

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'

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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**

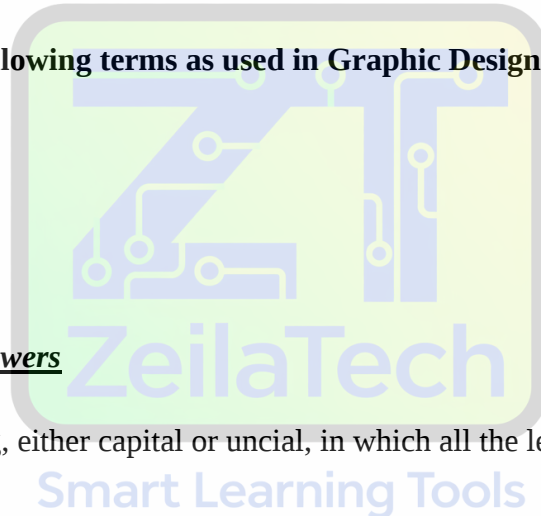
It is a short decorative projection found at the end of the stroke of a letter. Spur decorate letters, make letters achieve visual stability (balance) and make the letter look firm and complete.

- (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.