

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

PRACTICAL ARTS AND TECHNOLOGY

2019

CONTENT

<i>Subject code</i>	<i>Subject name</i>	<i>Paper</i>	<i>Page</i>
640	PRACTICAL ARTS AND TECHNOLOGY	P1	3-6
640	PRACTICAL ARTS AND TECHNOLOGY	P2	7-13

EPC Practical Arts And Technology Paper 1
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General Comments

This report presents an overview of the candidates' performance in the Practical Arts and Technology Paper 1 Examination in the current year, 2019. A total of 9691 candidates sat for this paper. This is a coursework component where candidates were required to demonstrate their ability to plan, design and make a project of their choice from three possible situations. All the projects made were to be based on the strands taught in Practical Arts and Technology. These strands are: drama and music, design and technology, art and crafts, entrepreneurial and life skills.

1. Candidates are normally required to Research on any one of the project tests. A portfolio file is then prepared alongside the project. This consists of: Identify problem, investigation, possible solution/Best idea, work plan, making the product, and Poster.

The writing of the Portfolio files usually begins in May and all schools are expected to submit on or before the 31st of October each year. The subject, Practical Arts and Technology advocates for the use of readily available materials in one's environment. When the items are not obtained from the environment, it is commended that teachers should strive to buy affordable materials.

The assessment of the projects was fairly done by the majority, with some who could not follow the marking criteria well. With regard to the analysis of how the marking was done in the schools, Centres are to receive an individual School Report which is intended to give general guidance and feedback to teachers who carried out this assessment with the purpose to improve their previous practice.

The feedback also intends to inform the assessors how well they interpreted and applied the assessment criteria; e.g. whether they were lenient, satisfactory or severe in their judgement. The report also informs the assessor whether the distribution of project topics was well done or not. However, it was noted that some Centres do not seem to read these reports as they commit the same mistakes year in and year out.

The observation made during moderation is that the overall performance when assessing portfolio files showed a great improvement when compared to 2018. Most teachers assessed candidates' portfolios using the assessment criteria accurately. However, there were few Centres where teachers used a wrong assessment criterion. Some used wrong summary sheets when recording marks. There were 2 or more Centres that marked stage two out of 10

marks instead of 21 marks. The same with stage three, the Centres marked it out of 10 marks instead of 4 marks. Some teachers submitted the mark schemes and portfolio files that were not endorsed by the Head of Centre. Three Centres submitted portfolio files without the summary record sheets, and only one centre submitted the summary record sheet without the portfolio files from the centre.

This brought a challenge to moderators as they could not moderate files without the summary records sheets. Centres are encouraged to read the 'instruction to teachers' and to use the 'criteria for assessment' so that they award candidates accordingly. Teachers are also advised to follow the sampling procedure as per the guidance provided in the teacher's instructions. **Centres are strongly warned against inflating marks when assessing candidates as this is a bad practice which is tantamount to malpractice.**

Centres are also advised to fill-in and submit lozenges for this component. Some centres did not enter the candidate's scores nor shaded the lozenges. Also, some centres wrote in ink, instead of the pencil as per the instructions in the lozenges.

Candidates were expected to choose one question from the **three** options (project choices) as listed below:

1. Design and make traditional musical instruments.
2. Design and make a model of any reinforced structure.
3. Mould a papier mache' fruit bowl

Candidates are not to be assisted during the preparation and making of their projects. Teachers are allowed to offer **guidance only** during selection of projects by candidates choices to ensure that they adhere to the requirements of all stages of the design process which includes: **Part A** which is the write up on the **product design** (the problem, investigation, possible solution, drawing/model, making the product and advertising it) which consists of a total of **65 marks**, whilst **Part B** deals with the made **product** to assess quality and fitness of purpose of the product, and is marked out **35 marks**.

Expected answers

- In **stage one**, candidates were expected to present a problem without stating solution, state where the problem is, who is affected and mention the need that the problem had given rise to.
- In **stage two**, candidates had to carry out the research for products that could solve the problem. The research carried in this stage should solve the problem stated in stage one. That is, give the name of the source and state the name of a product that the source

had given. There had to be **three** products given by the **three** different sources and made using skills acquired in this subject and relevant to the problem that they had stated in stage one. They had to mention costs, tools and materials that could be used during the making of the product. They also had to state advantages/disadvantages of making suggested products. The environmental effects that can develop as a result of the project chosen should also be stated.

- In **stage three**, candidates had to justify the choices of their product which they considered as the best idea. The justification could include: skills, relevancy of materials or tools and affordability.
- In **stage four**, they had to plan for the making of their projects. The planning should include: different activities to be carried during the making, measurements of project to be made, tools and materials to be used, sketches of drawings involved in each activity and finishing or decorations necessary to make project look good.
- In **stage six**, candidates had to make a poster to include the name of the business, the cost of the advertised item and its drawing, contacts of business and to make sure the poster looked attractive.

The portfolio file presentation

The following items listed below are to be found on the outside cover of the candidates' portfolio file:

- i. Candidates' name
- ii. Candidates' number
- iii. Centre name
- iv. Centre number
- v. Name of product made

Centres are reminded that photographs of candidates are not required on the outside cover of portfolios as few Centres do. It is also not expected that expensive files are used for the portfolios. The product/artefacts are to be kept in the Centre until after the release of the results.

Candidates only need to present files neatly, written in eligible handwriting and use simple straight forward language. Teachers should not write the portfolios for candidates, but only give proper guidance before sending the portfolio files for moderation. They are also required to mark the candidates' work before submission to ECESWA for moderation. Only the marked portfolio files and well-written Centre summary record sheets are to be submitted for

moderation. Some teachers submitted portfolios that were not marked, but surprisingly had marks for their candidates entered into the summary sheets.

It is recommended that Centres should send portfolio files from all range of marks; from low, middle and high band as required. There was a great improvement seen in this aspect. The Centres who submitted accurate marks are commended for a job well done. The Centres that did not comply are reminded to follow the regulations laid down by ECESWA when submitting the Portfolio files.

The summary record sheet

As already highlighted earlier, it was a challenging situation where centres did not submit the summary record sheets. Some centres did not submit summary sheets stating that they thought lozenges would be used instead of summary sheets. Some Centre summary sheets were filled-out using a pencil and were not signed nor stamped by Heads of Centre.

EPC Practical Arts And Technology Paper 2

A total of 9691 candidates sat for this paper in 2019. The overall performance of the paper indicated a slight improvement compared to 2018 examination. This could be a result of candidates failing to adhere to the given instruction and information for each question and thus they lost marks.

Assessment of this subject sought to measure the learners' performance demonstrated through problem solving in the different Practical Arts and Technology strands, namely: Arts and Craft, Drama, Music and Design and Technology.

The paper consisted of four sections: A, B, C and D. Candidates were required to answer all questions in each of these sections.

General Observation

The paper was accessible. A majority of learners did very well and that was quite impressive.

SECTION A

Question 1

- (a) This question was fairly done although some candidates failed to name the expected products, made from seeds. Some of them named seeds instead of products and lost marks, e.g. maize and beans. **Expected answers:** necklace, anklet, hair bands, wall decorations, mosaic, picture frames, etc.
- (b) This question was difficult for most candidates as they listed the types of wood and functions of wood, e.g. soft wood and hard wood, instead of properties. They also wrote responses like furniture table, chair, etc. which were incorrect.

Correct answers for wood properties:

- strong and durable
- is easy to work with
- has an attractive appearance
- is cheaper than other materials
- absorbs water and shrinks as it as it dries
- is a poor conductor of heat

- (c) This question was fairly done, but some candidates failed to express themselves in English, they wrote answers in siSwati, e.g. *silulu*, *lincansi* and *gucasithandaze*. There are those who wrote names of different grasses such as *likhwane* and *incoboza*. Others wrote mat and grass mat as different responses, yet they actually meant the same thing.

Correct answers for products made from indigenous grasses:

- Basket
- Grass hat
- Beer sieve
- Grass mat
- Wall decorations
- Window blinds

- (d) This question was asking about uses of traditional woven items. It was fair to most candidates, but there were those who wrote general, instead of being specific to traditional uses of woven products. For instance, they wrote mat for sleeping and broom for sweeping, instead of:

Uses of each of the traditional woven items

(i) **broom** - for ululations and gifts during traditional weddings

(ii) **mat** - During funerals and gift during traditional weddings

- (e) Candidates had to differentiate between primary and secondary colours. This question was poorly done by most candidates, some interpreted the question to require primary and secondary schools as correct responses. Some candidates repeated the same response, e.g. primary colours come from primary colours white secondary colours come from secondary colours and lost marks. They were, instead, expected to differentiate by highlighting that:

primary colours - are basic colours not mixed with other colours which are pure red, blue and yellow.

secondary colours - are a result of mixing two primary colours, e.g.

- red + blue = indigo/ violet
- red + yellow = orange

- (f) This question was asking them to study the picture of a landscape and was poorly done.
- (i) Though poorly done, there were those who gave **2D art** as a response and this was excellent.
 - (ii) Some candidates did not understand the question; they wrote overgrazing as the correct answer.
 - (iii) This question was well done by most candidates, many of them drew excellent pictures of a named animal.

SECTION B

MUSIC AND DRAMA

Question 2

- (a) The question required candidates to identify two body parts that can be used as percussion instruments. A lot of them saw the words “percussion instruments” and wrote musical instruments like drums, guitar, etc. They overlooked the fact that the question wanted them to identify body parts.

On the other hand, some decided to mention body parts instead of matching the body part with how a percussion instrument operates. A few of them were able to understand the question to be asking for hands and feet.

- (b) The question required candidates to mention musical instruments that can accompany the following dances: *ingadla*, ballroom and *vosho*. Common responses were: radio and speaker, yet these are not musical instruments. Very few classified the dances as modern and traditional. Types of music were also mentioned as examples of each class of dance, for instance, kwaito or house were given for *vosho*. Most of them responded very well although a few listed the musical instruments like wind instruments, percussion instruments and keyboard instruments instead of:

Musical instrument that can accompany dances:

- (i) *Ingadla* / *Sibhaca* - drum/ umntjingo/ luvungu.
- (ii) Ballroom - piano/ flute
- (iii) *Vosho* - guitar / piano

Question 2 (c)

- (i) The question required candidates to state a suitable title for a drama to be performed based on drug abuse and a majority did well.

suitable title for drama could any of these:

- Away with drugs
- Say No to drugs
- No drugs in our school

- (ii) The learners had to mention stage settings suitable for the drama mentioned in (i). Correct responses were half-moon stage and end-on stage. A majority wrote correct responses though some mentioned materials for making stages such as curtains, benches, tables and bricks and lost marks. They also mentioned the other types of stages which are not suitable for drama, examples were assembly square, pulpit and full-moon stages.

- (iii) The candidates knew that the materials that can be recycled to make costumes for the characters were: plastic, papers and cloth.

- (iv) A script with two characters to create the awareness was well attempted.

- (v) **A script with two characters to create the awareness.**

Question 2

- (d) Learners had to differentiate between costumes and characters. Many learners mistook costumes either for customers or consumers. Responses on characters were fairly attempted.

Correct answers were:

Characters: are the people who act in play.

Costumes: are the clothes worn by the people who act in a play.

- (e) Learners were asked to give two reasons for the importance of drama. Learners confused drama for drum, they gave reason why drum was used as an accompaniment and lot marks.

Expected answers were:

- Develops in public speaking
- Develops creativity
- Improves imitating thus gaining language
- Presents social ills which are not easily discussed

SECTION C

ENTREPRENEURIAL SKILLS

Question 3

- (a) Candidates handled this question on naming of bank accounts with ease except for a few. Some of those who did not do well gave names of banks such as Swazi bank, First National bank and others and lost marks.

Expected answers: savings account, current account and fixed deposit account.

- (b) The question was very easy by most candidates. However, some defined the word **need** instead of goods and defined wants instead of services.

Expected answers:

Goods: materials in the business

Services: work done for business

- (c) The question required pupils to mention internal and external ways of communication in a business. Pupils mentioned letter as an internal way of communicating and memorandum as an external way. Some of them mentioned ways of advertising like poster and television.

- **Meeting-** telephone
- **Memorandum** - email

Question 3 (d)

- (i) Some candidates defined basic needs instead of listing the basic needs of the family. Most learners failed to differentiate between needs and wants. There were also those who listed all the items in the given list instead of identifying the basic needs.
- (ii) and (iii) Most pupils failed these questions. They could not calculate income and expenditure correctly. Some gave correct answers without showing the working.
- (iv) In this question pupils were required to give advice to the family. Weak answers were presented by those who mentioned that the family should start with the needs and then follow with the wants. A few said that the family should reduce their wants and save the money in the bank or Make a budget and expenditures should be within it which were the best answers.

SECTION D

TECHNOLOGICAL DESIGN

Question 4

The question wanted the three stages of the technological/design process. Most candidates listed stage settings used in drama instead of the stages of the technological process.

The expected answers were:

(a) Three stages of the technological / design process

- (i)** Identify a technological need
- (ii)** Research ways of meeting the need
- (iii)** Choose the best idea

Question 4 (b)

- (i)** Some gave things to cover their face, not a product such as a mask as required by the question, this had a bearing in the marks obtained
- (ii)** They knew that Papers or wood were materials used to make the product above.
- (iii)** Most learners performed well in this question, they even showed that they were exposed in the technological world as they stated that the product could be advertised through the radio and door to door as well as posters.
- (iv)** This question was the most difficult for almost all the learners. Most of them were advertising the product they named in (b) (i) instead of stating the importance of the 4ps of marketing the product. They stated the place of selling like at home or school and in price they mentioned the figure, such as E50,00. The part on promotion was the worst done.

Expected answers:

Importance of each of the 4p's of marketing.

Product - what will be sold

Place - where to sell

Price - how much it will cost

Promotion - how it will be made

- (d)** Most candidates drew an invitation card or a birth card which included the names of parents, place of birth and gender.

- (e) Many candidates listed tools instead of materials. Tools mentioned included pencils, crayons and rulers. Materials included typek, cardboard boxes and paint. Some even wrote cakes, tables and balloons.
- **card board:** easy to get and available in the environment
 - **paper (typek):** easier to get
 - **note book covers:** easy to use and get