

EXAMINATIONS COUNCIL OF ESWATINI

EPC

EXAMINATION REPORT

FOR

CONSUMER SCIENCE

{627}

YEAR

2021

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CONSUMER SCIENCE - 627/01

INTRODUCTION

A total of twenty-six thousand and five (26005) sat for this examination, showing a slight decrease in enrolments when compared to the previous year twenty-six thousand eight hundred and forty-eight (26848) candidates. This paper tested different skills namely, knowledge and understanding, handling information and solving problems as well as practical skills. It consisted of four sections of 25 marks each: a total 100 marks. The section which tested a wide range of both theoretical and practical skills are outlined below: is essential

Section **A** – Multiple choice

Section **B** – Food and Nutrition

Section **C** – Clothing and Textile

Section **D** – Home Management

The questions asked had more or less the same structure and demands as those of the previous year with a notable improvement in the performance when compared to the 2020 examination. A majority of candidates attained an outstanding performance, with some who got average and mark below standard.

The candidates that got average marks had difficulty in answering higher order questions especially those that required application of knowledge and practical skills learnt. It is essential that candidates are acquainted with correct approaches to answering all forms of questions from assessment objectives of the syllabus during teaching and learning phases

Question 1

A majority of candidates were able to name the main vitamin provided by oranges.

Which is vitamin C.

Question 2

A number of learners identified tubers as a class of vegetables that has a high amount of starch.

Which was correct.

Question 3

In this question candidates were expected to identify the deficiency disease that result of the lack of iron in the body and most of them attempted this very well.

Question 4

Most candidates were able to select beans as a legume.

Question 5

Most candidates were able to state where readings are taken during the measuring of liquids.

Which is a meniscus, some gave on top which was a wrong answer.

Question 6

Candidates attempted this question very well as they were able to give the signs of food poisoning. They selected fever, vomiting and diarrhea which were correct.

Question 7

A majority of candidates knew that green leafy vegetables are to be cooked in boiling water for a short period of time in order to preserve nutrients.

Question 8

Candidates attempted this question very well as they were able to state the reason for cooking vegetables in boiling for a short time which was to preserve nutrients.

Question 9

Almost all candidates knew the reason for using a frying pan with flat base, as an uneven one will wobble and spill on the stove which was correct.

Question 10

Candidates were expected mention what relish is. They did not attempt the question very well as most chose D which was consisting of attractive food instead of C which said served to add flavor to a meal.

Question 11

This question was challenging to learners as all answers were raising agents. The correct answer was bicarbonate of soda.

Question 12

In this question candidates were expected to give examples of food that can be stewed. Most of them attempted the question very well.

Question 13

A number of learners identified take up lever as the sewing machine that pulls the thread from the reel to the needle, which was correct.

Question 14

A majority of learners performed very well in question as they knew the reason for wringing clothes after rising which is to remove water.

Question 15

Some learners had a challenge choosing a hem at the edge of a garment. Some chose seam and others chose sleeve. Which were wrong answers.

Question 16

Learners confused faced finish with elastic finish that described the finish on top of a tracksuit.

Question 17

Almost all candidates knew the reason for adding fabric softener in the last rinsing water, which is to prevent clothes from clinging to the body.

Question 18

A number of candidates were unable to identify

Question 19

Most learners knew that a payment received weekly.

Question 20

This question had a misprint learners were to identify a miscellaneous stain and there were no correct answer amongst the given responses.

Question 21

A majority of candidates knew that food, shelter and clothing are basic needs.

Question 22

This question required learners to state the reason for covering a refuse bin they gave different responses. Some chose the correct answer to keep the smell inside the bin not for easy removal of rubbish, which was wrong.

Question 23

Most candidates knew that a mixer and a blender are labor-saving devices.

Question 24

Candidates were expected to give the knowledge used in home management why vinegar is added in the last rinsing water when washing a glass tumbler. They performed well in this question.

Question 25

This question was not answered well by most students.

SECTION B

Question 1

The question required candidates to name the main nutrient required to perform each of the given functions in the body.

- Builds new body tissues -proteins
- Heals wounds -vitamin C
- Replaces blood -iron

Most candidates were able to respond well by writing proteins and with healing of wounds, they only wrote vitamin leaving out the C.

Question 2

Candidates were expected to list at least two examples of raising agents. The majority responded very well as they were able to list

- Air
- Steam
- Carbon dioxide
- Baking powder
- Bicarbonate of soda
- yeast

Question 3

The candidates had a challenge stating factors that contribute poor nutrition as they confused the question deficiency diseases such as kwashiorkor, marasmus etc.

The correct expected responses were:

- Taboos
- Religion
- Poverty
- Wars
- Food allergies
- Natural disasters

Question 4

Candidates were expected to state the deficiency disease caused by the lack of these following nutrients.

- Vitamin A- blindness or night blindness
- Iodine -goitre
- Carbohydrates -low blood sugar

Question 5

The question required learners to explain the reasons for preserving food. Most were able to give correct responses which are:

- To provide variety.
- To have the food when it is out of season.
- It is cheaper to preserve the food at home than buying it.
- To prevent food from getting wasted.

Question 6

Candidates were able to state why these rules are observed when cooking food. Not adding too much food in the frying pan as:

- The cooking temperature will fall.
- The food will become more greasy or oily.

Use leftover food within a day or 2 because:

- Food left for a long time will get spoiled.
- It loses nutritional value.

Question 7

Learners were required to explain how milk is used in the following ways.

- As a drink -when milk has been used to make milkshakes and hot chocolate or when it is added to tea or coffee.
- As a thickening agent -when it mixed with flour and when added to soups.

A majority of students could not give a correct answer to the second point, they left blank spaces.

Question 8

The question required learners to discuss the reasons why the following points are considered when planning a meal:

- Seasons of the year
- Cooking facilities

The question was attempted fairly by a majority of candidates.

SECTION C

In this section a number of candidates were giving responses on unrelated items i.e., food items, nutrients or deficiency diseases, when the subject area is on clothing and textiles as well as laundry. Another observation was that, candidates would copy part of a question from a different section as an answer.

Question 1

In this question candidates were expected to state the classes of seams. Some gave incomplete answers such as, double seam and single seam. While others stated the types of seams, such as closed seam, open seam, French seam and overlaid seam. The correct answers were:

- Double stitched seam
- Single stitched seam

Question 2

This question needed for candidates to give the type of pleats instead they named deficiency diseases or food items. Those who did identify the pleats were not able to name them all. Correct answers were:

- Knife pleats
- Box pleats
- Inverted pleats

Question 3

These item required candidates to give the types of irons, a number of them gave deficiency diseases as answers in particular anemia, while another common type of iron was a stove iron. The correct answers were:

- Flat iron
- Box iron (coal iron)
- Steam or electric iron

Question 4

This item was relatively well done with a number of students getting it correctly, they were expected to match the items to the deficiency.

Terms	Definition
e.g. raw edge	
Yarn	The finished edge of a fabric
weft	Twisted thread that is used in knitting
selvedge	Threads that cross the at right angles
bias	The part of that frays

Question 5

Candidates struggled with this question, with some who attempted it as a continuous bound opening, a few gave the correct answer as bound opening.

Question 6

Most candidates were unable to identify the stitch that forms the foundation of crocheted items, many confused it with either knitting and other hand stitches like tacking, running and decorative stitches. The correct answer is chain stitch.

Question 6

Learners were expected to state reasons for carrying out laundry steps. A lot of them found stain removal particularly challenging, as a result they stated that; it is to remove stains. Which did not answer the question, some went as far as to explain how to remove a stain and that was not required by the question. The correct answer was:

- Airing – to remove dampness, to refresh clothes, to prevent molding and prevent bad smell.
- Sorting – to prevent staining because different items need different treatment.
- Stain removal - to prevent stains from getting fixed or set and to remove stubborn stain.

Question 7

This question required candidates to identify fibres that are suitable for the kneed and squeeze method of washing. while there were a few who attempted to answer this item, a lot of candidates stated garments instead of fibres. The garments are made from:

- Lace
- Wool
- Silk
- Nylon
- Chiffon

Question 8

This item required the candidates to explain how to remove liquid polish stain. A large number of candidates did not attempt it well. They explained either the freezer method or the hot iron method of removing a candle wax stain. Some were only able to state the stain removal agent i.e., vinegar, salt etc. the correct answer was:

- Rub with detergent
- launder in warm soapy water
- soak in chlorine bleach
- make a paste of vinegar and salt then rub it on the stain
- rub with a paste of lemon juice and salt.
- Launder as required

Question 9

These item required candidates to justify the use of the French seam on children's clothes learners found this question a challenge. Most changed the seam to an open seam while others confused the use of the French on a child's garment to that of a baby's garment.

This question required the candidates to apply knowledge of the seam applied on their project.

SECTION D

Question 1

Candidates could not define puberty stage as physical changes that in boys and girls during adolescence. Instead, they gave the meaning of menstruation, they gave the physical change that in both boys and girls during puberty.

Question 2

The candidates were required to list the types of materials commonly used for kitchen equipment. A majority of them misunderstood the question to mean the different classes of kitchen equipment e.g. small and loose, large, fixed and fitted also labour saving.

Correct expected responses were:

- Stainless steel
- Aluminum
- Cast iron
- Glass
- Plastic
- Wood etc.

Question 3

The question required the learners to name ways of purifying water. They responded very well to this question as a majority was able to write:

- Boiling it
- Adding bleach /jik
- Filtering
- Using ash

Question 4

Candidates were expected to state the consequences of having STIs. Only a few of them did well in this item, most gave the signs and symptoms of STIs, such as burning pain when urinating. Expected answers were:

- Death
- Mental problems
- Blindness to the baby
- Infertility etc.

Question 5

This question was well handled by candidates, they able to classify waste accordingly

Wet waste	Dry waste
Egg shells	Cardboards
Cabbage leaves	Paper
Tea leaves	

Question 6

The question was attempted well by most candidates, they were able to describe the main steps of cleaning a refuse bin. The correct responses were:

- Wash with warm soapy water.
- Rinse with water and disinfect
- Dry thoroughly (stand in the sun)
- Line the bin

Question 7

The question was a challenge to most learners, they were required to describe hire purchase and lay by. They would leave blank spaces or just list the different vehicles that can be hired to carry loads i.e., trucks, vans, and tractors. Expected answers were:

Hire purchase – a deposit is paid and the balance is paid in monthly installments, the customer uses the goods while still paying for them.

Lay by -paying the goods whilst the retailer or shop keeps them until full amount is paid. The consumer cannot own the goods until last payment is paid.

Question 8

Candidates handled this question very well, they knew the difference between needs and wants, which is:

Needs are things needed for survival, while wants are things that one can leave without.

Question 9

Candidates did not perform well in this item; they were required to discuss kitchen hygiene rules. They gave wrong responses i.e., cover your food, take a bath daily, sit up straight when eating. Correct answers were:

- Keep working surfaces clean.
- Wash utensils in hot soapy water.
- Sweep and mop/wipe kitchen floor regularly.
- Wash and bleach dish cloths and towels daily
- Empty and wash kitchen bin regularly.

CONSUMER SCIENCE - 627/02

General Comments

This paper is a school-based component which encompass 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 textile**
- **Individual mark sheet for food preparation**
- **Centre summary forms for both Food Preparation and Clothing and Textiles**
- **Centre's shaded Lozenges**
- **Centre's sitting plan**
- **Centre's attendance register**

Most of the Centres did submit the evaluation forms to ECESWA depot, which was commendable.

Centres must ensure that all coursework forms they received from ECESWA are filled out accurately and the Lozenges are shaded correctly. The list of candidates should be presented in strict **Candidate number order, as shown in the attendance register** and returned to ECESWA for moderation on the **stipulated deadline** with a **school stamp**.

NOTED ANOMALIES IN THE PLANNING SHEETS

SHEET 1:

- i. Most candidates were not able to state the home management or laundry items, for example, "Washing black school socks" or "Washing an aluminium saucepan", they leave blank spaces.
 - ii. Some candidates wrote the Laundry or Home Management item instruction as it is, for example, "Wash an enamel bowl using a sponge and warm soapy water" instead of writing, "**Washing an enamel bowl**".
 - iii. Some candidates could not list Laundry and Home Management detergents with quantities, for example, they wrote, Soap or fabric softener, instead of, 1T Sunlight powdered soap, ½ C fabric softener.
1. **SHEET 2:**
 1. Most candidates were unable to carry out the order of steps chronologically, for example, in test 4, candidates would start by baking rock cakes or sweet scones, instead of preparing the Orangeade first because it needs to be cooled and put in the refrigerator to be served cold. In test 1, they were supposed to start with the steamed mealie bread because it requires more time to cook.
 2.
 - i. Most candidates could not specify the correct method of cooking used for preparing each dish, for example, for the Steamed mealie bread, the correct method is the steaming method instead of the boiling method, that was stated by most candidates.
 - ii. In Test 4, most candidates could not specify the correct method of baking Rock cakes and sweet scones, they would mention the baking method and yet, for both the Rock cakes and the sweet scones the correct method is the Rubbing-in method, most candidates stated the Creaming method as the correct method for baking Rock cakes.

- iii In Home Management, Test 2, some candidates indicated that they would wash the frying pan first, and yet they must wash it at last because they will use it for frying the chicken livers.
- iv For Laundry, Test 5, some candidates would mention the Knead and squeeze method for washing the dish cloth and yet the correct method is the Friction method.

SHEET 3:

- i Candidates were not able to summate quantities of same ingredients, for example, Test 2, $\frac{1}{2}$ onion + $\frac{1}{2}$ onion should be summated to 1 onion, in Test 3, 1 tsp salt + $\frac{1}{4}$ tsp salt, should be summated to 1 $\frac{1}{4}$ salt.
- ii Most candidates did not to allocate ingredients under correct headings, for example, milk and margarine were allocated under the heading, “**Meat, chicken and Fish**” however, they fall under the heading, “**Other ingredients**”.
- iii In the shopping list, the heading, “Laundry/Home Management” Most candidates could not mention the detergents and material needed for washing and their quantities, they rewrite the question, for example, ‘wash black school socks’ instead of writing, 50g green bar soap or 1T fabric softener, 1 ball of steel wool.

Noted Anomalies in Individual mark sheets for Food preparation and Clothing and textiles.

*High Candidates scores in Clothing and Textiles as compared to those in Food Preparation, it seems like more marks are awarded to Clothing and Textiles because the articles are not submitted to ECESWA for assessment.

*For Clothing and Textiles, some candidates did not have scores for some processes, while others had no scores at all. This indicated that garments were not completed or not done at all, which should not be the case.

*Most Centres seemed to have inflated candidates’ scores, which are in the range, 80 – 100%. This is a cause for concern because candidates have different capabilities.

*Some centres still confuse paper 1 (Theory) with paper 2 (Practical) when filling in the information on the envelope. Some even pack Paper 1 and 2 in one envelope and cause confusion. PLEASE PACK THE PAPER 1 and PAPER 2 SEPARATELY!

*Most centres packed Consumer Science paper 2 documents, Practical Art, and Agriculture in one envelope. PLEASE PACK THE PAPERS SEPARATELY. THESE ARE DIFFERENT SUBJECTS.

*Some Centres do not record candidates’ names alphabetically, and sometimes they put candidates’ names before surnames, instead of the opposite.

*Refer to the attendance registers when recording on the summary sheet to double check names and candidates’ numbers to avoid confusion.

*The use of candidates’ name and surname that is different from those on the ECESWA register when recording on the summary sheet cause unnecessary delays and unnecessary expenses when ECESWA has to call the Centres to double check non-existent names and surnames.

*Some centres jumbled up candidates’ numbers when recording on the summary sheet, thus also causing delays when capturing the candidates’ marks.

*Some Centres could not record the marks correctly. They separate the tens and the ones, for example, they write 6 under the Teacher's column and 2 under the Moderator's column.

T	M
8	6

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

Example:

T	M
86	

IMPORTANT REMINDERS TO CENTRES

*Centres should submit all original completed necessary documents; **Planning Sheets should be marked by the subject teacher. V C**

*If Lozenges are sent to centres, marks should be recorded, and shaded correctly by the subject teacher, using a pencil, and should not be folded. A BALL PEN IS NOT TO BE USED WHEN RECORDING THE MARKS ON LOZENGES.

* Centres should **staple together**, marked planning sheets, individual mark sheets for clothing and textiles, individual mark sheets for food preparation and be submitted to ECESWA.

*Paper 2 documents should be packed and sent separately from Paper 1.

*Centres are urged to use a school stamp on the summary sheets to show that the marks are legitimate.

*Absentees must be indicated by marking on the outside of ECESWA envelope.

*Assessors should always follow the **marking guide** for Food preparation and Clothing and textiles individual mark sheets.

*Accurate assessment that is fair to all candidates should be done by Centres to avoid inflating marks.

*Double checking when packing the documents is necessary by the **subject teacher** and the **Head of centres**. Photocopies of summary sheets should be left at school.

* Centres should observe and respect the deadline for submission of the practical marks to ECESWA.

TEACHERS ARE REMINDED THAT INFLATION OF SCORES WHETHER DELIBERATE OR NOT IS A SERIOUS OFFENSE IN EXAMINATIONS.