Examinations Council of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Syllabus

For Examination In 2025 - 2027

Expressive Arts

Subject Code: 641

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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 Expressive Arts 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 Expressive Arts 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 Business 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 visual arts, music, dance and drama.

- Harness and promote collaborative business management skills

- 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 learner. 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 Expressive Arts programme gives the primary school learner a broad base for all practical learning areas (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.

It also provides candidates with opportunities to develop knowledge and skills in both theory and course work aspects of Expressive Arts

ASSESSMENT OBJECTIVES

Assessment objectives in Expressive Arts 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 Business 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.
8. Demonstrate application of Business management skills

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). Business 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 100 marks

Paper 2 (2 hrs) consisting of 100 marks

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

Section A: Visual Art (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: Drama (20 Marks)
  Short answer and structured questions.   Questions will assess knowledge and practical creative skills, handling information and solving problems in assessment objectives A, B and C

Section C: Music (20 Marks)
  Short answer and structured questions.   Questions will assess knowledge and practical creative skills, handling information and solving problems in assessment objectives A, B and C.

Section D: Dance (20 Marks)
  Short and structured questions. Questions will assess knowledge and practical creative skills, handling information and solving problems in assessment objectives A, B and C.

Section E: Business (20 Marks)
  Short answer and structured questions.   Questions will assess knowledge and practical creative 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 the strands as outlined in the curriculum content below. It is divided into five strands, namely Visual Arts, Drama, Dance, Music and Business. However, individual teachers may wish to alter these to suit their contextualized approaches.

GRADE 5

STRAND: DRAMA

GENERAL COMPETENCIES	
General Competency: All learners will: 1.1 Represent everyday actions, feelings and abstract ideas through mime	**SPECIFIC INDICATORS** *This is shown when learners:* 1.1.1 Define the following terms; i.e. mime, character, costume, gestures, facial expressions, exaggerated expressions, stage e.tc 1.1.2 Justify stage positions, e.g., upstage 1.1.3. Identity and select appropriate facial expressions, gestures and body language for different situations. 1.1.4 Identify different types of mime 1.1.5 Explain the importance of mime
1.2 Acquire knowledge, skills, attitude and understanding of role play.	*This is shown when learners:* 1.2.1 Define the following terms; i.e. role play, puppet, clown, scene etc. 1. 2.2 Describe different types of clowns. 1.2.3 Describe and use drama techniques to explore characters' feelings and ideas 1.2.4 Plan and act out a play
1.3 Create and present a story	*This is shown when learners:* 1.3.1 Define the following terms: Script, protagonist, setting, scene, status, attitude, theme, rehearse, props etc. 1.3.2 Identify elements/parts of a story. 1.3.3 Develop a story 1.3.4 Draw up a performance plan: (Choose a title, script preparation, accompaniments, props and costumes for the story) 1.3.5 Design scripts for performances responding to given themes 1.3.6 Perform Drama scenarios on given themes. 1.3.7 Demonstrate advertising strategies for a performance.

STRAND: MUSIC

GENERAL COMPETENCY	
2.1 All learners will acquire knowledge, skills, attitude and understanding of music.	*This is shown when learners:* 2.1.1 Define the following terms: duration, dynamics, pitch, scale, major scale, tone, compose, staff, stave etc. 2.1.2 Identify major scales (C and G) 2.1.3 Distinguish between loud and soft, high and low, long and short sounds 2.1.4 Write the treble and bass clefs and notes on the stave 2.1.5 Identify and write musical notes. 2.1.6 Sing musical melodies in both staff and sol-fa notation. 2.1.7 Compose a simple song responding to a given theme 2.1.8 Demonstrate advertising strategies for the performances
2.2 Demonstrate beat and rhythm in a song.	*This is shown when learners:* 2.2.1 Define the following terms: beat, rhythm, tempo, melody, transcribe, form etc 2.2.2 Differentiate between rhythm and beat. 2.2.3 Identify, make and use percussion instruments to show the beat or rhythm in accompanying songs 2.2.4 Play a simple melody with one form

STRAND: DANCE

3.1 All learners will acquire knowledge, skills, attitude and understanding of dance.	*This is shown when learners:* 3.1.1 Define the following terms: dance, energy, space, time, movement, action, choreography, choreographer etc. 3.1.2 Identify elements of dance 3.1.3 Identify types of dances 3.1.4 Differentiate between contemporary and traditional dances. 3.1.5 Draw up a performance plan: (Choose a type of dance, song, stage setting, accompaniments, props and costumes for the performance theme) 3.1.6 Plan and perform simple dance sequences incorporating basic movement skills and patterns 3.1.7 Demonstrate an awareness of audience/performer reaction, space and simple rehearsal techniques and safe dance practices during a performance.

STRAND: VISUAL ARTS

4.1 All learners will: Acquire knowledge, skills, and understanding of art and creative designs.	*This is shown when learners:* 4.1.1 Define the following terms: lines, mandala, still life, animate, inanimate, motif, pattern, hatching, cross hatching, pointillism etc. 4.1.2 Identify different types of lines and use them creatively. 4.1.3 Identify appropriate tools and materials used for; drawing, painting, carving, weaving, moulding, printing, beading etc. 4.1.4 Design motifs to create patterns 4.1.5 Plan and create products using appropriate tools and materials in weaving, painting, drawing, moulding, printing, carving, beading etc. 4.1.6 Demonstrate advertising strategies for the products.
4.2. All learners will acquire knowledge, attitude, skills and understanding of colour.	*This is shown when learners:* 4.2.1 Define the following terms: colour, tone, shade, tint, monochrome, complementary colours, tonal etc. 4.2.2: Identify and use primary, secondary and tertiary colours 4.2.3 Explain the importance of colour in art. 4.2.4 Create pictures using a colour media

GRADE 5

STRAND: BUSINESS PROJECT

GENERAL COMPETENCIES	SPECIFIC INDICATORS
General Competency: All learners will: 1.1 Acquire knowledge, skills, attitude and understanding basic business ideas.	*This is shown when learners:* 1.1.1 Define the following terms; money, budgeting, income, expenditure, profit, loss, goods, services, producer, product, saving, business, needs,wants etc. 1.1.2 Identify opportunities to create a simple art project to make money. 1.1.3. Draw a simple budget. 1.1.4 Explain the importance of a business 1.1.5 Differentiate between needs and wants goods and services, profit and loss, income and expenditure, etc. 1.1.6 Demonstrate advertising strategies for the products.

GRADE 6

STRAND: DRAMA

GENERAL COMPETENCIES	
General Competency: All learners will: 1.2 Represent everyday actions, feelings and abstract ideas through mime	**SPECIFIC INDICATORS** *This is shown when learners:* 1.2.1 Define the following terms; i.e. mime, character, costume, gestures, facial expressions, exaggerated expressions, stage, abstract ideas e.tc 1.1.2 Justify stage positions, e.g., upstage 1.1.3. Identity and select appropriate facial expressions, gestures and body language for different situations. 1.1.4 Identify different types of mime 1.1.5 Explain the importance of mime 1.1.6 Mime to enhance characterization. 1.1.7 Use gestures to communicate ideas. 1.1.8 Identify abstract ideas and mime them
1.3 Acquire knowledge, skills, attitude and understanding of role play.	*This is shown when learners:* 1.3.1 Define the following terms; i.e. role play, puppet, clown, scene, hot seating, freezing, flashback, flash-forward etc. 1. 3.2 Describe different types of clowns. 1.3.3 Describe and apply drama techniques to explore characters' feelings and ideas such as 'hot seating', 'narration' and 'freezing the drama' 1.3.4 Plan and act out a play 1.3.5 Adapt the pitch, tempo and volume of their voice to convey their character's feelings, age and personality.
1.4 Create and present a story	*This is shown when learners:* 1.4.1 Define the following terms: Script, protagonist, setting, scene, plot, climax, status, attitude, theme, rehearse, props etc. 1.4.2 Create and Identify elements/parts of a story. 1.4.3 Draw up a performance plan: (Choose a title, script preparation, accompaniments, props and costumes for the story) 1.4.4 Design scripts for performances responding to given themes. 1.4.5 Perform Drama scenarios on given themes. 1.4.6 Convert a story line into a simple script with descriptions of the setting and characters 1.4.7 Demonstrate advertising strategies for a Performance.

STRAND: MUSIC

GENERAL COMPETENCY	
2.1 All learners will acquire knowledge, skills, attitude and understanding of music.	*This is shown when learners:* 2.1.1 Define the following terms: duration, dynamics, pitch, scale, major scale, tone, compose, staff, stave etc. 2.1.2 Identify major scales (C and G) 2.1.3 Distinguish between loud and soft, high and low, long and short sounds 2.1.4 Write the treble and bass clefs and notes on the stave 2.1.5 Identify and write musical notes. 2.1.6 Sing musical melodies in both staff and sol-fa notation. 2.1.7 Compose a simple song responding to a given theme 2.1.8 Demonstrate advertising strategies for the performances
2.2 Demonstrate beat and rhythm in a song.	*This is shown when learners:* 2.2.1 Define the following terms: beat, rhythm, tempo, melody, transcribe, form etc 2.2.2 Differentiate between rhythm and beat. 2.2.3 Identify, make and use percussion instruments to show the beat or rhythm in accompanying songs 2.2.4 Play a simple melody with one form

STRAND: DANCE

STRAND: VISUAL ARTS

4.1 All learners will: Acquire knowledge, skills, and understanding of art and creative designs.	*This is shown when learners:* 4.1.1 Define the following terms: lines, mandala, still life, animate, inanimate, motif, pattern, hatching, cross hatching, pointillism etc. 4.1.2 Identify different types of lines and use them creatively. 4.1.3 Identify appropriate tools and materials used for; drawing, painting, carving, weaving, moulding, printing, beading etc. 4.1.4 Design motifs to create patterns 4.1.5 Plan and create products using appropriate tools and materials in weaving, painting, drawing, moulding, printing, carving, beading etc. 4.1.6 Demonstrate advertising strategies for the products.
4.2. All learners will acquire knowledge, attitude, skills and understanding of	*This is shown when learners:* 4.2.1 Define the following terms: colour, tone,

	shade, tint, monochrome, complementary colours, tonal etc.
colour.	4.2.2 Identify and use primary, secondary and tertiary colours
	4.2.3 Explain the importance of colour in art.
	4.2.4 Create pictures using a colour media

GRADE 6

STRAND: BUSINESS PROJECT

GENERAL COMPETENCIES	SPECIFIC INDICATORS
General Competency:	*This is shown when learners:*
All learners will:	1.3.1 Define the following terms; money, budgeting, income, expenditure, profit, loss, goods, services, producer, product, saving, business, needs, wants, market-research, marketing etc.
1.3 Acquire knowledge, skills, attitude and understanding basic business ideas.	1.3.2 Identify opportunities to create a simple art project to make money.
	1.3.3. Draw a simple budget.
	1.3.4 Explain the importance of a business
	1.3.5 Outline the four marketing requirements
	1.3.6 Differentiate between needs and wants goods and services, profit and loss, income and expenditure, etc.
	1.3.7 Work together as a team to make and implement effective decisions
	1.3.8 Prepare a business plan
	1.3.9 Demonstrate advertising strategies for the products.

GRADE 7

STRAND: DRAMA

GENERAL COMPETENCIES	
General Competency: All learners will: 1.1 Represent everyday actions, feelings and abstract ideas through mime	**SPECIFIC INDICATORS** *This is shown when learners:* 1.1.1 Define the following terms; i.e. mime, character, costume, gestures, facial expressions, exaggerated expressions, stage e.tc 1.1.2 Justify stage positions, e.g., upstage 1.1.3. Identity and select appropriate facial expressions, gestures and body language for different situations. 1.1.4 Identify different types of mime 1.1.5 Explain the importance of mime
1.2 Acquire knowledge, skills, attitude and understanding of role play.	*This is shown when learners:* 1.2.1 Define the following terms; i.e. role play, puppet, clown, scene etc. 1.2.2 Describe different types of clowns. 1.2.3 Describe and use drama techniques to explore characters' feelings and ideas 1.2.4 Plan and act out a play
1.3 Create and present a story	*This is shown when learners:* 1.3.2 Define the following terms: Script, protagonist, setting, scene, status, attitude, theme, rehearse, props etc. 1.3.2 Identify elements/parts of a story. 1.3.3 Draw up a performance plan: (Choose a title, script preparation, accompaniments, props and costumes for the story) 1.3.4 Develop scripts for performances responding to given themes 1.3.5 Perform Drama scenarios on given themes. 1.3.6 Demonstrate advertising strategies for a performance.

STRAND: MUSIC

GENERAL COMPETENCY	
2.1 All learners will acquire knowledge, skills, attitude and understanding of music.	*This is shown when learners:* 2.1.1 Define the following terms: duration, dynamics, pitch, scale, major scale, tone, compose, staff, stave etc. 2.1.2 Identify major scales (C and G) 2.1.3 Distinguish between loud and soft, high and low, long and short sounds 2.1.4 Write the treble and bass clefs and notes on the stave 2.1.5 Identify and write musical notes. 2.1.6 Sing musical melodies in both staff and sol-fa notation. 2.1.7 Compose a simple song responding to a given theme 2.1.8 Demonstrate advertising strategies for the performances
2.2 Demonstrate beat and rhythm in a song.	*This is shown when learners:* 2.2.1 Define the following terms: beat, rhythm, tempo, melody, transcribe, form etc 2.2.2 Differentiate between rhythm and beat. 2.2.3 Identify, make and use percussion instruments to show the beat or rhythm in accompanying songs 2.2.4 Play a simple melody with one form

STRAND: DANCE

3.1 All learners will acquire knowledge, skills, attitude and understanding of dance.	*This is shown when learners:* 3.1.1 Define the following terms: dance, energy, space, time, movement, action, choreography, choreographer etc. 3.1.2 Identify elements of dance 3.1.3 Identify types of dances 3.1.4 Differentiate between contemporary and traditional dances. 3.1.5 Draw up a performance plan: (Choose a type of dance, song, stage setting, accompaniments, props and costumes for the performance theme) 3.1.6 Plan and perform simple dance sequences incorporating basic movement skills and patterns 3.1.7 Demonstrate an awareness of audience/performer reaction, space and simple rehearsal techniques and safe dance practices during a performance.

STRAND: VISUAL ARTS

4.1 All learners will: Acquire knowledge, skills, and understanding of art and creative designs.	*This is shown when learners:* 4.1.1 Define the following terms: lines, mandala, still life, animate, inanimate, motif, pattern, hatching, cross hatching, pointillism etc. 4.1.2 Identify different types of lines and use them creatively. 4.1.3 Identify appropriate tools and materials used for; drawing, painting, carving, weaving, moulding, printing, beading etc. 4.1.4 Design motifs to create patterns 4.1.5 Plan and create products using appropriate tools and materials in weaving, painting, drawing, moulding, printing, carving, beading etc. 4.1.6 Demonstrate advertising strategies for the products.
4.2. All learners will acquire knowledge, attitude, skills and understanding of colour.	*This is shown when learners:* 4.2.1 Define the following terms: colour, tone, shade, tint, monochrome, complementary colours, tonal etc. 4.2.2: Identify and use primary, secondary and tertiary colours 4.2.3 Explain the importance of colour in art. 4.2.4 Create pictures using a colour media

GRADE 7

STRAND: BUSINESS PROJECT

GENERAL COMPETENCIES	SPECIFIC INDICATORS
General Competency: All learners will: 1.4 Acquire knowledge, skills, attitude and understanding basic business ideas.	*This is shown when learners:* 1.4.1 Define the following terms; money, budgeting, income, expenditure, profit, loss, goods, services, producer, product, saving, business, needs, wants, etc. 1.4.2 Identify opportunities to create a simple art project to make money. 1.4.3 Outline stages of the Technological Design Process. 1.4.4 Design, make and market products. 1.4.5 Draw a simple budget and apply budgeting processes 1.4.6 Explain the importance of a business 1.4.7 Differentiate between needs and wants goods and services, profit and loss, income and expenditure, formal and informal business etc. 1.4.8 Identify risks in small businesses and identify ways to minimise them. 1.4.9 Work together as a team to make and implement effective decisions 1.4.10 Prepare a business plan 1.4.11 Demonstrate advertising strategies for the products.

CRITERIA FOR ASSESSMENT

Stage A	Criteria	Attainment standards	Scale

1. Identify problem	**Initiation**	Offers explanations regarding the problem that the project is going to solve: i.e.
		
		  (i) States what the problem is
		  (ii) States where the problem is
		  (iii) States who is affected
		  (iv) Makes clear statements
		
		 Total =
			
			1
			1
			1
			2
			
			[5]

2. Investigation	**Well planned/ orderly research**	Presents how research was carried out from **three** sources, each giving a possible solution to the problem by indicating the following:
		  (i) Name of source
		  (ii) Name of product
		  (iii) Tools
		  (iv) Materials
		  (v) Costs
		  (vi) Advantages and/or disadvantages
		  (vii) Socio environmental factors
		 Total = (**7 marks for each source X 3**)
			
			1
			1
			1
			1
			1
			1
			1
			[21]

3. Possible solution/Best idea	**Justification**	Selects the best idea from the three and give justification for choice.
		  (i) Best idea (product)
		  (ii) Source
		  (iii) Materials /tools
		  (iv) Skill
		 Total =
			
			1
			1
			1
			1
			[4]

4. Work Plan	**Written Plan and**
	
	 Drawings
		Prepares a plan of activities:
		  (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
		 Total =
			
			3
			3
			3
			3
			3
			
			[15]

Stage A	Criteria	Attainment standards	Scale
5. Making the Product	**Methodology**	Ensures that the candidate: **(i)** Approaches task methodically and confidently **(ii)** Handles tools/equipment or apparatus properly **(iii)** Carries out practical procedures as planned **(iv)** Carries out project tasks willingly **(v)** Regularly shows progress to the teacher **Total =**	3 3 3 3 3 **[15]**
6. Poster	**Advertising**	Advert must be informative and should: **(i)** State business Name **(ii)** Draw the product **(iii)** Include contacts **(iv)** Include costs **(v)** Show borders **Total =**	1 1 1 1 1 **[5]**
		Total Part A =	**[65]**

Stage B	Criteria	Attainment standards	Scale
	Quality of Product	Product should be: **(i)** Usable and durable **(ii)** Aligned with specifications **(iii)** Neatly presented & must be tidy **(iv)** Made of appropriate materials **(v)** Original **Total =**	5 5 5 5 5 **[25]**
	Fitness for purpose	Produces product that: **(i)** Serves the purpose for which it was intended **(ii)** Shows creativity **Total =**	5 5 **[10]**
		Total Part B =	**[35]**
		Total mark Part A+B =	**[100]**

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

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

SCHOOL STAMP