

***EXAMINATIONS COUNCIL OF ESWATINI***

**EPC**

**EXAMINATION REPORT**

**FOR**

**CONSUMER SCIENCE**

**2019**

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**EPC CONSUMER SCIENCE PAPER 1**

**PAPER 1 THEORY**

**General comments**

A total of nineteen thousand, seven hundred and forty-one (19 741) candidates sat for this examination, showing a slight decrease in enrolments as compared to the previous year with twenty thousand seven hundred and eighty-one (20 781) candidates. This paper was meant to test a variety of skills such as: knowledge, understanding, handling information, problem solving and practical skills. It is divided into four sections, A, B, C and D, all testing theoretical and application of practical skills. It carries a total of 100 marks with each section worth 25 marks. The sections are outlined below:

Section **A** - Multiple choice

Section **B** - Food and Nutrition

Section **C** - Clothing and Textiles

Section **D** - Home Management

A remarkable improvement in performance as compared to 2018 was evident in the 2019 examination. Candidates were adequately prepared as the majority of them obtained an outstanding performance with some who scored average and marks below standard. The candidates that obtained average or below average marks were those who had a challenge in handling high order question irrespective of application of knowledge and practical skills learnt. It is advisable that candidates are exposed to all approaches of answering all forms of questions from the assessment objectives of the syllabus during the teaching and learning process.

Candidates followed instructions, as such; a lesser number of cases were recorded of candidates answering more than one question. Teachers should be commended for eradicating the incidences where candidates failed to read and follow instructions.

## **Comments on Specific Questions**

### **Section A - (Multiple Choice Section from Question 1-25)**

#### **General Comment**

A slight improvement on answering of the grid by candidates was realised. They were required to draw a cross for the correct answer using a blue or black pen. Previously, there were instances where some candidates would make either invisible crosses to mark the correct answer or a pencil instead of a blue or black pen. Others made circles against the correct answer on the question paper, instead of using the grid as stated in the instructions to candidates.

#### **Section A**

##### **Question 1**

Most candidates did not know that marula is rich source of vitamin C. Candidates chose wrong fruits which were berries and avocado.

##### **Question 2**

Candidates knew that beans was an example of a legume.

##### **Question 3**

Candidates were expected to select the food item that provides first class proteins. A majority of them had a challenge with this question as they did not know that soya bean belongs to the first class protein, instead they opted for jugo beans which was a wrong response.

##### **Question 4**

Most candidates knew that broccoli was classified under flower vegetables.

##### **Question 5**

Candidates attempted this question very well as they were able to state that chalaza holds the yolk in place.

##### **Question 6**

Most candidates were able to give an appropriate definition of breakfast which refers to “a meal eaten in the morning”.

##### **Question 7**

This question required candidates to state the function of iron in the body which is the formation of red blood cells. This was another challenging question to a majority of them. They opted for healing of wounds which was an incorrect response and lost marks.

### **Question 8**

Candidates attempted this question very well as they were able to define steaming as a method of cooking food using steam from boiling water, though few wrong responses were observed where they chose, a method of cooking food using low heat and boiling water which was incorrect.

### **Question 9**

Most candidates did not know the material used to make casserole dishes which is glass instead they guess work was observed as some chose aluminium while others chose enamel which resulted them losing marks.

### **Question 10**

Almost all candidates were able to select a car as a want.

### **Question 11**

In this question, candidates were expected to state the responsibility of parents which is to instil discipline to children, Though some opted for assisting children to study which was a wrong response.

### **Question 12**

A majority of candidates knew that a current account is one that allows a customer to access a credit card.

### **Question 13**

Most candidates were unable to state the importance of multitasking which is to help one meet deadline of events. The majority of them chose to complete one task before starting another which was an incorrect answer.

### **Question 14**

A number of candidates knew that bilharzia is caused by a snail.

### **Question 15**

This question was well answered by most candidates. They knew the item that is found in a first Aid kit which is an antiseptic cream.

### **Question 16**

Some candidates had a challenge in choosing walking and running as a cheapest form of exercise. Most of them chose running and cycling which was a wrong response.

### **Question 17**

A majority of candidates attempted this question very well as they knew that first aid is given to an injured person before taken to hospital. There were few instances where candidates chose its administered before a person is given an injection in hospital.

### **Question 18**

Almost all candidates were able to identify overcasting as the hand stitch suitable for neatening raw edges of an open seam.

### **Question 19**

A number of candidates knew that crocheting is a process used to make children's booties, although they were few instances where candidates opted for knitting which is an inappropriate process.

### **Question 20**

A majority of candidates knew that a seam ripper is an example of a cutting tool.

### **Question 21**

Almost all candidates knew that hemming falls under permanent stitches

### **Question 22**

In this question candidates were to define a hem, most candidates knew that it is a fold at the edge of a garment.

### **Question 23**

Candidates knew why clothes are soaked before washing which is to loosen dirt.

### **Question 24**

Most candidates did not know that table salt is a substance used to remove a blood stain, instead they chose sour milk while others chose lemon juice which were wrong response.

### **Question 25**

This question was well attempted by most candidates. They were able to arrange the laundry steps carried out before soaking in their correct order which is soaking, mending and stain removal.

## **SECTION B FOOD AND NUTRITION**

### **Question 1**

Candidates were required to define a raising agent and few of them were able to answer this question accurately. Some of them gave wrong responses such as “a chemical used when baking or just a baking chemical” and lost marks.

The correct response: a substance added to a flour mixture when baking to make the dough rise and become light.

### **Question 2**

This question required candidates to define two nutritional terms; deficiency disease and a meal. A majority of them knew that a deficiency disease is an illness caused by a lack of a specific nutrient in the body. A challenge was; however, noted with regards to the definition of a meal. They confused the term with food and stated that a meal is anything eaten and digested without causing harm to the body which was incorrect.

The expected answer: a fairly large amount of food that a person eats at regular times during the day.

### **Question 3**

Candidates were required to give classes of fruits. Most of them knew that mango is a stone fruit but considered banana as a soft instead of a hard fruit which was incorrect.

**Expected correct responses were:**

Classes of fruits	Examples
Hard	Banana
Stone	Mangoes

### **Question 4**

Candidates knew the points to consider when planning meals. There were few who misread the question and instead wrote about preparing meals and lost marks. The correct responses were: available ingredients, gender, age of the person, health status of the individual, season of the year and time available.

### Question 5

This question asked candidates to name food items in the pyramid to be eaten in small amounts. They also needed to state reasons for the importance of the food pyramid in meal planning. The first part of this question was well attempted by the candidates. They were able to list the appropriate food items which are: fats, oils and sugars. The second part of the question; however, was found challenging by the majority of them.

Some left this question unanswered, whilst others gave vague responses such as “it helps to eat food in small and large amounts” instead of:

- shows how much of each type of food to eat per day
- helps to balance meals
- divides food into five food groups.

### Question 6

Candidates were expected to list signs of scurvy which are: spongy gums, loose teeth and swollen gums. A majority of them did well on the first part of the question, but struggled with the second part where there were to give examples of food suitable for a person suffering from scurvy. A lot of incorrect responses were apparent, i.e. rice, beef stew, yoghurt to name a few, instead of citrus fruits (oranges, lemons, guavas, etc.) and green leafy vegetables (spinach, lettuce, cabbage, etc.) which are good examples of food suitable for a person suffering from scurvy.

### Question 7

Most candidates could not discuss the ways of testing an egg for freshness. They only listed the methods without a clear discussion. Weak performances were apparent where some of them went to an extent of leaving blank spaces which resulted in them losing marks.

**The correct responses are:**

- **The Float/Brine solution test:** Put the egg in a brine solution, if it remains suspended in the middle, it is less fresh and if it floats, it is stale.
- **Plate and sniff test:** Crack an egg onto a plate. A fresh egg will show a bright yellow /orange yolk and white and will not spread too much.
- **Shake test:** Shake the egg. A fresh egg has no sound; a stale will make a sound.
- **Shell test:** Feel the egg in the hand, a fresh egg will be rough and a stale egg will be smooth.
- **Light Test:** Hold the egg against light, a fresh egg will show a clear yolk and the inside of a stale egg will show a dark spot.



## Section C

### Question 1

The question expected candidates to give functions of needle work tools, (tape measure, tracing wheel and pinking shears. A number of candidates knew the functions as stipulated below:

- (i) Tapemeasure - used to take body measurement
- (ii) Tracing wheel - transfers pattern making
- (iii) Pinking shears - cutting raw edges

### Question 2

In this question candidates were expected to draw pattern making to illustrate the stitching line and the place on fold pattern marking. A majority of candidates could not draw stitching lines and instead, drew inappropriate symbols and lost marks. The place on fold symbol was, however, accessible to many.

### Question 3

Candidates answered this question very well. They knew the examples of fabrics made from natural fibres which are plant and animal.

#### Correct answers were:

- **Plant:** cotton and linen
- **Animal:** silk and wool

### Question 4

Candidates were expected to give three ways of opening an open seam. Most learners attempted this question with ease, except a few.

#### Correct responses were:

- Edge stitching/machine stitching
- Overcasting
- Blanket stitch
- Zig zag stitching
- Cutting with a pinking shears
- Use bias binding
- Use cross way strips

### **Question 5**

This question required candidates to state reasons for carrying out laundry processes. Candidates only knew the purpose of sorting clothes which was to prevent staining of clothes, but they had a challenge of justifying the reasons for airing and dampening. The wrong responses included answers like: airing is done to introduce oxygen, while dampening is done to clear out.

#### **Expected answers were:**

Airing - To remove dampness, to have a fresh smell.

Sorting - To prevent staining of clothes.

Dampening - For easy ironing.

### **Question 6**

This question required candidates to name the different methods of disposing fullness on an apron and a child's dress. This was fairly done by most candidates. Some of the candidates wrote similar responses for both the apron and child's dress, yet the answers differ.

#### **Correct responses expected were:**

- (i) Apron - pleats
- (ii) Child's dress - gathers

### **Question 7**

Learners handled this question with ease. Most of them knew reasons for adding fabric softener in the last rinsing water when laundering clothes.

#### **Correct responses given were:**

- Soften and relaxes the fibres in fabrics
- It stops clothes especially synthetic fabrics from clinging to body/it prevents static electricity.
- It gives baby clothes and delicate fabrics a soft and springy finish.
- It makes clothes smell clean and fresh.

### **Question 8**

A number of candidates knew how to remove a candle wax stain on school uniform, although some candidates were unable to present the procedure for removing a candle wax stain sequentially.

#### **The correct procedure for removing a wax stain:**

- Allow the stain to set
- Scrape off the wax with a dull knife
- Place stain between brown papers
- Press with a warm iron
- Wash accordingly

## SECTION D

### Question 1

Candidates were required to define Health and Family. Most of them gave a good definition of a family, but had a challenge with the definition of Health. They confused the question to be asking about Hygiene, which is the state of being clean which was a wrong response.

#### **Expected answers were:**

**Health** - is to be free from illness or injury, is a state of being well physically, mentally and socially.

**Family** - is a group of people connected to one another by blood, marriage or shared resources.

### Question 2

Candidates were asked to give symptoms of cholera. Candidates did not perform well in this question as they; instead, gave names of other diseases such as dysentery or malaria fever which were incorrect answers.

#### **Expected correct responses were:**

Diarrhoea, vomiting and dehydration.

### Question 3

Candidates were asked to give reasons for budgeting. The majority of them attempted the question very well as they gave correct responses which were:

- avoiding overspending
- indicates where money is wasted
- helps buy needs first
- save for holidays and big items

#### Question 4

Candidates were asked to state the materials used to make each kitchen equipment. A lot of irrelevant answers were given for this question such as: **enamel** is used for cutlery, **plastic** for a **three legged** pot and **wood** for a baking sheet. There were few instances where candidates knew that stainless steel was used to make cutlery, the majority of the appropriate materials used for the kitchen items were unknown.

**Expected correct responses were:**

**Cutlery** - stainless steel

**Three legged pot** - cast iron

**Baking sheet** - aluminium/tin

#### Question 5

Most candidates were able to tell the difference between a wage and a salary as follows:

<b>Wage</b>	<b>Salary</b>
Paid over a short period, daily	Paid regularly
Paid in cash, weekly	Paid in the bank fixed
Extra pay for overtime, shift	

#### Question 6

For this question, candidates were required to give ways of spreading water borne diseases. A majority of them misunderstood the question to mean water pollutants, such as: people, animals, rain, etc.

**Correct answers expected were:**

- Eating food in contaminated water
- Swimming, bathing and standing in contaminated water
- Eating fruits or vegetables washed in contaminated water
- Drinking contaminated water

### **Question 7**

Candidates were to state ways of purifying water. This question was fairly done by most of them. They gave ways of polluting water e.g. swimming in water, animals wading in water, industrial waste which were incorrect answers. Only a few candidates knew that: boiling water for 10 minutes, filtration, adding ash, jik or chlorine were correct responses.

### **Question 8**

Candidates had a challenge with this question which required them to describe the First Aid procedure for treating a minor burn. Some were giving ways of catching fire which were wrong responses, e.g. playing with matches on a windy day, leaving a burning candle unattended to, etc. Very few candidates got this question correctly. Although they had a clue, they were unable to outline the procedure chronologically. The tendency was for them to reiterate the point about wearing of gloves, and could not earn good marks, as a result.

#### **Correct expected procedure was:**

- Wear gloves if treating someone
- Hold burn under cold water to reduce pain
- Clean with antiseptic solution
- Apply dressing
- Leave wound uncovered to heal.

### **Question 9**

Most candidates knew very well the long term effects of gonorrhoea. There were; however, few instances where candidates gave symptoms of STI's e.g. smell from private part, yellowish discharge which were wrong responses.

#### **Correct answers expected were:**

- infertility in women
- miscarriages in women
- joint infection.

## EPC CONSUMER SCIENCE PAPER 2

### General Comments

This paper is a school-based component which incorporate a practical in Food Preparation, Laundry and Home Management. It also has a Course Work component on Clothing and Textiles and Arts and Craft where projects are produced based on the Syllabus requirements.

Centres must ensure that all coursework assessment forms they received from ECESWA are filled out accurately. Most of the Centres did submit the forms to ECESWA, which was commendable. These comprise of: **(i) marked** planning sheets, 1, 2 and 3 for each candidate, **(ii)** individual candidate mark sheets for Clothing and Textiles, **(iii)** individual candidate mark sheets for Food and Nutrition and **(iv)** Centre Summary Forms with marks for all the candidates from Food Preparation practical and Clothing and Textiles projects and must be sent to the Examination Council of Eswatini (ECESWA) for moderation on the **stipulated deadline**.

The list of all candidates in the summary form should be presented in strict **Candidate number order, according to the attendance register and must be endorsed by the Head of Centre**.

### NOTED ANOMALIES IN THE PLANNING SHEETS

**SHEET 1:** Some candidates could include quantities for Laundry and Home Management items in their planning sheets.

#### **SHEET 2:**

1. Most candidates were unable to carry out the order of steps chronologically; for example, in test 5, candidates would start by preparing fruit scones instead of preparing lemonade so that it is served cold. For Laundry, candidates were expected to start by washing the items in order to dry, iron these and present them on the serving table, instead of starting by preparing and cooking the food and present wet Laundry items.
2. A majority of candidates could not specify the correct procedure for preparing each dish; for example, for lettuce salad, the correct approach is tearing the lettuce leaves instead of chopping, slicing or cutting the leaves.

### **SHEET 3:**

Candidates were unable to add up quantities of same ingredients; for example, 1 Tablespoon of sugar for lemonade juice and 2 Tablespoons of sugar for Fruit scones should be 3 Tablespoons of sugar. Few candidates were unable to categorise ingredients under correct headings, for example, milk and eggs were slotted under the heading, “**Meat, chicken and Fish**” instead of writing these under the “**Other ingredients**” section.

### **Noted Anomalies in Individual mark sheets for Food Preparation and Clothing and Textiles.**

#### **(i) Inflated scores**

High Candidates scores in Clothing and Textiles as compared to those in Food Preparation for all candidates. This poses a concern and it is hoped the marks are always authentic before submission to ECESWA for assessment. \*Most Centres seemed to have inflated candidates’ scores, which normally range, between 80-100% for all candidates. This is a cause for concern because candidates have different capabilities.

#### **(ii) Missing marks**

Some candidates did not have scores for some processes in Clothing and Textiles, while others had no component scores. This indicated that garments were not completed or not done at all, which should not be the case. In the event a candidate has no work, it is expected that a letter from the Head of Centre is addressed to the Registrar reporting about the missing work/mark of a candidate.

#### **(iii) Addition errors**

Incorrect summation or addition errors on combined candidates’ scores for Food Preparation and Clothing & Textiles were common in some Centres. For example, **40 marks** (Clothing & Textiles) + **30 marks** (Food Preparation) = **70 NOT 60** marks. Some scores even exceeded the total marks for each section. For example, a candidate is awarded 55 marks in Clothing and Textiles or Food Preparation, yet the total mark is **50** for each section.

This usually signifies that \*thorough checking was not done before the work was submitted to ECESWA and is tantamount to malpractice.



**(iv) Labelling**

Some Centres label wrongly such that paper 1 (Theory) with paper 2 (Practical) gets swapped around when filling in the information on the envelope. Some even pack Paper 1 and 2 in one envelope and make it difficult because these papers are marked in different rooms and by different examiners.

**NB. CENTRES ARE REQUESTED TO KINDLY PACK THE PAPER 1 and PAPER 2 SEPARATELY!**

**(v) Incorrect recording**

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

**(vi) Reference to the attendance Register**

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

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

**(viii) Accuracy of records**

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

**(ix) Avoid Half marks**

Some Centres recorded using half marks (**26. 5 + 38. 5**) this is time consuming as data capturers had to do calculation again for the whole Centre to avoid the half marks.

## **IMPORTANT REMINDERS**

- \* Centres should submit all original completed necessary documents; the Planning Sheets should be marked by the teacher examiner.
- \* Centres should **staple together**, planning sheets, individual mark sheets for Clothing and Textiles, individual mark sheets for Food Preparation and be submitted to ECESWA.
- \* Paper 2 should be packed and sent separately from Paper 1.
- \* The Head of Centre is to endorse the summary sheets to show that the work is authentic.
- \* Absentees must be indicated by marking on the outside of ECESWA envelope.
- \* Assessors should always follow the **marking guide** for Food preparation and Clothing and Textiles individual mark sheets.
- \* Accurate assessment that is fair to all candidates should be done by Centres to avoid inflating marks.
- \* Double checking when packing the documents is necessary by the **subject teacher** and the **Head of centres**.
- \* Photocopies of summary sheets should be left at school until results are released.

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