

EXAMINATIONS COUNCIL OF ESWATINI

EGCSE

EXAMINATION REPORT

FOR

FOOD AND NUTRITION (6905)

YEAR

2020

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EGCSE FOOD AND NUTRITION

Paper 6905/01

Theory

General Comments

There were 2268 candidates who sat for the Food and Nutrition Paper 1 examination this year. There is a slight increase as compared to the previous year where 2368 candidates wrote this paper. This was more glaring with Centres who normally have high enrolments, however, some Centres had more candidates than the previous year, but that had no particular effects on the overall performance of the candidates.

Performance

When compared, the 2019 and 2020 papers were of the same standard. However, the overall performance in the current examination was not satisfactory. It could be attributed to the extraordinary year and the possible after effects of the global pandemic. They had fair marks in Sections A and B, but performed poorly in Section C. They could not expand on the points stated in order to demonstrate knowledge of the subject matter. The majority of the candidates were knowledgeable about the subject matter, but failed to express themselves clearly. There was a common tendency to misapprehend the rubric. The few candidates who were high achievers demonstrated a sound understanding of what was expected of them, especially in Section C.

Section A**Question 1**

- (a) Most candidates attempted this question correctly, except for a few who defined malnutrition as lack of one or more nutrients. Some defined it as insufficient intake of nutrients or food and both definitions were incorrect. The correct response was "Malnutrition - is when the body receives the wrong amount of nutrients/wrong feeding."
- (b) A majority of the candidates defined Basal metabolism and Body Mass Index instead of 'Metabolism' which refers to the chemical reaction that occurs in the body for it to carry out all necessary functions.
- (i) The sources of plant and animal fats were known by a majority of the candidates, except for some who gave examples of fats instead of the sources and lost marks. Some gave examples of fatty acids and a few gave incorrect sources such as cows and pigs.

Correct responses were:

- **Plant** - sunflower, nuts, soya, olives, palm, avocado
- **Animal** - lard, butter, oily fish, cream, cheese, milk

- (ii) Most candidates attempted this question correctly, they had to differentiate between visible and invisible fats. There were few who failed to give examples as per requirement of the question.

Correct responses were:

- **Visible** fat is easy to detect in food e.g. fat on meat, butter, lard, margarine, suet cooking oils.
- **Invisible** is a constituent part of food, and difficult to detect or see e.g. lean meat, egg yolk, flesh of oily fish, nuts, seeds, pastry, cakes, biscuits.

- (c) The majority of the candidates demonstrated basic knowledge of the effects of moist heat on proteins. But a few gave vague responses such as “denaturing occurs after coagulation” without further clarification. Some made over - emphasis on a specific food e.g. meat instead of giving effects of heat on the nutrient, proteins and lost marks.

Correct responses were:

- Their chemical structure is denatured (changed), and this cannot be reversed as it is a permanent alternation.
- As heating continues, proteins coagulates (set), and become less soluble.
- If overheated, they become less digestible.

- (d) This question was poorly attempted by most candidates. Those who tried to be precise, failed to be descriptive, but instead listed their responses using one word the conditions necessary for the enzymes to work correctly. Their answers had a lot to desire, as it was difficult to determine if they knew the answers due to listing the responses, e.g. temperature instead of correct temperature, or food instead of “food to act on”. A lot of them who had challenges with the rubric misunderstood the question to be asking for conditions necessary for the growth of bacteria, warmth, food, etc. and lost marks. Others stated the characteristics of enzymes.

Correct responses were:

- Suitable temperature
- Suitable pH
- Suitable food

- (e) Most candidates demonstrated lack of understanding of the food pyramid. They were asked to name foods in the pyramid which should be limited in the diet of an obese person. They, instead, identified fats and carbohydrates which are nutrients not food groups and lost marks.

Correct responses were:

- Bread, Cereals & Alternatives - contribute to weight gain resulting in obesity
- Fatty & sugary Foods - contribute to obesity leading to CHDs.

Question 2

- (a) (i) This question on good sources of riboflavin (Vitamin B2) was fairly attempted by most candidates, but some gave general responses, e.g. fish instead of mentioning the type - oily fish. Others gave two examples from the same source of food, e.g. two types of green vegetables, instead of giving a variety of answers from different food sources.

Correct response included:

Cereals - Cereal products - yeast & yeast extracts - wheat- pork- ham - bacon liver - kidney - heart - eggs - oily fish - fish roe - milk.

- (ii) The functions of riboflavin were known by most of the candidates, although some gave answers like 'provide energy' instead of release energy from food.

Correct answers were:

- Essential for normal growth
- Release energy from food
- Normal structure of mucus membrane

- (b) Symptoms of pellagra were well attempted by a majority of the candidates. However, few of them had few spelling challenges of dermatitis, dementia and diarrhoea. Other wrong responses that were common included; tiredness, stunted growth, thin legs, swelling of gums and so on.

Correct responses were:

- **Dermatitis** - dry patches on skin that is exposed to the sun
- **Dementia** - loss of memory, confusion, depression
- **Diarrhoea** - abdominal discomfort, loss of appetite, loose and frequent stools

- (c) This question was poorly attempted as the development of osteoporosis was confused for development of rickets by a number of candidates. Varied incorrect answers included bending of bones due to lack of calcium in the diet.

Correct answers were:

- Calcium is lost and not replaced - the bones become weak - brittle - and break easily.

Question 3

- (a) (i)** The majority of the candidates did not demonstrate knowledge of the common function of sodium chloride in the body. They gave a varied number of wrong responses such as 'prevention of goitre, production of salt, keep teeth healthy, strengthen teeth'.

Correct answer:

- Maintain the correct concentration of body fluids.
- (ii)** Candidates had to state two groups of people who require an increased amount of sodium chloride in their diet. There was misinterpretation of the rubric on this question. The majority of the candidates thought the question was asking for situations on which the intake of water must be increased, thus common wrong answers included: diarrhoea, breastfeeding women, invalids and growing children.

Correct responses were:

- People who live in hot climates
 - Workers in heavy industry (manual workers)
 - People doing sports
- (b)** They had to state with reasons dietary guidelines for a healthy lifestyle. This question was fairly attempted by most candidates, although they had a tendency of giving the guidelines without stating the reason. This resulted in the loss of marks. Some gave incorrect answers such as; drink a lot of water, exercise your body and eat a balanced diet.

Correct answers were:

- Eat less sugar-to reduce changes of dental caries.
- Eat less fat-to reduce changes of heart diseases.

- Eat less salt-to prevent high blood pressure.
- Drink less alcohol- too much damages the liver.
- Eat more fibre (NSP)-it encourages peristalsis to prevent the development of intestinal disorders.
- Eat the right amount to maintain to healthy weight-to lower risk of obesity.

Question 4

A number of candidates found this question very challenging. The majority of them described the digestion of fats instead of its absorption. Some even included enzymes responsible for protein digestion.

Correct answers were:

Fatty acids and glycerol - are absorbed into the lacteal - where they recombine to form fats - which mix the lymphatic fluid, they then pass around the body in the lymphatic system-and join the blood circulation as insoluble fat.

Section B

Question 5

- (a) (i) This question was well attempted by most candidates although some gave names of cheeses e.g. cheddar instead of the types.

Correct answers included:

Hard pressed cheese - lightly pressed cheese -Blue-veined cheese-
acid curd cheese - processed cheese - cream cheese

- (ii) The majority of the candidates attempted this question very well, except for a few who gave answers like: the cheese melts, instead of the fat in the cheese melts, or the cheese coagulates instead of the proteins (caseinogen) in the cheese coagulates.

Correct responses were:

When hard cheese is heated, the fat melts - the protein coagulates- overheating causes the protein to toughen and become stringy, reducing its digestibility - eventually the cheese will burn.

- (b) Most candidates did not respond accurately to this question to be awarded a full credit. The question was asking for the importance of milk in relation to a pregnant woman's diet. The majority of them gave the functions only of nutrients found in milk without actually identifying the nutrients themselves. The few that knew that there are proteins in milk could not state that its HBV proteins. Some gave the function of iron yet it is deficient in milk.

Correct answers were:

- HBV protein-for growth of foetus.
- Calcium & phosphorus-for the development of bones and teeth of foetus.
- Vitamin A-growth of foetus.
- Vitamin D-absorption of calcium & phosphorus.

(c) **Method of treating milk**

The majority of the candidates found this question very challenging as a number of them gave wrong temperatures and wrong processing times. Some gave completely incorrect wrong answers such as the effect of heat on the nutritive value of milk.

Correct answers were:

(i) **Sterilisation:**

- Milk is heated in bottles in an autoclave at up to 113 °C for 15-40 minutes and left to cool naturally.

Or

- Bottles with the milk pass on a conveyor belt through hot water tanks, into a steam chamber at 113°C for 15-40 minutes, then into cooling tanks.

- (ii) Homogenisation also proved to be challenging for most candidates as they gave answers interchangeably with sterilisation. Some could not fully describe the process and at times gave answers that were similar to sterilisation and lost marks.

Correct answer was:

Milk is first pasteurized, and then forced through a tiny mesh under pressure. This breaks up the fat globules in the milk into very small droplets. It is then cooled and bottled.

- (a) A number of candidates misunderstood this question as most of them mentioned the uses of a food processor instead of its advantages. Some did not know a processor and left the question unanswered.

Correct answers:

- Saves time and much faster than table or hand mixer
- Can handle a large capacity of mixture
- Fast thus save time/labour and energy
- More efficient than hand mixer
- Saves labour as it operates without being held
- Carry out specialised functions/can do a variety of functions

Question 6

- (a) (i) A few candidates defined a sauce instead of a batter. Those who attempted to give a proper definition, missed points because they had included wrong ingredients that make up a batter such as fats which was incorrect.

Correct answer: A mixture of flour, liquid (milk or water) and egg.

- (ii) The candidates were expected to name two types of batters, but instead confused a batter with a sauce and gave similar wrong examples. The common incorrect answers included 'binding and panada'.

Correct answers were:

- Thin/Pouring batter
- Coating batter
- Fritter batter

(iii) Reasons for using sauces were required. Candidates answered this question with ease; however, some of them wrote answers like 'they accompany a dish' which was incorrect as they needed to specify how they accompany a dish or meal.

Correct answers:

- To enhance flavour
- To improve colour/appearance
- To add nutritive value
- To bind ingredients together
- To reduce richness of some foods
- To add interest and variety to a meal
- To provide contrasting texture to solid foods

(iv) This question on ways to flavour a sauce was well attempted by the majority of them, although some included flavourings for a sweet sauce such as chocolate and cinnamon, yet a roux sauce is savoury and a savoury flavouring thus suitable.

Correct responses:

- Add cheese - for a cheese sauce
- Add chopped parsley - for a parsley sauce
- Chopped onion - onion sauce
- Add mushrooms - for mushroom sauce
- Add chopped celery - for a celery sauce
- Mint added - for a mint sauce

- (b) Candidates had to justify the use of ingredients when making flaky pastry.
- (i) Most candidates only stated that strong flour contains gluten and were unable to give a clear justification of the quality and function of this kind of flour when making flaky pastry.

Correct answer:

Strong plain flour - contains a high percentage of gluten - necessary to make the dough elastic to allow for many rollings and development of layers or to produce more flakes.

- (ii) Candidates were unable to clearly justify the use of lemon juice in pastry making, instead they gave uses of lemon juice which were not related to making of flaky pastry. The incorrect responses included 'gives flavour, prevents oxidation and provides an acidic medium'.

The expected answer:

Lemon juice - develops elasticity, counteract richness / flakiness.

- (c) The rules to follow when rolling out pastry were well attempted by a majority; however, some failed to state why some of the rules are followed or gave too general responses which resulted in the loss of marks. Such answers included 'roll in one direction' instead of roll lightly in a forward direction, put flour to prevent dough sticking on board' instead of use as little flour as possible on the board.'

To get full points candidates had to give these answers:

- Roll lightly in a forward direction - to avoid pressing out air.
- Lift the rolling pin before reaching the edge of pastry - to prevent knife edges.
- Lightly sprinkle flour on the pastry board - to prevent excess absorption of flour resulting in a hard pastry.
- Avoid re-rolling pastry - to maintain even pressure.

- (d) This question proved to be very challenging for most candidates. They confused the cleaning agents for cleaning equipment, brooms and mops. Those who knew the safety points, were unable to give clear explanations to get maximum marks. Some gave reasons like 'to prevent danger' without being specific to what kind of danger.

Expected responses were:

- Store out of reach of children - to prevent children from drinking them.
- Do not put non - consumables into empty soft drinks bottles - they may be mistaken for consumables.
- Wear rubber gloves when using caustic solutions - to prevent damage or burns of skin.
- Never mix cleaning agents - this can produce a strong and dangerous reactions
- Keep/store chemicals in a cool, dry cupboard / place - to prevent explosions especially those under pressure.

Question 7

- (a) The points to follow when choosing green leafy vegetables were correctly stated by most candidates; however, some still gave vague responses such as "they must be green' without further explanations. A few gave wrong technical terms for their descriptions, e.g. vegetables should be "alert and stand still" instead of 'crisp'.

Correct answers were:

Firm - crisp - not wilted - bright green colour- not insect infected

- (b) There was misinterpretation of the rubric for this question. Candidates were asked to describe the conservative method of cooking vegetables. They instead mistook this to be asking for points to be observed when cooking vegetables and gave wrong steps which were inappropriate.

Correct description of the conservative method is:

Vegetables can be chopped-and sautéed in fat - then placed in a covered casserole - with a little liquid in the oven - and cooked until tender - the juices should be used for gravy. This conserves most of the flavour, colour, and shape of the vegetables. Alternatively, cook vegetables – in a microwave oven – in minimum water – to conserve nutrients.

- (c) This question required candidates to explain ways in which food labels are helpful when preparing meals. However, their responses showed little understanding as they, instead gave general or vague information about labelling instead of relating it to meal planning, for instance the 'barcode'. Those who gave correct information could not state how it helps when planning family meals.

Expected answers to get a full mark were:

- **Nutritive value** - to know which nutrients to include
- **List of ingredients** - to be able to avoid certain ingredients if they cause reactions
- **Method of cooking** - for best results/products

- (d) Reasons for choosing vegetarian meals were asked. This question was fairly attempted by a number of candidates, except a few who were not so clear; for example, likes and dislikes instead of dislike of animal food. Some of them gave redundant responses, such as taboos and religion which are both forms of belief.

Expected answers were:

- Religious beliefs/ taboos
- Objection to slaughter of animals
- Dislike of animal flesh
- Health reasons
- Dietary reasons
- Economic reasons

- (e) This question required candidates to explain problems in providing a balanced diet for a vegan and ways to overcome them. This is another question which proved to

be difficult for most candidates, as they gave a variety of inaccurate responses. Some of them gave descriptions of the different types of vegetarians and lost marks. Others gave wrong explanations, such as...” the vegetarian diet is expensive – and can be overcome that by growing own vegetables and lost marks. Some stated how to overcome the problem of providing a balanced diet for a vegan without stating the problem. This is an indication that candidates do misread and fail to interpret questions. Teachers are encouraged to inculcate that skill.

Some of the correct responses include:

- lack of HBV protein - can be provided by the use of soya beans which are a good source of HBV
- problem of providing calcium - can be obtained from green leafy vegetables
- Vitamin D - from sunlight
- iron can also be obtained - from leafy vegetables.
- diet may be monotonous - can use a variety of TVP products as well as spices and herbs.

Section C

Question 8

- (a) This question was very popular to the majority of the candidates, but many of them did not perform very well. Although they knew the points to be considered when planning meals, few of them were able to give clear explanations with a sound discussion, with examples. Others managed to discuss individual needs of family members throughout the essay, but omitted the second part requiring them to discuss the reasons for cooking food. However, good ones found the essay part of the question very easy to tackle and scored more points on it. Some candidates talked about nutrients to consider when planning meals and left out the other important points on meal planning as below:

Points to consider when planning meals for a family

- Meals must be balanced – to provide all nutrients needed by the body
- Time of the year / season - get food cheap and at its best
- Cooking time available- to serve meals on time
- Climate - to serve hot food on cold days

- Equipment available - some dishes need special equipment
- Vary cooking methods, colour, flavour and texture - adds interest
- Skills of cook - to prepare food skilfully
- Likes and dislikes - for food acceptance
- Special requirements of individuals - they differ, depended on age, health, sex and occupation
- Occasion - determines type of food suitable
- Money available - determines type of food to be bought (affordability)
- Shopping facilities / to plan foods that are locally available
- Number of people to be served - to avoid waste

Reasons for cooking food

- To make it safe to eat by destroying bacteria
- To make it more attractive by developing colour
- To make it more palatable by developing flavour
- To tenderise food so that it is easier to eat
- To make it more digestible by cooking starch
- To preserve by destroying micro-organisms and denaturing enzymes
- To add variety in the diet by combining flavours
- To provide hot food on cold weather to regulate body temperature
- To reduce bulk so that more can be eaten.

(b) This question was asking candidates to define offal and explain the nutritive value in the diet and also the purchase, storage and uses of offal in the preparation of meals. Very few candidates attempted this question and it was fairly done when compared with candidates that opted for question 8 (a).

They were able to identify most nutrients found in offal and the appropriate functions. They; however, failed to indicate the class of protein found in offal meat. There was also inadequate knowledge demonstrated with regard to the points to consider when buying / choosing offal. With regard to storage of offal, most candidates commonly mentioned one point applicable to the storage of eggs, i.e.

'keep away from strong smelling foods'. Others also wrote few points that were irrelevant to offal and lost marks. With regard to the uses of offal, it transpired that the popular and wrong response was that "offal is used for stewing". The other vast uses of offal were hardly mentioned. To get all the marks in this part of the question, the candidates were expected to document the type of offal and its specific use/uses.

Below are the correct expected responses to this question:

(b) Importance of offal; choice, storage and uses in food preparation.

Definition - includes internal organs of an animal, e.g. liver, kidney, heart, brain, tongue, sweetbreads (pancreas and thymus glands). It also includes tail, feet, ears and head of the animal.

Importance:

High quality protein - repair worn out tissues - replace cell as the body grows and new cells added and enhances recovery from sickness.

Fat - energy reserve for long term storage and forms an insulating layer around internal organs.

Carbohydrate - Liver may contain a little glycogen

Vitamins - rich source of retinol (Vitamin A) which is stored in the liver, also found in kidney and heart- beneficial for eye health and reducing diseases that cause inflammation.

B vitamins- have a cardio - protective effect, i.e. they protect against heart diseases and maintains healthy blood pressure and reduces high cholesterol e.g. B 12 and Folate,

Also beneficial to the brain to reduce Alzheimer's disease, dementia, depression and anxiety.

Folate - essential for growth and beneficial for fertility and helps to avoid foetal defects in a baby. Also helps during morning sickness phase of pregnancy.

Thiamine - in heart and liver.

Vitamin C - in liver, though not so valuable.

Minerals - Tripe has useful amounts of calcium - for bone formation.

Iron in liver and some in kidney. Good for pregnant mothers to increase baby's blood supply - for increasing haemoglobin level in the blood - also maintenance and health of the skin.

Choice and points to consider

- Be bought fresh - particularly kidneys, liver and heart
- Be eaten within 24 hours of purchase
- Carefully washed and prepared before eating
- Thorough cooking to prevent food poisoning and to tenderise offal
- Be bought fresh - particularly kidneys, liver and heart
- Tripe is cleaned and boiled for 12 hours
- Tongue is soaked and salted

Storage

- Offal kept in a cold place / refrigerator and used as soon as possible after purchase
- Can be frozen for long term storage
- Use as soon as possible

Uses in Food preparation

- **Liver used as** - Main dish / Pates, casseroles and pastes.
- **Kidney** - Steak and kidney pie, casseroles and breakfast dishes.
- **Heart** - Stew or braise with some stuffing
- **Brain** - Grilled, fried and braised dishes
- **Sweet breads and tongue** - Used in salads and sandwiches after gentle boiling to render tender
- **Tripe** - Used for stews
- **Tail** - In soups and stews

EGCSE FOOD AND NUTRITION

Paper 6905/02

Practicals

General Comments and Recommendations

There were 2368 candidates enrolled for the Food and Nutrition practical component. This showed a slight increase as compared to the previous year 2019 where 2268 candidates sat for this paper. All centres submitted portfolios which were up to the commendable standard when compared with the past 2 years. These portfolios had pictures of the food as per the requirements of the syllabus assessment guidelines. There was a generally remarkable improvement in this regard exhibited by all the Centres. It is also expected that portfolios be arranged chronologically. Some Centre failed to adhere to this requirement. i.e. to **include:**

cover page, declaration statement, pictures of the well set tables showing finished dishes, marked planning sheets, individual candidate mark sheet, etc.

*Teachers are reminded to assess the practical accurately. The **inflation of marks** remains a concern to the examination Board. It is paramount that drastic steps are taken against the Centres that will inflate practical marks even when the products displayed in the Portfolio are not up to standard!*

Planning session:

There are still gaps in the write up of the planning sheets 1- Choice of work, 2 Time plan and 3 - Shopping list. The time plan still remains a challenge for most candidates. The sequencing, order of working, dovetailing and timing of the dishes is not always well coordinated. On sheet 2, some candidates had the tendencies to duplicate the whole method of working from their recipe books for each of their planned dishes, instead of including the key steps to summarise each method.

Dovetailing:

With regard to the write up on Sheet 2, there were few candidates who were able to include the dovetailing of their work from beginning up to the serving point of their cooked

dishes. There were also instances where some candidates were unable to allocate the serving of food at convenient times; instead, they indicated the serving of all the dishes at the end.

Sheet 3 - List of quantities:

The importance of the correct quantities of ingredients required when planning for a particular Test should be emphasized during teaching and learning. It is recommended that Candidates plan for 2-3 people unless specified by the test differently. Moreover, teachers should encourage candidates to stick to *key words* in each test questions asked.

Comments on specific questions

Generally, responses given by the candidates were quite good with few candidates choosing dishes that show less skill or failed to give appropriate answers to the given questions.

Test 1

The candidates were required to prepare, cook and serve a **two**-course meal for two toddlers. One of the dishes should have included a sauce. Most candidates were able to answer the question correctly. However, some omitted the sauce in their plan of work, but instead included highly spiced dishes and lost marks.

Correct dishes included:

Savoury dishes

- Macaroni cheese
- Fish baked in batter
- Chicken and mushroom pasta
- Tomato sauce with pasta and meat
- Spaghetti with Bolognese sauce

Sweet dishes

- Puddings with blended sauce
- Cakes with blended sauce
- Tarts with a sauce
- Flans with a sauce

In part **(b)**, most candidates were able to choose a pastry dish that included fruits and a drink. It transpired; however, that the choice of fruit was defective. Candidates included lemon peels as a choice of a fruit, which made the fruit to be unnoticeable. It is thus expected that the food asked to be included by the test be made conspicuous.

Correct choice of dishes included:

- Lemon tart
- Fruit tartlets
- Fruit pies
- Fruit flans

Test 2

(a) Candidates were to select a **solid** and **liquid** fat, to demonstrate their culinary skills by making **two** dishes, one to illustrate the use of each fat. Most candidates were able to give correct dishes. However, most dishes were not appropriate for **(b)** because the dishes chosen in **(a)** were to be suitable for health - conscious people. It was a challenge for the candidates to come up with a meal for a health - conscious couple if candidates did not include an appropriate choice in their dishes in **(a)**.

Solids Fats:

- Cakes
- Macaroni cheese
- Puddings
- Biscuits
- Pastry
- Sautéed vegetables

Oils:

- Fritters
- Pancakes
- Stir-fries
- Grilled dishes
- Roasted dishes

- Stews
- Deep fat fried dishes
- Shallow fried dishes

(b) Most candidates were unable to choose dishes from (a) to make a **two**-course meal for a health - conscious couple returning from work.

Test 3

(a) Candidates were to prepare, cook and serve **two** sweet and **two** savoury dishes suitable for a friend's party.

Correct dishes to have chosen from included:

Sweet dishes:

- Puddings with a sauce
- Fruit salad with a sauce
- Cakes
- Stewed fruits with a sauce
- Tarts (sweet)
- Flan (sweet)

Savoury dishes:

- Grilled meats, roasted, etc.
- Pizza
- Savoury rice
- Pastry (savoury)
- Baked, deep fat fried and grilled fish
- Lasagne
- Meat balls in a sauce
- Breyani
- Stews

(b) Most candidates were able to prepare a simple snack. However, some candidates were unable to choose appropriate dishes as they would choose low skill foods like popcorn, roasted nuts, etc. Some were choosing raw fruits and a fruit salad for snacking.

Correct dishes included:

- Pizza (sliced to reasonable sizes)
- Biscuits
- Scones
- Burger (provided rolls were baked)
- Fish cakes
- Samosas
- Cakes (sliced to reasonable sizes)
- Boiled corn or jugo beans, boiled groundnuts, etc

Test 4

- (a) Candidates were to prepare dishes that use an electric mixer, rolling pin and steamer. Most candidates were able to make good choices of dishes as required by the test. The tests similar to Test 4 require that candidates are to specify the equipment beside each dish chosen, e.g.

Will be presented as follows:

- Victoria sandwich cake - (Electric mixer)
- Chicken and mushroom pizza - (Rolling pin)
- Steamed fish with parsley sauce - (Steamer)

Correct dishes included:**Electric mixer:**

- Cakes
- Puddings
- Biscuits

Rolling pin:

- Pastries
- Scones
- Yeast mixtures
- Biscuits

Steamer:

- Puddings
- Steamed fish
- Steamed vegetables
- Steamed dumplings
- Steamed meal mealie bread

(b) Most candidates were able to choose dishes from (a) to make a meal for two adults who are trying to lose weight, even though, some candidates could not demonstrate the requiring of the test.

Correct dishes included:

- Grilled lean meat
- Baked potatoes on their jackets
- Steamed dishes
- White fish (baked or steamed)
- Low fat foods
- Foods rich in NSP
- Soya and soya products

Test 5

(a) Candidates were to prepare, cook and serve an attractive two-course meal for a brother and friend who are lacto vegetarians. Most candidates were able to attempt this question without a problem. However, some were preparing different dishes using eggs for each dish instead of including other protein sources.

Correct dishes included:

- Cheese dishes - e.g. rice bake, cheesy rice and tomato casserole, cheese cakes, cheese soufflé.
- Milk dishes - e.g. milk pudding, dishes with sauces using milk,
- Legumes and nuts dishes - e.g. stews.
- Soya and soya products dishes - e.g. soya mince, chunks, etc.
- Textured vegetable proteins dishes (TVP) - e.g. soya chunks, soya mince, etc.

- (b) Most candidates were able to choose a batch of scones. However, some candidates were choosing a variety of scones which was not appropriate for the question.

Correct dishes included:

- Cheese scones (savory scones)
- Plain scones
- Ginger scones
- Fruit/raisins scones
- Lemon strawberry scones.