

**EXAMINATIONS COUNCIL OF
ESWATINI**

JC

EXAMINATION REPORT

FOR

CONSUMER SCIENCE

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JC Consumer Science

Paper 540/01

General Comments

A total of 4138 candidates sat for the 2022 examination, showing a decrease in enrolment as compared to 2021 where 4510 candidates sat for the examination. This was a drastic drop of 372(8.2%) Candidates.

The paper was not done very well generally but most of the candidates attempted to respond to questions asked compared to last year's paper, where most candidates left questions un-attempted. The questions were within the syllabus scope and not ambiguous.

Section A

The multiple-choice section was fairly attempted by most candidates, a fair number got above average and some were getting below average.

- 1 Common ailment in pregnancy. Answer: **Oedema**
- 2 Solution is used for sterilising feeding equipment.
Answer: **Salt solution**
- 3 Causes stillborn babies.
Answer: **High blood pressure**
- 4 Why is breast milk ideal for a baby? It
Answer: **supplies most nutrients**
- 5 Which of the following childhood disease should a baby be immunised against at nine months?
Answer: **Measles**
- 6 Why is a warm room suitable for bathing a baby? It is because.....
Answer: **babies easily get a chill.**
- 7 Why are spicy foods discouraged for a breastfeeding mother? It is because they...
Answer: **upset the baby's tummy.**
- 8 What is antenatal care? It is the care given to a woman.....
Answer: **during pregnancy.**
- 9 Which of the following foods is suitable for weaning a baby?
Answer: **Soft foods**
10. Which of the following materials is suitable for babies' clothes?
Answer: **Cotton, flannelette, wool**

Family Living & Family Resources

11. Which of the following should a retired couple consider when buying a home?
Answer: **Shopping facilities, health facilities, resources.**
12. Which of the following is a name given to a family formed when either a man or woman with children remarries?
Answer: **Blended family**
13. One of the following is the most common cause of conflict in families.
Answer: **Sex issues**
14. Which of these has a role to pass on customs and traditions of the society and the community?
Answer: **Grandparent**
15. Which of the following is a type of abuse?
Answer: **Neglect**
16. What does the acronym STI stand for?
Answer: **Sexually transmitted infections.**
17. Which of the following services are provided by school health nurses?
Answer: **Nutrition, first aid kits, an inspection of the school environment**

18. Which part of the skin is responsible for controlling the temperature?
Answer: **Pores**
19. Which of the following changes occur in boys who have reached puberty?
Answer: **Broad shoulders, deep voice, hair under arms.**
20. Which of the following diseases is caused by contaminated water?
Answer: **Cholera**

Section B

The section was straightforward and had clearly stated questions, and most candidates were able to attempt this section well, very few were leaving questions without attempting to respond. There were however a few questions that required students to discuss or explain and most candidates listed correct responses without discussing or explaining thus leading to the reduction of marks.

CHILD CARE AND DEVELOPMENT

- A. Postnatal care-** Most learners were able to define postnatal correctly although some candidates defined antenatal care.

The expected response was: medical attention given to women and their newly born babies.

Immunisation-Most learners defined immunisation correctly a few had the idea but used incomplete sentences which then leads to wrong responses e.g. It is an injection given to a child. An injection can be given as a form of treatment it does not only apply with immunisation.

The expected response was: to protect a person from disease by injecting them with a vaccine.

- B.** Candidates were expected to give the function of the umbilical cord i.e. explain that it transports food and oxygen from mother to foetus most got half the mark because they only mentioned that it transports food and oxygen but not indicating that from mother to foetus

The expected response was: acts as a passage for the food and oxygen from the placenta to the embryo/ transports food and oxygen from mother to foetus

- C.** Candidates were stating ways of treating backache e.g. taking painkillers, instead of stating ways of controlling backache during pregnancy.

The expected response was: maintaining good posture, getting enough rest, wearing low heel shoes, and maintaining a reasonable weight.

- D.** Increase Dietary fibre-not well attempted, students were stating the function of dietary fibre instead of relating the dietary fibre to a pregnant woman. Most responded that dietary fibre provides bulk instead of stating that it prevents constipation which is common during pregnancy. A fair number were also just giving functions of random nutrients, especially Iron i.e. for the formation of red blood cells.

The expected response was: to prevent constipation which is common in pregnancy.

Complete protein: most students knew the function of proteins in general but they did not relate it to the pregnant woman, most indicated proteins are for the growth and repair of worn-out tissues. The expected response was proteins will help the pregnant mother to repair worn-out tissues or for the growth of the foetus. Either one of the two awarded them one mark.

The expected response was: for the growth of the foetus, to repair worn-out tissues for the mother.

E. Choosing stretchy fabrics for baby's clothes- most of the candidates stated that baby's clothes should be stretchy to accommodate the babies as they grow instead of stating that it helps the baby to move freely and be comfortable.

The expected response was: comfortable, easy to put on and off

Buying a new razor Blade-Candidates were able to attempt the questions a few were disadvantaged by the choice of words e.g. to prevent diseases instead of explaining that the old razor blade might carry infections which can be transmitted to the child. The new razor blade does not necessarily mean the child will not have the disease at all.

The expected response was: to prevent tetanus which can be caused by a rusted razor

F. Most candidates were able to state rules for artificial feeding although a few mentioned the reasons why a mother may choose artificial feeding. e.g when the mother is sick

Expected responses were:

- Wash hands thoroughly before preparing milk.
- Wash hands thoroughly before preparing milk.
- Keep all feeding utensils clean and covered.
- Sterilised bottles and teats.
- Clean the inside of teats by using salt
- Use cup and spoons to feed the infant

G. Very few candidates responded to the question most candidates were giving the reason why pregnant mothers choose the hospital as a place of confinement i.e a woman should give birth at the hospital because it is safe doctors have all the equipment instead of stating conditions that necessitate a pregnant woman to choose a hospital as a place of confinement. e.g. When a pregnant woman has had complications in previous pregnancies.

Expected responses were:

- Has had a miscarriage, abortion or any other problems with previous pregnancies.
- Is having her first baby.
- Is over 35 years old.
- Is expected to have multiple births.
- Is very young, so the pelvis may be too small for the baby born through the birth canal.
- Lives in unsuitable conditions for delivery.
- Has had problems during her pregnancy.
- Has given birth prematurely in the past.
- Has medical problems that require monitoring during confinement.
- Is 17 years old or younger.

H. Candidates discussed the preparation for bathing a baby i.e. collecting clothes, and nappies, and keeping the room at the correct temperature instead of the actual sponge bath process. A fair number of students also failed to discuss the sponge bath as expected and they ended up not getting the full marks. They would describe and leave out key elements e.g. undress the baby and leave the nappy, they would jump to the actual bathing with clothes on.

The expected response was:

- Undress the baby and apply soap to the upper body paying attention to the folds
- Rinse body with a cloth dipped in warm water, pat dry
- Unpin the nappy, but do not remove it, turn baby over, supporting the neck with one hand
- Apply soap to the baby's bottom, use a face cloth to rinse and pat dry
- Wash rinse abdomen be careful with the navel, wash legs, feet and genitals using front and back movement, rinse and pat dry.

FAMILY LIVING AND RESOURCES

A. Almost all learners were able to define a home as a place where one lives / where one can experience security, refuge and comfort/ a geographical area in which a person grew up.

The expected response was: A place where one lives.

B. Candidates were able to write the roles of a father even though some wrote the responsibilities of a father. Some were disadvantaged by breaking one point leading to one mark instead of two e.g main point being “to provide basic needs” Some would then write “to provide clothes” as the first point and “provide food” as the second point and the student was awarded one mark.

The expected response was:

- To provide for the family
- To protect the family
- To lead the family.

C. The Question had 4 marks students were expected to give two differences, the few that responded to the question only gave one difference between civil rites and customary contracts. A majority completely failed to respond to the questions by giving responses based on their experiences outside what is on the syllabus.

The expected response was:

Civil rite:

- Must be monogamous to be valid.
- Emphasis is on the individual.
- Can decide whether the marriage is in community of property or not.

Customary:

- Is by custom/ culture traditionally observed in African countries.
- The husband can have more than one wife (polygamy) if all the marriages are customary.
- Customary law favours the family or group.
- Often in community of property.
- There is always a danger of a beneficiary being left out in case of inheritance.

D. Students were expected to give three points on the importance of budgeting, but most were giving one point and explaining it in detail instead of stating three points.

The expected response was:

- It helps you track your spending.
- Helps save more money and relieve financial stress.
- Helps you reach your goals faster.
- Helps you make better financial decisions and get out of debt.
- By budgeting you'll always be prepared for emergencies
- Helps you cut unnecessary expenses.

HEALTH AND HYGIENE

- A.** Most students were able to respond to define a scald, although some gave a variety of responses which suggested that it is an injury but not specific to what causes it.

The expected response was: is an injury by moist heat

- B.** Students were not able to respond to this question, very few listed the use of an antiseptic the rest of the expected responses were not given. Students were listing the items needed on a first aid kit.

The expected response was:

Remove the tick by burning it slightly

- Dab the area with concentrated salt solution or cover it with Vaseline or with an antiseptic solution
- Don't pull off the tick, clean the area with an antiseptic solution

- C.** Most students were able to explain precautions taken to prevent drowning a few candidates were not able to, but responses were still about the question e.g. some would say Do not swim to prevent drowning the expected response was, do not attempt to swim If you do not know how to.

The expected response was:

- learning to swim at an early age.
- fencing off water areas.
- not crossing flooded rivers.
- not leaving babies by themselves in a bath and not leaving crawling babies near buckets. or containers with water

- D.** Question instructed students to describe the signs and symptoms of malaria and students did not describe they only gave one-word answers e.g. a patient might have a re-occurring headache instead students just wrote "headache".

The expected response was:

- Chills accompanied by a headache that may last for 15 minutes to 1 hour.
- Patient may be delirious.
- Patient feels weak and sweaty.
- In two to three days the attacks of chillies, fever, sweating and weakness repeat themselves.

Paper 540/02

General Comments

The overall performance was average. Most candidates were able to score more marks in section A than in section B.

Section A

The overall performance was average in this section. Candidates did not give themselves time to read the questions with understanding hence they were writing incomplete answers.

Question 1

This question was not popular amongst learners and the performance was poor. The food pyramid was challenging to most learners who attempted this question.

(a) Definition of nutritional terms: Menu and batter. Most learners mistake a menu for a menu card, some would not write the full response to define a menu.

(i) Menu

Popular responses were:

- It is a list of dishes
- It is a card with a list of dishes to choose from.

Expected answer:

- It is a list of dishes or foods that are served at a meal.

(ii) Batter, most learners mistake batter for butter

Popular responses were:

- It is used to coat fish
- A mixture of fat, flour and liquid
- Used to paste bread

Expected answer:

- Is a combination of plain flour, eggs and liquid that is beaten well to make it smooth.

(b) Food pyramid

Candidates were supposed to complete the food pyramid, by stating the food groups and servings. Since there was no line to separate the protein group, some candidates would omit one between dairy protein and meat protein, and very few candidates were able to give the servings.

Expected answers:

- (i)** Fats and sugars – use in small amounts
- (ii)** Meat protein- 2 to 3 servings
- (iii)** Dairy protein- 2 to 3 servings
- (iv)** Fruits and vegetables – 2 servings
- (v)** Cereals and alternatives 5 to 7 servings

(c) This question expected candidates to explain reasons for considering the following factors when planning meals;

(i) Cooking facilities available- candidates performed below average, they failed to understand the question. It was on facilities but learners responded based on ingredients.

Expected answer:

Sometimes a recipe may specify an appliance you do not have, thus select another recipe if you cannot use what you have to get the same results.

- (ii) **Seasons of the year:** most candidates responded as if they are advising on planting vegetables in that season.

Expected answer:

Plan to use foods that are in season because they are cheaper and at their best. Use home-grown produce.

- (iii) **Climate/weather-** most candidates would give responses like, when it's raining one should then decide what to do, some would say, if it is hot the food will be spoiled.

Expected answer:

Provide hot food in cold weather and cold food in hot weather.

(d) Candidates were to state the reasons for the following food techniques

- (i) **Fold in flour with a metal spoon:** most learners gave responses like referring to pastry, some would say that it should not stick on the spoon, to incorporate air.

Expected answers:

- To keep in as much air as possible
- To prevent breaking out of air already incorporated.

- (ii) **Proving the dough:** most responses were so that the dough would rise during baking.

Expected answers:

- It allows the gluten to recover from the strain of kneading and shaping
- To allow the dough to double in size.
- For fermentation to continue

(e) This question expected learners to state the method of preservation of the following food items:

- (i) **Green beans** – most candidates stated the use of green beans in cooking, method of cooking green beans e.g boiling, added to stews.

Expected answer:

Pickling in a brine solution, freezing, bottling, and canning.

- (ii) **Beef-** most candidates stated boil beef, add salt, make biltong, and put it in a refrigerator.

Expected answer:

- Drying
- Freezing
- Curing
- Smoking

(f) In this question candidates were to outline the causes of the following faults in jam-making:

- (i) **Jam growing moulds on top:** most learners failed to give appropriate responses to this question.

Expected answers:

- Jam not boiled enough after adding sugar.
- Not enough evaporation of water during first cooking.
- Not enough sugar added.
- Incorrect storage
- Incorrect filling of the jar and sealing thus allowing air in.
- Jam was covered while still warm

(ii) **Jam crystalizes:** most candidates did not do well in this question.

Expected answers:

- Jam overcooked
- Too much sugar added
- Insufficient acid

(g) **Candidates were expected to state 3 points to consider when selecting kitchen equipment, this question was best done by most learners.**

Expected answers:

- Affordability
- Space available
- Fuel available
- Buy equipment that is needed
- It should blend with other equipment that is already available
- Durability
- Care and cleaning of the equipment
- Easy to use

(h) **Most candidates failed to state the procedure to be followed when cleaning window panes: their responses were: to wash with soapy water not mentioning the water temperature and they would dust after washing and applying polish.**

Expected answers:

- Dust the window pane
- Wash each row using the home-made solution or commercial window cleaner
- Clean the corners thoroughly
- Dry the cleaned window pane with a soft dry absorbent cloth
- Polish the window pane with another dry cloth or newspaper.

Question 2

This question was popular with most candidates, the performance was average on this question.

(a) Candidates were expected to define the following terms:

Diet: it was well answered by most candidates.

Expected answer:

The total amount of food and drinks consumed by an individual each day.

Balanced diet: A few candidates could state the correct answer, mostly omitting the correct proportions.

Expected answer:

A meal that provides all nutrients in their correct proportions as needed by the body.

(b) Candidates were required to state the three micronutrients. The question was well done, although some learners stated microorganisms.

Expected answers:

- Fats
- Carbohydrates
- Proteins

(c) Candidates were to give reasons why a pregnant woman needs a good supply of iron. The learners poorly answered this question, iron was confused with calcium.

Expected answer:

- For the development of red blood cells
- For the storage in the baby's liver until it is weaned
- Help to prevent anaemia in the mother
- Transport oxygen

(d) Candidates were supposed to state food items used to produce products. This question was fairly done by learners. Part (i) was known better than part(ii). In part (ii) learners were mentioning cereals instead of the food item.

Expected responses:

- Double cream yoghurt, Mozzarella cheese, chocolate – **Milk**
- Weetbix, cake flour, macaroni- **Wheat**

(e) This question required learners to give one reason for each of the following procedures when cooking green leafy vegetables.

(i) **Wash in salty water** – This question was challenging for learners. The responses they were given were:

- To kill germs
- To preserve colour

Expected answers

- To kill snails and insects within leaves
- To kill worms

(iii) **Boil in little water**- learners performed fairly well on this question.

Expected answer

- To prevent loss of nutrients and not overcook the vegetables.

(f) Most learners attempted this question well. The learners were to outline three manners to follow when dining. A few learners did not understand this question, they were given on table layout.

Expected answers:

- Be clean and tidy at the dinner table
- Chairs should be lifted not dragged when sitting down
- Do not play with cutlery or tap with your fingers on the table
- Eat and drink silently
- Never speak, laugh or drink while your mouth is full
- Rest your hands on your lap when they are not in use
- Never stretch across another's plate to help yourself to anything.

(g) Candidates were asked to explain reasons on points to consider when choosing canned fish. Most candidates responded on the choice of fresh fish. They gave responses like:

- It should be fresh with a sea smell
- It must have bright red gills etc.

Expected answers:

- Tins should not have expired- to show that the fish is not stale
- Tins should not be swollen (not blown)- as this is an indication that the content has decomposed, therefore not safe to eat.
- Tins should not be dented- as this shows that tin has been eroded and can lead to food poisoning.

(h) Candidates were expected to state reasons why a paraffin stove is unpopular. Learners were not clear on what to write, most of them gave general answers like because nowadays there is electricity, paraffin is expensive.

Expected answers:

- It needs careful attention when in use
- The oil can catch fire especially if the stove is knocked over
- If not cleaned regularly the burners turn to smoke and give off a bad smell
- The temperature cannot be controlled.

(i) Candidates were expected to state two ways of controlling ants in the kitchen, it was well done by most learners.

Expected answers:

- Use poison containing arsenic e.g. blue death
- Keep food well covered.
- Do not leave food or scraps of food lying around.
- Seal any places or cracks where ants could enter the home and destroy their nest with boiling water if possible.

(j) Candidates were expected to explain how to clean a stained enamel bowl, it was fairly done by learners.

Expected answers:

- Soak the item in hot water and soap powder for about 20 minutes.
- Scour with an abrasive household cleaner to remove the stain.
- Rinse well in hot water, dry and polish.

Question 3

This question was the most chosen in this section and the performance was average.

(a) Candidates were required to define the following terms: Food poisoning and dietary needs, they were only able to define food poisoning.

Expected answers:

(i) **Food poisoning:** it is an illness that affects the digestive tract and is caused by eating food contaminated with micro-organisms.

(ii) **Dietary needs:** These refer to the intake of sufficient quantities of food from each food group, according to someone's age and lifestyle.

(b) Candidates were asked to state the causes of marasmus and dental caries. Most learners were able to give correct answers.

Expected answers:

(i) **Marasmus:** caused by low food intake leading to a lack of protein and carbohydrates in the body mainly in children.

(ii) **Dental caries:** When one eats sugar, acids are produced in your mouth and they attack and erode the enamel surface of the teeth causing decay if allowed to stay in your mouth for long periods.

(c) Candidates were to give functions of water in the body. Most candidates were able to answer the question only a few were giving uses of water in the home.

Expected answers:

- Lubricate joints.
- Regulate body temperature.
- Transport nutrients in the body.

- Aids in the digestion and absorption of nutrients.
- Remove waste products from the body.

(d) Candidates were expected to state one function of the following nutrients found in meat. They were only able to give the function of calcium and for vitamin B1 they were saying it prevents Beri-Beri.

Expected answers:

Calcium- Strong bones and teeth, working of muscles, normal clotting of blood.

Vitamin B1- growth, general good health and releasing energy in glucose.

(e) Candidates were expected to state three points to consider when planning a packed meal. This question was poorly performed learners were stating general points to consider when planning meals in general.

Expected answers:

- The meal should be nutritious and balanced.
- If having packed meals every day provides a variety.
- Pack foods carefully by wrapping different foods separately like the use plastic bags or boxes with a lid.

(f) Candidates were supposed to give reasons why cold water and fats are used when making short-crust pastry. This question was poorly performed especially in the cold water. Some were saying fats are used to grease the pan. But most of them were giving the correct answer on the use of fats.

Expected answers:

Cold water- mixes with flour to form gluten and produces steam when the pastry is cooked. The steam will act as a raising agent.

Fats- These make the pastry soft and give the pastry good colour and flavour.

(g) Candidates were to describe two methods of making water safe to drink. Most learners were able to attempt this one.

Expected answers:

- Adding a small amount of chlorine to kill bacteria.
- Boiling the water and leaving it to cool down overnight in a covered container, the high temperature will destroy micro-organisms.
- Install a filter into a household tap to trap the impurities.

(h) Candidates were expected to define refuse and classify refuse into two classes and give examples of each. Most candidates misunderstood the question; they defined refuse as denying doing something.

Expected answers:

(i) **Refuse-** what is rejected as worthless, waste material, garbage.

(ii) **Classification of refuse**

Class 1: Dry refuse – example: leftover food, dead flowers, papers

Class 2: Liquid or wet refuse – example: water from the sink

(i) Candidates were to describe the process of cleaning a blocked sink. Learners were not able to understand the question they were writing steps on how to clean a dirty sink instead of a blocked sink.

Expected answers:

- Pour down a very strong solution of washing soda and boiling water to remove grease.
- Block the overflow outlet and force a rubber plunger up and down over the drain outlet hole to remove the obstruction.
- Loosen the nut at the base of the U-bend trap after placing a bucket underneath it. If necessary, a piece of wire can be used to dislodge the obstruction.

Section B

The performance of the candidates proved that they had some challenges answering the questions. Candidates did not perform well in this section. The questions were tricky for most candidates.

Question 4

This question was poorly done, even though most of the learners chose it.

(a) Define the following terms used in clothing and textiles:

(i) Facing

Expected answer: a piece of fabric used to neaten the raw edge of a garment in positions such as the armhole, neckline and openings.

(ii) Feed the dog.

Expected answer: is a part of a sewing machine that moves the fabric forward while sewing.

(iii) Fibre.

Expected answers: are a single hair-like thread and the smallest unit used in the manufacture of fabric.

(b) Most candidates gave incorrect responses. They could not identify the types of fasteners shown in the diagrams.

(i) **Expected answer:** press studs

Most learners identified the press studs as buttons.

(ii) **Expected answer:** hook and eye

Most learners identified the hook and eye as an incomplete hook.

(iii) **Expected answer:** buttons

Most learners identified it as buttonholes, some wrote the answer in Siswati of which there was no mark awarded.

(c) This question was fairly attempted. Candidates were able to state points to consider when choosing openings.

Expected answers:

- The type of garment
- The fabric to be used
- The position of fasteners to be used.

(d) (i) Most candidates were unable to identify the seams shown in the diagrams.

Expected answer: French seam

Some candidates would identify it as a plain seam while others identified it as a closed or run-and-fell seam.

Expected answer: Plain open seam

Most of the learners identified it as an opening seam or side seam.

(ii) This question was fairly done as most learners were able to state the qualities of a good seam.

Expected answers:

- It is strong and durable.
- It lies flat because it is not bulky.
- The seam allowance is even.
- The thread used is the same colour as that of the fabric.
- Well neatened.
- Well pressed.

(e) This was a better-performed question, most candidates were able to obtain the most marks in this question. Candidates were able to state the points to consider when choosing sewing tools.

Expected answers:

- Strong and durable tools.
- Easy to care for, that does not rust easily.
- The use of the tools.
- The price of the tools, compare the quality to its price.
- Storage space.
- Individual skills in the use of the tools.
- Fuel available.

(f) Fairly done question, most candidates were able to give advantages of using detergents instead of soap.

Expected answer:

- Detergents lather well even in hard water.
- Some detergents can be used in cold water washing.
- Some are enriched with enzymes for extra brightness and stain removal.
- They are best suitable for heavily soiled garments.

(g) Candidates misunderstood this question for ways of making water safe for drinking.

Expected answers:

- Boiling the water.
- Add washing soda.
- Add ammonia to the water.
- Add borax to the water.
- Add caustic soda to the water.
- Add ash.
- Leave the water to stand for some time.

(h) Fairly done question. Most candidates were able to give correct answers. A suitable method of washing a woollen jersey:

Expected answers:

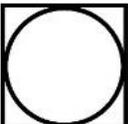
- Knead and squeeze method.

Reason:

- To avoid stretching the garment and losing shape.

(i) Most candidates were able to draw care label symbols found on a cotton shirt.

Expected answers:

Hand wash	Hot iron	Tumble dry
		

Question 5

This question seemed to be challenging to challenging to the learners.

(a) Most candidates were unable to give parts of a collar.

Expected answers:

- Roll line
- Fall
- Stand

(b) Most candidates were unable to state the functions of interfacing on a shirt collar.

Expected answers:

- To reinforce and prevent stretching in certain parts of a collar.
- To support and stabilize certain parts of a collar.
- To add stiffness and crispness to collars.
- To give edges and corners strength and a neat appearance.

(c) Most candidates misunderstood the question thinking that they were requested to list measuring tools or rules to be followed when taking body measurements. Hence, they gave responses such as "tape measure, ruler".

Expected answers:

- Bust
- Length of shirt
- Shoulder length
- Sleeve length
- Chest
- Waist
- Back width
- Wrist

(d) This question was tricky for the learners. Almost all of them were unable to give correct answers. They could not identify the hand stitch shown in the diagram.

Expected answers:

- (i) Name of the stitch: Feather stitch
- (ii) Classification of the stitch: Decorative stitch

(e) This question was fairly done. Most candidates were able to state the reason why a hand stitch is reinforced at the beginning and at the end of working.

Expected answer:

- To strengthen both ends of the hand stitch so that it does not undo itself.

(f) This question was poorly done by most candidates. It seemed they did not know the difference between cast on and cast off when knitting.

Expected answers:

- Cast-on is the creation of new knitting stitches by looping using either the thumb and knitting needle or two knitting needles while creating two knitting needles.
- Cast-off is done at the end of knitting an item for neatening, shaping or finishing off the edges by disposing of several stitches by knitting two stitches together and then dropping the stitch from both needles.

(g) This question was fairly done by most candidates. They could give correct responses on the uses of the laundry agents given.

Expected responses:

- Starch- it stiffens and improves the appearance of linen and garments.
- Bleach – It is used to brighten white and linen clothes and remove certain stains. It kills germs.

(h) Fairly done by most candidates. They were able to fill in the steps that were missing in the laundry processes shown on the table.

Expected answers:

- (a) Soaking
- (b) Washing
- (c) Drying
- (d) Airing

(i) This question was fairly attempted by most candidates although some did not seem to know the methods of washing clothes. Some were writing “knead” only as a method of washing which was not awarded a mark.

Expected responses:

Method: friction method

Examples: cotton, linen fabrics or garments.

Method: knead and squeeze method

Examples: woollen garments, delicate fabrics

Method: sponging and pressing

Examples: beret, neckties and blazer.

(j) This question proved to be more challenging for most candidates. They were unable to describe the cleaning of black shoes.

Expected answers:

- Brush off all dirt with a fairly hard brush.
- Apply polish sparingly with a soft brush.
- Rub well into the whole including the tongue, waist, heel and edge of the sole.
- Polish with a softer brush.
- Finish with a velvet pad.

Question 6

This question was poorly done, few students attempted it

(a) Classification of fibres

Most candidates were giving examples of fibres as classifications and as examples, they were stating garments made by the fibres.

Correct responses:

- Vegetable/plant fibres – e.g. cotton and linen/flax
- Animal fibre – e.g. silk and wool

(b) Properties of wool

Most students failed to give correct answers instead they stated properties of cotton and some identified garments or items made of wool such as jerseys, scarfs, etc.

Correct responses:

- It does not require iron.
- It is a poor conductor of heat as air is trapped between the scales.
- Wool is easily dyed and fairly colourfast.
- Wool cannot be bleached.

- Its softness makes wool comfortable to wear.
- Wool requires careful washing as it stretches.
- It is a weak fibre and its strength decreases when wet.
- Easily damaged by chemicals.
- Wool becomes yellow when exposed to sunlight.

(c) Differences between woven and non-woven interfacing.

Most candidates didn't get this question right; most displayed no clue at all even though others were uses of interfacing in either case.

Correct responses:

- **Woven interfacing** – has warp and weft threads with a straight grain. It is closely woven, e.g. calico, cotton and lawn
- **Non-woven interfacing** – comes from human-made fibres without a single grain, e.g. Vilene

(d) Guidelines for care of sewing tools.

Few students got the question right even though most were stating the uses of the tools, and a few gave general care of tools such as putting tools in the sewing toolbox.

Correct responses:

- (i) **Tailor's chalk:** Handle with care do not drop
- (ii) **Seam ripper:** Keep protective shield cover on when not in use
- (iii) **Pins:** Store in a dry box/box lined with special paper / protect from rust.

(e) Identification of Faces

Most candidates displayed difficulty on this question as most were identifying the patterns as front and shoulder

Correct answers:

- (i) Shaped facing
- (ii) Extended facing

(f) Points when choosing fasteners

Most candidates couldn't get this question right; they were stating general rules of purchasing items such as price and durability of the fastener.

Correct responses:

- The type of garment to have the fastener, e.g. children's clothes use buttons.
- The type of fabric, e.g. a delicate fabric would not use Velcro.
- Fasteners are attached to double fabric for strength and durability.
- Fasteners must be evenly distributed on the garment so that they do not gap.
- Consider the gender.
- Easy to fasten.

(g) Procedure of reinforcing a single pointed dart.

Most candidates were stating the reinforcement of a seam; others were stating the importance of reinforcing, and a few were describing the dart.

Correct responses:

- After machine stitching, leave a long thread that you thread through a hand needle and loop through to about 3-5 machine stitches.
- After machine stitching, leave a longer thread then tie the thread ends together, and cut off the hanging threads.

(h) The uses of laundry equipment

Few candidates had a clue about a wringer otherwise a majority left it blank. For sleeve board few were saying it was for ironing even though not specific; then a majority said it was for washing hard/thick materials/garments. Others mistake it for a pattern.

Correct responses:

- (i) Wringer-** this is a machine used to squeeze out water between rollers, so it is part of the drying equipment.
- (ii) Sleeve board-** used to iron part of a garment, the sleeves, or small pieces of cut-out fabrics.

(i) Removing a mildew stain on a cotton skirt.

Most candidates displayed no understanding/knowledge of mildew; hence they were not given any procedure they know. Most were discussing the removal of candle wax.

Correct responses:

- Wash in cold water.
- Apply a paste of soap and starch.
- Place in the sun and wash well.

Paper 540/03**General Comments**

4138 candidates wrote this paper. There was a general decrease in the number of candidates who registered for Consumer Science Paper 3 this year (2022). A total of three seven two (372) candidates shows a decrease as compared to those of 2021 which had a total number of 4510. This reflected a decrease of 8.24% from the previous year.

The overall performance was good. Most candidates attained very good scores for both the Food preparation practical and Clothing & Textiles coursework, however, some candidates did not have marks for clothing and Textiles. Candidates tend to handle Food Preparation better than Clothing and Textiles, indicating a need for centres to encourage a positive attitude among the learners towards Clothing and Textiles. Moreover, the individual garments score sheets indicated that some processes of the garments were not completed or showed very low workmanship, hence resulting in lower marks.

Most centres presented good quality work, and other observations are outlined below:

- (a)** Candidates' names were 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 transferring into mark sheets.
- (b)** Original planning sheets were well completed with some candidates writing the recipes directly from the books and some centres still make multiple copies of sheet 2 and give the candidates the liberty to write the whole recipe instead of summarizing.
- (c)** Individual mark sheets were well marked and completed with comments written in each section and scores awarded accordingly. However, some teachers would mark and comment on top of candidates' written work, hindering the moderation process.
- (d)** A few centres did not submit marks for the garment to fit, instead forwarded comments such as that no garments were submitted, candidates lost their items or did not buy fabric. If such occurs the final mark should be the average of the available mark. 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 the centre should be sent to the Registrar at ECESWA in the event candidates have no work done and state reasons.
 - In most centres candidates were able to sew a garment to fit with all the processes required: Collars/facing, darts/ gathers, Seams, Fasteners, hems, and hand stitches which include permanent and embroidery stitches.
 - Most of the candidates had garments with processes sewn up to good standards for example facing had been well trimmed, and notched and under-stitched Collars had been sewn flat with no bulk. Darts were well sewn and pressed towards the centre front, however, some candidates pressed them towards the side seams but marks were awarded for that.
 - For hand stitching, most candidates had permanent stitches which were mostly the hemming and slip hemming plus embroidery stitches. The embroidery stitches were supposed to be at least three.
 - Teachers are urged to work in pairs when marking and one handwriting used when entering the marks. Marking should be done in red.
 - Teachers are also reminded not to use the moderator's column when entering the marks.
 - A few teachers failed to submit the garments using the banding style, they packed all garments without banding, which made moderation impossible. Teachers are urged to categorize the banding according to the performance of the candidates e.g. if the highest mark was 75, the banding would be: low 0-25, middle 26-50 and highest 51-75. Then the

number of the banded garments which are the samples is determined by the number of candidates in the centre.

- Some teachers failed to pack and label their envelopes properly, teachers are urged to staple together, individual sheets for Clothing & Textiles and individual sheet for Food Preparation and arrange them alphabetically using the ECESWA entry registration form. Teachers are urged to use a box when packing whereby packing banded garments, individual sheets for clothing & Textiles and Food Preparation, then go to the office before closing the box and include the planning sheets then close the box together with the head of the centre.

Comments on the performance of the candidates in each practical test

Test 1 requirements

The candidates were expected to do the following:

- (a) Prepare a one-pot meal with suitable accompaniments for a lactating mother. Include a refreshing drink.
- (b) Prepare steamed pudding and serve and serve it with a suitable sauce.
- (c) Clean a plastic bowl.

The following observations were made for test 1 requirements:

- (a) Most candidates were able to choose the correct dishes for a one-pot meal, and the **correct dishes included:** *macaroni cheese, umngcushu, cheese and onion flan, shepherd's pie, beef lasagne and quiche Lorraine*, some were given two dishes that are cooked separately and mixed at the end as a one pot meal, for example, spaghetti Bolognese and egg curry which was not correct. For the **refreshing drink correct dishes included:** *orange juice, fruit punch, lemonade, and citrus punch and candidates did not have a challenge in answering this question.*
- (b) Most candidates were able to choose the correct steamed pudding but others were not able to choose a suitable sauce instead they were making savoury sauces on sweet dishes, for example, white sauce. **Correct answers included** *steamed pudding with custard sauce and banana pudding with chocolate sauce.* A few candidates were including pineapple upside-down pudding which was not appropriate.
- (c) Most candidates were able to clean a plastic bowl but failed to indicate the use of warm water in the final rinsing. The rinsing and drying part was also left out. **The correct answer was** *to use warm soapy water when washing, use warm water in the final rinsing and use a dishcloth for drying.*

Test 2 requirements

The candidates were expected to do the following:

- (a) Using legumes prepare lunch and serve it with suitable accompaniments to make a balanced meal for two teenage boys.
- (b) Prepare a dessert using locally available fruits.
- (c) Wash a white school shirt with an ink stain.

The following observations were made for test 2 requirements:

- (a) Most candidates were able to meet the requirements of the test and were able to plan suitable accompaniments. **Common main dishes were** *bean stew, lentil stew, jugo bean stew, and umngcushu.* However, a few of the candidates were including highly spiced food which was not appropriate for a lactating mother for example the curries like bean curry and lentil curry.
- (b) Most candidates were able to prepare a dessert using locally available fruits. **Correct dishes included** *fruit salad, banana custard and pineapple upside-down pudding, apple pie, fruit fool, and fruit cake with sauce.*

- (c) To wash a white school shirt with an ink stain, most candidates were able to wash the white school shirt but missed the part on the use of using lemon juice or milk for removing the stain. **The expected responses were to use lemon juice, milk, and handy.**

Test 3 requirements

The candidates were expected to do the following:

- (a) Prepare two different types of salads.
- (b) Serve one of the salads in (A) with suitable accompaniments to form a balanced meal.
- (c) Clean a kitchen sink drain.

The following observations were made for test 3 requirements:

- (a) Most candidates were able to answer the question on two different salads. **Expected answers were lettuce salad, beetroot salad, boiled butternut, pasta salad and tuna salad.**
- (b) Most candidates were not able to give appropriate accompaniments for the salad. It was expected that if a one-pot meal was given then candidates were expected to balance it with two different salads a cooked and a raw salad but some candidates provided one salad which was only the one chosen in (A) and that was not appropriate.
- (c) Candidates were able to meet the requirement of this part of the test, however from the pictures, some were washing the sink instead of the drain and they did not use the proper substance for cleaning the drain for example bleach, caustic soda, they also failed to use hot water.

Test 4 requirements

The candidates were expected to do the following:

- (a) Using tinned fish, prepare, cook and serve a balanced meal for a convalescent relative.
- (b) Prepare a cake using the melting method.
- (c) Clean an aluminium saucepan.

The following observations were made for test 4 requirements:

- (a) Most candidates attempted this question very well as they were able to indicate the appropriate dishes for a dish using tinned fish and **correct dishes included fish stew, fish pie, fish casserole, and fish cake.** Some candidates prepared fried fish which was not correct because the fish was tinned.
- (b) Most of the candidates were able to prepare a cake using the melting method and the **correct responses included: gingerbread cake, old vicarage cake and parkin cake.**
- (c) Most candidates responded well to the question on washing an aluminium saucepan. **The correct response was washing in hot soapy water using a scour or steel wool and soap. Rinse in hot water at the end.**

Test 5 requirements

The candidates were expected to do the following:

- (a) Using coating batter, prepare cook and serve a **two-course** supper meal for an elderly woman.
- (b) Prepare and bake savoury scones.
- (c) Clean a stained coffee mug.

The following observations were made for test 5 requirements:

- (a) Most candidates met the requirement of the test and the **correct dishes included: fish in batter, and fried chicken.** However, some candidates prepared toad-in-the-hole and savoury pancakes which were not correct because they use pouring batter. Most candidates missed the second part

of the question, which means that they did not give the second course. Candidates are to be encouraged to read the question to the end to avoid missing part of it.

- (b) Candidates did very well on this question on the preparation of savoury scones and **correct responses included:** *cheese scone, bacon, and mince scone*. However, some were including sugar in their scones which made them not to be savoury anymore.
- (c) Candidates were able to meet the requirement of this part of the test, on the cleaning of a stained coffee mug by using bleach and soft abrasive.

CONCLUSION

In conclusion, the following points were generally noted and teachers are urged to take note of them and work towards correcting them in future:

- This is of great concern that candidates still state ingredients instead of a dish e.g. chicken instead of boiled/fried/roasted/chicken casserole.
- Numbering dishes is still a challenge in some centres as well as quantifying the ingredients in laundry and home management.
- Some candidates would not specify the type of certain ingredients such as sugar and flour.
- Some centres still fail to pack their envelopes properly as others do not arrange them alphabetically according to the ECESWA register.
- Some centres still show unprofessionalism when presenting their work whereby different handwritings are used when filling up the summary sheets. Moreover, if candidates were taught by two teachers, the lists should be combined according to the ECESWA register when written in the summary sheets.
- It is also of great concern that some summary sheets are submitted to ECESWA without the signature of the head of the centre and the school stamp. The stamping should be done in such a way that no marks are hidden under it.
- Teachers are reminded to give out test numbers to candidates based on the examination council register. It was noted that in some centres, candidates make their own choices when picking a test number.
- Finally, teachers are reminded to submit the ECESWA register together with the scripts and sitting plan.