



EXAMINATIONS COUNCIL OF ESWATINI

Eswatini General Certificate of Secondary Education

Food and Nutrition (6905)

Examination Report for 2024

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EGCSE FOOD AND NUTRITION

**Paper 6905/01
Theory**

Paper 6905/01

2761 candidates took part in the 2024 examination, which indicates a remarkable increase, as there were **2501** the previous year. The overall performance was below average, and the examination proved to be less accessible when compared with the previous year in almost all the sections.

Most of the candidates attained marks in the range of 20 – 40%, a few in the region of 45 – 50 %, and very few in the region of 60 – 73 %. In some questions, candidates failed to respond to recall questions, and a fair knowledge of the subject matter was demonstrated in some questions, even though most of them showed limited skills in responding to high-order questions.

In Section A, a few could apply the knowledge of nutrients in the Principles of Nutrition. Some had challenges explaining facts related to Food Preparation and Kitchen Planning in Section B. Section C was fairly attempted, although they could only state points, and no justification was given for them.

Section A**Question 1****(a) Candidates were required to name diet-related disorders in children.**

Most candidates were just naming a deficiency disorder they could recall. Some of those who tried to give the correct answers wrote wrong spelling of the disorders. A few gave responses such as, carbohydrates and proteins.

The correct responses were Kwashiorkor and Marasmus.

(b) (i) Candidates were required to give a food source of fructose

The majority responded well to this question.

The correct response was any fruit, honey, fruit juice, sugar cane

(ii) Candidates were required to state the differences between lactose and galactose.

Candidates did not respond well to this question, although a minority were able to state that galactose is a monosaccharide and lactose a disaccharide, and there were no other differences given.

The expected answers were.

Galactose is a monosaccharide/ simple sugar that is found in the milk of mammals.

Lactose is a disaccharide/ double sugar that is found in the milk of mammals.

(c) (i) Candidates were required to describe Body Mass Index

The majority did not give a correct response to this question. Those who tried to give the formula to calculate BMI left out the units for mass and height and did not square the height.

The correct responses were BMI – weight (kg)/height (m)²

An index of a person's weight with height, determined by dividing the weight (in kilograms) by the square of the height (in meters).

$$\text{BMI} = \frac{\text{Weight(kg)}}{\text{Height (m}^2\text{)}}$$

Used as an index/measure of population fatness.

(ii) Candidates were required to give points of advice to overweight friends who want to reduce their BMI to 25.

Fairly attempted by many candidates, although some gave answers such as 'avoid eating sugary or fatty foods' instead of reducing the intake of sugary or fatty foods.

Correct responses included.

check the calorific value of food/reduce energy intake/ carbohydrates

Regular exercise

Eat regular meals; do not skip meals

Have breakfast to start metabolism for the day

Include plenty of NSP food/ Fruits and vegetables

Reduce intake of fat

Reduce intake of sugar

Question 2**(a) (i) Candidates were required to state the chemical name for vitamin E.**

Not well attempted by most candidates. Those who tried to respond gave the wrong spelling of 'tocopherol.'

(ii) Candidates were required to name animal sources of vitamin E.

Poorly answered by most candidates. Candidates gave wrong responses, which included meat, liver, kidney and fish.

The correct answers were milk and milk products, egg yolk, and egg.

(b) Candidates were required to name signs of vitamin A deficiency

Poorly attempted by most candidates. Most of them just gave the deficiency disease of vitamin A instead of the signs. Some wrote 'retarded growth' without being specific to children.

Correct responses were.

- The retina ceases to make visual purple, and vision in dim light is impaired, leading to night blindness.
- The skin and mucous membranes become dry and infected, and disease resistance is reduced.
- growth of children is retarded.

(c) (i) Candidates were required to state the function of cobalamin.

Not accessible to most candidates. Common wrong responses included the functioning of muscles, formation of strong bones and teeth, and release of energy but not mentioning the nutrient.

Expected correct responses were.

Required for the metabolism of amino acids.

Metabolism of other enzyme systems throughout the body.

It plays a part in the maintenance of myelin in the nervous system

(ii) Candidates were required to name the deficiency disease caused by lack of cobalamin

Most candidates just wrote any deficiency disease they could recall, such as rickets, scurvy, or beri-beri. Those who remembered to give 'anaemia' did not specify which type of anaemia.

The correct response was Megaloblastic anaemia.

(d) (i) Candidates were required to give reasons why sodium chloride is important in the diet.

This question was well-answered by most candidates. Some of the wrong responses included: helps to fight infections, needed for strong bones and teeth, used to give flavour to foods.

Correct responses were.

- To maintain the correct concentration of body fluids/ regulate body fluids
- To produce hydrochloric acid in the gastric juice of the stomach.

(ii) Candidates were required to state what happens to excess sodium chloride in the body.

Poorly attempted by most candidates. Common wrong responses included: cause goitre, the body does not function well, caused by eating salt.

Correct responses were.

- Excess intakes are excreted in urine/sweat
- Retained and cause oedema, kidney diseases

(e) Candidates were required to name factors that lead to the poor absorption of iron.

The question was not accessible to most candidates. Some of the wrong responses included not eating the correct sources of iron, lack of calcium, some just wrote vitamin C instead of 'lack of vitamin C.

Correct responses were.

- Phytic acid – in grains and leafy vegetables
- Dietary fibre – in plant foods
- Phosphorus compounds - in eggs and milk
- Ferric iron – non-haem iron
- Lack of vitamin C

(f) Candidates were required to describe the stages in the development of goitre.

Most candidates did not respond well to this question. Some of the wrong responses included: caused by too much salt, increase intake of iodine.

Correct responses were

- Reduction of thyroxine produced
- Due to a lack of iodine
- Metabolism slows down
- Glands swell up

Question 3**(a) Candidates were required to state ways of reducing the risk of hypertension.**

The question was fairly attempted by most candidates, although some gave wrong responses such as avoid stress, alcohol and smoking, avoid fats instead of reducing intake of fats.

Correct responses were

- Keeping a healthy weight/ sugar/ Carbohydrates
- Limit the use of sodium/salt
- Increase in calcium intake,
- Increase potassium intake,
- Reduce fat diet.
- Exercise the body

(b) Candidates were required to state and explain dietary needs for teenagers.

The question was fairly attempted by most candidates. There were a few who could not fully explain the functions of the required nutrients, i.e. iron is needed because teenagers menstruate, carbohydrates are needed for energy, and proteins are needed to repair tissues.

Correct answers were

- Protein- for their growth spurt and production of hormones
- Calcium and phosphorus -for the formation of bones and teeth
- Vitamin D -for absorption of calcium and strengthening of bones and teeth.
- Carbohydrates- for energy because they are active
- Vitamin C - for absorption of iron and fighting against infections
- Iron -for the formation of haemoglobin in red blood cells, which transports oxygen that oxidizes energy and prevents anaemia at the onset of menstruation.

(c) (i) Candidates were required to describe the absorption in the body of water-soluble vitamins

The question was poorly attempted by most candidates. Wrong responses included: they are absorbed with water in the colon, not stored in the body, they dissolve in water.

Correct answers included.

Water-soluble vitamins are absorbed in the villi by blood capillaries - they dissolve in the blood and are carried away to other parts of the body.

(ii) Candidates were required to describe the absorption of fat-soluble vitamins

The question was poorly attempted by most candidates. The most common wrong responses included absorbed in the duodenum, they are broken down by lipase, dissolve in fat and some listed the fat-soluble vitamins.

Correct responses included.

Fat-soluble vitamins are absorbed in the villi by lacteal - they mix with the lymphatic fluid – are passed around the body in the lymphatic system, then join the blood circulation taken to the liver.

Section B**Question 4.****(a) Candidates were required to suggest moist method for cooking tubers.**

This question was well-answered by most candidates, with a few who gave “simmering” as the answer. Some listed dry-heat methods of cooking.

The correct answers were.

Boiling

Stewing

Steaming.

(b) Candidates were required to state causes of rancidity in fats.

The question was poorly attempted by most of the candidates. Common wrong answers included leaving them for a long time, not covering them, instead of just being specific to the point “exposure to oxygen”

Correct responses included.

Oxidation/ presence of oxygen/ Air /Heating of fats/ Presence of light
hydrolysis of fats or oils
bacterial action

(c) Candidates were required to state ways in which the economy can benefit from the consumer.

This question was not accessible to most candidates. Common wrong responses included that consumers produce goods and can start a catering business, and some gave the rights of a consumer.

The correct answers were.

buy goods and services
allows the flow of money to retail shops
allows the government to gain tax
enables people to have jobs

(d) Candidates were required to give reasons for each of the following faults in cake making.

(i) Sunken fruits

The question was fairly attempted by most candidates, although some gave incomplete answers, such as a lot of liquid, too much fruit, big fruits, fruits not dried instead of wet fruits, and fruits not dried instead of wet fruits.

Correct answers included.

- The cake mixture was too wet, and the heavy fruit could not be held evenly throughout.
- The fruit was wet and therefore added too much liquid to the cake
- Too much sugar or raising agent has been used

(ii) A cake that has risen to a peak and is cracked

The question was fairly attempted by most candidates. Common wrong answers included too much raising agent, too much acid, and too much sugar.

Correct responses were.

- The oven temperature is too high, causing the mixture to rise rapidly and then overcook.
- too much mixture for the size of the tin.
- placing the cake too high in the oven

(e) (i) Candidates were required to state reasons why lemon juice is important in jam making

The question was fairly attempted by most candidates, although some gave incomplete answers, such as for flavour instead of it improves the flavour of the jam.

Other common wrong responses included: it preserves the jam, it kills bacteria, it stops browning.

The correct answers were.

- Help the pectin form a gel/make the jam set.
- Prevents crystallization during storage.
- Improve the colour
- Improve the flavour of the jam

(ii) Candidates were required to describe the wrinkle test of testing the setting of jam

The question was poorly attempted by most candidates. Those who tried to give a correct response did not specify that the saucer should be cold; instead of saying 'push jam with your finger' they wrote tilt the saucer.

Some wrong responses included: use a skewer, use a wooden spoon to test, put the pot outside and allow to cool, put jam in the fridge, some described the pectin test.

Correct responses were.

- Place a small amount of jam on a cold saucer.
- Put the saucer back in the fridge/allow it to cool.
- Push with a clean finger and if wrinkles, jam is set.

(f) Candidates were required to describe the structure of meat.

The question was poorly attempted by most candidates. Most of them were giving the qualities of fresh beef, some classified meat, and some described an animal.

The correct answers were.

- Meat consists of bundles of fibres which contain meat juices and nutrients.
- Bundles of muscle fibres are held together by connective tissue.
- Fat is found between the muscle bundles (marbling), also around the vital organs as visible fat and can also be found under the skin (as adipose tissue).
- Muscle fibres are attached to bones by tendons

(g) Candidates were required to describe how to clean a cast iron pot used to cook porridge

Most candidates could not clearly describe how to clean a cast iron pot. Most of them omitted the soaking to easily remove the crust, and even those who remembered did not state why that is done. The use of steel wool/sponge was common among most of them, yet the correct item to use was a scrubbing pot. Some just wrote clean with steel wool, rinse and dry without washing with soapy water, while others described the cooking of porridge.

The correct answers were.

- Pour water to soften the crust
- Scrub the inside with an abrasive
- Remove soot on the outside and scrub
- Wash in hot soapy water, rinse and dry

5. (a) (i) Candidates were required to describe what is meant by an unrefined cereal product.

Most of the candidates said it is a cereal product that contains NSP.

The expected correct answer: It is the cereal that retains all the content of the grain during milling.

(ii) Candidates were requested to state and explain points for the storage of cereals.

The question was fairly attempted by most candidates, although some could not explain their points fully, i.e. keep in a cool dry place to prevent absorption of moisture, yet the correct explanation was that 'to prevent absorption of moisture which cause cereals to be mouldy'. Some would just say the cereals would be spoiled, which is an open-ended response.

Expected correct responses.

- Cereals should be stored in cool, dry conditions/ containers with a tight-fitting lid - if exposed to damp air they take up moisture and go mouldy. Mould may develop in a warm place.
- Protect against pests (rats and mice) / store in sealed containers—as they contaminate cereals with their waste matter.
- Examine periodically for insects (weevils) – as cereals are prone to be attacked by insects if stored for long periods.
- Do not mix a new batch of cereal with an older one (use up older stores first) to prevent cross-contamination.

(b) Candidates were requested to suggest reasons why a loaf of bread may be small and dense.

The question was fairly attempted by most candidates, although some gave wrong responses such as too much mixture added, dough too stiff, and insufficient rising.

The correct answers were.

- Insufficient fermentation
- Insufficient proving
- Insufficient liquid
- Inactive yeast/stale/expired

(c) Candidates were requested to state and explain three rules for grilling fish fillets.

Most of the candidates did not answer this question correctly. Some of the wrong responses included that the fish should not be exposed to high temperatures, that grilling can be done in the oven, that the fish should be coated first, and that one should not use too much oil.

The expected answers were.

- Warm and grease the rack to prevent food from sticking to it.
- Do not use a fork or sharp utensil for turning the food as it will pierce the food and release the juices.
- Serve immediately with accompaniments to prevent drying up.
- Food should be cooked in small pieces that the heat can penetrate and cook through.

(d) Candidates were required to state points to ensure the safe use of an electric kettle.

The question was fairly attempted although candidates did not know the difference between a plug and a socket; thus, they gave a wrong response such as removing the kettle from the plug. Other wrong answers include the kettle should have an on and off button, it should have a light indicator, switches itself off, water should cover enamel and do not use wet hands.

The correct answers were.

- The water must cover the element; otherwise, it will be damaged.
- Do not overfill the kettle.
- The electric plug must be switched off before the kettle is disconnected.
- It should be placed out of reach for children.
- Cord should not be left hanging/dangling down the table
- Do not plug with wet hands
- Wires should be insulated/ not exposed

(e) (i) Candidates were required to describe the principle involved when preserving food by freezing.

This question was poorly attempted by most candidates. Most of them were describing the storage of food in a freezer or refrigerator, thus, common wrong answers included: food must be well wrapped, food portioned, do not store hot food and label food.

Correct answers included.

- Involves the reduction of temperature (-18 to -29° C).
- Low temperatures retard the growth of bacteria.
- Water or moisture (a condition for microbial growth) is changed to ice or water unavailable.

(ii) Candidates were required to state the effect on each of the following when carrots are frozen.**1. Nutritive value**

The question was poorly attempted by most candidates. Commonly wrong responses included water soluble nutrients are lost without specifying which nutrients are lost.

Correct responses were that Thiamin and vitamin C may be destroyed.

2. Texture

The question was poorly attempted by most candidates. Common wrong responses included texture become elastic/ rubbery, become hard, become frozen, shrink.

The correct answer was that Texture becomes softer after freezing, especially in vegetables.

(f) Candidates were required to describe the brine method of testing an egg for freshness.

The question was fairly attempted by most candidates, although some gave a negative answer, i.e. a stale egg will not sink, instead of a stale egg will float in brine. A fresh egg sits down in brine. Some described other ways of testing eggs for freshness, such as the candling test, the plate test and the sound test.

The correct answer: If the egg sinks, it is fresh. If it floats on the surface, it is stale because the airspace has enlarged and water has evaporated from the egg, making it lighter.

Section C

6. (i) Candidates were required to discuss scone making under the following headings:

- (i)** Justification of the basic ingredients used.
- (ii)** Method of preparing and baking
- (iii)** Changes during the baking of scones.

The question was fairly attempted by most candidates, but several of them were able to list the ingredients used in scone making but did not justify their functions. Another common wrong response was the failure to be specific on some ingredients, i.e. they gave flour or plain flour as the answer instead of soft plain flour or cake flour/self-raising flour; some just wrote fat instead of specifying or naming the fat, i.e. margarine or butter.

The correct responses were.

Justification of basic ingredients used.

- 1. Cake flour** and a raising agent or **self-raising flour**. These types of flour give the scones a fine crumb.
- 2. Sugar**-caster sugar is preferable because it does not give a speckled appearance; it is added to give a sweet taste to sweet scones. It also acts as a flavouring and a tenderising agent and helps to brown the crust.
- 3. Eggs**- give a richer flavour and make the crumb creamier than white in colour. Eggs must be well-beaten to incorporate air
- 4. Butter or margarine** gives scones a tender texture, shortens the mixture, gives a browned crust and helps to delay staling/improve keeping qualities
- 5. Raising agent** – chemical raising agents are used; they help to produce carbon dioxide, which causes the dough to rise. Use baking powder or bicarbonate of soda with an acid.
- 6. Salt for** flavour; however, only a little must be added

7. Liquid/Milk is a solvent that helps to dissolve sugar, salt and raising agents. Also, hydrate the flour. The action of chemical-raising agents occurs in the presence of a liquid. The steam produced from the liquid during baking also acts as a raising agent.

(ii) The method of making scones was also poorly attempted by the candidates. Most of them gave the wrong oven temperature, and some of them described the steps without giving a reason for each step. There was a tendency of sifting the sugar together with flour, addition of milk gradually, rolling of mixture without kneading, some described all methods of cake making, bake in middle shelf.

The correct response was.

Method

1. Sift dry ingredients to ensure thorough mixing, remove impurities and incorporate air. If whole wheat or brown flour is used, tip the bran into the flour afterwards.
2. Grease and dust the baking sheet with flour to prevent the scones from sticking to the pan
3. Cut up fat into the flour and rub in fat using fingertips until the mixture resembles fine breadcrumbs. Fat should be at room temperature. Raise the mixture as you rub in to incorporate air.
4. Addition of liquid -first add well-beaten egg then milk to hydrate the mixture and mix to a soft dough using a fork or a palate knife (into soft large lumps which can then be moulded together by hand)
5. Knead lightly to form a soft ball on a lightly floured board; this helps to develop the required degree of cohesiveness.
6. Roll the dough to 2cm thick height and insert the cutter as straight as possible for even scones, place on a greased floured baking sheet 5mm apart. Stand for 10 to 15 minutes for a good volume.
7. Glaze with milk or beaten egg and dust lightly with flour for a soft finish. Bran or other grains may be placed on top of a glaze for a texture finish and bake at the top shelf at 220°C - 250°C

(iii) Changes during cooking

Most candidates did not explain the changes, they would just write 'it changes to golden brown, dough rises, fat melts without stating the causes of those changes or rather elaborate that the fat melts and is absorbed by the flour.

- Fats melt and are absorbed by starch.
- Carbon dioxide and steam are released as the liquid evaporates.
- Gases in the dough expand, making the dough rise.
- The gluten and egg protein coagulate.
- Starch gelatinises around the expanding gas bubbles.
- The crust is formed as the surface dries out in the heat of the oven.
- Maillard browning occurs, which is the reaction between sugar and protein.

- Surface browns due to the dextrinisation of starch, the caramelisation of the sugar, the presence of fat and the reaction between protein and reducing sugars.

EGCSE FOOD AND NUTRITION**Paper 6905/02****Practicals****Introduction**

There were 2761 candidates enrolled for the Food and Nutrition practical paper. This showed a slight increase of 233 candidates as compared to the last academic year, 2023. Most centres submitted portfolios which were at a commendable standard. However, a very few were not up to standard as compared to the previous year (2023). Portfolios should have a clearly labelled cover page (subject, subject code, candidate name, candidate number, centre name, centre number, year of examination) and well-arranged contents (checklist, declaration, question paper, photo of finished dishes and individual mark sheet). However, there were a few centres with unclear pictures and incomplete and disorganised portfolios, making the assessment difficult.

There was a challenge on the choice of dishes, with some candidates choosing low-skill dishes and serving desserts without sauce. Some candidates wrote incomplete recipes for dishes on sheet 1. However, sheet 2 (order of work) remains a challenge to most candidates, as they were unable to summarise the order of work. Full recipes were written, while some were listing the way they will be doing the practical. Moreover, the order of work should be at most one and a half pages, for it to be clear and well summarized. In addition, candidates had challenges with sheet 3 (shopping list) as they were unable to write ingredients in the correct columns, with some not ordering ingredients at all.

Teachers are urged to emphasise the importance of correct quantities of ingredients required when planning a meal for a particular test, e.g. 500g and 1kg is a very big quantity. It is recommended that Candidates plan for 1-2 people unless the test demands otherwise. In addition, teachers should encourage candidates to stick to the **keywords** of each test and consider nutritional requirements for various individuals before selecting appropriate dishes for the test. Moreover, candidates are encouraged to specify in brackets an ingredient asked about in a test, for example, Lentil curry (lentils) and for an equipment, for example, Chicken stew with dumplings (casserole dish) for easy marking. This applies to all questions with specific requirements in a test. Furthermore, candidates are required to specify ingredients, e.g. Cake/bread flour instead of flour **or** cheddar/feta/ cream cheese instead of cheese **or** castor sugar/ white sugar/ brown sugar/ icing sugar, etc. instead of sugar.

Comments on specific questions

Generally, responses given by the candidates were average as compared to the previous year, with few candidates giving dishes with low skill and not giving appropriate answers to the given questions. Low-skill dishes are discouraged, e.g. preparing a custard sauce as a dessert or boiled rice, especially in (a) of a test, high-skill dishes are required. Moreover, one-pot dishes require a cooked and a raw vegetable

to substantiate the meal. Some candidates would serve spaghetti bolognese and accompany it with fried chicken, egg and broccoli salad, sometimes potato salad, which makes the meal high in proteins and carbohydrates. They are required to add cooked a vegetable like creamed spinach, boiled mixed vegetable, baked pumpkin, vegetable stir-fry, etc. Furthermore, some candidates would serve boiled rice as a carbohydrate dish in (a), whereas it's a low-skill dish, especially part (a) of a question. Some were serving two vegetables for every prepared meal, which is unnecessary unless it's a one-pot dish or it's a requirement.

Test 1

(a) Candidates were required to prepare, cook and serve a two-course meal for two women who are suffering from osteoporosis. Most candidates did not have challenges in answering this question. They understood that the question wanted dishes that include good sources of calcium and vitamin D. However, a few candidates were not able to give correct responses, as they could not understand the meaning of osteoporosis.

(b) Candidates were required to bake biscuits using the creaming method and a refreshing drink. Most students were able to prepare biscuits using the creaming method, however, some would prepare a cake using the creaming method. A few were preparing biscuits using the rubbing-in method.

Suggested dishes:

(a) for women suffering from osteoporosis:

Macaroni cheese

Cheese and onion flan

Steamed fish with parsley sauce

Fish Pie

Fish cobbler

Canned fish stew

Pilchards in macaroni

Pizza

(b) Biscuits using the creaming method:

Shrewsbury biscuits

Melting moments

Peanut biscuits

Peanut butter cookies

Short biscuits

Peanut crisps

Coconut biscuits

Peanut cookies

Test 2

(a) Candidates were required to **prepare, cook and serve two dishes, each using a different piece of equipment, casserole dish and steamer**. Most candidates did not have a challenge in choosing dishes that use the equipment. However, some chose dishes that were served in a casserole dish and not prepared with it. Dishes using a steamer were well chosen by candidates, although some chose low skill dishes like steamed chicken and steamed fish.

(b) Candidates were required to **include one of the dishes from (a) to prepare, cook and serve a two-course midday meal for two diabetic women**.

Most candidates were ignoring the nutritional needs of a diabetic adult, like:

- Cutting fat intake, especially saturated fats
- Cutting sugar intake
- Cutting starch intake
- Cutting salt intake
- Increasing fibre intake

(a) Suggested dishes:

Casserole dish	Steamer
Macaroni cheese	Steamed fish with parsley sauce
Beef/chicken stew/casserole	Puddings
Shepherd's pie	Dumplings
Fish/beef/chicken cobbler	Steamed mealie bread
Cottage pie	Jeje (Steamed mealie meal bread)
Fish pie	
Cheese pudding	
Pineapple upside-down pudding	
Malva pudding	

(b) Suggested dishes for diabetics:

Steamed fish with parsley sauce	Jacket potato	Greek salad	Fruit salad with a sauce
Chicken casserole	Savoury brown rice	Coleslaw salad	Fruit salad with a sauce
Fish pie	Baked butternut	Lettuce salad	Fruit salad with a sauce

Test 3

(a) Candidates were required to **prepare, cook and serve two dishes each using different ingredients, lentils and self-raising flour**. Most candidates answered this question correctly. However, some candidates were using other legumes like jugo beans and beans and cake flour instead of self-raising flour. A very few did not understand that lentils are legumes.

(b) Candidates were required to include one of the dishes from (a) to prepare, cook and serve a **two-course midday meal for two elderly people**.

Most students ignored the nutritional needs of the elderly, like

- Vitamin A for good eyesight
- Protein for repair and maintenance of the body
- Calcium for the strength of bones and teeth
- Vitamin D for absorption of calcium
- Rich in fibre to prevent constipation
- Less fat to prevent weight gain
- Less salt to prevent hypertension
- Less sugar to prevent dental caries
- Avoid highly spiced foods to prevent stomach upset.

Candidates were also including foods that are fried and highly spiced.

Suggested dishes for the elderly:

Chicken stew with dumplings	Baked butternut	Greek salad	Fruit salad with a sauce
Chicken casserole	Savoury brown rice	Coleslaw salad	Fruit salad with a sauce

Lentil stew	Baked butternut	Lettuce salad	Fruit salad with a sauce
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Test 4

- a) Candidates were required to **prepare, cook and serve two dishes, each using coagulation and dextrinization**. Most candidates answered this question correctly. However, some candidates selected low-skill dishes for coagulation, for example, steamed chicken and baked egg custard. Dishes on dextrinization were well chosen except for a few candidates who did not understand the meaning of dextrinization, where they prepared boiled rice, creamy samp and porridge.

Suggested dishes:

Coagulation	Dextrinisation
Cornish pasties/sausage rolls	Cakes
Grilled/Fried meat	Scones
Fish in batter	Biscuits
Fish cakes	Yeast products
Meat stews	Cobblers
Macaroni cheese/macaroni cheese cutlets	Pastry dishes
Scotch eggs	
Egg curry	

- (b) Candidates were required to **include one of the dishes from (a) to prepare, cook and serve a two-course packed meal for two manual workers**.

Most candidates remembered the nutritional needs of a manual worker but ignored that the meal should be packed. Needs of a manual worker like.

- Meals rich in proteins for maintenance of the body and repair worn out tissues.
- High in energy to provide energy during working
- Rich in iron for production of blood.
- Rich in vitamin C for absorption of iron.
- Rich in fibre to prevent constipation.
- Calcium for the development of bones.
- Vitamin D for absorption of calcium and phosphorus.
- Fat provides energy.

- Sodium to replace salt lost in the body during working
- Drink plenty of fluids to replace water lost in the body.

Suggested dishes for a packed meal of a manual worker:

(i) Scotch egg

Baked potato wedges
Lettuce salad
Pineapple upside down pudding
Orange drink

(ii) Bread rolls

Fish in batter
Greek salad
Chocolate cake
Lemon drink

(iii) Sausage rolls

Mixed salad
Honeyed butternut roast
Anzac biscuits

Test 5

- a)** Candidates were required **to prepare, cook and serve a two-course meal for two teenage girls on a weight-reducing diet.** Most candidates remembered the nutritional needs of a teenage girl. However, the requirements of a weight-reducing diet were not met, which are: reducing fat, reducing sugar, reducing starch and increasing fibre in the meal.

Suggested dishes:

Liver pilaff	Greek salad Baked butternut	Fruit salad with a sauce
Bean curry Savoury brown rice	Beetroot salad Coleslaw salad	Steamed sponge pudding with a sauce
Spaghetti Bolognese (lean mince)	Vegetable stir-fry Mixed salad	Fruit salad with a sauce

- b) Candidates were required to **bake a cake using the rubbing-in method and decorate it**. Most candidates were able to choose appropriate cakes using the rubbing-in method. However, a few selected small cakes use the rubbing-in method. Decorations for cakes were selected well.

Suggested dishes:

Plain fruit cake

Coconut cake

Cherry cake

Spicy fruit cake