



EXAMINATIONS COUNCIL OF ESWATINI
Eswatini Primary Certificate Education

Consumer Science (640)
Examination Report for 2023

General Comments

After the finalization of the moderation exercise, the examiner presents this summary of the candidate's performance in the Practical Arts and Technology Paper 1 Examination of 2023. A total number of 8012 candidates had registered for this subject in 258 centres. Most of the centres provided all the necessary documents for moderation, which comprised of selected marked candidates' files and the filled summary sheets, signed and stamped by the headteacher with his/her contact number in case they were needed, as well as the filled out and shaded lozenges. 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.

Note the following:

- i) Lozenges- Lozenges should be treated with the utmost care. Teachers are encouraged to read the instructions before filling the lozenges. Strictly use an HB pencil and do not use the stapler and a pen. Under no circumstances should you use the puncher for filing the lozenges and lastly when shading make sure that it is done neatly without overlapping.
- ii) All centres are expected to submit at least 10 files and 10% more of the total number of candidates. Where candidates are less than 10, the centre is required to bring all the files.
- iii) 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 ought to include those in the higher range, middle range, and lower range. All files should have been marked and scores indicated in each stage.
- iv) All Centres also ought to submit the summary sheet with names and marks of **all the candidates in the centre**. This means both candidates whose files have been submitted for moderation and the candidates whose files have not been submitted. Centres are further required to calculate the total marks for each candidate's score in the summary sheet.
- iv) Project selection: Centres are requested to encourage their candidates to choose from all three project options in the question paper.
- v) **The actual writing of Practical Arts and Technology Paper 1**

This part of the exam began from May – October of the year 2023. 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 these four documents were prepared for the specific year of 2023 and hence all centres were advised to take note of all these documents as certain changes have 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) **Weave a window blind using any suitable material from your environment**

ii) Stage a performance educating the community about COVID-19 awareness and prepare a script with at least 2 scenes.

iii) Carve a set of two cooking utensils using any available and appropriate wood.

*In all the three choices availed to them, they had to demonstrate the ability to illustrate 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

In this year's examination, the examiner noted a great improvement regarding project choice. Almost all three questions were attempted by a reasonable number of candidates. Projects A and C were the most popular choices. Project B, the drama was also attempted by a reasonable number of candidates though it was the least chosen question.

Overview of Moderation

- Teachers had marked using the assessment criteria and put the marks in the project write-up. This was highly appreciated. 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 show the scores per stage and enter those same scores in the summary sheet as they appear in the project file.
- 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, centres are requested to follow the 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 the need. A mark is awarded for clear statements.

The following was observed in this stage; -

- Some candidates failed to present clear statements, which made it difficult for the examiner to award marks for that part of the question.
- Some candidates did not state the one affected by the problem, and/or some did not state where the problem was.
- Some candidates lost marks because they stated the solution to the problem before they got to **Stage Two** where they had to carry out research before finding the solution to the problem.
- The phrase "I need to do something", may be included in this stage, to clarify that the learner is taking action to solve the problem.

Stage Two, candidates are urged to write this subtitle neatly underline and continue to write the three paragraphs as per the requirement of the research stage. Each paragraph gives the research

information from each of the three sources contacted. Each paragraph ought to consist of the name of the source, the name of the product/solution, tools, materials, cost, advantage/disadvantage, and socio-environmental effect.

The following was noted in this stage.

- A fairly good attempt was made overall in this stage. For most centres, all the expectations of the examiner were met.
- There was evidence that the teachers followed the marking criteria, and this was highly appreciated.
- However, some candidates were not properly guided by the marking criteria as they left out some of the components listed above, which resulted in them losing marks.
- Some candidates lost marks because they researched making the same products using different materials.
- Some candidates lost marks because their source gave them solutions that would not solve problems given in stage 1.
- All sources are expected to give products/solutions that will entail the candidate using the skills learnt in PAT to make a product that solves the problem. Borrowing the product, buying the product, and stealing the product are not permissible. Candidates lose most marks in this stage for suggesting these options.
- Candidates are encouraged to explore the many skills they learnt in PAT when solving the problem. These could be (carving, weaving, painting, beading, recycling, knitting, and moulding) Hence each of the three sources can choose any of these skills to solve the problem.
- **Stage Three**, in this stage the candidate finally declares the product that s/he will make to solve the problem in stage one. The candidates have to further give the name source that suggested the product, and the tools/materials to be used when making the product and justify by stating where the skill for making the product will come from.

The following was observed in this stage during marking:

- This stage was well done too. Most candidates were able to give all the components of this stage. However, a few candidates lost marks because of the following:
 - Choosing sources that were not stated in stage two.
 - Did not justify their solution according to skills needed for making the product.
- **Stage four**

This stage was well attempted; candidates were guarded using the marking criteria which required them to give a minimum of four activities in a sequential form. The examiner expected candidates to begin with assembling tools and materials, designing and making the product following the expected procedure (*for example, in carving, firstly we cut wood- then dry it- carve- smooth- varnish or paint and dry it*).

Learners should also show measurements with correct units. The candidates were also required to state the different dates they worked on the product, making realistic estimations of the duration for each activity as well, as showing good drawings and finishings.

However, the following was observed during marking.

- Some candidates failed to state some of the components such as measurements, duration and finishings.
- Some candidates were found to be planning to make products in stage four, which they had not chosen in stage three.
- Some candidates made unrealistic time estimates such as a *whole month of cutting a tree*
- Some candidates who chose the drama question, were found to be focused on making the costume in stage four when the Examiner required them to prepare a script in this stage. The plan was supposed to be a plan for making the drama performance and not the costume only as it is part of the performance.
- The finished product in drama was supposed to have been a rehearsal of the drama and the final product should have been the actual performance.
- **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 and stage six is an advertising poster.
- **Stage six** was very well done.

Very few candidates seemed to have struggled with stage six. Centres are urged to note that in this stage candidates must make a poster. **The poster** ought to include the **name of the business**, the **cost of the advertised item** and **drawing of the final product**, and **contacts of the business** to make sure the poster looks attractive by **making a border** for it.

For a drama advertisement poster, candidates are required to state the **name of the group**, **entrance fee**, **venue**, **time**, **drawing of the main character**, **contact details** and **a borderline**.

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 to give 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 on 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**

NB: DO NOT COVER THE PORTFOLIO FILES WITH PLASTIC COVERS.

Centres are reminded that photographs of candidates are not required, and they are not to be included while 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.

General Comments

An overview of the candidate's performance on the Practical Arts and Technology Paper 2 Examination is provided in this report. In the year 2023, 8012 candidates took the exam in total. When compared to the 2022 exam, the paper's overall result showed a modest decline. Most candidates found answering higher-order questions to be quite difficult. This might be the consequence of some applicants failing to read the directions and details provided for every question, which would cause multiple candidates to receive lower marks for being unclear.

All four art strands—Arts and Crafts, Drama, Music, and Design and Technology—have their candidates evaluated on their ability to solve problems creatively and inventively. 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. They were unable to apply the knowledge learnt. It is therefore required that candidates do practical work to be able to handle the practical orientation of the subject.

Comments on specific questions.

The paper consisted of four sections: A, B, C, and D. Candidates were required to answer all questions in each of these sections.

SECTION A

Question 1 a)

The question required candidates to **list three secondary colours**.

A good number of Candidates gave correct answers, and many listed primary colours, namely, red, blue and yellow.

expected responses were orange, green, and purple/violet/indigo.

Question 1 b)

The question required candidates to **state moods that are represented by the colour “red”**. Most candidates gave correct answers though some seemed not to have understood the question as they gave other colours such as **orange and red**. Overall, the question was well answered.

expected responses were danger, love, heat, anger and fire.

Question 1 c) i)

The question required candidates to **state the name of the product that was shown in a picture (Fig, 1.1)**.

A good majority of candidates were able to give correct answers. This question was well answered.

The correct responses were clay pot (ludziwo, imbita) and vase.

Question 1 c) ii)

Candidates were expected to **name two other materials that could be used to make the clay pot**.

Many candidates failed to notice that the word “other” was key in the question. Even though they said it was a clay pot in (i), they gave clay as a material that could be used yet the question required that they gave another material. So, the response was wrong.

Accepted responses were clay (if the answer is “i” was not clay pot), papier mâché’, plasticine, paint, wires, wax and plastic bags.

Question 1 c) iii)

Candidates were required to **suggest any social and environmental effect of making the product they mentioned in Fig. 1.1.**

Most candidates gave correct answers even though some just wrote “soil erosion” without qualifying how it can be caused.

Expected answers were the cleanliness of the environment from the collecting of papers for papier mâché’ and soil erosion by harvesting clay.

Question 1 d)

Candidates were expected to **draw, name and colour a woven product in a space provided.** Generally, this question was well answered. Quite several candidates in the drew carved products i.e., starring pins, walking sticks, rolling pins and *imigcwembe*, that showed that they did not know the meaning of woven products.

Question 1 e)

Candidates were required to **differentiate between reusing and recycling, giving an example for each.** Many candidates failed to give the difference. Some did not know the difference; hence, they just gave examples. Some of the examples given were incomplete, i.e., for reusing, they gave mayonnaise bottles and cold drink cans for recycling. For recycling, some candidates said that recycling was collecting waste material for selling. They knew that there were companies who bought waste material for recycling, hence they thought that was the recycling, yet it was only the buying for recycling.

Accepted responses were:

Reusing is using the same product/same waste material for another purpose, for example, using a mayonnaise bottle to store sugar, while **recycling** is making a new product out of waste material. for example, using old plastics to weave a mat and other examples.

Question 1 f)

Candidates were required to **explain why plain wooden products should not be kept in water for a long time.**

Acceptable answers were: loss of colour, bending, swelling/expansion and cracking, and shrinking. This question was well answered.

SECTION B

Question 2 a)

Candidates were required to study pictures in Fig 2.1 and Fig. 2.2 and fill in tables.

The expected answers were as follows:

Fig 2.1: **Dance style** – reed dance. Many wrote “ingadla or ummiso”

Instrument/Body percussion – shakers, (emafahlawane), hands, whistle, feet. Some wrote drum.
Costume – indlamu, emahiya, ungaco, umhelwane, necklace. Some wrote luvadla. With others, the term costume seemed to be a challenge. They failed to state the obvious costumes shown in the picture.

Fig 2.2: **Dance style** – gumboot dance. Some candidates wrote sibhaca, gumboots, gumbhudze and gumbhudze dance.

Instrument/Body percussion – feet, hands, whistle.

A majority gave correct responses.

Costume – overalls, helmet, boots.

Question 2 b)

Candidates were required to **state two functions of song and dance in Eswatini culture.**

Even though a majority of candidates gave correct answers, some wrote Swazi cultural songs which they have sung in cultural ceremonies that they attended.

Expected answers were for entertainment, to express feelings and to show the mood of the moment.

Question 2 c)

Candidates were expected to **study Fig 2.3 and answer questions.**

Question 2 c) i)

Candidates were expected to **name the performance shown in the figure.**

Many candidates seemed not to understand what was happening in the picture as their answers ranged from; *bungoma*, *sangoma* or witchcraft. However, some candidates said that the performance was drama. This question was not well responded to.

Expected answers were drama, play or sketch.

Question 2 c) ii)

Candidates were expected to **identify two stage props shown in the figure.**

Some candidates seemed not to understand what the term “props” meant. They gave types of stages such as end-on stage, transverse stage, and half-moon stage as their answers. Even though some candidates were able to give correct answers, this question was poorly responded to.

The expected responses were:

a bag (next to the lady), a wooden stool or *sigici*, and a grass mat.

Question 2 c) iii)

Candidates were expected to **find two things that were wrong with Figure 2.3 in terms of Eswatini Culture.**

Expected answers were:

the lady was sitting on a chair whilst the men were sitting on the floor, one of the men was wearing a hat inside the house, and that the woman was not covering her head. Most candidates were able to give correct answers to this question. So, this question was well responded to. However, there were other responses like wearing necklace, putting make-up, wearing a ring, etc.

Question 2 c) iv)

Candidates were expected to **define melody and script about music and drama.**

Most candidates failed to define melody whilst script was defined correctly by a good majority of candidates. For melody, definitions included the sound produced when playing an instrument and the thing that is used when playing music. Others confused melody for melodica, they said it is an instrument with a loud sound, or the thing we use when singing.

Acceptable definitions were:

melody – the tune you get from combining notes,

script – the written dialogue that is used as a guide in drama or is a road map in drama.

Question 2 d) i)

Candidates were expected to **give three key things that should be considered when preparing for a music performance.**

A good number of candidates gave correct answers even though some wrote the basic elements of music such as melody, harmony, and rhythm as their answers. Others wrote, prepare your voice, prepare your posture, and do not eat too much.

Expected answers were costume, song, performers/choristers, props, musical instruments/accompaniments, and stage setting.

Question 2 d) ii)

Candidates were expected to **choose one from the list they had given in (i) and explain its importance in performance.** Some candidates did well whilst others did not pick from the list that they had in (i). Some seemed not to have understood the question as they defined performance.

Expected answers were:

Explains the importance of one of the key performances.

- **costumes:** clothes worn by characters for performance make it real.
- **Song:** the written/ composed song to help the singer convey a message.
- **performers:** the people who present/ dance in the performance.
- **Props:** items that enhance the setting to make it look real.
- **Music/accompaniment** is the song that sets the mood in the play and creates background music or sound for the performance.
- **Stage setting:** a platform where the performance takes place.

SECTION C

Question 3 a)

Candidates were expected to **study Figure 3.1 and answer questions that followed.**

Question 3 a) i)

Candidates were expected to **write two raw materials needed for making the product shown in Figure 3.1.**

Most candidates did well in this question. Others, however, gave tools like forlom (small-scale brick-making tool).

The expected were cement, sand, water, crush and plaster.

Question 3 a) ii)

Candidates were supposed to **state the challenge of having such a business in the summer.** Many candidates failed to understand that the question required a response which had a relation to weather conditions that dominate in summer. Other candidates were good enough to say that heavy rainfall can wash away the sand brought for making the bricks. Some said that too much heat in summer was not going to be good for the workers. This question was well done.

Expected answers were that rainfall can wash away the product, hailstorms can destroy the product, and animals can destroy the product.

Question 3 a) iii)

Candidates were expected to **identify two overhead costs that were key for the business represented in Figure 3.1.**

Some did not understand the meaning of overhead as they wrote costs which were however not overhead. For instance, they wrote about buying cement and sand.

Expected responses were salaries, water, telephone bills, electricity bills, transport, and rent (might be renting a business site).

Question 3 b)

Candidates were expected to **read a paragraph and answer questions.**

Question 3 b) i)

Candidates were expected **to identify two of Mr Zubuko's problems.**

Most candidates answered the question well. Others, however, failed to lift the answers from the paragraph but wrote the sentences.

Expected answers were:

- Failing to keep records
- He is not willing to learn about his business.
- He does not research about his business
- He does not attend workshops

Question 3 b) ii)

Candidates were expected to **state two points on how Mr Zubuko can improve his business**. Many candidates were able to construct answers from the passage or from the correct answers they gave in (i). Others failed to do so.

This question was not well answered.

Expected answers were:

- He can keep records of his business.
- He can attend workshops regarding his business.
- He can employ a business farm manager.

Question 3 c)

Candidates were expected to **define microlender and capital**.

Many were able to define micro lender, but others did not include that the money was brought back with interest which was a very important part of the answer. Capital was well answered by almost all candidates.

Expected answers were

Microlender – an organisation run by one or many people who lend money to borrowers with interest.

Capital – money used to start a business.

Question 3 d)

Candidates were expected to **state two points on the importance of budgeting**. Expected answers were to avoid overspending, help to prepare and plan, and help to use money wisely. Most gave correct answers, however, others gave answers such as to see if you are making a profit or loss, to save money, etc.

Question 3 e)

Candidates were **given information to record in a provided cash book**. Most candidates scored very good marks on this question as they tabulated the records well.

Few candidates, however, did badly. Some of the mistakes they committed were not aligning details to the correct date, not aligning the amounts to the right details, excluding dates, excluding details, writing amounts for sales in the purchase's column and vice versa, incorrect additions, and total cash-out amount written in the cash-in column. Learners needed thorough practice in filling a cash book so that they became good.

The expected response was as follows:

Date	Details	Cash in		Cash out	
		E	C	E	C
6 July 2023	Sales	500	00		
8 July 2023	Purchases			200	00
10 July 2023	Purchases			50	00
15 July 2023	Sales	155	00		
	Total Cash in (from sales)	655	00		
Less	Total cash out			250	00
	Net cash in	405	00		

SECTION D

Question 4 a) Candidates were expected to **state three things that should appear on a packaging box.**

Most candidates gave correct answers. However, others seemed not to understand what was meant by packaging. They gave irrelevant answers such as characters, drama, melody, and performers, while others gave stages in the technological design process.

Expected answers were the name of the product, the name of the manufacturer, its weight, what the product can or cannot do, how to keep the product, and the product logo.

Question 4 b)

Candidates were expected to **list four key things that producers needed to note in stage 2 of the technological design process.**

Most candidates wrote correct answers. However, some gave incorrect answers such as promote, product, prize and place.

Expected responses were the name of the source, name of the product, tools, materials, advantages and disadvantages, and socio-environmental effects.

Question 4 c)

Candidates were expected to **identify any three ways of finishing when making a product.**

The question was well answered by most candidates.

Expected responses were varnishing, trimming, cutting, staining, painting, smoothing, and polishing.

Question 4 d)

Candidates were expected to **differentiate between tools and materials.**

Many candidates gave incorrect differences whilst others opted to give examples. Teachers needed to teach learners the use of; while, whilst, whereas, when, but, yet, etc. when showing a difference.

Expected responses were

tools – items used to make work easier.

Materials – objects used to create products.

Question 4 e)

Candidates were asked to **discuss the difference between renewable and non-renewable sources of energy**.

Many candidates gave a correct difference. However, others could not differentiate between the two. The differences given were renewable sources can be recycled yet non-renewable cannot be recycled, renewable sources can be renewed when non-renewable cannot be renewed, and renewable sources were made by God but non-renewable were made by people. This question was not well answered.

An expected answer was renewable sources of energy can be used more than once/repeatedly and can be replaced whilst non-renewable sources of energy cannot be replaced and can be used only once.

Question 4 f)

Candidates were **provided with a space to draw a poster to advertise a concert that was to be in their school**. Most of the candidates scored good marks as they were able to write the key points, namely, venue, time, entrance fee, theme, date, title, and drawing of the main character. Others, however, did not adhere to the instructions, instead, they drew irrelevant posters, such as of shops and advertised the products sold.