

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

BGCSE HOME MANAGEMENT

2023



Paper 1: Written Paper

Section 1: General Comments

The performance of the 2023 cohort was deemed to be about the same when compared with the 2019 cohort. It was evident in the questions searching for similar constructs that candidates' quality of responses was similar for both cohorts. Where candidates in both 2019 and 2023 were asked to differentiate, their attempt to respond to the command was found to be lacking. In both year 2019 and 2023, candidates could not respond well to questions that demanded application skills and other high order thinking skills. They partially answered the question hence were unable to access full marks.

It was observed that most candidates' work was generally neat. The handwritings of candidates were mostly legible, very few were too faint. Some candidates left some questions not attempted as some blank spaces were observed. Candidates are advised to attempt all questions. Some candidates wrote their answers on the bar codes or at the bottom of the pages hence some sentences for certain questions were cut off during scanning in preparation for e-marking. Candidates should be advised not to write on the bar codes or at the bottom edge of papers but rather ask for additional sheets to write answers. Candidates also should be advised to respond to command words appropriately. For example, where they are expected to explain, outline, describe and discuss. These command words cannot be responded to by a one-word answer.

Section 2: Comments on Individual Items

Section A

This section was fairly done with some candidates performing well and few not attempting all the questions as such performing below average in this section.

- 1 (a) (i) The question was well done. Most candidates were able to define human ecology correctly. They defined it as either the scientific study of human beings and their environment, the study of interaction between people and their environment, the ecosystem which includes the home, family and the environment. A few candidates were unable to define human ecology satisfactorily. They gave responses such as: the study of living things and non-living things, the study of animals and humans, the study of living things and the environment, the study of living organisms and the environment.
- (ii) The question was fairly done. On average, a number of candidates were unable to satisfactorily define waste management, they gave responses such as: the safe disposal of waste, the study of how waste is disposed properly, etc. Some candidates defined waste instead of waste management. An average number of candidates satisfactorily defined waste management as: the activities and actions required to get rid of anything that is no longer useful from its inception to its final disposal, is the collection, transportation, treatment, monitoring, regulation and final disposal of anything that is no longer useful, is the concept which deals with waste generation, collection and final disposal, is the systematic, planned and organised way of doing away with waste, and it is how to deal with or control waste in the community.



- (iii)** Most candidates were unable to satisfactorily define population. Candidates gave responses such as: the average number of people in a particular area, the total number of people per thousand of the total population, the number of people in a particular area. An average number of candidates defined population satisfactorily giving responses such as: is the number of organisms of the same species that live in a particular geographic area at the same time, the number of individuals of one species which occupies a particular geographical area at a given time, the number of a specified group of people living in an area at a particular time.
- (b)** The question was fairly done. An average number of candidates were able to appropriately differentiate between biodegradable and non-biodegradable waste. They gave responses such as: Biodegradable waste is waste that can be made to rot or decompose through the action of micro-organisms e.g. leaves, vegetable and fruit peels whereas non-biodegradable waste is waste that cannot rot or decompose through the action of micro-organisms e.g. tins, bottles and plastics. Biodegradable waste once had life or it is generated from materials that were once living things whereas non-biodegradable waste originates from lifeless objects and cannot decompose or be broken down.
- On the other hand, an average number of candidates could not appropriately differentiate between biodegradable and non-biodegradable waste. The most common responses were: biodegradable waste is in liquid form while non-biodegradable waste is in solid form. Some candidates used the descriptions interchangeably i.e. non-biodegradable waste is waste that can be made to rot or decompose through the action of micro-organisms whereas biodegradable waste is waste that cannot rot or decompose through the action of micro-organisms. Some candidates described biodegradable waste correctly and could not satisfactorily describe non-biodegradable waste or vice versa.
- (c)** The question was well done. Most candidates were able to satisfactorily state three factors to consider when buying goods in bulk such as: check for - expiry dates of items, availability of transport, storage space or facilities at home, the quality of the products/ shelf life/ quality/ freshness/ durability, the number of people being catered for, time available to select items and pack them at home and the amount of money available. Only a few candidates could not satisfactorily state three factors to consider when buying goods in bulk as some gave incorrect answers.
- (d)** The question was poorly done. Very few candidates were able to satisfactorily state three points to consider when making a flower arrangement. They stated responses such as colour scheme or colour of the flowers, focal point, size of room, size of the table, occasions or event or purpose, shape of the table, shape of the vase, theme or mood, size of the vase and background of the room. Some candidates were only able to state one or two correct points. Most candidates were unable to state points to consider when making a flower arrangement as they stated points such as equipment used during floral arrangement e.g. floral foam, flower vase, scissors, etc.
- (e)** The question was not well done as most candidates were unable to state safety rules to follow when using electric mixers. Some answers they gave were; do not touch electric mixers with wet



hands, tighten the lid of the mixer. Some candidates correctly stated safety rules to follow when using blenders instead of electric mixers. Very few candidates were able to satisfactorily state two safety rules to follow when using electric mixers. Correct responses expected were: follow manufacture's manual or instructions, do not run the machine for longer than necessary as this may overheat the motor, do not exceed the recommended capacity of the machine, check that: plugs are wired correctly, that there are no bare wires exposed and use them for the purpose they are intended for. Some candidates only stated one correct safety rule.

- (f) The question was not well done. Very few candidates were able to satisfactorily state three advantages of using wood as a form of energy. Some candidates stated only one advantage of using wood as a form of energy. Correct answers expected were: ash produced can be used for other purposes e.g. cleaning, pests' killer, can provide warmth throughout the whole room, can be used for various tasks e.g. heating, lighting and cooking, it is relatively cheap to acquire and it is a renewable source of energy. Most candidates were unable to satisfactorily state three advantages of using wood as a form of energy. Candidates stated responses such as: it is readily available, no skills needed, can be used to cook many dishes at the same time, etc.
- (g) (i) Almost all candidates were able to name one craft article that can be made from dried reeds, therefore the question was well done. Candidates stated craft articles such as trays, floor mats, baskets, table mats, hats, blinds, furniture, shoes, skirts picture frames, wall hangings, etc. Very few candidates stated responses that were not satisfactory such as materials used for making crafts e.g. beads and craft techniques such as basketry, mosaic, etc.
- (ii) Almost all candidates were able to name one craft article that can be made from animal skin hence the question was also well done. Candidates stated craft articles such blankets, belts, bags, hats, cushions, shoes, purse, earrings, furniture, rugs, wall hangings, etc. Very few candidates stated responses that were not satisfactory such as leather and leatherwork.
- (h) Very few candidates were able to suggest three ways on how texture can assist to achieve safety in a living space. Some candidates suggested ways relating to comfort and cleanliness instead of safety. Some candidates explained texture and the different types of textures e.g. tactile texture and visual texture. Some of the expected answers were: coarse- textured floor coverings must be well secured or they will make people trip e.g. fitted carpets, loose rugs require a non-slip textured backing, on-slip textures are essential for stair coverings, sharp, pointed edges can cause injury even when the texture is smooth, for example, metal edges and wooden or glass edges, glass which has a very smooth, fine texture can be dangerous (especially if it extends to the floor level) because it is so transparent, and floor surfaces must not be slippery or highly polished especially in the kitchen and bathroom.
- (i) (i) Most candidates were unable to explain how planting trees can be used to enhance the exterior of the home. Candidates stated how trees are functional in the exterior of the home instead of how trees enhance the exterior of the home e.g. they provide shade, they prevent soil erosion, etc. Expected responses include: the greenery and flowers from some plants add



colour to the environment, some flowers are scented hence it enhances the smell of the environment and nicely cut or trimmed plants make the environment look appealing.

- (ii) Most candidates were unable to explain how paving can be used to enhance the exterior of the home. Candidates stated how paving is functional in the exterior of the home instead of how paving enhance the exterior of the home e.g. prevent dust or mud, they prevent soil erosion, etc. Some of the expected responses include: arrangement of paving materials (shapes and colours) gives an appealing look, paving reduces or eliminates dust which can make environment unsightly and it prevents soil erosion which can make the surface bare and unattractive.
- (j) An average number of candidates were able to state the three ways on the importance of values to an individual. Some candidates gave insufficient number of points as they gave either one or two correct points. Some candidates defined values instead while others stated examples of values. Some expected responses were: they determine a person's quality of life and behavioural patterns, they are guiding principles for human behaviour, they help one to deal with good times and bad times, they influence actions and decisions, they help one in achieving goals, they help one set standards, helps one to prioritise and they depict the character of an individual.
- (k) The question was fairly done. Most candidates were unable to satisfactorily outline three measures that can be taken in a case of substance abuse. Candidates stated measures without fully outlining them e.g. report to the police, refer to social workers, seek medical help, etc. Some candidates outlined measures that were too general e.g. educating people about the dangers of substance abuse, imprisonment of people who abuse substances. Some expected answers were: report to the police since most of these are illegal, report to the counsellor or social worker or guidance teacher since the abuser needs counselling to deal with the root cause, refer to isolation or rehabilitation centres for isolation, cleansing, counselling and restoration, involve parents and friends so that they can provide the necessary emotional support, seek medical help as substances can impact negatively on one's health, get involved in sports to use leisure time profitably and minimise idling which might result in abusing drugs, choose a friend who will have positive influence and refer for spiritual help to receive counselling and for cleansing.
- (l) (i) The question was poorly done. Very few candidates were able to suggest two ways that Botswana Bureau of Standards (BOBS) can help to protect the consumer. Some candidates indicated roles of the Ombudsman and Consumer Affairs Unit instead while some stated reasons for consumer protection. Some expected answers included: ensures that goods imported into the country are in acceptance with the set standards, protects consumers against poor quality goods and services, promotes quality and standardisation of goods and services towards strengthening of economy, formulates Botswana standards, disseminate standards and quality related information, train inspectors and inspecting, testing, and certifying products.
- (ii) The question was also poorly done. Very few candidates were able to satisfactorily suggest two ways that the Office of the Ombudsman can help to protect the consumer. Some



candidates indicated roles of the Botswana Bureau of Standards (BOBS) and Consumer Affairs unit instead while some stated reasons for consumer protection. Answers that were expected included: receives and investigates complaints or reports of malpractice by government departments from members of the public, helps settle disputes between consumers and public service providers and recommends remedial action.

- (m) (i)** Very few candidates were able to list two advantages of buying a house. Most candidates only listed one correct advantage. Some candidates listed disadvantages instead of advantages. Some answers were not presented well such as: it is a sense of ownership, it is a sense of achievement, it gives privacy, it gives status in the community. Some candidates gave correct answers such as: gives a sense of security and independence, value of property appreciates or increases over time, one has more choice of where to live and what to buy, the house is usually readily available, the owner can make improvements of their choice and can be used as security for repayment of mortgage.
- (ii)** Most candidates were unable to list two disadvantages of buying a house. Candidates' common incorrect responses included: it is expensive, one may not like the design or style of the house, the house may be haunted, etc. Some candidates only listed one correct disadvantage. Candidates' satisfactory responses included: the house may have some hidden weaknesses, a house bought on mortgage does not belong to you until the mortgage is paid up failure to which the home can be repossessed by financial institutions, an old house bought may depreciate more rapidly in the near future, it may have hidden costs e.g. VAT, rates and one is responsible for maintenance of the house.
- (n)** Most candidates were able to state only one correct effect of technological development on the environment. Common candidates' responses that were not correct included: fumes produced in factories cause air pollution, general statements such as; it causes pollution, it leads to overcrowding, it leads to poor sanitation. A few candidates were able to satisfactorily state three effects of technological development on the environment. Expected correct responses included: more pollution due to smoke from machinery, more leisure opportunities are provided e.g. television, video, internet, makes travelling easier and faster e.g. fast trains, traffic lights, aeroplanes, there is improved farming practices e.g. disease free crops, high yield, drought resistant crops, leads to improved health conditions e.g. treatment for some diseases e.g. chemotherapies, HIV/ AIDS, organ transplant, heart surgeries, leads to more crime e.g. cyber theft, may lead to family break ups.



Section B

- 2 (a) (i) Majority of candidates were unable to fully define a food pyramid. Some candidates in their explanation repeated the stem, e.g. food pyramid is a pyramid that helps individuals to prepare food. Some cited that it is a dietary guideline while some defined it as a shape, triangle or referred to it as a food plate. Expected answers were: It is a pictorial presentation in the form of a pyramid which is used as a guide to different food groups that must be eaten daily and the amounts in which they should be taken, it is a food guide model that provides visual representation of proportions of food to be eaten.
- (ii) Most candidates could not explain three ways that the dietary guideline 'eat less fat' can be achieved when planning and preparing meals. Most candidates were able to correctly state the way of reducing fat but unable to give reasons why that should be done. Some misinterpreted the question and named other dietary guidelines. Some stated the way but justified with non-adherence diseases/conditions, e.g. remove chicken skin to prevent obesity.
- Expected responses were: use low - fat dairy products, e.g. yogurt (can be used as substitute for cream in many dishes), cheese (e.g. cottage), skimmed and semi-skimmed milk in cooking and for normal consumption as the fat has been reduced during processing, make use of poultry and white fish, both of which contain less fat than red meat, avoid fried foods rather grill or bake instead as fried foods absorb a lot of fat, make more use of low-fat spreads as a substitute for margarine and butter as they have reduced fat, become aware of the foods such as sausages, cakes, biscuits, crisps and pastries that have a high "hidden" fat content (i.e. fat that is not visible) and restrict the consumption of these.
- (b) Most candidates were able to correctly state four reasons on the importance of regular medical check-ups for the sick and care givers. Only a few candidates stated incorrect reasons. Correct answers provided by candidates included: monitoring the health status of an individual (e.g. blood pressure, Hb level), for advice and counselling of the sick or caregiver, advice on nutritional information for a particular illness, to refill medication or change of medication if necessary, to check for opportunistic diseases or new infections, to check if the carer has not contracted the disease, to check if prescribed medication is taken correctly.
- (c) Most candidates were able to correctly state the indicators of emotional abuse. Some candidates stated the causes of emotional abuse, for example, being called names like you are useless. Some stated possible consequences of emotional abuse, for example, failing at school while some stated indicators relevant to other forms of abuse, for example, a child may have unexplained bruises which is relevant to physical abuse. Expected answers include; withdrawal or isolation from other people, difficulty in controlling their emotions or hyperactivity or underactivity, suicidal tendencies, self-destructive behaviour, mental disturbance, use of negative language, sleep disorders, low self-esteem and low confidence, fear to communicate needs, anxiety or nervousness, and depression.



- 3 (a)** Dating - Most candidates did not explain dating well as some did not clearly show that it is between people of the opposite sex, but rather explained it as when two people want to know each other better. A number of candidates outlined dating as a stage of sexual intimacy while some stated that it's a stage where a man and woman get to know each other for marriage.

Answers expected were: It can be described as friendship between a male and female with intention of knowing each other better, it is an opportunity for one to get to know someone of the opposite sex, it provides affection and closeness without long term ties, it is an appointment or social arrangement with a person of the opposite sex.

Courtship - A good number of candidates had a clear comprehension of courtship and gave correct explanation. Some candidates gave points relevant to dating while some gave those relevant to marriage, for example, when a married couple decides on the number of children to have.

Correct answers given included: Couples become more serious about each other, it is a more meaningful relationship as the couple share goals and values, it is a stage where a couple receives counselling about finances and relationship with in-laws, it's a stage where couples start discussions on where to live, number of children to have, couples start to introduce each other to family members.

- (b)** Most candidates could not discuss four ways in which a family caring for a pregnant teenager may be impacted economically as they were either able to clearly show the economic impact but failed to discuss how that economic impact affects the family and vice versa. Some candidates stated social impacts instead of economic impacts. Some candidates were able to correctly state the economic impact but explained how that economic impact affects individuals and the community instead of the family.

Correct answers expected were: bread winners are forced to leave their job to take care of the mother and the baby, subsistence farmers who may be care givers may not give their best to farming resulting in low yield then shortage of food.

- (c)** Most candidates were able to correctly list the roles of a mother in the family. Few candidates did not clearly state the relevant role. Correct answers listed by candidates were: she is the home manager (budgets, plans, organises), does household chores such as cooking, cleaning, training children e.g. potty training.

- 4 (a)** Most candidates were able to give ways that packaging influences consumers to buy but were unable to discuss why such a package is influential to consumers. Some candidates repeated points, for example, an attractive and colourful packaging will influence consumer to buy. A non-attractive and dull packaging will not attract consumers to buy as a second point. Some candidates explained the need to package goods, for example to make the product appealing, to keep the product for a long time. Most candidates assumed that packaging means packing goods after buying as they gave answers such as a plastic bag should be of the correct size, it should be durable.



Some of the expected answers were: the packaging attracts the attention of the customer and may lead to unplanned buying, the packaging follows the latest fashion e.g. children may want their parents to buy cereals which show the characters of their heroes on the packet, the package may draw the customers attention to the quality of the product thus influencing selection, a convenient packaging that is easy to carry and open may lead to unplanned buying.

(b) (i) The product

Most candidates could not explain product as a marketing strategy very well. They gave definitions that were either incorrect or incomplete. Some candidates over explained hence distorted the information on marketing strategy. Some candidates wrote points of price under product, for example, the lower the price, the more the demand. Some candidates stated points on introducing a new product in the market like buy one and get one free.

Some expected answers were: goods or services produced primarily to satisfy consumers demand, the product should be of good quality, the product should be what the consumers need or want, the product should have an attractive packaging that will be appealing to the customers.

(ii) The price

Most candidates misinterpreted price strategy to price tag as they wrote points such as; the price should be visible and the price should be placed on the product. Some candidates gave answers such as prices should be lowered for more products to be sold. Some gave answers such as the lower the quality the cheaper is the product. Expected answers were: value attached to a product or service which affects the ability of the customer to purchase what he / she wants, the price should be reasonable or affordable to target market, the price can be used as a competitive tool by suppliers / consider competitors prices.

(c) Most candidates were able to give correct answers especially on the importance of market research. Some candidates gave an incomplete explanation of the term. Some candidates misinterpreted market research as a place one sells their goods.

Some correct answers stated by candidates included: gathering information to find out what potential customers prefer and how it can be provided to them, market research can be used to find out the price the customers are willing to pay, it is intended to find out the features of the product the customer want, it is intended to check out what the competitors are offering, at what price and the difference you want to bring in, the act of finding out the difference between what is available in the market and what the customers need or want.



- 5 (a) Almost all candidates were able to correctly state the relevant craft skills which could be used when decorating soft finishing items except a few who stated woodwork, and pottery. Majority of candidates were unable to fully describe the stated skills while some omitted stating the skill and only gave descriptions. Expected answers were:

Applique - it is a type of fabric work made by stitching, sewing or embroidering small pieces of cloth or fabric (motif) to a backing fabric. This is done using yarn thread, string or other materials that can be threaded through a needle. Stitches are used on applique.

Batik - it is a method of colour application in which wax, or flour paste is used to cover areas of the fabric so as to prevent colour from being absorbed. It is done to achieve or obtain a certain pattern.

Patchwork - a form of needlework that involves sewing together pieces of fabrics onto a large design. The design is usually based on repeated patterns built with different fabric shapes or colours.

Decoupage - the art or technique of decorating something with cut out papers, linoleum, plastic or other flat materials over which varnish or lacquer is applied.

Tie and dye - it is the application of colour to a fabric by way of tying the fabric to obtain a pattern. The tied part does not absorb the colour. The tied fabric is immersed into a dye bath.

Painting - application of paint onto a fabric to add colour or decoration or make a picture or other artistic composition on a fabric e.g. splattering.

Printing - the art of making prints on a fabric e.g. screen printing, potato / rubber printing, stencilling.

Embroidery - is the use of decorative stitches on the fabric to make the articles appealing.

- (b) Majority of candidates were able to either name skill or item to correct stated defects. Some did not adhere to the numbering, some wrote points for roman figure one (i) at roman figure 2 (ii). Most candidates were able to write the relevant skills/ items but did not correctly justify the use/need for that skill or item.

Some candidates under justification adopted project one style of writing, e.g. I will therefore design and make a tablecloth that will cover stains on the table. Some candidates under justification wrote steps of making the skill. Some skills suggested to solve the problem were not relevant, e.g. patch work and quilting for a stained and scratched table. Some candidates stated ways of enhancing the room as skills to solve the problems, such as wall treatment, floor treatment. Several candidates used one word 'to cover' as justification to all their situations, for example, wall hanging that will cover the peeling and dirt, tablecloth that will cover stains and scratches on the table, carpet that will cover cracks on the floor.

Expected answers were as follows:



Problem	Skill / item	Justification
Wall dirty and peeling off	Wall hanging / framed pictures / draping / painting special designs / wallpaper / wall painting / wall rugs / wall mural. Painting	To create a focal point To hide dirty walls To make walls durable To restore / renew
Tables stained and scratched	Table runner / tablecloth / place mats / decoupage / glass over painting/mosaic/printing	Hide marks on the table Make table attractive Make table durable Make table easy to clean
Floor uneven and cracked.	(iii) Floor mat / reed mat / phate / carpet/ floor rugs / tiling /carpet/ rugs/ turfing- for making rugs	hide cracks on the floor Prevent accidents Provide warmth / comfort to the feet To make the floor attractive

- 6 Generally, a number of candidates discussed insufficient points on how the provision of clothing and food as family needs can affect the environment, which was disadvantaging as they could not access all marks. Some candidates overemphasized a point in a large paragraph but in the end obtained only a mark. Some candidates were able to state a way in which the need for clothing or food is provided but failed to indicate how the environment is affected. Some candidates stated the effect on the environment but failed to indicate how it results when providing the need.

Some discussions were general as they were not specific to any need, for example, people cut down trees to make firewood leading to deforestation. Some candidates combined points in a sentence which limited accessibility of marks. For example, they wrote, people cut down fruit trees and kill animals for meat which leads to extinction.

Some candidates discussed how acquisition of clothing and food affect the environment in one sentence, thus limiting them from coming up with the required number of points. For example: people kill animals for meat and skin to make leather clothes which leads to extinction of animals. A few candidates discussed how acquisition of shelter affects the environment instead of focusing on the requirement of the question. A few candidates discussed more than the required number of points which put them at advantage.

Correct answers provided by candidates includes:

Clothing: Animals that are reared for making clothes can overgraze the environment leaving it bare, animals that are over hunted and killed for their fur / skin can be extinct, fumes from clothing industries can cause air pollution, excessive sound from clothing industries may cause noise pollution, excessive heat emitted from clothing manufacturing machinery can cause thermal pollution, clearing of land to create space for clothing industries may cause extinction of some species.



Food: land is cleared to make fields for food production and food industries and thus disturbs the natural habitat or leads to soil erosion, some fertilizers are added to enrich the soil for crop production and are leached into the water sources and contaminate it. The process can affect marine life and destroy the soil structure, some left over foods (waste) if improperly disposed can rot and produce bad smells to the environment, some machinery used in crop production are too heavy and may destroy soil structure, packaging materials are usually used from the producer to the customers e.g. plastics, card boxes, cans etc. can cause land pollution if not properly disposed.

- 7 A majority of candidates did not meet requirements of the question as they could not discuss two principles of design used in interior decoration well. Most candidates discussed elements of design instead of principles of design and those who were able to name the principles could not discuss them well. Most candidates provided limited information. Some stated a design principle but the discussion was for a different principle. Some information provided in candidates responses was not relevant to the question. A number of candidates left the question unanswered.

Expected answers were as follows:

Balance

This really means achieving a pleasing relationship between the elements in a room, while remembering that:

- Large objects command respect and attention
- Detail creates interest, as does the unusual or unexpected
- Good balance in a room creates a distinct sense of rest and order, while a lack of balance makes people feel uncomfortable
- Small objects blend into the background
- Balance can be either symmetrical or asymmetrical
- Symmetrical balance is simple, dignified and formal
- Asymmetrical balance is more casual, for instance, one large object can be positioned to balance a group of smaller ones

Harmony

Harmony means aiming to work with a single idea avoiding competition between elements or objects in a room

- Variety in a room can cause problems if it is overdone and creates a sense of clutter or gaudiness
- A correctly designed interior is therefore one in which every part of the space and every object in the space contributes to the total effect

Rhythm

Rhythm is the regular and harmonious pattern created by lines, forms and colours.



- The idea of rhythm is to focus on continuity and organised movement
- Repetition of colour
- Repetition of line
- Repetition of shape

Emphasis

Emphasis means calling attention to some parts of a room which are chosen as more important than others.

- It involves creating focal points and rest areas
- Lack of emphasis in a room can bring a sense of monotony or flatness
- The usual way of creating emphasis in a room is by highlighting the fire place, a piece of furniture



Paper 2: Coursework

Section 1: General Information

This is a coursework component where centres receive a theme from Botswana Examinations Council, and its tasks remain the same from year to year hence the 2023 paper is deemed to be the same level of difficulty as the 2019 paper. Candidates respond to the theme by making an item or items as per the requirement of the theme. The theme required that candidates should make a **functional item to be used in the home, the item should include one colour application technique**. The marking criteria is 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 include sketches and method of production of the product. They are also expected to cost the product they produced.

Centre Readiness with Documents and Projects

Almost all centres had individual mark sheets as well as summary mark sheets ready for the moderators who visited that particular centre except for one centre which was still marking and entering marks on summary mark sheets. Most centres appended signature for the Chief invigilator, Senior Teacher and teacher. Most centres had attendance registers with candidate's signatures.

Projects were readily available. This is commendable work by centres. A negligible number of candidates had incomplete projects.

Lab cleanliness

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

Project display

All centres displayed their projects and were displayed in an orderly manner. There was use of large, bolded candidate numbers next to the projects which made it easier to identify projects rather than searching for numbers on items. Those with outdoor displays labelled the projects well. This made the moderation process to be easily carried out.

Performance of Candidates

This year (2023), most centres adhered to the set standards as compared to 2022. This was evidenced by minimum differences between the externally moderated and the internally moderated scores. Some candidates were either over marked or under marked. Some candidates were awarded full marks on skills while the skill was not of good quality. Some candidates were awarded full marks for costing while the calculations were wrong or missed units. There is an improvement on teacher differences within a centre. This is an indication that centres do standardise and award a centre mark. This is commendable. Despite the improvements, there are some centres with internally moderated mark differences. Such centres are urged to improve on this for the benefit of candidates.



Most candidates made either a decorative or functional item(s) to be used in the home with one colour application technique.

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 but only marks awarded. Some teacher's comments did not tally with the marks allocated to candidates. This renders the marks allocated unable to discriminate candidates according to the quality of work submitted.

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

Section 2: 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 functional item to be used in the home”. Generally, the problem stated did not fully address functionality or use in the home. Some candidates could not articulate their problem statement to show one colour application technique. Some candidates were irrelevant to theme as they were either addressing functionality or home use, rather, they addressed items for personal use. Some candidates had unclear problems, and some had multiple problems.

2 Name of item

This part of the project was done well by most candidates. The name of item(s) was well stated by almost all candidates.

3 Justification

Generally, most candidates did not do well on this section. Justification was not well addressed by majority of candidates. It did not capture which colour application technique was used. Some candidates had irrelevant justification in relation to the problem or situation stated.

4 Planning

There was a slight improvement in this section of the project.

Majority 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. Majority 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. Majority of candidates 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 timing of less than 3 hours while the project has to be done in 2 terms. Some methods had realistic time frame but time distribution for stated activities was not well done. Some candidates did well in this part though some centres failed to discriminate 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 summarized, 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.

Comments on Individual Skills

(a) Workmanship

Candidates had a wide range of skills on their items. The most common skills were appliqué, patchwork, embroidery, patchwork, quilting, tie and dye, batik, stencilling, printing, painting, lacing, paper mache, mosaic and collage.

Some centres continue to fail to vary their projects as all candidates concentrated on similar skills/items thus limiting 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 and embroidery.

(b) Skills

- (i) **Paper Mache'**- Moulding was not well done but correctly bound and dry. Most items were not smooth, not proportional and not well balanced. Appropriate finish was used.
- (ii) **Mosaic** - Fragments were neatly selected. Colours of fragments were well combined. Some spaces in some items were not well filled. Adhesive was a bit messy in some candidates' work.
- (iii) **Collage** – Most collage lacked a 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 adhesive used was messy in most cases.
- (iv) **Applique** – Most motifs were flat. The motifs' that were made were interfaced, well aligned and relatively proportional to the items made. There was a good colour combination. The stitch used to neaten was generally good, in few instances there were some looseness/tightness being observed. Some candidates made very small motifs which were not proportional to the whole item.
- (v) **Painting**- Most Centres did artistic painting as per the marking criteria e.g. different tints and shades were made. Some tints and shades could not portray the intentions of the painting. Mass was not distributed well. Some untidiness was observed, and some paints were smudgy.
- (vi) **Embroidery**- Some Centres had creative embroidery with variety of stitches been 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.



- (vii) **Binding/ piping-** This skill was not well done by most students. It was not correctly inserted. Most joints were not well joined. Some candidates did not make items with joints which made them loose marks for joining. Stitchery was not straight in most cases, some stitches were skipped and unevenness of seams identified. Some seams were not neatened.
- (viii) **Patchwork-** Most candidates who attempted this skill made very good designs of shapes or colour. The patches were well aligned except for candidates who used many patches. Most patch pieces were not proportional making the designs to be off balance. The stitchery was not straight, and in most cases, joints were not well secured.
- (ix) **Quilting-** Many 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 for a few centres. Candidates should be encouraged to use correct machine tension as some candidates used very small stitches.
- (x) **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.
- (xi) **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. This implies that the tying was not firm. The designs generally were balanced, with most being proportional to the item. There was a noticeable neatness in the use of dyes, and the skill was suitable to the projects.
- (xii) **Batik-** this skill was applied in some centres, and 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 coming out well.

(c) Suitability/Usability

Most items were suitable to the theme except a few items where candidates presented aprons and sling bags.

Suitability in relation to problem was mostly affected by the problem statements or situation which were not addressing the aspect of the theme. It was difficult to determine suitability of the item for candidates who did not clearly state their problem and did not have folders.

Suitable materials were easy to determine.

(d) Presentation

- (i) **Product/ Items-** 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 the other but a majority of items were not clean. All items were labelled and secure.



- (ii) Folders - Majority of the folders presented were well labelled, neat, well bound and well-arranged. Some Centres continue to make templates for the cover page for candidate's folders, these templates sometimes contain some errors or typos thus negatively affecting candidates' marks. Centres are advised to allow candidates to do their own work rather than providing them with templates.

(e) Costing

Costing remains a challenge as Centres continue to award full marks to candidates even when they notice some wrong calculations. The following mistakes were still evident:

Calculations of raw materials

- Some candidates either over estimated or underestimated material. Some Centres were using fractions of fabrics which were either underestimated or over estimated. Centres are advised to put correct measurements for fabrics when calculating cost of raw materials.
- Some candidates omitted unit cost hence making it difficult to calculate the cost for each item.
- Some omitted quantity used and used unrealistic amounts. For instance, using a 5 metres 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.
- Some candidates rounded off to one decimal place or three decimal places instead of 2 decimal places.
- Some candidates omitted major materials when calculating costs.

Candidates are advised to thoroughly check their calculations for each of the raw materials and check the totals.

Calculations of labour

- Labour totals (hours) in some cases did not tally with total obtained on the action plan. This consequently affected other calculations and marks awarded. It is important that they tally.
- Labour was calculated within range by most candidates.
- There was wrong conversion of minutes to hours e.g. 3.42 hours is actually 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 subsequently affected 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 subsequent calculations correct.

Profit

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

Price of item

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

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