systematic statements, but candidates mixed the order in which the floor is cleaned, examples scrubbing before sweeping or mopping before scrubbing.

Some candidates ignored the four statements and wrote essays. This question was not popular because of the practical's involved. Cleaning of a floor seems to be difficult for most of the candidates.

Question 4

- (a) Describe systematically how to clean a wooden dirty mortar**
(b) State two ways a wooden table can be finished to preserve it

- (a) This question was very unpopular, again because of the practical nature. Most of the candidates who answered this question got very low marks. Candidates could not arrange their points systematically, spellings were poor, and they stated that the mortar should be dried in the sun.

Expected answers include:

- Pour cold water into the mortar and remove scraps of food with a blunt knife.
- Scrub inside with a metal sponge/sponge.
- Scrub outside with metal sponge.
- Rinse with clean water.
- Wipe with clean cloth
- Leave to dry in a cool airy place or in a shade.

- (c) Most candidates got this part of the question correct except for wrong spelling. Some also wrote that it could be covered with oil cloth or rug or keeping it neat or dusting it which were wrong answers.

Expected answers include:

- Oiling
- Varnishing
- Staining
- Panting
- Polishing
- Applying lacquer
- Spraying
- Veneering, etc.

Question 5

- (a) **Describe a septic tank**
- (b) **State two ways in which each of the following can be disposed off at home:**
- (i) **Liquid waste from the kitchen**
- (ii) **Solid waste from the kitchen**

- (a) It is a concealed drainage tank into which waste from water closets/flush toilets are emptied or channelled.

Very few candidates answered this question and they were not able to define septic tank well.

Some of the wrong answers given include:

- It is a tank that is using to collect and store water.
- It is a hole into which water is channelled.
- It is a hole into which people defecate.
- It is a concealed drainage tank found in villages, etc.

- (b) Answers given included the following:

(i) **Liquid waste**

- Through pipes leading to drains, gutters or soak away pits.
- Collected in bowls or buckets and disposed off into soak-away pits of backyard gardens.

(ii) **Solid waste**

- Deposited into dust bins with fitted lids
- Sorted out for burning
- Carried to the public dust bins or rubbish dump
- Sorted out and buried
- Sorted out for composting
- Used for animal feed

This part of the question was well answered by most candidates except that those who said it must be deposited into dust bins did not add that the bins must have fitting lids. Most of them also talked about burning and burying only.

- (c) Expected answers include:

- They carry disease germs
- They destroy property
- They produce stench/bad smell/unpleasant smell

- They deface or discolour surfaces
- They contaminate food
- They make disturbing noises
- They cause food poisoning
- They can cause allergies

This part of the question was answered well. Candidates however gave only the following answers:

- They contaminate food.
- They carry/cause disease.
- They destroy property.
- They cause food poisoning.

Question 6

(a) State four causes of water pollution.

(b) Suggest four ways of preventing water pollution in our communities.

(a) All candidates answered this question. Most of them answered it well. A few however did not link their answers to water or water bodies e.g. answers like ‘poor disposal of solid or liquid waste’. This could be on land causing land pollution and not water pollution.

Another example is ‘washing clothes’, washing clothes where? Such incomplete answers attracted only half of the total mark for this question.

- Poor disposal of solid and liquid waste into water bodies.
- Industrial and agricultural waste dumped into water bodies.
- Farmers polluting water bodies with fertilizers, pesticides and weedicides.
- Animals drinking and walking in rivers.
- Oil spillage during extraction, refining and distribution.
- Washing of cloths into water bodies.
- Bathing in water bodies
- Using unclean containers to fetch water
- Storing water in unclean containers
- Activities of miners
- Use of chemicals for fishing
- Urinating into water bodies.

(b) This part of the question was also well answered by most candidates, except that some of them gave incomplete answers like ‘farmers should not use fertilizers’, provide

dumping places, industrial waste should not be disposed off, mining activities should be stopped, there should be proper education, etc.

- Sewage should be treated before being discharged into water bodies.
- Farmers should be advised against indiscriminate use of pesticides and fertilizers near water bodies.
- Refuse should not be dumped in or near water bodies.
- Domestic animals should not be allowed to drink or walk in water bodies.
- There should be proper education on disposal of waste and importance of water bodies.
- Fishermen should be advised to stop fishing with chemicals, like DDT.



PICTURE MAKING 2

1. GENERAL COMMENTS

The standard of the paper was good. It compared favourably with those of the previous years'. The questions were within the scope of the syllabus. There were no ambiguities. The general performance of candidates was above average.

2. SUMMARY OF CANDIDATES' STRENGTHS

Commendable features and improvement noted in candidates' answers which should be encouraged were that:

- (i) Some candidates provided simple and straightforward answers which were commendable.
- (ii) Most candidates made appropriate illustrations to buttress their points.
- (iii) There were good displays of knowledge in the subject matter by the candidates' in their answers.
- (iv) Points raised by several of the candidates were itemized, so each point therefore stood as distinct from another.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Answers provided by some candidates did not fit into the context. Some few candidates could not express themselves vividly to attract marks. In some cases, the answers provided were not clear and understandable.
- (ii) There were lots of spelling errors.
- (iii) Few candidates failed to write the question numbers.
- (iv) Few candidates answered more than the four questions required.

4. SUGGESTED REMEDIES

- (i) Candidates are to study the questions carefully, to know the demands/requirements before they begin to write or answer them. This will eliminate the use of irrelevant materials in the answers.
- (ii) Students are expected to read and study not only the theory, but how to apply the practical lessons in an examination. For instance, candidates should know the steps involved in making an 'artists' portfolio, question four (4) and block printing, question six (6).
- (iii) Assignments should be marked and discussed with the students to help correct their mistakes in spelling, expression, presentation of material and other concepts in the subject.
- (iv) Teachers should explain picture making terms that come out, during practical lessons to students.
- (v) Candidates' are advised to always write the question numbers in the spaces provided.

(vi) Candidates should take note of the four questions required to be answered.

5. **DETAILED COMMENTS**

Question 1

- (a) **Explain colour symbolism in art.**
- (b) **Interpret the symbolism of the colours listed below and state when they are used:**
- (i) **Yellow;**
 - (ii) **White;**
 - (iii) **Blue;**
 - (iv) **Green.**

(a) This was one of the most popular and first choice questions for candidates. Majority of the candidates' scored the maximum marks. Only a few candidates gave wrong answers.

Expected answers include:

Colour symbolism: Is the conventional representation of colour to give meaning to ideas, character.

- (b) (i) Yellow: Represents wealth, honour, dignity, rule of God or King, etc. It is used for royal occasions, naming ceremonies, puberty, and marriage ceremonies, etc.
- (ii) White: Symbolically stand for victory, success, purity, virginity, joy, faithfulness of God, etc. It is used during joyous occasions, outdooing, wedding, funerals for old age, etc.
- (iii) Blue: Represents love, peace, calmness, peace, value of queen, etc. It is used for love charms, puberty marriage ceremonies, etc.
- (iv) Green: Symbolically represents freshness, youth, growth, fertility, vegetation, etc. Used for farming activities/festivals, hunting ceremonies, etc.

The performance of candidate' in this question was good and above average.

Question 2

- (a) **Explain Picture Making as a subject.**
- (b) **Give four reasons to justify the study of Picture Making.**

This was another popular question for candidates. Most of the candidates performed very well. But few candidates could not explain picture making and gave these wrong answers, that:

- It is representation of people or person on a surface

- Making pictures on a surface, etc.

These answers do not merit full marks.

In the (b) part, majority of the candidates did very well, but some few candidates' answers were based on the career opportunities such as job, income, earning a living, employment, art teacher, illustrator, curator, etc. but all these points attract only a point.

However, the performance of candidates in this question was above average.

The required answers are:

- (a) Picture making as a subject: Is a branch of visual arts which gives visual information to the public in the form of images, scenery, human and animal figures, animism, etc. on a convenient support. These are achieved through drawing, painting, printing, etc. or arranging and pasting variety of materials on a surface.
- (b) Reasons to justify the study of picture making among a few are:
 - i. Pictures are enjoyed by a lot of people simply by their beauty and also for decoration.
 - ii. Foster creative thinking through the use of the whole body.
 - iii. Pictures communicate information and educate the public on social issues.
 - iv. Serves as a self-employment or paid employment.
 - v. Portrays and interprets cultural heritage.
 - vi. Illustrations help to clarify ideas and meanings of texts, etc.

Question 3

- (a) **Describe the following water colour techniques:**
 - (i) **wet-in wet;**
 - (ii) **pen and wash.**
- (b) **Define support.**
- (c) **Suggest a suitable support for each of the following techniques and give a reason for each of the choices suggested:**
 - (i) **Appliqué;**
 - (ii) **Oil painting;**
 - (iii) **Photomontage.**

This question was popular and most of the candidates' performance was good. However, in the (a) part, some candidates described wet-in-wet as a painting executed on a wet surface. But wet-in-wet is not a painting executed on a wet surface.

In the (b) part some candidates' defined support as a prepared surface, which is not the required answer. Candidates should take note, support is not a prepared surface but an unprepared surface.

The (c) part was well handled by candidates except a few who identified plywood as the support for appliqué.

Candidates' performance in this question was above average.

Required answers include the following:

- (a) Wet-in-wet is a transparent water colour technique involving the application of wet washes of paint on the first layer while it is wet.
- (b) Support: Any suitable but unprepared surface that can accommodate any two-dimensional drawn, painted or pasted images, i.e. paper, cardboard, plywood, etc.
- (c) Appliqué: It is a suitable support such as fabric or leather and it used because it is flexible and can be stitched.

Question 4

(a) Describe an artist portfolio.

(b) Illustrate in six complete steps, the construction of a portfolio for drawings.

This question was unpopular, though a straightforward question majority of the candidates did not choose it. Candidates' performance was abysmal.

In the (a) part candidates were able to describe the artists' portfolio. But in the (b) part candidates were not able to answer it as required. In most cases they mixed the steps and most marks. Some of the candidates' illustrations did not merit any marks, because some illustrations were repeated severally. Candidates should try as much as possible to present the steps involved in making a portfolio sequentially to get the maximum marks.

Candidates' performance in this question was below average.

Steps expected are:

- Gather the required tools and materials i.e. cutters, brush, pair of scissors, cardboard, leather, paper adhesive, etc.
- Make sketches of portfolio and the best developed.
- Actual measurements are made onto the cardboard to be used.

- Folding lines are indicated on the cardboard.
- Marked areas are cut to bring out the shape
- Folding is done along the indicated lines.
- Adhesive is applied to finish the portfolio.
- Attachments are fixed onto the portfolio.

Question 5

- (a) **Explain specialized exhibition.**
 (b) **Give three reasons why exhibitions are important to the painter.**
 (c) **State three factors to consider when planning an exhibition.**

Another popular question for candidates', the (a) aspect of the question was well answered except few of the candidates' who provided explanation for general exhibition. The (b) aspect of the question was also well answered.

However, for the (c) aspect of the question, few candidates deviated and stated the factors to consider when mounting an exhibition. Thus; they stated the colour scheme, size and weight of exhibits, the lighting system, ventilation and arrangement, etc, which were not the required answers. Though few candidates did not do well at (c) aspect, the general performance of the candidates' in this particular question was above average.

Required answers include

- (a) Specialized exhibition is the display of specific goods or items for public viewing and buying. This attract one particular product like paintings, mosaics, collages, etc. or a type of exhibition that attracts specific products and accessories, tools, equipment, materials, etc.
- (b) This was well answered.
- (c) The factors to consider when planning an exhibition are
- Types of work to display
 - Location: where to exhibit i.e. school, etc.
 - Cost involved, duration, etc.

Question 6

- (a) **Define Printmaking.**
 (b) **Describe five processes involved in printing from a wood block.**
 (c) **State one advantage of printmaking.**

Most candidates' who attempted the question scored below average. For the (a) aspect most candidates' defined print making as making marks or impressions on a surface which is not the correct answer.

In the (b) aspect candidates did not follow the processes involved in printing from woodblock sequentially and lost marks. It is expected of candidates to follow the processes (steps involved) sequentially from the thumbnail sketches to the finished work. For the (c) part, few candidates stated that, one advantage of print making is for decoration, for beautification, etc. These were not the required answers.

Some expected answers

- (a) Printmaking is a reproduction process involving the transfer of an image from an inked surface or block onto another by pressure – i.e. stamping, pressing, rubbing, etc.
- (b) The process involved are:
- Preparation and assembling of tools and materials.
 - Making of sketches and development of best design.
 - Preparation of woodblock by cutting to size and smoothing surface.
 - Transfer of final design onto block in reverse.
 - Shading/defining negative/positive areas to be cut.
 - Cutting image in relief.
 - Inking of block to take proof print.
 - Final printing is executed on surface.
- (c) Advantage of printmaking includes:
- (i) Identical copies are always possible
 - (ii) More copies can be made faster.
 - (iii) Images are produced with precision, etc.

SCULPTURE 2

1. GENERAL COMMENTS

The standard of the paper compares well to those of previous years. The questions set were within the scope of the syllabus and the performance of the candidates was at par with those of previous years.

2. SUMMARY OF CANDIDATES' STRENGTHS

Commendable strengths of candidates include:

- (i) Most candidates demonstrated very good understanding of the questions and answered them well.
- (ii) Some candidates did detailed drawings to explain written text though the questions did not demand that. This should be encouraged.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Most answers that needed explanations or discussions were either listed or stated by some candidates.
- (ii) Some of the candidates answered more than a question on a page.
- (iii) Some of the candidates answered five to six questions instead of the stipulated four questions required.
- (iv) Some candidates answered a question on a page and continued at a different page without numbering it.

4. SUGGESTED REMEDIES

- (i) Candidates should be taught how to answer questions. For example, words such as 'discuss', 'explain', 'state' and 'list' which are used to construct test items should be explained to students.
- (ii) Students should be made to understand the need to follow examination regulations.
- (iii) Students should be taken through the rudiments of answering question especially starting new questions on fresh page and writing the corresponding question numbers to questions.

5. DETAILED COMMENTS

Question 1

(a) **Define Modelling**

(b) **Describe the four techniques in Modelling.**

Majority of the candidates answered Q1(a) correctly.

Most of the candidates who answered Q1(b) defined the major techniques instead of describing them.

Some candidates mistakenly wrote on ‘kneading’ and ‘wedging’ which are minor processes in modelling.

Some candidates also misspelled “slabbing” techniques as “slapping”.

Some expected answers

1(a) Modelling is an additive method of producing sculpture where soft and pliable materials are added bit by bit until a desired form is achieved.

(b) The four main modelling techniques are pinching, coiling, slabbing and scooping/hollowing out.

(i) **Pinching:**

This is achieved by picking a ball of clay and putting it in the palm. With the fingers supporting the clay ball, the thumb is used to make a hole in it. The thumb is then used to widen the hole to form the object.

(ii) **Coiling:**

In this method, coils of clay are made with the palm or rolled on a table. The coils are used to build the base of the work. The base of the coils is scored. Slip is then applied to the scored surfaces and pressed to join. The process is continued until a desired form is achieved.

(iii) **Slabbing:**

In slabbing a ball of clay is placed in between battens/edge guides of equal thickness on a sackboard. A rolling pin is used to press the ball of clay to an even thickness. The slabs are removed and left to become leather-hard. The slabs are cut to the shapes required and the areas to be joined are luted. Slip is applied to the scored surfaces and pressed to join.

(iv) Scooping/hollowing out:

This is done by modelling the work in a solid form. A frog/cutting wire is used to cut the work into pieces. The wire-end tool is used to scoop the pieces to an even thickness. The areas to be joined are scored and applied with slip then pressed to join firmly.

Question 2

- (a) Describe the two types of packaging.**
- (b) Discuss three importance of packaging sculpture**
- (c) List two packaging techniques.**

This was a popular question which was attempted by most candidates.

- (a) Candidates were able to describe the types of packaging.
- (b) Majority of the candidates just listed the importance of packaging without discussing. For example, some stated that “it facilitates easy and safe handling” without discussing it.
- (c) Some candidates mistakenly gave examples of packaging techniques as nailing, gluing and stapling.

N/B: Nailing is a process by which a package is made. For example, boxing technique is achieved through nailing or stapling.

Some candidates misspelled “Wrapping” technique as “Rapping”.

Some expected answers

- (a) The types of packaging are primary, secondary and tertiary.
In **primary packaging**, the package has direct contact with the item/work. An example is toffees.
In **secondary packaging**, a packaged item or items is/are packed in a big container.
In **tertiary packaging**, a number of secondary packaged items are packed in bigger containers.
- (b) Some importance of packaging in sculpture are;
 - (i) It facilitates easy and safe handling: When works are packaged, it is easier to travel with and handled to avoid breakages.
 - (ii) It adds value to sculptures: The packages give “taste” to customers which increases the price of the work and motivate customers to rush to buy.
- (c) Some packaging techniques are:
 - (i) Wrapping
 - (ii) Boxing

- (iii) Folding
- (iv) Caging etc.

Question 3

- (a) **Explain *indirect carving*.**
- (b) **Describe six major steps of carving a figure in wood by indirect method.**

Most candidates described the usual six major steps in carving without taking into consideration the use of a maquette and a bench vice.

The first major step is making a maquette/model which many candidates failed to list. Furthermore, the question demanded a description, so candidates were expected to write what each step entails.

The question also tested on candidate's ability to know what a figurine is and how it is carved.

A figurine is a small sculpture usually less than 30cm in height. Without fixing it in a bench-vice it will be difficult to carve. Whilst carving it, the maquette becomes a source of reference.

Some expected answers

- (a) Indirect carving is making a work with a model/maquette as a reference point.
- (b) The six major steps are:
 - (i) Get a maquette
 - (ii) Get a block of wood and mark out the figure.
 - (iii) Fix it in the bench vice
 - (iv) Block out the wood
 - (v) Define the shapes and do detailing
 - (vi) Do decoration and finishing

The question **demanded a description** of the steps.

- Firstly, sketches are done and the best one is selected. A suitable material such as soap, clay, p.o.p, or wax is used to make a model of the figure.
- On the second step, a block of wood is acquired. A piece of chalk, marker, crayon or charcoal is used to mark out the figure on the wood and with the model as a reference point.
- The base of the wood is fixed in a bench vice and well tightened.

- An appropriate tool like a broad U-gouge is used to block out the wood.
- With an appropriate tool the shapes are well defined, and detailing done.
- The work is coated with an appropriate finishing medium such as lacquer, paint or wax.

Question 4

- (a) **Describe the following terms:**
- Sizing,**
 - Annealing,**
 - Luting,**
 - Chasing,**
 - Withdrawal angle.**
- (b) **Identify three plaster mix retarders.**
- (c) **List two reasons for alloying.**

Most of the candidates who answered this question did not perform well.

Apart from luting, the other terms were not well described. On sizing, some candidates wrote on sizes of sculpture which was wrong.

- (b) Most candidates were able to identify plaster mix retarders.
- (c) Some candidates did not list the reasons for alloying.

Some expected answers

- (a)
- Sizing:** It is the process of applying a parting agent like grease in a mould to facilitate easy removal of a cast.
 - Annealing:** It is the process of heating and softening of a metal to prevent it from becoming brittle.
 - Luting:** It is the process of making criss-cross incisions on the surface of parts of a leather hard clay work to be joined with a slip.
 - Chasing:** It is the use of a chisel, grinding machine, hacksaw or file to remove unwanted protrusions on a metal cast.
 - Withdrawal angle:** It is appropriate angle to break a mould on a cast to avoid delicate parts peeling off.
- (b) Some plaster mix retarders are carpenter's glue, sugar and alcohol.
- (c) Some reasons for alloying are to:
- achieve additional strength and hardness of the metal
 - increase the metals resistance to corrosion
 - alter colour or appearance of a metal

Question 5

(a) Describe wood

(b) Explain

(i) Soft 'wood'

(ii) Hard wood

(c) List three examples of each of (b)(i) and (b)(ii)

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

- 'Wood' was well described by candidates.
- Some candidates wrote Odum and Mahogany as examples of softwood which were wrong because they are hardwood. Some candidate also gave Osese and Ceiba which are softwood as hardwood.
- Most candidates wrote "silk tree or cotton tree" instead of "silk cotton tree" as an example of softwood. It is "silk cotton tree" or "Ceiba" or "Onyina".
- Some candidates spelt Teak tree as "tick".

Some expected answers

(a) Wood is a porous and fibrous structural tissue that makes up the stems, roots and branches of the tree.

(b) (i) Softwood is a coniferous or evergreen tree. They do not shed their leaves throughout the year and often have smooth barks. They are light in weight, etc.

Hardwood is a deciduous tree with broad leaves and often has rough barks. They are strong and durable etc.

(c)

(i) Some examples of softwood are "Obeche", "Funtumia", "Wawa", "Nyamedua" etc.

(ii) Examples of hardwood include Ebony, Rosewood, "Hyedua", "Odum", etc.

Question 6

(a) Explain *Marketing*.

(b) List three marketing strategies.

(c) Describe three factors that contribute to high patronage of sculpture.

This question was attempted by most candidates.

(a) Marketing was well explained by the candidates.

(b) Most candidates listed the three marketing strategies correctly. It was unfortunate that some listed advertising by posters, TV, and radio as separate points, but they are just one point; a means of advertising.

- Likewise, some candidates listed exhibitions, bazaars or fairs as separate points but they are the same in context.
- Effective decoration and finishing

Candidates were expected to describe three factors that contribute to high patronage of sculpture, but some wrote on the importance of sculpture and strategies of marketing.

Some expected answers

Some of the main marketing strategies are:

- (i) Advertising (posters, handbills, TV, radio) etc.
- (ii) Packaging
- (iii) Exhibition, fairs, bazaars etc.
- (iv) Promotions

(c) Some factors that contribute to patronage of sculpture are:

- Exhibition of craftsmanship/expertise for the production of works. Customers patronise works that are made with technical knowhow and mastery of manipulations of materials.
- Customers patronise works due to their high finish. Finishing adds to the aesthetic quality which attracts clients.
- Clients will purchase works at any price when they are made of quality material because they will last longer.

TEXTILES 2

1. GENERAL COMMENTS

The standard of this year's paper is within the reach of candidates. There was a good spread of the question which cut across almost all topics in the syllabus. The paper compares favourably with those of the previous years.

Candidates' understanding of the subject matter is steadily improving. Their performance is also good.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Candidates performed better in the general questions, for example in question 6, candidates applied the knowledge acquired in General Knowledge in Art which also deal with entrepreneurship to answer the question.
- (ii) Drawing of tools/accessories/parts is gradually improving, though there is still more room for further action.
- (iii) A sizable number of candidates adhered to the rubrics of the paper and should be commended for that.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Some candidates attempted less questions than what was demanded. Others answered more than expected not adhering to the rubrics.
- (ii) Some candidates' inability to draw simple tools and equipment need further action.
- (iii) Whereas the question demanded the drawing and function of a heddle hook, candidates drew reedhook and stated the functions of heddle hook instead.
- (iv) Some candidates answered more than a question on the same pages of the answer booklets. Others failed to write the correct question number in the space provided.
- (v) The question of fibre morphology received low patronage and weak responses.

4. SUGGESTED REMEDIES

- (i) Candidates should learn how to read and adhere to instructions from their mock examinations.
- (ii) Class assignments are to be used to identify students' weaknesses and remedy them.
- (iii) Teachers are also advised and encouraged to guide students on how to answer examination questions.
- (iv) Subject teachers must intensify the teaching of basic drawing. More practical work is recommended.
- (v) Teachers should perform simple tests for fibres with candidates to help them gain better understanding of the topic.

5. DETAILED COMMENTS

Question 1

- (a) **Explain the term dye.**
(b) **Describe the process of extracting a dye from a plant source.**

- (a) Most candidates confused the term “dye” to mean “dyeing”. Candidates tried to define it instead of explaining it as demanded. Because of the misunderstanding, candidates resorted to explaining the process of dyeing.

Expected answer:

A dye is a chemical substance used to impart colour to fibres, yarns, or fabrics in a relatively permanent state.

- (b) The candidates were to choose from a plant source, they decided to choose from more than one source of the plant. Dyes can be extracted from leaves, flowers, bark of tree, root, seed, etc. The extraction process is varied.

Tools and materials were not clearly mentioned during the preparatory process. Few candidates added preservatives e.g. salt, alum, saltpetre.

Expected answers:

- Tools and materials: Cutlass, mattock, mortar, pestle, stone/mallet, container, source of heat, etc.
- Preparation process: Cutting, peeling, plucking, washing, pounding, etc.
- Extraction process: Squeezing, boiling, soaking, straining, etc.
- Preservation: Salt, saltpetre, alum, etc.

Question 2

- (a) **State three reasons for the influx of foreign textiles into Ghana.**
(b) **Suggest and explain three ways of promoting local textiles.**

- (a) This is a popular question. Candidates who attempted it performed well. They were able to identify the reasons for the influx of foreign textiles and also suggest measures that can help curb that situation in the country.
- (b) Candidates were able to suggest and explain very well three ways of promoting local textiles.

Expected Answers

Some of the answers provided are:

- Promoting local textiles through adverts, trade fares, exhibitions, etc;

- Using modern machinery, techniques and skilled labour that will enhance faster and better production of textiles;
- Reducing taxes on imported raw materials or subsidizing it to aid local production.

Question 3

(a) Using one example, differentiate between loom accessories and loom parts.

(b) Draw and state two functions of each of the following under listed:

- (i) skeiner;
- (ii) reed;
- (iii) heddlehook.

(a) Candidates seem confused with this question. Instead of using one example to differentiate between loom accessories and loom parts, some candidates gave only examples of accessories and parts for the difference expected.

Expected Answers

| S/N | LOOM ACCESSORIES | LOOM PARTS |
|-----|--|--|
| 1 | They are appliances, attachments or simple devices used to speed up the weaving process. | They are principal/rigid components that cannot be disassembled without disrupting the intended or designed use of the loom. |
| 2 | They do not form part of the loom; only contribute in the secondary way to the loom. | They are fixed to the loom frame; most often, permanently. |
| 3 | They make weaving easier and can be moved about. | They facilitate good tension, good control of the warp and the woven fabric. |
| 4 | Examples are; shuttle, heddle hook, reed hook, bobbin, bobbin winder, skeiner, etc. | Examples are; the four upright posts, sley/sley sword, warp beam, cloth beam, reed, etc. |

(b) Drawings were good, but performance was not encouraging. The candidates were unable to identify the difference between reed hook and heddle hook.

The question demanded the drawing and functions of heddle hook. Instead some candidates drew nice *reed hook* as *heddle hook* and stated the functions of *reed hook* to replace the real functions of a *heddle hook*.

Expected Answers

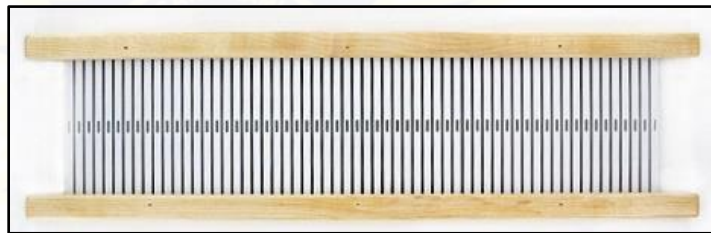
(i) Skeiner



Functions:

- Skeiner is used for winding and unwinding hanks for warping;
- It is used for winding and unwinding hanks for weft package;
- Used for preparing hanks of yarn as a package.

(ii) Reed



Functions:

- Reed is used to space warp ends evenly;
- It is used to beat a newly inserted weft to register it firmly at the fell of the cloth;
- Reed determines the width of the woven fabric;
- It determines the density/compactness of the woven fabric;
- Reed determines the number of ends in the warp;
- It helps to trace broken or entangled ends.

(iii) Heddle hook



Functions:

- It is used to draw warp ends through the eyes of the heddle or during heddling.
- It is also used to pick broken/entangled end during weaving.

- It is sometimes used to draw the warp ends through the dents of the reed during reeding.

Question 4

- (a) **Explain fabric decoration.**
 (b) **State three reasons for decorating fabrics.**
 (c) **In a tabular form, state three differences between embroidery and appliqué**

- (a) Answers supplied by candidates were not very satisfactory. They tried to explain fabric decoration without mentioning specifically “colour” which is the main ingredient of decoration.

Some expected answer:

Fabric decoration is the application of colour in any form to impart beauty and attractiveness to a fabric.

- (b) Most candidates gave good reasons for decorating fabrics.
 (c) Answers were satisfactory.

Question 5

- (a) **Explain how six properties of linen are similar to that of cotton**
 (b) **Draw:**
 (i) **The longitudinal view of linen;**
 (ii) **The cross-sectional view of linen.**

- (a) This is another unpopular question. A few candidates who attempted it could not state clearly the similarities between linen and cotton, but rather the use of linen and cotton, therefore the similarities were not identified and explained.

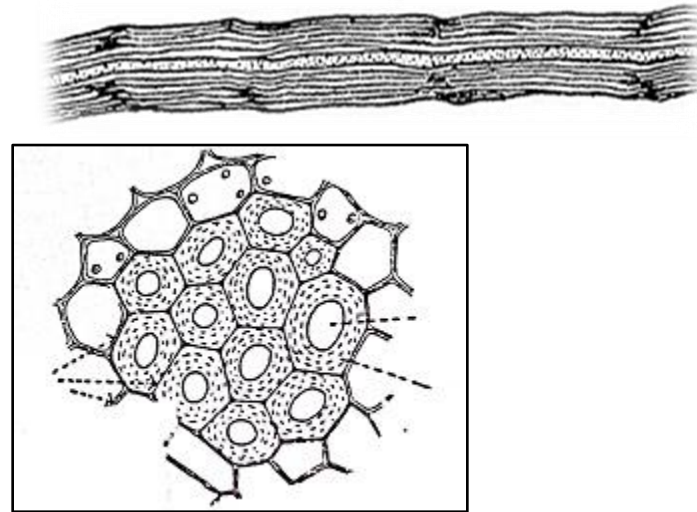
Some expected answer

- Both fibres contain cellulose
 - They are all good at absorbing water
 - Both are resistant to alkali treatment
 - They are all good conductors of heat.
 - Both are destroyed by acids.
- (b) Candidates are familiar with burning test of cotton. None of them seem to have ever done microscopic test. Candidates performed very unsatisfactory.

Expected Answer

- i) The longitudinal view of linen

The cross-sectional view of linen



Question 6

State and explain five factors to consider when setting up a small-scale enterprise.

This was a very popular question which attracted majority of candidates. Performance was very satisfactory.

Most candidates stated and explained factors to consider when setting up a small scale-enterprise.

Expected answers such as labour, capital, land, nearness to raw materials among others were easily identified and explained.

VISUAL ART

1. GENERAL COMMENTS

The standard of the papers compares favourably with those of the previous years. The questions were based on the prescribed syllabus and the rubrics were clear. It must be noted that there is some improvement in candidates' performance.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Cutting, folding, constructions of packages were done accurately.
- (ii) Accurate cutting of thongs and variety thonginess styles, were exhibited in the works of some candidates.
- (iii) Macramé was well done, showing variety of knots and uniformity in knotting in basketry.
- (iv) Colour harmony was well achieved in Picture Making

3. SUMMARY OF CANDIDATES' WEAKNESSES

Weaknesses identified in candidates' art works include:

- (i) Idea development
- (ii) Showing evidence of study
- (iii) Adequate preparation before the examination
- (iv) Presentation/packing of project works.
- (v) Drawing of human figures in action.

4. SUGGESTED REMEDIES

- (i) Teachers are to guide their students through idea developments before settling on one.
- (ii) Teachers and candidates need orientation for improvement.
- (iii) Candidates must be encouraged to prepare very well for the practical works and also learn how to present their works appropriately for marking.

5. DETAILED COMMENTS

BASKETRY 3

Question 1

There is a national call on ways to reduce the sun's radiation on the individual. Design and produce a hat as a suitable sunshade as a contribution to the call.

Using materials in your locality apply the macramé method. The total diameter of the hat should be 45 cm.

Demands

Suitable materials for the hat may be cords, twine, jute, straw, raffia, etc. Macramé techniques may be lark's head knots, square knots, etc. Hat should be reinforced with wire, metal or plastic band at the crown and brim for a perfect fit. The brim should be broad to be used as a sunshade.

Performance

Most candidates selected this question and made a good attempt. They used a variety of coloured cotton cords and macramé knots. They could have used metal/plastic reinforcement to let the hat stand upright.

Question 2

Using sisal and coconut coir, design and produce a doormat with the inscription 'Good Headmaster'. Measurement: 45 cm x 30 cm.

Demands

- (i) Candidates were expected to use a combination of sisal and coconut fibre (coir).
- (ii) The materials should be well prepared for the best effect as well as durability. The methods may be knotting, coiling and stitching. It may also be woven on a frame.

Performance

This was not a popular question. Some candidates were innovative in the use of geometric shapes. They did not restrict themselves to rectangular shape. They introduced oval shapes as well as a variety of fabrication techniques. There was also an interesting blend of materials. Most candidates made a good attempt at this question.

CERAMICS 3

Question 1

Design and produce on the potter's wheel, a jug for serving orange squash for three people. Decorate the jug in two sections. One of the sections should be decorated with incised patterns and the other with any appropriate motifs. Fix a decorative handle to the jug. Height 20 cm. The work should not be fired.

Demands

The following were the expectations from candidates. A jug:

- (i) Thrown on the potter's wheel;
- (ii) Big enough to contain orange squash for serving three people;
- (iii) With definite demarcation showing two sections;
- (iv) Well turned to make it attractive;
- (v) With a decorative handle and firmly fixed;
- (vi) Decorated with appropriate incised patterns and motifs.

Performance

This question was most unpopular probably due to the absence of potters' wheels (a basic equipment) in most schools which are offering ceramics. This also means that most candidates may not have had the opportunity of doing any wheel work which is a requirement in the syllabus.

Question 2

Using any appropriate natural object, design and produce a composite vase. Decorate the vase with textures found on the natural object. Height: 20 cm. The finished work should not be fired.

Demands

Candidates were expected to produce:

- (i) A vase in composite form i.e. with different shapes/forms and techniques such as slabbing, coiling pinching, etc.
- (ii) A vase with design derived from a natural object e.g. fish, fruit, vegetable.
- (iii) A vase decorated with textures found on the natural object e.g. tree bark, fish scales.
- (iv) A vase with the composite parts well joined to prevent cracking during drying.
- (v) A vase well balanced to be able to stand well on a table.

Performance

Most candidates attempted this question and produced interesting works. Most candidates were quite innovative in their rendition. Candidate used natural object such as fish, fruit, and vegetables.



GRAPHIC DESIGN 3

Question 1

Design and construct an attractive full colour package to contain a fruit drink to be marketed in Ghana. Manufacturer: Patsians Company Limited (PCL)

Name of Product: CHECHE FRUIT DRINK

Measurement: 18 cm x 10 cm x 6 cm

Add the following: A catchy slogan for the product

Suitable illustration

Any other relevant information

Demands

The package should:

- (i) Be well-fortified container made in any suitable medium such as card, plastic, paper, etc.
- (ii) Have a suitable shape e.g. rectangular, cylindrical.
- (iii) Be attractive to 'render' the drink appetising.
- (iv) Have relevant information e.g. country of origin, bar code, expiry dates, list of main ingredients.
- (v) Have appropriate and suitable illustrations
- (vi) Have the accurate measurement and be in full colour (no limitation)

Performance

Most candidates performed well meeting all the expected demands.

A few other candidates performed badly because they had the following problems.

- Badly constructed package making the package unstable.
- Ineffective rim/cover.
- Inappropriate choice and construction of lettering
- Inappropriate choice and rendering of illustration making the surface crowded and difficult to read.
- Wrong interpretation of attractive full colour.

Question 2

Design and produce one-page pictorial calendar for the year 2019 to create awareness on the effect of 'GALAMSEY' ON OUR NATURAL RESOURCES'

- **Colour: full colour**
- **Measurement: 55 cm x 37 cm**
- **Execute work in a portrait format**

Demands

Though this question was not as popular as question 1, candidates made a bold attempt at it by complying with the demands of the question fully.

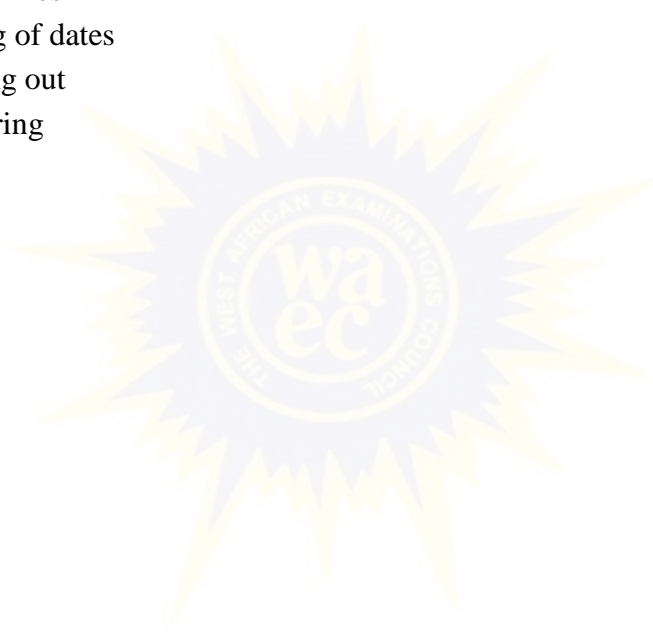
Example:

- Using effective illustration such as people digging, excavating, polluted water, etc.
- Showing proficiency in illustrations, painting, lettering, ruling lines, etc.
- Using one-page, full colour and effective means for hanging.

Performance

Candidates generally performed well. Some of them should be commended for accuracy in:

- Ruling lines
- Writing of dates
- Marking out
- Measuring



JEWELLERY 3

Question 1

Design and produce a tiara for an adult using a combination of metal, fabric, sequins or beads and other accessories. Attach a suitable fastener.

Demands

The tiara should be constructed with the follow ingredients combined.

- Metal
 - Fabric
 - Sequence or beads
 - Other accessories e.g. buttons, bows.
- (i) The tiara may be adjustable to give a perfect fit.
- (ii) Materials should be well assembled for a good balance and appropriate colour scheme.
- (iii) There should be effective threading/linking/pasting/soldering of parts/components to make it durable and long lasting.
- (iv) It should be appropriately finished to enhance its appearance and fitted with a funding that can be opened and closed.

Performance

Majority of candidates selected this question. Most of them were quite innovative with their choice of materials, design/combination. Most of the works were attractive. However, the linking processes were ineffective in some cases because the materials were just glued onto the base with adhesives which were not fast enough.

Components should have been threaded or stitched.

Question 2

Using a combination of calabash bamboo and metal, design and produce a set of jewellery to be used as a prize for the best female Senior High School Student.

The set should consist of:

- (a) a pair of earrings**
- (b) a necklace with designed pendant**
- (c) a bracelet**

Demands

- (i) They may be well decorated and finished by texturing, enamelling, etching, burnishing, etc.
- (ii) The pendant designed with an appropriate and befitting motif.

- (iii) Balancing of colours and shapes based on elements and principles of design.
- (iv) Appropriate linking and fixing of findings.

Performance

This question was not very popular probably because of the task involved in cutting, shaping, filing, etc.

Generally, candidates made a bold attempt and were quite innovative in their attempt. The shaping, filing, decoration and finishing of the calabash and bamboo also added to the beauty of the sets.



LEATHERWORK 3

Question 1

Using leather and leatherette design and produce a picture in relief.

- **Theme: A VILLAGE SCENE'**
- **Measurement: 60 cm x 45 cm**
- **Using variety of colouring techniques to enhance the appearance of the work**
- **Finish appropriately.**

Demands

- (i) A picture executed in natural and artificial leather;
- (ii) It should be well mounted and framed for display on a wall;
- (iii) Product should be in relief depicting a village scene i.e. showing houses, trees, figures, etc;
- (iv) Forming techniques used may be embossing, modelling, carving, dyeing, glueing, etc;
- (v) Other techniques may include thonging, stitching, stamping, painting, spraying, etc.

Performance

Though this was not a popular question, candidates made a bold attempt in executing the project. Some candidates were able to depict a village scene in relief using natural and synthetic leather and applying techniques like embossing and modelling to introduce perspective. Other works were rendered flat just like appliqué.

Question 2

Using leather and leatherette design and produce a flower vase to contain flowers and leaves made from plastic, rubber, sheets, fabric, natural lather and leatherette of assorted colours.

Compose at least five different arrangement using wire, broomsticks, canes or bamboo as stalks. Decorate with dye or ink. Height of vase: Not less than 30 cm.

Demands:

- (i) The flower vase should be constructed with leather and leatherette combined.
- (ii) The vase may be formed using techniques like stitching, glueing, thonging, embossing, weaving
- (iii) Flowers and leaves should be formed and arranged on wire, broomsticks, cane, bamboo, etc.
- (iv) Techniques for decoration and finishing may be dyeing, lacquering, burnishing.

Performance

Most candidates attempted this question. Some of them were quite innovative in their attempt, using combinations of forming techniques as well as decoration and finishing techniques. The flower vase was generally well executed. For some candidates the flower making was a major problem. The construction of flowers was not part of their repertoire of skills.



PICTURE MAKING 3

Question 1

A Police Officer stopping a fight pushed down unexpectedly by a fat angry woman in a brawl with two young ladies in the market. Execute the scene in any wet medium. Size: 60 cm x 45 cm.

Demands

Candidates were expected to produce a picture:

- (i) Painted in wet medium that is oil based or water-based colours such as poster colour, gouache, acrylic or water colour. Painting should be in one of the following techniques impasto (thick application of paint), a wash in watercolour (transparent in application), etc.
- (ii) Which is action packed i.e. showing characters in a brawl (quarrel, scuffle, tussel, free-for-all).
- (iii) Showing four main characters i.e. the policeman, a fat angry woman and two young ladies as well as others.
- (iv) People standing by as observers. Others may also be engaged in buying and selling to depict a market.

Performance

Some candidates produced pictures with life-like figures in action which depicted the brawl. Colour harmony was well achieved.

Other candidates had problems with figure drawing.

Their difficulty was in:

- Drawing human limbs
- Drawing figures in action
- Painting to achieve perspective

Question 2

A lone beggar sits under a big tree without stretched legs. Beside him are his worldly possessions wrapped in a sack and a calabash for collecting alms. Depict the scene in mosaic. Size: 60 cm x 45 cm.

Demands

Candidates were expected to produce:

- (i) A true mosaic (a picture created with a collection tesserae i.e. small pieces of coloured paper, glass, stones, tiles, pebbles).

- (ii) A mosaic based on a composition comprising a lone beggar sitting under a big tree. His legs should be out stretched, and all his worldly possessions should be wrapped in a sack. Also, there should be a calabash beside him which he uses to collect alms.
- (iii) Tesserae should be graded and colourful to introduce perspective and make the picture life-like or realistic.

Performance

Most candidates who attempted this question performed badly. They found an easy way around mosaic making by painting large areas on sheets of paper, cutting into tesserae and pasting them thus making their mosaic flat with lifeless characters. However, a few candidates used rocailes (beads) which was quite innovative.



SCULPTURE 3

Question 1

Design and produce a SHIELD in wood, to be awarded to the Best Choral Singer in an Inter-Zonal Cultural Festival. Dimension: 30 cm in diameter.

Give an appropriate finish to the work.

Demands

The question required candidates to produce a shield carved in wood by using:

- (i) Lettering upper case or lower case or combined.
- (ii) Lettering types (block roman, gothic, italic or combinations.)
- (iii) Techniques e.g. engraving by cutting letters into the background.
- (iv) Image such as musical instrument, singer, text such as inter-zonal cultural festival, day, month, year, location, etc.
- (v) Decoration such as texturing, scorching and finishing like lacquering, polishing, varnishing, painting and spraying, etc.

Performance

Some candidates carved beautiful shields suitable for presentation. Their carved images and text stood out well to be read and admired. Others had problems, they could not use the appropriate tools and equipment to produce the curves, grooves, dents, etc. which will make the images and text stand out well.

Candidates were not able to select wood that can add to the beauty of their work.

Question 2

Design and produce a panel in low relief using any three traditional symbols.

Dimension: 30 cm x 50 cm. Medium – Clay.

Demands

- (i) The question required candidates to produce a low relief or bas-relief in which the text or image project with shallow depth. For example, on coins symbols may also be selected from any of the following collections: Adinkra, Canoe symbols, Umbrella tops, etc.
- (ii) The main technique to use is modelling since the medium is clay.
- (iii) The panel should have an appropriate format to show symbols (portrait or landscape).
- (iv) Panel should also show the three symbols appropriately composed.
- (v) The panel should above all have even thickness.

Performance

Most candidates attempted this question. They answered the question fully making use of traditional symbols. Most works were badly broken. Perhaps they should have used more grog and also make panel thicker.



TEXTILES 3

Question 1

Using the stencil method of screen printing, design and produce a fabric for a curtain to be used in the office of the District Chief Executive. Incorporate in the design any tourist site within the district. Use only 2 colours. Size: one metre long.

Demands

Candidates were expected to select a recognisable tourist site to incorporate in the design. Fabric should be printed twice to show the two colours. It also means cutting two stencils and printing them one after the other.

Candidates should also make sure that:

- (i) Registration is accurately done on the fabric on the printing table;
- (ii) Images have neat and sharp edges;
- (iii) Colours harmonise;
- (iv) Colours were evenly deposited on fabric.

Performance

Majority of candidates attempted this question. Some of the images used however, could not be identified as tourist sites. Some works were satisfactorily done. They were colourful with identifiable tourist sites. It should also be noted that printing once on a dyed/coloured ground (background fabric) does not answer the question fully.

Question 2

Design and produce a woven napkin in basket weave with a brown stripe along the selvedge using any weaving device.

Demands

This question was not popular probably because of the lack of weaving device. Candidates expected to use any weaving device from rectangular frame to the broad loom. The brown stripe can only be achieved by a brown band of warp on either side and weaving with brown weft/filling/picks.

The basket weave can also be achieved by weaving a two up-two down, three up-three down or four up-four up pattern, etc. (2 x 2, 3 x 3, 4 x 4) pattern. The woven napkin should have neat selvedge, even tension, all broken warp well mended and free from floats.

Performance

Some candidates made a good attempt at this question. They were able to answer the question fully and produce fine napkins.

The following faults were detected in some of the works:

- (i) Floats due to broken ends not well mended.
- (ii) Rough selvages.
- (iii) Uneven tension.
- (iv) Mistakes in the heddlings order.

