

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE HOME MANAGEMENT 2024

PAPER 1: WRITTEN PAPER

General Comments

Generally, the candidates' work was tidy, with legible handwriting, and they attempted all the questions, although a few left blank spaces. There were some cancellations, and a few scanned papers were unclear in certain areas, which hindered visibility, and at times, a line appeared to indicate that the candidate's work had been cancelled.

Comments on Individual Items

- 1 (a) The question required the candidates to define the terms production and market research.
- (i) Production was fairly attempted by most of the candidates, with a few using the same word they are supposed to define, like produce. Some candidates did not qualify the definition with the correct ending to satisfy the needs of consumers. Thus, a few candidates correctly defined the term production by qualifying it that production is the process of converting inputs into outputs to meet customer demands. Most students made reasonable attempts to define the term. The item tested learners' understanding of the concept of production, but the results indicate that many learners have a limited grasp of the term.
 - (ii) Market research was fairly attempted by most of the candidates, though some gave answers such as researching the market to find what customers want. They cited the importance of market research and left out the key words, such as to find out, to investigate, while some stated ways of conducting research. Thus, the candidates could not define the whole phrase "market research"; others defined market only, while others defined research, which shows that learners lack competency with production and market research ideas.
- (b) The question required candidates to list three reasons for providing good customer service. Most of the candidates attempted it well, with some giving answers such as related to consumer rights and responsibilities, while some were writing about ways of protecting consumers. Some candidates had given answers for good customer service, such as serving with a good smile. Therefore, the question was not correctly answered, as some candidates addressed consumer rights and responsibilities, while others suggested solutions for customer protection. Candidates may have misunderstood the question as asking for examples or benefits rather than reasons, which require clarification.
- (c) This question required candidates to name two labour-saving devices that can be used in the home. Most of the candidates attempted it well, except for a few who had given responses as mixer, microwave instead of food mixer and microwave oven, while others gave examples of utilities, thus the question was correctly answered however, some gave short answers like "mixer" and "microwave" rather than complete names, and other answers were not labour-saving devices.
- (d) This question required candidates to (i) give two characteristics of colour and (ii) give two ways in which emphasis as a principle of design can be created in interior decoration.
- (i) The question was fairly attempted by most candidates except those who gave responses such as colour scheme, effects of colour and uses of colour. Thus, the question was partially answered, with most candidates understanding colour characteristics. However, some

mentioned "colour scheme" or "effects" or "uses" of colour, which were not directly addressed in the question.

- (ii) The question was fairly done by most candidates, and those who did not do well did not give an object or item to qualify for emphasis, for example, use a wall hanging on the wall without using empathic words like unique, colourful, embossed, etc. Some did not clearly outline the placement of the items, like plain wall, bare table, while others gave examples of colours to be used, like cool and warm colours. This, therefore, shows that most of the candidates correctly responded to the question, and a few have shown a lack of understanding of the requirements, providing incomplete answers. It also suggests that candidates had varying levels of understanding of the concept of emphasis in interior design.
- (e) The question required the candidates to state two negative effects of (i) water pollution and (ii) land pollution on the environment.
- (i) The majority of the candidates attempted the question well by addressing the effect on water, with a few giving answers that gave an effect on land, such as it destroys land. The question was therefore correctly answered by most of the candidates by stating the negative consequences of water pollution, and a small number of candidates wrote answers that explained the negative effects on land.
 - (ii) The majority of the candidates attempted it well and gave answers such as it makes the land unattractive and makes the land barren; thus, many students demonstrated understanding of the effects of land pollution on the environment, while others provided less precise answers.
- (f) This question required candidates to give reasons for (i) incinerating clinical waste, (ii) putting sharp needles and razors in a rigid container.
- (i) The Majority of the candidates attempted it well and stated an appropriate reason, except for a few who gave answers such as to prevent bad smells. This, therefore, suggests that while most candidates demonstrated an understanding of the reasons for incinerating clinical waste, some provided incorrect answers, indicating a lack of knowledge on the topic.
 - (ii) The majority of the candidates attempted it well, though some answered, such as to keep out of reach of children. This, therefore, suggests that while most candidates understood the importance of proper disposal of sharp objects, some provided a response that didn't fully address the question.
- (g) The question required candidates to give two reasons why the population of a country may decrease. It was well attempted by most of the candidates, while some candidates gave birth rate and death rate without including a qualifying word like high death rate or low birth rate. Thus, it seems like most candidates understood the idea of population reduction and could offer relevant reasons. However, some failed to explain the importance of birth and mortality rates.
- (h) This question was about giving three factors to consider when planning meals for the sick. It was fairly attempted by most of the candidates, though some responses were general to meal planning, such as the meal must be balanced, should have proteins, without using descriptive

words like eat more fruits and vegetables, should be easy to digest and avoid spicy foods. Thus, this indicates that while most candidates understood the importance of balanced and nutritious meals for the sick, some lacked specificity.

- (i) The question requested the candidates to state three negative effects of teenage pregnancy on the family. Many of the candidates attempted it well, though some gave answers that were relevant to an individual, such as will drop out of school and may die during delivery. Some gave similar points in different wording, such as leading to poverty and burdening the family financially. This, therefore, suggests that while many candidates understood the negative effects of teenage pregnancy, some struggled to relate their answers to the family unit.
- (j) The question required the candidates to list two different ways of caring for the following socially disadvantaged members of the community: (i) orphans, (ii) the aged.
 - (i) Most of the candidates attempted it well and gave responses such as providing them with food baskets, providing free education, thus the question was well answered, as many candidates were able to identify appropriate ways to support orphans in the community.
 - (ii) The majority of the candidates attempted it well and gave responses like helping them with household chores and sheltering them, thus this question was also well answered, demonstrating that the candidates understand the basic needs of the elderly.
- (k) This question required candidates to advise a friend about the dietary guideline “Eat more fibre” by suggesting three ways in which it can be achieved through healthy eating. The question was fairly attempted by some candidates who gave responses such as eat more fruits and vegetables and include precautions to follow when handling industrial waste more pulses and legumes in the diet as they are rich in fibre; however, most candidates' answer that did not demonstrate increase in fibre such as eat fruits and vegetables while some left the question blank. Some gave outcomes for adherence to dietary guidelines; some repeated the stem, like increasing more fibre when cooking food. This, therefore, shows that the question was not well answered, as the responses to this question revealed a range of comprehension levels among the candidates, from those who adequately explained how to increase fibre intake through healthy eating to those who misunderstood the question or left it blank.
- (l) The question required candidates to give three safety precautions to follow when handling industrial waste.
 - (i) The majority of the candidates attempted it well by stating answers that were relevant to industrial waste, though some responses were for clinical waste, such as using surgical gloves. Therefore, the question was adequately answered overall, even though some did confuse industrial waste with clinical waste, which reduced the accuracy of their responses.
 - (ii) Candidates were required to state two characteristics of industrial waste. The question was well attempted by stating responses such as toxic, flammable, and corrosive, while some wrote hazardous without outlining the specific hazard, like flammable, corrosive, this, therefore shows that the students' understanding of industrial waste is generally good, but some may have only a surface-level understanding of the specific hazards associated with it.

- (m) The question outlined that human-related abuse may be “emotional, physical or sexual”. And then required candidates to (i) define physical abuse, (ii) State two indicators of physical abuse.
- (i) The majority of the candidates were able to define physical abuse by stating clearly that the intention was to inflict pain, to hurt, while a few used examples of physical abuse, such as beating, pulling, and pushing, as a definition; thus, the question was well answered while also demonstrating that some candidates may have misunderstood the requirement for a definition versus an example.
- (ii) The majority of the candidates were able to state indicators of physical abuse well, with a few stating answers such as bleeding and loss of weight. This, therefore, suggests that the question was well understood by most candidates and only a few students provided answers like bleeding or weight loss, which could be indicative of physical abuse, but are not as direct or reliable as visible signs.

Section B

- 2 (a) The question required candidates to explain consumer rights, (i) the right to be informed, (ii) the right to be heard, (iii) the right to redress and (iv) the right to safety.
- (i) The question was poorly attempted, with answers such as they should be given facts and data to make informed decisions, while some explained it by using the same term as consumers should be informed. The question was not well answered, as many candidates attempted to clarify the consumer rights; their answers were frequently vague or repetitive, merely repeating that customers should be informed.
- (ii) The question was well attempted by most of the candidates who stated that consumers have the right to be listened to when expressing their dissatisfaction, though some used the same term have the right to be heard. Thus, the question was well answered as most candidates demonstrated understanding of the consumer's right to be heard by explaining the importance of allowing customers to express dissatisfaction and have their concerns addressed. However, a few students repeated the phrase "right to be heard" in their answer, showing that they comprehended the phrase but may struggle to communicate its meaning effectively.
- (iii) The question was poorly attempted as most candidates used the same term they were supposed to explain, some of the information given was inadequate, like consumers should be listened to. Some candidates wrote it as consumers have the right to wear what they want; they have the right to try on clothes in the shop. Some left it blank. This question was difficult to answer as most candidates struggled to understand and articulate the concept, resorting to repeating the phrase the right to redress” or giving unrelated examples.
- (iv) The question was fairly attempted by some candidates, and they were able to explain that consumers should be provided with goods and services that will not harm or are not hazardous to their health in any way. While some gave answers such as consumers should be safe in the marketplace. This therefore suggests that there was a varying level of understanding, as some candidates were able to answer correctly, while some provided more vague explanations that touched on safety in a broader sense, such as ensuring safety in the marketplace.

- (b) This question required the candidates to explain two ways that a place can be used as a marketing strategy. The question was poorly attempted as most candidates could not explain how a place can be used as a marketing strategy, common answers were that it should be accessible, should be in a busy place and where there is entertainment, without explaining why. Some explained answers that were not relevant to the questions, methods of data collection, like a questionnaire, while others defined the place and stated its importance. This question was poorly answered, as the candidates' responses show a huge misunderstanding about how a location might be employed as a marketing approach.
- (c) A lady took her jacket to the laundry to be washed. Upon collection, she realised that the jacket had some stains. She decided to go back to the laundry to complain. The question, therefore, required candidates to suggest any four points the lady should consider when complaining. The question was well attempted, with most of the candidates being able to suggest four points on complaining. There were some who stated steps for decision making, while a few stated steps from a producer's perspective, like always know that the customers are right, give them a refund, and some gave consumer rights. Some gave steps that a consumer should follow when washing a jacket. The question was well answered, even though some struggled to remain on topic or identify the appropriate steps.

- 3 (a) The question required candidates to explain two effects of the following lines used in interior decoration, (i) vertical lines, (ii) horizontal lines.
- (i) The majority of the candidates had difficulties explaining the effect of vertical lines in interior decoration; very few candidates could explain well, and they gave answers such as it makes a low ceiling appear higher. Some gave effects of horizontal lines while others mixed them, like stating narrow and wider in the same sentence. This question was not well answered, as most of the candidates struggled to understand the effects of vertical lines in interior decoration.
- (ii) The majority of the candidates could not explain the effect of horizontal lines in interior decoration; only a few managed to explain and gave answers such as they create a feeling of calmness. Some gave the effect of a vertical line and mixed the effects in the same sentence. Thus, the question was difficult to answer, as many candidates had difficulty understanding the effect of horizontal lines in interior design
- (b) This question required candidates to explain three uses of curtains in interior decoration. The question was attempted, with most candidates knowing the answer but unable to explain it, as they gave answers such as they provide privacy, they control sunlight, while the few who explained gave answers such as they provide privacy, as one can close curtains to prevent a prying eye from seeing inside the house. Therefore, this question was not easy to answer, as there is a gap revealed between the candidates' knowledge and explanations. Many students seemed to understand the basic functions of curtains in interior design, such as giving privacy and managing light. However, they struggled to describe how these uses work in practice.
- (c) A couple just bought a new house in a windy location. The yard is dusty, and it floods during the winter season. The question required the candidates to suggest three ways of enhancing the exterior of the house described. Most of the candidates were able to answer the question well,

and common answers were pavement, lawn, and planting trees. Some candidates gave incorrect answers such as swimming pool, pond, veranda, patio, renovating the house and digging a trench. This, therefore, suggests that the question was well answered, though some candidates struggled to give correct answers or practical solutions.

- 4 (a) The question required the candidates to complete the table given by suggesting two craft skills that can be applied to the stated items, a cushion for enhancing the couch and a flowerpot for enhancing the garden. The majority of the candidates were able to give a correct craft skill, such as tie and dye, printing, painting, batik for cushion and mosaic, decoupage and collage for flowerpot. It was well attempted, though a few gave incorrect answers, such as modelling, pottery and basketry for a flowerpot. Some candidates had challenges with spelling, especially for mosque instead of, bedding instead of beading, some spelling errors gave a different meaning. Some candidates gave items instead of skills, such as cement, wood, clay, leather, and feathers. This, therefore, suggests that the question was well answered, though some candidates struggled with spelling and word choice.
- (b) During a Home Management craft practical session, students were asked to make a craft item by applying the tie and dye technique on it. Listed below are the steps they followed. Candidates were required to arrange them correctly to achieve the desired effect, that is, remove the strings, put the tied fabric in the dye solution for about five to ten minutes, rinse and dry the fabric and tie areas of the fabric with yarns according to the desired pattern. The question was fairly done by most of the candidates, though a few jumbled up the steps, with some candidates starting with rinsing and drying the fabric, while some removed the string before rinsing and drying the fabric. While a few came up with their method of making tie and dye. Thus, the question was answered well, as most students understood the general process of tie-dyeing, and some had difficulties with the specific steps involved, resulting in incorrect or ineffective dyeing techniques.
- (c) The question required the candidates to state three stages of the management process. The question was well attempted by most of the candidates, with a few giving incorrect answers, such as that they decorate the interior, they improve traditional and maintain the economy. Thus, the question was well answered, with some struggling with understanding the concept or providing unrelated answers.
- 5 (a) This question required the candidates to explain three reasons why consumer education is important. Most of the candidates did not do well in this question; they were unable to explain the importance of consumer education, giving answers such as they will make informed decisions, to know consumer rights and responsibilities, without any explanation. Some points stated were not relevant; they stated consumer rights and the importance of consumer protection. Common answers were to protect consumers from underweight goods, protect consumers from overcharging, from misleading prices, etc. This therefore shows that the question was difficult to answer, as most candidates could identify important aspects of consumer education, and they struggled to explain the reasons why it is important.
- (b) Candidates were required to explain four reasons why standards in the management process are important. Many of the candidates could not explain why standards in the management

process were important; they gave answers such as to evaluate goals, and they measure performance. Some left blank spaces, some stated points on consumer education or decision making. Thus, this question was difficult to answer, as many students struggled to understand and explain the importance of standards in the management process.

- (c) The question required the candidates to state the three stages of the management process. Some candidates correctly answered the question by stating Planning, Implementation and Evaluation, while the majority gave incorrect answers, such as input, output, throughput, gave the 4 Ps, gave primary stage, secondary stage and tertiary stage and some left blank spaces. Thus, this highlights a significant challenge among many students in understanding and correctly identifying the stages of the management process; hence, it was not easy to answer this question.

Section C

- 6 The question required candidates to discuss five economic uses of each of the following resources: money and human energy. The question was fairly done by most candidates, who were able to discuss five economic uses of money and human energy. Some candidates use resources instead of human energy, while others prioritise economic use of fuel over human energy. There were some blank spaces. This therefore shows that the question was fairly answered, most students were able to recognise and explain the economic applications of these two resources, and some students had trouble distinguishing between money and human energy and giving concrete examples, while others left blank spaces.
- 7 Students were required to discuss five factors that influence decision-making. Most candidates reasonably addressed the question, correctly identifying five factors influencing decision-making, though some did not fully explain these factors. A few candidates mentioned incorrect factors like moral dilemmas, substance abuse, status, current situations, and future concerns. Others listed decision-making steps and methods. This, therefore, suggests that the question was attempted, as some students understood the core factors behind decision-making, while some had difficulty distinguishing these from related concepts.

PAPER 2: COURSEWORK

General Comments

Candidates respond to the theme by making a decorative **item**. The marking criteria are provided for use when scoring candidates in this component. The candidates are expected to come up with a write-up showing the analysis of the theme and planning, which includes sketches and the method of production of the product. They are also expected to cost the product they produce.

Almost all Centres had individual mark sheets as well as summary mark sheets ready for the moderators who visited that Centre. Most Centres appended a signature for the Chief Invigilator, Senior Teacher, and teacher. Almost all Centres had attendance registers with candidates' signatures. Projects were readily available. A negligible number of candidates had incomplete projects. This is commendable work by the Centres.

Lab cleanliness

Almost all laboratories where projects were displayed were generally clean. This is a commendable job for all Centres.

Project Display

All Centres displayed their projects and were displayed in an orderly manner. In some Centres, there was the use of large, bolded candidate numbers next to the projects, which made it easier to identify projects rather than searching for numbers on items. This made the moderation process easy to be easily carried out. Other Centres are encouraged to display candidate numbers, which are easily seen for the easy identification of items.

Performance of Candidates

This year (2024), most Centres adhered to the set standards as compared to last year. This was evidenced by minimal differences between the externally moderated and the internally moderated. Some candidates were either overmarked or undermarked. Some candidates were awarded full marks on skills, while the skills were not of good quality. Some candidates were awarded full marks for costing, while the calculations were wrong or had missing units. There is an improvement in teacher differences within a Centre. This is an indication that Centres standardise and award a Centre mark. This is commendable. Despite the improvements, there are some Centres with internally moderated marks with huge differences. Such Centres are urged to improve on this for the benefit of candidates.

Almost all candidates made a decorative item(s) to be used in the home. There was an improvement in the way teachers wrote comments while awarding a mark. Most comments matched well with the allocated mark. However, some teachers continue to have comments which are too brief, some with no comments only marks awarded, and some, their comments did not tally with the allocated marks. This renders the marks allocated incapable of discriminating between candidates according to the quality of work submitted.

NB: Centres are advised not to use a ½ mark or percentage mark (%) when scoring candidates' work.

Comments On Project Aspects

1 Problem /Situation

The problem/ situation was poorly done. Most candidates did not state the problem well, as they failed to interpret the theme “make a decorative item to be used in the home”. Generally, the problem stated did not fully address the decorative aspect or the interior part of the home. Some candidates were irrelevant to the theme as they were either addressing a feature in the interior only or not indicating the interior part of the home. Some candidates had unclear problems, and some had multiple problems.

2 Name of item

This part was done well by most candidates. The name of the item(s) was well stated by almost all candidates. There are some candidates who are still not naming their items appropriately, like a “wall hanger” instead of wall hanging.

3 Justification

Justification was not well addressed by most candidates, as candidates had irrelevant justifications about the problem or situation stated. Generally, most candidates did not do well on this section.

4 Planning

There was a slight improvement in this section of the project. Most of the candidates had sketches which were progressive and had beginning sketches and measurements. A few candidates had sketches which did not indicate the beginning sketches with measurements. Most of the candidates indicated the final and front view sketches very well. Labelling was well done by most candidates. Very few candidates used description/methods rather than labelling the drawn sketches. The majority did not label the front and back views, and some missed labelling of techniques.

Timing was not done correctly by some Centres, as it was mostly unrealistic. Some Candidates had a timing of less than 3 hours, while the project must be done in 2 terms. Some methods had a realistic time frame, but the time distribution for stated activities was not well done. Some candidates did well on this part, though some Centres failed to discriminate between candidates who did well from those who did not, since they marked all candidates the same. Some candidates had methods of construction which were scanty, thus leaving out some major steps of construction, while some were too detailed, i.e. not summarised, but candidates were awarded total marks. A few methods were summarised to enable one to picture the item to be made. Activities were logically sequenced, but some sequencing was affected by missing methods.

5 Workmanship

Candidates had a wide range of skills in their items. The most common skills were Appliqué, Patchwork, Embroidery, Patchwork, Quilting, tie and dye, batik, Stencilling, printing, painting, lacing, paper mâché, mosaic and collage, floral arrangement.

Some Centres continue to do zipper, which is not considered a craft technique as it is considered a textile process. Some Centres continue to fail to vary their projects as all candidates concentrate on selected similar skills/ items, thus limiting the creativity of candidates. Centres are advised to encourage students to be creative and vary their projects. The quality of the projects was not good in some Centres, especially printing, collage embroidery.

Pottery

The moulding was done well and dry. Most items were not proportional and did not balance well. Most items were finished well with firing and gloss finish, making the items smooth and shiny.

Paper Mâché

Moulding was not well done, but correctly bound and dry. Most items were not smooth, not proportional and not well balanced. An appropriate finish was used.

Mosaic

Fragments were neatly selected. The colours of the fragments were well combined. Some spaces in some items were not well filled. The adhesive was a bit messy in some candidates' work.

College

Most colleges lacked shape. Some candidates applied this skill very well, while others just made a line which does not meet the marking criteria. Spaces were not well filled in most projects, and the adhesive was messy most of the time.

Appliqué

Most motifs were flat. The motifs that were made were interfaced, well aligned and relatively proportional to the items done. There was a good colour combination. The stitch used to neaten was generally good; in a few instances, there was some looseness/tightness being observed. Some candidates made very small motifs, which were not proportional to the whole item.

Painting

Most paintings were pleasing to look at, as most Centres did artistic painting as per the marking criteria, e.g. different tints and shades were done. Some tints and shades could not portray what the painting was intended for. Mass was not distributed well. Some untidiness was observed, and some paints were smudgy.

Embroidery

Some Centres had creative embroidery with a variety of stitches being used, which is commendable. Tension was correct in most cases. Some stitches were not even, while a few candidates had even stitches. Most of the embroidery was neat, and the skill applied was suitable to the project. Machine embroidery was not well done in most cases.

Binding/ Piping

This skill was not well done by most candidates, as most bindings were either twisting or not showing well on both sides. Insertion was not well done. Most joints were not well joined together. Some candidates did not make items with joints, which made them lose marks for joining. Stitchery was not straight in most cases, some stitches were skipped, and unevenness of seams was identified. Some seams were not neaten.

Patchwork

Most candidates who made this skill made very good designs of shapes or colour. The patches were well aligned, except for a few candidates who used many patches. Most patch pieces were not proportional, making the designs off balance. The stitchery was not straight, and joints were not well secured in most cases.

Quilting

Most candidates had layering done appropriately (3 layers), hence resulting in puffiness/ bumpiness. Stitchery was not straight, thus affecting the design. The design of the quilts was even in a few Centres. Candidates should be encouraged to use correct machine tension, as some used very small stitches, and some had very loose tension.

Printing/ Stencilling/ Screen Printing

Most candidates applied a variety of printing, e.g. screen printing, stencilling, block, lino, potato printing. Screen prints were well done. The prints were mostly neatly done, as some smudginess or overflowing paint was not visible. The designs indicated some unevenness of letters/design but were durable.

Sublimation Printing

Most candidates who applied this technique did it well in terms of designs. Some candidates had very faint paints and lines, which affected the designs.

Tie and Dye

The dye was generally absorbed, but some items had not resisted the dye absorption well in the areas meant to resist dye absorption, which implies that the tying was not firm. The designs were generally balanced, with most being proportional to the item. There was observable neatness of the dyes, and the skill was suitable for the projects.

Batik

It was done generally well, especially Centres which used flour to resist dye. Those Centres which used wax had a problem with removing the wax as their products remained oily and not neat. Colour was well absorbed in most cases, and designs came out well.

6 Suitability/Usability

Most items were suitable for the theme, except a few that had aprons and sling bags. The suitability of the problem was mostly affected by the problem statements or situation, which did not address both aspects of the theme. It was difficult to determine the suitability of the item for candidates who did not clearly state their problem and did not have folders. Suitable materials were used by almost all candidates.

7 Presentation

The Majority of candidates had products which were complete according to candidates' action plan. The degree of neatness of the products varied from one candidate to another other but most items were clean. All items were labelled and secure.

Most folders were labelled, neat, well-bound and well-arranged. There are Centres which continue to make templates for the cover page for candidates' folders, but these templates sometimes have some errors or typos, thus affecting candidates' marks. Centres are advised to allow students to do their work rather than providing templates.

8 Costing

Costing remains a challenge as Centres continue to award full marks to candidates even when they notice some miscalculations. The following mistakes are still observed:

Calculations of raw materials:

- Some candidates either overestimated or underestimated the material. Some Centres were using fractions of fabrics, which were either underestimated or overestimated. Centres are advised to put correct measurements, especially for fabrics.
- Some candidates did not indicate waste under costing.
- Omission of unit cost, hence making it difficult to calculate the cost for each item.
- Omission of quantity used and using unrealistic amounts, for instance, 5 metres of fabric for small items such as cushions or 1/30cm for some motifs.
- Wrong totals since other candidates did not double-check their answers. This affects subsequent calculations and marks awarded.
- Round off to one decimal place or three decimal places instead of 2 decimal places.
- Some candidates omitted major materials.

Therefore, Centres are advised to ask their candidates to recheck their calculations for each of the raw materials as well as the totals.

Calculations of Labour

- Labour totals (hours) in some cases, the totals did not tally with the total obtained on the action plan. This consequently affects other calculations, and the marks awarded. They must tally.
- Labour was calculated within range by most candidates.
- Wrong conversion of minutes to hours, e.g. 3.42 hours is 3 hours and 25 minutes, not 3 hours and 42 minutes.

Indirect Costs

- Outlining of overheads was not a problem for most of the candidates. Most candidates stated indirect expenses incurred, for example, water or electricity or transport. Most candidates were calculating overheads without indicating units for the mentioned overhead. This affects subsequent calculations and marks awarded.

Total Cost

- The total cost too should not be rounded, e.g. if the total is P31.59, it should be left as such and not rounded to P31.60 or even P31.00. Where direct costs and indirect costs were calculated, candidates got the subsequent calculations correct.

Profit

- Most candidates calculated profit well, and it was within the profit range (10% to 30%).

Price of the Item

- The price of the item was well calculated and was reasonable in most cases. Rounding off to the nearest 5 thebe was done well by most candidates.

NB: Some candidates did not indicate the currency (P) in their calculations.