EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

PRACTICAL ARTS AND TECHNOLOGY (640)

YEAR

2022

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> **Paper 640/01**
> **Practical**

General Comments

A total number of 8884 candidates had registered for this subject in 176 centres. Most of the centres provided all the necessary documents for moderation, which comprised the candidates' files, the summary sheets, as well as the candidates, 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.

Documents to be submitted.

(i) All centres are expected to submit 10 files and 10% more of the total number of candidates. These files ought to include the file awarded the highest mark and the file awarded the lowest mark in the class. The rest of the files should include those in the higher, middle, and lower ranges. All files should have been marked and scores clearly indicated in each stage.

(ii) All Centres also ought to submit the summary sheet with the names and marks of all the candidates in the centre. This means both candidates whose files have been submitted for moderation and also the candidates whose files have not been submitted.

(iii) Lozenges should be treated with the utmost care. Having labelled and shaded them using pencil, they should also be submitted and the centre has to ensure that all the candidates' names appear lozenges, where candidates are missing, the centre should indicate them in writing.

The actual writing of Practical Arts and Technology Paper 1

This part of the exam ensued from June – November in the year 2022. Each individually registered centre was provided with the exam question paper, the marking criteria, the summary sheets as well as instructions to the teacher. All four documents were prepared for the specific year of 2022; hence, all centres were advised to take note of these documents as certain changes had been made for this exam year.

Once again 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 the five strands taught in Practical Arts and Technology. They were required to choose from the following projects choices:

(i) Make a string musical instrument using available materials in their environment.
(ii) Carve a side lamp stand using any appropriate carving material.
(iii) Make a paper mache jewellery box.

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.

Project Choice

A majority (over 40%) of the candidates chose project C, which was making a paper mache' jewellery box. The second most popular choice was project A (35%), which was making a stringed instrument and lastly, the least chosen was project B which was making a side lamp stand which was chosen by slightly less than 25% of the total candidates.

Overview of Moderation

- All candidates responded to the subject choices that they had been given, unlike in previous years where some centres had presented project choices from different years other than that current year

- Teachers had marked using the assessment criteria and put the marks in the project write-up. There were however some files that were presented without being marked yet scores had been entered in the summary sheets. Centres are urged to note that this reduces the authenticity of the scores. As the teacher marks the final draft, s/he is required to enter those same scores in the summary sheet as they appear in the project files.

- Project choice selection was not fair in some centres. Centres are urged to ensure that there is a fair distribution of the choice of projects amongst their candidates. This is also another area that strengthens the authenticity of the paper.

- Candidates make a write-up in continuous form. There were still some centres where each stage was given a whole page in the project. This is not encouraged. Some of the papers get mixed up and it gets difficult to follow the sequence. To avoid this centre are requested to follow a format that is continuous and punctuated only by inserting the subtitle of the next stage.

- Stage one is normally one paragraph, presenting the problem, the one affected, the place where that problem is, as well as giving the affected person. After that paragraph candidates can skip a line and write Stage Two, neatly underlining and continuing to write the three paragraphs as per the requirements of the research stage. Each source contacted during research, has to name a product for solving the problem presented above and outline all the required components as given in the marking criteria.

- After the discussion of the third and final source, write Stage Three as a subtopic and continue to discuss the justification of the choice of the source made. Stage Four and Stage Six are the only two stages that require separate pieces of paper. Stage four ought to be presented in a table form.

- The table format in stage four is for ensuring that all the components of this stage are addressed. There are three or more activities in the candidate's table, and these include the first activity which is collecting tools and materials to be used. There ought to be time allocated to each activity and dates given on which these activities were carried out. Drawings accompany each activity. The drawings are also awarded marks; hence they should be clear and easily interpreted. Lastly, there are measurements given to each project choice. Candidates get awarded marks for stating the correct unit of measure used, the required measurements for that project and also for having indicated measurement in the final product.

- Candidates who chose Question A, making a stringed instrument were mostly able to present relevant problems. Centres are lauded for that effort. It is not encouraged to present a problem that will be solved by money/ selling the product to solve the problem. Candidates out to be guided to present problems that can be solved by making products using the skills learnt in this subject.

- Some candidates who chose Question B, Carving the bedside lamp, displayed profound creativity. This was seen in their drawings, in some centres, and in actual pictures of the made products. This was highly appreciated. Candidates are to show creativity and innovation whilst making their products.

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- Some candidates struggled with finding other problem-solving products in Question C, Making a paper mache jewellery box. Other storage utensils were acceptable, like vases, bowls, bags etc, without confining the correct response only to boxes.

- The stages build from one to the next. A candidate who for example gives the three products from his/her sources in Stage 2, and then in Stage 3 presents the best idea which is not one of the sources, loses all the marks for Stage 3, as the best idea has to come from the three sources in Stage Two.

- Very few candidates seemed to have struggled with stage six. Centres are urged to note that at this stage candidates must make a poster. The poster ought to include the name of the business, the cost of the advertised item and its drawing of the final product, and contacts of the business to make sure the poster looked attractive by making a border for it. At this stage, candidates are required to use a clean sheet of paper.

- Adding to this report all centres will each receive an individual School Report which intends on giving general guidance to teachers teaching the subject about 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.

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 chosen

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. However, photographs of the made product can enhance the candidates' work. 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. Centres are requested to prepare the portfolio files by ensuring that they have all four requirements on the outside cover, they are neat and where candidates had put plastic covering, it is removed before being presented.

Paper 640/02
Theory

General Comments

This report presents an overview of the candidate's performance in the Practical Arts and Technology Paper 2 Examination. A total of 8884 candidates sat for this paper in the year 2022. The overall performance of the paper indicated a slight decrease compared with the 2021 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 candidates losing marks due to imprecision.

Assessment of this subject measures the candidate's performance in an ability to exhibit 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 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 attainable. Most of the learners did very well and that was quite remarkable.

Section A

QUESTION 1

(a) (i) State the uses of the following tools in art: eraser and HB pencil.

This question was fairly done, although most of the candidates gave good answers a few gave incorrect responses where Some candidates mistook "eraser" for "razor". So, they said an eraser was used to **cut**.

The expected response:

Eraser - Used to erase mistakes when writing with a pencil.
HB pencil- Used to sketch and shade in light tones.

(ii) The question wanted candidates to **name materials used to make paper**, most of them responded well as they were able to list them. But a few named one material instead of two.

The expected response:
-   Inner part of the papyrus stem
-   Mixing plants, mulberry bark and pieces of torn clothes
-   Newspaper with water and other scrap papers

(iii) This question was done well by most of the candidates. They were able **to describe how paper can be used in art.**

The expected response:

- Can be used to decorate.
- To make packages
- To make hats
- To make baskets
- To make mats
- To make hangings
- To make wrappers
- To make paper strings

(b) The question wanted candidates to draw and colour a named product made from clay. Some did not name the product they drew. Marks are awarded for drawing, colouring, name and skill.

(c) **(i)** <u>**Name of the art used to make the product.**</u>

Some gave the name of what was produced by the art, i.e."chicken", not the name of the art, i.e. "seed mosaic". So, the correct answer was **seed mosaic.**

(ii) <u>**Materials for making a mosaic:**</u> The question was fairly done. candidates responded with the materials they could see on the mosaic, which included **paper/ chart/cardboard, seeds, wool, seeds, paint and glue.**

(iii) <u>**Uses of a Mosaic:**</u> Candidates responded well to this question. Stating the use of the mosaic **for decorations**.

(d) **Functions of the following products:** The question was fairly done by most candidates. A few mistook "doilies" for "dolls". They said doilies were used by babies to play with or were used in drama. **Expected answers:**

PRODUCT	IMPORTANCE OR USE
Wooden spoon	Used for stirring when cooking
Basket	Used for carrying vegetables and fruits
Doilies	Used for decoration

(e) **The difference between relief carving and carving in the round**:

This question challenged candidates as most of them failed to differentiate between relief carving and carving in the round.

Expected response:

Carving in the round is when a piece of material is carved on all sides e.g. (carving a knobkerrie) but relief carving is when the figures or designs are carved on a flat material and are left to be fixed on a flat surface e.g (carving a mask).

Section B

QUESTION 2

(a) **(i)** <u>One material used when making each of the musical instruments:</u>

Expected response: There was a big number of candidates who mistook "makhoyane – Fig 2.2" for "butjoki". Correct answers

MUSICAL INSTRUMENT	MATERIALS
Drum	Metal drum/cow skin/string
Makhweyane	Calabash/ stick/ string

(ii) <u>Groups of people who play:</u>

(iii) Most candidates were challenged by this question. They associated makhoyane with the San and Khoikhoi, clearly showing no understanding of what Fig 2.2 was.

Correct answers varied and they included **men, women, singers,** etc.

The expected response:

Fig 1. <u>Drum</u>: boys/ girls/ traditional healers/Zion churches/artists.

Fig 2. <u>Makhweyane:</u> women/ men/ boys /girls/ artists.

(iv) **Three ways people can make money from the above instruments**.

This question was well answered by most candidates. They were able to list ways people can make money from musical instruments.

Expected responses included:

- Making the instruments and selling them
- Playing the instruments on stage
- Renting them out

(b) **Reasons for playing musical instruments**:

Candidates responded well to this question.

Expected responses included:

- For entertainment
- To accompany music and drama
- To accompany the dance
- To express emotions
- To send a message
- To evoke spirits
- As a therapeutic measure

(c) Differentiate between wind and string

Most candidates were able to differentiate between wind and string instruments however some refer to the wind as something that is blowing the instrument.

Expected responses included:

Wind - you blow in the air into the instrument to give sound.
String - use fingers to hit the strings to give the sound.

(d) School invited to perform at the King's birthday.

(i) Two traditional performances you can perform during this day.

Candidates were expected to suggest two traditional performances that can be done on the Kings' birthday celebration. Most of them just listed ceremonies like Umhlanga, incwala etc.

Expected responses included:

-   Different Eswatini cultural dances that include: *Sibhaca, Ummiso, Sizingili, Kukosha, Kutsamba, Kugiya, kuhlehla*
-   Poem/ kubongelela
-   Multi-cultural Dances   e.g. Chinese dance

(ii) Ways you will need to prepare before the performance:

Most candidates did not respond well to this question, they were supposed to discuss three ways an actor can follow to prepare for a performance e.g **to set a stage, organise actors, design costumes etc,** but they were writing about preparing a performance for the king's birthday.

Expected responses included:

-   Set up the Stage- whether half-moon, ramp, transverse or ramp
-   Prepare Actors, and give the characters roles.
-   Design and make Costumes as per each of the character's roles in the story. Showing their dress codes.
-   Collect Musical instruments that will be the accompaniment.
-   Prepare Stage props to depict the setting.
-   Develop a Script that will show the storyline presented**.**

Section C

Question 3

(a) (i) Define <u>Purchases</u>: This question was fairly done. Most candidates referred to purchases as money instead of **goods bought by the business for resale.**

(ii) Define <u>Mark-up</u> Many candidates confused a "mark-up" for "make-up", hence, they gave responses like; to make look beautiful, what is used on the face to look beautiful, etc. The correct answers could be the **difference between cost price and selling price, money added on top of cost price, or money you add to get profit.**

(iii) Define <u>Overheads</u>: these are the services that help us run the business.

(b) <u>Act of putting money where it will grow.</u>

A lot of candidates gave "bank" as their answer to this question. They missed or ignored the very important word "**act**". The correct answer was **investing.**

(c) Lindo is starting a business

(i) <u>Importance of conducting market research before starting a business</u>

Most candidates responded well to this question.

Expected response:

Helps the producer to make products that will meet the customer needs/wants.

(ii) <u>Ways of advertising</u>:

Candidates responded well to this question.

Expected response:

- Word of mouth
- Drawing a poster
- Using the media (e.g. radio/ television/ newspapers/internet).

(iii) <u>Saving helps to:</u>

Well answered question with good responses

Expected response:

- Build up money you can invest.
- To have money for unforeseen expenses
- To earn interest

(d) Studying the picture

(i) <u>Business shown in the picture.</u>

It was a fairly attempted question as some candidates gave the type of business i.e. "Formal business" instead of the name of the business. The correct answer was a **bank**.

(ii) The main function of a bank

Well-answered question.

Expected response:

to keep money safe or to safeguard people's money.

(iii) Two ways of communication that can be used by the business in the picture:

It was a fairly attempted question as most candidates could list ways of communication such as telephone, fax, email etc.

Expected response:

- Telephone
- Fax
- Email
- Letters
- Send messages (sms)

(iv) Roles played by producers in eSwatini:

Most candidates failed to state the role played by manufacturers in eSwatini. But some were able to mention that they make and produce for the people, creating employment opportunities for other people.

Expected response:

- Satisfy people's needs and wants.
- Make and produce for the people.
- Create employment opportunities for people.
- Boost the economy of the country.

(e) Micro-lenders and cooperatives:

(i) Similarities between micro-lenders and cooperatives:

Most candidates were challenged by this question. Many candidates misread the question. Instead of giving a similarity, they gave a difference.

Expected response:

They both lend money to people.

(ii) Differences between micro-lenders and co-operatives:

Expected response:

- Micro-lenders charge high-interest rates, while co-operatives charge fewer interest rates.
- Micro-lenders lend money to anyone who meets their requirements while co-operatives lend money only to their members.
- A microlender is an organization that can be run by an individual or company but a co-operative is a group of individuals with similar interests and objectives
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Section D

QUESTION 4

This section was fairly done by most candidates.

(a) Types of beads: Responses to this question were fairly done. But some candidates could not give different types of beads.

Expected response:

- Ready-made
- Our own made beads /using paper/ using objects from the environment

(b) Uses of metals

Most candidates responded well to this question and were able to write the uses of the three metals gold, steel and copper.

Expected response:

METAL	USES
Gold	Used to make jewellery, cutlery and ornaments
Steel	Used to make cutlery (spoons, knives, etc)
Copper	Used to make jewellery, vases, water pipes, and ornaments

(c) Two examples of renewable resources:

Some candidates mentioned "sun" as one of the examples of renewable resources. The correct answers were **solar energy** which is obtained from the sun, water and wind.

Expected response:

- Wind
- Water
- solar energy

(d) Importance of conserving non-renewable resources:

Most candidates responded well to this question by stating the importance of conserving non-renewable resources for future use and to reduce costs.

Expected response:

- for future use
- to reduce costs

(e) The difference between renewable and non-renewable resources:

candidates were able to write the difference between renewable and non-renewable resources.

Expected response:

- Renewable resources can be replaced or used repeatedly but non-renewable.
- Non-renewable resources cannot be re-made, re-grown, regenerated, or replaced.

(f) **Reference to the Picture of a bridge.** This question was fairly done.

(i) <u>**Name of the structure shown in the picture**</u>

Candidates were able to base their answers on the given picture of the bridge.

Expected response:

- Bridge

(ii) **Three materials used to reinforce the structure shown in the picture:**

Expected response:

- steel poles
- cables
- wires
- Steel rods
- Stones
- Chains
- cement

(iii) <u>**Importance of the structure shown in the picture**</u>

Most candidates were able to give the importance of the structure as it is best to connect and provide the link to two places. It also provides movement space for cars and other modes of transport across the river/ dam.

Expected response:

- to connect and provide a link to two places.
- to give support to the bridge.
- strengthen and provide safe movement space for cars and people.
- make structures stronger and sturdier.

(f) **Designs are important in art**

(i) <u>**The difference between a motif and a pattern**</u>.

Many candidates could not differentiate between a motif and a pattern. They did not know that a pattern is a product of a repeated motif.

Expected response:

A motif is a single unit of an artistic design and the pattern is the repeated artistic presentation of the motif**.**

(ii) <u>**A design of a motif used to make an artistic colorful pattern**</u>

Many candidates got marks for the motif. They failed to use the same motif to make a pattern. So, they lost the mark for the pattern.

Expected response:

- design and draw a motif
- draw and colour a pattern