

### 3.2 WOOD WORK (444)

The 2012 KCSE examinations for wood work consisted of two papers namely Paper 1 (theory) and Paper 2 (Practical Project). The theory was worth 60% while practical was worth 40% of the final mark. The revised syllabus was tested for the first time but the format and weighting of the two papers was the same as in the previous years.

#### Candidates General Performance

The table below shows candidates' overall performance for the period 2008 to 2012

**Table 9: Candidates Overall Performance in the Years 2008, 2009, 2010, 2011 and 2012**

Year	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2008	1		60	27.84	9.23
	2		40	18.61	4.93
	<b>Overall</b>	<b>98</b>	<b>100</b>	<b>46.45</b>	<b>12.89</b>
2009	1		60	28.27	10.30
	2		40	18.84	6.07
	<b>Overall</b>	<b>424</b>	<b>100</b>	<b>47.12</b>	<b>15.49</b>
2010	1		60	30.18	8.31
	2		40	20.18	4.55
	<b>Overall</b>	<b>375</b>	<b>100</b>	<b>50.01</b>	<b>12.27</b>
2011	1		60	21.24	9.46
	2		40	14.28	5.18
	<b>Overall</b>	<b>447</b>	<b>100</b>	<b>35.49</b>	<b>13.93</b>
2012	1		60	27.66	9.81
	2		40	18.42	5.14
	<b>Overall</b>	<b>393</b>	<b>100</b>	<b>46.01</b>	<b>14.13</b>

From the table above, the following observations can be made:

- (i) The mean score for the year 2012 improved compared to that of the year 2011. This is an indication that the paper was performed better in 2012 compared to 2011.
- (ii) The candidature for the year 2012 decreased from 447 in 2011 to 393.

#### 3.2.1 Woodwork Paper 1 (444/1)

The questions which were reported to have been poorly responded to have been analyzed with a view to pointing out candidates' weaknesses and propose suggestions on some remedial measures that would be taken in order to improve performance in future. The questions for discussions include 10, 11 and 12.

### Question 10

Figure 1 shows a wooden block drawn in first angle orthographic projection

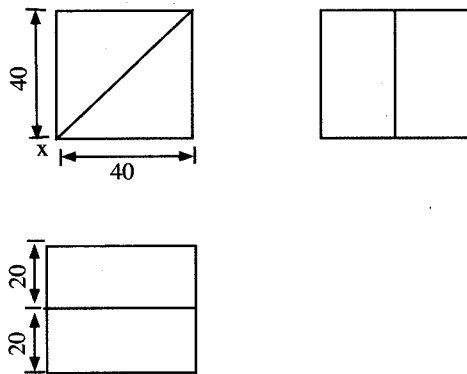


Figure 1

Sketch an isometric view of the block making X the lowest point.

(4 marks)

Candidates were expected to draw an isometric projection of a wooden block by interpreting the views given in orthographic projection.

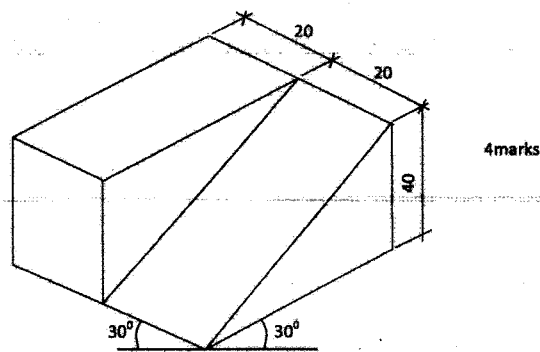
#### Weaknesses

Many candidates could not interpret the given orthographic views and come up with the isometric projection.

#### Advice to Teachers

They should give the students more practice in orthographic and isometric drawings.

#### Expected response



### Question 11

Figure 2 shows a pictorial view of a shaped block.

Draw full size in third angle projection the three views of the block. Insert six major dimensions. Use A3 drawing paper provided.

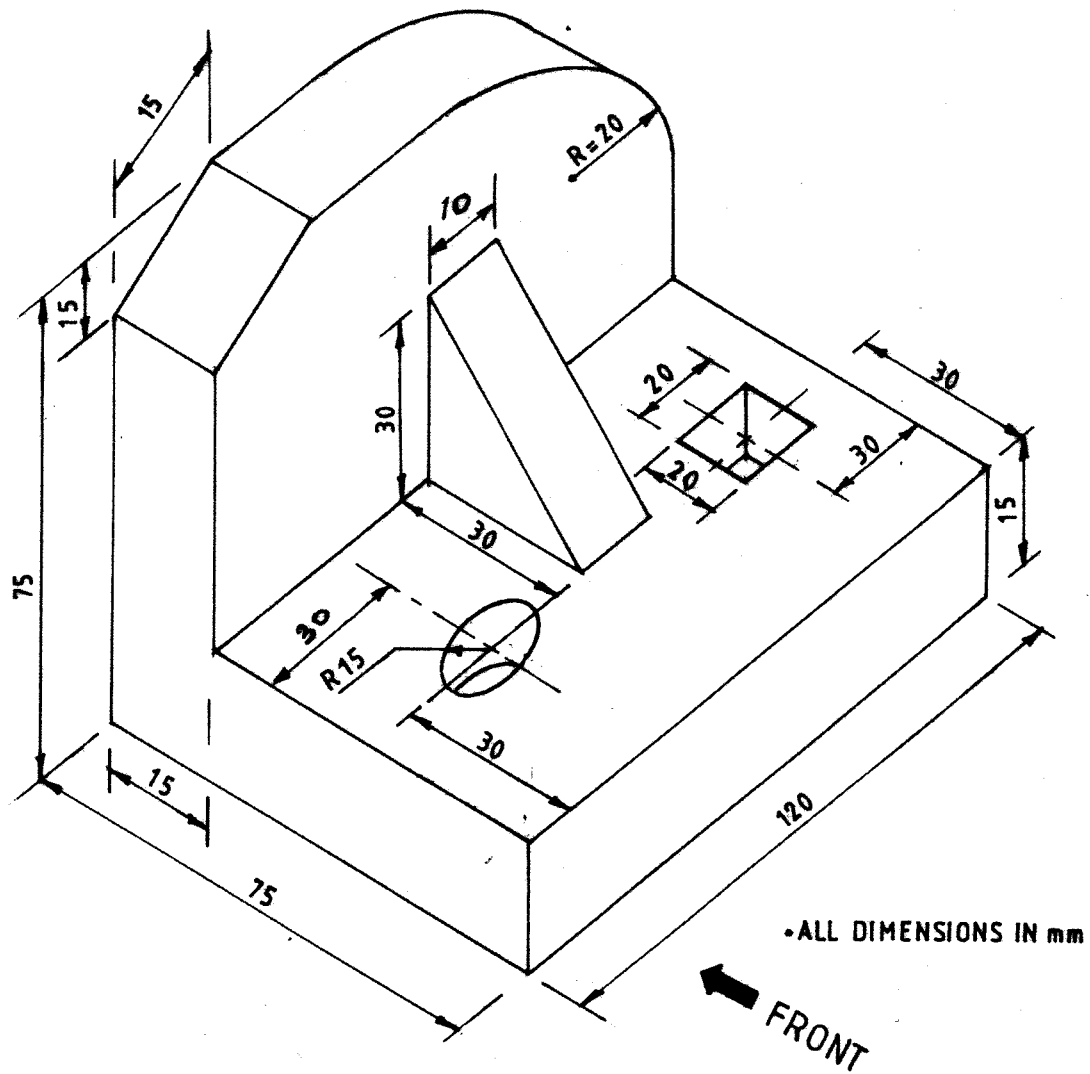


Figure 2

Candidates were expected to draw the views of the given block in third angle projection.

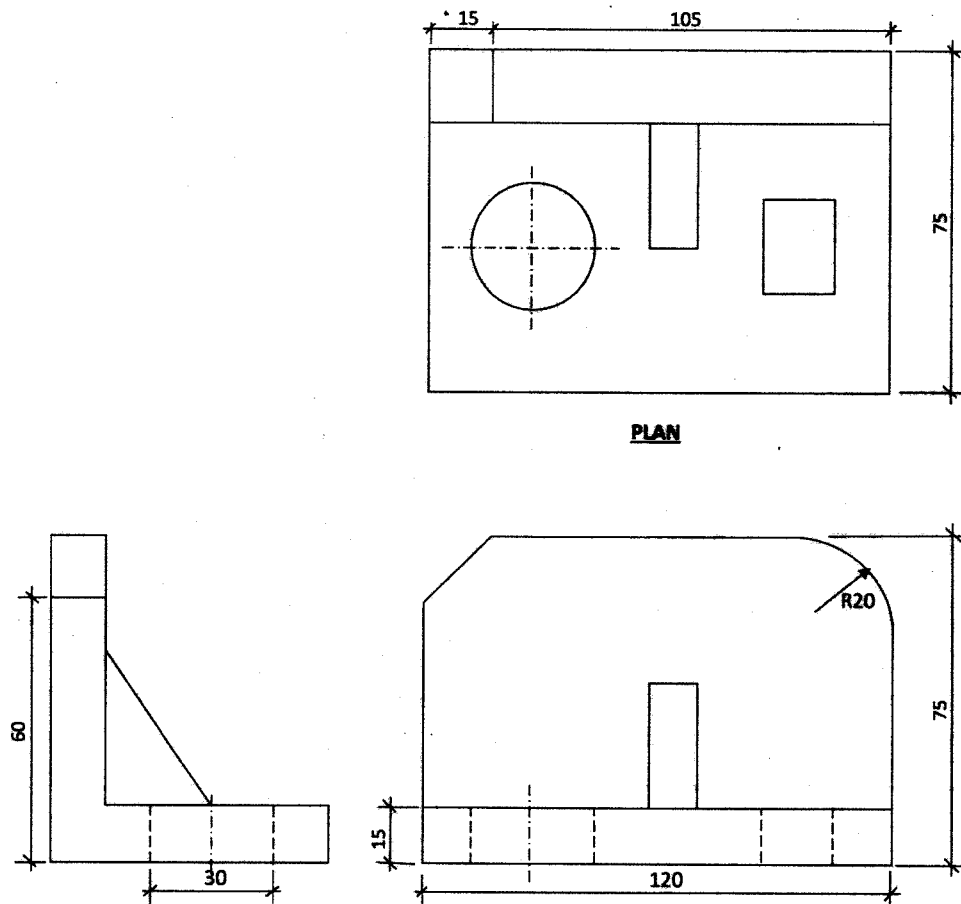
**Weaknesses**

Most candidates could not draw the block in third angle projection.

**Advice to Teachers**

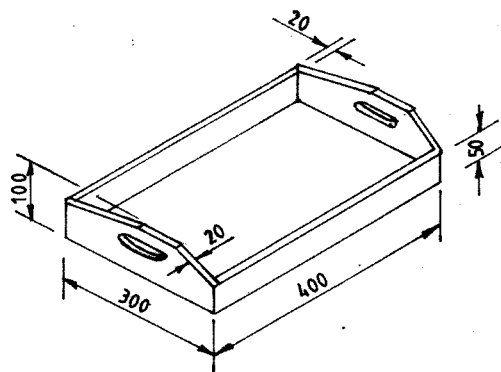
They should give the students more practice in both first angle and third angle projection.

**Expected response**



**Question 12**

Figure 4 shows a wooden tray made of cypress and a 3mm thick plywood bottom.



Make a cutting list for the finished sizes of the tray.

Candidates were expected to prepare a cutting list for the tray given in the question.

**Weaknesses**

A number of candidates could not give the cutting list as asked for in the question.

### Advice to Teacher

They should give students more practice on procedures of making simple items in the workshop.

### Expected response:

Item	Description	No off				Materials
			L(mm)	W(mm)	T(mm)	
1	Side pieces	2	400	50	20	Cypress
2	End pieces	2	300	100	20	Cypress
3	Bottom piece	1	400	300	3	Plywood

### 3.2.2 Woodwork Paper 2 (444/2)

As in the previous years, the council designed a suitable project for this level together with a comprehensive marking scheme. The subject teachers used the working drawings to supervise the fabrication of the project and the marking scheme to mark the candidates' projects. The marks were then sent to the council through the D.E.O's offices.