

**EXAMINATIONS COUNCIL OF
ESWATINI**

JC

EXAMINATION REPORT

FOR

CONSUMER SCIENCE

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JC Consumer Science

Paper 540/01

General Comments

The paper was not done very well generally by most of the candidates as compared to last year's paper one. The questions were within the syllabus scope and not ambiguous.

Section A

The multiple-choice section was fairly attempted by most candidates, though most candidates failed to get above average in this section.

Section B

The section was straight forward and had clearly stated questions, and most candidates were able to attempt this section well even though there were a few questions that were generally not attempted well by most candidates. There were however many definitions of terms and some candidates seemed to struggle with those questions.

CHILDCARE

- (a) Candidates were able to list materials that were needed for bathing a baby.

The expected responses included:

baby soap, baby shampoo, baby towels, nappies, baby powder, cotton wool/buds

- (b) The definition of terms used in pregnancy complications was fairly done by most candidates.

- (i) Abortion was attempted well by most candidates as they could state that it is the removal of a baby in the mother's stomach.

The expected response was that candidates should include 'deliberate or intentional removal of an embryo/foetus.

- (ii) Ectopic pregnancy was generally not answered correctly by candidates, and some showed a lack of knowledge of the term, referring to it as a pregnancy of twins in cases where it was close. Most candidates were saying the baby *grows* in the fallopian tube which was incorrect.

The expected response was when the fertilised ovum attaches and develops in the fallopian tube.

- (iii) Miscarriage was fairly attempted by candidates, though some failed to distinguish between abortion and miscarriage as they only stated loss or removal of pregnancy. The responses were expected to include 'unintentional/ accidentally' removal.

The correct answer is when a woman loses an unborn baby accidentally at an early stage.

- (c) Question on the justification of statements was relatively not done well. Many candidates failed to justify but were writing True or False instead.

- (i) Children should not be left unattended in pushchairs or highchairs to avoid falls.
- (ii) Following instructions on medicine carefully and only using medicine prescribed by the doctor to avoid overdosing on medicines and poisoning.

(iii) Using a block of ice or a paste of bicarbonate of soda after being bitten by a mosquito, eases the pain and prevents swelling.

(iv) Eating hard foods such as apples and carrots helps to strengthen gums and teeth.

(d) Early symptoms of pregnancy question received wide and interesting answers from the candidates. They missed the 'early' in the question, and answers like weight gain, being lazy, and sleeping always was given by candidates.

The expected symptoms include missing period, breast tenderness, nausea, emotional changes (mood swings)

(e) Question on the information found on the front view of the child's health card was answered well by most candidates. They were able to give the child's name, parent's names, and the date of birth of the child. Though some were lazy to write and just wrote 'name'.

The expected correct information includes the child's name, parent's names, the child's birth date, the number of children in the family, the name of the clinic, and sex/gender.

(f) The question on advice given to pregnant women during antenatal visits was interchanged by the candidates for antenatal and postnatal care.

Expected responses were advice on family planning/ child spacing, advice on childcare especially for first mothers, and advice on the best nutrition for the developing baby and herself. Most candidates were giving responses on what happens during these visits, like weighing the mother, running tests and what the test is for.

FAMILY LIVING AND RESOURCES

(a) Definition of terms was generally not done well by most candidates.

(i) Abuse was not defined by a good number of candidates; instead of defining, they were giving the different types of abuse like sexual abuse and physical abuse. The definition is ... it is the act of treating someone in a cruel/violent/embarrassing manner.

(ii) Budgeting is the planning on how to use money (plan), but some candidates were talking about a shopping list, saying it's a list of things to buy using your money.

(iii) Peer pressure was mostly defined by candidates as forcing one person to do something he does not like by another. The correct response is influenced by friends or age mates.

(b) Most candidates were able to identify an organization that provides help to abused children.

The expected correct answer: ESWAGAA/SWAGAA though some then abbreviated incorrectly, some giving SWAAGA, Eswatini Royal Police (domestic violence dept.), Save the Children Fund, MoET (guidance and counselling dept.).

(c) The question on shared roles by both boys and girls in the home, besides house duties proved that candidates do not read and understand a question, as most gave house chores like washing dishes, sweeping the yard, watering the garden, which all are house duties.

The expected responses would include taking care of elders and others in the family, modelling respect for younger siblings, and protecting younger siblings and each other.

(d) Candidates were able to give ways to manage a conflict in the family, though some were giving ways of avoiding not managing the family conflicts. They were then giving responses like do not take more than one wife and treat children fairly among others.

The expected responses were identifying a problem and working towards solving it, finding a neutral/third party to try and help during talks, avoid bringing up long unresolved issues every time a new issue arises it derails focus on the issue at hand.

HEALTH AND HYGIENE

- (a) The definition of terms was not done well by some candidates with curative service and plague poorly attempted.
- (i) Curative services were not defined correctly by most candidates, most just saying its services given by doctors and nurses in a hospital or clinic. The correct definition is health services help given by doctors to diagnose, treat and rehabilitate sick people.
 - (ii) Puberty was better defined by most candidates, though some did not state the age range but was ok. The correct definition is an adolescent stage that occurs when young boys and girls grow from childhood to adulthood.
 - (iii) Plague was one of the terms that almost all the candidates failed to define. Most thoughts of it were a foot disease or the plague from the bible. The definition was a harmful substance that settles on the teeth on which bacteria can live and breed.
- (b) The importance of First Aid was better done by most candidates, though a few we just defining First aid not giving the reasons why it is important some were saying to avoid death. The expected responses include saving life/ controlling situations from becoming worse/minimising pain/treating minor ailments or injuries/ to provide knowledge on how to treat an injured person before medical help arrives.
- (c). The difference between epidermis and dermis was a bit challenging for some candidates, as most confused the layers thus making the whole answer incorrect. Some then just gave functions of the skin in general instead of comparing the differences as per the question. The expected responses included: the epidermis being the outer layer of the skin whereas the dermis is the inner layer
- epidermis contains pores and hairs, but the dermis contains nerves, blood vessels, sweat glands
 - epidermis provides waterproof/ protective layer and dermis provides insulation and regulates temperature.
 - Epidermis creates the skin tone, but the dermis provides nutrition to the epidermis.

Paper 540/02

General comments

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

Section A

Most of the students did not choose the question because it had questions which were challenging for example 1(d), 1(f) and (h).

Question 1

(a) Definition of nutritional terms: constipation and sedentary worker. The question was attempted, but the learners could not give the expected response. For example, most learners said constipation is when the stomach is full of air and a person cannot go to the toilet.

Expected answers:

- (i) **Constipation:** is a condition where a person does not rich a dietary fibre thus resulting in very hard faeces or infrequent bowel movements.
- (ii) **Sedentary worker:** most learners could give the correct response to the term. A sedentary worker is an office worker who needs less energy.

(b) The candidates to name the nutrients responsible for the functions below:

- (i) Gives a satiety feel
- (ii) Prevents Beri-beri
- (iii) Makes blood

Most of the learners were able to attempt (i) and (ii) but they had difficulty in giving the nutrient that prevents Beri-beri.

Expected answers

- (i) Fat / carbohydrate
- (ii) Vitamin B / Thiamin
- (iii) Iron

(c) The candidates were expected to explain the uses of a food pyramid in meal planning. The question was poorly done, most candidates gave responses such s preventing wastage of food, enabling you to know the amount of food to cook and what to cook.

Expected answers:

- (i) To visualise how the different food works together to form a nutritious diet.
- (ii) Provides a balanced meal based on the serving suggestion per day of each food group.
- (iii) To visualise the groups and avoid providing one food and omitting it in a day's diet.
- (iv) To assist with healthy eating
- (v) To facilitate wise food choices

(d) Candidates were to discuss how steam is used as a raising agent. The question was very poorly done. It proved to be more challenging for most of the learners as all of them failed to give the correct response. It was not suitable for J.C learners but suitable for food and nutrition learners.

Expected answers:

Steam is produced from the liquid present in a mixture, such as batters, choux pastry, flaky pastry etc. the oven temperature must be high to raise the liquid rapidly to a boiling point then the water expands making it to be an effective raising agent.

- (e) The question was about differentiating between boiling and stewing. It was fairly done by candidates. Most candidates were able to state at least one difference correctly.

Expected answers:

Boiling	Stewing
Food is immersed in water	Little liquid used
High temperatures used	Low temperatures are used
Cooking may take a short time	Cooks for a long time
Results in nutrient loss	Nutrient retention
Flavours are lost	Flavours are retained

- (f) The question requested learners to describe the procedures for testing fruit for pectin content. Learners performed below average in this question. They gave responses on the quality of fruit suitable for jam making. They could not understand that a procedure must be step by step.

Expected answers:

- (i) Boil fruit until tender,
- (ii) Put a teaspoon full of the in a glass and cool
- (iii) Add 3 teaspoons full of methylated spirit
- (iv) Shake gentle, leave for a minute then observe the clot

- (g) The question on reasons for controlling ants in the home was poorly done. Most candidates gave ways of controlling ants such as using bleu death, cleaning the house, and washing dishes.

Expected answers:

- (i) They are annoying
- (ii) They damage, destroy, and consume food
- (iii) They damage or discolour furniture and walls in the home
- (iv) They contaminate food
- (v) They bite

- (h) The question on describing the procedure for cleaning a kitchen sink was underperformed by learners because they could not understand the procedure (listing in a step-by-step manner) instead they jangled the responses.

Expected answers:

- (i) Empty the sink basket and remove food particles from the strainer
- (ii) Wash sink basket using soapy water and a mild abrasive. Scrub and wash the draining board using a soft cloth and taps.
- (iii) Rinse using hot/warm water
- (iv) Wipe the sink basket and draining board.

Question 2

The question was popular with most candidates

- (a) Candidates were to define terms; micronutrients, elderly person. Most candidates were able to define the terms.

Expected answers:

Micronutrients – nutrients needed by the body in small amounts.

Elderly person – an old person above 60 years with slowed down physical activity who needs less energy. Retired above 60 and weak.

- (b) Candidates were asked to classify the two sources of fats, with an example for each class. A majority of candidates were given the types of fats e.g. solid or liquid fats instead of the sources hence the question was not done well.

Expected answers:

Class	Example
Plant sources	olive, oil, sunflower, nuts
Animal sources	lard, suet, butter

- (c) For this question, candidates were expected to mention the main nutrient found in cereal foods and to state two reasons why cereals need thorough cooking before being eaten. Part two of the question was poorly done. Candidates were given responses such as to kill germs, they cannot be eaten raw.

Expected answers:

- (i) Main nutrient in cereals; carbohydrates/ starch
- (ii) Reasons for cooking cereals thoroughly.
 - To soften the cellulose and starch grains
 - To aid digestion
 - To gain flavour

- (d) Candidates were to state and explain two factors to consider when planning a meal for a manual worker. Most candidates know the correct responses, but they were failing to give the function of the nutrients they selected.

For example, protein is for energy, yet protein is a secondary source of energy.

Expected answers:

- (i) Provide extra water – to replace lost through sweating
- (ii) Provide extra salt – to replace salts lost through sweating
- (iii) Provide proteins – to repair worn-out tissues
- (iv) Provide extra carbohydrates, fats and oil – to provide energy
- (v) Provide vitamin B – to assist with the digestion of carbohydrates

- (e) Candidates were expected to give the reasons for the following steps during the creaming of a cake. Sifting flour and beating lightly and adding it gradually to creamed fat and sugar. Most learners were to attempt (i). In (ii) they gave the uses of eggs in cake making.

Expected answers:

- (i) Sift flour in a bowl – incorporate air / remove lumps and foreign matter and ensure the even distribution of baking powder.
- (ii) Beat an egg lightly and it gradually to creamed fat and sugar – to hold air/to prevent curdling

- (f) Candidates were underperforming in this question. They were expected to differentiate between direct and indirect steaming and give an example of suitable food for each. Most of them were not able to differentiate between the two and failed to give appropriate examples. They were giving steamed fish as an example of direct steaming.

Expected answers:

Direct steaming is when the food is placed in a sieve or calendar to allow the steam to pass through the food. The steam comes into direct contact with the food.

Examples: steamed vegetables, steamed mealie bread, and dumplings.

Indirect steaming – the food is placed in a covered bowl and placed in boiling water or the food is placed in a bowl and covered in a steamer. The food does not come into direct contact with the steam.

Examples: pudding, dumplings, steamed fish

(g) The question required candidates to state the suitable way of disposing each of the following types of refuse.

(i) Vegetable peels

(ii) Plastic juice bottles

The performance was generally fair as attempted the question well. However, in (ii) they gave incorrect responses as most of them said juice bottles were to be burnt instead of re-using or recycling.

Expected answers:

(i) Vegetables peels: composting/burying animal feeding and town council collection

(ii) Plastic juice bottles: recycling/town council collection.

(h) Candidates were asked to mention two advantages of an electric stove. This question was performed well. Most of them tackled it with ease and earned good marks.

Expected answers:

State any two

- Oven is thermostatically controlled
- They are insulated so the kitchen is not overheated
- They heat up quickly/fast
- Even heat is produced
- There is no combustion
- They are clean
- Plate temperatures are controlled/adjusted

(i) Candidates had to explain the case of a glass casserole dish using the following:

1. Handle glass carefully

2. Wrap the casserole dish with tissues paper

The question was well tackled by most learners.

Expected answers:

(i) Handle glass carefully: because it breaks easily and may crack

(ii) Wrap casserole with tissue paper: prevent scratching/chipping, for long-term storage and prevent dust from settling on the casserole dish.

Question 3

This question was popular with most learners, and they performed well.

(a) The question was about the importance of water.

(i) Candidates were asked to give a food source besides beverages. They were able to give the food sources.

Expected answers:

Food sources of water; fruit vegetables, soups

(ii) Function of water

- Lubricate joints and membranes
- To regulate body temperature
- To transport nutrients in the body

- Aid in the digestion and absorption of food
- To remove waste products from the body

(b) The nutritional requirement for teenagers were expected from candidates. Overall, the question was fairly done as learners were able to give the points, however, they could not give the reasons well. Such as that teenage girls require iron because they menstruate monthly.

Expected answers:

- (i) Provide a good supply of complete proteins – to enhance rapid growth
- (ii) Good supply of calcium – to make red blood cells and prevent anaemia in teenage girls
- (iii) Increased supply of energy – because they are physically active
- (iv) Increased supply of vitamin C – to enhance the absorption of iron

(c) The difference between fat-soluble and water-soluble vitamins was unknown to some candidates. A majority could not differentiate between the two instead they gave responses like: fat-soluble vitamins are vitamins that are found in fat or lost in fat. Water soluble vitamins are vitamins that are found in foods containing water or lost in the water.

Expected answers:

Fat-soluble	Water soluble
- dissolve in fat	-dissolve in water
-stable on high temperature	-destroyed by high temperature
-A, D, E, K	-B, C

(d) Candidates were requested to state two uses of cheese in food presentation. This question was well attempted by most candidates.

Expected answers:

Any two

- In sauces
- Filling of sandwiches and pastries
- Main dish omelettes'
- Cheesecakes
- Baking/flavouring in scones, cheese biscuits

(e) Candidates performed well on the procedure for measuring a level cup of flour. They could not state the correct equipment for levelling the flour for instance some wrote using a leveller, wooden spoon, ruler or hand for levelling.

Expected answers:

- Scoop flour using a measuring cup
- Wipe excess flour using the back of a knife

(f) The candidates were asked to explain the proper storage of milk and oranges. The question was well attempted by most candidates

Expected answers:

- (i) Milk
 - Store in its container
 - Store in a clean covered jar in a cool place
 - Do not mix old with new milk
 - Store away from strong-smelling food
 - Keep in a cool dark place
 - Refrigerator

- (ii) Oranges
 - Store away from direct sunlight
 - Store in a well-ventilated area in a rack
 - Store for a short time to prevent wilting

(g) Candidates had a challenge in naming two agents used to clean a window. They gave equipment for cleaning windows such as warm water, feature dust, and newspapers. Part two of the question was fairly done.

Expected answers:

- (i) Two cleaning agents are required to clean a window: - window line
Paraffin
Methylated spirit
- (ii) What happens if a window is cleaned on a windy day?
 - The window becomes dusty and dirty

(h) Candidates were expected to describe the importance of paper refuse disposal. Most candidates performed well in this question.

Expected answers:

- To ensure a tidy and healthy environment
- To prevent decaying and decomposing offensive waste smells
- To prevent the attraction of germs and pests
- To prevent accidents

Section B

Candidates did not perform well in this section. The questions were tricky for most students.

Question 4

This question was poorly done, even though most students chose the question.

(a) Define tailor's tacking.

Answer: a temporal stitch that is used to transfer pattern markings to fabric. Most of the candidates defined the term as a person who sews clothes, others confused it as even tacking for holding a piece temporarily.

(b) Most candidates gave incorrect responses on points to consider when making seams.

(i) Majority of students stated that one should consider suitability even though they were not specific on what it is.

Correct response: consider weight (heavy/thick, light; fine and does not it tray or not)

(ii) Most students stated that the garment should be suitable for the occasion; it must fit you and others talked about affordability/considering the price.

Correct answer: double stitched seams ideal for manual workers; French seams for children, enclosed seams for underwear and pyjamas.

(c) Candidates were stating overall points like price, space, durability, and quality of equipment without being specific to that equipment.

Expected answers:

- (i) Ironing board: adjustable - to accommodate different heights
 - It should be firm/balanced
 - Have an iron stand
- (ii) Dress maker's shears
- (iii) Have long sharp blades

Comfortable to hold – allow four fingers to slip in.
 Made of stainless steel.
 18 cm to 20 cm long.
 Have a bent handle – to allow slip into the fabric.
 One blade should be narrow and pointed.

(d) (i) Worst performed question, most candidates were giving types of collars instead of stating the parts of collars.

Expected answers: a stand B. Roll line C. Fall

(iii) Most candidates are confused putting interface with reasons/uses of collars in a garment e.g. neatening the neck-less, giving a good appearance to the garment.

Expected answers: support and stabilize the collar

- Add stiffness and crispness to the collar
- Give edges and corners strength and neat appearance

(d) Poorly done by most candidates, they were specific to certain equipment e.g. pegs line.
 Expected answers: it must be rust-free, size of the family space available, and easy to clean.

(e) Fairly done by most students. A few stated reasons for pressing and others said to be able to pack clothes, a few said to remove moisture.

Expected answers: remove creases.

- Return garments to their original shape
- To kill germs
- Improve the appearance/neat appearance

(f) A better-performed question, most candidates were able to obtain the most marks in this question. Removal of wax was by sharp object instead of blunt, confusing the garment or stain. Others were jumbling the points.

Expected answers: scrap off using a blunt knife.

- Place a brown cover/absorbent paper over and under the skin.
- Press with a hot iron
- Wash using a suitable method for the garment.

(g) It was not well performed by candidates most candidates stated the care and handling of pegs instead of storage.

Expected answers:

- (i) Keep them in a dry place- to prevent absorption of moisture and discolouration or rusting of the metal.
- (ii) Keep them in a peg bag – to avoid/losing them
- (iii) Keep them away from direct sunlight – prevent warping.

Question 5

Few candidates attempted this question, and it was fairly done.

(a) Most students confused the shirt with overall garment e.g. most stated position of skirts

Expected answers:

- shoulder line
- under arm
- burst to waist
- back and front bodice

- (b) Most candidates displayed no understanding of the pleats. Most were giving suitable garments to find the pleats e.g. tunic, skirts, and trousers.

Expected answers:

Inverted pleats: two folds/knife pleats facing each other on the right side of the garment/1 fold-line and 2 placement lines.

Box pleats: two folds/knife pleats face opposite directions on the right side of the garment. 2-fold lines and 1 placement line.

- (c) Most candidates got this one right, even though a few confused them.

Expected answers:

(i) Cotton /linen

(ii) Wool/silk

- (d) Poorly done, only a few managed to get it right.

Expected answers:

Balanced wheel: controls the movement of the machine

Tension disk: regulates the tightness of the stitches

Press foot: holds the fabric firmly in position during sewing

The stitch length regulator regulates the length of the stitches

The needle clamp screw holds the needle firmly in position

Feed dog: pushes the fabric when sewing.

- (e) The question was poorly done, the majority classified the stitches instead of the stating uses.

Expected answers:

(i) **Statin stitch:** to fill up the design

(ii) **Running stitch:** making gathers/easing; positioning buttonholes/hand sewing seams of fine fabric

(iii) **Blanket stitch:** to neaten raw edges/sew buttonhole stitch/decorate

- (f) Substance use for removing the stain. Candidates did not do well on this question. Most candidates stated procedures e.g., vanish without considering garment e.g., Pain (laughter, love and panado).

Expected answers:

Ink: lemon juice/milk

Blood: salt/paste of starch

Grass: methylated spirit

Pair: there was a typo: paint – use turpentine

- (g) (i) Identify causes of stain.

The question was well attempted, though few were stating the causes of stains e.g. carelessness, and food spills.

Expected answers: to know the chemical to use to remove/procedure to use, to know the type e.g. grease, protein

- (ii) Remove stain before washing.

Most candidates were saying easy to wash.

Expected answers: prevent further damage, e.g. rust stain spread when wet, fruit stain fixed when boiled.

(h) Importance of care labels on garments.

The only question where most candidates gave good answers.

Expected answers:

- Provide instruction for washing/drying/bleaching/dry cleaning
- Needed to care for the garment
- To know fibre content.

(i) Reasons when laundering woollen garments.

Empty pockets and shake woollen garments: most candidates did not consider the question as a dual question, hence most talk about emptying the pockets, and they were able to give fair reasons.

Expected answer: To remove dust and foreign objects.

(ii) Darn any holes: Most candidates displayed no understanding of darning. Even though a few got it right.

Expected answer: To ensure holes do not become bigger.

(iii) Measure the length and width of the garment: Most candidates are confused about measuring the length as taking body measurements. Others were giving reasons as to fit well (when buying garments).

Expected answer: To stretch it to the right size while drying.

Question 6

Most candidates chose this, it was fairly performed.

(a) Fastener for child's dress.

Most candidates did not get it right because they were giving zipper as an answer and those who wrote button. They were not stating the button whole.

Expected answers: button + buttonholes/Velcro/hook and eye press studs.

(b) Definition of terms used in textile.

Most candidates displayed difficulty in answering this question. Threads were referred to as lines and were confusing weft with warp. Written in garment instead of fabric.

Expected answers:

(i) Warp: threads run in a vertical direction and are parallel to the selvedge, lengthwise threads.

(ii) Weft: cross the warp threads at right angles and run in a horizontal direction in fabric.

(iii) Selvedge: finished edge of the fabric and where the weft threads turn. Neatened edges of the fabric.

(c) Uses of sewing equipment

(i) Tape measures: most candidates got it right.

Expected answers: measure the width and length of the fabric. Take body measurements.

(ii) Pins: a few described pins.

Expected answers: used to hold two pieces of fabric temporarily before sewing.

(iii) Thimble: a few candidates said thimble for storing pins.

Expected answers: used to case middle finger to avoid bars hurt by the needle.

(d) Quality of a well-sewn dart – badly performed.

Most candidates were stating positions where darts are found e.g. in a garment. Others were general saying neatly.

Expected answers:

- It tapers to a point.
- Lies flat towards the correct position of the garment
- Should be of suitable width and length
- Well secured

(e) Differentiate between instruction sheet and pattern adjustment line.

Worst performed question by candidates. Most were repeating the statement.

Expected answers:

- (i) **Instructional sheet:** step-by-step instructions and diagrams for the process found in the pattern envelope as a guide to sewing.
- (ii) **Pattern adjustment line:** indicates where to lengthen or shorten your patterns.

(f) Outline steps for making a plain seam.

Most candidates stated qualities of a good seam instead of steps making a seam. Others said a few points and jumbled the points.

Expected answers:

- Place two pieces of raw fabric to be joined with right sides together
- Match the raw edges/notches
- Pin and tack along the stitching line
- Remove pins, machine stitch
- Remove tacking
- Press

(g) Reasons for a pressing cloth.

Most candidates were giving reasons for pressing flattening the seam.

Expected answers:

- Prevent scorching
- Prevents burning of the fabric
- Prevents shining

(h) Reasons for applying fabric softeners in the last rinse.

Most students got it right. Even though a few were giving reasons for rinsing.

Expected answers:

- To prevent static electricity
- To prevent clinging to the body
- Soften the garment, smell nice

(i) Procedures are done when removing stains in garments.

Fairly done question. Most candidates were able to state the procedures.

Expected answers:

- (i) remove stain immediately - become/fixed with time
- (ii) use stain removal agents with care – some are flammable, hence done to reduce accidents. Some are dangerous and can damage garments/hands.
- (iii) Rinse the garment thoroughly after treatment – ensure chemicals are removed.
- (iv) Remove stains before washing the garment – prevent further damage, to prevent spread.

(j) Procedure for softening temporary hard water. Poorly performed question. Most candidates stated reasons for softening hard water. Others listed the ways of softening water without the procedure.

Expected answers:

- Add ash/washing soda/borax/ammonia/caustic sock to the water.
 - Allow to stand
 - This will combine with minerals to form an insoluble precipitate which sinks to the bottom, and then the water will become soft.
- Or
- Stand water for a few days before using it.

Paper 540/03**General Comments**

4510 candidates wrote this paper. There was a general increase in the number of candidates who registered for Consumer Science paper 3 this year (2021). A total of nine hundred fourth five (945) candidates show an increase as compared to those of 2020 which had a total number of 3565. This reflected an increase of 26.51% from the previous year.

The overall performance was good. Most candidates attained very good scores for both 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. This indicates a need for centres to encourage a positive attitude toward the learners toward 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) 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 candidates to be able to write the whole recipe instead of summarizing.
- (b) 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.
- (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) Some centres marked original planning sheets which were not supposed to be done because the syllabus states that they were supposed to be sealed and kept in the office after planning.
- (e) Some centres did not mark garments on individual mark sheets, something unexpected as moderation is based on teachers' marks.
- (f) 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, 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 the 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 is 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.
- Some teachers still allocate marks with decimal points to candidates' work instead of whole numbers. Please note that decimal points are not used when marking.
- 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 check if they do pack banded garments using the overall number of candidates. To categorize the banding according to the performance of the candidate for example if the highest mark was 75%, the banding would be: low 0 -25%, Middle 26-50% and highest 51-75%. The number of the banded garments which are the samples are 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 pack 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 dish using potatoes. Serve it with suitable accompaniments to form a balanced meal.
- (b) Prepare and bake a cake using the rubbing-in method.
- (c) Launder a cotton tray cloth with a tea stain.

The following observations were made for test 1 requirements:

- (a) Most candidates were able to choose the correct dishes for using potatoes for the main dish and most candidates were able to come up with suitable accompaniments to form a balanced meal. The common responses were potato wedges, French fries roast and grilled potatoes.
- (b) Most candidates were able to choose the correct cake using the rubbing-in method, with good answers including rock cakes, plain fruit cake, and sultana cake. A few candidates were including creamed cakes which were not appropriate
- (c) Most candidates were able to launder the cotton tray cloth with a tea stain but failed to indicate the use of glycerine to treat the stain in the tray cloth. They also failed to indicate the use of soap needed as after stain removal, garments should be washed to avoid water marks. The rinsing and drying part was also left out.

Test 2 requirements

The candidates were expected to do the following:

- (a) Prepare, cook, and serve a balanced meal suitable for a lactating mother. Serve it with suitable accompaniments.
- (b) Prepare a dessert using locally available fruits.
- (c) Wash a stained plastic basin.

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 beef stew, chicken stew, liver pilaf and macaroni cheese. However, a few of the candidates were including highly spiced and fried foods which were not appropriate for a lactating mother.

- (b) Most candidates were able to prepare a dessert using locally available fruits. Responses included fruit salad, banana custard and pineapple upside-down pudding.
- (c) To wash a stained plastic basin, most candidates were able to clean the stained plastic basin but missed the part on the use of bleach for removing the stain. The expected responses were to include bleach and cloth as an abrasive should not be used and a few candidates were including the abrasive to remove the stain which was not appropriate.

Test 3 requirements

The candidates were expected to do the following:

- (a) Prepare, cook, and serve two dishes, one **sweet** and one **savoury**, using shortcrust pastry.
- (b) Serve one of the dishes in (A) to make a light meal for an office worker.
- (c) Wash a baby's feeding bottle with milk stain.

The following observations were made for test 3 requirements:

- (a) Most candidates were able to answer the test very well on shortcrust pastry, expected responses included Cornish pastries, sausage rolls, quench Lorraine, meat pies, fish pies and cheese and onion flan. Most candidates could not meet the demands of this test on the sweet dish and expectant dishes included apple pies, milk tart, jam tart, plum and marzipan pie, and raspberry tart.
- (b) Most candidates were not able to give appropriate accompaniments to the savoury dish. It was expected that if the savoury dish was chosen, accompaniments must include a cooked and a raw salad if it's a one-pot meal.
- (c) Most candidates were able to clean the baby's feeding bottle with milk stain, they included the appropriate ingredient which is salt to remove the stain and then soap to wash the feeding bottle.

Test 4 requirements

The candidates were expected to do the following:

- (a) Prepare, cook, and serve two dishes, one using a plant protein and the other using an animal protein.
- (b) Serve one of the dishes in (A) with suitable accompaniments to form a balanced meal.
- (c) Clean an enamel plate.

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 animals' correct responses would include fried chicken, fried fish, egg curry, and scotched eggs. Some candidates prepared scrambled eggs which resulted in them being awarded low marks because it was a low-skilled dish. Candidates were also expected to cook a dish using a plant protein and most candidates had a challenge with this part of the question and expected responses were bean curry, lentil curry, soya bean curry
- (b) Most of the candidates chose the correct dishes for accompaniments to form a balanced meal.
- (c) Most candidates responded well to the question. Some failed to indicate the washing method and rinsing.

Test 5 requirements

The candidates were expected to do the following:

- (a)** Prepare, cook, and serve the main dish using each of the following equipment.
 - (i)** a steamer
 - (ii)** a grater
- (b)** Serve one of the dishes in (A) with suitable accompaniments to form a balanced meal.
- (c)** Clean a drain.

The following observations were made for test 5 requirements:

- (a)** Most candidates met the requirement of the test whereby a dish using a steamer and a grater was chosen and expected responses for the steamer were steamed fish and parsley sauce, steamed chicken, and steamed meal bread, for the grater most candidates gave beetroot salad, carrot salad, macaroni cheese as their responses.
- (b)** Candidates did very well on this question they were able to form a balanced meal by either using a steamer or grater. However, some candidates failed to include appropriate accompaniment for the dishes. Their responses included boiled rice, and the meal was dry.
- (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.

CONCLUSION

This is of great concern that candidates still state ingredients instead of a dish e.g. rice instead of boiled/fried/yellow/savoury. Numbering of 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 some ingredients such as sugar, or flour. Some centres still fail to pack their envelopes properly as some do not arrange them alphabetically according to the ECESWA register. Some centres still show unprofessionalism when presenting their work where 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 submit the ECESWA register together with the scripts and sitting plan.