



BOTSWANA  
EXAMINATIONS  
COUNCIL

BOTSWANA GENERAL CERTIFICATE  
OF SECONDARY EDUCATION

# ASSESSMENT SYLLABUS

HOME MANAGEMENT  
CODE 0613



Effective for examination from 2018

0613  
CODE

## **Changes to Syllabus effective from 2018**

The major change in this Assessment Syllabus is the modification to the scheme of assessment in which component 03, Individual Study, has been discontinued.

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## FOREWORD

The Botswana Examinations Council is pleased to authorise the publication of the revised Assessment Syllabus for the Home Management senior secondary education programme. The assessment syllabus forms part of the Botswana General Certificate of Secondary Education (BGCSE) suite of syllabi available to candidates who have followed the senior secondary programme. The BGCSE is designed for a wide range of learner ability in line with the aspirations of the Revised National Policy on Education of 1994, and its standards are based on Cambridge GCSE and IGCSE.

Our mission as Botswana Examinations Council is to provide “a credible and responsive assessment and examination system”. In the quest for responsiveness, we advocate for regular reviews of our assessment syllabi to reflect the aims of the national curriculum, and international best practice. Customer feedback forms an integral part of such reviews. In this regard, feedback collected from previous examination sessions has pointed to a need for modifications to the scheme of assessment in order to improve the reliability and validity of the outcomes. This revised syllabus presents such modifications.

Another important feature of this revised syllabus is the inclusion of other pieces of information which are considered valuable to the users, such as the type of candidature to whom the syllabus is available. The contents of the syllabus have also been reorganised to enhance readability and flow of ideas.

This syllabus document is the outcome of a great deal of professional consultation and collaboration, and I wish to extend my thanks to all those who contributed towards its development. On behalf of the Botswana Examinations Council, I wish to record my appreciation for the part played by Cambridge as part of the Accreditation Agreement between them and the Council.



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Acting Executive Secretary

# I. Introduction

As part of the Botswana General Certificate of Secondary Education, this revised Home Management Assessment Syllabus is designed to assess the outcome of instruction for candidates who have completed a course based on the Senior Secondary Home Management Teaching Syllabus.

This syllabus aims to assess positive achievement at all levels of ability. Candidates will be assessed in ways that encourage them to show what they know, understand and can do, and which provide opportunities to articulate their insights, perceptions and responses.

This revised Home Management Assessment Syllabus should be read in conjunction with the Senior Secondary Home Management Teaching Syllabus.

## **Progression**

The BGCSE is a general qualification that enables candidates to progress either directly to employment or to proceed to further qualifications.

## 2. Scheme of Assessment

All candidates must take **two** papers; Paper 1 and Paper 2 which are described below.

The questions will be based on the whole syllabus.

### 2.1 The components

<b>Paper 1</b>	<b>2 hours</b>	<b>100 marks</b>
This will be a compulsory written paper consisting of three sections as follows		
<b>Section A</b>		
Short answer questions, worth a total of forty marks.		40 marks
<b>Section B</b>		
Four structured questions worth ten marks each.		40 marks
<b>Section C</b>		
Two essay type questions worth ten marks each.		20 marks
Weighting: 60% of total marks.		
<b>Paper 2</b>		<b>80 marks</b>
Coursework (Centre-based assessment)		
BEC will send a theme to centres by the end of second term of form 4.		
Candidates are expected to develop a project based on the theme. The project will commence during the third term of form 4 and end during the first term of form 5.		
The paper will assess the skills of Knowledge and understanding, Handling information and solving problems and Practical skills and their application.		
The breakdown of the marks will be as follows.		
Product		45 marks
Write up		35 marks
Candidates' work will be marked by the centre and moderated by BEC.		
Weighting 40% of the total marks.		

## **2.2 Availability**

This syllabus is available to school candidates only.

## **2.3 Combining this syllabus with other syllabuses**

Candidates may **not** combine this syllabus in an examination series with the following:

- 0611 BGCSE Food and Nutrition
- 0612 BGCSE Fashion and Fabrics
- 6075 O level Home Management

## 3. Syllabus Aims and Assessment Objectives

### 3.1 Aims

According to the Home Management Teaching Syllabus, Candidates following the syllabus should acquire and develop:

1. technological knowledge and skills to enhance productivity;
2. consumer awareness and appreciation for decision-making in the world of work/globally;
3. foundation skills and awareness of environmental issues and sustainable use of resources;
4. knowledge, skills and aesthetic awareness in the living environment;
5. basic managerial and entrepreneurial skills for effective use of resources;
6. knowledge, skills and attitudes to solve both theoretical and practical problems;
7. knowledge and develop attitudes and practices that ensure quality health;
8. critical and analytical thinking skills to enhance effectiveness in decision-making and problem solving in a contemporary society;
9. knowledge and confidence to assess competency and opportunities available in the world of work;
10. teamwork and interpersonal skills in a productive and adaptive changing world.

As far as possible, these Aims will be reflected in the Assessment Objectives.

### **3.2 Assessment Objectives**

At the end of the teaching/learning of the senior secondary Home Management programme, candidates should be able to demonstrate knowledge and understanding in relation to:

#### **AO1. Knowledge with understanding in relation to:**

- 1.1 social, economic and environmental needs;
- 1.2 scientific, technological terminology and principles;
- 1.3 suitability and correct use of equipment and tools;
- 1.4 techniques and methods used to achieve accuracy;
- 1.5 creative and aesthetic considerations;
- 1.6 safety, hygiene rules and regulations;
- 1.7 factors influencing choice of resources.

#### **AO2. Handling information and solving problems**

Candidates should be able to:

- 2.1 read and interpret information;
- 2.2 translate information from one form to another;
- 2.3 estimate and measure accurately;
- 2.4 manipulate data;
- 2.5 identify problems;
- 2.6 identify priorities when solving problems;
- 2.7 organise and manage resources in a given situation;
- 2.8 assess and evaluate the effectiveness of the course of action;
- 2.9 recommend further development of a product.

#### **AO3. Practical skills and their application**

Candidates should be able to:

- 3.1 follow instructions;
- 3.2 test and compare techniques, methods, materials, equipment and tools;
- 3.3 create and evaluate a product;
- 3.4 demonstrate manipulative skills;
- 3.5 carry out a variety of processes;
- 3.6 present finished work.

### 3.3 Relationship between Assessment Objectives and Components

The table shows the raw marks and the weighting of each skill area by component as well as the total for each skill area in the overall assessment.

<b>Assessment Objectives</b>	<b>Paper 1 marks</b>	<b>Skill Weighting</b>	<b>Paper 2 marks</b>	<b>Skill Weighting</b>	<b>Total Weighting</b>
AO1: Knowledge and Understanding	50	30%	10	5%	35%
AO2: Handling information and solving problems	40	24%	20	10%	34%
AO3: Practical skills and their application	10	6%	50	25%	31%
<b>Total Marks</b>	<b>100</b>	<b>60%</b>	<b>80</b>	<b>40%</b>	<b>100%</b>

## 4. CONTENT

This section presents the content as prescribed in the Home Management Teaching Syllabus.

### MODULE 1: THE LIVING ENVIRONMENT

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>1.1 The environment</b>	1.1.1 understand the interaction between individuals and their environment.	1.1.1.1 explain the terms, environment, human ecology, and micro and macro environment; 1.1.1.2 investigate the environmental changes that affect family needs (urbanisation, industrialisation, technological developments, pollution); 1.1.1.3 explain how family needs affect the environment.
<b>1.2 Accommodation</b>	1.2.1 understand and appreciate the importance of accommodation.	1.2.1.1 differentiate between accommodation and housing; 1.2.1.2 investigate the different types of accommodation; 1.2.1.3 outline factors to consider when choosing accommodation e.g. site, size, convenience etc.; 1.2.1.4 investigate different ways of acquiring a house (inheritance, renting, building and buying); 1.2.1.5 describe the different types of houses( flat, bungalow, semidetached, detached etc. ;

		<p>1.2.1.6 explain how housing meets different needs (physical, emotional, and social);</p> <p>1.2.1.7 Outline the guidelines for planning the layout of rooms in a house.</p>
<b>1.3 Utilities</b>	1.3.1 use and appreciate the importance of utilities available in the community,	<p>1.3.1.1 investigate various utilities and their sources in the community e.g. water, gas, electricity, wood and coal, telephone, solar, etc.;</p> <p>1.3.1.2 investigate the factors to consider when choosing each utility;</p> <p>1.3.1.3 determine the economic ways of using various utilities;</p> <p>1.3.1.4 Interpret utility bills.</p>
<b>1.4 Waste Management</b>	1.4.1 Understand and apply skills on management of waste.	<p>1.4.1.1 explain the term waste management;</p> <p>1.4.1.2 differentiate between wet and dry waste (biodegradable and non-biodegradable);</p> <p>1.4.1.3 explain the importance of disposing waste;</p> <p>1.4.1.4 investigate proper ways of disposing waste;</p> <p>1.4.1.5 explain the safety precautions in handling waste (industrial, clinical, household, etc.);</p> <p>1.4.1.6 investigate problems associated with improper waste disposal;</p> <p>1.4.1.7 design and make an article using waste material;</p> <p>1.4.1.8 investigate ways of minimising waste.</p>

<b>TOPIC</b>	<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>1.5 Interior and exterior decoration</b>	1.5.1 acquire knowledge and apply skills in interior and exterior decoration.	1.5.1.1 explain principles and elements of design; 1.5.1.2 explain functional and decorative designs; 1.5.1.3 determine the various ways of decorating the interior; 1.5.1.4 analyse the arrangement of a room and its design features; 1.5.1.5 explain ways of enhancing the exterior of a house; 1.5.1.6 demonstrate ways of enhancing the exterior of a house.
<b>1.6 Flower arrangement</b>	1.6.1 understand and use flowers and plants in flower arrangement.	1.6.1.1 explain flower arrangement; 1.6.1.2 explain shapes used in flower arrangement; make a floral arrangement.
<b>1.7 Crafts</b>	1.7.1 acquire knowledge and apply skills in making crafts items	1.7.1.1 explain the term craft; 1.7.1.2 investigate various crafts available in Botswana; 1.7.1.3 design and make interesting craft items using available materials to include indigenous materials e.g. soft furnishings, floral arrangement, beadwork etc.

**MODULE 2: RESOURCE MANAGEMENT AND CONSUMER EDUCATION**

<b>TOPIC</b>	<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>2.1 Management of Resources</b>	2.1.1 understand and apply skills in managing resources.	2.1.1.1 explain the terms management and resources; 2.1.1.2 outline different types of resources (human and material); 2.1.1.3 explain the management process (planning, implementation and evaluation); 2.1.1.4 explain the importance of values, standards and goals in the management process; 2.1.1.5 make a realistic plan of action to reach goals (short, long term); 2.1.1.6 describe the decision making process; 2.1.1.7 investigate factors that influence decision-making; 2.1.1.8 analyse ways of making decisions; 2.1.1.9 analyse a given decision with regard to values, goals and resources; 2.1.1.10 outline economical use of resources e.g. money, time, energy, equipment; 2.1.1.11 draw a budget to show the effective use of resources.
<b>2.2 Consumption of goods and services</b>	2.2.1 acquire knowledge and apply skills in making informed decisions.	2.2.1.1 explain the term consumerism; 2.2.1.2 explain the concept of consumer protection; 2.2.1.3 explain the importance of consumer education; 2.2.1.4 explain consumer rights and responsibilities;

		<p>2.2.1.5 investigate different ways of purchasing goods and services e.g. credit, (lay-by, hire purchase, credit cards, etc.) and cash;</p> <p>2.2.1.6 explain factors that influence selection of goods and services (psychological, economical, social, and physical);</p> <p>2.2.1.7 investigate agencies/organisations available to redress consumer related problems;</p> <p>2.2.1.8 outline procedures for lodging consumer complaints.</p>
<b>2.3 Production of goods and services</b>	2.3.1 understand and apply skills in the production of goods and services.	<p>2.3.1.1 explain the terms; production, goods, services;</p> <p>2.3.1.2 examine methods of production (batch, mass, one-off);</p> <p>2.3.1.3 explain market research;</p> <p>2.3.1.4 investigate marketing strategies;</p> <p>2.3.1.5 produce a service/product for sale;</p>

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<b>2.4 Business Management</b>	2.4.1 acquire knowledge and apply skills in business management.	2.4.1.1 describe a small-scale business available in Botswana in relation to Home Management (commercial/hospitality); 2.4.1.2 outline necessary resources for establishing a business unit of your choice; 2.4.1.3 investigate factors to consider in unit and bulk buying of goods and services; 2.4.1.4 outline factors to consider when coming up with a small-scale business; 2.4.1.5 draw a business plan; 2.4.1.6 explain the importance of customer service; 2.4.1.7 outline business laws related to Home Management businesses.
<b>2.5 Household and labour saving devices</b>		2.5.1.1 explain the term, technology; 2.5.1.2 investigate household labour-saving devices; 2.5.1.3 demonstrate the use of a household labour-saving device in producing a product/providing a service; 2.5.1.4 demonstrate the care of household labour-saving devices; 2.5.1.5 determine the safety measures applied when using household labour saving devices.

**MODULE 3: SOCIAL CARE**

TOPIC	GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
	<i>Learners should be able to:</i>	<i>Learners should be able to:</i>
<p><b>3.1 Population and parenting</b></p>	<p>3.1.1 appreciate population and adulthood as they relate to the well-being of individuals</p>	<p>3.1.1.1 explain population;</p> <p>3.1.1.2 explain demographic tendencies (diseases, birth rate, death rate, mortality, mortality rate etc.);</p> <p>3.1.1.3 explain the effects of demographic tendencies in relation to economic development, education, health, etc.;</p> <p>3.1.1.4 investigate the impact of teenage pregnancy in the community</p> <p>3.1.1.5 investigate the impact of Sexually Transmitted Infections (Diseases) and HIV/AIDS in the community;</p> <p>3.1.1.6 explain the term, parenting;</p> <p>3.1.1.7 describe types of families ( nuclear, extended, single parent, child headed, blended, childless etc.;</p> <p>3.1.1.8 explain the role of a family;</p> <p>3.1.1.9 describe the stages in preparation for parenthood (dating, courtship, marriage);</p> <p>3.1.1.10 investigate the environmental and socio-economic factors affecting the upbringing of children</p>
<p><b>3.2 Home-based care</b></p>	<p>3.2.1 develop skills in caring for individuals.</p>	<p>3.2.1.1 explain home-based care;</p> <p>3.2.1.2 identify people who need home-based care;</p> <p>3.2.1.3 explain precaution measures in handling the sick;</p> <p>3.2.1.4 investigate the social, emotional and economic effects/impacts on family when caring for the ill/ sick;</p> <p>3.2.1.5 explain the importance of regular and medical check-ups for the ill/sick and care providers;</p>

		<p>3.2.1.6 identify the socially disadvantaged members in the community e.g. orphans, aged, physically disadvantaged/challenged, destitute, etc.;</p> <p>3.2.1.7 investigate ways of caring for the socially disadvantaged;</p> <p>3.2.1.8 state the importance of food in the body.</p> <p>3.2.1.9 explain dietary guidelines;</p> <p>3.2.1.10 describe the food pyramid/plate;</p> <p>3.2.1.11 plan and prepare meals for the ill/sick with reference to their needs.</p>
<b>3.3 Abuse</b>	3.3.1 develop understanding in substance and human related abuse.	<p>3.3.1.1 explain human related abuse and substance abuse;</p> <p>3.3.1.2 explain the effects of substance and human related abuse on social, economic, psychological and physical development on human beings;</p> <p>3.3.1.3 investigate appropriate measures to be taken in the case of substance and human related abuse.</p>

## **5. PAPER 2 COURSEWORK**

### **5.1 Project**

Candidates will be expected to carry out a project which will start during the third term of form four and be completed during the first term of form five. Candidates' projects will be marked by the Centre and moderated by BEC.

#### **5.1.1 Role of the teacher during coursework**

The teacher is expected to guide candidates in

- a. Preparing candidates to undertake their projects individually by making them aware of the diversity of research/project work and by discussing the diversity of choice in terms of resource availability;
- b. Guiding candidates in selecting topics;
- c. Suggesting possible approaches to generating new ideas;
- d. Discussing problems and difficulties which may be encountered;
- e. Guiding candidates in planning, collecting information and materials, making and presenting the coursework project;
- f. Supervising candidates throughout the making and submission of the project
- g. The teacher is responsible for the packaging and the safe keep of projects pending moderation;
- h. The teacher is responsible for the display of projects in readiness for external moderation.

Centres are required to ensure that the work presented is the candidate's and that it has been carried out within the centre premises.

## **5.2 MARKING AND MODERATION**

### **5.2.1 Internal Moderation**

When several teachers in a Centre are involved in internal assessment, arrangements must be made within the centre for all candidates to be assessed to a common standard. It is important that the marks for each skill awarded by different teachers are moderated internally by the senior teacher grade I and or subject coordinator for the whole centre entry. The Individual Candidate Assessment Form and Coursework Assessment Summary Forms must be handed to BEC within the specified date. BEC will send individual mark sheets and summary mark sheets to centres every year. Centres are expected to transfer candidates' standardised marks into the individual mark sheets and the summary mark sheets in preparation for moderation. The completed and signed mark sheets should be submitted to BEC through the chief invigilator.

### **5.2.2 External Moderation**

The centre assessments will be subject to external moderation by BEC. The external moderator may request for coursework remarking if necessary.

## 6. OTHER INFORMATION

### 6.1 GRADING AND REPORTING

BGCSE results are reported on a scale of A\* – G, A\* being the highest and G the lowest. Ungraded (U) indicates that the candidate's performance fell short of the standard required for grade G. Ungraded (U) will be reported on the statement of results but not on the certificate. The letters Q (result pending) and X (no result) may also appear on the statement of results.

### 6.2 GRADE DESCRIPTORS

As a guide to what might be expected of a candidate, Grade Descriptors are given as follows.

#### Grade A

Candidates should be able to:

- ✓ apply scientific principles and technological vocabulary and terminology;
- ✓ justify choice of equipment and use them correctly;
- ✓ identify hazards and explain safety precautions in order to minimise accidents;
- ✓ justify and practise hygiene rules;
- ✓ demonstrate the ability to convert units of measure;
- ✓ identify, process, and present relevant information logically and correctly according to the given situation;
- ✓ exhibit precision in executing tasks;
- ✓ justify factors which influence consumer decision making;
- ✓ apply basic concepts in a food service management and consumerism.

#### Grade C

Candidates should be able to:

- ✓ use scientific principles and technological vocabulary and terminology;
- ✓ make appropriate choice of equipment and use them correctly;
- ✓ identify hazards and list safety precautions in order to minimise accidents;
- ✓ practise hygiene rules;
- ✓ measure accurately;
- ✓ identify and present relevant information;
- ✓ exhibit ability in executing tasks;
- ✓ identify factors which influence consumer decision making;
- ✓ use basic concepts in food service management and consumerism.

## **Grade E**

Candidates should be able to:

- ✓ follow scientific principles;
- ✓ identify and use basic equipment;
- ✓ list hazards and some safety precautions;
- ✓ take measurements;
- ✓ identify and present information from a limited range of sources;
- ✓ carry out tasks;
- ✓ identify some factors which influence consumer decision-making;
- ✓ list basic concepts in food service management and consumerism.

## 7. Appendices

### A. PROJECT GENERAL MARKING CRITERIA

#### Allocation of marks

A total of 80 marks will be divided as follows:

Problem/situation	5 marks
Planning	15 marks
Construction	30 marks
Suitability/usability	7 marks
Presentation	13 marks
Costing	10 marks

#### 1. Problem/ situation (5 marks)

Set problem/situation from theme	[2]
Name of product /item	[1]
Justification/ reasons how the chosen item/article/product solves the problem	[2]

#### 2. Planning (15 marks)

Design/Sketch	
✓ Relevant diagrams/ illustrations/ pictures/ photos/ drawings.	
✓ Beginning stages – materials, measurement/quantities	
✓ Step by step diagrams showing three skills and the final product	[5]
✓ Labelling using arrows appropriately	[2]
Plan of action	
✓ Time frame (should be realistic) hours/minutes well distributed	[3]
✓ Activities/ methods of construction clear, well summarised and easy to follow	[3]
✓ Activities should be sequential/logical	[2]

#### 3. Construction (30 marks)

Show at least three skills e.g. macramé, batik, patch work, appliqué, pottery, painting, crocheting, weaving, embroidery, paper Mache, leather work, collage, mosaic etc.

**Marking criteria for each skill:** [10×3]

Quality e.g. neatness, evenness/edges paint not overflowing etc. [8]

Suitability of skill to project [2]

*(see page 25 to 32 on mark allocation for each skill)*

**4. Suitability/Usability of the product [7]**

✓ Suitability to theme [2]

✓ Suitability in relation to the problem/situation [2]

✓ Suitability of materials for the product/item [2]

✓ Functional/ decorative. [1]

**5. Presentation [13]**

(a) Product /article

✓ Complete/incomplete [3]

✓ Clean (pressed, wiped, dusted, polished, no hanging threads, no water marks, not greasy, not rusty, not over handled, no cob webs etc.) [3]

✓ Labelling well secured with stitches on fabrics [2]

✓ Appearance (colour harmony in relation to the whole product) [1]

**(b) Folder/write up**

✓ Fully labelled e.g. candidate's name, number, subject and component name, subject and component number [1]

✓ Securely bound no loose pages [1]

✓ Clean/neat [1]

✓ Correctly arranged [1]

**6. Costing [10]**

**Cost of production**

✓ Direct costs = correct identification and calculation of raw materials + labour @P1.00 to P5.00 per hour [3]

- ✓ Indirect cost = identification and calculation of overhead e.g. transport, electricity, water [3]
- ✓ Total cost = direct cost + indirect cost [1]
- ✓ Profit added should be realistic looking at market value calculated at a % of cost of production (calculated profit at 10-30% of the cost of production). [2]
- ✓ Price of item = cost of project + profit [1]

**NB. Do not cost materials not bought (calculate overheads, labour and profit)**

**[Total 80 marks]**

### **MARK ALLOCATION FOR THE INDIVIDUAL SKILLS**

#### **CROCHETING 10 marks**

- Tension of the stitches (loose, tight), evenly distributed [2]
- Neatness of the item (no hanging threads secured threads / wool at the beginning and the end) [2]
- Uniform stitches on right side [2]
- Design (proportion, shape, balance) [2]
- Suitability of the skill to the product/ for purpose [2]

#### **PATCHWORK 10 marks**

- Neat arrangement of patches/ pieces do they form a pattern [3]
- Colour combination [1]
- Alignment of pieces [2]
- Well secured joints- stitches (is stitchery straight, tidy, not puckering) [2]
- Suitability of the skill to the product/ for purpose [2]

#### **APPLIQUE 10 marks**

- Correct arrangement of pieces (is interfacing used, is it symmetrical or asymmetrical, centred, how it is placed, is it proportional to whole item) lying flat [4]
- Colour combination [1]
- Alignment of piece(s) (design/pattern/grain) [1]
- Neatness (correct start and end, no hanging threads, correct tension) [2]
- Suitability of the skill to the product/for purpose [2]

**SCULPTURE/PLASTER OF PARIS** **10 marks**

Correct joining of pieces moulding (smooth, correctly aligned) [4]

Design (proportion, balance, shape) [2]

Neatness [2]

Suitability of the skill to the product/for purpose [2]

**KNITTING** **10 marks**

Edges should be neatly finished (no hanging yarns, seams neatly joined, even seam allowance, straight edges where applicable) [2]

Correct tension (not too loose/tight) [2]

Stitches well secured joints stitches, uniform stitches and rows [2]

Design (shape, proportion, balance) [2]

Suitability of the skill to the project/ for purpose [2]

**EMBROIDERY** **10 marks**

Stiches (tension not too tight/loose, evenness of the stitches) [3]

Neatness (no hanging threads, correct start and end) [2]

Design (shape, proportion, balance) [3]

Suitability of the skill to the product/ for purpose [2]

**PRINTING e.g. screen, block, stencil etc.** **10 marks**

Evenness of letters /design (proportion and balance) [3]

Visibility (easy to read letters/design) [2]

Neatness Paint not overflowing, messy smudgy [2]

Durability [1]

Suitability of the skill to the product/for purpose [2]

**FLORAL ARRANGEMENT** **10 marks**

Design: (shape of the container in relation to the arrangement and accessories) shape and balance (well defined arrangement e.g. Hogarth, Japanese etc.) [3]

Harmony (colour combination): appearance in terms of colour, texture, freshness

Colour of container and flowers must harmonise [3]

Neatness (how spraying, varnishing has been done, clean) [2]

Suitability of the skill to the project/ for purpose [2]

<b>FRAMING</b>	<b>10marks</b>
Joining (are the corners mitred properly, correctly finished joints, backing, glass, firm and secure)	[4]
Is frame proportional to the picture, balance	[2]
Neatness (varnished, smooth, not smudgy adhesive, no protruding nails)	[2]
Suitability of skill to the product/ for purpose	[2]

<b>PAINTING</b>	<b>10 marks</b>
Shades/tints of correct value and intensity in relation to what painting portrays	[4]
Mass –high or low, does its distribution go along with the whole painting as well as size of the item	[2]
Neatness (paint not over flowing, messy, smudgy etc.)	[2]
Suitability of the skill to the product/for purpose	[2]

<b>MOSAIC/COLLAGE/MONTAGE/QUILLING</b>	<b>10 marks</b>
Neat arrangement of fragments, are the fragments neatly cut	[3]
Colour combination of the fragments	[1]
Well filled spaces (evenly filled spaces)	[2]
Neatness adhesive not messy/grout not messy	[2]
Suitability of the skill to the product/for purpose	[2]

<b>WEAVING/BRAIDING</b>	<b>10 marks</b>
Tension (not too tight/loose)	[3]
Design (balance, evenness, balance harmony)	[3]
Neatness (well secured ends, not over handled process, no hanging pieces, and no protruding ends)	[2]
Suitability of the skill to the product/ for purpose	[2]

**NB only one of the skills will be assessed if more than one skill is used within one product.**

<b>PLEATS/GATHERS/BINDING/PIPING/FRILLING/LACING</b>	<b>10 marks</b>
Correct tension (not too tight or loose and straight stitches) even distribution	[3]
Neatness (no hanging threads, correct joints, well stitched, not puckering)	[2]
Evenness (correct thickness, bulkiness, length, no skipped stitches, seams even) correctly inserted	[3]
Suitability of the skill to the product/ for purpose	[2]

**LEATHER WORK** **10 marks**

Tension (careful and accurate stitching, how are the pieces assembled) [4]

Design (shape, texture, balance, harmony) [2]

Neatness (adhesive not smudgy, securing of fasteners, trimming of edges etc.) [2]

Suitability of the skill to the product/for purpose [2]

**MACRAME** **10 marks**

Tension of knots (size and proportion of knots in relation to other materials added to the macramé e.g. beads, not too tight/ loose, are cords set properly) [4]

Evenness of knots (balance, proportion) [2]

Neatness (not over handled correct joining and finishing of cords) [2]

Suitability of the skill to the product/ for purpose [2]

**QUILTING** **10 marks**

Tension (not too tight/ loose, uniform stitchery) [2]

Layering (correct thickness, not bulky/lumpy, well inserted, securely joined) [2]

Design (evenness of pattern, balance) [2]

Neatness (no hanging threads) [2]

Suitability of the skill to the product/ for purpose [2]

**TIE AND DYE** **10 marks**

Colour well absorbed (not streaky or over-dyed, showing firm ties were used) [4]

Design (balanced and proportional) [2]

Neatness (not stained) [2]

Suitability of the skill to the product/ for purpose [2]

**BATIK** **10 Marks**

Colour well absorbed (waxed and applied properly, well ironed to get wax out, well mordanted (salt, tartaric etc. to fix colour) to make colour well absorbed) [4]

Designs (lines running proportionally and balanced, good colour harmony and combination) [2]

Neatness (not streaky, not greasy) [2]

Suitability of the skill to the product/for purpose [2]

**METAL WORK** **10 marks**

Correctly cut with excess metal snipped off [2]

Metal properly bent at the correct angle [1]

Joints correctly soldered or welded, firm and rigid (where applicable)	[1]
Design: item well-shaped, proportional and balanced	[2]
Neatness (no metal protruding, no sharp edges, not rusty, well-polished)	[2]
Suitability of the skill to the product/ for purpose	[2]

**WOODWORK** **10 marks**

Pieces cut correctly relative to the product	[2]
Proper assembling: (correct joining dovetails, rebates and groves, corners properly mitred, smooth curves, correctly glued or cramped securely)	[2]
Proportional and balanced design and pattern	[2]
Neatness (glue not over flowing) smooth, no protruding nails/screws/bolts	[2]
Suitability of skill to the product/ for purpose	[2]

**POTTERY** **10 marks**

Moulding (correct manipulation of clay in relation to the product)	[3]
Design /Appearance (well built, shaped well, balanced, proportional)	[2]
Appropriate finish (glazing, firing)	[1]
Neatness (smooth)	[2]
Suitability of skill to the product/ for purpose	[2]

**UPHOLSTERY** **10 Marks**

Webbing equal distance (firm and holding well)	[1]
Padding/covering (even distribution of the fabric on the padding, firm)	[2]
Finishing (correctly fitted, edges well done- mitred)	[1]
Design (proportional, balanced, good colour harmony)	[2]
Neatness (no lose threads)	[2]
Suitability of skill to the product/ for purpose	[2]

**PLANTS, FLOWERS/ GARDENING/POTTED PLANTS** **10 marks**

Correctly spaced to provide room for growth	[1]
Good visual arrangement, well natured and maintained (pruned, well-trimmed, watered etc.)	[2]
Design (identify design- whether square, rectangular, or round etc.)	[1]
Relationship or position of the plant to the garden/pot, good balance and good colour combination where applicable.	[2]
Neatness (no foreign matters- no dead leaves, no insects, no litter, no weeds)	[2]
Suitability of the skill to the product/ for purpose	[2]

**BASKETRY** **10 marks**

Correctly coiled in the inner side and correct knotting (starting- firm knotting)	[2]
Design /Type of weave (plain, twill, rib, hexagonal etc.) and following a correct consistency in pattern or weave	[2]
Tension (not too loose/ tight)	[2]
Neatness (No hanging threads, materials, well joined and secure)	[2]
Suitability of skill to the product/ for purpose	[2]

**LAWN** **10 marks**

Evenness (even distribution of grass)	[1]
Firmness and levelling (clinging firmly and well levelled or rolled)	[2]
Nurturing and maintenance (correct colour, grass not tilted or slanted for photosynthesis)	[2]
Design- shape (square, round, rectangular etc., balance, proportion)	[1]
Neatness (no foreign matters- no dead leaves, no insects, no litter, no weeds)	[2]
Suitability of the skill to the product/ for purpose	[2]

**ROCKERY** **10 Marks**

Arrangement of materials (wood, rocks, bottles, cans) sequentially arranged or positioned properly	[3]
Design (good shape, well balanced, proportional and good emphasis)	[3]
Neatness (no foreign matters- no dead leaves, no insects, no litter, no weeds)	[2]
Suitability of the skill to the product/ for purpose	[2]

**PAVEMENT** **10 marks**

Alignment of blocks (sloppy to get rid of water)	[1]
Levelling/ evenness (for easy maintenance and beauty)	[2]
Well filled spaces and compacted	[1]
Neatness (neat arrangement of blocks) no foreign matters (no dead leaves, no insects, no litter, no weeds)	[2]
Correct design, well balanced, proportionally designed and correct colour combination-where applicable	[2]
Suitability of the skill to the product/ for purpose	[2]

<b>DECOUPAGE</b>	<b>10marks</b>
Well cut and trimmed prints/ motifs	[1]
Correctly arranged and rolled in firmly without pockets	[2]
Cracks and sealers properly applied	[1]
Design (prints arranged in good design, design proportional to whole product, well balanced with good colour harmony)	[2]
Neatness (not messy, not smudgy)	[2]
Suitability of the skill to the product/ for purpose	[2]
 <b>FOUNTAIN/ WATER FEATURE</b>	 <b>10 marks</b>
Shape (well moulded)	[1]
Flow of water- correct height/pressure in relation to its position	[3]
Design (proportional, balanced) and colour harmony (where applicable)	[2]
Neatness (easy to clean) well finished	[2]
Suitability of the skill to the product/ for purpose	[2]
 <b>MINIATURE SWIMMING POOL/ FISH POND</b>	 <b>10 marks</b>
Correct depth clearly marked (deep and shallow)	[1]
Finish (appropriate tiling/painting, firm and smooth)	[2]
Correct feature for draining and filling in water with safe edges	[1]
Design (shape, proportional in position where it is placed, well balanced)	[2]
Neatness (no foreign matters- no dead leaves, no insects, no litter, no weeds)	[2]
Suitability of skill to the product/ for purpose	[2]
 <b>BEADWORK</b>	 <b>10 marks</b>
Tension (not tight or loose)	[3]
Design (evenness, balance, and proportion)	[3]
Neatness (no hanging threads)	[2]
Suitability of the skill to the product/for purpose	[2]
 <b>THATCHING</b>	 <b>10 Marks</b>
Tension (compactness of the grass)	[2]
Design (proportion, balance evenness)	[2]
Neatness (neat joining, no protruding grass) uniform	[2]
Secured grass to stalk or rafters	[2]
Suitability of the skill to the product/ for purpose	[2]

**GAZEBO/ UMBRELLA** **10 marks**

Tension (not too loose/tight, straight stitchery)	[3]
Design (shape- alignment of panels, proportion, balance, and colour)	[3]
Neatness (no hanging threads, neat joints)	[2]
Suitability of the skill to the product/ for purpose	[2]

**CANDLE MAKING** **10 marks**

Moulding (firm wax, not brittle, cracking, wick in position)	[3]
Design (correct shape, proportional, balanced)	[3]
Neatness (trimming of excess wax, not smudgy)	[2]
Suitability of the skill to the product/ for purpose	[2]

**PAPER MACHE** **10 marks**

Moulding (well moulded, dry, correctly bound)	[3]
Design (shape, balance, proportion)	[2]
Finish (appropriate finish)	[1]
Neatness (smooth)	[2]
Suitability of the skill to the product/ for purpose	[2]

**OTHER SKILLS NOT SPECIFIED IN THE MARKING CRITERIA**

Construction workmanship	[3]
Design (balance, proportion, shape, evenness)	[3]
Neatness	[2]
Suitability of skill to the product/ for purpose	[2]

## **B. GLOSSARY OF TERMS**

Learning objectives in the content section of the syllabus are expressed in terms of what the candidates know, understand and can do. The words used on question papers in connection with the assessment of these learning outcomes are contained in this glossary. This glossary is intended to provide useful guidance, and is not meant to be exhaustive or definitive.

1. Terms used in written questions intended to test candidates' knowledge.

Words used on examination papers in connection with such questions may include:  
*State; List; Give Name; Define; Draw; Write; What; How; What is meant by etc.*

### **State and Name**

Terms which imply a concise answer with little or no supporting argument.

### **List**

A term which implies a number of points, generally each of one word, with no elaboration.

### **Define**

Only a formal statement or its equivalent is required.

### **What is meant by?**

This phrase normally implies that a definition should be given, together with some relevant comment on the significance or context of relevant terms, especially when two or more are included in the question. The amount of supplementary comment intended should be deduced from the indicated mark value.

2. Terms used in written questions intended to test candidates' understanding

### **Understanding**

This may be associated with simple factual recall. However, often the candidates will be required not only to recall the relevant part of the syllabus but also to use the information to amplify and extend this in a wider context. This wider context will include situations or materials with which the candidates are familiar.

### **Explain**

This term may imply reasoning or some reference to theory, depending on the context.

### **Understand**

This term may also be associated with skills other than factual recall. It can be used to assess the candidates' abilities in problem solving, interpretation and evaluation, data handling and in communication of scientific ideas, principles and concepts.

### **Suggest**

This term is used either to imply that there is no unique answer or to imply that candidates are expected to apply their general knowledge to a novel situation (a situation which is not a formal part of the syllabus and which may be unfamiliar to the candidate). This would be related to Assessment Objective 2, "Handling information, application and solving problems".

## **3. Terms used in written questions intended to test what candidates are able to do.**

### **Predict**

This implies that the candidate is not expected to produce the required answer by recall but by making logical connections between other pieces of information. Such information may be wholly given in question or may depend on answers extracted in an early part of the question.

### **Deduce**

Deduce is used in a similar way to predict except that some supporting statement is required, such as reference to a law, principle or other reasoning.

### **Calculate**

This is used when a numerical answer is required. In general, working should be shown when two or more steps are involved.

### **Find**

This is a general term that may be interpreted as *Calculate*, *Measure*, *Determine*, etc.

**Measure**

This implies that the quantity concerned can be obtained directly by the use of suitable measuring instruments.

**Estimate**

This term implies a reasoned order of magnitude statement or calculation of quantity concerned, making such simplifying assumptions as may be necessary about points of principle and about the values of quantities not otherwise used in question.

**Discuss**

This requires the candidates to give a critical account of the points involved in the topic.

**Determine**

This term often implies that the quantity concerned cannot be measured directly but is obtained by calculation, or by substituting measured or known values of other quantities into a formula.

**Evaluate**

Carefully appraise the matter in hand, citing both advantages and limitations. Emphasises the views of authorities as well as your personal opinion to put value on something, assess its worth or to analyse and assess the role or function of something.