

VOCATIONAL SUBJECTS

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 questions were based on topics within the syllabus and that they were clear and straight forward.

2. PERFORMANCE OF CANDIDATES

- (1) The Chief Examiners reported that candidates' performance was average and to improvement over that of the previous year for majority of the subjects.
- (2) However, for General Knowledge in Art 3B, Management-in-Living 2 and 3, Clothing and Textiles 2 and 3, Jewellery 2, Picture Making 2, Foods and Nutrition 2B, the performance was comparable to that of the previous year.

3. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiners highlighted the following strengths in candidates work:

- (1) Most candidates adhered to the rubrics of the papers, this was reported in Ceramics 2, Clothing and Textiles 2, Foods and Nutrition 2, Foods and Nutrition 3, Management in Living 2, Management-in-Living 3, Visual Art 3, Graphic Design 3, Picture Making 2, Jewellery 2, General Knowledge in Art 2 and Textiles 2;
- (2) Improvement in the quality of machine stitching and good modelling of well-fitting self-garment were made by the candidates in Clothing and Textiles 3;
- (3) Most candidates demonstrated appreciable knowledge in the subject matter. This was reported in Ceramics 2, Clothing and Textiles 2 and 3, Sculpture 2 and Management-in-Living 2 and 3;
- (4) Most candidates used good images, texts, figures, illustrations to support their suitability, functionality finishing and decoration especially in Picture Making 3, Textiles 3, Graphic Design 3 and Leatherwork 3;
- (5) Improvement in the use of English Grammar was evident in Foods and Nutrition 2B, Textiles 2, Management-in-Living 2 and 3;
- (6) Majority of the candidates used appropriate materials to produce quality works especially in Leatherwork 3, Picture Making 3, and Textiles 3.

4. SUMMARY OF CANDIDATES' WEAKNESSES

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

- (1) Majority of the candidates lacked lettering and spacing skills in Graphic Design 2, Graphic Design 3, Jewellery 3 and Textiles 3;
- (2) Some candidates failed to apply the principles needed in designing and composing a given space as regards picture area, borders, background and foreground. This was reported in Picture Making 3, Graphic Design 3, and Sculpture 3;
- (3) Most candidates failed to explain or describe as the question demanded but rather listed or stated the answers. This was reported in, Ceramics 2 Graphic Design 2, Leatherwork 2, Management-in-Living 3 and Sculpture 2;
- (4) English Language continues to be a problem. Some candidates could not express themselves well even where there was evidence that they were familiar with the topic. This was reported by Chief Examiners of Clothing and Textiles 2, Ceramics 2, Graphic Design 2, Leatherwork 2, Management-in-Living 2, Management-in-living 3, Sculpture 2 and Picture Making 2;
- (5) Poor spelling of basic terminologies and words was a weakness in Clothing and Textiles 2, Jewellery 2, Management-in-Living 2, Management-in-Living 3, Ceramics 2, Foods and Nutrition 2, Picture Making 2 and Basketry 2, Sculpture 2.
- (6) Some candidates used shorthand and abbreviations in answering questions in Foods and Nutrition 2 and Basketry 2;
- (7) Poor handwriting was reported to be a weakness in Ceramics 2, General Knowledge-In-Art 2.

5. SUGGESTED REMEDIES

- (1) The schools must procure the vital tools and equipment, materials and accessories in good time for the teachers to engage candidates in practical works.
- (2) Candidates should be encouraged to read prescribed textbooks in addition to notes given by their tutors.
- (3) Spelling drills should be carried out at the beginning or at the end of lessons to help improve students' spellings. In addition, candidates should be encouraged to read widely to improve on the command of the English Language.
- (4) Teachers should teach students how to handle tools and materials well and should undertake more practical lessons with the candidates.
- (5) 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.
- (6) Teachers should give a lot of assignments to improve answering of questions. This will help candidates to know how to answer questions and how to correct their mistakes.
- (7) Teachers should consult the Chief Examiners reports for guidance in their teaching.

BASKETRY 2

1. GENERAL COMMENTS

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

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates expressed themselves adequately and avoided one-word responses.
- (2) There was legibility in their handwriting.
- (3) Some candidates went the extra mile to illustrate their answers though that was not required.
- (4) There was an appreciable level of understanding of Basketry processes and terminologies.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most of the candidates were unable to relate 'Principles of design' to basketry weaves.
- (2) Some candidates exhibited very tiny handwriting that made it difficult to read.
- (3) Some candidates showed lack of understanding of basketry terminologies.

4. SUGGESTED REMEDIES

- (1) More attention should be paid to understanding basketry terminologies.
- (2) Students should be taken more deeply through preparatory processes of basketry materials and how to relate principles of design.
- (3) Candidates should be encouraged to write boldly.

5. DETAILED COMMENTS

QUESTION 1

- (a) **State three traditional treatment methods for bamboo.**
- (b) **Explain the four-chemical treatment methods for bamboo.**

- (a) Most candidates answered this question correctly, stating the traditional methods of treating bamboo.

About 25% of the candidates who attempted this question could however not provide appropriate responses.

The expected responses are:

- (i) Clump curing
- (ii) Smoking
- (iii) Soaking
- (iv) Open air treatment

- (b) Almost all the candidates who attempted this question provided good explanations to the stated chemical methods of treating bamboo.

Good marks were earned by many candidates.

The expected answers are:

- (i) Open tank treatment;
- (ii) Dip diffusion method
- (iii) Butt treatment method
- (iv) Boucherie method

Explanations

Most candidates provided good answers to some of the processes. Few lost marks as they completely deviated from the demands of the questions.

The expected answers are as follows:

- (i) Open tank treatment refers to a process of immersing cut bamboo into chemical solution in a brat-like trough or tank for at least one week.
- (ii) Dip diffusion method involves the immersion of cut bamboo into concentrated chemical solution for 10 minutes after which the bamboo is wrapped up with plastic for about one week.
- (iii) Butt treatment consist of putting freshly cut bamboo, placing them bottom ends first, in a drum containing preservatives for about one week. The leaves act as a pump to fill in the chemical by a process known as capillary action.
- (iv) Boucherie method consists of an air pump to force the preservative into the bamboo. It can also be achieved by placing the container with preservatives very high above the bamboo, connected by a rubber tube through which the chemicals flow into the bamboo.

Some unrelated responses are:

- (i) Cut the bamboo and keep in the sun.
- (ii) Cut it fresh and keep it down.
- (iii) Cut it, then when it is matured, use it, etc.

QUESTION 2

Explain five attributes that develop competency in basketry skills.

Over 70% of the candidates attempted this question and showed some understanding of the demands of the question. Good marks were earned from their responses.

Others however indicated expectations from external sources instead of inbuilt traits and tendencies.

The correct answers are:

- (a) Open mindedness makes it easy for an individual to benefit from basketry skills of others.
- (b) Being observant allows or makes it easy for an individual to acquire necessary basketry skills.
- (c) Planning makes it possible to process one's ideas into craftier outcomes that promote originality.
- (d) Flexibility allows changes in ideas and plans that ensure better outputs.
- (e) Research allows the individual to access new/fresh knowledge which he can build on.
- (f) Self discipline makes it easy for an individual to have concentration and perseverance to force on, etc.

QUESTION 3

- (a) State ten rationales for studying Basketry.**
- (b) Identify the following people with their basketry craft.**
 - (i) American Indian;**
 - (ii) Chinese/Japanese;**
 - (iii) African;**
 - (iv) Arabian.**
 - (v) Venezuelan/Mexican.**

Question 3 was favourite choice for most candidates. Almost every candidate was able to answer it adequately.

Some candidates however provided answers like 'to earn income'. Both the uneducated basketry artist as well as the educated one would earn incomes. The income generating ability should have been distinctively qualified for example 'would earn a high income', etc.

Some of the appropriate answers are:

- (i) Acquire in-depth knowledge in basketry.
- (ii) Benefit from structured and tested knowledge.
- (iii) Learn new conservation methods.
- (iv) Acquire theoretical knowledge.
- (v) Gain business skills.
- (vi) Pursue higher levels in basketry.
- (vii) Gain and apply knowledge in ICT.

QUESTION 4

- (a) Explain complementary materials in basketry.**
- (b) List three complementary materials in basketry.**
- (c) Write on any three ways an artist can be creative in producing an article.**

- (a) Most candidates were able to explain the term complementary materials. Some could not offer good explanations, therefore provided answers one of which is as follows: “they are materials which are interrelated with each other.”
- (b) Over 80% of the candidates were able to list three complementary articles correctly. A few of them rather listed cane, cord, raffia and bamboo which are directly basketry materials. This is indicating a misunderstanding of the question.
- (c) Question (c) was well attempted in terms of numbers, however, the correct answers seem to have eluded most candidates.

Expected answers include:

- (i) Hard working/highly imaginative;
- (ii) Curiosity/eagerness to learn;
- (iii) Accepting challenges and working on them;
- (iv) Ability to fit into new situations;
- (v) Experimenting all the time with materials and tools.

QUESTION 5

- (a) List three basketry articles that are produced from sisal.**
- (b) Describe how sisal leaf is processed.**
- (c) State two reasons for fitting in basketry.**

- (a) Candidates correctly listed articles that are produced from sisal. Some of those correctly listed included bags, baskets, carpets, mats and ropes.
- (b) This question was largely well answered by most candidates. The activities describing the processing of sisal include:
 - (i) Removal of thorns from the apex of the leaf.
 - (ii) The leaf is beaten against flat surface or soaked in water to loosen the fibres.
 - (iii) The fibres are washed to remove impurities.
 - (iv) The washed fibres are then dried.
 - (v) The fibres are dyed (if desired)

It was observed that the candidates skipped step 1 (removal of thorns) but made up for lost marks by stating the optional step (dyeing).

QUESTION 6

- (a) Explain what is meant by Principles of Design.**
- (b) State four Principles of Design.**
- (c) Give two examples of how each of the Principles stated in 6 (b) is related to basketry weaves.**

This question was poorly answered by most candidates.

Many explained the term 'Principles of Design' partially, and gave examples of Principles of Design, but failed to relate the principles to weaves in basketry.

Some of the incorrect answers are:

Balance: the colours which are applied to basketry items produced;

Variety: shapes and techniques.

The expected answers include:

Balance: The sense of symmetry on the article produced (conical, round, etc.)

Unity: A sense of uniformity of various weaves used.

Emphasis: repetition of weaves on a basket.

Contrast: Differences in the weaves supporting the form of the basket i.e. randing against pairing or waling.

CERAMICS 2

1. GENERAL COMMENTS

The standard of the questions in general compares favourably with the previous question papers over the years. The questions covered a broad spectrum of the SHS ceramics syllabus. The test item developed and administered assessed candidates' knowledge on critical thinking skills. The items required candidates to be systematic and precise in their presentation of answers.

Candidates' experiential knowledge in the ceramic field was tested. The performance of candidates on the whole could be described as a little above average. Candidates generally could answer most questions satisfactorily. This year's performance was slightly above that of last year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) One remarkable feature of this year's performance by candidates was their comprehensive display of knowledge on the benefits of establishing a ceramic industry in one's locality. The responses of the candidates were thorough, insightful and illustrative.
- (2) Also, the number of candidates whose performances were of high standard was more than that of the previous year. These candidates exhibited comprehensive subject matter knowledge. They presented their answers in a chronological order. Their descriptions of processes were logical and coherent. Answers were also supported with relevant examples and illustrations.
- (3) Their handwritings were legible with few cancelations. These remarkable features could be attributed to adequate prior preparation for examination, strict adherence to rubrics, reflective selection of questions that one has mastery over and proper time management.
- (4) On the whole, candidates' adherence to the rubrics saw a remarkable improvement. Largely, most candidates answered four questions as demanded by the test item. Question numbers, candidates' index numbers etc. were all well written on the answer booklets. These are commendable features noticed which should be maintained.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Major fallout of this year's examination performance by the candidates was the sheer lack of familiarity with basic ceramic equipment. Most candidates were unable to explain three uses of basic equipment used in any standard ceramic studio.
- (2) The lack of proficiency in English language has been an underlying factor in the underperformance of ceramic candidates for years.

This challenge appears to have no solution in sight. Poor spellings, limited vocabulary, poor sentence construction and grammatical errors in general, make reading and subsequent assessment of candidates' answers very challenging.

- (3) Most candidates lost valuable marks because even though they had an idea about the dictates of the questions posed, their answers were shallow and did not address the core demands of the questions.
- (4) Poor illustrative skills; Illustrations of candidates were very poor and uncharacteristic of visual art candidates.
- (5) One weakness identified was the poor handwriting skills exhibited by some candidates. The handwritings of some candidates were not readable. Some handwritings were too small to be read.
- (6) Others were sketchy and needed patience to be able to recognize what the candidates were trying to communicate. These identified weaknesses resulted in underperformance by some candidates.

4. **SUGGESTED REMEDIES**

- (1) The Ministry of Education in collaboration with the Ghana Education Service should as a matter of urgency resource all studios with basic materials and equipment needed in operating any standard visual art studio. This will improve the knowledge of candidates on ceramics equipment and terminologies.
- (2) Ceramics teachers should start paying attention to the grammar of their candidates. Candidates' poor proficiency in English language can be improved by reading relevant books in addition to their recommended textbooks.
- (3) Candidates should be penalized for poor sentence construction in their formative and summative assessments. These actions would draw the attention of ceramics candidates to their diction and grammar.
- (4) Illustration is a cardinal feature of visual art education. Ceramics teachers should devote part of the allocated instructional time to developing candidates' illustrative skills.
- (5) Candidates should make the effort to make their handwriting readable to avoid losing valuable marks.

5. **DETAILED COMMENTS**

QUESTION 1

- (a) **Explain pyrometric cone**
- (b) **With illustration, describe how pyrometric cones are used in firewood kilns**

Question one was the least popular question amongst the six questions posed. The performance of candidates who answered this question can be described as average. Almost

all candidates who attempted this question were able to explain pyrometric cones to some extent.

However, most were not successful in describing sequentially how pyrometric cones are used in a firewood kiln.

Again, the drawing and labelling of the pyrometric cone proved a challenge to some candidates.

The expected responses required from candidates should have included the following:

- pyrometric cones are small pyramids of ceramic materials formulated to bend over and melt at designated temperatures.

Procedure followed in the use of pyrometric cones is as follows:

- Three cones of different firing temperature are selected, e.g. 4,5, and 6.
- The cones are fixed on a prepared ceramic body pad at an inclined position (70°) in the direction at which they should bend.
- The lowest temperature cone is set in front, followed by the next cone which is set in the middle. This cone bends at the maturing temperature of the wares and the last cone which is the highest temperature indicates that the ware has over fired.
- The cones are placed at a strategic place, where it can be viewed through the spy hole.
- When the first cone bends, it is a warning to the potter that the wares are about to mature.
- When the middle cone bends it is an indication that the maturing temperature has been reached
- The firing should be stopped as soon as the last cone begins to bend. The wares will be over fired if firing continuous for the third cone to bend.

QUESTION 2

(a) Define

- i. Kneading**
- ii. Centering**

(b) Explain:

- i. three importance of kneading**
- ii. two importance of centering**

Question two was answered by a significant number of candidates. Candidates' performance under this question was above average. A significant number of candidates

were able to define kneading and centering very well. However, teachers should note that mere placement of a ball of clay on the potter's wheel, does not constitute centering.

Emphasis should be placed on the force applied on the ball of clay on a revolving wheel head of the potter's wheel. Only a few candidates had issues stating the importance of kneading and centering.

The following are some of the required responses expected from candidates. Kneading is the act of pressing, twisting and rolling clay into balls to drive away air pockets. Centering on the other hand, is the pressing of plastic clay lump onto the middle of a rotating wheel head with both palms.

Some of the importance of kneading are; it breaks lumps in clay, it renders clay homogeneous, it makes clay workable. Centering is also important for the following reasons: it prevents wobbling during throwing, it ensures even wall thickness, it expels air pockets from balls of clay before opening.

QUESTION 3

Explain how the following are used in the ceramic studio:

- (a) blunger;**
- (b) pug mill;**
- (c) kiln;**
- (d) lawn;**
- (e) potter's wheel.**

This question was attempted by most candidates. Candidates' performance under this question was below average. The marking scheme demanded candidates to explain three uses of these equipment, but most candidates stated only one use. Most candidates exhibited lack of knowledge on ceramic terminologies.

A significant number of students did not know what a lawn is. They stated that a lawn is an area around the studio where grass is planted. Others had a challenge differentiating a pug mill from a blunger. The most known equipment were the potter's wheel and kiln for obvious reasons. Below are uses of these five ceramics equipment:

blunger:

- It turns clay into slurry.
- It mixes clay slip or glazes in large quantities.
- It mixes clay and water into a homogeneous mix.

Pugmill:

- it mixes soft and hard clay into a homogeneous mix

- it ensures even distribution of moisture in clays.
- It is used to extrude clay into bars and stored for studio work.

Lawn:

- A mesh used for sieving out foreign materials from clay, glaze and engobes.
- It is used to sieve powder clay and ceramic bodies in the preparation of slips(glaze or engobe)
- It is used to determine the particle sizes of clays and clay bodies.

QUESTION 4

(a) Define sedimentary clay

(b) Explain why sedimentary clay varies in colour, texture and are more plastic than residual clay.

(c) List two examples of sedimentary clay

Question four was another popular question amongst this year's candidates. The general performance was above average. The definition of sedimentary clay and examples of sedimentary clay were largely well answered by most candidates.

The major challenge was the explanation of why sedimentary clay varies in colour, texture and is more plastic than residual clay. Most candidates rightly cited the transportation of sedimentary clay as the cause of its variation in colour, texture and plasticity; however, the explanation did not meet expectation.

These were the expected responses from the candidates.

- Definition of sedimentary clay: sedimentary clay is also known as secondary clay. It is a type of clay which has been transported from its parent rock by the actions of wind, running water and glazier to a new location.
- Explanation of why sedimentary clay varies in colour, texture and are more plastic than residual clay: sedimentary clay varies in colour because in the course of transportation it interphases with carbonaceous materials, mineral oxides like iron oxide and other mineral impurities that contaminate the clay and thereby changing its colour.
- The variation in texture and plasticity are as a result of the breakdown of larger particle sizes of clay occasioned by the transportation by wind, water and glazier. These actions make the particle sizes finer than residual clay hence its fine texture and plasticity.

Examples of sedimentary clays are fire clay, sagger clay, stoneware clay, etc.

QUESTION 5

Explain with five reasons how the establishment of a ceramics industry would benefit your locality.

Question five was the most popular question this year. Candidates' performance under this question was high. Most candidates scored the full marks of fifteen. The responses of the candidates were detailed and imbued with relevant examples.

However, there were few deviations. The candidates who deviated mistook the reasons for establishing a ceramic industry for the factors to consider when setting up a ceramics industry.

A few expected answers are listed below:

- It would help to create employment opportunities to the youths which would curb rural urban drift.
- It will help to harness local raw materials like clays which are in abundance in the locality.
- Fostering of identity creation and preservation of culture.
- Generation of taxes to the local authorities and central government.
- Reduction in the importation of ceramics products and increase in local exports.

QUESTION 6

(a) Explain marketing

(b) Describe the following marketing strategies:

- (i) Advertisement;**
- (ii) Exhibition;**
- (iii) Packaging.**

Question six was not so popular amongst the candidates. Candidates put up an average performance. The explanation of marketing was not well done. Some candidates went as far as stating that marketing is a place where goods are sold. Others also did a play on words by using advertising and exhibition to explain marketing. The description of marketing strategies like advertisement, exhibition and package were poorly handled by most candidates.

Answers expected from candidates' scripts should have included the following:

- Explanation of marketing: a business activity of presenting products or services in such a way as to attract prospective buyers. Marketing is also the art of selling a product or service to the general public.

- Description of marketing strategies:

Advertising: the act of using television, radio, posters etc. to inform the general public about a product or service. Advertising is also a way of presenting products or services in such a manner as to catch the attention of prospective buyers.

Exhibition: is the display of works of art or industrial products with the intention of selling or for public appreciation. Alternatively, exhibition is the display of products and services in a manner accessible to the targeted audiences.

Packaging: is the wrapping of goods or products in attractive containers for easy handling and protection of content. Also, packaging can be described as the use of external covering to enhance the attractiveness of products and convey vital information to the public.



CLOTHING AND TEXTILES 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with those of previous years. The questions were suitable for candidates' level. They were simple, straight forward and easy to understand. The paper comprised of questions which demanded recall of facts and the application of knowledge.

Compared to last year, candidates performed slightly better than their counterparts last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Presentation of answers was very well done by majority of the candidates. They answered each question on a fresh page, numbered them correctly and left spaces in-between sub-questions.
- (2) Questions which demanded the recall of facts were very well answered by majority of the candidates, likewise those which demanded a word or two.
- (3) Candidates demonstrated a good knowledge in the following areas:
 - arrangement of fullness;
 - uses of clothing;
 - factors to consider when choosing fabrics;
 - examples of textile fibres.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) A significant number of candidates showed evidence of poor knowledge in the subject because they failed to provide answers for questions which demanded the recall of facts.
- (2) They failed to use the correct terminologies to answer questions.
- (3) Questions that demanded the application of knowledge were poorly answered.
- (4) English Language continues to be a problem. Quite a significant number of candidates could not express themselves well even where there was evidence that they were familiar with the topic.
- (5) A good number of candidates spelt some clothing terminologies and words frequently used in the teaching of the subject wrongly.
For example:
 - Dat, dit, dot instead of **dart**;
 - Fibric, fibic instead of **fabric**.
 - Smoking, smokin, instead of **smocking**, etc.
- (6) Candidates could not draw good diagrams where required

4. SUGGESTED REMEDIES

- (1) Qualified Clothing and Textiles teachers must teach the subject and they should use the correct terminologies in their delivery.
- (2) Spelling drill should be introduced at the beginning or at the end of lessons to help improve students' spellings.
- (3) Candidates should be encouraged to read the prescribed text books in addition to notes given by teachers.
- (4) Chief Examiner's reports should be made available to teachers.
- (5) Revision prior to examination should be intensified.
- (6) Candidates should practise answering questions which required the use of diagrams.

5. DETAILED COMMENTS

QUESTION 1

- (a) Explain the term arrangement of fullness as used in clothing construction**
- (b) Identify three ways of arranging fullness.**
- (c) State three reasons for arranging fullness.**
- (d) Give one example each for the reasons stated in (c) above.**
- (e) Mention four factors that will influence the choice of a particular method of arranging fullness.**

- (a) Majority of the candidates provided the correct answer as – the process of making use of excess fabric in a garment without cutting.
- (b) This sub-question was very well answered by almost all the candidates who attempted the question. Majority provided three correct answers with a few providing two or one correct answer. Most of the wrong answers were because of wrong spellings.
- (c) This was very well answered by majority of candidates. They stated the following points:
 - For easy movement;
 - To hide figure faults;
 - For decoration;
 - For future alteration, etc.
- (d) This sub-question was poorly answered because some candidates could not see its relationship with sub-question (c).

Expected answers:

- For easy movement: gathers, pleats, tucks, etc.
- For decoration: tucks, shirring, pleats, etc.

- For future alteration: Gathers, pleats, tucks, etc,
- (e) This sub-question was very well answered by majority of the candidates. Only a handful provided three or two correct answers. Majority of the candidates provided the following answers:
- The fabric being used/texture;
 - Figure type/wearer;
 - The purpose, etc.

QUESTION 2

(a) State two advantages each of the following fibres:

- (i) Linen;**
- (ii) Wool;**
- (iii) Nylon.**

(b) Identify one use each of the fibres listed in (a) above.

(c) Explain the following finishes given to cotton fabrics:

- (i) Mercerization;**
- (ii) Sanforization;**
- (iii) Proban.**

(a) This was a purely textile question, though, simple, clear and manageable, performance was very poor. A very unpopular question. Candidates confused the advantages with properties. Only a handful provided the correct answers.

Expected answers:

Linen

- It is durable;
- It is strong when wet;
- It is cool to wear, etc.

Wool

- It is absorbent;
- It is warm to wear;
- Does not crease, etc.

Nylon

- Very strong/durable;
- Dries quickly;
- Does not shrink, etc.

(b) This was poorly answered by many candidates:

Uses of linen: Very few candidates provided answers like dress, shirt. Some however, confused it with lining and so stated that it is used for lining garments.

Uses of wool: majority of the candidates mentioned blanket, suit, etc.

Uses of nylon: majority provided answers like underwear, table linen.

Expected answers include:

(i) Linen

- Outer garments: blouse, shirt, skirt, suits, etc.
- Accessories: hats, canvas shoe, purse, etc.
- Household articles: table cloths, napkins, wall hanging, etc.

(ii) Wool

- Outer garments: coat, sweaters, pullovers, blouses, etc.
- Accessories: hats, gloves, socks, wristband, etc.

(iii) Nylon

- Outer garments: Skirts, shirts, night gowns, etc.
- Undergarments: panties, corsets, slips, brassieres, etc.
- Industrial use: twine, seat belts, seat covers, etc.

(c) This sub-question was fairly well answered, but there was evidence of copying. In some schools, all candidates provided the same answers, sometimes, the same mistakes.

Some candidates who did not copy, provided incomplete answers, e.g. Mercerization: a finishing treatment given to cotton fabric to make them stronger and lustrous.

Complete answer: a finishing treatment given to cotton yarns or fabrics by passing them through caustic soda solute to make them stronger, smoother and lustrous.

Sanforization: A good number of the candidates provided the following answer: Finishing treatment given to cotton fabrics to prevent shrinkage.

Proban: A finishing treatment given to cotton to make it flame proof/flame retardant.

QUESTION 3

- (a) **State one use each of the following:**
- (i) **Slip hemming;**
 - (ii) **Edge stitching;**
 - (iii) **Overcasting;**
 - (iv) **Basting;**
 - (v) **Backstitch.**
- (b) **State one advantage and one disadvantage of using each of the following in garment construction:**
- (i) **Tracing wheel;**
 - (ii) **Tailor's tacking.**
- (c) **Use three diagrams to illustrate how to work one of the following stitches;**
- (i) **Loop stitches;**
 - (ii) **Buttonhole stitches.**

- (a) This sub-question was poorly answered. Candidates' answers indicated that they had a fair idea of what these processes were, but they lacked the technical terms to use.

Answers expected of them include:

- (i) Slip hemming: It is a stitch used for fixing down hems on skirts, dresses, trousers, facings, blouses, etc.
 - (ii) Edge stitching: It is a process used for neatening raw edges of facings, seams and hems.
 - (iii) Overcasting: It is a stitch used for neatening raw edges of seams.
 - (iv) Basting: It is a temporary stitch used for holding two or more layers of fabric together to prevent them from slipping out of place.
 - (v) Backstitch: It is a stitch used for joining two or more layers of fabric together permanently.
- (b) This was a very poorly answered question. Instead of them mentioning the advantages and disadvantages, they stated their use. A significant number stated the advantages as:
- 'good for transferring pattern markings.'
 - Holds pieces of fabric for sewing, etc.

For tracing wheel only, a handful of candidates were able to provide one correct answer as 'It is fast'.

Expected answers for tracing wheel include:

Advantages

- Saves time
- It is fast
- It is a neat method

Disadvantages

It easily fades
It requires special skills
Difficult to use when tracing smaller motifs.

Tailor's tacking

Advantages

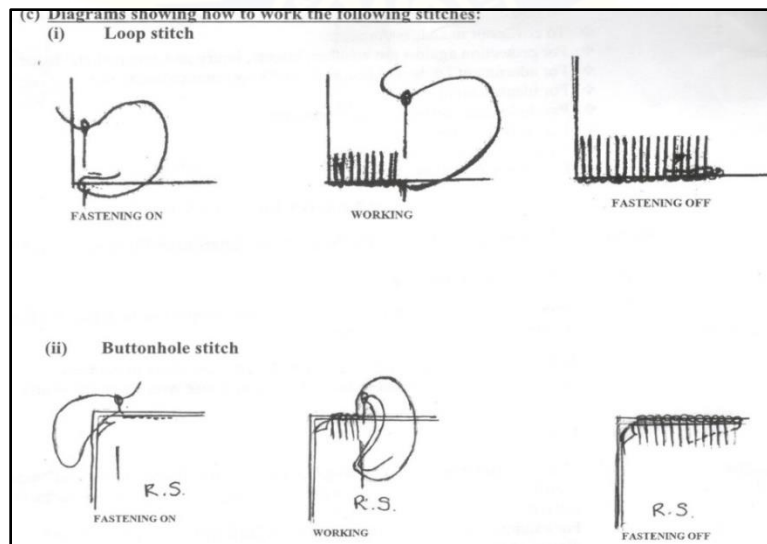
- It marks clearly
- It stays for a long time
- Does not require special tool

Disadvantages

It is a slow process
It is time consuming
It can be confusing if one colour of thread is used throughout.

(c) Almost all the candidates who answered were unable to provide the correct answer. A significant number provided only one good diagram. Again, majority of the candidates provided wrong diagrams for both stitches.

Correct answers:



QUESTION 4

- (a) Classify the basic clothing needs of a West African family into three major groups.**
- (b) Give one example each of three major clothing groups classified in (a) above.**
- (c) State three reasons why individual family members use clothing.**
- (d) Explain why the following factors are considered when choosing clothing for the family.**
 - (i) Community standard;**
 - (ii) Lifestyle;**
 - (iii) Availability of funds.**

(a) This was fairly well answered by a majority of the candidates. Candidates needed to apply knowledge in answering the question since the emphasis was on West African family.

A good number of them provided the following correct answers:

- (i) Undergarment (ii) Outer garment (iii) Accessories.

A significant number of candidates provided the following wrong answers:

- (i) Outergarments (ii) Inner garment (iii) Accessories
- (ii) Outergarment (ii) Inner garment (iii) Undergarment
- (iii) Clothes (ii) Accessories (iii) Cosmetics

(b) Almost all candidates who provided the correct answers for (a) also gave the correct answers for (b).

Correct answers include:

- (i) Outer garments: shirts, skirts, dresses, jackets, etc.
- (ii) Undergarment: panties, brassieres, etc.
- (iii) Accessories: necklace, earrings, watch.

Those who provided 'watch' as example of an accessory earned half the mark.

(c) This was very well answered by majority of the candidates.

Some of the answers provided by the candidates are as follows:

- (i) For protection/warmth;
- (ii) For modesty/to cover our nakedness;
- (iii) For adornment;
- (iv) For identification.

- (d) The question demanded explanation and only a few were able to express themselves very well but a good number of them knew the answer but failed to use the correct expressions.

Expected answers

(i) Community standards:

This influences the choice of clothing because, people live in organized family groups and at the same time dress similarly. Individuals in a community are accepted when they dress in conformity with the mode of dressing common to the community.

(ii) Lifestyle

This is considered when choosing clothing because an individual who engages in a variety of social activities must provide enough clothing to cater for each activity e.g. people who are religious inclined will always dress to suit the virtues of their religion.

(iii) Availability of funds:

The family budget for clothing is an important factor to consider. The amount available will determine the quality and quantity of clothing items to purchase.

QUESTION 5

- (a) **Mention four different ways of obtaining patterns for making garments.**
(b) **State three points to consider when choosing fabrics for making garments.**
(c) **Explain two advantages of making one's own garments.**
(d) **Give two examples each of the following:**
(i) **Plain weave fabric;**
(ii) **Twill weave fabric.**

- (a) This was very well answered by majority of the candidates. They provided the following answers:

Drafting, draping, flat pattern method and free hand cutting.

- (b) A lot of candidates provided the three correct answers with only a few providing two (2) correct answers.

The answers provided include:

- Age of the wearer;
- The occasion/purpose
- The figure type/wearer;
- Money available

- Style/design of the garment

(c) Quite a significant number of candidates provided the correct answers as follows:

- It saves money: money to be paid to dressmakers/tailors can be saved and used for providing other needs.
- Left over pieces are available for use; very often dressmakers fail to give leftover pieces to their clients but if one makes his or her garments, the pieces will be available for future use.
- It saves time: Time for visiting the dressmaker/tailor for fitting or refitting will be saved for other things.
- It builds one's confidence.
- It improves one's sewing skills.
- It gives satisfaction.

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

Some of the answers provided by the candidates are as follows:

- (i) Calico muslin sail cloth
Grey bath poplin African cotton
Viole lawn prints
Shirting kente damask
Gingham
- (ii) Denim
Corduroy
Drill
Gabardine
Surah/foulard

QUESTION 6

- (a) **Explain the following terms in textile production:**
- (i) **Blended yarn;**
 - (ii) **Ply yarn;**
 - (iii) **Stretch yarn.**
- (b) **Give one example each of the following groups of fibres.**
- (i) **Vegetable fibre;**
 - (ii) **Protein fibre;**
 - (iii) **Regenerated fibre**
 - (iv) **Synthetic fibre.**
- (c) **State two characteristics each of the following:**
- (i) **Animal fibres;**
 - (ii) **Man-made fibres.**
- (d) **Give one example of woollen fabric.**

(a) This was poorly answered by majority of the candidates. Some also answered and left out some important facts.

Some correct answers provided included:

- (i) Blended yarn: It is a yarn composed of two or more fibres spun together;
 - (ii) Ply yarn: Two or more yarns twisted together. The underlined words were either omitted or exchanged.
 - (iii) Stretch yarn: It is a yarn that possesses the ability to elongate and return to its original length.
- (b) Quite a significant number of candidates provided the correct answers as follows:
- (i) Vegetable fibre: Cotton, flax, raffia, jute, kapok
 - (ii) Protein fibre: silk, wool, mohair, cashmere
 - (iii) Regenerated fibre: Rayon, viscose rayon, modified rayon.
 - (iv) Synthetic fibre: Nylon, polyester, Dacron

(c) This was poorly answered by majority of the candidates.

They gave wrong answers as:

- (i) Animal fibres: They do not absorb water, they burn, readily,
- (ii) Man-made fibre: They are absorbent, they are not strong, etc.

Expected answers include:

Animal fibre:

They are absorbent

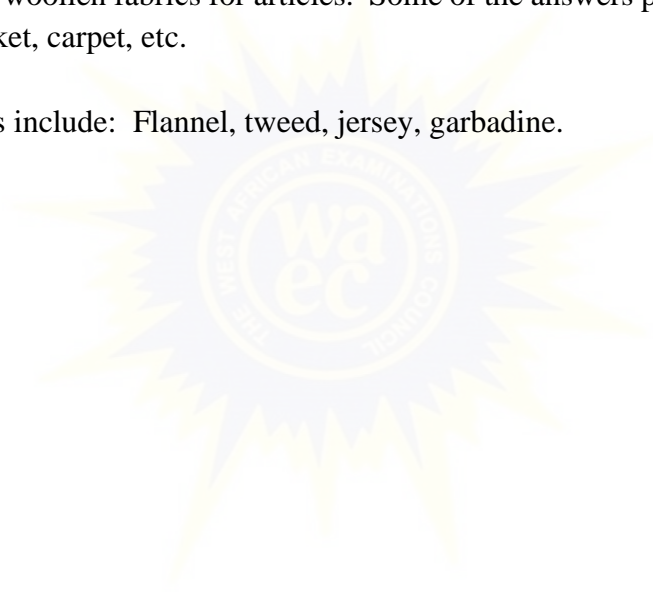
- Drape well
- Are warm to wear, etc.

Man-made fibre:

- very strong/durable
- Less absorbent
- Very smooth
- Easy to launder

(d) The performance of the candidates was generally poor. Majority of the candidates exchanged woollen fabrics for articles. Some of the answers provided were: blanket, cotton, jacket, carpet, etc.

Correct answers include: Flannel, tweed, jersey, garbadine.



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 were clear and straight forward. The processes to be used for the making up were simple and within the scope of the syllabus.

The general performance of candidates was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Improvement in the quality of machine stitching.
- (2) Effective use of the pair of scissors during the making up.
- (3) Improvement in the number of pins used and their directions during the laying out.
- (4) Good modelling of well-fitting self-garments made by candidates, leading to great excitement among spectators.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The general weaknesses observed were:

- (1) inability to read and follow instructions;
- (2) inability to use long strokes and short strokes along straight and curved edges respectively during the cutting out;
- (3) inability to transfer all the necessary pattern symbols;
- (4) inability to baste pieces of fabric together;
- (5) inability to embroider the motif using appropriate stitches;
- (6) inability to neaten plain seam, trim and neaten circular edge;
- (7) inability to fix zipper using the centred method;
- (8) inability to use the thimble.

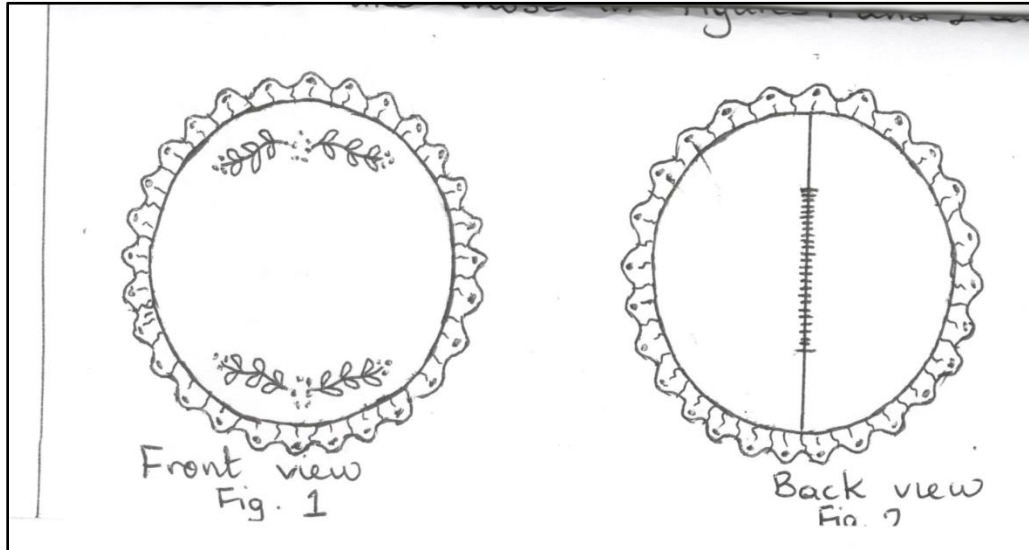
4. SUGGESTED REMEDIES

- (1) Candidates should prepare very well before the examination by going through the required syllabus for the course.
- (2) They should have more practical to improve their efficiency (both at speed and quality)
- (3) They should use serviceable tools and equipment to facilitate work.

5. DETAILED COMMENTS

QUESTION 1

You are expected to cut out and make the arm cushion so that the finished article will look as in Figure 1 and Figure 2 below:



- (a) Lay out the pattern pieces economically to the fabric, pin and cut out.
- (b) Transfer all necessary pattern markings. Transfer the motif on the front pattern piece onto only one layer of the fabric.

MAKING UP

QUESTION 2

- (a) Pin and baste the front pattern pieces together. (Do not remove the basting).
- (b) Embroider the motifs on the front pattern using three or more different colours of embroidery thread. (complete only one motif for the mean time).
- (c) Join the back-pattern pieces together using plain seam leaving space for the zipper. Neaten by edge stitching. Press.
- (d) Pin and tack zipper in position using the centred method, machine stitch and press.
- (e) Gather lace and attach it to the front pattern pieces right sides facing. Pin and tack on the seam line.
- (f) Attach back pattern pieces to the basted front pattern with the right sides together matching notches. Tack and machine stitch.
- (g) Trim the seam. Neaten a quarter of the seam using loop stitch.
- (h) Turn the article to the right side and press. Work the second motif.
- (i) Attach label.

Candidates were provided with two pattern pieces for an arm cushion as follows:

- A - Front arm cushion;
- B - Back arm cushion

The pattern pieces were to be used to cut out and make an arm cushion using the following instructions:

- Basting the front pattern pieces together.
- Embroidering the motifs on the front pattern using three or more different colours of embroidery thread.
- Joining the back-pattern pieces together using plain seam leaving space for the zipper. Neatening by edge stitching.
- Tacking and machine stitching zipper in position using the centred method.
- Gathering and attaching lace to front pattern pieces right sides facing.
- Attaching back pattern to the basted front pattern with right sides together matching notches and machining them in place.
- Trimming seam and neatening quarter of seam using loop stitch.
- Turning article to the right side.
- Attaching label.

GENERAL EFFICIENCY

Preparation and cutting out

Graining of fabric

Some candidates grained their fabrics as required.

Pressing of fabric

Pressing was necessary to remove creases from fabric after graining. Many of those who grained their fabrics also pressed them. Some of those who did not grain their fabrics also pressed them.

Folding of fabric

Majority of candidates folded their fabrics in the direction of the grain. Only a few wrongly folded against the straight grain.

Laying out pattern pieces

Some candidates were able to use the pattern symbols as guides to place their pattern pieces correctly and economically on their fabrics. Candidates who did not understand the symbols committed one or more of the following mistakes:

- Placing patterns against the grain of fabric.

- Placing fold of front pattern some distance away from fold of fabric resulting in a shape with circumference bigger than that of the back or article.
- Not being able to place pattern pieces economically on fabric.
No one lay the front pattern once on double folded fabric, instead they lay it the second time after cutting out the first front pattern.

Pinning

Majority of candidates used adequate number of pins to hold their patterns in place on the fabric. Only a few wrongly lifted their work during the pinning.

Cutting out

Few candidates were able to use long strokes and short strokes respectively along straight edges and curved edges as expected. Some were able to move around their tables or pivoted their work during the cutting out.

Some candidates used only short strokes to cut all the edges. Lifting of work during cutting out was rare.

Some candidates did not understand why they should cut two of the front patterns hence wasted time thinking about what to do. This should not have happened if they had carefully read through the instructions and studied the symbols before laying out and cutting out. Some candidates had the clue to cut a second front piece during the making up.

There were situations however where candidates cut and used only one front pattern piece. Few candidates cut out two front pattern pieces as well as four back pattern pieces. All these were used to make the article resulting in heavy products.

Transfer of pattern markings

Candidates who were able to transfer all the necessary pattern symbols were not many. Few candidates did not transfer any of the symbols. Some transferred the symbols onto only part of their articles.

Some of those who did not transfer their motif drew one of their own.

Use of equipment and tools

Generally, candidates placed their articles correctly under the sewing machine. Some candidates did not use the balance wheel to start and stop sewing.

Only a few lowered the needle before lowering the presser foot as expected.

Many candidates removed their articles towards the worker instead of removing them to the back or sides of sewing machine.

Few candidates who were not proficient at handling the sewing machine moved from machine to machine breaking them down as they worked. Thread used for hand sewing was of reasonable length. Almost all candidates did not use the thimble.

On the whole the pair of scissors was appropriately used to cut thread and unwanted parts of articles during the making up.

MAKING UP

(a) Basting front pattern pieces together

Pieces should be arranged with notches matching and edges meeting and then firmly held in place with diagonal stitches.

Majority of candidates did not baste their work as demanded by the test. Few wrongly held their front pattern pieces in place with either running or tacking stitches.

(b) Embroidering the motifs

Examples of appropriate stitches to be used for the motifs were:

- Stem of motif - stem stitch, back stitch
- Petals of motif - satin stitch, chevron, web
- Stigma of motif - French knots

The beginnings and endings of many embroidery work were not secure enough. Only few candidates did neat work using appropriate stitches.

Many candidates used only the chain stitch for all parts of the motif. Some candidates did not attempt this task.

(c) Joining back pieces together

The back pieces were to be joined with a plain seam neatened by edge-stitching. The completed seam should be of an even width.

Majority of candidates used plain seam to join the back pieces, but many did not neaten.

Some did not make the seam because the portion for the seam had been taken over by the long zippers used. Some also did not make the plain seam even though they used shorter zippers.

(d) Attaching zipper

The zipper should be correctly positioned and fixed in place using the centred method. Straight stitching of equal distance from the folds covering the teeth should be used. The base of zipper should be stitched, and its ends secured. Very few candidates used the centred method to fix their zippers. Many candidates wrongly used the lapped method.

Many of the results of zipper application have the following shortcomings:

- Exposure of teeth of zipper;
- Unstitched base;
- Unsecured ends;
- Uneven width from fold;
- Lack of straight stitching.

(e) Gathering and attaching lace to front pattern

Candidates were expected to make two rows of gathering stitches and gathering evenly distributed. Gathered lace was to be correctly placed on front of article (right sides facing and raw edges matching).

Some candidates were able to carry out this task as expected.

The following challenges were observed:

- The use of stiff lace which could not be gathered.
- Making of pleats instead of gathers;
- Making one row of gathering stitches;
- Uneven distribution of gathering;
- Attaching ungathered lace and cutting off extra lace;
- Placing lace on wrong side of front of article;
- Unmatching raw edges;
- Not joining ends of lace;
- Holding lace in place with pins without stitching.

(f) Attaching back pattern piece to the basted front pattern piece

With right sides facing and matching notches, the back-pattern piece was to be attached to basted front pattern piece by stitching (using the sewing machine) along the seam line. The seam made should be even and flat.

Some candidates did well matching notches and stitching along seamline.

There were some candidates who could not match notches and stitch along seam line. Many seams did not lie flat after stitching. Some candidates did carry out this stage of the making up. Few candidates held their front and back patterns with pins without stitching. Where the front pattern was bigger than the back pattern, candidates either pleated or gathered the front pattern to fit the back pattern.

(g) Trimming and neatening seam allowance

Candidates were expected to trim the seam allowance and neaten a quarter of it with even loop stitch. The neatened seam allowance should be neat, smooth and flat.

Majority of candidates did not tackle this task. Only a few of those who carried out this task trimmed before neatening.

(h) Turning article to right side

A well-made article should have the following features showing on the right side:

- Lace, right side of embroidered motif, right side of plain seam and tab of zipper and concealed zipper teeth.
- Few candidates made articles showing the given features.

Many candidates made articles which had one or more of the following shortcomings:

- Lace appearing on the wrong side of work;
- Motif embroidered on the wrong side of work.
- Seam allowance of plain seam showed on the right side of work;
- Teeth of zipper appeared on the right side of work.
- Teeth of zipper appeared on the wrong side of work;
- Teeth of zipper showed on right side of work.

(i) Labelling

Articles were to be neatly labelled using a piece of paper measuring about 6 cm x 4 cm bearing the names and index number of candidates. The label should be stitched unto only one layer of work.

Some candidates did well.

The following problems were however observed:

- Labelling with large labels;
- Holding labels in place with pins;
- Stitching labels through all layers of work making it difficult to mark work;
- The use of care labels to label work;

- Some candidates wrote only their names whilst others wrote only their index numbers;
- Some labels were attached to the envelopes instead of the articles.

(j) General Neatness

- Few candidates deliberately kept their working areas neat during and after the practical.
- Some articles were given a final pressing and neatly folded before being placed into their envelopes.
- Quite a significant number of articles were badly creased.



FOODS AND NUTRITION 2

1. GENERAL COMMENTS

The standard of the Foods and Nutrition Paper 2 was within the capability of the candidates. The questions were within the syllabus. The questions were clear and straightforward with no ambiguities.

Majority of the candidates understood the questions and answered appropriately. Consequently, the candidates' performance was averagely better than the previous year's.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates followed the instructions of the paper. Majority of them answered four questions as required.
- (2) Most candidates had legible handwriting; so, the answers could be read with ease.
- (3) There was improvement in the candidates' expressions and spellings as compared to previous years.
- (4) Majority of the candidates demonstrated their understanding of the questions by explaining where they needed to explain, stated where they were required to do so and outlined where they were to outline.
- (5) There were few cancellations and were neatly done.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Though candidates were to answer only four questions, a few of them answered more than four.
- (2) Some candidates had errors in spelling some words. For instance; some spelt **syrup** as 'cirob, cyrup, syrope, syrub, **squeeze** as 'suqaze, squeece, etc.
- (3) Candidates did not apply practical knowledge in answering questions.

4. SUGGESTED REMEDIES

- (1) Candidates should be encouraged to read instructions very well as they write the papers.
- (2) Teachers should note key words in each topic and let candidates have dictation on them so that they get used to the words.
- (3) They should be taught the right pronunciation of the words so that they will use that to spell correctly.
- (4) Candidates should develop the habit of reading and pay attention to the spelling of words as they read.
- (5) Teachers should guide students to apply practical knowledge in answering questions.

5. DETAILED COMMENTS

QUESTION 1

The table below shows a list of nutrient deficiency diseases. Complete the table by writing the main nutrient responsible for each deficiency and one food source of each nutrient.

Deficiency Diseases	Nutrient	Food source
(a) Rickets (b) Scurvy (c) Pellagra (d) Anaemia (e) goitre		

A very popular question which was well answered by most candidates except for Pellagra. Candidates were limited in their answers for the food sources.

Some candidates got the nutrient wrong and so automatically the sources were wrong. Others got the nutrient right but the food sources wrong.

Expected answers include:

Deficiency Diseases	Nutrient	Food source
(a) Rickets	Vitamin D Calcium	Margarine, fish products, butter, sardine, milk, cheese, soya drinks.
(b) Scurvy	Vitamin C/Ascorbic Acid	Oranges, kiwi, passion fruit, raspberry, mulberry
(c) Pellagra	Vitamin B/Niacin/Nicotonic acid	Yeast extract, tuna, kale broccoli, maize, fortified cereals mushroom, sweet potatoes, avocado pear.
(d) Anaemia	Iron/Vitamin B	Cocoa, watercress, corned beef, fortified cereals, fortified tofu, beetroot, snails, broccoli, brussel, sprout, red meat.
(e) Goitre	Iodine	Dairy products, onions, poultry, fish, seaweed, iodized salt.

QUESTION 2

(a) State one reason for each of the following culinary practices:

- (i) Using warm ingredients to make bread;**
- (ii) Washing leafy vegetables before shredding;**
- (iii) Thawing frozen foods before cooking;**
- (iv) Wiping the cooker while still warm.**

(b) Highlight three effects of cooking on each of the following food items:

- (i) Chicken;**
- (ii) Cassava.**

(a) The question was not a popular one with the candidates. Except for 2 (a)(i) and 2 (b) (ii), the rest of the questions were very poorly answered by the few candidates who attempted it.

The expected answers are:

- (i) Using warm ingredients to make bread.
 - to make the yeast in the dough to work better.
- (ii) Washing of leafy vegetables before shredding.
 - To minimize the loss/to minimize the leaching of nutrients/to conserve nutrients.
 - To get rid of dirt/to get rid of dust/to clean vegetables.
- (iii) Thawing frozen foods before cooking.
 - To allow heat to penetrate easily and evenly cook every part of the food
 - To avoid contamination *or* to avoid poisoning.
 - To avoid overcooking of the outer part.
 - To allow for easy penetration of seasoning and spices
 - For easy cutting in order to allow food to be evenly/thoroughly cooked.
- (iv) Wiping the cooker whilst still warm.
 - For the spill to be easily wiped off/for it to be easy to clean.
 - To avoid spills from sticking to the surface of the cooker.
 - To prevent staining the top of the cooker

(b) Effects of cooking on the following:

- (i) **Chicken**
 - The protein coagulates
 - The fat melts
 - Colour/appearance of the chicken changes

- The muscles fibres become tender/soft/the muscle fibre is softened.
- The chicken shrinks in size/the size of the chicken decreases.
- Extractives and flavours are released.
- Some vitamins and mineral salts are leached into the cooking medium
- The chicken becomes digestible
- The taste of the chicken is enhanced/improved.
- Further heating denatures the protein/the protein denature upon further heating

(ii) Cassava

- Toxic/poisonous substance is removed/cyanide is removed.
- The starch cooks and makes it easy to ingest.

QUESTION 3

(a) Mention the two classes of beverages.

(b) State four uses of beverages in the diet.

(c) In a sequential order, describe the preparation of a fruit drink.

- (a) A very popular question which was quite well answered by candidates. It was well answered.
- (b) Candidates gave varied answers for the uses of beverages in the diet. Few candidates listed their answers instead of writing statements.
- (c) Majority of candidates did not describe the preparation of the drink in a sequential order, therefore they lost marks. Most of the candidates refused to list the ingredients used.

Sequential description of drink preparation:

- Prepare syrup and allow to cool
- Wash the fruits thoroughly/thoroughly wash the fruits, blend/extract/squeeze and strain the juice.
- Add syrup to the juice and stir/mix
- Chill and serve.

QUESTION 4

- (a) State five rules that guide the preparation of leftover foods.**
- (b) Highlight three advantages of using leftover foods;**
- (c) State two reasons for preserving foods.**

A very popular question with the (b) and (c) parts of the question having varied correct answers. The (a) part was quite satisfactorily answered. Most candidates gave partial answers.

(a) Expected answers

- Leftover foods should be finely sliced/cut up or minced to facilitate easy penetration of heat.
- Additional ingredients such as vegetables must be cooked before adding to leftover foods.
- Sauce, stocks, soups and gravies may be added to leftovers where possible to replace lost moisture since they tend to be dry.
- Fruits and vegetables should be added to leftovers to improve the nutrient value.
- Leftovers should not be stored for long time/leftovers should be used up within 48 hours.

(b) Expected answers include:

- To create variety.
- To minimize wastage.
- To prevent food poisoning.
- Leftover foods should be heated and not re-cooked.

(c) Expected answers include:

- To keep food at its best quality
- To minimise pathogenic bacteria
- To have foods available all year round.

QUESTION 5

- (a) Explain three ways of collecting information of new recipes.**
- (b) Highlight four ways by which research can help encourage the use of local foodstuffs.**

(a) An unpopular question which was poorly answered by the few candidates who attempted the question.

Expected answers include:

Interview

Using a questionnaire as a guide, an interviewer/researcher conducts the interview to collect information orally/the interviewer asks the interviewee oral questions based on the questionnaire on a face-to-face setting.

Questionnaire

These are printed questions given to respondents/target audience/groups to answer in order to collect information on new recipes

The mass media

Printed materials, audio, visual, internets are sources through which an individual can collect information on new recipes.

(b) Expected answers include:

- Lesser-known foodstuffs are identified/discovered/uncovered.
- Lesser-known foodstuffs are encouraged for use/the use of lesser-known foodstuffs is encouraged.
- Different ways of preparing varieties of dishes are identified.
- It is used to solve problems associated with food related diseases.
- Underutilized foods become useful.
- It can serve as basis of critique for social realities.

QUESTION 6

(a) **State six effects of advertisement on the consumer.**

(b) **Outline four basic information found on food labels.**

A popular question which was quite satisfactorily answered by candidates.

Most candidates concentrated on the effects of advertisement to both the consumer and the manufacturer/producer.

(a) The effects include:

- It gives the consumer the facts and information about the products.
- It helps the consumer to make informed decision.
- The product may not be the quality advertised therefore the consumer may be disappointed.
- The consumer may spend so much buying advertised brands whereas other cheaper brands maybe available.
- To make the consumer aware of the existence of new and available goods and services.

(b) The answers to this question were varied.

They include:

- Instructions for use/method of preparation/how to use it/usage.
- List of ingredients/available ingredients.
- Amount of food by weight or volume/net weight.
- Expiry date/date of expiration.
- Price/cost of the food item.



FOODS AND NUTRITION 3

1. GENERAL COMMENTS

The questions were within the capabilities of candidates. The standard of the paper compares favourably with that of the previous years. Candidates' performance was above average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of candidates adhered to the rubrics.
- (2) Preparation before class/actual practical work was well done by most candidates.
- (3) Majority of candidates exhibited good time management.
- (4) Most preserves were well sealed and labelled.
- (5) Handling of table appointments and setting of the lunch table was well done by most candidates.
- (6) Table clothes were well laundered.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Interpretation of choices is still a challenge for most candidates. Majority of candidates still have a problem in the writing of the time plans.
- (2) Majority of candidates cooked for one person, service of meals, i.e., the main dish accompaniment and crockery meant for two, made the service quite unattractive.
- (3) Some candidates had no drip mat/under plate for the tumblers.
- (4) Choice of main meals and desserts were monotonous due to the perception that a person on a low density-calorie diet is an invalid.
- (5) Candidates' handling of fruits and vegetables was very poor.
- (6) Preparation of preserves with either salt or sugar was poorly done.
- (7) Some candidates used wrong tools for working e.g. stirring and dishing of cooked rice with a wooden spoon instead of the kitchen fork, stirring with either a tea/dessert spoon instead of the wooden spoon.

4. SUGGESTED REMEDIES

- (1) For candidates to develop competency and flair for the writing of assignment planning, teachers must teach this topic during the second semester of the 2nd year.
- (2) Proper handling of fresh fruits and vegetables must be emphasised both in the theory and practicals by teachers.
- (3) Teachers must stress on the practical aspect of preservation.
- (4) Teachers must endeavour to teach and exhaust every topic in the syllabus thoroughly.

5. DETAILED COMMENTS

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

- (a) **Prepare a two-course meal for her lunch;**
- (b) **Using sugar or salt, make a preserve;**
- (c) **Set the lunch table.**

CHOICE

For the main dishes, majority of candidates' chose varieties of the thickened light soup e.g. ayoyo soup/ebunuebu/kontomire soup/okro soup/pumpkin soup with either fresh/smoked/steamed/grilled fish.

Others prepared sauces, gravies and vegetable stews using fresh fish/smoked fish, lean beef, mutton and chicken with very little or no oil. Very few candidates prepared dishes using oily seeds and nuts. Most candidates selected variety of rice dishes as accompaniment, akple, banku, fufu, konkonte, tuo zaafi, etc.

Few candidates chose either boiled plantain or yam. Some candidates also prepared jollof rice with little or no oil. Others prepared mpotompoto.

DESSERTS

Majority of candidates prepared either fruit salad or fruit khebab. Very few selected varieties of fruit baskets, fruit slices, fruit boat/canoe, pineapple surprise.

PRESERVES

Variety of jams e.g., tomato, pawpaw, mango and pineapple jams were chosen by majority of candidates. Few prepared marmalades, jellies and fruits in syrup. Preserves in brine were selected by few candidates. Very few candidates who did not know the term 'preserve' chose salted fish and meat.

Very few candidates pickled vegetables.

INTERPRETATION/REASONS FOR CHOICE

Majority of candidates could not get the full marks for their reasons for choice of dishes e.g. for the accompaniment, they should have stated that it is an accompaniment with a reduced quantity for a mother on a low-calorie diet. Main dish – it is a suitable main dish low in calorie.

Some candidates were either writing on attractiveness and nutrient content. For the preserve, most candidates either mentioned the fruit or the chemical/preservative being used instead of writing e.g., 'pawpaw is being used with sugar as a preserve'.

ECONOMY

In the booklet for the theory, quantities of ingredients ordered by most candidates were too much but in practice most candidates prepared just enough for one or two people.

Candidates should be advised to cook for two people.

Economy in the use of matches and fuel is still poor.

Candidates are still ordering for 2 fingers of carrots instead of roots and onions two pods/roots instead of bulb.

Candidates are still not stating the sizes and types of food items e.g., fish – 1 medium fresh/smoked fish instead they wrote 1 fish. Candidates should be encouraged to serve for two in order to make service easier.

TIME PLAN

Generally, most candidates lacked the skill in writing out the time plan while some just copied time plans for a question they had written for a previous assignment and had no bearing with the question.

Others did not attempt the section on time plan.

The writeup on time plans was not sequentially written. The preparation of the “preserve” was stated without mentioning the initial process of sterilization of bottles.

Some prepared the desserts first. In some time plans, dishes were not removed from off the fire but were served.

Cleaning up was not done at intervals while others stood by a dish till it is done. In practice, majority of candidates were able to work systematically to finish the work within the given duration.

CLEANLINESS AND CLEARING AWAY

Generally, most working areas were crowded from start of work due to insufficient space. Most candidates systematically washed and cleared up at intervals while working.

For most candidates who had to fetch water for practical work, washing up water were not changed from the beginning till the end of the practicals.

Large receptacles should be bought and made available at the food laboratory for candidates to have enough water for the washing up.

While some candidates swept and mopped their working areas, others did not sweep but mopped. Most candidates did not clean their waste bins because they thought these should not be cleaned since they have been lined with polythene bags or bins liners. Few candidates washed their used kitchen cloths.

MANIPULATIVE SKILLS – MAIN DISHES

For most candidates who used fresh fish for the soups and stews, handling of this food item was a problem. Most of them were able to scale the fish but could not remove the gills. The other entrails were removed by either cutting a slit at the side or cutting the fish into two.

Most candidates who prepared soups using leafy green vegetables overcooked them. For stews, most vegetables were all cleaned in the same water irrespective of their cleanliness. These were then rinsed and cut up then left to stand.

Most candidates added the vegetables when sauces/stews were almost done thus giving them crunchy texture and enhanced colour.

Consistency of most stews, sauces, gravies and soups were good and tasty.

ACCOMPANIMENTS

Most rice dishes were well cooked and served, but most candidates still stir and dish out rice using the wooden spoon.

Moulded dish: Majority of candidates put the hot banku, akple, tuo zaafi, etc. in small polythene bags and served. Some had their uncooked garnishes inside or on top of the polythene or in the plate.

Most candidates did not clean either the yam or plantain before peeling and they also started cooking them in cold, instead of boiling water. Slices and sizes were most often not dainty. Most of the cooked dishes were put in clear polythene bags, tied and served on the plate.

GARNISHING

Garnishing of dishes were not well done. The garnishes used were most often not cooked and were not dainty. Most were also not well placed on the dishes.

Candidates did not consider the elements and principles of design taught in their theory class. Hot foods/dishes should not be put in clear polythene bags and served.

DESSERT

Fruit desserts were chosen by most candidates and the fruits were poorly handled. The same chopping boards which were used for cleaning fish and other raw ingredients and were not properly cleaned were used for the fruits. Most candidates did not have kitchen plates to use for the fruits so that the fruits juices can be used. Segmentation of oranges was poorly done.

Fruit for salads, khebabs, baskets, boats and surprises were cut in chunks and unattractively arranged using bare hands. In most cases, fruit juices for salads, baskets, surprises and boats were not enough.

Most candidates who prepared pineapple surprise had it wrong. For a surprise in order not to waste the fruit, the cut fruit could be arranged at the bottom of the scooped pineapple case or mixed with other fruits. The top part could be a mixture of different fruits or a fruit but not the pineapple so that when it is opened it is the 'surprise'.

PRESERVATION

Most candidates did not handle the practical aspect of the question well.

PRESERVATION IN SUGAR

Different types of jams were prepared e.g. tomato, mango, pineapple and pawpaw jam.

Few candidates prepared marmalade and fruits in syrup. Most candidates sterilized their bottle using dry heat/oven sterilisation. For the preparation of jam and marmalades, majority of candidates did not grease the pans for cooking and had the preserves sticking.

Few candidates warmed their sugar to prevent crystallization. Most candidates did well by pouring their preserves into their bottles instead of using the spoon to scoop into the bottles. Sealing and labelling were properly done by most candidates. Most labels were eye catching due to technology.

- Most jars were filled.
- Few had the preserves well set.
- Jams were well flavoured.
- Most preserves either did not set or caramelised due to wrong proportion of ingredients.

MARMALADS

400g Fruits	Lemon, grape. Additional acid from lemon/lime should be added to grape fruit oranges and tangerine for a proper gel to be formed.
900g Sugar	
115 mls Water	

JAM

800g fruits - e.g., pawpaw, pineapple, mango, guava

800g sugar

115 ml water

3 med. Size ginger

1 large size lime/lemon

Most fruits in syrup dish did not turn out right due to wrong proportion of sugar to water.

PRESERVATION IN BRINE

Most candidates who prepared preserves using this method did not do a good job. Quantity of salt for most preserves were wrong. Sterilization using the water bath method was poorly done. Some did not sterilize the bottles at all.

Vegetables were not packed tightly in the jars therefore they floated to the top when the brine was added. Most vegetables were not enough and fresh. Instead of blanching the vegetables, most candidates boiled them. Out of the few who blanched their vegetables, few remembered to pour cold water on it to stop the cooking.

The actual cooking to preserve the vegetables was not properly done. Majority had cloudy brine. Labelling and sealing were well done.

PREPARATION OF BRINE

- 25g. Salt
- 250 ml water

TABLE SETTING

Most candidates have improved their skills in table setting. Handling table appointments were good.

Table linen especially the table cloths were well laundered, and screen folded by most candidates.

There has been some improvement in floral arrangement. Most candidates had their desserts too far from the main meal. Most tumblers did not have drip mats or under plate.

GENERAL KNOWLEDGE IN ART 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The selection of the questions was done in a manner that cuts across almost all the disciplines of General Knowledge in Art and topics specifications of the syllabus.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Good knowledge of facts;
- (2) Orderly presentation of facts;
- (3) Orderly presentation of differences between contemporary and indigenous arts.
- (4) Good handwriting, very legible.
- (5) Neat work – it gave examiners much satisfaction.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Inadequate preparation for the paper.
- (2) Few candidates exhibited poor handwriting.
- (3) Points for answers were not stated before their explanation.
- (4) Bulleting is a bad way of stating points or facts in an examination.
- (5) Scripts were faintly scribbled.
- (6) Candidates wrote in the margins.

4. SUGGESTED REMEDIES

- (1) Candidates should learn their facts and revise them just before the exams.
- (2) The teaching of handwriting should be taken with much seriousness at all stages of basic school learning.
- (3) Candidates should be taught how to list points down, before their expansion starts. In this way, the candidate will not have to wait and think of what point to expand after writing on one. He will write with ease and no time will be wasted.
- (4) Candidates should learn to number their answers correctly, especially their points.
- (5) Candidates should write boldly with the proper pens that produce deep ink marks.
- (6) Candidates should be warned that the margins are for the examiners.

5. DETAILED COMMENTS

QUESTION 1

Explain the following terms:

- (a) Spectrum**
- (b) Monoprinting**
- (c) Prototype**
- (d) Choreography**
- (e) Relief**

- (a) Candidates gave many wrong explanations of the term e.g., “it is the colour of the circle of the colour wheel”. It should be noted that spectrum is a band of colours produced when a white light passes through a prism or droplets of water as in a rainbow.
- (b) Candidates mistook monoprinting for monochromatic printing and explained that monoprinting is printing with one colour or printing once which does not go further to specify that it does not allow production of multiple of original.
- (c) Some candidates stated that it is preliminary work. Preliminary work is too vague or broad a term to rely on for an explanation. It is really a preliminary or first version of model of a device or object from which other forms are developed or copied. It is also a working drawing.
- (d) Majority of the candidates wrote anything that came into their minds, one of which is “that choreography as a system of writing or lettering”. Choreography cannot be anything other than organization of footsteps in relation to movements of various parts of the body into a dance.
- (e) One might be tempted to believe that the words ‘flat surface’ seen by the candidates in one or two definitions of relief somewhere in a book has made them to think that the word relief means a print on paper or a flat surface. Rather, relief is a work of art in which forms project or rise from a flat surface.

QUESTION 2

- (a) Define digital art**
- (b) Explain five advantages of digital art**
- (c) Name three input devices of the computer**

(a) The lack of knowledge of what digital art is, was evident in the following answers:
Creating art works using digits: taking pictures with the digital camera. Encouraging definitions given by some confident candidates include:

- Creating, composing or producing art works using the computer and its accessories.

(b) Some candidates deviated from explaining the advantages of digital art to writing on the designing and production processes like editing, colour, appearance, beauty, etc.

The advantages stated by the candidates which they could be commended for included digital art:

- is environmentally friendly,
- is less expensive;
- saves time,
- saves materials;
- saves energy;
- saves space, etc.

These were, however, not explained, resulting in the loss of marks.

(c) Out of the many devices that the computer has (i.e., digital camera, scanner, keyboard, mouse, web camera, touch pad, joystick, modem, microphone, finger print reader, stylus pen, touch screen, etc.), only few of them were mentioned throughout.

The pen drive, the monitor and the printer among others, which occurred regularly in the candidates' answers, are not input devices of the computer.

QUESTION 3

Discuss ten differences between contemporary and indigenous arts

Majority of the candidates were able to identify the differences between the two arts and showed that excellence in a tabular form.

For other candidates, indigenous art was the same as cave, primitive or prehistoric art. Contemporary art was also regarded as the art that was imported into the country from Europe or elsewhere.

Some features could not be identified as similarities between the two arts. One such is carving. There could be some differences if the functional aspects are considered.

Some features of contemporary art are:

- Formal education;
- No observation of taboos;
- Award of certificates;
- Copyright laws;
- Artists are not respected and feared in their societies.

QUESTION 4

Explain five ways a successful hunt helped the caveman

Just because the candidates had a vast knowledge of sympathetic magic, they quickly jumped onto writing on it instead of indicating that the caveman's belief in sympathetic magic was rather enhanced or strengthened after a successful hunt.

Therefore, all other activities that the caveman was engaged in including the practice of the sympathetic magic before the killing of the animal (successful hunt) were outside the demand of the question.

Some of the valid points which were to be stated and explained were:

- The provision of meat for meal;
- The provision of fur and skins for clothing;
- The provision of animal fat for use as fuel in lamps
- The encouragement given to the caveman to make more realistic pictures.

QUESTION 5

(a) Who is an Ancestor?

(b) In four ways explain what are involved in ancestor veneration.

(a) Few candidates wrote that an ancestor is the one who created the world or heaven and earth and human beings and animals.

Others wrote about Egyptian mummies and Egyptian civilization. A whole lot of candidates gave the meaning of an ancestor as a dead person, their forefathers and prehistorian people. An ancestor is not a dead person but the spirit of the dead person.

An acceptable definition of ancestor could be:

The spirit of a matured adult who had lived an exemplary life and had naturally, peacefully died and not through curses, accidents or a contagious disease, etc.

(b) Many candidates only stated the points without explaining them.

Some of the ways to note are as follows:

- Ancestors are prayed or appealed to for rain, good harvest, long life, children, etc.
- Food and drinks are sacrificed to the ancestors;
- They are called for help through libation, drumming, songs, dances, etc.



GENERAL KNOWLEDGE IN ART 3A

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The questions were within the context of the syllabus.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates demonstrated a skilful knowledge in drawing and shading. They showed good shading techniques and good rendering of forms in subtle and powerful lines.
- (2) Accurate representation of buckets and scrubbing brushes as well as the fluffy part of the mop.
- (3) Light and shade as well as shadows were exhibited by candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most of the candidates failed to indicate shadows; even if indicated, they do not follow any source of light rays.
- (2) Lack of proper usage of perspective in relation to objects and the background.
- (3) Some candidates could not distinguish between the bucket and the washing powder. Their shadings could not bring out the form of the container of the powdered soap.
- (4) Lack of adequate preparation for the paper was also evident.
- (5) Drawing of human figures was also a problem for a lot of them.

4. SUGGESTED REMEDIES

- (1) Since 'practice makes a man perfect', candidates need to be doing a lot of practice and be supervised by their teachers.
- (2) They should take on a lot of exercises to equip them for this examination.
- (3) Imaginative composition is usually involved with figure drawing. Candidates must be encouraged by their teachers to be familiar with the drawing of human figures.

5. DETAILED COMMENTS

QUESTION 1

(a) **STILL LIFE DRAWING**

Make a composition on the following:

- (i) **One bucket;**
- (ii) **One scrubbing brush;**
- (iii) **One mop;**
- (iv) **One packet of powdered soap.**

The Marking Scheme used for the still life drawing was based on (a) tonal shading/tonal painting to bring out three dimensionality of objects -

- (i) one bucket
- (ii) one scrubbing brush
- (iii) one mop
- (iv) one pocket of powdered soap.

(b) **Perspective**

- (i) **illusion of depth, space, distance in relation to other objects, etc.**
 - (ii) **foreground and background**
 - (iii) **shadows effectively executed**
- (c) **Interpretation: effective use of light source to work**
- (d) **Suitability: Shading/Tonal painting.**

These were done with little accuracy and specification as related to the original/ideal objects set for the candidates. Likewise, the shading of these items above showing complete solidity.

Perspective

- (i) Effect of the artist viewing sitting position, i.e. from the left, right and in front.
- (ii) Distance between objects was problematic – were not accurately exhibited.
- (iii) Illusion of three dimensionality on the powdered soap container was woefully drawn and shaded.

Interpretation

By way of highlights, shades and shadows were attempted. Many candidates were able to draw and shade well but did not show or depict shadows of the objects.

QUESTION 1

(b) Imaginative composition

A school debate

Colour – full

Demand for this question is as follows:

(a) Craftsmanship

- (i) Linear drawing of human figures;
- (ii) Tonal sketch of the composition;
- (iii) Good proportion of figures, objects, etc.
- (iv) Postures of figures/Action/Gestures/Movement of figures.

(b) Perspective

- (i) Creation of depth/distance in relation to human beings and structures;
- (ii) Using colour to portray three dimensionality.

(c) Composition to depict the topic

Only few candidates attempted this question, but they did well by interpreting the topic or understanding of the question.

Candidates' application of perspective, creativity and suitability in the composition was very satisfactory.

Most candidates who attempted this question used colour. Most of them also depicted afternoon scene.

GENERAL KNOWLEDGE IN ART 3B

1. GENERAL COMMENTS

The standard of the paper was comparable to that of the previous years. Candidates were not restricted in the usage of the page in the case of both question 2 (Lettering/calligraphy) and question 3 (Design) respectively.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates who tackled this question proved mastery of handling calligraphic tools and materials showing good penmanship.
- (2) Most candidates succeeded in rendering the work in clear, bold and readable manner with average accuracy of letters and words.
- (3) Some candidates showed order and consistency in executing words.
- (4) Most candidates made perfect use of format showing good text arrangement formats with appropriate spacing of words/sentences, line and well balanced positive and negative space. Their border designs were also promising.
- (5) Some candidates combined lines, shapes that looked like real and expensive cloth.
- (6) The maturity of the given format by some candidates is worthy of emulation.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most of the candidates sprayed the paper with colour after writing the passage. Candidates gave much attention to the decorative effect instead of the lettering itself. This affected the legibility of letters and words.
- (2) Some candidates adopted the usage of computer-generated typefaces in rendering their work.
- (3) Candidates' concepts and knowledge on spacing (word, sentence, and line by line) were executed very poorly.
- (4) The use of felt pens and double pencil technique in writing calligraphic works and in some cases tracings of letters were virtually present. It means that students are still not grasping the concepts of calligraphy.
- (5) Spelling mistakes, letters like (a, y and t) were written wrongly and omissions of certain words were evident in candidates' words.
- (6) There were inconsistencies in writing due to improper handling of lettering tools.
- (7) Many candidates used photographic method (screen printing) to print directly on paper instead of creating and designing the motifs of selected school crest.
- (8) Some candidates used stencils to print the motifs on paper and most of the designs were without textures.
- (9) Candidates' knowledge on full drop and half drop method of registering motifs for printing were not properly executed.

- (10) Candidates' concept and knowledge on colour combination (analogous, contemporary, warm and cool colours) were very poor and this affected them immensely.

4. SUGGESTED REMEDIES

- (1) In calligraphy, decorating the background by spraying with colour should be done before the text is written.
- (2) Teachers must do well to teach students the appropriate angles of holding calligraphic pens (45° or 90°).
- (3) Students must be taught how to plan their works (idea development stages) enough before the actual day of sitting.
- (4) Students must be taught to create and design motifs instead of direct printing method.
- (5) Lessons on colour mixing and application should be intensified in our schools.
- (6) The use of texture especially in designing enhanced the beauty of the work therefore students must be exposed to various techniques in creating background effects.

5. DETAILED COMMENTS

QUESTION 2

Lettering/calligraphy

Render the following quotation in calligraphy:

'It Is In Your Hands To Create A Better World For All Who Live In It'

Nelson Mandela.

Dimension: 37 cm x 55 cm.

Give appropriate border design.

Many candidates attempted this question, but it was evident that candidates wrote the quotation hurriedly without proper planning. There were cases where paper margins were left out. A lot of omissions and additions were seen in candidates' works.

A few of the candidates rendered the entire work in upper case which was not the requirement of the question.

Those who understood the rubric of the question wrote the quote skilfully and beautifully. There was display of creative skills and good planning.

Candidates were expected to use appropriate lettering tools to write the extract skilfully by paying attention to accuracy and consistency in writing as well as legibility of words and letters. Quite a number of the candidates forgot to indicate the quotation marks and thereby making the statement raw.

Effective use of space, good layout, appropriate decoration and good finishing were some of the requirements of the question. Candidates were also expected to use their own ideas to make their works unique, but rather, most of them over decorated their backgrounds and the border designs making the entire extract uninteresting.

Background and border design would also enhance the beauty of the work.

QUESTION 3

Design

Use a school's crest to design a sample of fabric for her Fiftieth (50) Anniversary Celebration.

Use not more than three colours.

Dimension: 37 cm x 55 cm.

Few candidates attempted this question. A few of the candidates here combined the motifs of a school crest creatively and in an orderly manner. Many of these candidates could not satisfy the demands of the question. The unfortunate thing is that printed works were marked down.

Many candidates employed photographic method (screen printing) instead of taking the pains to design a school crest and 50th Anniversary. Many of them also lacked knowledge in colour mixing (analogous) and application making their works sketchy. Some candidates also adopted the use of oil paint that makes it difficult to separate the works.

Majority of the candidates omitted some components of the school crest, for instance, the date, motto, logo and the name of the school. Most of them also did not inscribe the anniversary at all.

Candidates were required to use tools and materials skilfully to design a sample of fabric for 50th Anniversary Celebration. Good application of colour and orderly arrangement of a school crest would be credit. Additional decoration such as textures would also make the piece attractive.

GRAPHIC DESIGN 2

1. GENERAL COMMENTS

The standard of the paper is comparable with that of the previous years. The paper was within the reach of candidates since the questions were based on topics in the teaching syllabus. All six questions set, covered wide range of topics. They were clear, and most were practical based.

Candidates' performance this year is significantly better than that of last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

The Chief Examiner enumerated the following strengths in the candidates' responses:

- (1) majority of the candidates were able to state the most suitable binding forms, as demanded by question 1(a);
- (2) candidates were able to describe systematically the processes involved in binding a receipt book and indicated the appropriate tools and materials needed;
- (3) most candidates were able to describe a poster and explain why it must be attractive they stressed on the need for a poster to be attractive, to draw viewers' attention to the message it carries;
- (4) candidates were able to identify information found on packages and explain their significance;
- (5) satisfactory illustrations (construction of font styles) were exhibited by candidates, especially with question 6;
- (6) some candidates demonstrated effective presentation of work: that is points were paragraphed, examples cited, and, in some cases, appropriate illustrations were added, especially with questions 1,2,4 and 6

3. SUMMARY OF CANDIDATES' WEAKNESSES

Below were some weaknesses observed in the scripts of candidates:

- (1) some candidates misconstrued forms of binding with binding styles. For instance, with question 1(a), single section/saddle stitch is for class register, but then some wrote half/full/quarter binding as the response;
- (2) although candidates described the processes involved in binding a receipt book, few failed to mention the tools and materials needed for binding. An example is '*After stitching, trim the book*';
- (3) some candidates misconstrued the demand '*why*' in question 3(b) (*Explain why a poster must be attractive*), to mean '*how*'. Hence these candidates deviated since they touched on elements which could make a poster attractive;
- (4) few candidates treated manufacturing and expiring date on packages as two different points, even though both must be considered together;

- (5) although candidates illustrated the font styles demanded in question 6 (a), some failed to label them. Also, few could not illustrate question 6 a) (iii), which required a calligraphy letter 'A'. Again, few candidates did not adhere to the rubrics of question 6 (a). Instead of using letter 'A' to illustrate the font styles demanded by the question, they chose their own letter and depicted the fonts;
- (6) some candidates presented sketchy responses to questions which demanded explanation and discussion.

4. SUGGESTED REMEDIES

- (1) The topics '*Methods of binding*' and '*Binding styles*' should be treated in such a way that students can easily differentiate between them. Teachers could therefore adopt hands-on learning approach when treating such topics.
- (2) Teachers should endeavour to take students through practical aspects of concepts such as 'Print making' and 'Lettering' and ensure that students are actively involved during these practical sessions. Also, the schools should have adequate tools/equipment and materials necessary for practical.
- (3) Teachers must emphasize the need for candidates to list tools and materials required in executing any practical based question(s).
- (4) Candidates should be advised to spend enough time to read and understand questions very well before answering them.
- (5) Items/questions for class exercises and terminal examinations should not be on recall (knowledge) only, but on the other domains (comprehension, analysis, application, etc);
- (6) Students must be taught how to answer questions which are prefix with 'explain', 'describe' and 'discuss'

5. DETAILED COMMENTS

QUESTION 1

(a) State the most suitable form of binding for each of the following:

- (i) **Paperback Books;**
- (ii) **Class Registers;**
- (iii) **Receipt Books;**
- (iv) **Notebook 3**

Some expected answers

- (i) Paperback Books – Perfect Binding
- (ii) Class Registers – Single Section/Saddle-stitched
- (iii) Receipt Books – Side-stitched
- (iv) Notebook 3 – Edition/Multi-section/Case

(b) Describe how a Receipt Book is bound.

Some expected answers

MATERIALS: Sheets of paper, staple pins/thread, glue, etc

TOOLS: Bodkin, ruler, pencil, staple machine, board clip, hammer, and artist cutter.

PROCESS

- Collate/arrange the sheets serially;
- Measure and cut two covers off thick paper/card;
- Put the collated sheets in-between the two covers;
- Hold the sheets and cover firm with board clips;
- Draw a line, lengthwise on the front cover; about 1 cm away from the spine and mark three points on the line;
- Staple the marked points on the line from the front to the back;
- Paste a strip of brown paper at the spine over the staple pins;
- Put the book between two pressing boards under a weight to dry;
- Trim to required size.

Majority of the candidates attempted question 1 and the scores were very encouraging. They were able to provide the most suitable binding forms for the items listed in question 1 (a) as indicated in the expected answers above.

Unfortunately, few candidates misconstrued ‘binding styles’ for ‘binding methods/forms.’ Hence, they had, **quarter binding, half binding, full binding** as their responses, instead of those indicated as the expected answers.

Question 1(b) was systematically presented by most candidates just that few of them mixed up the steps/processes. Also, few candidates failed to list tools and materials required for binding a receipt book. Candidates are to note that when a question is practical base and its demands for steps/process, they are required to either:

- List the tools and materials involved before starting the process. A typical example of such a presentation is the expected answer for question Q5 (b).

OR

- Incorporate the materials and tools in each stage of the process. For instance:
 - Measure with a ruler and use scissors/cutter to cut two covers of thick paper/card.
 - Hold the sheets and cover firm with board clips.
 - After stitching, a guillotine or a pair of scissors is used to trim the book to size, etc.

QUESTION 2

2. Explain the following terms as used in Graphic Design.

- (a) **Majuscules;**
- (b) **Spur;**
- (c) **Calligraphy;**
- (d) **Perspective;**
- (e) **Serigraphy.**

Some expected answers

- (a) **Majuscules**

Large lettering, either capital or uncial, in which all the letters are of the same height.

- (b) **Spur**

It is a short decorative projection found at the end of the stroke of a letter. Spur decorate letters, make letters achieve visual stability (balance) and make the letter look firm and complete.

- (c) **Calligraphy**

It is the design and execution of lettering with a broad tip instrument, brush, or other writing instruments. The art of beautiful or decorative handwriting or penmanship.

- (d) **Perspective**

The art of representing three-dimensional objects on a two-dimensional surface to give the right impression of their height, width, depth, and position in relation to each other. This is achieved by making nearer objects bigger and those in the distance smaller.

(e) **Serigraphy**

The method of producing printed images by forcing ink through a hand or photographically prepared stencil that is attached to screen fabric. Serigraphy is another name for screen printing.

Question 2 was attracted to most of the candidates and they were able to explain the terms correctly. A few were challenged with '*spur and serigraphy*'. They misconstrued '*serigraphy*' to be another form of '*lettering*' or '*font style*' and '*spur*' to '*serif*'. Candidates should note that a '*spur*' is not the same as a '*serif*'.

QUESTION 3

(a) Describe a poster.

Some expected answers

A poster is a publicly exhibited/displayed announcement or information to be understood at a glance. It is a written or printed notice usually meant to educate and inform people about products, events, service or responsibilities. The poster is large enough to be seen from a distance. It is often pasted/hanged on walls and places along streets where the public can easily see it.

b) Explain why a poster *must* be attractive.

Some expected answer s

Every poster has some information for the public; hence it needs to attract attention of the viewer (s) before giving him/her the message. If the attention is not drawn, the message may not be read.

c) Discuss *three* ways the Graphic Designer can make a poster attractive.

Some expected answers

(i) **Use of bright colours**

Bright colours draw attention and make the poster stand out. At least one primary colour may be used.

(ii) **Bold text**

This will help the poster to stand out. Use of sans serif letters such as Gothic must be considered in designing a poster. Bold letters can also be seen at a distance.

(iii) **Use of bold and interesting illustration(s)**

Interesting illustration(s) attract attention and when bold, it can be seen from afar.

(iv) **Interesting and captivating slogan**

Interesting slogan will capture the attention of the passers-by and they may read the message. Too much wording may not encourage the passers-by to pause and read.

Question 3 was popular and friendly to almost all the candidates. Therefore, the majority of them tackled it and attributed very satisfactory responses. However, few candidates gave scanty responses to question 3(a) which demanded for '*description of a poster*'. A candidate's response, for instance is '*A poster is a written or printed paper publicly displayed*'. A description of a sort fell short of the expectant answer to earn the maximum score allotted to that question.

To satisfy the full requirement of the question, candidates ought to have addressed issues about: *what a poster is; where it is normally found; and the purpose it serves.*

Again, some candidates could not answer question 3(b) - they deviated. Instead of '*why must a poster be attractive*' they approached it as '*how to make a poster attractive*'. As a result, the following wrong responses were listed:

- Use of bright colours
- Bold typefaces etc

Question 3(c) was well presented by most candidates: each point listed was explained and backed with examples. Meanwhile it was observed that few candidates provided short answers without explaining. For example:

- The text selected must be bold and legible;
- Use of interesting and bold illustration(s);
- Use of bright colours, etc.

All the above responses are valid but the demand of the question calls for explanation of point and buttressing them with examples as shown in the expected answers for question 3(c).

QUESTION 4

a) List *five* pieces of information found on a package.

Some expected answers

- Brand name;
- Ingredients;
- Content/Weight;
- Country of origin;
- Logo/Trade mark;
- Manufacturer(s);

- Bar code;
- Direction for use;
- Manufacturing/Expiry date, etc.

b) Discuss *one* reason for each of the information listed in 4(a) above.

Some expected answers

- **Brand name**
 - For easy identification;
 - Used for advertisement;
 - Helps to avoid imitation, etc.
- **Ingredients**
 - For health reasons;
 - Allergies,
 - Choice, etc.
- **Content/Weight**
 - Handling;
 - Choice;
 - Transportation, etc.
- **Country of origin**
 - Security;
 - Quality;
 - Advertisement, etc.
- **Logo/Trade mark**
 - To curb imitation;
 - For advertisement;
 - Gives security to consumers;
 - For easy identification;
 - For quality control, in the case of Ghana Standard Authority logo/
Food and Drug Authority etc.
- **Manufacturer(s);**
 - For advertisement;
 - To prevent imitation;
 - Gives security to consumers, etc

- **Bar code**
 - To give security to consumers;
 - To avoid imitation;
 - To ensure quality, etc.

- **Direction for use**
 - For easy usage;
 - Ensures user friendly, etc.

- **Manufacturing/Expiry date**
 - To prevent food poison/ for health reasons;
 - Prevents the sales of unwholesome products;
 - Help consumers get the most nutritional value from products, etc.

Question 4 was attempted by most of the candidates and the scores were satisfactory. The majority of the candidates were able to list the five-information found on packages. However, a few treated '*manufacturing date and expiry date*' as separate points.

QUESTION 5

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

Some expected answers

- One of the undesirable small holes that appears in the blocked area of a developed screen. They are best seen when the screen is viewed against light.
- A pinhole is a small hole found on screens because of dirt/dust on the screen after coating. Also, pinholes develop on screens when there are bubbles in the photosensitive solution coated on the screen prior to screen development.

(b) Enumerate *three* causes of pinholes.

Some expected answers

- (i) When screen is not properly cleaned before application of the photosensitive solution;
- (ii) Improperly mixed photosensitive solution;
- (iii) The presence of bubbles in the photosensitive solution;
- (iv) Slow and uneven application of photo emulsion;
- (v) When appropriate tools are not used to spread the photosensitive solution;
- (vi) When weak or expired sensitizer is used;
- (vii) Under-exposure of the screen;
- (viii) Over-washing of screen.

(c) Discuss how *each* of the causes enumerated in 5(b), can be prevented.

Some expected answers

- (i) Properly clean the screen to remove dust and dirt. Where necessary, degrease.
- (ii) Mix the photosensitive solution as directed by the manufacturer. Make enough solution to coat the screen. Mix thoroughly.
- (iii) Allow the solution to stand in a closed container for about an hour until all bubbles disappear.
- (iv) The coating trough should be pulled across the screen vertically and horizontally in one smooth movement
- (v) Use the appropriate tool (coating trough) to coat the screen.
- (vi) Check the expiry date of the chemicals and be sure that they are not expired leading to impotency of the chemicals.
- (vii) Try-test the potency of chemicals and determine the right exposure time.
- (viii) Avoid excessive washing of screen and use appropriate tools and materials for washing.

Only few candidates tackled this question and the general performance was unimpressive. Most of the candidates were not able to explain the term ‘pinhole’ as used in Graphic Design. As a result, they were not able to enumerate the causes of pinholes in screen and how to prevent them.

Question 5 is more of a practical based item than theory, so candidates who have had practical experience in screen printing understood the question and had remarkable scores than those who were taught only the theoretical aspect of screen printing.

A few deviated and described how to assemble and construct a screen for printing, instead of providing responses pertaining to ‘pinholes.’

QUESTION 6

(a) Using the letter “A”, illustrate the following type of font styles:

- (i) Roman;
- (ii) Gothic;
- (iii) Calligraphy.

Some expected answers



i) Roman



ii) Gothic



iii) Calligraphy

- b) For *each* of the font styles stated in 6(a) above, state *one* design product for which it would be *most* suitable.

Some expected answers

- i) **Roman**
 - Official documents;
 - Books, etc.

- ii) **Gothic**
 - Posters;
 - Billboards;
 - Vehicle number plates, etc.

- iii) **Calligraphy**
 - Certificates;
 - Citation;
 - Invitation cards;
 - Greeting cards, etc.

Majority of the candidates attempted question 6 and the scores for most candidates were encouraging. Most candidates were able to illustrate the letter 'A' in Roman, Gothic and Calligraphy just as they are displayed at the expected answer for question 6 (a).

It was observed that some candidates could not render the letter 'A' in calligraphy font style. This can be attributed to the appropriate writing tool (calligraphy pen / broad nip) which was not at their disposal. Also a few ignored the '*thick and thin strokes*' in Roman letters and *uniform thickness* in Gothic letters.

There were few candidates who illustrated the various font styles using the letter 'A', however they failed to identify each labelling. Unfortunately, few other candidates selected their own letter different from the letter 'A' specified by the demands of the question.

NB: It should be noted that for question 6 (a), it is expected that candidates must use straight edges to render the edges of the letters sharp and neat.

Question 6 (b) also posed a challenge to some of the candidates; therefore, they could not state the use of such font styles in Graphic Design.

JEWELLERY 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with the previous years' and was within the scope of the syllabus. The questions were well stated devoid of ambiguities.

However, performance of candidates showed no improvement over that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Some of the candidates exhibited good understanding of the questions, responded very well and scored very high marks.
- (2) Majority of candidates adhered to rubrics.
- (3) Cancellation of scripts/write ups was few and was carefully and neatly done.
- (4) Handwriting was legible.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates were unable to answer questions that required reasoning.
- (2) Candidates' grammatical expressions were poor.
- (3) There were a lot of spelling mistakes.
- (4) Some candidates drew a lot of sketches/diagrams even though it was not the demand of the questions.
- (5) Some candidates hurriedly answered all the six questions.
- (6) The minimal use of technical terms in the write ups remained the same.
- (7) Deviation was rampantly noted.
- (8) Some candidates found it difficult to explain the terms and concepts in jewellery.
- (9) Diction was a major challenge to most of the candidates.

4. SUGGESTED REMEDIES

- (1) Teachers and authorities should endeavour to furnish the school library with the requisite jewellery books and invite resource persons to teach the students.
- (2) Candidates should read English Literature Books, the Dailies and more story books to broaden their vocabulary base and to improve upon the diction.
- (3) Candidates should desist from dominantly drawing/sketching to answer a question whilst it had not been the demand.
- (4) Candidates should remain calm during examination period and to read instructions very well before answering the right number of questions as stated or instructed.
- (5) Candidates should use about 3 minutes to get settled down before starting to answer the questions.

5. DETAILED COMMENTS

QUESTION 1

(a) **Explain Sustainable Development**

(b) **State and explain four ways of sustaining the jewellery industry in Ghana**

(a) This question was popular to the candidates and it was in two parts.

Expected answers:

These are support, rules and certain practices which are put in place by the government to maintain industries.

Or

Responsible use of economic resources without causing depletion and pollution to the environment.

Or

Economic development that is conducted without depletion of natural resources and polluting the environment, etc.

(b) Candidates were expected to write the following:

- Availability of raw materials: The government should assist local jewellery industries through policies and regulations.
- Availability and accessibility to loans: Government should make it possible for the local industry to access loans without much difficulty.
- The jewellery industry should be regulated through the establishment of assaying and hallmarking, etc.

Most of the candidates who answered this question did not answer them well. They mistook 1 (b) for location of industry and business plan.

Even though candidates understood the question, most of them were carried away and so performance in this question was poor/abysmal.

QUESTION 2

Describe how to decorate a jewellery item by the engraving technique.

This question was popular and required the candidates to give vivid description of engraving technique in jewellery. However, candidates lacked in-depth technical know how of the process. Therefore, performance was just average.

Expected answers:

Learners/candidates were expected to list the necessary tools and materials for engraving.

For example,

Tools: Gravers/burin, pitch bowl, blowtorch, etc.

Materials: Shellac, rouge, Tripoli, metal sheet, etc.

Process:

- Make preliminary design
- Cut metal sheet to specification and sand it smooth
- Transfer design onto support, etc.

Most of the candidates who answered question 2 did not do well to present their work in systematic order, for example

- Cut piece of metal
- Pickle it
- Make preliminary design.

This process as written above is not systematic and that presentation was wrong. Even though candidates who attempted it lacked the requisite skills to deliver the points to the fullest demands of the question, performance was average.

Candidates who attempted the question could have stated systematically as warm shellac in a pitch bowl; embed/fix metal firmly; hold the graver at angle 45° on the scribed line, etc.

QUESTION 3

- (a) Define the term alloy in jewellery and give one example.**
- (b) List two precious metals.**
- (c) Explain five reasons for alloying metals.**

(a) This question was in three parts. Most candidates who attempted it responded correctly as, 'An alloy is fusion of two or more metals' e.g. brass. Performance was very good.

(b) The candidates were asked to list two precious metals. However, most of them mistook/listed diamond as a noble/precious metal. It is rather a precious stone.

On the whole, performance in this question was very good and most of the candidates were scored high marks. Some of the precious metals are as follows: Gold, silver, platinum, palladium, etc.

(c) Candidates' performance in this question was good. They managed to give the correct answers as stated and explained below:

- For improving its ductility: This describes the property of a metal which can be stretched cold without breaking. A metal is alloyed so that when it is forged cold or drawn it will not break.
- Alters or improves its colour: A metal is alloyed to alter its colour. For example, copper is added to gold according to a certain proportion/percentage to change its yellowish colour to red-gold, etc.

Performance in this question was good and encouraging. The question was, therefore, popular and favourable to the candidates.

QUESTION 4

(a) Explain the term appreciation in jewellery

(b) Describe how the following criteria are used in appreciating jewellery products:

- (i) Identification;**
- (ii) Inventory;**
- (iii) Technical qualities;**
- (iv) Interpretation.**

(a) The question was in two parts- (a) and (b). The first part tested candidates' knowledge on the term appreciation. A few candidates stated that appreciation in jewellery is a term indicating a full awareness of all the good qualities in what we see, read and hear. It is an appraisal of work of art without passing judgement.

(b) Most candidates were able to describe the criteria very well. For example, under identification, they talked about the artist's name; type of work; title of work; size and material used.

Performance was excellent and both questions were popular to the candidates.

QUESTION 5

Describe how to fabricate beads using a sheet of brass

This question was testing candidates' knowledge on metal beads fabrication using brass sheet.

Majority of the candidates attempted this question. However, they were carried away because they mistook 'sheet of brass' for paper. As a result, they wrote on paper beads fabrication which was a complete deviation.

Performance of the candidates was therefore very poor.

Expected answers

Below is the systematic order of fabricating brass metal beads:

Tools	Materials
Punch, doming block, charcoal board, awl, milling machine, emery paper, etc.	Sheet of brass, rough, Tripoli, silver solder, sulphuric acid, etc.

Process

- Make preliminary design
- Look for a sheet of brass
- Sand it smooth, etc.

Performance in this question was poor and disappointing.

QUESTION 6

- (a) **Identify three items that can be produced from bamboo.**
- (b) **Mention four techniques used in decorating and finishing bamboo jewellery.**
- (c) **State four advantages and disadvantages each of using bamboo as a jewellery material.**

This question was answered by most candidates and it was very popular to them.

- (a) Candidates managed to list jewellery products such as bracelet, anklet, waist beads, necklace, earring, bangle, hair slide, and epaulette, which were correct. However, others deviated by listing bamboo whistle, tooth picks, chairs and bamboo house.
- (b) This question was also popular to candidates and gave answers as plaiting, lacquering, spraying, scorching/pyrography, smoking, stippling, texturing, dyeing, glazing, marbling, incising. A few of them also gave wrong answers as embossing, etching, repousse and chasing which scored them no points.

- (c) Most of the candidates who attempted this sub-question gave correct responses as follows:

Advantages	Disadvantages
<ul style="list-style-type: none">• It has a natural hole/hollow in them	It cannot last long
<ul style="list-style-type: none">• Smaller bamboo tubes can be fabricated into beads without drilling	It has poor resistance to fungi.
<ul style="list-style-type: none">• Bamboo jewellery is light in weight	Bamboo jewellery has low/no intrinsic value

The general performance for this question was encouraging.



LEATHERWORK 2

1. GENERAL COMMENTS

The standard of the paper is comparable with that of the previous years. Questions were distributed over the various topics of the syllabus.

There was a slight improvement in candidates' performance as compared to last year.

2. SUMMARY OF CANDIDATES' STRENGTHS

The Chief examiner observed the following strengths in candidates' responses:

- (1) Quite a number of candidates conveyed their ideas with clear and good sentences with relevant examples to buttress their facts;
- (2) Majority of the candidates were able to define the term '*pelt*' as used in leatherwork;
- (3) The effects of patenting and embossing to the surface appearance of leather were well answered by most candidates';
- (4) Most candidates were able to state the similarities and differences between leather and leatherette; embossing and carving; burnishing and lacquering; and split leather and skiver.

3. SUMMARY OF CANDIDATES' WEAKNESSES

The following were weaknesses identified in the candidates' scripts:

- (1) A few candidates could not define '*pelt*' as demanded by question 1(a).
- (2) Candidates had challenges in explaining how improper treatment of pelt can affect the finished leather products.
- (3) Question 2, which seeks for political importance of leather and skins in the indigenous Ghanaian society, was poorly answered by candidates.
- (4) Majority of the candidates defined when they were supposed to have described processes or operations involved in 'eyeletting', 'rivetting' and 'handle fixing'.
- (5) Candidates were unable to explain why direct and indirect risks can lead to the collapse of a business.
- (6) Few candidates could not explain the term 'fittings and dehairing' as demanded by question 6 (b & c).

4. SUGGESTED REMEDIES

- (1) Tutors/Candidates should seek for clarification of '*term(s)*' from relevant sources of materials pertaining to leatherwork when they are in doubt. For instance, textbooks, syllabus, internet, magazines etc could be consulted.
- (2) Tutors should set questions for class work, mid-term and mock exams to be tailored to application of concepts, rather than recalling of facts/concepts.

- (3) Tutors should not hesitate, in inviting resource persons to help teach topics related to entrepreneurship and taking candidates on excursions to educative sites. These moves would enhance teaching-learning of concepts.
- (4) Teaching and learning of Leatherwork should be more practicable. Candidates could easily answer question 3, if they have had hands-on-learning in fixing eyelets, rivets and handles.
- (5) Candidates should be advised to spend enough time to read and understand questions very well before answering them.

5. DETAILED COMMENTS

QUESTION 1

a) **Define the term *pelt* as used in Leatherwork.**

SOME EXPECTED ANSWERS

- A collective term for *skins and hides* in their raw state. Pelts got from larger animals like cattle, buffalo are called *hides*, and those got from smaller animals like goat, sheep, deer, alligator, pig, fish are the ones we call *skins*. Those obtained from very small animals like hares, rabbits, rats, frogs, etc are called *kips*.
- **Pelt is an undressed or unfinished skin or hide of an animal with its fur or hair still on.** Usually, animal skins or hides that are unfinished are called pelts.
- Pelt is a general term given to the outer covering of an animal after it has been removed from a slaughtered animal.

b) **Explain *two* ways by which improper treatment of pelts can affect a finished leather product.**

SOME EXPECTED ANSWERS

- (i) Stained – tanning agents and dyes can cause stains.
- (ii) Mouldy/mildew – improper drying/preservation can cause moulds/mildew.
- (iii) Scent/pungent smell – improper curing and fleshing can cause skins or pelts to smell.
- (iv) Uneven shape – improper pegging or drying can make pelts have uneven shape.
- (v) Brittle/Hard and stiff – improper washing of chemicals/drying can cause pelts to be brittle/hard/stiff.
- (vi) Discolouration – tanning agents, dyes and oils can cause discolouration of pelts.
- (vii) Cuts and scars – during fleshing and unhairing, care should be taken to avoid cuts.

(viii) Short life-span – during pre-tanning process, different chemicals are introduced into the pelt, and if washing, pickling and bating are not done well, the re-actions of these chemicals affect the life-span of the pelt and leather

c) In *two* points each, how do the following surface treatments improve the appearance of leather?

i) Patenting

ii) Embossing

SOME EXPECTED ANSWERS

i) PATENTING

- Seals surface pores;
- Very shinny, glossy/bright;
- Beautiful – it brings out the aesthetic qualities in the leather
- Very smooth surface.

ii) EMBOSSING

- Textured surface – it helps to create designs which decorate the leather surface;
- Patterned surface;
- Relief surface – gives three-dimensional effect to the leather;
- Beautiful – it appeals to the senses, eg sight and touch;
- It can be used to create simulated surfaces.

Question 1 was a popular question; hence majority of the candidates attempted it. Their responses were very satisfactory; therefore, they scored the entire marks allotted to the question. However, a few had a challenge with question 1 (a), which demanded the definition of a “*pelt*”.

It was observed that some of the candidates misconstrued “*pelt*” to be “*leather*”. This can be confirmed from the following definition they gave to *pelt*:

i) “Pelt is leather which has been tanned for the production of articles or artefacts.”

ii) “Pelt is the raw leather that has been frayed from a slaughtered animal.”

iii) “Pelt refers to the raw skin or hide which has gone through a chemical process known as tanning.”

It should be noted that these definitions quoted by candidates are incorrect because a *pelt* still has the hair/fur on the skin/hide and it has not gone through tanning yet. Therefore, referring to “*pelt*” as “*leather*” is inappropriate.

Also, although some candidates indicated the effects of improper treatment of pelts to the finished leather products, they failed to include in their responses what attributes to such effects. This can be deduced from these responses to question 1 (b):

- i) **“When a pelt is not properly treated it affects the finished leather product by decaying.”**
- ii) **“By causing bacterial attack to the leather product.”**
- iii) **“The leather product could smell bad when kept for a period of time.”**

From the responses above, it can be realized that the candidates failed to address *what* would cause the leather to ‘decay’, ‘smell bad’ and ‘have bacterial attack’. This prevented such candidates from scoring the full marks allocated to question 1(b).

QUESTION 2

In five points, discuss the political value of leather and skins in the indigenous Ghanaian society.

SOME EXPECTED ANSWERS

- **The power of the chief/king:** In some areas of the Northern parts of Ghana, the type of skin a chief sit on during enskinment determines his power of authority among or over other chiefs;
- **Leather and skins are used to produce umbrellas for our chiefs:** In the production of umbrellas, the size of the umbrella and even the number of umbrellas used for a chief determines his power. This means that, the size of the umbrella for a paramount chief will be bigger than that of a sub-chief.
- **Leather Wall Hangings:** Leather is used as wall hangings behind chiefs when they sit in state, hence this serves as a decoration piece, for status and bravery;
- **Use of Talisman and Insignia:** Talisman and insignia are embedded in smocks to protect the wearer and this is worn by royals;
- **The use of palanquins:** Most chiefs in Ghana use palanquins when they are enstooled and on special occasions like festivals. These palanquins are made of wood and covered with leather and skins. This easily helps to identify the king/chief among the others in a gathering;
- **Body adornment items:** Headband/Crowns, bangles, wristband, pendants, etc are worn by chiefs, queens, and royals to show their position and also to decorate them during occasions like festivals, funerals, etc.

The demands of question 2 are about the importance/role of leather in chieftaincy or kingship in the indigenous Ghanaian society. Unfortunately, most candidates did not understand the question from that point, hence associated their responses to

Contemporary Political set-up/the Pre-historic era. They therefore could not answer the question as expected and denied themselves from getting encouraging scores.

However, few candidates were able to state some political values of leather but could not link them to chieftaincy.

Examples of such responses are stated below:

- ✓ The use of drums;
- ✓ The use of palanquins;
- ✓ The use of chief's umbrellas;
- ✓ Native sandals, bangles, crowns, beads, etc for chiefs and queens.

It was observed that candidates' performance for question 2 was below average.

QUESTION 3

Describe the following operations in Leatherwork:

- a. **Eyeletting;**
- b. **Rivetting;**
- c. **Handle fixing.**

SOME EXPECTED ANSWERS

a) Eyeletting

- Lay out the proper size of hole for the eyelet on the leather;
- Mark-out and punch the marked area to create a hole;
- Insert the eyelet in the punched hole;
- Place the eyelet on a hard surface/ an anvil of the setter;
- Hold the eyelet setter over the eyelet in a vertical position;
- Strike the setter with a mallet – the eyelet is set/ press the handle to set.

b) Rivetting

- Select the correct size of the rivet post;
- Mark-out and punch the marked area with an appropriate tool, eg. revolving punch to create a hole on the leather;
- Insert the post through the layers of the leather pieces to be rivetted;
- Place the post and the leather pieces on a hard surface;
- Place the cap on the post;
- Hit the cap with a mallet until the closure is completed – the rivet is set.

c) Handle fixing

A handle is any part of a leather article that helps in carrying and moving the article. The following outlines the processes involved in fixing a handle to a leather article:

- Select/Produce the handle appropriate for the size and weight of the article;
- Determine the position convenient for carrying/plan a layout or where to fix the handle;
- Mark the position(s) and create holes to fix in rivets to hold in place/ create holes for thonging;
- Use mallet to fix the rivets to hold the handle place permanently/use a thong to sew on it to fix it permanently.

With this question, candidates were required to give a step-by-step process/procedure in fixing eyelets, rivets and handles on leather products. The question was most popular since majority of the candidates answered it.

Unfortunately, almost all those who attempted this question defined these findings (eyelet, rivets and handle), stated what they are used for, and their importance on a leather product. Candidates failed to understand that the question is about operations that are performed in fixing such findings (eyelets, rivets and handle) onto leather products.

Candidates' performance for question 2 was also not encouraging, because they failed to meet the demands of the question.

NB: Tutors should handle this aspect of leatherwork in such a way that candidates can easily substantiate eyelets, rivets and handles (which are findings) from eyeletting, rivetting and handle fixing (these are operations in fixing findings such as eyelet, rivet and handle onto leather products).

QUESTION 4

- a) Identify two types of risk a leather worker can face in his business.

SOME EXPECTED ANSWERS

- i. Direct risks
- ii. Indirect risks

- b) Explain in *three* points each, why the *two* types of risks identified in 4 (a) can lead to the collapse of the leather worker's business.

SOME EXPECTED ANSWERS

i. Direct risks

This is a type of risk that directly affects the enterprise bringing all activities to a stop; they are controlled by internal factors in a business venture. The following are some examples of direct risks:

- **Theft/larceny:** This is where workers or outsiders steal from the business. If the entrepreneur is not vigilant in his supervisory role, this can lead to the collapse of the business.
- **Fire:** A fire outbreak can collapse a business unexpectedly and this most of the time occurs as a result of faulty electrical connections and appliances. This happens when unqualified electrician is employed to do wiring of cables or when weak/faulty wires are not replaced or when inferior cables or switches/appliances are used.
- **Misuse of capital and profit through irresponsible expenses:** This happens when the leather worker decides to use the business capital for personal expenses instead of reinvesting into the business for further production.

ii. Indirect risks

- **Lack of sales due to:**
 - ✓ *low quality products:* This happens when the quality of products does not meet the standard of the customers;
 - ✓ *low quality materials:* This can affect one's output and the quality of the end product (leather article).
 - ✓ *faulty equipment/tools used:* This affects productivity
 - ✓ *wrong business location:* When the location of the business is far away from the target group/customers
- **Currency inflation:** This is an economic process which prices increase so that money becomes less valuable. This affects businesses where there is the need to buy new raw materials.
 - **Introduction of new taxes:** Introduction of new taxes by the Government can slowly collapse a business if the entrepreneur (leather worker) does not have contingency plan for them.
 - **Changes in labour laws:** This can affect the success of a business if the leather worker has more workers and is not abreast with these changes.

Question 4 was attracted by many candidates'; however, their performance was below average. The two types of risks as demanded by question 4 (a) were correctly stated by most of the candidates.

However, a few of them wrote at least two of these wrong answers for question 4 (a):

- ✓ **Financial problems;**
- ✓ **Lack of raw materials;**
- ✓ **Inadequate capital;**
- ✓ **Lack of work personnel;**
- ✓ **Improper wiring of the shop;**
- ✓ **Taking of loan as a start up capital, etc**

It was observed that most had a challenge with question 4 (b), where candidates were expected to explain why the risks identified in question 4 (a) could lead to the collapse of a business. One can confidently conclude that once responses for question 4 (a) are wrong; it would be translated into responses for question 4 (b). And that was exactly what happened to most candidates who attempted this question. Such candidates deviated and that made them scored below average.

Examples of some wrong answers were:

- ✓ **Flooding;**
- ✓ **Ghanaians do not go into leather business;**
- ✓ **Lack of capital;**
- ✓ **Workers attitude to work/Laziness, etc.**

It should be noted however that, few candidates got question 4 (b) correct: points were well spelt-out and expatiated with examples cited to buttress each point. Also, there were few candidates who stated their points correctly but failed to explain them.

QUESTION 5

State the *main* similarity and difference between the following pairs:

- a. **Leather and leatherette;**
- b. **Embossing and carving;**
- c. **Burnishing and lacquering;**
- d. **Split leather and skiver.**

SOME EXPECTED ANSWERS

S/N		SAMILARITY	DIFFERENCE
1	Leather and Leatherette	Both leather and leatherette are used in the production of leather items/articles.	Leather is produced from the outer covering of animals, while leatherette is produced from synthetic materials (cellulose)
2	Embossing and Carving	They are both techniques which involves casing and gives three-dimensional(relief) appearance to the surface of leather	Embossing is done to raise a portion of a design on the leather surface through hand tooling process or using interchangeable embossing wheel, whilst Carving is under cutting of designs on thick leather to give a raised or sunken effect.
3	Burnishing and Lacquering	Both make the surface of a leather durable and glossy	Burnishing involves the use of hard and smooth object to rub on a surface. On the other hand, lacquering involves the use of liquid (lacquer) substance to coat the grain side of a leather to achieve a glossy finish.
4	Split Leather and Skiver	Both are leathers separated into layers of sheets	Split leather is the under portion of a hide or skin that has been split into two or more thicknesses which can be finished or embossed to simulate a full grain, whilst skiver is a grain side split of a skin or hide split of a skin or hide which can be used for linings and bookbinding.

Majority of the candidates attempted this question and most of them scored the full marks allocated to it. Similarities and differences for each pair were well established just as indicated in the expected answers above for question 5.

A few candidates cited these incorrect responses

- ✓ “Burnishing is done by using glass bottle and lacquering is done by using solution.”
- ✓ “Split leather is obtained by using splitting knife and a skiver is done by using skiving knife.”

✓ “Embossing is made in leather and carving is done on wood”

QUESTION 6

Explain the following processes:

- a. Thonging;**
- b. Dehairing;**
- c. Fittings;**
- d. Tanning;**
- e. Finishing.**

SOME EXPECTED ANSWERS

a) Thonging

- This is an assembling process which involves the use of strips of leather of various thicknesses, colour and length to sew through already punched holes or slits in various decorative styles like running thonging, crisscross thonging, button hold thonging, etc.
- It is a decorative technique used to sew or cover edges of leather articles both as decoration and permanent joining.

b) De-hairing

- This is the removal of hairs from the surface of the leather from the grain side. It is done by both chemical and mechanical means.
- This is the removal of or detaching of hair/fur from the pelt after liming. After the pelt is taken through liming and loosening the hair roots of the fur, the pelt is taken to a machine which scrapes the fur from the pelt. The pelt could also be put on a wooden beam/scraping board and the scraping knife is used to scrape off the fur.

c) Fittings

- Fittings are used to protect and decorate leather products/articles. Fittings for leather products are offered in many various designs. They are usually made in gold or silver colour and decorated with different ornaments.
- Fixing of fittings. Is the process of decorating, joining, protecting and fastening parts of leather articles together. It is done using fittings such as grommets, rivets, cowries, etc.

d) Tanning

- It is the process of preparing or processing skins/hides into leather using tannic acid. This makes the leather durable and more susceptible to decomposition. Tanning can be performed with vegetable or mineral method.

- Tanning is described as the chemical process of treating animal skins and hides to convert them into leather, suitable for a wide variety of end application regardless of which method of tanning is employed. The purpose is to make the leather more resistant to heat and moisture, less susceptible to putrefaction, impeccable, tough yet flexible.

e) ***Finishing***

- Finishing is the final treatment given to leather and leather products for enhancement. It involves waxing, polishing, burnishing, trimming, lacquering, etc. The term finishing is applied in the leather industries to help enhance the properties and the appearance of the final piece of the leather.
- Finishing is used in the leather industry to describe a whole series of processes and operators which improves the properties and appearance of the leather. Finishing includes: waxing, burnishing, lacquering, trimming, etc.

Most of the candidates were familiar with these leatherwork terminologies hence, majority were attracted to the question. It was observed that candidates' performance for question 6 was spectacular. Majority scored the full marks allotted for the question.

However, some candidates could not explain the term "*fittings*" and a few also had difficulty in explaining "*dehairing*".

MANAGEMENT IN LIVING 2

1. GENERAL COMMENTS

The paper compares favourably with that of the previous year.

Questions were clear and simple and within the scope of the syllabus.

Performance of candidates was below average.

2. SUMMARY OF CANDIDATES' STRENGTHS

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

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spellings and grammatical errors.

Examples:

- **Baby** spelt body
- **Breast milk** spelt burst milk
- **Breech Birth** spelt Bleach birth

- (2) Presentation of answers to questions was not orderly done.
- (3) Wrong numbering of answers.

4. SUGGESTED REMEDIES

- (1) Candidates should read more to enhance their vocabulary and spelling.
- (2) Candidates are advised to present their answers in an orderly manner.
- (3) Candidates are advised to read over their work in order to check and correct the numbering of the questions.

5. DETAILED COMMENTS

QUESTION 1

- (a) **Explain five importance of studying Management in Living as a course.**
- (b) **List five Management in Living related careers available to a Senior High School graduate.**
- (c) **Identify any five Management in Living related careers that require additional training.**
- (d) **State five points to consider when choosing a carrier.**

Almost all the candidates answered this question. Candidates' performance was average.

- (a) Importance of studying management in living as a course was poorly answered by most candidates.

Some wrong answers given include:

- Candidates wrote on the scope and the characteristics of management.
- Management helps individuals to plan balanced meals.
- Management helps individuals to know what to do at the right time.

Correct answers expected are:

- It helps individuals to use resources wisely to achieve goals.
- It provides bases for further job opportunities.
- It contributes to the understanding of issues that affect families and family living.

(b) Candidates did poorly in writing management related careers available to a Senior High School graduate. Some provided the following wrong answers:

- Banker
- Police Officer
- Doctor
- Manager
- Nursing

Correct answers expected are:

- Child care giving / baby sitting
- Interior designing
- Entrepreneur
- Laundry services
- Clerks

(c) Most candidates were able to state management in living related careers that require additional training.

Some correct answers include:

- Teaching
- Extension service
- Credit advisor
- Journalism
- Interior decorator

(a) Most candidates were able to give the correct answers which include:

- One's interest and attitude
- The type of job

- Work schedule and income
- Advertising and product promotion

QUESTION 2

- (a) State the relationship between each of the following pairs of words:**
- values and goals;**
 - needs and values;**
 - values and standards;**
 - events and management**
- (b) Define resources.**
- (c) Explain the usefulness of the following characteristics of resources in management:**
- Resources are limited;**
 - Resources are scarce;**
 - Resources can be managed;**
 - Resources can be exchanged.**
- (d) i) Explain evaluation in management.**
- ii) State five reasons why evaluation is important in management.**

- (a) Candidates who attempted this question performed poorly, they could not state the relationship between the pairs of words provided.

Majority of the candidates only defined the pairs of words:

Example: - Values and Goals

Values are those things we cherish.

Goals are the targets we set.

Correct expected answers are:

- Goals are set based on our values without values we would have no goals. Values help in setting goals.
- Needs and values: Values help us to decide how our needs are to be met. Values help to identify goals.
- Values are needed to help set the standard for goal attainment. Standards are set based on values.
- Events require immediate action, so they motivate us to manage when they occur.

To be able to meet events when they occur, there is the need for careful management.

- (b)** Almost all the candidates were able to define resources.

- (c) Most candidates were not able to explain the usefulness of the characteristics of the resources provided.

Some wrong answers given include:

- (i) Resources are limited: This means resources are not available at all.
- (ii) It is to make transfer in the form of donation and taxes easily.

Correct expected answers are:

- (i) The supply of resources varies in quantity and quality, so they must be used judiciously. This means resources cannot be stretched beyond a certain point so must be used judiciously.
- (ii) It is difficult to get.
It is not there at all
This means that resources are not readily available all the time. They must be used well when they are available.
- (iii) Some of the wrong answers given includes:
 - It will not get finish easily

Correct expected answer is:

- All resources can be managed to improve the quality of life of the family. How effectively one uses resources counts in management.

Some of the wrong answers given include:

- It can be exported from one country to another.
- It can be changed for another.
- It can be stored or interchanged for next generation.

Correct expected answers are:

One resource can be exchanged for another resource. This makes it possible for the family to enjoy resources they do not have.

- (d) i) Most candidates were not able to explain evaluation in management.

Some wrong answers given include:

- Keeping plan in action.
- Implementing plans into action.

Correct expected answer is:

- It is the last stage of management process which involves looking back or assessing to determine how far set goals have been achieved.

ii) Importance of evaluation in management was poorly answered.

Wrong answers given include:

- It provides skills for next activities.
- It indicates thinking level of the homemaker.

Correct expected answers are:

- It gives information for future decision.
- It improves future planning and implementation.
- It determines how far goals set have been achieved.
- It helps to improve the use of certain resources in future.

QUESTION 3

(a) State five benefits of antenatal care.

(b) i) Describe the three stages of labour.

ii) Explain two complications in childbirth.

(c) State four common reasons why mothers may bottle feed their babies

(d) State six guidelines for providing clothing for babies.

(a) Almost all candidates answered this question. Majority had 3 (a), 3(b) (ii) and 3(c) correct.

Almost all candidates were able to state the benefits of antenatal care.

(b) i) Most candidates described the stages in pregnancy and others also wrote how pregnancy occur.

Some wrong answers given are:

- First trimester, second trimester and third trimester.
- Fertilization, implantation etc.

Correct expected answers:

- First stage of labour:
This is the period within which labour starts to the time cervix dilates fully.

- Second stage of labour:
Contraction is more frequent
It lasts until the baby is born.

- Third stage of labour:

Expulsion of the placenta

Most candidates were able to explain complications in childbirth.

Some correct answers given include:

- Breech Birth: Some babies come with legs, buttocks or hands instead of their head.
- Retention of placenta: Sometimes the afterbirth / placenta fails to come out. This needs to be corrected by the doctor.

c) Almost all candidates who answered this question were able to state common reasons why mothers may bottle feed their babies.

Some correct answers given include:

- Mothers may be working full time.
- When the mother cannot produce enough milk.
- Death of the mother.

d) Guidelines for providing clothing for babies were poorly stated.

Some wrong answers given include:

- Size of the baby.
- The sex of the baby.
- Money available.

Correct expected answers are:

- Seams of baby's clothing should be flat.
- Cloths should be attractive.
- They should be room for growth.
- Babies should not be overdressed or underdressed.
- Fabric should be soft so that it does not irritate the baby's delicate skin.

QUESTION 4

a) Define advertisement and give one example.

b) Explain five strategies that can be used to influence consumers to buy goods and services.

c) i) Explain the three forms of advertisement.

ii) Describe in three ways how advertisement influences consumers.

(a) Most candidates were able to define advertisement but did not give the examples and some also gave wrong examples such as Milo, Asamoah Gyan, Nana Ama Mcbrown.

Some correct expected answers include:

- television
- posters
- radio
- billboards

(b) Most candidates were not able to explain strategies used to influence consumers to buy goods and services.

Some wrong answers given include:

- good packaging
- labeling
- good relationship between seller and consumer

Correct expected answers are:

- Using testimonials: use of significant individual to testify about goods and services.
- Promotion: A set of activities which communicate the product to induce customers to buy.
- Free items: offering the items or services to customers who purchase their items.

(c) (i) Most candidates were able to state the forms of advertisement but could not explain.

Some wrong explanation given includes:

Informative advertisement: Going to the information centre.

Image advertisement: Drawing pictures on the package.

Persuasive advertisement: Asking people to purchase goods and services.

(ii) Most candidates were not able to describe ways through which advertisement influence consumers.

Some wrong answers include:

- By organizing the items in order.
- To reduce the praise.

Some correct expected answers include:

- It puts people in debt by buying items they cannot afford.
- It encourages impulse buying, or it makes people buy items they have not planned for.
- Consumers are educated in the uses of goods through demonstration.
- It gives potential buyers information about available price and other characteristics of goods and services.

QUESTION 5

- (a) (i) **Explain fuel as used in the home.**
(ii) **Mention three main types of fuel used in the home and give one example of each type.**
- (b) **State five precautionary measures that should be taken when using kerosene appliances in the home.**
- (c) (i) **Describe four ways a gas cooker can be used safely in the home.**
(ii) **Describe two ways a gas cooker can be used efficiently in the home.**

This was one of the popular questions but 5b, 5ci and 5cii were poorly answered.

(ai) Most candidates were able to explain fuel as used in the home.

Example: fuel is any material or substance that is used for processing heat and power by burning.

(ii) Almost all candidates were able to state the main types of fuel used in the home and their examples.

Correct answers given include:

- solid fuel e.g., Firewood, sawdust
- oil or liquid fuel e.g., Kerosene
- gas fuel e.g. Liquefied petroleum gas

(b) Most candidates were not able to state the precautionary measures that should be taken when using kerosene appliances in the home.

Some wrong answers given include:

- Wear gloves and nose mask when using kerosene.
- Take it away from kitchen.

Some correct expected answers are:

- Keep kerosene out of reach of children.
- Label bottles with kerosene before storage.
- Do not store kerosene in the kitchen or near open fire.

(ci) A few candidates were able to describe ways the gas cooker can be used safely in the home, but others were unable to do so.

Some wrong answers given include:

- Disconnect the rope after using the gas.
- On the gas before lighting the match.

Some correct expected answers are:

- Do not light a match when you smell gas.
- Check the gas cylinder and hose to ensure that they are not leaking.
- Always switch off knobs and regulator.
- Ensure regulator fits well to prevent escape of gas.

(ii) Describing ways, a gas cooker can be used effectively in the home was poorly answered.

Some wrong answers given include:

- Cooker must be sprayed to make it new again.
- It saves time.
- Do not use it always.
- Use small burner when cooking small food.

Some correct expected answers include:

- Lower flame as soon as food boils so that the food does not burn.
- The cooker and the burner should always be clean to ensure free flow of air which is necessary for complete burning of the gas which is indicated by the blue flame.

QUESTION 6

- (a) In what four ways does planning help the homemaker in managing the home.**
- (b) Explain four reasons why organization of everyday activities of the family is important.**
- (c) Describe four situations in which a home maker can be mentally tired.**
- (d) State five causes of physical fatigue in the home.**

(a) Candidates who answered this question performed poorly. Most candidates were not able to state the ways that planning helps the home maker in management.

Some wrong answers given include:

- Planning helps the homemaker to adjust resources available.
- It saves time and energy.

Some correct expected answers are:

- Identify and allocate resources.
- It helps to assign responsibility.
- Organize or sequence activities.

(b) Most candidates were not able to explain the reasons why organization of everyday activities is important.

Some wrong answers given include:

- It brings families together.
- It promotes peace.
- It prevents conflict in the home.

Some expected correct answers include:

- It brings satisfaction.
- It prevents waste of resources.
- It encourages division of labour in the family.

(c) Situations in which home maker can be mentally tired was poorly answered.

Some of the wrong answers were:

- Financial problem.
- When the home maker thinks too much.
- Being tired.

Some correct expected answers are:

- Learning a new task.

- Concentrating on a particular job for a long time.
- Using a tool for the first time.

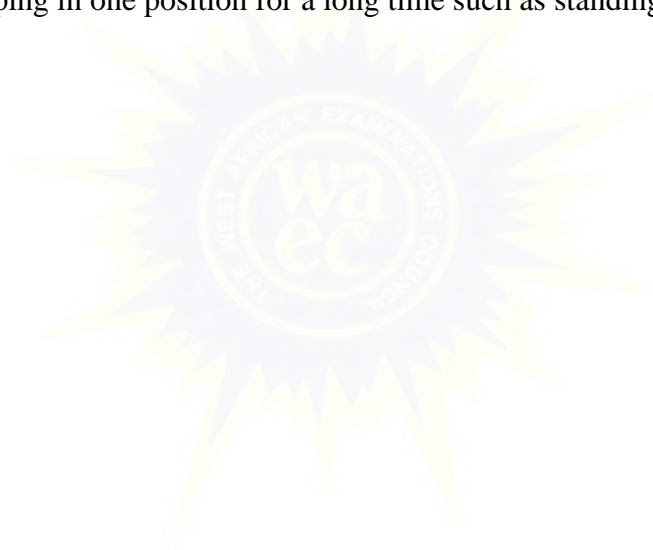
(d) Most candidates were able to state causes of physical fatigue in the home, but a few were not.

Some wrong answers given include:

- Laziness
- Tiredness – alcohol taken

Some correct expected answers are:

- When sick or hungry when working.
- Engaging in heavy physical activity such as digging.
- Long period of working at a task such as weeding in the garden.
- Keeping in one position for a long time such as standing or stooping to wash.



MANAGEMENT IN LIVING 3

1. GENERAL COMMENTS

The average performance was below that of last year. The questions were standard and at the level of the candidates. All the questions were practical oriented and covered everyday occurrences.

However, performance of most candidates was below average. Candidates' performance compared with those of previous years is low.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates followed the instructions given on the question paper and answer booklet.
- (2) Some handwritings were legible.
- (3) Cancellations were neatly done. Most candidates answered the required number of questions.
- (4) Some of the candidates presented their answers in an orderly manner which is commendable. Questions that demanded sequential presentation were done by some candidates.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor spelling
- (2) Poor construction of sentences
- (3) In some cases, handwriting was bad and could not be easily read.
- (4) Some candidates could not form sentences correctly.
- (5) Some of the sentences were unintelligible.
- (6) There was also a problem of incorrect use of some of the technical terms in Management in Living, e.g., instead of saying 'bath the baby, they wrote 'wash the baby'.
- (7) The construction of good sentences and grammatical expression was poor.
- (8) Some candidates answered more than five questions.
- (9) There were few cases of not numbering the questions well, some also answered the same question on different pages or two questions on one page.

4. SUGGESTED REMEDIES

- (1) Teachers should avoid teaching in the local language.
- (2) The technical terms in all topics should be emphasized and students made to master them and their spellings.
- (3) Parents should show more interest in the performance of their children and help them when they can.

- (4) Senior High School Coordinators should be more proactive and encourage teachers to teach the students well emphasizing the practical aspect of management in Living.
- (5) Teachers should organize more practical lessons for the students.
- (6) Qualified teachers should be allowed to teach the subject.

5. DETAILED COMMENTS

QUESTION 1

- (a) **Define immunization**
- (b) **State three reasons why children should be immunized.**
- (c) **List three childhood killer diseases.**

(a) Most candidates could not answer this question well due to few technicalities. Expected expressions like immune, administration of vaccine, etc. were absent. The spelling of **vaccine** was poor like vasline, vacin, etc. Some candidates wrote that 'immunization is the introduction of milk'.

- (b) Some expected answers include:
- Protect them against infectious diseases and their effects.
 - Prevent serious complications of a disease from occurring.
 - Reduce infant mortality.
 - Protect future generations, etc.

This question was well answered by candidates. Variety of correct answers were given.

(c) Except for wrong spellings, this question was answered very well, but the candidates restricted themselves to whooping cough, measles, meningitis, diphtheria, tuberculosis, tetanus, poliomyelitis. The spelling of these words was very poor.

For example:

- **Polio** for polo, polomenigis
- **Tetanus** for titanno
- **Tuberculosis** for tubaclosis.

Some candidates also listed deficiencies of nutrients as answers, e.g. kwashiorkor, marasmus. They also had malaria and diarrhoea as some of the answers.

QUESTION 2

Systematically state eight procedures for bathing a baby.

This question was answered by only few candidates and those who answered it had very low marks because they could not follow the procedure well or they did not show instruction for bathing a baby.

Some just listed things needed for the baby like towels, baby oil, babies dress, soap, etc. Others also listed what to do to get ready for bathing the baby. For example, close all windows to prevent drought;

- Put a duster on the floor;
- Prepare babies cot, etc.

A few however got some of the procedures correct.

Expected responses:

Procedure for bathing the baby:

- Prepare the bath water and it should not be too hot or cold.
- Wrap baby warmly in his towel and place the baby on your lap.
- Clean baby's face with soft clean cloth without soap.
- Wash baby's hair and scalp with a clean cloth and soap and dry.
- Take off the diapers wash over the baby's body gently using a little soap on the wash cloth.
- Rinse the baby's body carefully with warm water, using clean cloth and dry.
- Apply oil or baby lotion.
- Dress baby up quickly, brush or comb baby's hair and wrap in a shawl.

QUESTION 3

- (a) State three practices that can lead to poor sanitation in a community**
- (b) State three ways solid waste should be appropriately disposed of by households.**
- (c) State two ways the family can maintain the gutter in and around the house.**

(a) Some candidates did not understand the question well. The two key words – poor sanitation and community were not taken into consideration when answering the question.

Candidates were expected to give answers like

- Throwing solid waste into gutters to choke them.
- Dumping waste anywhere
- Keeping surroundings weedy;

- Urinating or defecating anywhere in the community;
- Throwing waste into water bodies, etc.

Wrong answers include:

- Deforestation;
- Land degradation;
- Illegal mining;
- Poor fishing;
- Bush burning.

(b) Candidates were expected to be specific with their answers

e.g.

- leaves, papers, etc. Should be burnt.
- Bottles, cans should be buried.
- Plastics could be sent to the place where they can be recycled.

Some candidates just wrote burying, burning, recycling, etc. which made them lose marks.

(c) Answers expected include:

- Remove all solids from liquid waste before throwing into the gutter.
- Thoroughly clean the gutter weekly;
- Daily sweep the gutter;
- Disilt gutters regularly;
- Solid waste should not be poured into the gutter.

Some of their wrong answers are:

- Remove the choked gutter;
- Wash the gutter;
- Do not pour water into the gutter.

QUESTION 4

State four ways in which each of the following can be used efficiently in the home:

(a) Refrigerator;

(b) Gas cooker.

(a) Refrigerator

Candidates could not differentiate, uses, safety and efficiency. Instead of stating efficiencies such as:

- Keep refrigerator clean;
- Defrost when necessary;

- Do not put hot food in the refrigerator.

The candidates wrote answers on benefits, uses and safe use of the equipment. E.g. refrigerator:

- It is used to preserve food;
- It promotes bulk buying;
- Do not put pure water in it;
- It prevents enzymes getting into food.

(b) Gas cooker

- It saves time and energy;
- It serves as a labour-saving device;
- It provides fuel for cooking;
- Light matches before turning on the gas;
- Keep extra gas in the home;
- Keep cooker away from children.

QUESTION 5

- (a) **Identify three community resources that are used by the family to achieve healthy lifestyle goals.**
- (b) **Suggest five ways by which time and energy can be saved when performing task in the home.**

(a) Candidates answered this question as though it asked for any type of community resource. The question specifically asked for those related to healthy lifestyle goals.

Expected answers include:

- Hospitals/clinics
- Gymnasiums
- Parks and gardens;
- Markets/shops
- Pharmacy shops;
- Public taps, etc.

Some answers given include:

- Water;
- Electricity;
- Banks;
- Roads;
- Inheritance.

These do not help with healthy lifestyles goals.

(b) Candidates did very well in answering this question. They gave varied answers including:

- Omit unnecessary task.
- Know the task and how to perform it;
- Plan the order in which you work;
- Put rhythm in your work by arranging task sequentially;
- Use labour saving devices;
- Work in a well lit and ventilated environment;
- Do not procrastinate, etc.

Some candidates however wrote the following wrong answers:

- Plan your time;
- You cannot do more than one thing at a time;
- Store equipment at appropriate places, etc.

QUESTION 6

(a) State two ways of preventing stuffiness in a bedroom

(b) Describe the daily cleaning of a bedroom in six sentences.

(a) Expected answers are:

- Dirty clothing should be stored outside the room.
- There should be enough windows and doors to ensure good ventilation;
- Rooms should not be overcrowded;
- There should be good lighting;
- There should not be wet things like towels and sponge in the room;
- Use fans and dehumidifiers, etc.

Candidates gave good ventilation as a possible answer but at the same time they gave open doors and windows as the second answer.

This question was however fairly answered.

(b) This question was popular, but candidates did not write the process systematically. They also confused daily cleaning and occasional cleaning, or weekly cleaning so answers like scrub the floor, mop the floor, was curtains, were given.

Expected answers are:

Daily cleaning of the bedroom:

- Draw back curtains.

- Open windows to let in air.
- Strip bed or roll mat off the floor.
- Sweep the floor.
- Dust furniture.
- Make the bed, shake and beat pillows.



PICTURE MAKING 2

1. GENERAL COMMENTS

The standard of the paper compares favourably with that of the previous years. The paper conforms to the requirements of the WASSCE Syllabus. The questions were straightforward and within the reach of candidates.

Most of the questions were based on practicals and candidates were required to apply what they had learnt in their practical lessons to answer. The general performance of candidates was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Majority of the candidates showed maturity in their choice of questions and a few were able to explain their answers in detail.
- (2) Some candidates expressed themselves well in simple language which made reading easy and interesting.
- (3) Some of the candidates presented their answers in an orderly coherent manner to demonstrate that they adequately prepared for the paper.
- (4) Some candidates exhibited very good illustrations for question five (5) to depict the principle of size and tones.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Poor expression of the English Language; some candidates could not express themselves well to bring out the meaning of what they wanted to say.
- (2) Some candidates could not spell simple words and terms for example, **missed** for mixed, **smudging** for smudgeing, etc.
- (3) Lack of understanding of the questions affected some candidates. For example, in question five, few candidates provided answers with no bearing on the principle used to show depth in perspective.
- (4) Several candidates could not explain the terms related to the subject.
- (5) A few candidates answered more questions than the four (4) required.
- (6) Some candidates failed to write the number of the question they were answering.

4. SUGGESTED REMEDIES

- (1) Teachers should correct candidates' grammatical errors and spelling as they mark their written exercises. They should also explain words and terms in picture making to their students.
- (2) Candidates should read the questions carefully to understand what the question is demanding before they answer.
- (3) Teachers must teach both the theory and practical processes involved in the subject.

- (4) Candidates should always remember to write the number of the question they intend to answer.
- (5) Teachers should spend time to teach certain terminologies in the subject.

5. DETAILED COMMENTS

QUESTION 1

- (a) **Identify the materials used in the preparation of the following painting media:**
- (i) **Encaustic paint;**
 - (ii) **Pastel;**
 - (iii) **Poster colour;**
 - (iv) **Tempera colour;**
 - (v) **Watercolour.**
- (b) **Identify three health hazards in a painting studio.**
- (c) **State a solution each to any two of the hazards identified in 1 (b).**

- (a) This was a popular question for candidates. Majority of them performed above average but a few candidates found it difficult to identify the materials for encaustic paint, pastel and tempera colour. For example, some candidates; gave wrong answers such as materials for encaustic paint is ‘kerosine’, ‘resin’, etc. Pastel – ‘water, methyl, cellulose, cellulose, etc. Temper – water, soluble binder, etc.

Expected answers

- Encaustic paint: Materials are pigment mixed with beewax in molten state.
- Pastel: Pigment mixed with gum tragacanth or gum Arabic.
- Poster colour: Pigment mixed with gum Arabic. It is mixed with a little white pigment or chalk to make it opaque.
- Tempera colour: Pigment mixed with egg-yolk.
- Watercolour: Pigment mixed with gum Arabic obtained from acacia tree with additive like glycerine or ox-gall.

- (b) In question (b) candidates identified the hazards but a few of them were in difficulty, because their answers were not related to the hazards in a painting studio.

Expected answers:

Inhaling toxic materials/substances, slippery floors, fire guts due to flammable substances, eating toxic food, cuts and burns, etc.

- (c) The solutions given by some of the candidates were not related to the hazards they stated.

Expected answers:

- Cover all bottles to avoid inhaling of toxic chemicals.
- The studio should be tidied after work.
- Wash hands well before eating.
- Put off all electrical gadgets after use.

QUESTION 2

- (a) Explain drawing as a technique.**
(b) State four uses of drawing.
(c) Identify four shading techniques in drawing.

(a) This was one of the most popular questions for candidates. Majority of the candidates scored high marks.

However, some candidates could not explain drawing as a technique and wrote some incorrect answers. For example, ‘drawing is the act of making form’ ‘drawing is the art of recording an implement on a surface’, etc.

Expected answers:

Drawing is a process of representing objects, scenes, ideas, etc. on a two-dimensional surface by the use of lines, marks and shading with a tool such as pencil, pen crayon, charcoal, etc.

(b) In the (b) part, few candidates emphasised the economic aspect of drawing which did not attract any marks eg. Drawing is used for ‘income, for money, to earn a living, etc.

Expected answers for the uses of drawing:

- To express ideas or personal feelings;
- For communication i.e. without using words;
- For decoration;
- For illustration;
- For education;
- Preparatory studies for developing ideas, etc.

(c) Some candidates identified pointillism as a shading technique. However, it should be noted that pointillism is a painting technique and stippling is a shading technique.

Candidates’ performance in this question was above average.

Expected answers for shading techniques are:

- Stippling;
- Hatching;
- Cross-hatching;
- Smudging mass;
- Contour;
- Silhouette.

QUESTION 3

Discuss in detail, five steps involved in the execution of a mural for a School Assembly Hall using powder colour.

This was another popular question for candidates, but some of them wasted time on the required tools and materials needed for the work and their preparation which the question did not ask for and lost some marks.

A few of them failed to present their points or steps in an orderly manner. Candidates should take note that what is expected from them in a question like this is the orderly presentation of points/answers. Candidates' performance was above average.

Required answers:

- Sketches are made based on the theme and the best one developed;
- The wall/surface is prepared by scraping, scrubbing with water to remove greases, filling cracks with filler or plastic, etc. and allowing it to dry;
- The surface is primed with a mixture of glue and emulsion/primer;
- The final sketch or design is transferred onto the wall by the use of a grid technique;
- Mix powder colour with PVA glue for permanency.
- Paint is applied at the appropriate areas using the design on paper as a guide;
- The work is finished matt.

QUESTION 4

(a) State the functions of the following items to the artist:

- (i) Portfolio;**
- (ii) Easel;**
- (iii) Palette;**
- (iv) Clippers;**
- (v) Palette knife.**

(b) State five simple ways in caring for and maintaining a palette knife.

This question was one of the most popular questions. Majority of the candidates' performance was above average, only a few did not do well.

- (a) A few candidates did not know the functions of easel, palette knife and clippers. Some stated that, 'the function of an easel is to serve as a support', it is not a support but holds a support in place/position.

They also said clippers is used 'to hold a drawing board' but clippers is used for cutting and trimming.

Expected answers:

- Portfolio: Is a device used for carrying drawings, paintings, etc. It also refers to a collection of artists works.
 - Easel: A wooden/metal/plastic structure which holds support in position. Some have compartments for pencils, brushes and paints.
 - Palette: A container, board or any surface in or on which an artist mixes colour.
 - Clippers: Are used for picking paint, mixing colours and painting.
- (b) In the 4 (b) part few candidates repeated the same answers severally and lost some marks.

Expected answers:

- Scrape unused or hardened paint on the palette knife;
- Rinse palette knife under warm water;
- Rub any stuck paint with sponge and soap;
- Clean with thinner or turpentine and oil the metal part;
- Keep palette knife in tools box/container, etc.

QUESTION 5

- (a) **Explain the term abstract painting.**
- (b) **Describe how a picture is created to express an illusion of depth using the principle of:**
- (i) **size;**
 - (ii) **tones.**
- (c) **Illustrate the concept in 5 (b) with simple sketches.**
- (a) This question was unpopular. The performance of the candidates was also abysmal. Some candidates could not explain abstract painting, the explanation they gave had no bearing with an abstract painting.

Required answers:

Abstract painting does not attempt to represent an accurate depiction of a visual reality, but instead uses shapes, colours, forms and marks to achieve its effect.

(b) Majority of the candidates did not relate their answers to the illusion of depth as in perspective.

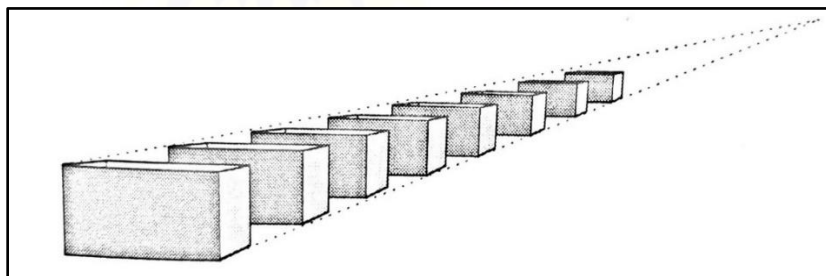
Example of candidates' answers were:

- Size: deals with prospective and proportion of artworks, length and depth, 'drawing the bigger or smaller objects', etc.
- Tones: 'concentration based on light, middle and dark surfaces, and smoothness', etc.

Required answers:

- Size: Deals with lines and forms. Objects appear smaller as the distance between them and the observer increases, while those closer appear bigger. Objects and spaces decrease in size away from the viewer towards the vanishing point.
- Tones: Also known as atmospheric, deals with changes in colour and in shades of objects, as the objects recede from the viewer. Due to the density of the atmosphere, the colour and shades of objects become paler and cooler as they recede into distance. In a picture, colour and shades near the foreground are brilliant, intense and distinct.

ILLUSTRATION



i) **SIZE**



ii) **TONE**

- (c) Majority of candidates could not illustrate size and tones. Candidates' performance in this question was below average.

QUESTION 6

- (a) **Describe how a completed acrylic painting is mounted and framed.**
(b) **State one other finishing technique for a picture.**

- (a) This question was not popular. Candidates were expected to describe the processes involved in mounting a picture before framing. However, majority of the candidates woefully failed to deliver the processes expected.

Majority of the candidates rather described the steps in executing an acrylic painting, neglecting the mounting and framing aspect and concluded that the work should be framed. Candidates should learn the processes of mounting and framing pictures.

- (b) Most candidates were able to state the finishing technique. Candidate's performance in this question was abysmal.

Expected answers:

- Measure and cut a stiff/hard card larger than the picture frame;
- Apply glue to the edges or corners on the back of the picture;
- Fix the picture on the stiff/hard card;

Or

- Measure and cut a window smaller than the picture, from paper/cardboard.
- Apply glue to the edges of the picture;
- The picture is attached to the card;
- The mounted picture is held between a sheet of glass and a backing board and placed in a wooden frame;
- The picture is held in position with bent nails fixed to the back of the frame;
- A string is attached loosely at the back of the frame.

Finishing techniques for a picture are:

- Lamination;
- Varnishing;
- Lacquering.

SCULPTURE 2

1. GENERAL COMMENTS

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

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Generally, most candidates demonstrated very good understanding of the questions and answered them well.
- (2) Some candidates wrote legibly and neatly which facilitated reading and scoring.
- (3) A sizable number of candidates demonstrated good drawing skills of the tools which is commendable.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Most answers that needed **explanation** or **description** were either **listed** or **stated** by some candidates.
- (2) Some candidates wrote in the **margins** that have been reserved for **scoring** and also answered **more than one question** on a **page**.
- (3) Some candidates answered more questions, instead of the **stipulated four**, whilst others also failed to number questions they answered.
- (4) A few candidates also forgot to write **same question numbers** where parts of the answers were continued on a **different page**.
- (5) Some candidates could not draw some tools correctly.
- (6) Some of the candidates also failed to **cancel the rough work** done on pages in the answer booklet.

4. SUGGESTED REMEDIES

- (1) Candidates should be taught how to answer questions. For example, words such as; **'describe'** and **'explain'** which are used to construct items should be explained to candidates.
- (2) Candidates should be made to understand the need to follow examination regulations.
- (3) Candidates should be taken through the rudiments of answering questions especially starting a new question on fresh page and writing the corresponding question number.
- (4) Teachers should lay emphasis on drawing of tools and equipment.
- (5) Candidates are advised not to rush in answering the questions. They should take their time to assess the demands of each question before they answer.

5. DETAILED COMMENTS

QUESTION 1

- (a) **Explain construction in sculpture**
(b) **Describe four bonding techniques used in construction.**
(c) **State four benefits of construction to the society.**

(a) This question was answered by most candidates but some of them could not explain construction in sculpture properly.

- Some candidates mistook assemblage for construction.
- In construction, **some** or **all** of the found objects are **altered**.

Expected answer

In construction, found objects like metal scraps, wood offcuts and plastics etc. are used. These materials are deliberately fashioned out or cut to achieve a desired form or shape. Bonding techniques which include welding, nailing, soldering etc., are used to hold the materials to form a sculpture.

(b) Some of the candidates who answered this part could not spell the bonding techniques correctly. For example, **tying** as **typing**; **welding** as **wedding**, **weldering** and **wedging**; **riveting** as **reverting**, **revelting**, **reuting**, **reveting**.

Some of the candidates listed the bonding techniques but failed to describe them.

Expected answer

In riveting, two metals are cut, and a hole is perforated through them with an appropriate tool like the drill machine. A rivet is inserted into a riveter, then inserted into the predrilled holes of the two metals to be joined.

The handle of the riveter is squeezed to bring out the inner pin causing the rivet to flatten on the back side of the work.

(c) This part was well answered by the candidates.

Expected answers

Some of the benefits of construction in the society are:

- To beautify the environment;
- For therapeutic purposes;
- Economic benefit for the sculptor as a source of employment.

QUESTION 2

- (a) Describe five steps in the preparation of Papier Mâché by the wet method.
(b) Describe how to build a figure in-the-round with Papier Mâché using dry method

Candidates who attempted (2a) performed well.

In (2b), some candidates wrote the wet method instead of the dry method required which implies they were not familiar with the dry method.

Expected answer

The dry method:

- Select the tools and materials needed:

Tools: pencil, bowl, pliers, etc.

Materials: paper, adhesive, etc.

- Get an idea of the figure to be executed
- Make a model of the figure
- Build an armature with the appropriate materials on a modelling board
- Tear paper into strips
- Dip strips of paper into the adhesive
- Pick them one by one and paste them on the armature to build the form
- Continue the activity until the desired form is achieved
- Allow the work to dry
- Give it an appropriate finish.

QUESTION 3

- (a) Draw the following tools

- Frog**
- Parting tool**
- Wire-end tool**

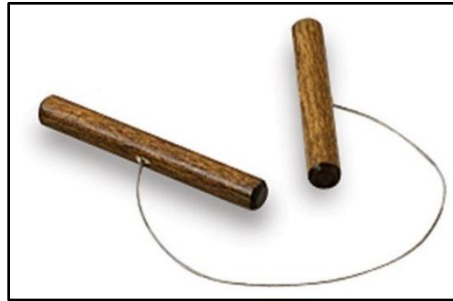
- (b) Describe how each of the tools in 3 (a) is used

Majority of the candidates who attempted question 3(a) could not draw the tools well.

- Some candidates interchanged Frog for Wire -End tool.
- The technical name of a **cutting-wire** is **frog**
- Technically, a **v-gouge** is known as a **parting tool**

Expected answer

i) Frog



ii) Parting tool



iii) Wire-end tool



3(b) Frog

- In case leather-hard clay work is to be scooped, the wooden handles of the frog are held with the two hands apart. Then the wire is used to cut the clay work into required pieces.
- If clay is to be wedged, the frog is used to cut it into slices

Parting tool

In carving, the design is first drawn on the wood then the parting tool is held in the hand and a mallet is used to drive it to make grooves along the design.

Wire-end tool

This tool is used when leather-hard clay work is cut into pieces to be scooped, the wire-end tool is held in the hand to scrape the inner part of the pieces to achieve even thickness.

QUESTION 4

Describe four factors that determine the strategy of packing a sculpture piece.

Most Candidates did not answer Q4. It was the least answered question.

Some of the candidates who answered this question wrote on packaging in Graphic Design.

Some other candidates also wrote on the importance of packaging instead of the factors that determine the strategies of packaging.

Expected answers

The factors are; **weight, size and shape, the surface protection of the work, fragility of the work, mode of transportation, material to be used for the package**, etc.

- **Surface protection of the work:** when the surface of the sculpture is smooth for example, soft materials like cotton wool and styrofoam are needed to cover the whole work when packing to avoid scratches.
- **Weight:** when packing, heavy weight sculptures should go beneath whilst the lighter ones are placed on top to prevent damages and cracks due to their heavy nature.
- **Fragility of the work:** soft materials like cotton wool and Styrofoam are needed to cover the whole work. There should be an indication on the package on how it should be handled.

QUESTION 5

(a) Explain an alloy.

(b) Describe four characteristics of a metal.

Generally, this question was well answered by the candidates.

In Q5(b), some of the candidates listed characteristics instead of describing them.

Expected answers:

Some of the characteristics are;

- **Malleability**

It can be hammered or pressed permanently out of shape without breaking.

- **Elasticity**

It has the ability to return to its original shape after deformation.

- **Ductility**

It can be drawn out into threads or wires.

QUESTION 6

(a) State five principles of design.

(b) Explain five importance of planning prior to the execution of a sculpture.

(a) This was a very popular question which attracted the majority of candidates. The performance was very impressive.

Few candidates stated **Elements of design** instead of **Principles of design** in 6(a). For example, they listed **dots, colour** and **texture** which are **elements of design**.

Some expected answers

Some of the principles of design are; balance, dominance, unity, harmony, contrast, variety, rhythm and proportion.

(b) On the importance of planning a sculpture, candidates were able to list and explain them satisfactorily.

TEXTILES 2

1. GENERAL COMMENTS

The paper compares favourably with those of previous years in terms of standard. It is quite accommodating to candidates, and there were no ambiguities in the questions.

Overall performance of candidates could be described as below average as compared to that of the previous year.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) Most candidates understood the rubrics and were correctly interpreted as expected. This made evident in the good marks scored by some.
- (2) Some candidates provided reasonable responses as demanded.
- (3) The few candidates who showed a fairly good control of the subject conveyed their thoughts vividly, providing good answers.
- (4) Handwriting of most candidates were legible.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Some candidates lacked clarity in their expressions due to their inability to express themselves in English Language.
- (2) A few candidates could not correctly spell terms associated with the subject. Terms such as fibre/fiber, calendar/calender. Were wrongly spelt.
- (3) Candidates' weakness in basic sketching still persists.
- (4) Some candidates answered all the six questions instead of the required four.
- (5) Others also refused to write the question numbers in the pages of the answer booklets.

4. SUGGESTED REMEDIES

- (1) A humble appeal is being made for the teaching of both theory and practicals to be intensified.
- (2) The following areas of the syllabus should be tackled with seriousness:
 - (a) Weaving and its related topics such as the use of appropriate tools and materials;
 - (b) Fibre and fabric processing;
 - (c) Basic drawing and idea development.
- (3) Heads of schools should endeavour to provide adequate materials and tools for regular practical exercises.
- (4) Teachers must give candidates enough orientation on how to answer questions.

5. DETAILED COMMENTS

QUESTION 1

- (a) **State three reasons why textiles should be studied as a vocation.**
- (b) **Describe the following arrangements and appropriately illustrate each of them.**
- (i) **All-over pattern;**
 - (ii) **Full-drop pattern;**
 - (iii) **Half-drop pattern.**

(a) Almost all candidates attempted the question. The (a) part was well answered with appropriate diagrams. Candidates did not know much about motif arrangements and therefore though they were able to describe and illustrate b (i), they could not differentiate between 'full-drop and half-drop patterns.

(b) Expected answer:

Full-drop pattern:

There should be a motif which works in a square or rectangular grid. In the first row when a motif is drawn, a space is left blank in the next box. In the next row the motif is drawn or dropped to the full length of the box. In the next row the alternation continues across the grid

(iii) The whole motif in the grid of alternate boxes is drawn on dropped half-way the size of the first motif and the repeated motif falls on the same level in alternate rows to cover the entire area of the design.

QUESTION 2

Discuss five factors to show how traditional fabrics have contributed to the socio-economic development of Ghana.

Most candidates attempted this question and provided good responses, by stating factors such as:

- Source of employment, through the making of traditional fabrics;
- Source of income;
- Promotion of culture;
- Expression of creative abilities, etc.

The answers provided however lacked the correct expression of the English Language.

Some candidates also ended up discussing contemporary instead of traditional fabrics.

Expected answers on the factors were:

- The making of traditional fabrics such as Kente, Fugu/Batakari, Adinkra, Batik and Tie-dye, etc. provides sources of employment and income.
- To express creative abilities and potentials.
- The symbols used in the traditional fabrics are used to show Ghanaian cultural identity.
- Through the making of the fabrics, clothings are produced to protect the human body from the vagaries of the weather.
- The traditional fabrics are used for social functions.

Question 3

(a) Explain sustainable development in textiles.

(b) Advance four ways of sustaining the indigenous weaving industry in Ghana.

(a) A fairly popular question which was averagely attempted by candidates. The term “sustainable” appeared to be confusing the candidates, hence, most of them could not explain.

The few who attempted it did try to explain sustainable development of textiles with emphasis on big industrial companies.

Expected answer:

Sustainable development is the act of promoting, transmitting and maintaining values, attitude, ideas, skills and resources within a particular vicinity for textile production from one generation to another.

(b) Candidates answered (b) fairly well though a few of them were not able to relate their reasons to sustaining indigenous weaving ‘traditionally’ rather the introduction of;

- modern tools and technology,
- the cleaning of tools,
- oiling of tools and machinery

In indigenous weaving we do not use machines but wooden made looms.

Expected answers

Some of the ways of sustaining the indigenous weaving industry in Ghana are:

- The use of indigenous tools, equipment and materials for weaving.
- The promotion of indigenous woven fabrics and items through exhibitions and bazaars.
- Encouraging the transmission of knowledge, skills and attitudes on indigenous weaving practices through formal and informal education.

- Recapitalization of indigenous weaving enterprises for improvement and expansion.

QUESTION 4

- (a) **Define finishing.**
 (b) **Briefly explain the two main forms of finishing.**
 (c) **Explain three reasons why finishing is important in textile production.**

- (a) This was a very popular question and was attempted by most candidates. Those who answered it defined finishing well with a few of them interpreting finishing as bringing a textile work to an end.
- (b) Most candidates were able to mention the two main forms of finishing but were not very clear in explaining the two terms. Some candidates chose examples such as calendaring and embossing to represent mechanical/dry/physical finishing and bleaching and mercerization to mean chemical/wet finishing.
- (c) Some candidates only listed reasons for finishing instead of explaining what they have listed.

Expected answers: the two main forms of finishing are:

- Mechanical/physical/Dry/Temporal Finishing which involves the application of physical forces like pressure, heat, friction, tension or temperature to improve the appearance, hand or performance of textile goods, e.g. calendaring, sanforization, stentering, etc.
- Chemical/Wet/Relatively Permanent Finish involves use of aqueous solution from various chemicals to perform various functions such as removal of natural impurities through scoring, removal of colouring matter through bleaching and the improvement of absorption through mercerization.

Reasons why finishing is important in textile production:

- it enhances the appearance of the fabric;
- it adds to the serviceability and durability of the fabric;
- it contributes to fabric comfortability;
- it conceals defects and stimulates superior quality of fabrics;
- it adds value to the fabric in order to sell high.

QUESTION 5

Describe in detail, the processes involved in making a one-colour pictorial batik fabric.

Almost all candidates who attempted this question could not start their answer by the mentioning of idea development to generate a motif. Though the answers given were sequentially done, some candidates were not able to mention the use of 'hot wax' or 'melted wax', but just 'wax' on the fabric.

There is an indication that students do not develop ideas before practical works are done. The few candidates who started their description from idea development, mentioned more tools and materials and therefore were able to score all the marks allocated to tools and materials.

A few also ended up describing the tie-dye process instead of batik.

Expected answers:

- Idea development to generate motif.
- Preparation of fabric by washing to remove impurities.
- Stretching of fabric on a padded table.
- Preparation of motif on foam or block
- Melting wax on fire
- Blocking/stamping/transfer motif onto fabric
- Preparation of dye solution with chemicals
- Immersing waxed fabric into dye solution for the required time.
- Removal of fabric for oxidation.
- Dewax/remove wax from fabric through boiling or ironing.
- Remove fabric from hot water, wash thoroughly and dry in the shade.
- Iron and package.

QUESTION 6

(a) (i) Describe how the shuttle is used for broadloom weaving.

(ii) Draw and label four parts of the shuttle.

(b) Identify and discuss two problems that may result from the use of the shuttle for weaving on the broadloom.

(a) This is the least answered question by candidates. Those who answered it described the shuttle quite well with a few of them using the functions of the shuttle as a description.

Candidates were able to draw the broadloom shuttle correctly, but labelling was poorly done.

Candidates discussed the problems that may result from the use of the shuttle but were not able to mention terminologies that are related to the explanation as identification. Example; shuttle trapping, warp breakage; entanglement of weft yarns on bobbins.

Expected answers:

A broadloom shuttle is a boat-like shaped wooden device with a cavity:

- Inside the cavity is a metal rod for holding the bobbin or spool. It has an eye through which weft yarn passes.
- Some shuttles have rollers/rails/wheel under them which makes movement easier and faster on the race board.

(b) Problems from the use of the shuttle for weaving on the broadloom:

- Sloughing of weft yarn on the bobbin thus making the traversing impossible through the shed.
- Shuttle trapping as result of poor shedding, thus causing warp breakage which would slow the rate of weaving.
- Poor quality fabric as a result of frequent mending of broken yarns, etc.

VISUAL ART 3

1. GENERAL COMMENTS

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

2. SUMMARY OF CANDIDATES' STRENGTHS

- (1) The candidates were able to identify the specific demands in the questions they have selected and attempted in the various subjects.
- (2) The materials and tools were appropriate for their work, and this enhanced their performance.
- (3) Most of the drawings provided in their evidence of study were for the two and three-dimensional project works.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (1) Labelling of final work is still a problem. Some labels were poorly fixed on works and these peeled off from the main works. The problem was most prevalent in the 3-dimensional subjects e.g., Ceramics and Sculpture.
- (2) Some candidates did not fire their Ceramic project works.

4. SUGGESTED REMEDIES

- (1) Candidates should label and inscribe their index numbers boldly especially when the material is clay or cement.
- (2) Suitable glue/paste e.g., white glue (PVA) should be used to ensure firm pasting.

5. DETAILED COMMENTS

CERAMICS

QUESTION 1

Design and throw a vase to hold flowers in the office of the Headmaster of your school.

Develop the idea from any natural object.

Decorate the vase with any appropriate motifs.

Height: 20 cm.

Final work must be fired.

It was not a popular choice by most candidates. Natural objects such as pear, mango, bone, bamboo, etc. were to serve as candidates' sources of idea development.

A. Suitability/Functionality

- (i) Only few candidates heeded to the method of designing and throwing the vase. From their varied ideas, candidates did not use much to depict natural objects.

- (ii) The stability of their vases was on the average.
- (iii) Most of the works decreased in height and size respectively.

On the whole, it was an average performance.

B. Finishing and decoration

- (i) Candidates' works lacked appropriate motifs for decorations. The techniques used to render these decorations were poorly executed.
- (ii) Only few painted or sprayed while majority left the works in their natural fired states.
- (iii) Only few candidates produced good works which were well fired without breakages.

C. Evidence of study

Majority of candidates performed poorly in terms of substances required in evidence of study. Most candidates copied from books and notes without reflecting and relating the write-ups and the final works.

QUESTION 2

Design and produce a squash jug for an executive dining table.

Decorate the jug with appropriate motifs.

Height: 15 cm.

Finished work must be fired.

It was the popular choice made by most of the candidates. They were expected to design and produce a swash jug for an executive dining table. Hence the decoration with appropriate motifs in low relief.

A. Suitability/functionality

- (i) The final works either thrown or modelled lacked appropriate spouts to facilitate pouring fruit juice/drink.
- (ii) Most of the handles of the jugs were inappropriate and got broken during and after firing. Hence, there was lack of well-fixed handles with strength for lifting and handling.

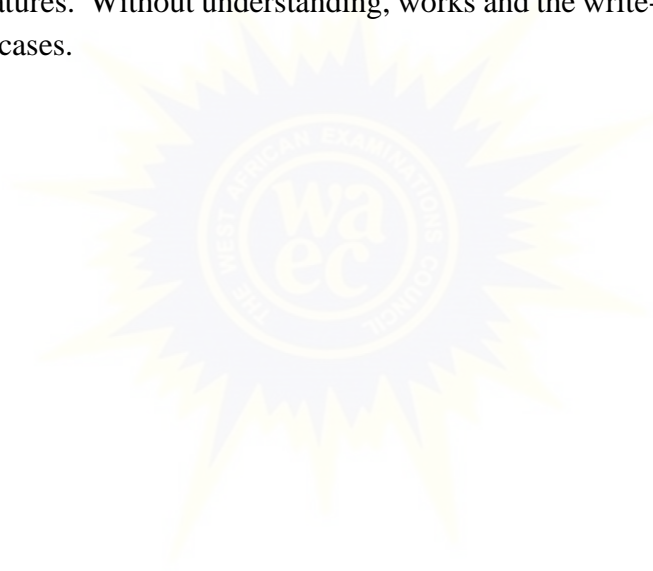
- (iii) A good number of jugs were presented without appropriate lids meant for closing to prevent flies.

B. Finishing and decoration

- (i) Most of the motifs were inappropriate and lacked low relief features.
- (ii) In terms of techniques used, most works lacked refines in decoration leading to unattractiveness.
- (iii) Only few works had smooth surfaces to facilitate washing and cleaning.

C. Evidence of study

The performance of candidates was poor. Copying from books and friends were common features. Without understanding, works and the write-ups were at variance in majority of cases.



GRAPHIC DESIGN 3

QUESTION 1

Design a circular logo for Belkrom Farmers Association (BFA) and print it on a T-Shirt. The Association will be 50 years old in 2021 and is celebrating her Golden Jubilee week.

Here are the following symbols: cutlass and hoe should be incorporated in the design of the logo.

- **Size of logo: 20 cm in diameter;**
- **Colour: Not more than three colours.**

A. Suitability/functionality

- (i) Majority of candidates designed the circular logo to reflect the activities of the Association with the symbols of hoes and cutlasses of varied types.
- (ii) Average number of candidates presented effective printed logo on T-Shirts.
- (iii) Majority had appropriate and relevant information to enhance works.
- (iv) Candidates portrayed several variations in logo sizes but not well executed.

B. Finishing and decoration

- (i) Majority of candidates used varied typefaces which were not arranged to enhance readability.
- (ii) Most works lacked effective colour schemes.
- (iii) Symbols, texts, images, illustrations were not neat and precise. Few candidates made spelling mistakes, poor spacing, etc.

C. Evidence of study

Poor performance of candidates as they copied from books and notes without understanding the actual works and the write-ups.

QUESTION 2

Design and produce a four-page colourful greeting card for the coming annual festival of your locality. The front page should identify the festival and bear wishes or intended greeting for the festival.

Include the message below on any or both of the inner pages in a suitable calligraphy. May you enjoy this. (name of festival) to the fullest. May it bring you perfect peace. Happiness and renewed health.

- **Measurement: A4;**
- **Construct a suitable envelope for the card.**

Few candidates chose this question.

A. Suitability/functionality

- (i) Candidates performed averagely in designing and producing the four page greeting cards.
- (ii) The choices were varied and ineffective of colours.
- (iii) The incorporated calligraphy was inappropriate in terms of sizes, distribution, balance, etc.
- (iv) The medium used by most candidates was not durable. The construction of suitable envelopes was fairly presented.

B. Finishing and decoration

- (i) Majority of typefaces used by most candidates were inappropriate and failed to promote readability.
- (ii) Such decorative elements were sparsely used and not coherent to prompt attractions.
- (iii) Both typefaces and elements such as images, patterns, illustrations were not precise, neat and lacked innovations.

C. Almost all candidates failed in their performances of presenting evidence of study. Few candidates wrote with understanding of the actual works and write-up.

JEWELLERY 3

QUESTION 1

Design and fabricate a pentagonal jewellery box using plywood as the main material. Pierce floral patterns and the phrase “for better, for worse” on the jewellery box. Embellish work with assorted beads. The height of the work should measure 15 cm.

A. Suitability/functionality

- (i) Majority of candidates understood and fabricated pentagonal jewellery box.
- (ii) Few of the candidates understood the technique and did the piercing on the side or top of the work.
- (iii) Joining parts of the box was not accurate/precise as done by the majority of candidates.
- (iv) Most candidates found it difficult to fix the lid appropriately hence opening and closing were hindered.

B. Finishing and decoration

- (i) Majority of candidates failed to select appropriate assorted beads.
- (ii) Embellishing techniques used were not effective.
- (iii) The colour schemes were not effective for attraction.

C. Evidence of Study

Candidates failed woefully in presentations. They lacked understanding of the actual works and write-ups.

QUESTION 2

Using a combination of any two Adinkra Symbols, design and fabricate a set comprising a bracelet and a necklace for the best female teacher of the year. Use metal and any other material of your choice. Present the work in an appropriate package.

Only few candidates chose this question.

A. Suitability/functionality

- (i) Every set of jewellery (bracelet and necklace) was fairly executed.

- (ii) Each item in the set fitted an adult female.
- (iii) The combination of the Adinkra symbols were overlooked by the candidates. Only few candidates understood to select and make effective combinations. There were some Adinkra symbols which solely go with females.
- (iv) The choice and use of metal and other materials were fairly considered by candidates.

B. Finishing and decoration

- (i) Balancing of components in the bracelet and necklace were fairly done.
- (ii) Finishing techniques used were on the average.
- (iii) Packaging was appropriate.

C. Evidence of study

Candidates' performance in relationship with final works and write up was poor. Most candidates lacked understanding of the contents and the forms of presentation.

LEATHERWORK 3

QUESTION 1

Using leather, design and produce a pair of bookends of nay shape.

The bookends which are intended to hold a set of three books should have the following specifications:

- **Appropriate stiffening;**
- **Embossed or modelled designs;**
- **Thronged edges;**
- **A thin foam padding;**
- **Measurement: at most 25 cm high.**

Majority of candidates chose this question.

A. Suitability/functionality

- (i) Majority of candidates design and produced varieties of shapes with appropriateness of bookends.
- (ii) Majority of candidates' products for bookends are useful to hold a set of three books.
- (iii) Majority of candidates' products showed evidence and effective application of techniques such as embossing, modelling, thronging, stiffening and padding.
- (iv) Almost all products were within accurate measurements.

B. Finishing and decoration

- (i) Majority of candidates adhered to effective application of decorative techniques.
- (ii) On the average, most candidates gave specifications demanded in appropriate manner.
- (iii) Majority of candidates' works were neat and attractive.

C. Evidence of Study

The performances of the candidates in this section was poor. They lacked the unpretending hence they copied for books and friends.

QUESTION 2

Design and produce a pair of native sandals to be presented to a chief on his birthday. The sandals should be embossed with appropriate traditional symbol and should be given a varnish or lacquer finish. Measurement: Adult size.

Candidates who chose this question were in minority. However, their performance was impressive, especially those who understood a gift to be presented to a chief during his birthday.

A. Suitability/functionality

- (i) Most candidates designed and produced a pair of native sandals for chiefs of their localities.
- (ii) On the average, the uniqueness of the products justified the intended purposes, i.e., chief's birthday with tag.
- (iii) Relatively their sizes were appropriate since varieties shown could fit different sizes of chiefs all over.

B. Finishing and decoration

- (i) Majority used symbolic features in unique ways to decorate.
- (ii) Few candidates' products were on the average trimmed with neat edges.
- (iii) Almost all candidates used lacquer finish, but it was not effective as expected.

C. Evidence of Study

This section suffered content since most candidates did not understand the relationships of the final works to the write-up report. They therefore copied from books to represent the report.

PICTURE MAKING 3

QUESTION 1

Use any suitable painting medium to produce a picture based on the theme: A market on fire. The final composition should include not less than four figures. Size: 60 cm x 45 cm.

A. Suitability/functionality

- (i) Majority of candidates' works using any painting medium showed pictures of 'A MARKET ON FIRE' scenes.
- (ii) Candidates' expressions of fire outbreak were not so much due to the lack of effective practices. The tones for modelling solidity were lacking.
- (iii) Most of the colour schemes to depict the theme were fairly performed.
- (iv) Only few candidates managed to depict various activities and human forms near accurate since they lacked the understanding of perspective, composition, picture area and borders with corresponding background and foreground, etc.

B. Finishing and Decoration

- (i) Majority of candidates did not apply any finishing techniques.
- (ii) Works in majority of cases lacked precision and neatness.
- (iii) On the whole average candidates mounted appropriately and foamed without glass

C. Evidence of Study

Generally, write-up reports were presented by candidates without the substances that reflected the works.

QUESTION 2

The newly enstooled chief swears an oath of allegiance to the elders of the state at a colourful ceremony amid drumming and horn blowing. Make a composition of the scene in collage. Size: 60 cm x 45 cm. Any of the questions answered should be appropriately finished and hollow framed.

Few candidates opted for this question.

A. Suitability/Functionality

- (i) Candidates presented varied forms of collage which tried to depict variations of swearing of oath of allegiance of chiefs.
- (ii) The compositions were lacking some essential features such as perspective, foreground and background, borders, etc. The post of the chief and the crowd were not compact enough to give appropriate expression of a memorable ceremony.
- (iii) Few candidates manipulated to arrange cut outs/odds and ends to produce a fair scene of the ceremony in collage.

B. Finishing and Decoration

- (i) Most candidates lacked the technical skills in cutting with precisions. Hence average neatness with precision in the arrangement of mages and items.
- (ii) Candidates lacked the understanding of effective application of finishing hence the weaknesses.
- (iii) Works were in majority inappropriately mounted but framed without glass.
- (iv) Some candidates neglected the accuracy in size and measurement.

C. Evidence of study

As usual most candidates failed to understand the essence of this section. They only copied from the book and friends in a hurry to finish up works.

SCULPTURE 3

QUESTION 1

Using scraps from the environment, design and construct a sculpture to depict the theme, line and forms of our time. Heights: 30 cm. The work should be finished appropriately.

All candidates who chose question one have divergent understanding hence varieties of scraps, design and construction.

A. Suitability/Functionality

- (i) Majority of candidates' works did not relate to the theme 'Line and Forms of our time'. Most of them collected scraps without the element of line for the construction of the forms of our time. They rather cut and joined by bonding techniques such as tying, riveting, nailing, glueing, etc. Flat planes and edges dominated the forms. However, few candidates who really understood lines and forms used wires, thread, strings, etc. for forks, spoons, etc. to create by joining.
- (ii) Few candidates used suitable and durable materials such as plastics, metals, wood, etc.
- (iii) Majority of candidates failed to use appropriate methods in relationship with sustainable materials like plastics, metals, wood, etc. most of the works could not stand firm for suitability test.
- (iv) Candidates who used appropriate scraps enhancing lines and bonding techniques hand accurate constructed forms with correct measurement due to clear understanding of the theme.

B. Finishing and Decoration

- (i) Few candidates in number used appropriate finishing techniques. Majority left the works raw to show the real materials used as scraps.
- (ii) Most of the candidates failed to use any decorations to enhance the beauty of the final work.
- (iii) For want of technical skills, majority of candidates did not show precisions in construction techniques.

C. Evidence of study

Only few candidates understood the five elements for the write-up.

QUESTION 2

Design and carve a low relief on the theme, Jubilation. Include in the composition, not more than six people. Medium: Wood.

Dimension: 35 cm x 55 cm.

Half of the total population of candidates attempted this question.

A. Suitability/Functionality

- (i) Most candidates designed and carved beyond low relief.
- (ii) Most products showed effective expressions on groups not well composed jubilation over activities such as games and sports, marriage ceremonies, etc.
- (iii) Almost all products included not more than size human beings. The weakness of candidates recycled in their inability to create perspective foreground and background, picture area and borders, etc. Works looked clumsy, with human figures static, twisted limbs is indicating movement, etc.

All candidates used varieties of wood medium, e.g., thick wood, plywood, etc.

B. Finishing and Decoration

- (i) In isolated cases, candidates used appropriate finishing techniques such as painting, spraying, lacquering to enhance the beauty of works.
- (ii) Most products/works lacked decorative elements of texturing, motifs, patterns, etc. to enhance the beauty of works.
- (iii) For lack of refining tools to complete products with forms in low relief, candidate remained final work to go beyond low relief. Edges were deep and rough to make the works incomplete.

C. Evidence of Study

Only few candidates understood the essence of the various elements under this section. What they wrote as a report was with some amounts of substances to be label as evidence of study.

TEXTILES 3

Using embroidery and appliqué as the main techniques, design and produce a pictorial wall hanging on the theme, fruits for health. Incorporate in the design, the following text, eat more fruits. Enhance the work with any suitable accessories. Size of fabric: 60 cm x 50 cm.

Majority of candidates chose this question.

A. Suitability/Functionality

- (i) Average number of candidates who understood the demands produced well executed pictorial wall hanging measuring 60 cm x 50 cm. Greater number of candidates too failed to compose the spaces with selected frits. Background and foreground colour scheme displays were not well designed.
- (ii) Majority of candidates laid emphasis on embroidery stitches more than appliqué techniques (e.g., on-lay/in-lay).
- (iii) Average number of candidates effectively combined the tests and fruits to enhance the suitability/functionality.

On the average, most of the attached hanging devices were appropriate.

B. Finishing and Decoration

- (i) The variety of accessories used by candidates were not so much effective. The planning, choice and distributions of these accessories were poorly displayed.
- (ii) Most candidates did not understand colour schemes and harmony as principles. Hence, the majority of candidates performed poorly.
- (iii) Average number of candidates' products showed stitches of firmness and neatness.

C. Evidence of study

Majority of the candidates failed to follow basic steps to report elements under the four areas for consideration.

QUESTION 2

Design and produce a school uniform for a technical institution with the name, Redeemers' Praise using the block printing technique. Incorporate in the design, RPTI and a crest of the school. Use two colours only. Size: 60 cm x 30 cm.

The number of candidates who chose this question were in minority.

A. Suitability/Functionality

- (i) Few of candidates did well in block Printing Techniques to produce fabric measuring 60 cm x 30 cm.

Majority of candidates failed to plan, select, choose various steps to achieve target. Thus, the lack of practice and understanding.

- (ii) Majority of candidates adhered to 2 colour block printed fabrics but failed to arrange the textures.

- (iii) Majority of candidates incorporated RPTI and the school crests in the fabric. However, these elements of texts and symbols were not appropriately coordinated.

- (iv) Majority of products by candidates were not fixed appropriately as fabric for school uniform.

B. Finishing and Decoration

- (i) Candidates' colour schemes and distribution were poorly handled, hence, there was lack of effectiveness.

- (ii) The prints on fabrics of majority of candidates were not uniform and even due to lack of skills in Block Printing.

- (iii) The texts and images on the fabrics were blurred due to the handling of blocks and printing medium.

C. Evidence of study

Majority of candidates failed to follow basic steps and their corresponding elements for consideration. They only copied from books and friends reports without due respect for the uniqueness of the four areas.