



18.0 WOODWORK (444)

In 2010, Woodwork was tested using a **theory paper (444/1)** and **project paper 444/2**. The project was set by the Council but administered and scored by the subject teachers.

18.1 CANDIDATES GENERAL PERFORMANCE

Candidates' Overall Performance in Woodwork for the Years, 2004, 2005, 2008, 2009 and 2010 is as shown in the table below.

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2004	1	1,156	60	24.50	8.69
	2		40	30.67	5.90
	Overall		100	54.11	14.00
2005	1	1,052	60	19.35	7.72
	2		40	32.70	4.65
	Overall		100	51.70	10.00
2008	1	98	60	27.84	9.23
	2		40	18.61	4.93
	Overall		100	46.45	12.89
2009	1	424	60	28.27	10.30
	2		40	18.84	6.07
	Overall		100	47.12	15.49
2010	1	375	60	30.18	8.31
	2		40	20.18	4.55
	Overall		100	50.01	12.27

From the table above, it is to be observed that:

- 18.1.1 The candidates for the subject decreased from 424 in 2009 to 375 in 2010.
- 18.1.2 Performance in theory paper improved from a mean of 28.27 in 2009 to a mean mark of 30.18 in 2010.
- 18.1.3 The mean for the project paper went up by 1.34.
- 18.1.4 Overall performance in the subject improved from a mean of 47.12 in 2009 to 50.01. However the standard deviation dropped from 15.49 in 2009 to 12.27 in 2010.

Questions which were poorly performed are discussed below.

Question 10

Figure 4 shows a pictorial view of a wooden coat hook.

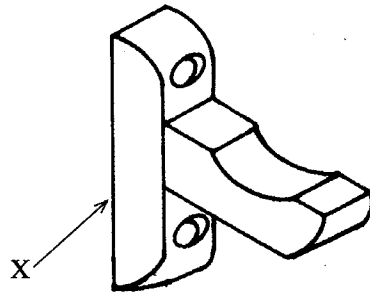


Figure 4

Sketch the three views of the wooden coat hook in third angle projection. View front elevation from the direction of arrow X.

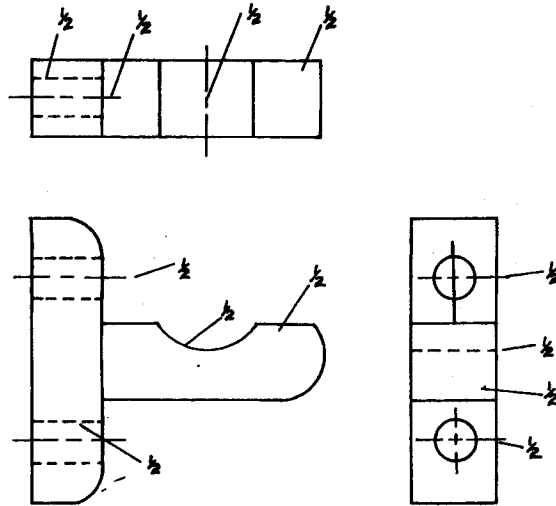
(6 marks)

Weaknesses

Some candidates could not differentiate 1st angle from 3rd angle and the two angles of projection were mixed up in their responses.

Expected Responses

10.



Plan	2
Front view	2
End view	2

(6 marks)

Advice to Teachers

Proper introduction to angles of projection should be taught through the use models of the planes of projections.

Question 11

Figure 5 shows three views of a block drawn in first angle orthographic projection.

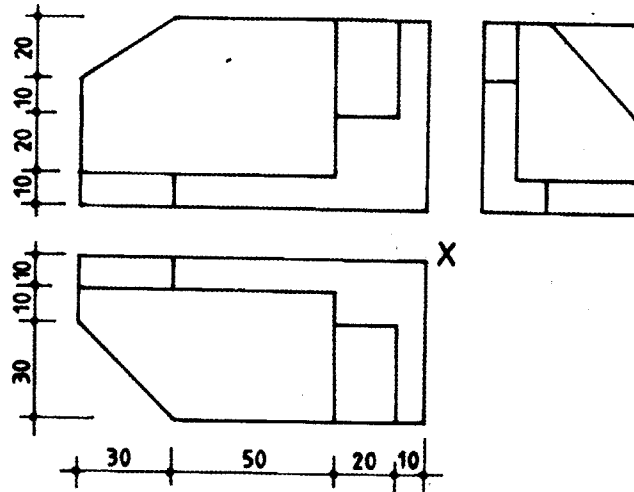


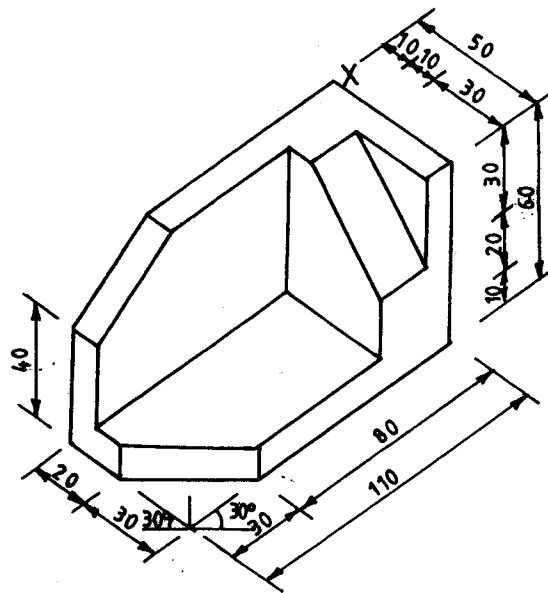
Figure 5

Draw full size, an isometric view of the block, taking X as the highest point and insert eight dimensions. (15 marks)

Weaknesses

Some candidates confused oblique projection for isometric.

Expected Responses



- Correct interpretation 1
 - 10 faces 10 x 1/2=5
 - Correct angle 30° 1
 - Scale (1:) 2
 - Dimensions any 8 x 1/2=4
 - Construction lines 2
- (15 marks)

Advice to Teachers

Teachers should explain the different pictorial drawings to the learners i.e. isometric, oblique and perspective.

18.2 GENERAL ADVICE TO TEACHERS

- 18.2.1 The whole syllabus should be effectively covered during instruction because examination items will be sampled from the entire syllabus.
- 18.2.2 The teacher/school should acquire the relevant reference materials and assist candidates to obtain and use the recommended textbooks.
- 18.2.3 The use of textbooks by teachers should always be guided by the syllabus. The specific objectives stipulated in the syllabus should be correctly interpreted to ensure the topics in question are taught adequately and effectively.
- 18.2.4 A variety of teaching methods and resources should be utilised by teachers to ensure that the content is effectively delivered during instruction. Resource persons/guest speakers and field visits should be arranged and used in areas where the teacher and the school lack the resources to teach the topic/lesson effectively.
- 18.2.5 All the suggested practical activities in the syllabus should be carried out to prepare candidates adequately for questions that require application of psychomotor skills acquired during instruction.