



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Practical Arts and Technology

Syllabus

Subject Code: 640

For Examination In 2023 - 2024

CONTENTS

Page

Introduction	2
Rationale	3
Aims	3
Assessment Objectives	4
Assessment criteria	6
Scheme of Assessment.....	6
Curriculum Content	8
Criteria for Assessment	19
Summary Record Sheet	22

INTRODUCTION

This syllabus provides candidates with an opportunity to develop knowledge and skills in both theoretical and practical aspects. It will also develop values and organise them into meaningful context that calls for critical thinking and problem solving approaches. It enables the learners to be self-reliant and to be specifically equipped with practical skills to meet the emerging environmental, cultural and everyday life skill needs by being observant, self-reliant and specifically equipped with practical and entrepreneurial skills.

The syllabus encourages a learner-centred approach using all available resources to display and exhibit creative, expressive and innovative skills. To achieve the highest possible standard, the facilitator can use various teaching methods such as: demonstration, research, group discussions, dramatisation, projects, discovery, problem solving, experimental learning, question and answer, lecture.

The structure of this syllabus comprises of:

- Aims and Rationale
- Assessment objectives
- Assessment criteria
- Curriculum content
- Grade description
- Practical Generic mark schemes
- Assessment Forms

RATIONALE / SUBJECT AIMS

The aims of the syllabus are the same for all learners and promote inclusive education. The Practical Arts and Technology curriculum enables learners to develop skills that will have a positive impact to the economy of the country as well as a possibility of providing wide career choices for the future citizens. The aims are listed below and describe the educational purpose of a course in Practical Arts and Technology for the EPC examination. They are not listed in order of priority.

This syllabus has been designed and developed in order to:

- Promote and develop not only academic and intellectual skills, but also the personal skills needed in everyday life, by providing a nurturing and flexible environment that supports responsible citizenship.
- Utilize available human and environmental resources.
- Promote self-expression by pupils as planners, designers and workers involved in daily life activities.
- Encourage Economic development within the cultural context.
- Promote Entrepreneurial skills.
- Reflect a good judgement and positive attitude towards practical skills.
- Promote aesthetic appreciation and creativity in the Arts.
- Develop Technological awareness and application skills through the use of various pieces of equipment and other materials.
- Stimulate fun, interest, enjoyment for therapeutic effects.
- Develop basic practical competencies.
- Promote and develop creative skills through art and crafts, music and drama.
- Develop and nature basic business skills and inspire an entrepreneurial culture.
- Prepare pupils for the world of work.
- Encourage innovation and creativity that pupils can use in daily living.
- Develop technological-related skills.
- Foster a sense of beauty as well as aesthetic.
- Develop leadership skills.
- Lay a foundation for the prevocational programme at the secondary level
- Make sound consumer decisions, and value the necessary environmental and safety precautions.
- Integrate life skills needed for problem solving and decision making, which can be applied to all other areas of study, as well as to the pupils' everyday life.
- Create opportunities for fun and enjoyment during the learning process.

The syllabus follows an integrated approach to suit the developmental level of the primary school child. At this developmental level, the child views his/her world in a global perspective, and makes no attempt to compartmentalise learning into distinct subject areas. The Practical Arts & Technology programme gives the primary school child a broad base for all practical subjects offered at primary level and can lay a solid foundation for the practical subjects offered at the secondary level. It develops technological-related skills through the application and reinforcement of skills learnt in other subject areas.

This syllabus implicitly includes contemporary issues. It is advised that the selection of learning experiences should be informed by issues such as gender, HIV/AIDS, environmental awareness. Life skills nurtured and developed through this syllabus include the following: interpersonal skills managing resources, creativity, leadership etc.

This syllabus provides candidates with opportunities to develop knowledge and skill in both theory and course work aspects of Practical Arts and technology

ASSESSMENT OBJECTIVES

Assessment objectives in Practical Arts and Technology are:

- A. Knowledge with Understanding
- B. Handling information and solving problems
- C. Investigation, Practical Skills and their application

The description of each assessment objective follows:

A. KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate knowledge and understating in relation to:

1. Definition of artistic terms.
2. State technological principles.
3. Identify the varying human needs, wants and factors in relation to social, economic and environmental implications
4. Explain the correct use of equipment and tools and their suitability for use.
5. Apply safety and hygiene use and regulations in relation to tools and equipment.
6. Discuss factors influencing choices of materials for product development.
7. Describe the sources and use of natural and man-made materials
8. Apply basic business practices and procedures to develop entrepreneurial skills.

Questions used for testing these objectives usually begin with words such as: name, give, discuss, apply, state, describe, define, select, list, explain, match, identify etc.

B. HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able to demonstrate handling information and solving problems in relation to:

1. Read/ observe and interpret information
2. Translate given instructions and information accurately to show creativity and innovation.
3. Manipulate materials and data.
4. Organise and manage resources and equipment in given situations.
5. Estimate and measure accurately shape and size when making products.
6. Assess end products and services.
7. Discuss and promote gender sensitivity issues, development of life skills and environmental awareness.
8. Demonstrate good health habits.
9. Demonstrate working cooperatively with others to communicate ideas and information effectively.
10. Show appreciation of cultural diversity through various artistic compositions in: visual arts, drama, music and dance.

Questions used for testing these objectives usually begin with words such as: show, classify, demonstrate, identify, compare, rewrite, justify, differentiate, support, analyse etc.

C. PRACTICAL SKILLS AND THEIR APPLICATIONS

Learners should be able to demonstrate practical skills and their applications in relation to:

1. Identify effective approaches to problem solving.
2. Plan sequence of activities in the technological design process,
3. Test and compare methods, materials, equipment and tools in making products and staging performances
4. Research and apply information to base judgements and choices.
5. Demonstrate technological techniques and principles.
6. Apply basic marketing techniques
7. Apply basic budgeting procedures and techniques.

These objectives will also guide teachers during preparation for project work.

ASSESSMENT CRITERIA

Scheme of Assessment

All papers are compulsory. Candidates must enter for Papers 1 (Course work) and 2 (Theory) and are eligible for the award of Grades A* to F.

Papers	Description	Time	Weighting
Paper 1	Coursework (Guided Practical) Examination	20 weeks	30%
Paper 2	Theory paper (Written paper)	2 hours	70%

A description of each paper follows:

Paper 1 Coursework (Guided Practical) – consisting of 100 marks

This paper will consist of **three** Guided coursework projects from the strands: Art and Craft; Fine Art (Drawing and Painting); and performing Arts (music, Drama and Dance). Entrepreneurial skills and technological design are intertwined in all the strands. This paper will test skills mainly in objectives B and C.

Each candidate is expected to select **one** project on which to work on from the choice of three. The duration of the Guided coursework or project work is 20 weeks and commences in **May** and must be completed at the end of **October** each year.

Candidates' marks must be entered into the summary sheets (Page 22 of this Syllabus). These sheets are then submitted to the Examinations Council of Eswatini for moderation.

This paper will be weighted at **30%** of the final available mark.

Paper 2 (Theory Paper) – consisting of 80 marks

Paper 2 (2 hrs) consisting of 80 marks

This is a theory paper which consists of **four** sections, A, B, C and D.

Section A: Art and Craft (20 Marks)

Short answer and structured questions. Questions will test knowledge and practical skills, handling information and solving problems in assessment objectives A, B and C.

Section B: Music and Drama (20 Marks)

Short answer and structured questions. Questions will test knowledge and practical skills, handling information and solving problems in assessment objectives A, B and C

Section C: Entrepreneurial skills (20 Marks)

Short answer and structured questions. Questions will test knowledge and practical skills, handling information and solving problems in assessment objectives A, B and C.

Section D: Technological Design (20 Marks) .

Technological Design. Short and Long structured questions based on a scenario that requires technological skills. Questions will test knowledge and practical skills, handling information and solving problems in assessment objectives A, B and C.

This paper will be weighted at **70%** of the final available marks.

CURRICULUM CONTENT

Introduction

The learners will study all topics outlined in the curriculum below. The content is divided into four outcomes – Art and Craft, Music and drama, Entrepreneurship and Technological design process. These topics are presented in a suggested teaching order. However, individual teachers may wish to alter these to suit their contextualized approaches.

GRADE 6

TARGET A: ART AND CRAFT

GENERAL OBJECTIVES	
General Objective: All learners will: 1.1 Acquire knowledge and understanding of elements of art and design.	SPECIFIC OBJECTIVES <i>All learners should be able to:</i> 1.1.1 Define the following terms; i.e. art, carving, weaving, beading, modelling, moulding, reinforcing 1.1.2 Justify the appropriate use of tools and materials for various forms of art 1.1.3. Identity and select appropriate techniques to make products 1.1.4 Identify different types of beads 1.1.5 Explain functions of beads
1.2 Acquire knowledge and understanding of paper and paper craft	<i>All learners should be able to:</i> 1.2.1 Identify different types of paper 1. 2.2 Describe different types of paper 1.2.3 Explain the uses of different types of paper 1.2.4 Discuss the production of paper 1.2.5 Design craft projects using various types of paper (decorative items, packaging, kite, hats, etc.)

TARGET B: MUSIC AND DRAMA

GENERAL OBJECTIVES	
2.1 Acquire knowledge, skills and understanding of music.	<i>All learners should be able to:</i> 2.1.1 Define the following terms: lyrics, melody, rhythm, harmony, posture, humming, music groups: e.g. (solo, duet, trio, quartet, choir). 2.1.2. Identify elements of music, i.e. harmony, rhythm, melody. 2.1.3 Identify musical hand signs. 2.1.4 Classify musical instruments groups - (wind, string, percussion instruments.)
2.2 Acquire knowledge, skills and understanding of drama.	<i>All learners should be able to:</i> 2.2.1 Define the following terms used in drama, i.e. script, character, storyteller, setting, costume, stage props, mime, dialogue, poetry, role play 2.2.2 Describe the importance of drama 2.2.3 Design and make costumes and puppets using recycled materials for various performances

TARGET 3: ENTREPRENEURSHIP

<p>3.1 All learners will acquire knowledge, skills and understanding of entrepreneurship and innovative business ideas.</p>	<p><i>All learners should be able to:</i></p> <p>3.1.1 Define the following terms in entrepreneurship and innovation: Budget/budgeting, entrepreneur, profit, loss consumer, mark-up, producer, raw materials, sales, purchases, income, expenditure, goods, retailer, marketing, promotion, wholesaler, services, capital, product, economy.</p> <p>3.1.2 State characteristics and the importance of an entrepreneur</p> <p>3.1.3 Justify factors of production, chain of distribution of products</p>
<p>3.2. All learners will acquire knowledge, skills and understanding of effective business communication strategies.</p>	<p><i>All learners should be able to:</i></p> <p>3.2.1 Identify and discuss the following terms in business communication: letterheads, logo, email, memorandum, fax, visuals, telephone business meeting, letter, agenda, secretary, minutes, slogan, and chairperson.</p> <p>3.2.2 Discuss the importance of professional standards, appearance, ethics, health and safety in a business.</p> <p>3.2.3 Discuss communication strategies in a business.</p> <p>3.2.4 Demonstrate skills to draw a simple budget.</p>

TARGET 4: TECHNOLOGICAL DESIGN

<p>4.1 All learners will: Acquire knowledge, skills and understanding of the technological design process.</p>	<p><i>All learners should be able to:</i></p> <p>4.1.1 Define the following terms relating to the Technological design process: (technological design process, problem, research/investigation, social environmental effect, portfolio file).</p> <p>4.1.2 Identify characteristics of each of the six stages of the technological design process.</p> <p>4.1.3 Identify different structures: man-made, natural, shell and frame structures</p> <p>4.1.4 Describe the uses of structures</p> <p>4.1.5 Design and make products using the following techniques: carving, beading, moulding, weaving, paper craft designs, recycled materials and wire frames.</p> <p>4.1.6 Display various types of product finishings</p>
<p>4.2. All learners will acquire knowledge and skills and understanding of mechanics.</p>	<p><i>All learners should be able to:</i></p> <p>4.2.1 Define the following terms relating to mechanics: pulleys, levers, mechanics and machines.</p> <p>4.2.2: List simple machines that use levers and pulleys</p> <p>4.2.3 Describe how the following items in mechanics are used: (belt drivers, joint, chain drivers, magnet, bolts and nuts, conveyor belt).</p> <p>4.2.4 Demonstrate skills in making products with pulleys and levers.</p>
<p>4.3. All learners will acquire knowledge, skills understanding and use of metals</p>	<p><i>All learners should be able to:</i></p> <p>4.3.1 Identify metal objects</p> <p>4.3.2. List items made of the following metals- gold, silver, steel, iron, diamond, brass, aluminium, copper, chromium.</p> <p>4.3.3. State properties of the following metals: gold, silver, steel, iron, diamond, brass, aluminium, copper, chromium.</p>

<p>1.0 TARGET A ARTS AND CRAFT</p> <p>General Objective: All learners will:</p> <p>1.1 Acquire knowledge and understanding of elements of art and design.</p>	<p>SPECIFIC OBJECTIVES <i>All learners should be able to:</i></p> <p>1.1.1 Define the following terms: (crocheting/knitting, carving, painting, weaving, moulding, reinforcing in art).</p> <p>1.1.2 Justify the appropriate use of tools and materials for various forms of art</p> <p>1.1.3 Identity and select appropriate techniques to make products</p> <p>1.1.4 Demonstrate skills to design posters for marketing products</p>
<p>1.2 Acquire knowledge and understanding of paper and paper craft</p>	<p><i>All learners should be able to:</i></p> <p>1.2.1 Identify different types of paper</p> <p>1. 2.2 Describe different types of paper</p> <p>1.2.3 Explain the uses of different types of paper</p> <p>1.2.4 Discuss the production of paper</p> <p>1.2.5 Design craft projects using various types of paper (decorative items, packaging, kite, hats, etc).</p>
<p>1.3 Acquire knowledge and understanding of creative expression</p>	<p><i>All learners should be able to:</i></p>

	<p>1.3.1 Identify different types of colours (primary, secondary and tertiary colours).</p> <p>1.3.2 Justify various aspects of colour (tone, mood, texture and shades).</p> <p>1.3.3 Demonstrate the use of colour in drawing, printing, painting, beading and weaving cultural/ modern products</p> <p>1.3.4 Design various artworks using colour</p> <p>1.3.5 Identify indigenous grasses suitable for weaving different products</p> <p>1.3.6 Differentiate weaving techniques</p> <p>1.3.7 Discuss the importance of woven products in Eswatini culture</p>

TARGET B

MUSIC AND DRAMA

2.0 MUSIC AND DRAMA	
2.1 Acquire knowledge, skills and understanding of music.	<p><i>All learners should be able to:</i></p> <p>2.1.1 Define the following terms; viz: (music, theme, melody, rhythm, harmony, posture, music groups, tempo, tone humming (solo, duet, trio, quartet, choir)</p> <p>2.1.2 Identify musical instruments (<i>makhoyane</i>, shakers, whistle, melodica)</p> <p>2.1.3 Classify musical instruments</p> <p>2.1.4 Read and interpret written musical symbols.</p> <p>2.1.5 Identify different types of music and dance styles (both cultural and modern)</p> <p>2.1.6 State the functions of dance songs</p> <p>2.1.7 Compose a simple song responding to a given theme</p> <p>2.1.8 Demonstrate marketing strategies for the performances</p>
2.2 Acquire knowledge, skills and understanding of drama.	<p><i>All learners should be able to:</i></p> <p>2.2.1 Define the following terms in drama: (script, character, storyteller, setting,</p>

	<p>costume, stage props, mime, dialogue, poetry, role play)</p> <p>2.2.2 Identify different types of stages</p> <p>2.2.3 Describe the importance of drama</p> <p>2.2.4 Discuss the importance of a script</p> <p>2.2.5 Design and make costumes and puppets using recycled materials for various performances</p> <p>2.2.6 Select appropriate and safe materials for designing a stage.</p> <p>2.2.7 Design scripts for performances responding to given themes</p> <p>2.2.8 Perform Drama scenarios on emerging social issues.</p> <p>2.2.9 Demonstrate marketing strategies for performances</p> <p>2.2.10 Draw up a performance plan: (Choose a title, script preparation, accompanying song and instrument)</p> <p>2.2.11 Design and make a costume</p>
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TARGET 3: ENTREPRENUERSHIP

<p>3.1 All learners will acquire knowledge, skills and understanding of entrepreneurship and innovative business ideas.</p>	<p><i>All learners should be able to:</i></p> <p>3.1.1 Define the following terms in entrepreneurship and innovative business ideas, viz;</p> <p>(Budget/budgeting, entrepreneur, profit, loss consumer, mark-up, producer, raw materials, sales, purchases, income, expenditure, goods, retailer, marketing, promotion, wholesaler, services, capital, product, economy).</p> <p>3.1.2 State characteristics and the importance of an entrepreneur</p> <p>3.1.3 Identify business opportunities in the community through conducting a marketing research</p> <p>3.1.4 Identify the functions of marketing requirements (the four Ps- price, promotion, place and product)</p> <p>3.1.5 Justify the principles of budgeting</p> <p>3.1.6 Justify factors of production, chain of distribution of products</p>
<p>3.2 All learners will acquire knowledge skills and understanding of use and importance of financial institutions and their services.</p>	<p><i>All learners should be able to:</i></p> <p>3.2.1 Define the following terms in financial institutions: (banks, cash in, cash out, cooperatives, cheque, deposit, withdrawal, interest, transaction, investment, cashbook loans, micro lender, e-commerce, wire transfer).</p> <p>3.2.2 Discuss the importance of saving money.</p> <p>3.2.3 Discuss services provided by financial institutions.</p> <p>3.2.4 Describe ways of investing money.</p>

<p>3.3. All learners will acquire knowledge, skills and understanding of effective business communication strategies.</p>	<p><i>All learners should be able to:</i></p> <p>3.3.1 Identify and discuss the following terms in business communication: (letterheads, logo, email, memorandum, fax, visuals, telephone business meeting, letter, agenda, secretary, minutes, slogan, and chair-person)</p> <p>3.3.2 Discuss the importance of professional standards, appearance, ethics, health and safety in a business.</p> <p>3.3.3 Discuss communication strategies in a business.</p> <p>3.3.4 Draw a simple budget</p> <p>3.3.5 Demonstrate skills of keeping simple records</p>
<p>3.4 All learners will acquire knowledge and skills and understanding of tourism.</p>	<p><i>All learners should be able to:</i></p> <p>3.4.1 Define the following terms in tourism: (tourism, tourist, tour-guide, tour, sell by date).</p> <p>3.4.2 Identify places of interest in the country.</p> <p>3.4.3 Discuss functions and importance of tourism in Eswatini.</p> <p>3.4.4 Discuss care and safety issues of tourists</p>

TARGET 4: TECHNOLOGICAL DESIGN

<p>4.1 All learners will:</p> <p>Acquire knowledge, skills and understanding of technological design process.</p>	<p><i>All learners should be able to:</i></p> <p>4.1.1 Define the following terms relating to the Technological Design process: technological design process, problem, research/investigation, social environmental effect, portfolio file.</p> <p>4.1.2 Identify characteristics of each of the six stages of the technological design process.</p> <p>4.1.3 Identify different structures: (man-made, natural and reinforced structures)</p> <p>4.1.4 Design and make reinforced structures</p> <p>4.1.5 Design and make products using the following techniques: (carving, beading, moulding, weaving, paper craft designs, recycled materials).</p> <p>4.1.6 Display various types of finishings in carved, woven, moulded and beaded products.</p>
<p>4.2. All learners will acquire knowledge and skills and understanding of mechanics.</p>	<p><i>All learners should be able to:</i></p> <p>4.2.1 Define the following terms relating to mechanics: (pulleys, cogs, gears, levers).</p> <p>4.2.2 List simple machines that use cogs and gears, levers and pulleys</p> <p>4.2.3 Describe how the following items are used in mechanics: belt drivers, joint, chain drivers, magnet, bolts and nuts, cogs, gears.</p> <p>4.2.4 Demonstrate skills in making products with gears, cogs, pulleys and levers.</p>

ESWATINI PRIMARY CERTIFICATE
PRACTICAL ARTS AND TECHNOLOGY SYLLABUS 2023-2024

<p>4.3. All learners will acquire knowledge, skills and understanding of metals.</p>	<p><i>All learners should be able to:</i></p> <p>4.3.1. Identify metal objects</p> <p>4.3.2. List items made of the following metals – (gold, silver, steel, iron, diamond, brass, aluminium, copper, chromium).</p> <p>4.3.3. State properties of the following metals: gold, silver, steel, iron, diamond, brass, aluminium, copper, chromium.</p>
<p>4.4 All learners will acquire knowledge, skills and understanding of conservation of energy</p>	<p>4.4.1 State different types of energy</p> <p>4.4.2 Identify sources of energy</p> <p>4.4.3 Differentiate renewable and non-renewable energy source</p> <p>4.4.4 Design informative posters relating to energy conservation</p>

CRITERIA FOR ASSESSMENT

Stage A	Criteria	Attainment standards	Scale
1. Identify problem	Initiation	<p>Offers explanations regarding the problem that the project is going to solve: i.e.</p> <ul style="list-style-type: none"> (i) States what the problem is (ii) States where the problem is (iii) States who is affected (iv) Makes clear statements <p>Total =</p>	<p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>[5]</p>
2. Investigation	Well planned/ orderly research	<p>Presents how research was carried out from three sources, each giving a possible solution to the problem by indicating the following:</p> <ul style="list-style-type: none"> (i) Name of source (ii) Name of product (iii) Tools (iv) Materials (v) Costs (vi) Advantages and/or disadvantages (vii) Socio environmental factors <p>Total = (7 marks for each source X 3)</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[21]</p>
3. Possible solution/Best idea	Justification	<p>Selects the best idea from the three and give justification for choice.</p> <ul style="list-style-type: none"> (i) Best idea (product) (ii) Source (iii) Materials /tools (iv) Skill <p>Total =</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[4]</p>
4. Work Plan	Written Plan and Drawings	<p>Prepares a plan of activities:</p> <ul style="list-style-type: none"> (i) States and assembles tools and materials required (ii) Makes good drawings (iii) Allocates suitable time for each activity (iv) States measurements (v) States product finishing <p>Total =</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>[15]</p>

ESWATINI PRIMARY CERTIFICATE
PRACTICAL ARTS AND TECHNOLOGY SYLLABUS 2023-2024

Stage A	Criteria	Attainment standards	Scale
5. Making the Product	Methodology	<p>Ensures that the candidate:</p> <p>(i) Approaches task methodically and confidently</p> <p>(ii) Handles tools/equipment or apparatus properly</p> <p>(iii) Carries out practical procedures as planned</p> <p>(iv) Carries out project tasks willingly</p> <p>(v) Regularly shows progress to the teacher</p> <p style="text-align: right;">Total =</p>	<p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>3</p> <p>[15]</p>
6. Poster	Advertising	<p>Advert must be informative and should:</p> <p>(i) State business Name</p> <p>(ii) Draw the product</p> <p>(iii) Include contacts</p> <p>(iv) Include costs</p> <p>(v) Show borders</p> <p style="text-align: right;">Total =</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>1</p> <p>[5]</p>
		Total Part A =	[65]
Stage B	Criteria	Attainment standards	Scale
	Quality of Product	<p>Product should be:</p> <p>(i) Usable and durable</p> <p>(ii) Aligned with specifications</p> <p>(iii) Neatly presented & must be tidy</p> <p>(iv) Made of appropriate materials</p> <p>(v) Original</p> <p style="text-align: right;">Total =</p>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>[25]</p>
	Fitness for purpose	<p>Produces product that:</p> <p>(i) Serves the purpose for which it was intended</p>	<p>5</p> <p>5</p>

ESWATINI PRIMARY CERTIFICATE
PRACTICAL ARTS AND TECHNOLOGY SYLLABUS 2023-2024

		(ii) Shows creativity	[10]
		Total =	
		Total Part B =	[35]
		Total mark Part A+B =	[100]

ESWATINI PRIMARY CERTIFICATE
PRACTICAL ARTS AND TECHNOLOGY SYLLABUS 2023-2024



PRACTICAL ARTS & TECHNOLOGY

640/01 SUMMARY RECORD SHEET

Note: Teachers are required to fill in this form except for the moderated mark column.

Centre Number					Centre Name		Date	
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Candidate Number	Candidate Name		The Design Folder A						Total Part A	The Product Evaluation B		Total Part B	Total mark (A+B)	Moderated Mark
			Project Choice (a)-(c)	Identify problem 5	Investigation 21	Possible Solution/best idea 4	Written plan/ Drawings 15		Construction/making the product 15	Poster 5	65	Quality of product 25	Fitness for purpose 10	

**ESWATINI PRIMARY CERTIFICATE
PRACTICAL ARTS AND TECHNOLOGY SYLLABUS 2023-2024**

Candidate Number	Candidate Name		The Design Folder A						Total Part A	The Product Evaluation B		Total Part B	Total mark (A+B)	Moderated Mark
			Project Choice (a)-(c)	Identify problem 5	Investigation 21	Possible Solution/best idea 4	Written plan/ Drawings 15			Construction/making the product 15	Quality of product 25			
								Poster 5	65			35	100	

HEAD OF CENTRE'S NAME/SURNAME:		SIGNATURE:		CONTACT NUMBER:											
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SCHOOL STAMP

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