

EXAMINATIONS COUNCIL OF ESWATINI

JC

EXAMINATION REPORT

FOR

CONSUMER SCIENCE

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JC EXAMINATION REPORT

FOR 2020

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JC CONSUMER SCIENCE

Paper 540/01

General Comments

There were 3557 candidates who sat for Consumer Science paper 1 examination in 2020. The overall performance was not satisfactory when compared with the 2019 examination, although the standard of the papers was generally the same. The majority of the candidates attained higher marks in **Section A** (30 Multiple Choice Questions) than in **Section B** comprising of structured Questions.

SECTION B – FAMILY LIVING

- A. This question required candidates to define terms, expenditure and confinement. Many of them attempted this part of the question and were able to give a correct definition of expenditure. However, a large number of them had challenges with the definition of confinement, hence gave irrelevant answers and lost marks.

The expected responses were:

- (i) **Confinement** - a period or time when a pregnant mother spends time in bed before and after delivery of the baby. It is the concluding stage of pregnancy / or a place of delivering a baby either at home or hospital.
- (ii) **Expenditure** - was well attempted by most candidates. However, others gave wrong responses, such as “a plan to use money” which refers to a budget. Others gave one word “spending “and it was difficult to detect if this term was clearly known.

Correct answers:

Spending money to buy goods and services or the amount of money spent on services.

- B. Candidates were asked to state the importance of iron and complete proteins for a growing baby. Most candidates gave general responses instead of relating this specifically to a growing baby as asked, not the pregnant woman. Some of them did not tabulate the functions of each nutrient correctly, e.g. they gave responses like: iron for replenishing blood after delivery and proteins, for repairing worn out tissues. None of these responses related to the growing baby as asked.

The expected responses were:

Iron for storage in the baby’s liver for later use or formation of blood for the baby/formation of red blood cells/ haemoglobin to last the baby until 6 months, when weaning begins.

Complete proteins for growth of the baby or development of the baby.

- C. Most candidates had difficulty in completing the growth monitoring card. Candidates were giving all kinds of abbreviations for BCG, e.g. GBD etc. and they failed to give the appropriate age when babies are to be immunised. Many of them gave wrong responses for DT which was thought to be a cure for Polio which was incorrect.

The expected responses were:

- **BCG** for tuberculosis **at birth** (or give a range at birth to 15 months).
- **DT** vaccine is administered for **Tetanus/Diphtheria** at 5 years.

- D. The candidates were to state and explain three stages of childbirth. This question was commonly confused with stages of labour by most of them; However, those who attempted this question, were able to list the stages, but failed to explain each one.

The correct responses were:

Dilation – widening of the cervix or neck of the womb (not widening of the vagina as most candidates would state).

Expulsion of the baby – when the baby leaves the uterus through the cervix and vagina or birth canal.

Pushing out of the afterbirth – is the pushing out of the placenta and umbilical cord detaching from the uterus through the vagina.

- E. The benefits of saving money were not known. There was a tendency to confuse this with advantages of budgeting by most candidates. Responses like; to prevent wastage of money, avoid buying unnecessary goods and helping families live within their income, were all vague responses.

Expected responses were:

To cater for unforeseen circumstances / emergencies.

To have surplus money to boost confidence/ for security / for control.

To be able to pay large bills / buy expensive furniture / pay school fees / buy house / for car repairs.

Forms a significant part of a long - term budget (This point was omitted by the candidates).

- F. The question asked candidates to discuss signs and symptoms of Cholera as a waterborne disease and was fairly well attempted by most candidates.

- (i) The signs and symptoms of cholera were well stated by most of them with a few who included wrong answers like vomiting.

The expected responses included:

- abdominal discomfort, diarrhoea, persistent rise in temperature, loss of appetite, slow pulse (feeling weak), being delirious and having sports on the lower abdomen.

- (ii) They were not as conversant with ways to prevent cholera, but were knowledgeable with the question asking for signs and symptoms of cholera. Most candidates gave wild answers like “allow water to stand overnight or add jik” and a common mistake was “avoid swimming in dirty water”.

The expected responses included:

Drink boiled or chlorinated water - wash hands with clean water and soap - cook food thoroughly - keep food covered - wash fruits and vegetables in clean water before eating - use toilets (flush or pit).

- G. **Importance of knowing the HIV status:** Was a fairly done question by most candidates. However, emphasis should be made during preparation of candidates to include well explained responses correctly. e.g. if **negative**, helps one to live positively to avoid infection. If **positive**; to get medication early (ARVs) or for health monitoring purposes or to avoid infecting others.

Wrong responses included were: avoid multiple sexual partners or use condoms when engaging in sex. Such responses are indicators that candidates do not read questions meticulously.

- H. The question on the characteristics of a good facial skin was not well done by most candidates; Most were confusing the question with functions or care of the skin. Answers given included: regulating the body temperature, to protect the body from sunlight and the facial skin if not cleaned well, will cause bunions and blisters.

The expected responses included:

- Good uniform colour / even toned skin
- Smooth / no pimples acne
- No blemishes / no marks / discolouration or spots
- Must be resilient

- I. The question on describing the Proliferative phase was not done well by almost all candidates. To get maximum marks, four descriptors were expected to clearly explain this phase. Most candidates were confusing this question to be asking about conception or ovum and some would use ovum and ovaries interchangeably; yet, ovaries never travel down the fallopian tube, but the ovum does. Some would describe the menstrual phase where actual bleeding takes place and lost marks because the opposite is true for proliferative phase.

Expected points included:

- the phase is also known as the Oestrogen phase, where bleeding has stopped
- the lining of the uterus is being repaired
- repair lasts up to the 14th day of the cycle
- ovulation takes place in this phase (release of ovum from ovaries).

JC CONSUMER SCIENCE

Paper 540/02

SECTION A

This Section consists of Nutrition, Food Preparation and Home Management. Candidates were expected to answer **two** out of **three** questions. The section was poorly done by most of the candidates; as a result, the majority scored marks far below average.

QUESTION 1

(a) **Definition of Nutritional meal pattern and obesity:** This question was attempted by a fairly large number of candidates. However, a lot of them could not articulate their intent and thus performed below the expected standard.

Expected answers:

- (i) **Meal pattern:** the times of the day where the meals are prepared and served or food eaten at different times of the day, breakfast, lunch and supper.
- (ii) **Obesity:** grossly overweight/weighting more than required weight for height/ results of taking more calories than what the body requires.

(b) This question asked candidates to give reasons for various nutrients needed for family members. Although this was considered an accessible and lower order question, it surprisingly posed a challenge to most candidates as they failed to state reasons for some nutrients, especially sodium.

Expected answers:

Nutrient	Family Member	Reason
(i) Complete protein	Invalid	To maintain and repair worn out tissues/cells
(ii) Iron	Teenage girl	Prevent anemia, for blood formation, to replace blood lost during menstruation
(iii) Sodium	Manual worker	To replace salts lost during sweating

(c) Candidates had to give causes of diet related disorders; but a majority of them performed below standard because they misread the question and listed the deficiency diseases, instead of the causes and lost marks.

The expected answers were:

- (i) **Enlargement of thyroid gland** - due to lack of Iodine
- (ii) **Wounds fail to heal properly** - lack of vitamin C / inadequate supply of fruits and vegetables in the diet.

(d) Candidates were expected to state how tough cuts of meat are tenderised at home. There were positive responses given for this question, although weaker ones presented inappropriate methods for tenderising meat. They, instead mentioned cooking methods such as: boiling or stewing which were irrelevant to tenderising of meat before cooking.

Expected answers:

- Mincing / cutting meat into small pieces and beating with meat hammer
- Marinating with spices and vinegar or any acid
- Cutting across fibres
- Use papain enzyme found in paw-paw

- (e) The question requested candidates to describe ways to determine freshness when choosing fish. A majority of them made an effort to give sound responses to this question and achieved a fairly good overall performance.

Expected answers:

- Bright prominent eyes (large eyes)/ not sunken
- Fresh/pleasant/good fishy smell/ odour
- Plentiful scales
- Firm still tail/flesh
- Bright red gills

- (f) Candidates were asked to explain reasons for large holes in bread. This question was poorly done by most candidates, because most of them gave wrong answers such as opening the oven which was completely incorrect.

Expected answers:

- Insufficient kneading - to breakdown the large particles.
- Over proving - produce large uniform carbon dioxide particles.
- Oven temperature not hot enough for first 10 minutes - yeast was not killed during baking, thus fermentation continued.

- (g) The freshness in root vegetables was to be described. Most of them failed to answer this question correctly. They confused root for the green leafy varieties.

Expected answers:

- Free from spade marks
- No sprouting; without eyes
- Fresh skins
- Firm / hard

- (h) For this question, they were expected to explain reasons for controlling pests. Again tendencies to misread this question was imminent. Candidates mistook the question to be asking for ways of controlling pests and lost marks.

Expected answers:

- **Housefly**
 - To avoid depositing germs into food/people
 - To avoid spreading diseases e.g. diarrhoea
 - They are annoying to humans
- **Bed bugs**
 - To avoid feeding on human blood

- (i) The question on how to care for cast iron pot was poorly attempted. Many of them did not know what cast iron was and confused it with stainless steel; hence gave wrong answers.

Expected answers:

- Keep clean and dry - otherwise it will rust
- Handle carefully - as it will break if dropped
- Never heat saucepan without water in it - to avoid chipping and cracking
- Rub with fat or oil if is to be stored for sometime

QUESTION 2

- (a) Candidates were to give nutrients required to correct some disorders. Most of them tackled this question with ease and earned good marks.

Expected answers:

- (i) **Brittle bones:** calcium, phosphorus, vitamin D
(ii) **Pot belly:** Proteins

- (b) Candidates were asked to mention two fat - soluble vitamins found in green leafy vegetables. The majority of them did very well as they mentioned that these were: Vitamin A, D, E and K which were correct responses.

- (c) The description of healthy eating guidelines for people with hypertension were unknown by some of the candidates. They gave general guidelines which were not specific to hypertension. They, instead based their answers on guidelines for meal planning, such as meals should be balanced and lost marks.

Expected answers:

- Eat less or no salt
- Eat less or no fatty foods
- Eat less or no sugary foods
- Eat fresh fruits and vegetables
- Avoid highly spiced foods
- Avoid excessive consumption of alcohol

- (d) Candidates were expected to suggest causes of a closed heavy texture in cakes. Most of the answers given such as the opening of an oven while the cake was rising, was incorrect.

Expected answers:

- Too cool oven
- Insufficient cooking
- Insufficient raising agent
- Insufficient liquid used / too stiff mixture
- Too much flour used (wrong proportion of flour to fat)

- (e) Factors to consider when serving meals for a toddler were expected from candidates. On overall, this question was fairly done by some, with many that outlined general points to consider when planning meals for a family which was an incorrect response.

Expected answers:

- Serve balanced meals
- Serve small portions
- Colourful meals
- Give foods that are easy to digest /eat
- Avoid fatty foods and highly spiced food
- Avoid sweet foods
- Gradually introduce new foods / flavours
- Children should not be tired before meals

- (f) The difference between fermentation and neutralisation were unknown by some. The majority were only able to define these terms, instead of showing differences between them.

Expected answers:

Fermentation	Neutralisation
Uses yeast as a raising agent	Uses baking powder as a raising agent
Slow action	Very fast action
Needs moisture, warmth, food and moisture to produce a gas	Moisture is only needed to produce a gas
High heat kills yeast	High heat speed up chemical reaction

- (g) Candidates underperformed in this question. They were expected to discuss, with reasons, ways of incorporating air into flour mixtures. Most of them were unable to give reasons, but only listed the methods of incorporating air, e.g. “rub in”. In that way, missed full points for this question because they could not mention what was being rubbed or “creamed”, without stating that you cream fat and sugar.

Expected answers to get maximum marks:

- Sifting dry ingredients - so air can be incorporated in-between flour.
- Creaming fat and sugar - air is tangled in creamed mixture.
- Whisking egg and sugar - air trapped by egg white.
- Rubbing fat into flour - air is incorporated into flour particles as it is raised above the bowl.
- Folding and rolling pastry - air is trapped between the layers.

- (h) Candidates failed to state the reasons for the given techniques in Food Preparation. There were some who missed the question and gave the procedure for doing the techniques e.g. use rice or beans to **bake blind**; using a dry cloth to **dry chips** before frying, etc.

Expected answers:

(i) Drying potato chips before frying

- avoid spluttering of fat
- avoid lowering the temperature of fats

(ii) Adding milk gradually and stirring when making a sauce

- to prevent lumps and have a smooth sauce.

(iii) Baking blind when preparing a flan

- to cook pastry before adding filling
- to avoid overcooking filling
- to prevent pastry dough from rising

- (i) Candidates did not know the functions of the parts of a sink. This question was generally not well executed by most of them. They gave wrong answers for “plug” as it was mistaken for an electric plug instead of a part of a sink.

Expected answers:

Tap - this draws water from pipe into the house

Plug - stops water from running down the drain when washing or rinsing utensils.
- allows water down the drain after washing

- (j) The question required candidates to differentiate between roughening and warping of wood. The performance was generally not good, as most of them left it blank, a few were only able to explain one of either terms related to wood.

Expected answers:

Roughening - when wood loses its smoothness.

Warping - when wood bends and loses its shape.

QUESTION 3

Question 3 was not popular to most candidates. Very few attempted it, and got low marks as they struggled with many questions. It is important to caution learners on how to ascertain an accessible question during teaching and learning in order to get good marks where there are 2 questions to choose from.

- (a) The definition of dietary needs was unknown to the majority of candidates such that most of them gave guidelines for dietary needs which were somewhat irrelevant.

Expected answer:

- The intake of sufficient quantities of food from each food group according to someone's age and lifestyle.
OR
- Individual requirement of nutrients according to sex, activity, state of health.

- (b) Candidates had to name nutrients found in offals other than protein. There were good responses to this one except for a few who included protein in their answer instead of other nutrients.

Expected answers: fat, Iron, Vitamin A and B and complete proteins.

- (c) Two ways of heat - treating milk was asked from candidates. Answers given were not applicable; instead they listed methods of cooking such as steaming and boiling and lost marks.

Expected answers:

- Pasteurization
- Sterilization
- Homogenization
- Ultra heat treatment (UHT)

- (d) Symptoms caused by lack of chlorine in the body: The majority of candidates failed to give symptoms, instead, weaker responses included cholera and loss of energy which were incorrect.

Expected answers:

- Loss of appetite
- Dehydration
- Tiredness/weakness
- Badly formed teeth

- (e) The question required candidates to select dishes from the list to match courses. Some candidates wrote dishes that were **not** in the list to select from, which caused them to get certainly wrong answers.

Expected answers:

Main course: mutton, curry

Dessert: fruit salad

Accompaniments: Green salad/ roasted peanuts

- (f) Candidates were expected to describe the characteristics of a well decorated dining table. The question was poorly done, instead they gave responses about good table manners instead of a well - decorated table and lost marks.

Expected answers:

- Can be a flower arrangement, bowl of fruit or ornament
- Not high arrangement of flowers - leads to difficult communication
- Fresh flowers with sweet smell - avoid an unpleasant smell
- Use dried winter flowers, ribbons and grasses
- Clean and well - laundered table clothes
- Chairs to be decorated with chair covers and ties
- Good clean under - plate
- Clean and polished utensils

- (g) This question asked candidates to describe brine solution method to test eggs for freshness. Most candidates described other methods such as plate, feel and shake method.

Expected answers:

Dissolve 2 T of salt in 2 cups of water and put in the egg:

- sinking means freshness
- floating means staleness

- (h) Reasons for observing rules when making pastry were fairly tried by the majority.

- (i) **Ways of preventing fleas in the home:** candidates missed the question and were inclined to reasons of control e.g. because they feed on human blood.

Expected answers:

- Scrub floors well
- Spray with appropriate insecticide
- Wash pets with insecticides regularly
- Keep home hygienic

- (j) Candidates were asked to describe the procedure for cleaning a coal stove. Most candidates missed this question, seemingly most were not familiar with a coal stove and gave wrong responses.

Expected answers:

- Protect the area around the stove with newspaper
- Remove ash and all removable parts
- Scrape off soot beneath the moveable parts and dispose
- Replace part and dust using a cloth
- Apply polish and leave to dry
- Clean other parts according to type
- Remove polish and shine surfaces

SECTION B

This section was poorly done; a majority of candidates could not give specific and accurate answers to most questions.

QUESTION 4

This question was attempted by most candidates although performance was below expectations.

- (a) **Yarn:** Most candidates failed to give a correct definition of yarn, instead defined fibre while others left blank spaces.

Expected answer:

Yarn: when two or more fibres are twisted together to form a continuous thread.

- (b) **Types of pockets:** fairly done, but some candidates were giving shapes of pockets e.g. square, round etc. instead of mentioning types of pockets on specific garments given.

Expected answers:

A **girl's tunic:** patch / in seam pockets / side seam

A **boy's school shirt:** patch pocket

- (c) **Article to be produced by knitting using P2 together:**

The question was well answered by most candidates, even though most of them were writing wrong spelling for scarves. **Other correct answers were:** woolen jersey / boots.

- (d) **Properties of wool making it suitable for children's clothes:**

The question was well attempted by most candidates, but poorly done as most of them listed vague and general properties of wool instead of relating them specifically to the making of children's clothes.

Expected answers:

- Poor conductor of heat / warm to wear
- Soft and comfortable to wear
- Absorbent
- Inflammable

- (e) A matching question, wherein candidates were required to match types of needles and their uses. A lot of guess work was done.

Expected answer:

Darning	Long and suitable for darning
Sharps	Long for all purpose sewing
Crewels	Medium length for embroidery
Between	Short for general sewing

- (f) The difference between a shaped facing and crossway facing was not known by the majority of them; and therefore, many of them left blank spaces. This raises a concern because these topics are included in the examination Syllabus and it is expected that they are covered during teaching and learning.

Expected answers:

Shaped facing: consist of several sections of pattern edge to be neatened / cut on same grain edge to be neatened.

Crossway facing: a narrow strip of light weight fabric cut on the bias / true cross.

- (g) **Suitable washing methods for a woollen blazer and a baby's nappies:** Candidates displayed understanding of washing methods for both articles even though most of them lost marks due to incorrect spelling for knead and squeeze, making the answer completely wrong, e.g. "need" instead of "knead", etc.

Expected answers:

Woollen blazer: Dry cleaning / sponge and press / knead and squeeze.

Baby's napkin: Friction method using a hand.

- (h) **Reasons for softening hard water:** Most candidates missed the question as they were giving answers like "making it safe for drinking" while the question was related to a laundry procedure, thus lost marks.

Expected answers:

- Avoids wasting soap as more soap is needed to launder garments.
- Soap lathers easily; and a scum is formed in hard water and soap.
- Avoids too much rubbing, and thus energy not wasted.
- For garments to last longer; excessive rubbing will cause them to wear out sooner.

- (i) **Ink stain removal from a bag made of linen:** Most candidates had the concept or idea of the answer, but a few errors were observed. Some mentioned that sour milk instead of milk was to be used, which was incorrect. Others knew that milk was relevant, but used wrong terminology on how to apply it, e.g. "soak" in the milk instead of "rub" using milk.

Expected answers:

- Rub / apply lemon or milk
- Wash or boil wash

- (j) **Regarding the care of plastic laundry basins -** Their knowledge did not match the demands of the question as it was poorly done. Some candidates were referring to basins used in the kitchen, yet the question was on Laundry. As a result, they vaguely gave irrelevant answers such as "do not put knives and forks" because they are sharp objects.

Expected answers:

- Remember to add cold water first then hot water until required temperature is obtained – to maintain shape.
- Don't leave equipment standing in the sun or near heat as it may soften and lose shape.
- Do not use coarse abrasives which will scratch the surface when cleaning.
- To remove scum, wash in warm water with bleach.
- Wash and dry thoroughly before storing.

QUESTION 5

This question was very unpopular to candidates.

- (a) **Definition of terms:** Most candidates could not give correct definition of the terms, warp and weft. Some of the **wrong responses** were: **warp** means up and down threads without mentioning "lengthwise" whilst weaving was thought to be - a method of making mats.

Expected answers:

(i) **Warp threads:**

- threads running along the length of the fabric / lengthwise
- threads crossing the weft threads at right angles.
- threads parallel to the selvedge.

(ii) **Weaving:**

- a way of manufacture of fabrics wherein the yarn crosses over each other in right angles interlacing/interlocking.

- (b) **Ways of finishing hem edges:** Candidates could not differentiate between hem edges and other raw edges, thus they were giving answers like: collars, over locking, blanket stitch, zig- zag which were not required by this question.

Expected answers:

- Edge stitched hem
- Crossway strip/bias binding
- Hemming stitch
- Slip hemming stitch
- Herringbone

- (c) Candidates were expected to state a hand stitch used for given processes. There was a lot of guess work on this question. Most of the hand stitches given were irrelevant to the processes asked.

Expected answers:

- (i) **Sewing interfacing onto a facing:** basting/tacking
(ii) **Neatening raw edges:** blanket stitch and over casting
- (d) (i) Diagrams showing three (3) different collars were to be named under each letter A - C. Most candidates knew the different types of collars, but could not match these correctly. There were few who mistook the question to be asking for sleeves, hence they gave names of sleeves, such as: Kimono or raglan, etc. or just collar and lost marks. At least two words were expected to describe the collars.

Expected answers:

- A** - Flat collar
B - Roll collar
C - Stand collar/ Chinese

- (ii) Most candidates scored at least a mark for the importance of collars as the commonest answer was “decoration of garments”. It is expected that all the functions of a collar are taught during teaching and learning.

Expected answers:

- Gives shape to the garment
- Neaten raw edges / necklines / avoids fraying of these
- Decorative finish on garments
- Enhance style / acts as a style feature
- Flatter the face

- (e) Difference between Magyar and set - in sleeve: The majority of candidates did not have an idea of what a Magyar sleeve was. They also missed the rubric where the question was thought to be about “**explain**” yet they were asked to “**differentiate**” how to attach a set - in sleeve.

Good answers:

Set in sleeve - cut separately to bodice
Magyar - cut in one piece with the bodice

- (f) This question expected candidates to draw drying symbols. It was fairly done; most were able to draw correct symbol for dry-flat and made few errors on “do not tumble dry”.
- (g) Most candidates failed to state the uses of Laundry agents, and most were identifying steps followed when washing clothes, e.g. soaking, washing rinsing, etc.

Expected answers:

- (i) **Fabric softener** - to give a refreshing smell / prevents static electricity on clothes / gives a feeling of softness.
(ii) **Soap** - removes grease (dirt) / brightens clothes / softens hard water.

- (h) **Why starching a necessary Laundry process:** It was a fairly done question; most candidates who attempted the question were able to state at least one use of starch in laundry.

Expected answers:

- Improves appearance
- Gives smooth and glossy finish
- Stiffen fabric
- Increase resistance to dust and dirt
- Keep cotton and linen fresh and crisp
- Add weight to garment and give it shape
- Ironing, made easier /hot iron glides on fabric.

- (i) **Cleaning of an iron was to be described:** Most candidates missed the important step about cleaning it whilst warm and lost some marks. Some of them wrote about cleaning of an iron pot, assumedly due to misreading the question. The majority also lost marks because they mentioned the use of steel wool to clean which was inappropriate. Modern ways of cleaning were also awarded, e.g. using an “iron cleaner”.

Expected answer:

- Rub the iron with a soapy cloth or with chalk while still warm
- Rub it with clean cloth to remove soap / chalk.

QUESTION 6

- (a) **Embroidery stitches.** Most candidates knew different types of embroidery stitches and wrote a longer list than required as if they were guessing. In doing so, some of the correct embroidery stitches appeared in the list. Others just threw in other hand stitches, yet the question was specific to embroidery types of stitches.

Expected answers:

- chain stitch
- cross stitch
- stem stitch
- blanket stitch

- (b) Sewing machine functions of certain parts were asked; Most learners couldn't give correct answers, a concern if they were using machines in their schools.

Expected answers:

- (i) **Adjust length of stitches** - stitch length regulator
- (ii) **Adjust tightness of stitches** - tension disc/screw

- (c) Guidelines for choosing a zipper were asked. The question was fairly attempted, even though most candidates gave general guidelines for choosing a fastener instead of being specific to a zipper.

Expected answers:

- Match zipper with the colour of fabric
- The size be correct length and size for opening
- Purpose; functional/decorative
- Type of fabric used / weight

- (d) Candidates were giving characteristics of a good seam instead of a hem. But a few got it right.

Expected answers:

- The hem hangs evenly and gracefully
- Width is suitable for the type of fabric / style of garment
- Uniform width and is secure / strong
- It is not bulky

- It is not visible not unless its decorative
- Secure / strong
- Neat

(e) Most candidates conceptualize the question on taking body measurements and performed generally well. Only a few had challenges. There were some who wrote that “one should be naked in order to take correct measurements” which was wrong.

Expected answers:

- Take on foundation garments
- Tie a string on the waist
- Stand up straight
- Ask someone to take /assist you
- Wear flat shoes

(f) **Examples of pressing equipment:** The question was well done by most candidates, only a few listed water as part of equipment, yet it is a kind of material. There were those that missed it and wrote types of irons.

Expected answers:

- Pressing cloth
- Iron
- Ironing board
- Sleeve board
- Bowl

(g) Questions asked reasons for blueing, airing and folding in Laundry. This was fairly attempted by most candidates. A few did not understand the question and thought it required them to state how it was done instead of the reason. Candidates found reasons for blueing more challenging.

Expected answers:

- (i) **Blueing** - whitens cotton garments / counteracts the yellow tinge in clothes
- (ii) **Airing** - to dry clothes / dries off excessive moisture or water / avoids mould / unhealthy and uncomfortable to wear moist clothes.
- (iii) **Folding** - for storage purposes

(h) **Preparation of clothes before washing:** Most candidates scored highest marks in this question. A few couldn't present the steps chronologically. A minority added washing which was incorrect as the questions required steps **before** washing:

Expected answers:

- Mend tears and darns as they become larger during washing.
- Empty pockets – to remove dirt and sharp items.
- Close fasteners, e.g. zipper – may not close smoothly after washing
- Remove any stains before washing as soon as they occur and before they have time to set.
- Sort clothes according to colour, fabric as they are made according to care labels.
- soaking

JC CONSUMER SCIENCE

Paper 540/03

General Comments

There was an increase in the number of candidates who registered for Consumer Science paper 3 in 2020, a total of 3 565 as opposed to 3 388 candidates who sat for this paper in 2019, a remarkable increase of 177 more candidates. The overall performance for this paper was good. The majority of candidates attained very high scores for Food preparation practical when compared with Clothing & Textiles coursework; (dress to fit).

Seemingly, candidates were seen to handle Food Preparation better than Clothing and Textiles. This implies that more attention is needed to inculcate a positive attitude towards Clothing and Textiles during teaching and learning. This was more evident when centres presented individual candidate mark sheets with missing processes. Some of the centres had the marks awarded, but were very low, depicting that those processes were of a low workmanship.

The majority of centres presented good quality work, and other observations as outlined below:

- (a) Original planning sheets 1, 2 and 3 were well completed with comments written in each section and scores awarded accordingly. However, some teachers entered the marks for Food Preparation and Clothing and Textiles into the summary sheets, but did not calculate the average scores as expected. Regarding marking of the sheets, teachers are requested not to overwrite on the candidates' work for the scripts or planning sheets to be readable during moderation.
- (b) It is recommendable that candidates' names and numbers be chronologically entered into the summary evaluation sheets. This is very important to reduce errors that result due to jumbled up candidates' names and or numbers during recording and transference of marks into mark sheets.
- (c) Some centres did not allocate marks for individual candidates' responses in sheet 1. Others at times did allocate the marks, but did this wrongly. Teachers are urged to allocate marks using the mark scheme provided as a guide for marking.
- (d) Some teachers submitted unmarked planning sheets, which was unexpected because it is a requirement that the sheets are marked before submission of the work to ECESWA.
- (e) A few centres did not submit marks for the garment - to - fit, instead forwarded comments such as "no garments were submitted" or "candidates lost their items" or "did not buy the fabric". If such occurs, the final mark obtained from Food preparation section should be divided by 2.

However, this is of great concern as teachers are expected to mark garments in stages during construction, not at the end when garments are already completed. Letters from the Head of centre should be sent to the Registrar at ECESWA in the event candidates have no work done with reasons **stated**.

Other reminders:

- Teachers are urged to present the final marks into percentages.
- Teachers are also expected to double check their calculations for accuracy before submitting the work to ECESWA.
- Teachers are to work in collaboration when marking, as a means to moderate each other internally. But thereafter, one of them can fill out the summary sheet. *It is not expected that two (2) different handwritings are shown in a single summary sheet.*
- Other teachers also use black coloured pens to mark, yet the marking should be done using a red pen.
- Teachers are also reminded not to use the moderator's column when entering the marks.
- Some teachers also continue to allocate marks with decimal points, instead of whole numbers. Please note that decimal points are not permissible when presenting the marks.
- A few teachers failed to submit the summary sheets, yet this is an important document used during moderation. All Centres are to ensure that summary sheets are filled out and submitted together with the planning sheets at all times.

- Some teachers failed to pack the candidates' work into the script return envelopes properly. They are to staple together the following: planning sheets (1, 2 & 3), individual candidate sheet for Clothing & Textiles and individual candidate sheet for Food Preparation.
- These booklets - like packs, for each candidate, are to be arranged alphabetically using the ECESWA entry registration form and sealed in one big envelope and clearly labelled before sending it to ECESWA.

Comments on the performance of the candidates in each practical test.

Test 1

The candidates were expected to do the following:

- A.** Prepare, cook and serve the following dishes using short crust pastry.
 - (i)** A main dish
 - (ii)** A dessert
- B.** Use the main dish in **A (i)** with other dishes to make a balanced lunch meal.
- C.** Clean a light-painted cupboard door.

Comments on Test 1

- (a)** Most candidates were able to choose correct dishes using short crust pastry for the main dish. However, most candidates failed to come up with dessert dishes using short crust pastry. The common responses were sausage rolls, cornish pasties and sausage flan. Some candidates did not include a dessert as specified by the test, but gave responses that include fruit salad and custard instead of pastry and lost marks.
- (b)** Candidates were expected to give a main dish, for example sausage rolls and two salads to balance the meal; a cooked and a raw salad. However, most candidates did not indicate the main dish chosen in Part A. Other candidates were unable to choose correct accompaniments for the main dish to make a balance lunch meal and lost marks.
- (c)** Most candidates were able to clean the light - painted cupboard door, but failed to indicate the correct procedure for cleaning the door, e.g. the method of working should have included dusting of the door before washing it. The correct ingredients for cleaning the door were also omitted by some. For example, diluted paraffin or diluted turpentine for removing streaks of paint and other stains. The rinsing and drying steps were also not mentioned and candidates could not attain maximum marks due to the omission of these key steps when cleaning the door.

Test 2

The candidates were expected to do the following:

- A.** Prepare, cook and serve a main dish suitable for a lacto-vegetarian. Serve it with suitable accompaniments to form a balanced meal.
- B.** Prepare steamed pudding and serve it with a suitable sauce.
- C.** Wash an enamel bowl.

Comments on Test 2

- (a)** Most candidates were able to meet the requirements of the test which required them to prepare, cook and serve a main dish suitable for a lacto-vegetarian. They managed to serve it with suitable accompaniments. However, a few of the candidates failed to prepare two salads where the main dish was a one pot meal. Protein dishes from plant and animal sources were acceptable. Some assessors awarded wrong marks to candidates who planned dishes from pulses, and credited only candidates who planned dishes derived from dairy products. It is necessary to correct this perception during teaching because both animal and plant protein can form part of main dishes.

- (b) The majority of them were able to prepare a pudding, but failed to prepare a suitable sauce to serve with the pudding. Wrong responses of a pudding served with a sauce included sauces such as cheese sauce, brown sauce, tomato sauce, white sauce and these were inappropriate.
- (c) To clean an enamel bowl, most candidates were able to follow the expected procedure for cleaning the enamel bowl, but missed the part on drying and polishing it and lost marks.

Test 3

The candidates were expected to do the following:

- A. Prepare a main dish using flour for the carbohydrate. Serve it with suitable accompaniments for an evening meal for a family.
- B. Prepare and bake sweet scones.
- C. Clean the baking sheet used for scones.

Comments on Test 3

- (a) Most candidates were not able to answer the test very well on the use of flour for a carbohydrate dish. Their common responses included rolls, bread and dumplings. **Expected responses included:** cobbler, pastry dishes, beef stew and herb dumplings, cheese and onion flan, etc. Most candidates could not meet the demands of this test to come up with a balanced supper meal as requested.
- (b) Most candidates were able to meet the requirements of the test requiring them to make sweet scones. There were; however, some who prepared scones with little or without sugar, yet sweet scones include sugar in order to achieve a sweet taste.
- (c) Most candidates were able to outline the procedure for cleaning the baking sheet that was used for the scones, but most did not state the type of abrasive used.

Test 4

The candidates were expected to do the following:

- A. Prepare, cook and serve **two** dishes where eggs are used for the following:
 - (i) A main dish
 - (ii) For glazing.
- B. Use the main dish with other dishes to make a balanced light lunch meal.
- C. Wash and finish a cotton baby vest.

Comments on Test 4

- (a) Most candidates attempted this question very well as they were able to indicate the appropriate dishes for a main dish using eggs. Correct responses included: egg curry, scotched eggs, cheese and onion flan. Some candidates chose dishes of low skill like scrambled eggs and were unable to earn good marks for their choice.
- (b) A majority of the candidates chose the correct dishes for a light balanced lunch meal; for example, boiled rice and salad. However, some were not able to provide two salads for the one - pot meals, such as egg curry chosen in (a) whereby a cooked and a raw salad was expected to accompany the meal. The majority included one salad to balance the one-pot meal with one salad only.
- (c) Most candidates responded well to the question. Some failed to indicate the washing method of the vest and rinsing twice in their time plan.

Test 5

The candidates were expected to do the following:

- A. Prepare, cook and serve a main dish using offals. Serve it with suitable accompaniments for a balanced supper meal.
- B. Prepare and bake a cake using the creaming method.
- C. Wash white socks with a shoe polish stain.

Comments on Test 5

- (a) Most candidates met the requirement of the test whereby a main dish using offals was cooked e.g. mixed offal stew, chicken liver stew and ox liver and onion stew. However, some candidates failed to include an appropriate accompaniment for the dish. Their responses included boiled rice with mixed offal. Correct responses were to include: porridge and boiled spinach instead of potato salad. Even for this part of the test, some candidates still chose low order dishes like ox - tongue and sauce and could not get maximum marks.
- (b) This part of the test was well answered by most candidates and their responses included standard cake, marble cake and Victoria sandwich cake.
- (c) Candidates were able to meet the requirement of this part of the test. The washing of white socks with a shoe polish stain was well known. However, they failed to state that lard should be used to rub the stain. Those who tried, mentioned other substances not suitable for removal of a shoe polish stain.

General concerns

- **3.1 Choice of work:** Candidates are to be guided to present **sheet 1** meticulously. It should be borne in mind that the success of the practical is based on how best candidates choose and present their dishes successfully as in accordance with the requirements of each test. However, other candidates failed to state their dishes well, e.g. rice instead of boiled/fried/yellow/savoury.

The numbering of dishes: was still a challenge in some centres. For example, if Test 1 A asks for (i) a main dish and (ii) a dessert - it is expected that candidates copy the numbering as given by the examination.

- **Quantifying the ingredients in sheet 1 and 3:** Some candidates were unable to specify the type of some ingredients such as sugar or flour and /or substances used in Laundry and Home Management, e.g. 1 bar sunlight, 1 T starch, etc. Regarding sheet 3, candidates were to add all the total quantities for each type of ingredient from sheet 1 so that grand totals are well indicated in the shopping list. This would ensure that there were no unprecedented shortages detected during the practicals. Candidates are to be informed prior to the practical that there is a penalty for using ingredients that they did not order during planning.
- **Summary sheets:** The list of names of candidates in a Centre should be presented in candidate number order according to the ECESWA attendance Register. Some Centres submit these sheets with jumbled up names and numbers. Another irregular practice is that summary sheets submitted are presented in two different handwritings. It is advisable that **one (1)** teacher fills out the summary sheet even if **two (2)** of them were assessing the candidates.
- **Signature of Head of Centre:** It is also of great concern that some summary sheets are submitted to ECESWA without the signature of the Head of Centre nor school stamp. The stamping should be placed at the bottom of the summary sheets indicated as "stamp" and "sign" here.
- **Script submission:** The marked planning sheets 1-3 are to be stapled together for each candidate, together with the individual candidate mark sheets for Clothing and Textiles and Food Preparation. All these were to be packaged in one script return envelope.
- **Attendance Register and seating plan:** Teachers are reminded to include the ECESWA attendance register together with the sitting plan inside the script return envelope.