



EXAMINATIONS AND ASSESSMENT CHIEF DIRECTORATE

Home of Examinations and Assessment, Zone 6, Zwelitsha, 5600

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2018 NSC CHIEF MARKER'S REPORT

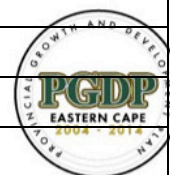
SUBJECT:	CIVIL TECHNOLOGY- WOODWORKING
PAPER:	1
DURATION OF PAPER:	3 HRS
DATES OF MARKING:	01/12/2018 – 13/12/2018

SECTION 1: (General overview of Learner Performance in the question paper as a whole)

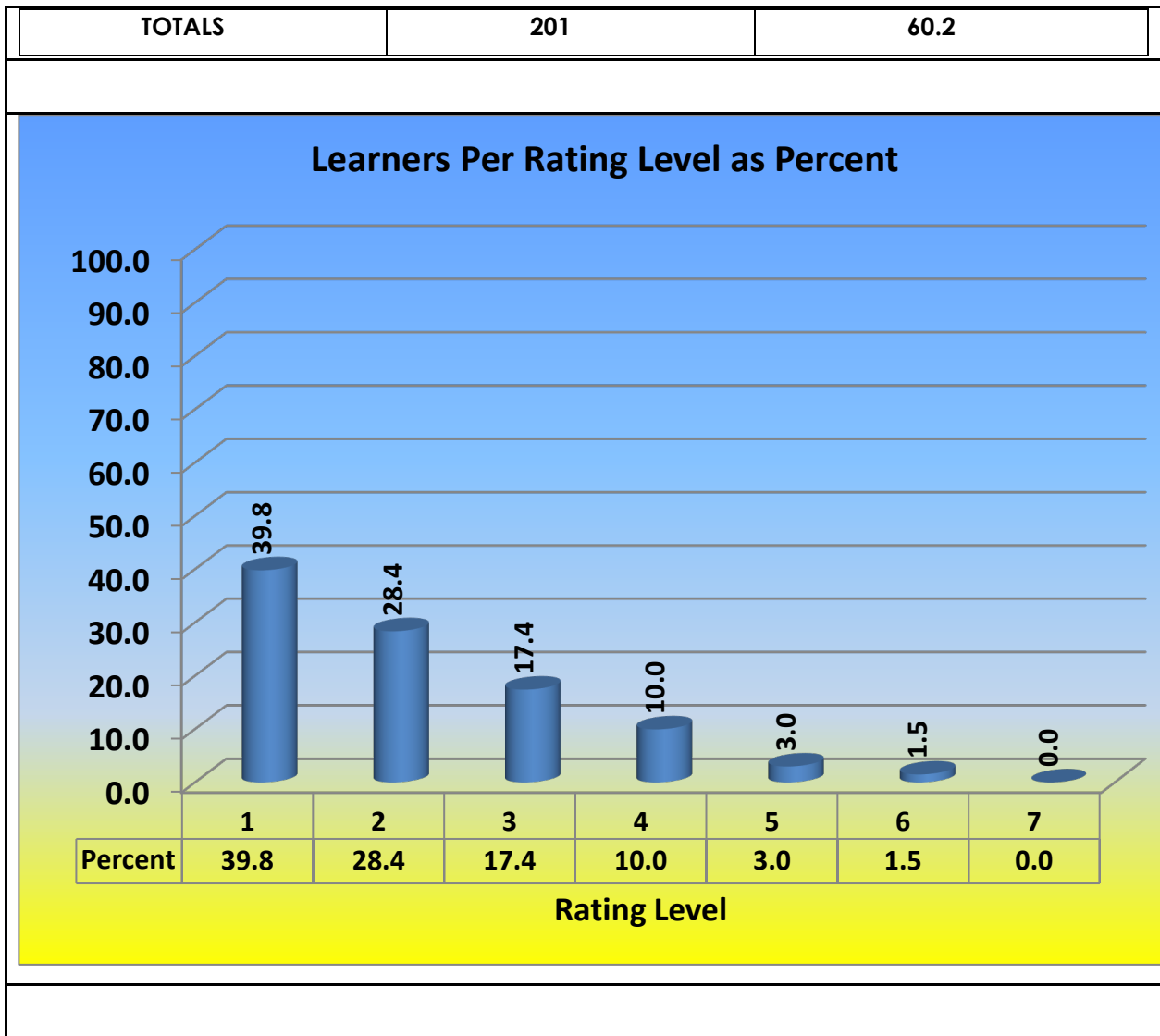
Generally, learners performed well with an overall percentage of 60.2%. Since Woodworking as a Civil Technology specialisation is presented for the first time in 2018 this is an acceptable performance. Many candidates obtained high marks in some questions but scored less marks in other questions indicating that not all the content was covered. There were a few learners who left out some sections of the paper but overall all candidates finished the question paper. A few candidates did not use the answer sheets provided but drew their sketches in their answer books. Learners were presented with an opportunity to score marks as the memo accommodated many alternative answers in most questions. There was no level 7 obtained in any of the centres which can be an indication that at some schools the content was not covered as per the annual teaching plan.

80 out of 201 learners marked obtained level 1 which indicates that the learners did not prepare themselves for the examination or did not receive enough tuition from their schools

LEVEL	NUMBER	PERCENTAGE
1	80	39.8
2	57	28.4
3	35	17.4
4	20	10
5	6	3
6	3	1.5
7	0	0



Ikamva eliqaqambileyo!



SECTION 2: Comment on candidates' performance in individual questions
 (It is expected that a comment will be provided for each question on a separate sheet).

QUESTION 1-OHS, MATERIALS, TOOLS, EQUIPMENT AND JOINING
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?
The overall performance in the question was fair.
(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.
Knowledge of construction safety was tested in this question with emphasis on construction, tools, joining and materials. The question was fair, and the language used was simple and straight forward, but the learners were unable to identify basic tools used in building construction sites. Learners manage to score marks only in the safety questions asked in 1.2 and 1.3.

Question 1.7.2.was answered reasonably well, but some learners did not know the correct use for each one. Rawl bolt is used to anchor parts to a wall and not a bolt and nut.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Many schools do not have the workshops and the necessary equipment as a result they rely only on the textbooks for the identification of tools, in such schools an educational excursion to building sites is recommended.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Educators must expose learners to all the tools used in their field of specialisation. There are training centres or FET Colleges with all the tools and equipment for woodworking where learners can be taken for excursion.

QUESTION 2-GRAPHICS AS METHOD OF COMMUNICATION

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This was the most attempted question by all the learners.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Question 2 was an analytic question based on a part of a building plan. Question 2.29 and 2.30 involved calculations which most of the learners could not answer. Many learners struggled to calculate the perimeter of the building.

Some measurements were omitted or added up wrong which show poor mathematical skills.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The Question is part of the content in Engineering, Graphics and Design and as such teachers should expose learners to more civil analytical drawings. Teachers must expose learners to more than one method of calculating the perimeter of the building.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Teachers must emphasize the Building Drawing Practice requirements. Many construction methods are explained by means of drawings, therefore it is important for learners to know all the symbols for construction.

QUESTION 3- CASEMENTS, CUPBOARDS, WALL-PANELLING AND QUANTITIES

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This Question was poorly answered with an average of 20%,

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Candidates showed weaknesses in wall-panelling and calculation of quantities. Many learners were able to identify the parts of a built-in cupboard in 3.3 but struggled with the parts of a tongue and groove wall panel in Question 3.4. Very few learners were able to calculate the length of wall plates and number of purlins in Question 3.5. Most learners did not multiply the no of purlins by 2 which gave a total of 10 purlins.

(c) Provide suggestions for improvement in relation to Teaching and Learning

Educators must give many exercises on Quantities and different methods must also be explored.

Practical lessons on making casements and cupboards must be done in schools to improve the content knowledge as well as the practical skills.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The Practical Assessment Task(PAT)guidelines must be given to learners at the beginning of the year and be completed as per the PAT guideline schedule so that learners can be able to improve their practical skills and content knowledge.

QUESTION 4- ROOFS, CEILINGS, TOOLS, EQUIPMENT AND MATERIALS

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

This Question was poorly answered with an average of 30%.

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Considering the question had more of Middle and Higher order questions than Lower order questions, the candidates scored marks in Question 4.1 which is an item matching question.

Most candidates were unable to identify the members of a roof with a hipped end and a gable end. Most learners could not identify the woodworking machines in 4.9. and how to take care of them.

(c) Provide suggestions for improvement in relation to Teaching and Learning

The schools without the necessary equipment and tools must make use of the schools with equipment so that learners can be able to identify all the basic machines used in woodworking.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

Educational excursions are always recommended for the learners to physically see the machines even if it is just a visit to a nearby FET college with equipment.

QUESTION 5-CENTERING, FORMWORK, SHORING AND GRAPHICS AS MEANS OF COMMUNICATION

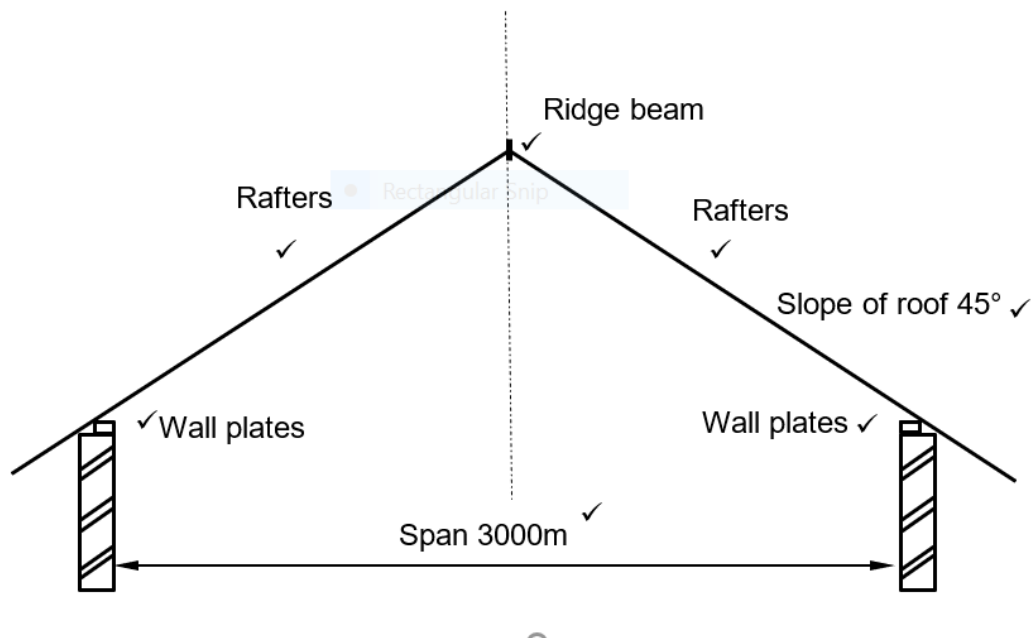
(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

The Question was poorly answered with an average of 23%,

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Most learners only managed to answer the low order Questions in Question 5.1 and 5.5 where they only had to identify members of a formwork and parts of closed laggings. Shoring proved to be a problem and as such many learners did not attempt Question 5.6, 5.7 and 5.8.

Few learners were able to draw a neat line diagram of a couple roof truss in 5.9.



(c) Provide suggestions for improvement in relation to Teaching and Learning

Educators must teach the learners the line diagrams of various types of roofs.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The Practical Assessment Task(PAT)guidelines must be given to learners at the beginning of the year and be completed as per the PAT guideline schedule so that learners can be able to improve their practical skills and content knowledge.

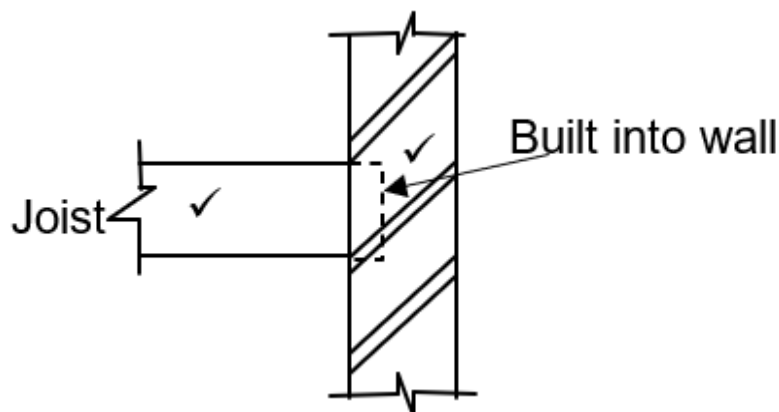
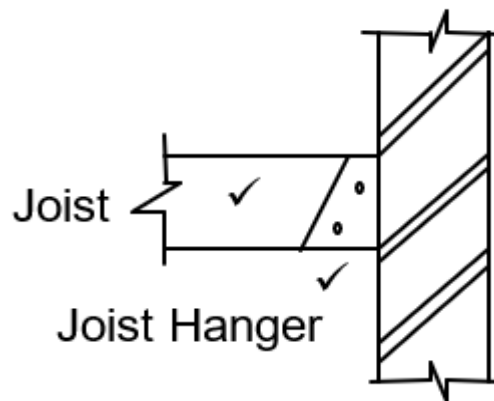
QUESTION 6- SUSPENDED FLOORS, STAIRCASES, IRONMONGERY, DOORS AND JOINING

(a) General comment on the performance of learners in the specific question. Was the question well answered or poorly answered?

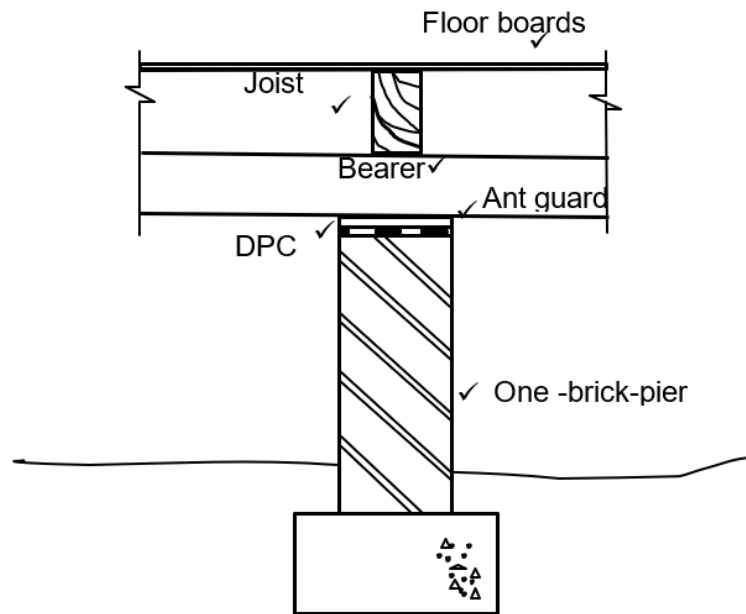
Question was well attempted by most learners with an average of 52%

(b) Why the question was poorly answered? Also provide specific examples, indicate common errors committed by learners in this question, and any misconceptions.

Most learners could not differentiate between the two methods of fixing the ends of the floor joist to the walls in 6.2. It was clearly indicated that this must be shown by means of neat freehand sketches, but many did not even attempt the question. The sketch below shows how the sketches should have been drawn.

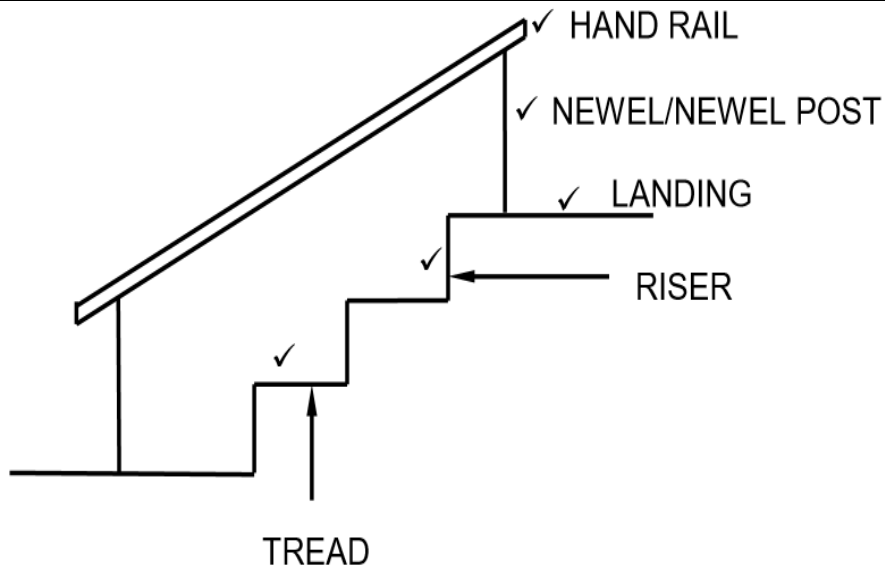


In Question 6.3 , most learners managed do draw the sectional view of a suspended timber floor supported by brick piers but did not show all the parts in their drawings as asked. Below is a labeled view which should have been drawn by the learners.



6.3

Most learners did not seem to know a line diagram and drew either a 3D sketch or orthographic drawing of staircase in question 6.4.



6.4

(c) Provide suggestions for improvement in relation to Teaching and Learning

Educators must ensure that the simulation tasks given to the learners include the staircases to improve the learners' practical skills and content knowledge.

(d) Describe any other specific observations relating to responses of learners and comments that are useful to teachers, subject advisors, teacher development etc.

The Practical Assessment Task(PAT)guidelines must be given to learners at the beginning of the year and be completed as per the PAT guideline schedule so that learners can be able to improve their practical skills and content knowledge.