

GENERAL COMMENTS

Building studies is one of the technical subjects implemented in 2019.

The subject was implemented to compliment and ease the economy of the country, but not only that but develop the learners in critical thinking and problem solving.

If so, decided the doors are open for such learners to proceed their studies on tertiary level, or specialise at a Vocational Training Centre for a specific trade wished to do.

This envisage the platform for entrepreneurship, self-sustainability and job creation, which will be a landmark of expertise, technicians and artisans, we can even talk about technologist.

This curriculum was developed to train and enhance the knowledge and skills of the learners to achieve the highest level of education in the country.

Saying this, there are not only the learners or the MOE to path the way for our future leaders, but the most important stakeholders are the parents, then the line ministries, the private sector and the International Organisations (NGO's).

In this curriculum the National Training Authority (NTA) plays a leading role to the success of this curriculum.

Come to the grassroot level, are our principals, HOD's and the teachers at school, resort directly under the SEO at their respective Regional Offices. The DNEA is the examination Body and see to it that assessment is done as required.

At this stage it is imperative to thank all centres for the work submitted. It was not an easy task, taking Covid19 into account. It is therefore applaudable that all work was submitted on the due date given by the DNEA.

Since this is the second year of assessment of this curriculum, everything (logistics) went better than the previous year, but there are still much to learn.

From the work submitted, it is evident that training is still needed to teachers, teaching this subject. It is of very important to understand and implement the assessment rubric. It is also equally important that the candidates understand, interpret, and implement what was taught.

In this examination (course work), it is evident that candidates and teachers tried their best to be successful taking into account our national difficulties. The short time that learners had face to face instruction was very good and was welcomed by teachers and learners. It is evident that the standard of work improved in comparison with the previous year.

Congratulations to all the centres. All folders must include clear photographic evidence that includes the production stages (**marking out/laying out, square out courses, building process/laying of bricks, plastering/finishing and testing**), in addition to an overall view of the final product, showing detail to support the awarding of marks.

COMMENTS ON SPECIFIC HEADINGS-ASSESSMENT CRITERIA

1. GENERATION AND EXPLORATION OF IDEAS.

In this section candidates could score maximum marks, because the specifications were given in the scenario. If the specifications are given, it is not necessary for the candidate to do a market research, but it is equally important that candidates could browsed through internet to give them a picture of what a is on the market. In this way candidates could have an open mind to develop their ideas, taking the specifications into account.

This did not happen. Some of the candidates mentioned that research was done, but no evidence was presented in the folio. This resulted into a narrow-minded idea on a single concept of the product.

In most cases the ideas were not evaluated, notated or enhanced. In other words, it was not on standards as was required. Most of the candidates failed to score maximum.

Therefore, it is imperative that more training is still needed.

2. DEVELOPMENT OF PROPOSED SOLUTION

Most of the candidates only presented three (3) ideas, which is a limited range. Therefore, maximum marks could not be rewarded. One of the ideas was supposed to be developed in full, which was not the case. A product could not be realised if the development is not correctly done, and of course in very fine detail.

A development does not consist of one sketch, but multiple sketches, annotated, evaluated, detailed and enhanced. This is important if the candidates want to score maximum marks.

3. PLANNING FOR PRODUCTION

In this section the candidates scored good marks. It was a relief to realise that the syllabus is correct and measurable, it is as realised, that interpretation is the problem. This means that knowledge lacked, but with the training mentioned, good marks can be achieved.

4. PRODUCT REALISATION

This area needs a lot of attention. Candidates should be taught to apply the skills and knowledge. This is very important, otherwise a good and an appealing product cannot be realised.

Most of the products were not on standards and completed according to photographic evidence. This could be the lack of knowledge and skills. Therefore, it is important that candidates know, what is expected of them.

In most cases only a single photograph was presented, which is not enough. Processes, while building the project is important to see. Only a few candidates have shown this by photographic evidence. Candidates failed to score maximum marks, because of lack of knowledge and skills.

It must be mentioned, that the candidates of one centre build this product as a real-life project at their residences and all the evidence were submitted. Very applaudable, congratulations.

5. TESTING AND EVALUATION

Testing and evaluation are done against the specifications. Most of this can only be shown by photographic evidence, with notes and explanations for suggesting improvements to the product.

Evaluation is not a general appraisal, but a concise and systematic approach to the functionality, ergonomics, and aesthetics of the product, which most of the candidates did not take into account.

CONCLUSION

With this report it is important that all stakeholder do play its part to make this curriculum a successful one to uplift and enhance our learners and communities in all areas which can boost the economy and make Namibia proud.