

BASKETRY 2

1. GENERAL COMMENTS

The standard of the paper this year is comparable to the previous years. This year's paper tested student's knowledge on entrepreneurship, basketry materials, production techniques, basketry articles and tools. Through the variety of questions, students were tasked with both theoretical and practical knowledge on basketry.

The performance of the candidates this year was average.

2. SUMMARY OF CANDIDATES' STRENGTHS

- (i) Question 1, which was mainly on entrepreneurship, was mostly well answered by candidates. Most students were able to define entrepreneurship and explain five ways creativity can be fostered to improve the local basketry craft.
- (ii) Most of the candidates were able to state the strategies that can be used to increase patronage of basketry crafts.
- (iii) Candidate's strength was in the description and characteristics of rattan as a basketry material as demanded in questions 2(a), (b) and (c).
- (iv) Majority of the candidates adequately answered question 4(a); they provided expected answers on corn shucks as a basketry material.

3. SUMMARY OF CANDIDATES' WEAKNESSES

- (i) Illustration was a challenge to some of the candidates; hence some avoided the questions on illustrations in 3(b) and 6(a). The few that attempted made poor sketches which were wrong per the demands of the two questions.
- (ii) Candidates struggled with question 5 which had to do with the practical knowledge of colouring in the treatment of bamboo. This could be an indication of candidates not having relevant practical experience in the teaching and learning process, thus having limited abilities to relate and express experiences in writing.

4. SUGGESTED REMEDIES

- (i) Teachers should conduct frequent exercises in drawing of basic shapes for students. This would enhance their drawing skills since every form is dependent on basic shape(s).
- (ii) As much as possible, students should experience the harvesting or acquisition of materials as well as processing and preparation for use. This will result in practical knowledge with better understanding of processes.

- (iii) Again, it is imperative that candidates experience knotting and weaving techniques to help in acquisition of skills that can be related in illustrations and/or explanations.

5. DETAILED COMMENTS

Question 1

(a) What is entrepreneurship?

(b) Explain five ways creativity can be fostered to improve the local basketry craft.

(c) State two strategies that can be used to increase patronage of basketry craft.

Question 1 attracted majority of the candidates and their responses were much encouraging. Most of them scored above the maximum marks allocated to the question.

The candidates' responses to the question 1 (a) is similar to the expected answer; that is "*entrepreneurship is the process of creating, developing and running a new business, typically with the goal of making profit, taking risks and managing resources effectively.*"

With the part (b) the candidates provided answers which were related to the expected answers below:

- Incorporating new designs or ideas
- Exploring sustainable and new materials
- Use of functional and multipurpose designs
- Blending tradition with modern trends collaborations with other designers.
- Innovative marketing, etc.

In the part (c), the candidates were required to provide answers such as:

- Application of good finishing
- Loyalty to customers
- Use of social media
- Use of attractive packaging
- Frequent exhibitions, etc.

It was however observed that few of the candidates could not distinguish between *entrepreneur* and *entrepreneurship*.

Generally, the candidates' performance in question 1 was above average.

Question 2

- (a) In three points, describe rattan as basketry material.**
- (b) State four characteristics of a rattan.**
- (c) State three factors that threaten the availability of cane as a basketry raw material.**
- (d) Suggest two solutions to the threats stated in 2 (c) above.**

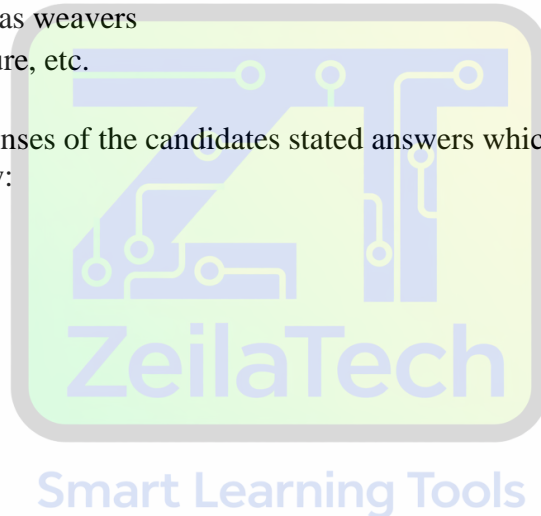
Majority of candidates attempted this question, and their answers meet the requirements of the questions. Remarkable responses were observed, especially in questions 2 (b),(c) and (d). Hence, most of the candidates scored above the maximum marks allocated to the question.

The part (a) tested candidates' ability to describe a rattan. It was observed that most of the candidates could not provide sufficient answers to the question. The expected answers include:

- Suitable for use as frames
- Weather resistant
- Easily split for use as weavers
- Lightweight in nature, etc.

In the part (b) the responses of the candidates stated answers which were similar to the expected answers below:

- Strength
- Climbing in nature
- Thorny
- Elongate leaves
- It has nodes.



With the part (c), which demanded for factors that threatens the availability of cane as a basketry raw material; majority of the candidates wrote correct answers that include:

- Bush burning
- Environmental degradation and climate change
- Unsustainable cultivation practices
- Unfavourable soil condition
- Infestations, etc.

In the part (d), the candidates' responses were dependant on the question 2 (c). Majority provided appropriate answers such as: reforestation, avoidance of bush burning, replanting of cane, selective harvesting, favourable soil, etc.

On the whole the candidates' performance in question 2 was above average.

Question 3

- (a) **Explain five advantages that a prototype of a proposed basketry article offers to the local basket weaver.**
- (b) **Illustrate with details the Josephine knot.**

This question attracted only few candidates, but unfortunately their responses were unsatisfactory. Hence most of the candidates who attempted this question scored below the maximum marks allocated to the question

In the part (a), the candidates provided adequate responses to the advantages of a prototype to a local basket weaver. It was observed that in elaborating the points raised, the candidates buttress their points with case study and examples.

The main advantages highlighted by the candidates include:

- Helps to identify flaws
- Makes duplication easier
- Reduce cost of production
- Test the functionality of the final product
- Promotes interaction between client and craftsman, etc.

With the part (b), the candidates had difficulty in illustrating *Josephine Knot*. Due to this handicap, the score of the candidates for question 3 (b) was not encouraging. The illustration below is an example of a *Josephine Knot* that the candidates were expected to draw.



Question 4

- (a) **Explain five reasons why corn shucks are used as basketry material.**
- (b) **State five socio-economic importance of date palm leaves in Ghana.**

Question 4 attracted most of the candidates. The candidates were able to meet the requirement of the questions. Therefore majority had above average score of the marks allocated.

In the sub-section (a), most of the candidates provided these correct answers:

- They are pliable

- They can be tied as knots
- They are split and used as weavers
- They can be twisted into ropes
- They are braided to form/create basketry articles
- They are durable not easy to untie.

The sub-section (b) tested candidates' ability to relate to the socio-economic importance of the date palm leaves in Ghana. From the candidates' responses, it was realised that most meet the demands of the question. However a few rather focused on the general uses of the date palm.

The candidates were expected to provide appropriate answers such as:

- Suitable for weaving mats
- Brooms are obtained from its midribs
- Packing materials
- Sieves, baskets, fences
- Fresh leaves sewn into hats
- They are twisted into rope
- Available at almost no cost.

Question 5

- (a) Explain colouring as used in the treatment of bamboo.**
- (b) Describe the four processes of colouring in the treatment of bamboo.**
- (c) List four articles that are made from bamboo.**

Generally, students were able to explain the colour treatment of bamboo. Their answer is similar to the expected answer below:

Colouring is a chemical method of treating un-split bamboo; its result is affected on application of heat (Carbonisation) Addition of colour, dyeing etc. Colouring enhances the aesthetic values of the bamboo.

With the part (b), majority of candidates could not successfully answer the process of colouring; in the treatment of bamboo as expected in 5(b). They described the various colouring processes rather than the chemical colouring process.

The candidates were expected to touch on responses such as:

- The bamboo is cut into suitable lengths
- The outer skin is thoroughly scraped off.
- Hydrochloric acid is applied by brush to the bamboo
- They are put in an oven to effect change in colour.

In the sub-section (c) almost all the candidates got the four articles made from bamboo write. Their answers include: bag, hat, vase, basket, trays, cup, furniture, etc.

On the whole the candidates' performance was average.

Question 6

- (a) **Illustrate the overhand knot made from two cords.**
- (b) **State two characteristics of an overhand knot as used in macramé.**
- (c) **State the main function of each of the following basketry tools:**
- (i) **Bodkin;**
 - (ii) **Shears;**
 - (iii) **Rapping iron;**
 - (iv) **Singeing lamp;**
 - (v) **Awl;**
 - (vi) **Screw block;**
 - (vii) **Powered drill.**

- (a) **Illustrate the overhand knot made from two cords.**



- (b) **State two characteristics of an overhand knot as used in macrame.**

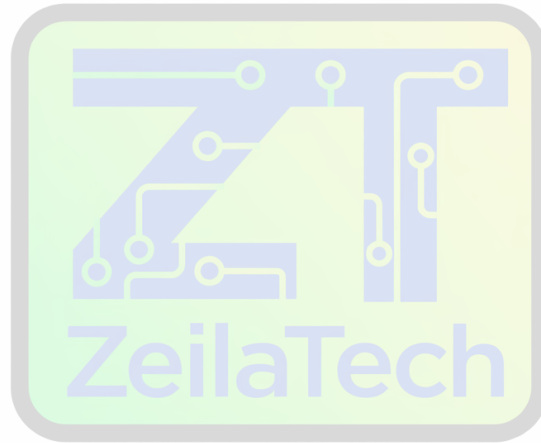
- It allows variations of knots in macramé
- It can be tied around itself
- It does not fray
- It produces beautiful texture
- It is easy to tie
- It is small and compact
- It is secure and strong, etc.

(c) State the main function of each of the following basketry tools;

Bodkin	-	piercing/bore holes
Shears	-	trimming /cutting
Rapping iron	-	pressing/compacting
Singeing lamp	-	burning off /decoration/scorching
Awl	-	piercing/sewing
Screw block	-	holding/positioning
Powered drill	-	boring

Candidates found it difficult to illustrate the overhand knot. Some did so with only one cord instead of two. However, there were few well executed illustrations.

Apart from that, quite a number of candidates were capable of stating the characteristics of the overhand knot. Candidates successfully stated the functions of the seven basketry tools.



Smart Learning Tools

BASKETRY 3

5. DETAILED COMMENTS

Question 1

Create a wall hanging to enhance a living area using a piece of wood or stick as a holder for 10 macramé -created feathers.

- **The feathers must be ten being held or secured on a stake or piece of horizontal wood;**
- **Colours should not be more than three;**
- **Feathers should vary in size and colour;**
- **Use knots of your choice;**
- **Dimension: up to 20 cm in height for feathers.**

Demands

The final sketch should be translated into the project by using appropriate tools, materials and techniques as follows:

- (i) Tools: e.g. scissors, measuring tape, comb, etc.
- (ii) Materials: e.g. macramé cords, stiffener, adhesive, etc.
- (iii) Preparation of materials by measuring, cutting, shaping, fluffing, combing, etc.
- (iv) Constructing macramé feathers by:
 - cutting and shaping stick/wood
 - arranging cords according to colour scheme
 - attaching cords to the stick, securing and forming knots
 - cutting open loops, brushing and trimming into shape
 - repeating process till all 10 feathers are completed.

Performance

This question was popular since majority of the candidates tackled it. The candidates were able to follow the demands to produce the macramé feathers. Trimming off excess yarn was a challenge for some candidates; hence the ends of the macramé feathers were affected.

The holder is also an important aspect of the work but most candidates did not take the trouble to make them presentable.

Question 2

Using natural materials, design and create a floor mat for a living area. Use not more than four knotting techniques to create patterns.

Dimension: Height 20 cm

Length 30 cm

Demands

The final sketch should be translated into the project by using appropriate tools/equipment, materials and techniques as follows:

- (i) Tools: i.e. measuring tape/rule, scissors, knife, etc.
- (ii) Materials: Yarns such as jute, sisal, wool, cotton, twine, rope, etc.
- (iii) Preparation of materials: sharpening knife, measuring, cutting, combing, applying adhesive, etc.
- (iv) Constructing the floor mat by:
 - preparing the frame work e.g. framed or pegged points as support.
 - laying of splines and weavers to form a mesh.
 - using knots at the intersections to create desired patterns.
 - detaching knotted mat from frame work.
 - trimming off excess material/fibre.

Performance

This question was not that popular hence only few candidates attempted it. It is possible that candidates were not familiar with the demand of the question that is “four knotting techniques.”

The few candidates who attempted were able to demonstrate skills in making the four knotting techniques the question demanded.