

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

PRACTICAL ARTS AND TECHNOLOGY

{640}

YEAR

2021

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PRACTICAL ARTS AND TECHNOLOGY – 640/01

General Comments

Pursuant to the finalization of the moderation exercise, this report presents an overview of the candidate's performance in the Practical Arts and Technology Paper 1 Examination of 2021. A total number of 11 462 candidates had registered for this subject in 173 centres. Most of the centres provided the necessary documents for moderation, which comprised the candidates' files, the summary sheet as well as the marked scripts. This is highly appreciated. However, some components still need to be clarified to the subject teachers for the moderation exercise to be carried out smoothly and efficiently.

This part of the exam ensues from May – October on a normal year. Each individual registered centre is provided with the exam question paper, the marking criteria, the summary sheets as well as instructions to the teacher. All these four documents are prepared for a specific year and hence all centres are advised to take note of all these documents as certain changes are prone to be made to suit that particular exam in that specific year.

For the year 2021, candidates were once again required to demonstrate their ability to plan, design and present in writing a portfolio file prepared alongside a model project of their choice from the five strands taught in Practical Arts and Technology. They could either choose **to make a doll using cloths, weave a basket** using available materials in their area or **carve a sugar bowl using any of the three materials that they have learnt about in this subject**.

In all the three choices availed to them, they had to demonstrate the ability to manipulate skills taught in this subject, indicate the correct choice of tools and materials to use, show the ability to create or reuse/recycle and demonstrate sensitivity to socio-environmental factors. As the subject, Practical Arts and Technology advocates for the use of readily available materials in one's environment, candidates also had to exhibit minimal reliance on the use of funds during the making of their products.

Adding to this report all centres will each receive an individual School Report which intends on giving general guidance to teachers teaching the subject concerning the practical exam. This individual school report outlines the moderator's findings during remarking and provides relevant feedback specifically on the findings about that school, noting the strengths and weaknesses observed in the individual centre in every stage of the technological design process. It further informs the subject teachers how well they interpreted and applied the assessment criteria; e.g. whether they were lenient, satisfactory or severe in their marking. All centres are therefore strongly urged to read this all-important document and take the recommendations for the following year. Furthermore, the individual school report informs the moderator whether the distribution of project topics was done well or not. Centres are urged to ensure that candidates choose fairly from all the project topics given. However, it was noted that some centres do not read these reports as they commit the same mistakes every year.

As subject teachers are expected to supervise the candidates' files, which are comprised of the Technological Design Process write-up project, alongside the making of the actual product chosen from the exam question, they also must ensure the marking criteria used are for that particular year. The teacher works with the candidate within the given period, marking the drafts written by the candidates, and making suggestions and corrections that were needed to perfect the project with the intent of presenting a well-written project on the final day of submission. Using the same marking criteria to award marks to the candidates, the teacher notes, the candidates' commitment, or lack of in the actual making of the product, the quality of the product as well as its fitness for the purpose for which it was made for. The teacher then gives an overall mark for all the work done by the candidate. These marks for all the candidates are then recorded in the summary sheets which are then handed in for moderation.

At the end of the period allocated for the project writing and product making, the teacher then selects projects to be handed in for moderation. The teacher carefully selects a sample of files to hand in for moderation according to the marks that s/he has allocated to his/her class in three categories. There must be files with the highest scores, middle scores as well as lowest scores. This means that the sample has to have the highest scoring candidate as well as the lowest scoring candidate at all times. The teacher records all the total scores of the candidates in the summary sheet. The purpose of presenting sample files for moderation is to ensure that the moderators' and the teacher's marking is as close as possible, ensuring reliability in the grading of candidates' work.

The observation made during moderation were as follows;

- ***The overall performance when assessing portfolio files showed a great improvement when compared to 2020. Most teachers assessed candidates' portfolios using the assessment criterion.***
- ***There are still a few centres that do not follow the Technological Design Process when doing the write-ups, allowing candidates to give lengthy definitions of the products chosen, which did not earn them any marks.***
- ***There are still a few centres where teachers failed to use the assessment criterion as expected.***
- ***Some centres did not submit all candidates in the summary record sheet, which delayed the moderation exercise.***
- ***Some teachers' total calculations in the summary sheet were not completely accurate.***
- ***Some centres only presented candidates with high scores even though in the summary sheets there were candidates with low scores.***
- ***Some teachers did not mark the final draft and award marks in each stage, but they only put the scores in the summary sheet, some did not put the final mark for the candidate's work in the file but it only appeared in the summary***

Centres are strongly warned against inflating marks when assessing candidates as this is a bad practice which is tantamount to malpractice.

Teachers are allowed to offer **guidance only** during the selection of projects by candidates, during 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 include:

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**.

Part B deals with the made **product** to assess the 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 a solution, state where the problem is, who is affected and mention the need that the problem had given rise to. Clear statements earn a mark.
- 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 the advantages/disadvantages of making suggested products. The environmental effects that can develop because of the project chosen should also be stated.
- In **stage three**, candidates had to justify the choices of their product which they considered the best idea. The justification could include skills, relevancy of materials or tools and affordability or cost.
- In **stage four**, they had to plan for the making of their projects. The planning should include different activities to be carried out during the making, the correct measurements of the project to be made, tools and materials to be used, sketches of drawings involved in each activity and finishing or decorations necessary to make the project look complete.
- In **stage six**, candidates had to make a poster. It was very important to include the name of the business, the cost of the advertised item and its drawing, the contacts of the business and to make sure the poster looked 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 borderline.

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. All the centres improved in this. 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 straightforward 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.

Once again centres are reminded that they should send portfolio files from all ranges of marks; from the low, middle, and high bands as per moderation requirements.

The summary sheets

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 the head of centres. **Centres are strongly advised to ensure that during the submission of portfolio files they should follow the instructions laid out by ECESWA.**

PRACTICAL ARTS AND TECHNOLOGY – 640/02

General Comments

This report presents an overview of the candidate's performance in the Practical Arts and Technology Paper 2 Examination. A total of 11572 candidates sat for this paper in the year 2021 which reflects an increase in the number of candidates than it was in the previous year. The overall performance of the paper indicated a slight decrease compared with the 2020 examination. This could be a result of some of the candidates overlooking the reading of instructions and information given for each question resulting in several of them losing marks due to inaccuracy.

Assessment of this subject sort to measure the candidate's performance in a capability to display creativity and innovation demonstrated through problem-solving in all Art strands, namely Arts and Craft, Drama, Music and Design and Technology. This is done whilst making applications of acquired content knowledge and skills 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 accessible as most candidates did very well and that was quite remarkable.

SECTION A

Generally, this section was fairly done. Most candidates got most of the answers correct. However, they had difficulties with the following questions.

Question 1

Question 1 a)

- (i) The question required candidates to name materials used to make:
The expected answers were:
Beads / coloured beads, buttons and *lusinga*
- (ii) The question required candidates to mention traditional eSwatini events where *ligcebesha* is worn.
The expected answers were:
- Traditional ceremonies
 - Fashion shows
 - Weddings
- (iii) The question wanted the candidates to be specific on how safety can be ensured when making *ligcebesha*. Most learners used the question as a response.

E.g.: We must make sure that we are safe when using the needle.

They **were expected** to say how the needle must be handled or used.

The expected answers were:

- Proper handling of needles
- proper handling of pair of scissors

Question 1 b)

Candidates were expected to state the tools that can be used when painting and state their use during painting. Many of them wrote materials instead of tools. Some of the materials mentioned were thinners, paint, etc.

The expected answers were:

Tool	Uses
Paint	painting
Pencil	drawing
Eraser	Eraser mistakes
Drawing board paper	to attach
Clips to board	to attach the paper to the board
Colour paints	painting

Question 1 c)

Candidates were expected to name three carved products used during a traditional wedding.

The expected answers were:

- wooden dish
- wooden spoon
- walking stick
- knobkerrie
- wooden knife

Question 1 d)

This question was a bit challenging to candidates, as they were expected to give reasons for the importance of colour. Many misunderstood the question to require the importance of paint. So, they gave importance to painting instead of colour. There were also a few candidates who unpacked the question, e.g. one response, colour expresses meaning.

Some of the required responses were:

- decorate art
- differentiate art
- express meaning e.g. red symbolizes danger & love: Red for love
- Red for danger
- Red for fire
- Black for mourning
- portray mood
- send love messages
- for religious purposes
- as ornamentation

Question 1 e)

Candidates were expected to select a suitable technique to carve a products

The expected answers were:

The suitable technique to carve a product

PRODUCT	THE TECHNIQUE USED TO PRODUCE IT
Broom	weaving
Winter Socks	crocheting or knitting
Land Scape	drawing and painting
Wooden mask	relief carving

Question 1 f)

Candidates were expected to state the importance to recycle materials

The expected answers were:

- To make new products
- To venture into the recycling business
- Clean the environment
- Making it a Hobby

SECTION B

This section was fairly done too. Most candidates from most schools could answer the questions well but there were a few schools whose candidates failed to respond well to some of the questions, especially the following:

Question 2(a)

a) (i) name of the musical instrument

The expected answer was Trumpet

a) (ii) **Name of one band that plays**

The expected answers were:

- Musicians
- Police band
- Church choirs/members

a) (iii) **Reasons people play musical instruments to;**

The expected answers were:

- To accompany the song
- To accompany dance
- For entertainment
- to earn a living/make money

Question 2 b)

Candidates were expected to give three basic elements of music. Many just did not know the correct responses to the question. I.e., sound, hymn, etc.

The expected responses were:

- Melody
- Harmony
- Pitch
- Time
- Beat
- Song
- Rhythm

Question 2 c)

Candidates were expected to explain the difference between a guitar and a drum. A good number of candidates showed that they cannot compare. E.g. A drum is made up of cow skin, a guitar is a string instrument.

The expected response

Difference between a guitar and a drum. A drum is a percussion instrument while a guitar is a string instrument (some answers will include materials used when making the two musical instruments).

Question 2 d)

Candidates were expected to explain the role of a narrator in a drama

The expected response

A storyteller narrates the story / introduces characters / fills in the gap between scenes.

Question 2 e) Candidates were expected to give the importance of the following in a drama performance:

The expected answers were:

(i) Costumes:

helps the audience to know the different characters and understand the parts they play

(ii) Puppets and Marionettes:

- used to teach important topics in drama
- used to represent characters in a play
- used to make the audience laugh

Question 2 f)

(i) Candidates were expected to use the question to form the title. Compose a script for a drama performance to teach learners the importance of listening to radio lessons during Corona Virus lockdown.

The candidates could not give appropriate titles. They gave irrelevant titles i.e. Lockdown, COVID-19, etc.

(ii) Many candidates did not know how to write a script, i.e., there was no narrator, no characters.

What they wrote was out of the content of the script. They were expected to write a script where the dialogue was to be centred around listening to radio lessons during the COVID-19 lockdown. Some candidates did talk about listening to the radio but not about the lessons that were taught during the lockdown.

The expected responses were to include:

A script function to:

- Gives information about the play
 - Informs characters of their lines and when to say them
 - Provides a guide on how to set up a stage
 - Makes rehearsals easy and manageable
- Enables dancers/actors to plan their moves

SECTION C

Generally, this section was done well. All questions were attempted with expected answers. Only one question, that gave them a tough time which was:

Question 3 c). Many candidates in this question gave responses on Marketing e.g. charge the right price, sell products at the right place, right time, promote the product at the right time, and sell the right product.

They were however expected to explain how the owner of a business can develop a professional image.

Expected response:

- Be friendly and smile / Improve customer care
- Have staff uniform
- Have a neat appearance
- Allow customers to take their time, even if they arrive just before closing time
- Prevent long ques by arranging extra help during busy days
- Never argue with a customer
- Don't be involved in a personal conversation in front of customers
- Keep the workplace clean / Don't eat or drink in front of customers
- Advertise business
- Service and goods given to customers should be of good quality

Question 3 e) (ii)

Many candidates had a challenge they did not know how to show the contrast between two things. E.g. a formal business has a structure yet an informal business does not pay tax. They need to be taught how to compare and contrast.

Expected responses had to be tabulated

Formal Business	Informal businesses
Operate using a trading license	Operate without a trading license
Operate under a formal structure at a set location	Do not operate in a formal structure
Employ staff	Does not employ staff
People who run informal businesses are not self - employed	People who run informal businesses are self-employed

SECTION D

This section was also fairly done. Most questions were answered well. Few questions though those candidates failed to answer correctly. Such questions were 4 a, b and e (i)

Question 4 a) candidates had a challenge classifying the pictures

Expected responses

Name of Item	Type of Structure	Man-made/ Natural
House	Frame Structure	Man-made
Tortoise	Shell structure	Natural
Bridge	Frame structure	Man-made
Eggs	Shell structure	Natural

Question 4 b) Many candidates wrote answers which were relevant to the question that required them to state the importance of structures. Very few gave incorrect responses.

Expected responses:

- They protect
- They support
- They link two or more separate places

Question 4 d (i) question was not well answered. Many candidates were confusing “collage” for “college”. Question wanted candidates to differentiate between a painted picture and a collage.

Expected response:

A painted picture is made using paint, paper, and paint brushes whilst the

A collage is made by sticking together different pictures to form one picture.