

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

CONSUMER SCIENCE

2020

PAPER 1 THEORY

General Comments

A total of nineteen thousand, seven hundred and forty-six (19 746) candidates sat for the 2020 examination, showing a negligible difference in enrolments when compared with the previous years' entries where there were nineteen thousand, seven hundred and forty-one (19 741) candidates.

A number of skills are assessed which include: knowledge, understanding, handling information, problem solving and practical skills.

The paper is worth 100 marks and is divided into **four** sections of 25 marks each, testing both theoretical and practical skills. The sections are outlined below.

Section **A** – Multiple choice

Section **B** – Food preparation

Section **C** – Clothing and Textiles

Section **D** – Home Management

The overall performance of candidates in the current year showed a drastic decline as compared to the previous year, 2019. The majority of candidates underperformed with very few who scored average marks and slightly above average. The decline in performance could be attributed to the possible effects of the pandemic as it seemed slightly lower than that recorded in the past years. Candidates showed a lack of understanding of the content and they could not handle higher order questions which required application of knowledge and practical skills learnt.

Comments on specific Questions

Section A (Multiple Choice Section from Questions 1-25)

Question 1

A majority of candidates were able to choose dry frying as the best method of cooking peanuts.

Question 2

This question required candidates to select one item which is a good source of fats, most of them chose grapes, and others chose cow peas which were wrong responses. The correct response was avocado.

Question 3

A number of candidates were able to choose milk as food that lacked iron which was a correct response.

Question 4

Candidates were expected to select a cereal product amongst the list of foods given. A majority of them had a challenge with this question as they did not know that macaroni was a cereal product and instead, wrote maize which was a wrong response.

Question 5

Most candidates did not know that grapes were examples of a soft fruit. They chose pears which was incorrect.

Question 6

Most candidates did not know that energy drink is an example of a stimulating beverage, instead they speculated and chose mageu, while others chose lemonade and lost marks.

Question 7

The majority of them knew that food was cooked to render it easily digested.

Question 8

Most candidates knew that *emasi* and porridge were examples of a traditional dish in Eswatini.

Question 9

Candidates were able to select the three basic food groups which are body building food, protective food and energy giving foods.

Question 10

Candidates were to select the best method of preparation of roots and tubers. Most of them selected the correct procedure which was to wash root and tubers before peeling them.

Question 11

A majority of the candidates were able to describe fraying of fabric which refers to loose threads along the edge of fabric which was the most appropriate answer.

Question 12

Candidates knew that polyester was a manufactured fabric.

Question 13

This item was well answered by most candidates. They knew that pinking shears was an example of a cutting tool.

Question 14

Candidates did not know that a hem guide had different widths. Assumption was imminent amongst a handful of candidates who assumed that a hem guide had different lengths. Some mentioned that it had different dimensions which were all wrong responses.

Question 15

A majority of candidates were able to choose feed dog as the part of the sewing machine that moves the fabric during sewing and got it correctly.

Question 16

Candidates were unable to state that uneven taking is classified under temporary stitches. Others thought it was a permanent stitch which was a wrong response.

Question 17

Candidates did not know that an open seam could be neatened using overcasting. A majority of them chose hemming which was inappropriate.

Question 18

This item was a challenge to most candidates. They did not know that a side seam pocket was functional and concealed. Most candidates stated that it is functional and decorative instead of concealed which was an inappropriate response.

Question 19

This was another challenging question. Candidates were to state the name given to the amount of extra fabric used in garments, which is fullness. Most candidates mentioned pleats which was a wrong answer.

Question 20

Candidates were asked to give equipment needed specifically for washing. They were unable to choose a plastic bucket as the correct answer, but instead chose laundry line, whilst others opted for pegs which were both wrong responses.

Question 21

Candidates did not know that strong fabrics are washed using friction method. They chose soiled fabric which was a wrong response.

Question 22

Candidates attempted this question with ease as they knew that water, trees and grass were natural resources.

Question 23

A majority of candidates knew that cast iron should be oiled before storage in order to prevent rusting.

Question 24

Candidates did not know the age of a minor in a child headed family which is below 18 years. There chose 18 years which was incorrect.

Question 25

Most candidates knew the role of a father at home which is to maintain and instill discipline.

Section B

QUESTION 1

Candidates were required to define nutritional terms. They had a challenge defining both terms as they left some blanks in one or both questions. Very few gave inaccurate and incomplete definitions such as, **underweight** which means - weighing less and **Diet** - food eaten, which resulted in a loss of marks.

Expected responses were:

- (i) **Underweight:** weighing less than normal
- (ii) **Diet:** the kind of food that a person usually eats

QUESTION 2

This Question required candidates to state the nutrients needed when a wound fails to heal fast and when gums keep swelling and bleeding.

A majority of candidates knew very well that vitamin C was needed for a wound to heal fast. Most of them were skeptical that Vitamin C was also required for swelling and bleeding gums. Wrong responses given was calcium which made them lose marks.

Question 3

Candidates were expected to state the consequences of the lack of Vitamin D and Carbohydrates in the body. Most candidates knew that rickets occur when there is an insufficient supply of Vitamin D; others mentioned calcium, yet the question was on Vitamin D. They could have rather stated that Vitamin D works in conjunction with calcium. The question on carbohydrates was a challenge as they did not apprehend that carbohydrates in the body results in reduced sugar levels or lack of energy. Wrong responses such as obesity, marasmus, etc. were common inappropriate responses.

Question 4

Candidates were expected to give signs of someone suffering from kwashiorkor and goitre. Most of them knew signs for kwashiorkor very well, but had a challenge with articulating signs of goitre. They confused goitre signs with signs for other deficiency diseases, like weak bones, poor eyes, etc. which were wrong responses.

Correct responses were:

Kwashiorkor

- Swollen big belly
- Flaky skin
- Thin hair
- Retarded growth

Goitre

- Swelling at the base of the neck
- Tight feeling in the throat
- Hoarseness
- Difficulty swallowing
- Difficulty breathing

Question 5

This Question asked candidates to name equipment used at home to measure flour and milk. The candidates found this question a bit challenging as it required the application of the practical skills learnt. They gave wrong responses which were units used when measuring like kilograms (kg) and grams (g) for flour and litres (l) and milliliters (ml) for milk which were wrong responses.

Expected correct responses were:

Flour:

- Cup
- Tablespoon

Milk:

- Jars
- Fizzy drink cans/cup

Question 6

Candidates were required to write the difference between household and metric measures with examples. A majority of them found this question difficult to achieve. They misunderstood the rubric, and instead, gave reasons for measuring ingredients such as... ‘to prevent wastage’, ‘to have a good taste of food’.etc. which were incorrect. The examples given for each type of measure were also inappropriate. They, instead gave types of equipment such as ‘rain gauge’ or ‘ruler’ which were wrong responses and lost marks.

Correct expected answers were:

HOUSEHOLD

- Equipment that is not specifically made for measuring
- They are not graduated into equal parts / nor calibrated

Examples:

- Tumblers
- Coffee mugs
- Tea Cups
- Serving spoons
- Teaspoon
- Jars
- Dessert spoon

METRIC MEASURES

- They are specifically made for measuring
- They are graduated into equal parts called scale makings or calibration

Examples:

- Food scales
- Measuring jugs
- Measuring cups
- Measuring spoons

Question 7

Candidates were required to give the importance of accurate measuring. Most candidates attempted this question with ease, with few that were repetitive.

Correct responses given were:

- To avoid cooking too much (wastage) or too little food.
- To make sure that the food comes out perfect / or dishes turn out successfully.

Question 8

This question was not well performed by most candidates as they confused the source of fibre found in vegetables with the fibre making up fabric.

Expected correct response were:

- It helps to keep the digestive system healthy
- It prevents constipation

Question 9

A fairly large number of candidates knew the nutrients found in the different parts of a maize grain. However, there were few instances where they wrote the parts of a maize grain such as husk, endosperm and germ instead of naming the nutrients found in the maize grain and lost marks.

Correct responses were:

- **Seed coat / bran** - vitamin, mineral salts, fibre
- **Endosperm** - carbohydrates
- **Germ** - protein, vitamin B, vitamin E, fats

Question 10

In this question, candidates were to give reasons why steaming is the best method of cooking green leafy vegetables. They performed exceptional well except a few who gave reasons for cooking food such as: to kill germs, to improve flavor and to make food attractive which resulted in the loss of marks.

Correct responses were:

- Nutrients are not lost in the cooking process.
- Vegetables are made soft and easy to digest.

Section C

QUESTION 1

This question was a challenge for most candidates. There were unable to define stitch and weaving. Some wrong responses that led them to lose marks included: Stitch is a finished edge while weaving is making mats.

Expected correct responses were:

Stitch - is a loop of thread made by pulling a threaded needle through a fabric.

Weaving - the process of making fabric by crossing the weft threads over and under the warp threads.

Question 2

This question proved difficult to candidates. They were unable to list garments made of cotton and linen. They misunderstood the question to mean sources of each fibre. Wrong responses were: (i)

Cotton - cotton plant and (ii) **Linen** - flax plant.

Correct responses expected:

Cotton

- Summer dresses
- Sheet
- Towels
- Curtains

Linen

- Table cloth
- Bedding
- Curtain
- Napkin

Question 3

Candidates had a challenge with this question as there were required to list properties of wool. They gave examples of wool such as scarf, jersey which were inappropriate responses.

Correct answers expected were:

- Bad conductor of heat
- Does not burn but melts
- Easily damaged by chemicals
- Elastic and regains original shape
- Does not crease easily
- Soft smooth and absorbent
- Easily damaged by chemicals
- Act as an insulator

Question 4

Candidates could not identify positions where facings are attached on a child's dress. Most of them wrote that facings were attached at the back and front of a dress which were wrong responses and could not be awarded any marks for it.

Expected correct answers were:

- Neckline
- Armhole

Question 5

This question was well attempted by most candidates. They knew functions of a seam ripper which are to unpick stitches and open button holes.

Question 6

Candidates were asked to identify a tool for measuring length and breadth of a fabric. The majority of them made a good attempt on this question because they gave correct responses which were: Tape measure and meter ruler.

Question 7

A commendable number of candidates knew the importance of keeping sewing tools in a box. The few who missed this question gave vague answers.

Correct answers given were to:

- ensure they do not get lost
- prevent damage
- be within reach when sewing
- prevent accidents of people getting hurt
- be organized

Question 8

Learners handled this question with ease. Most of them knew why finishes were important to apply on garments.

Correct responses were:

- prevent edges from fraying
- make garments neat
- decorate garments / make them attractive
- make garments last longer

Question 9

This question required candidates to give the difference between a permanent and an embroidery stitch.

The majority of them struggled to describe what a permanent stitch was; as a result, even the examples given were inappropriate. Some even left blank spaces and lost marks.

Correct responses:

- Sewn in one colour as the garment
- Some stitches are not decorative

The definition of embroidery stitches was known by the majority. They knew that embroidery stitches are sewn in different colours and the stitches are all decorative.

Question 10

Candidates were asked to mention reasons for washing clothes. They reasonably responded to this question and got good marks. Only a few could not achieve this one.

Expected answers:

- To preserve clothes / make durable
- To make them last longer
- To kill microorganisms
- Remove dirt
- Give clothes a pleasant smell
- Keep clothes in good condition
- To remove starch

Section D

Question 1

Most candidates knew very well the basic needs of a person. Although there were few instances where candidates misunderstood the question and, instead gave the three food groups, i.e.: **(i)** Energy giving food **(ii)** Protective food and **(iii)** Body building foods which were wrong responses.

Correct answers were:

- Shelter
- Clothing
- Food

Question 2

In this question, candidates were required to state why other people were in favour of an extended family. A majority of them misunderstood the question to be asking for functions of a family, e.g. a family provides needs. Occasionally, others gave an explanation of an extended family which was an incorrect response.

Expected correct answers:

- Grandparents can speak on behalf of the family
- Household chores are shared
- Grandparents look after the grandchildren when their parents are at work
- Family members get to know other (socialization aspect)
- Traditions and customs are easily passed on to young members
- Children are trained on social behavior and discipline is instilled

Question 3

Most candidates knew the functions of a family which was commendable.

Correct responses given were:

- Family keeps us safe
- They listen to us and make us feel important
- Builds self-esteem and give us confidence
- Teach us values that guide us through life
- Teach us about our culture and its customs, tradition and beliefs
- Teach us about our religion
- It gives a sense of belonging

Question 4

This question required candidates to give an example of equipment that is large and stores food. They also had to state the type of labor-saving equipment that does not need electricity to function. The majority were knowledgeable about the refrigerator and cupboards as examples of large equipment for food storage.

However, a lot of them were unable to give appropriate labor-saving equipment that did not need electricity. Incorrect responses given were: sink, gas, stove and fire.

Correct responses were:

Large and stores food:

- Refrigerator
- Cupboards

Labor saving and does not use electricity:

- Tin opener
- Potato peeler
- Hand whisker
- Mincer
- Hand blender

Question 5

Candidates were asked to state the importance of a kitchen in a home. The majority of them attempted this question very well.

Correct response was:

A kitchen is a room where food is prepared and cooked and also contains items used for preparing and cooking food.

Question 6

Candidates were required to write the procedure of cleaning a wooden chopping board. Most of them could not write the steps, instead they gave items used when cleaning it, e.g. soap, soft brush and cloth which were wrong responses and lost marks.

Correct responses expected were:

- Scrape off the food's remains
- Wash in warm soapy water, scrubbing along the grain with a soft brush
- Rinse well
- Dry thoroughly with a damp cloth

Question 7

This question required candidates to explain the adolescent stage. Most candidates struggled and opted for guess work, e.g. adolescent “refers to menstruation” which was a completely wrong response.

Expected correct response was:

Is a stage where boys and girls develop into mature young men and women.

Question 8

Candidates did not perform well in answering this question on reasons for proper managing of time. They gave ways of managing time such as: multi-tasking, drawing a schedule of activities and use of labor - saving devices which were inappropriate answers. The question was asking them to give reasons.

Expected correct answers were:

- To be able to finish all the task in front of you
- To avoid working behind time
- Show good qualities/acceptable behavior

Question 9

This question required candidates to give advice to a friend who had a problem of peer pressure during adolescence. This question was fairly done by most candidates, with some who gave weird responses such as “ways of preventing STI’s, e.g. using a condom, being faithful to your partner, avoiding sleeping with boys which were incorrect answers.

Correct responses expected were:

- Seek help if one felt overwhelmed by the challenges they were going through during puberty
- Learn to accept themselves
- Keep or stick to their values
- Learn to say no
- Believe in yourself
- Join support groups, etc.

Question 10

Candidates were to write the correct procedure for removing a chewing gum stain using the freezing method. They had a challenge with the approach to this question. They misunderstood the question to be asking for the treatment of a candle wax stain. They commonly submitted that it should be “ironed over a paper to absorb wax” which was an inappropriate response and lost marks.

Expected correct responses were:

- Place the item in a freezer bag and seal it
- Freeze it for 2 hours or put an ice cube on top of the chewing gum
- Scrap off the gum using a blunt knife to scrap off the gum
- Launder the items accordingly.

CONSUMER SCIENCE (627/02)

General Comments

This paper is a school-based component which comprise a practical on Food Preparation, Laundry and Home Management. It also has a Course Work component on Clothing and Textiles and Arts and Craft where projects are produced based on the syllabus requirements.

Centres were expected to submit the following to ECESWA for moderation:

- Marked individual candidate's planning sheets (sheets 1, 2 and 3)
- Individual mark sheets for Clothing and Textiles
- Individual mark sheet for food preparation
- Centre summary forms for both Food Preparation and Clothing and Textiles
- Centre's seating plan
- Centre's attendance register

Most of the Centres did submit the evaluation forms to ECESWA, which was commendable. There were few Centres, however, that sent packages with incomplete items. Centres must ensure that all coursework forms they received from ECESWA are submitted and filled out accurately. For example, the list of candidates should be presented in strict candidate number order in the summary sheet in line with the attendance register. The well written summary sheet, endorsed with a school stamp, is to be returned to ECESWA together with the planning sheets for moderation on the stipulated deadline.

Noted irregularities in the planning sheets

SHEET 1:

- (i) Quantities of detergents under Laundry and Home Management were omitted, for example, Soap or steel wool instead of, 1 T sunlight liquid soap, 1 ball of steel wool, etc.
- (ii) Again in this section, some candidates copied the test as was instead of writing a summarized heading, e.g. **cleaning and lining a plastic refuse bin** ... instead of "Clean and line a plastic refuse bin using a disinfectant, mutton cloth and a refuse bag". This is similar to setting the test again when they are expected to answer the test.

SHEET 2:

Most candidates were unable to carry out the order of steps chronologically, for example, in test 1, the washing of the child's dress should have been done first in order to present it dry and ironed. Instead, the candidates started by preparing the sorghum porridge in their plans and the other dishes that took longer to cook were done after soft porridge. This was incorrect because soft porridge was to be logically done at the end of the plan. For the Laundry part, some candidates mentioned the Knead and squeeze method as suitable for washing the child's dress when friction method was the correct one.

- 2 (i) In test 3, a majority of candidates could not specify the correct method of cooking used for each dish; for example, the stewing method was suitable for the Beef stew, instead of the frying and the boiling methods which were incorrect. Most candidates could not specify the correct method of baking queen cakes and plain scones. Wrong methods were used for each product, e.g. baking method for queen cakes and creaming methods for plain scones. **The correct responses were:** baking method for queen cakes and creaming methods for plain scones.
- (ii) For the Home Management Section most candidates ordered steel wool for washing the muffin/patty pans and the plain baking sheets instead of a cloth or a sponge.

SHEET 3:

- (i) Candidates were unable to come up with total quantities of same ingredients, for example, 1 medium carrot + $\frac{1}{4}$ carrot should be = $1\frac{1}{4}$ carrot in total. Also 1cup + $\frac{1}{2}$ cup milk = $1\frac{1}{2}$ cups milk, etc.
- (ii) Most candidates were unable to allocate ingredients under correct headings, for example, milk, cheese and eggs were categorized under meat/ fish instead of “**Other ingredients**”.
- (iii) In sheet 3 (shopping list), under the heading “Laundry/Home Management”.. Most candidates could not mention the detergents and material needed to for Laundry/Home Management instead, they rewrote the question. For example, ‘Clean chinaware’ instead of, listing the required materials such as: “1 ball of steel wool, 1 (50g) green bar soap, etc.

Noted irregularities in Individual mark sheets for Food Preparation and Clothing and Textiles.

There seem to be a common tendency for the candidates to score very high marks in Clothing and Textiles when compared with marks awarded for Food Preparation Practical. Even though the current assessment guidelines do not require the articles to be submitted to ECESWA, it is expected that marks submitted for moderation are authentic or reliable. For Clothing and Textiles, some candidates did not have scores for some processes, while others had missing marks. This raised a concern if garments were completed or not done at all which is not expected.

In the event that candidates do not have either the practical or coursework marks, assessing teachers ought to inform the Head of Centre, who will in turn write a letter to the Registrar at ECESWA to give details of the anomalies that may have caused the missing marks.

It is not the duty of ECESWA to pursue Centres for missing marks during marking.

Proper labelling of the script return envelopes is critical. Some Centres still include incorrect details of the contents, such that the component descriptions are used interchangeably. Some go to an extent of packing Paper 1 and 2 in one envelope and cause confusion. That poses challenges during marking as these papers are marked separately.

Paper 1 and paper 2 are to be packaged separately as they are separate components!

Accurate and systematic recording of names cannot be overemphasized. Some Centres do not record candidates’ names alphabetically, and sometimes they put candidates’ names before surnames, instead of the opposite. Constant reference to the attendance registers is necessary to ensure alignment of the candidate’s details.

Double checking of names and candidates’ numbers is a necessity and is to be done meticulously. Proper records of candidates’ details make it easier during data capturing and other administrative exam processes. Candidates’ names and surname that are different from the ones in the ECESWA register cause unnecessary challenges when ECESWA has to inquire from Centres in order to double check non-existent names and surnames.

Some Centres did not record the marks correctly under the Teacher (T) and Moderator (M) columns as below:

Instead of

T	M
6	2

T	M
62	

The correct way is to write the marks under the Teacher's column and leave the Moderator's column blank.

IMPORTANT REMINDERS

- (i) Centres should submit all original work of the candidates; the planning sheets, 1, 2 and 3 which are to be marked by the assessing teacher.
- (ii) Assessors should always follow the **Marking Guide** for Food preparation and **Marking Criteria for Clothing and Textiles** BEFORE filling out the individual mark sheets for each candidate,
- (iii) Assessors should ensure to adhere to assessment that is fair and accurate for all candidates at all times.
- (iv) Centres should staple together the following:
 - (a) All 3 planning sheets; 1, 2 and 3
 - (b) Individual mark sheets for Clothing and Textiles
 - (c) Individual mark sheets for Food Preparation for each candidate in the Centre

These should be packaged in one large and well - labelled envelope to be submitted to ECESWA. The summary sheet endorsed by the Head of Centre is to be enclosed inside the large envelope.

- (v) Centres are urged to ensure that summary sheets are endorsed by the Head of Centre with a school stamp. This suggests that teachers are to make sure that they show the work to the Head of Centre to "sign it off" before submission to ECESWA.
- (vi) Centres must also ensure that photocopies of summary sheets are made available until after the release of results.
- (vii) Centres should observe and respect the deadline for submission of the practical and coursework marks to ECESWA.