

EXAMINATIONS COUNCIL OF ESWATINI

EPC

**EXAMINATION REPORT
FOR
PRACTICAL ARTS AND TECHNOLOGY
2020**

PRACTICAL ARTS AND TECHNOLOGY (640/01)

General Comments

This report presents an overview of the candidates' performance in the Practical Arts and Technology Paper 1 Examination of 2020. A total number of 9 395 candidates had registered for paper 1 which is the practical component. In this component candidates were required to demonstrate their ability to plan, design and present in writing a portfolio file prepared alongside a model project of their choice from strands taught in Practical Arts and Technology. These strands are: drama and music, design and technology, art and crafts, entrepreneurial and life skills. The subject, Practical Arts and Technology actually advocates for the use of readily available materials in one's environment. The writing of the portfolio files usually begin in May and all schools are expected to submit before or on the 31st of October each academic year. Where there is a need to purchase some items, it is commended that teachers should buy affordable materials.

Centres will each 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 read these reports as they commit the same mistakes every year.

The observation made during moderation is that the overall performance when assessing portfolio files showed a great improvement when compared to 2019. Most teachers assessed candidates' portfolios using the assessment criteria. However, there are centres where teachers use the assessment criteria as expected. Some schools did not submit all learners in the record sheet. Also, their total calculations in the summary sheet were not accurate. Centres are encouraged to present authentic marks at all times.

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

1. Compose and Perform: Drama and Music
2. Make a model of a windmill
3. Mould an ornament of your choice

Teachers are allowed to offer **guidance only** during selection of projects by candidates, the period of preparation and when making their project 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 answer

- 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. 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. It was very important to include the name of business, the cost of advertised item and its drawing, contacts of business and to make sure the poster looked really attractive. Under music and drama, it was very important to include the name of the group, entrance fee, drawing of the main character, contact details and the border line.

The portfolio files

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

- i. Candidates' Name
- ii. Candidates' Number
- iii. Centre Name/ Centre Number
- iv. Name of Product they have made

Centres are reminded that photographs of candidates are not required and they are not to be included in the course of making the projects and portfolios. Most centres improved in this, a very few centres put photographs of their candidates on the outside cover of their portfolios. It is also not expected that expensive files are used for portfolios. Only the marked portfolio files and centre summary sheets are to be submitted for moderation. The product/artefacts are to be kept in the centre until after the release of the results.

Portfolio file presentation

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. Candidates ought to rewrite the final draft and the teacher is required to mark the candidates' work before submission to ECESWA for moderation.

It is recommended that centres should send portfolio files from all range of marks; from low, middle and high band as a moderation requirement.

The summary sheet

It was a challenging situation where centres did not submit the summary sheets. Other summary sheets were filled-in using a pencil and were not signed nor stamped by Head of centres.

Centres are also reminded to follow the instructions to the teachers on the submission of the portfolio files!

PRACTICAL ARTS AND TECHNOLOGY (640/02)

General Comments

This report presents an overview of the candidates' performance in the Practical Arts and Technology Paper 2 Examination. A total of 9278 candidates sat for this paper in the year 2020. The overall performance of the paper indicated a slight decline when compared with the 2019 cohort. This could be a result of some of the candidates overlooked the reading of instructions and information given for each question resulting in a number of them losing marks due to imprecision.

Assessment of this subject sought to measure the candidates' performance in an ability to exhibit creativity and innovation demonstrated through problem solving in all Art strands, namely being Arts and Craft, Drama, Music and Design & Technology. This is done whilst making applications to promote life skills and career skills demonstrating flexibility, adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, leadership and responsibility as they navigate complex life and work environments.

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 manageable. A majority of Candidates did very well and that was quite remarkable.

SECTION A

Question 1

- (a) The question wanted the candidates to give products that can be made by indigenous grasses. This question was fairly done, although most of the candidates gave good answers, but a few gave incorrect responses where they mentioned beer sieve and mat made out of *lisundvu*. Candidates also wrote wrong spellings like met instead of mat and het instead of hat. Correct responses were as follows:

Indigenous grass

- | | | |
|-----------------|---|---|
| <i>Likhwane</i> | - | grass mat, window blind |
| <i>Lisundvu</i> | - | basket, hat, fruit bowls |
| <i>Incoboza</i> | - | grass mat, beer sieve, window blind, <i>sitsebe</i> |

- (b) This question was bit challenging to candidates, they were asked to give two uses of papier mache' bowl and a grass mat. Candidates gave good responses on uses of a mat, but in the uses of papier mache' most candidates were giving materials used for moulding the bowl.

Expected answers:

- **papier mache'**: serving fruits, decorating used as a gift and for storing or keeping ornaments.
- **mat**: decoration, gift, as a sleeping mat and for traditional and ritual purposes.

- (c) This question was fairly done. Candidates were asked to identify products that can be made from wool and plastic. The responses given for products made of wool were crocheted or knitted products such as scarfs jerseys and socks etc. However, few of them misread the word as wood and gave products related to wood and lost marks.

Candidates were giving correct responses on plastic products which were products such as plastic mat, bowls, masks, bags, etc.

- (d) In this question candidates were asked to give uses of wood and clay. They, indeed gave good responses that:

- **Wood**: can be used for carving, stirring pins, making fire for cooking and for building houses and furniture.
- **Clay**: Used for molding pots, cups and ornaments.

- (e) In this question, candidates were expected to give two uses of masks it was fairly done. It was noted that some candidates were mentioning that a mask can be used to protect one from the sun which is incorrect. Some made good mention of using masks to prevent the spread of COVID - 19.

Expected answers:

- A mask can be used for decorating wall, when acting on a drama and disguising character or act out a scene
- .it is also important to discourage candidates to mention non - social behavior where learners will give answers that a mask can be used to hide face when stealing.

- (f) This question was fairly done when candidates were required to name and draw musical instruments made from waste materials of the environment. It was noted that some of them were naming keyboard instrument which is incorrect because such instrument cannot be made from waste materials. Candidates were expected to name and draw musical instruments that can be made using available materials.
- (g) This question asked them to differentiate between two - dimensional and three - dimensional objects and that proved difficult to most candidates.

Expected response: **two dimensional** is a flat sheet representation with length and width drawings while **three dimensional** object is objects have length, width and height e.g. a box, pencil, masks, etc.

SECTION B

MUSIC AND DRAMA

Question 2

- (a) (i) Candidates were asked to give a name of two people singing together. Noted answers were: solo, choir, duo, praise team and trio.

The correct answer for this question was **duet**.

- (ii) This question required candidates to choose two words referring to types of music (Ingadla, *classical*, *mime*, *hymn*). Learners failed to choose from the given list.

The correct answer: classical and hymn

- (iii) The question required candidates to state the function of stage props in a play. It was a challenging question to them because instead they defined a stage, gave the use of a stage and some mistaken 'props' with steps. They responded to say it is used to go up and down the stage, which was incorrect.

Expected response: Used to present environment of the setting of the scene.

- (b) Candidates were supposed to name types of stages presented. In this question, the candidates knew the stages, but failed to allocate the right name for each stage.

- (i) Candidates gave the following responses: straight line stage, rectangle stage, bar stage which were incorrect.

Correct answer: end on stage or transverse.

- (ii) **Candidates responses were:** U shaped, semi-circle, round mound stage instead of half-moon stage.

- (iii) **Common responses were:** T - stage, junction and cross stage.

Correct answer: ramp stage or T shaped stage.

- (c) The question required candidates to define the word character. The candidates defined character as a behavior of someone who makes people laugh. Also they gave a definition of audience or costume and lost marks.

Correct answer: Characters are the actors in the play.

- (d) The question required candidates to list two elements of drama. Noted responses were elements of music (harmony, rhythm and melody). They also gave functions of drama e.g. it educates, teaches, entertains, etc. Other responses were brass, copper, gold. This show that candidates did not understand the question.

Expected responses: character, plot, script setting, audience.

- (e) The question required candidates to state reasons why a script is needed for drama performance. Most of the learners were not familiar with the word 'script'. They gave responses like 'it makes the drama nice, attractive, and beautiful which means that they mistook script for stage props.

Expected responses:

- shows stage direction
- road map in drama
- Informs characters what to say
- Tells the story
- Helps with stage set up.

- (f) This question was fairly attempted about 70% of them got this one correct. The candidates were required to identify musical instruments that can accompany a young girl's traditional dance.

Correct responses included; drums, whistle, shakers, *makhweyane*, but a few gave traditional dances like *Ingadla*, *sibhaca*, *umhlanga*, *incwala* as the answers.

- (g) The question required candidates to describe two skills developed through dance.

Candidates did not understand the question well and gave benefits of dancing e.g. you get money, get famous, entertain, communicate. Some gave dancing styles like *vosho*, *gwaragwara*, ballroom dance, kwaito dance, reed dance, African dance, etc.

In conclusion, this section was not well answered. It seems like candidates had challenges with music and drama as this resulted in learners failing to give their best in this section.

SECTION C

ENTREPRENUERAL SKILLS

Question 3

Candidates demonstrated an average performance in this question, but there were some who failed to work out the two mathematical concepts. Some only provided the second part question excluding the working required.

Expected answers:

3 (a) (i) **Calculations:** 1 tray has 30 eggs: $30 \text{ eggs} \times 1.50 / \text{per egg} = \text{E}45.00$

(ii) Working to show Profit or loss: selling price – Retail price

Therefore, $\text{E}45.00 - \text{E}30.00 = \text{E } 15.00 \text{ profit}$

(b) This question was asking them to write down the chain of distributing the products. It was excellently attempted although a few candidates provided incorrect answers.

The expected answer was:

i. Producer ii. wholesaler iii. retailer iv. consumer

(c) This question was fairly done. Some candidates turned to mix answers for this question. They wrote memorandum under external communication instead of internal communication.

Expected answers for this question was:

Internal	External	Both internal and external
Memorandum/watt up/social	fax, email/email/social media	telephone

(d) This question to define marketing was generally and fairly answered. Many candidates were able to provide the correct answers, but a few answered the question as if they were asked to define the terms trade and transactions which were incorrect responses.

The correct answer:

Marketing is the process of finding out what customers need and want.

(e) The question asked them to name financial institutions found in Eswatini. It was fairly attempted. Most candidates provided names or types of banks found in ESwatini instead of providing these appropriate answers as below:

(i) Banks

(ii) Micro lender (shylocks)

(iii) Cooperatives

(iv) EPNF, MTN, Eswatini Mobile, etc

(f) The question asked for reasons why marketing was important. It was poorly done. Candidates provided wrong answers such as stating the characteristics of an entrepreneur, yet the **correct answers** were as follows:

- produce the right services for customers
- make the right goods to be sold the four marketing elements:
- charge right price,
- promote the product,
- sell at the right place and
- it should be the right product.

SECTION D

TECHNOLOGICAL DESIGN

Question 4

(a) Overall this question was done well. It required candidates to give examples of structures that give protection. However, candidates listed structure types like: linking ones, protecting ones and supporting ones, instead of those that only protect.

Expected answers:

houses, kraals, walls, shells, holes, caves, walls, etc.

(b) This question was fairly done. Candidates were expected to identify two materials used to reinforce houses during construction. A majority were able to give good materials like wires, poles, steel, pillars, etc. It was quite easy for them since it required them to write what they knew from everyday life.

(c) This question asked candidates to describe how to carry out the work plan of the technological process. Candidates did not understand the question and that confused them and they ended up writing steps of how they carried out their step 4 of their 2020 paper 1 project. Others listed the Technological Process steps from identification of a technological need to step 6 which is about testing the product. This question was generally not well done due to poor structuring with points jumbled up.

They had to:

- list tools and materials
- indicate dates of activities
- indicate activities done and time taken
- include measurement and finishing diagrams

(d) This question was done well. Candidates expressed their creativity as they designed and drew a walking stick suitable for an old person. They attained all the marks except for a few of them who could not draw the rubber for gripping which was necessary especially for an old person.

They had to ensure that the drawing was:

- decorated
- had rubber at the bottom
- had a usable handle, etc.

- (e) Candidates had to differentiate between gears and cogs. This question was poorly done by most candidates. Most of them interpreted the question wrongly. They failed to state that gears were found in cars. They gave incorrect answers such as; gear is not an energy, while cogs is the energy or gears are for making a car to stop, etc and lost marks. However, some were able to state the correct use of gears, as it seemed they applied the general knowledge gained from using cars at home. On the other hand, the uses of cogs were totally unknown by the majority.

Expected responses:

- **Gear** is pair wheels with teeth that work together to transmit and control movement from an engine, while **cogs** are the teeth on the edge of a wheel or bar that transfer movement by working together with other projections.
- Gears have cogs
- Gears add and reduce speed in auto mobiles
- Gears could be easily seen in a car, while cogs can be seen on a bicycle, chain saw, etc.

- (f) Candidates had to design a slogan for advertising their fruit and vegetables stall. They had to further include three key things in their slogan. What was notable in their responses was that they listed various ways of advertising. They also included eye -catching drawings of both various fruits and vegetables. They presented work with no slogan, but had contact details venues and logos for their businesses. They lost the marks because they misunderstood the question.

The expected response:

A good slogan was to cover information on the product, price, benefit promotion and place.