

***EXAMINATIONS COUNCIL OF ESWATINI***

**JC**

**EXAMINATION REPORT**

**FOR**

**CONSUMER SCIENCE**

**YEAR**

**2023**

## Paper 1

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### General comments

In 2023, about 19000 candidates sat for this examination. There was a slight decline in the candidates' performance as compared to the previous year (2022)**PAPER 1 REPORT 2024**

The marking process this year went well. No disturbances were experienced, it began at the stipulated time and ended as projected. Messages about the starting of marking as well as marking centres were sent in time. The principal examiner and Team leader co-ordinated on the 26<sup>th</sup> of November, markers started the marking process on the 27<sup>th</sup> of November and finished on the 7<sup>th</sup> of December.

The online application is very convenient, the new process even more convenient than the previous year especially for people who did not have access to the form in the previous years and the link was well distributed in the social media platforms across the country. An early response of acceptance as markers was received this year but school administrators complained about the text messages in the sense that teachers can forward to each other, they would rather markers receive letters which they can print out. They can be printed out and given to the school administrators for filing purposes.

Meal and accommodation allowances were received within the four days, as communicated in the meeting. Special appreciation to the increment of these allowances as well as marking rates as promised by the council in the previous year.

The process of capturing marks is also recommended compared to the checkers used in the previous year. It is believed that it identifies the mistakes which need to be corrected. The availability of computers also allowed the process to be smooth.

Classroom cleaning was greatly appreciated, as well as the cleanliness of the toilets. Our Disappointment once again is the noise that surrounds the marking centres. Too many activities that lead to disturbances e.g grass cutting during the day.

## GENERAL COMMENTS

A total number of 3818 candidates sat for the examination, which was a decrease from the previous year.

Generally, the paper was not done very well. Most students failed to respond to the first section i.e. Childcare and Development. It carried a lot of marks, yet some were not able to respond to most of the questions. A reasonable number got zero for that Questions which require students to write a procedure carry a lot of marks, yet most students failed to state them as expected. **Comments on specific questions.**

## SECTION A - MULTIPLE CHOICE QUESTIONS

It was fairly attempted by most candidates. A fair number got just above average, and some got below average.

## CHILDCARE AND DEVELOPMENT

1. What is ovulation?  
**Expected answer:** An ovary releases an ovum
2. How long a woman's egg can survive after its release?  
**Expected answer:** Between 12 and 24 hours
3. At what stage does a woman's nutritional requirement increase?  
**Expected answer:** Pregnancy
4. Best time for bathing a baby  
**Expected answer:** Just before feeding
5. Sugar Found in breastmilk  
**Expected answer:** Lactose
6. Stages in childbirth  
**Expected answer:** Three
7. True statement about breastfeeding  
**Expected answer:** She needs nutritional foods every day.
8. Disease vaccinated by BCG  
**Expected answer:** Tuberculosis
9. Monitored in the blood of a pregnant woman  
**Expected answer:** Anaemia, antibodies, venereal disease
10. Causes of constipation  
**Expected answer:** Insufficient liquid

### **FAMILY LIVING AND FAMILY RESOURCES**

11. Type of family in developed countries  
**Expected answer:** nuclear family
12. Name of the family spending plan  
**Expected answer:** Budget
13. Maiden name  
**Expected answer:** A married woman's father's surname
14. Which of the following does not cause conflict in families?  
**Expected answer:** Authority
15. Method whereby goods and services are obtained before payment with a promise to pay it back later  
**Expected answer:** Credit

### **HEALTH AND HYGIENE**

16. Statement explaining water is safe to drink  
**Expected answer:** Boiling water before use
17. Disease spread through sexual intercourse  
**Expected answer(s):** HIV / Syphilis
18. Which of the following is caused by fungus?  
**Expected answer:** Ringworms
19. Which of the following ailments can affect the feet?  
**Expected answer:** Bunions
20. Items necessary for cleaning a deep cut.  
**Expected answer:** sterilized tweezers, sterilized gauze, antiseptic

## SECTION B -STRUCTURED QUESTIONS

### CHILDCARE AND DEVELOPMENT

#### Definition of terms

**A. (i) Candidates were expected to define weaning.**

Most candidates were able to answer the question, but some were leaving out the keywords i.e. “gradual introduction “and “to an infant that is breastfeeding”

Giving statements such as...Giving food to a baby, which then sounds like the general feeding of a child not in particular to a breastfeeding infant.

**Expected answer:** the gradual introduction of solid foods to an infant who is still breastfeeding.

**(ii) Candidates were expected to define a zygote as a cell formed immediately during fertilization.**

Some candidates were able to define a zygote as expected.

A fair number of candidates had an idea of what it is related to but had difficulty putting it into words i.e. When the egg carries the sperm. Some candidates were defining fertilization which is the fusion of the sperm cell with the egg to form an offspring.

**Expected answer:** the cell formed immediately during fertilisation.

**B. Candidates were expected to state symptoms of pregnancy.**

Most candidates were able to select any of the two symptoms. Only a few gave wrong answers based on some of the beliefs associated with pregnancy e.g. Mood swings and hating the people next to you.

**Expected answers were:** to list missing menstrual periods, nausea, tenderness and enlargement of the breasts, oedema, headache, chloasma, backache and varicose veins as symptoms of pregnancy.

**C. Candidates were expected to name important nutrients missing in breastmilk**

Most candidates failed to respond to the question they were given the important nutrients found in breastmilk, especially proteins. Instead of giving the nutrients that are missing in milk. Some were giving incomplete responses e.g. Vitamins instead of Vitamin C, Minerals instead of the specific mineral.

**The expected responses were:** Iron and Vitamin C

**D. Candidates were expected to state Why a pregnant woman needs to avoid**

**Highly spiced foods-**

A majority failed to respond to these questions. Giving all possible defects that are associated with disabilities (the child will be born with one arm) but only a few explained that it upsets the baby's stomach.

Some were explaining what it can do to the adult, yet the question was about the unborn baby.

**Expected answer:** It will upset the baby's stomach

**Drinking alcohol** - a few were able to respond specifically to the baby. Candidates were giving responses about the mother i.e. she will get drunk and fall.

**Expected responses were:** it might lead to abnormalities in the baby

low birth weight

**E. Candidates were expected to give functions of colostrum.**

Most Candidates lost marks because of listing the functions of milk in general instead of the emphasis on the colostrum e.g. it has almost all the nutrients instead of saying - it contains a high concentration of nutrients. But a fair number was getting only one mark very few were able to get both responses correct.

**Expected responses were:**

- It contains antibodies,
- it contains a high concentration of nutrients,
- it cleans the baby's stomach of all food ingested before birth,
- and it quenches thirst.

**F. Candidates were expected to state why are fruits to be introduced early to a baby's diet.**

Candidates were expected to explain how baby's milk lacks Vitamin C so early introduction of fruits will allow the baby to have the Vitamin C in their diet.

Very few candidates were able to give the expected response. Some were losing marks because they were not specific i.e. to introduce Vitamins instead of to introduce Vitamin C.

**Expected responses:** Baby's milk lacks Vitamin C so early introduction of fruits will allow the baby to have the Vitamin C in their diet.

**G. Candidates were expected to discuss how the physical needs of a pregnant woman can be met.**

Candidates were expected to explain that a pregnant woman needs to get enough sleep to allow them to relax. They should exercise to allow them to keep healthy and fit. They should avoid strenuous exercise.

The question expected two points and each point should be supported with a reason. That would award the students 4 points, some were getting half the expected points because they were not giving reasons for their points. An example can be "they should exercise instead of they should exercise to keep fit.

A fair number of students did get the full points they responded as expected.

**Expected responses were:**

- clothes should be loose-fitting and hang freely from the shoulders. To feel comfortable, they should be attractive and comfortable.
- underwear should be of the correct size and give gentle support- To feel comfortable.
- shoes should be low-heeled and well-fitting- not to easily get tired.
- avoid high-heeled shoes and shoes in bad condition, as they may cause falls.

**H. Candidates were expected to discuss the procedure for using a tub bath.**

Students failed to write the procedure as expected, and very few got the expected marks. Some were writing the procedure about self instead of the baby e.g. 'I will enter the bathtub....' Which then made the procedure to be all wrong.

Some were not writing the procedure in the expected order. A few were also using the wrong terminology which can not apply to babies i.e. immerse the baby in hot water.

**The candidates were expected to list the following points in their order.**

- Undress the baby,
- lower baby into the tub that is filled with warm water,
- support the baby's head and apply soap all over the body paying attention to the folds of the baby and genital area,
- rinse the baby with the other hand,
- quickly remove the baby from the tub.

## **FAMILY LIVING AND FAMILY RESOURCES**

### **A. (i) Candidates were expected to define family.**

A fair number of students were able to respond to the question, those that were getting it wrong were giving incomplete responses i.e. a family is a group of people, or a family is people sharing resources. People can share resources even when they are not a family.

**Expected response:** a group of people living together related by blood, adoption or assimilation sharing resources.

### **(ii) Candidates were expected to define expenditure.**

Candidates were able to respond to this question very few got it wrong.

**Expected response:** It is money spent

### **B. Candidates were expected to name duties that mothers are expected to perform towards their children.**

Most of the candidates were able to respond to this question, a few were explaining that mothers should give birth to children which is the role of a mother.

#### **Expected responses:**

- To provide their children with food, shelter, clothing, education and love.
- To advise, correct and discipline younger family members when they misbehave.
- To set an example for their children.

### **C. Candidates were expected to state the advantages of a blended family**

Candidates were mostly able to state the shared responsibilities leading to one mark. Other responses were mostly general to all families i.e. They live together or students would break down the responsibilities leading to one mark e.g. the parents work together to pay school fees, and they share rent fees.

#### **Expected responses:**

- They share responsibilities.
- They share duties
- Children feel loved and secure



**D. Candidates were expected to discuss factors to consider when choosing a home.**

Most of the candidates got it right. Only a few got half a mark because they either listed four factors without reasons or listed two factors and failed to give the appropriate reason for each factor.

e.g. climate-choose a place with your weather.

Weather changes daily so students were supposed to say choose a home with a climate that you find comfortable.

**Expected responses:**

- Affordability- choose a home within your means.
- Rates – if you need a town home consider the money you need to pay for rates.
- Crime rate- it is undesirable to live in a high-crime area.
- Proximately to family and friends- select a place within driving distance from your family and friends.
- Climate – living in the climate in which you are most comfortable contributes to your mental and physical health.
- Education system- choose an area that offers the best education for your children.

**HEALTH AND HYGIENE**

**A. Candidates were expected to give the difference between burns and scalds.**

A majority mixed up the response giving burns as pain inflicted by wet heat and scalds by dry heat.

A fair number of candidates were also failing to score marks because of general responses such as burns caused by fire without mentioning the skin. Fire can occur in the forest and cannot be defined as burns

**Expected responses:**

**Burns-** injury inflicted by dry heat

**Scalds-** injury inflicted by wet heat

**B. Candidates were expected to give causes of Malaria fever.**

Candidates were not able to give the expected response, very few were able to give the response. A majority was just saying a Mosquito which was not specific enough because not all mosquitos cause malaria. Some were saying “A mosquito which is infected with malaria”. Yet the mosquito is not infected but infective.

**The expected response was** female anopheles mosquito/ Protozoa – plasmodium parasite.

**C. Candidates were expected to state the functions of a school health nurse**

A majority were able to respond to the question mostly not leaving out first aid as a response.

What disadvantaged some was the use of wrong terminology e.g. instead of referring to major illnesses some said they heal major illnesses. The “heal” made it wrong because the nurses are not capable of such.

**Expected responses:**

- Physical examination concerning nutrition, eyes, ears and cleanliness of the child.
- Treatment of minor ailments.
- Referring to defects and major illness.
- First aid.
- Nutrition services: testing for nutrients in foods e.g. iodine in salt.

**D. Candidates were expected to describe the daily procedure of cleaning teeth**

Some were able to state the procedure as expected but some failed to get full marks, they were getting one mark for the squeezing of toothpaste to the toothbrush but failed to continue with the rest of the procedure.

A majority was also giving the general care of teeth i.e. brush your teeth twice a day, visit a dentist twice a year.

**Expected responses:**

- Gargle with water when you wake up to freshen your mouth.
- Clean your teeth by squeezing enough toothpaste onto the brush.
- Brush molars using up and down circular movements from the upper gums to the bottom, inside and outside.
- Do the same with all the other teeth.
- Brush the tongue repeatedly.

## Paper 2 Report 2024

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### General Comments

3818 candidates wrote this paper. There was a general decrease in the number of candidates who registered for Consumer Science Paper 2 this year (2023). A total of nine hundred ninety-five (995) candidates shows a decrease as compared to those of 2022 which had a total number of 4510. This reflected a decrease of 22.1% from the previous year.

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

### SECTION A

The overall performance for this section was average. Most candidates were not reading questions with understanding resulting in trivial mistakes.

### QUESTION 1

Most candidates attempted this question, but their performance was poor. The structure of beef and Precautions when deep fat frying proved to be the challenging questions.

(a) Candidates were expected **to define of nutritional terms:**

**Dish and preservation-** Most candidates defined a dish as equipment (a plate), others referred to the dish as a meal. Preservation, they were giving ways of preserving food instead of defining it.

**Expected answers:**

- (i) Dish: A specific food preparation / a distinct food or variety of food ready to eat or to be served.
- (ii) Preservation: method of keeping foodstuff fresh and nutritious by preventing natural and microbial decay.
  - keeping food fresh for a long period.
  - Delaying food spoilage / prolonging shelf life.

(b) Candidates were expected **to state reasons for measuring food.**

Most candidates performed better in this question, displaying clear knowledge of measuring food.

**Expected answers:**

- To avoid wastage of food
- To avoid shortage of food
- For successful cooking and baking

(c) Candidates were expected **to give the classification of carbohydrates**

Most candidates were giving functions of carbohydrates and a few giving/listing sources of carbohydrates e.g porridge, rice etc.

**Expected answers:**

- starches and sugars

- (d) Candidates were expected **to name nutrients responsible for blood clotting.**

Most candidates were identifying nutrients responsible for the formation of blood; vitamin C and Iron.

**Expected answers:**

- Vitamin K and Calcium

- (e) Candidates were expected **to state the differences between Macro and Micronutrients.**

Most candidates were listing the nutrients instead of differentiating. Better most failed to give answers.

**Expected answers:**

- Micronutrients are nutrients needed in large quantities in the body while macro are those nutrients needed in small amounts.

**state the differences between pouring and coating batter**

**Expected answers:**

- Pouring is thinner and more liquid is used while a coating batter is thicker and uses half the liquid of pouring batter.

- (f) Candidates were expected **to outline ways of keeping water safe for drinking.**

a well-attended question. Most candidates got it right.

**Expected Answers:**

- Add a tiny amount of bleach/chlorine in the water.
- Boil water and leave to cool down overnight covered.
- Install a filter on a household tap.

- (g) Candidates were expected **to give reasons for faults in pastry making.**

Most candidates were mistaking pastry with cake making thus giving reasons for faults in cake making. Few confused pastry with proving instead of resting pastry.

**Expected answers:**

**(i) Tough and hard**

- Too much is used for mixing.
- Conditions not cool enough.
- Too little fat used / uneven fat distribution.
- Too much flour is used when rolling.
- Turning pastry over during rolling

**(ii) Shrunken pastry**

- Pastry not allowed to rest before bakery.
- Stretching pastry during preparation.

(h) Candidates were expected **to discuss the structure of beef**

Most candidates failed to answer this question. They gave cuts of beef e.g. steak, offal, oxtail etc. others stating the nutritional value of beef, and a few were talking about the choice/freshness of beef.

**Expected answers:**

- **Muscles:** these are long, slender fibres formed into bundles bound together by connective tissues.
- **Fat:** meat is made up of fat that is both visible and invisible in the form of fat globules between the muscle fibres, giving a 'marbled' effect.
- **Bones:** they are made up of dense connective tissue, mineral matter and moisture.
- **Extractives:** these are substances produced in meat and contribute to the flavour of the meat.

(i) Candidates were expected **to discuss safety precautions to consider when deep fat frying**

This question proved to be worst performed, most candidates did not read the question with understanding resulting in them giving general rules for deep fat frying: with correct precaution, there was no reason.

**Expected answers:**

- The food must be as dry as possible before frying to avoid splattering.
- Gentle lower food into the oil to avoid splashing and boiling over.
- Do not overheat the oil as it causes food to cook too quickly on the outside while the inside remains raw.
- Never fill the pan more than three-quarters full as the oil may boil over and ignite.
- Heat fat to the required temperature.
- Turn the handle inward to the stove to avoid tipping off.

(j) Candidates were expected **to discuss the care and cleaning of the baking tin**

It was a poorly performed question, most candidates responded with the cleaning of a cast iron pot, and others described the cleaning of an aluminium pot. Only a few explained the cleaning of a baking tin, using warm water instead of hot.

**Expected answers:**

**Care:** all tin-ware items should be dried before storage as they may turn to rust.

**Cleaning:** wash in hot soapy water (and never use abrasives as they damage the surfaces.)  
Dry thoroughly.

## **QUESTION 2**

This question was popular amongst learners and the performance was poor because learners generalized it and could not read questions with understating. The method of making plain scones and rules grilling meat was the most challenging to most learners who attempted this question.

**(a) Candidates were expected to define nutritional terms**

food and starvation. The term food was fairly attempted by most candidates.

**(i) Food**

Popular responses were:

Food is anything that can be eaten and digested.

**Expected answer:**

Food is any solid or liquid substance we consume and digest which does not cause any harm to the body.

**(ii) Starvation**

Popular responses:

Starvation is a feeling of hunger.

**Expected answers:**

a severe deficiency in calorie energy intake below the level needed to maintain an organism's life.

**(b) This question expected candidates to state two deficiency symptoms of vitamins.**

Candidates performed poorly in this question because they gave responses of any deficiencies coming to mind mostly those of calcium like rickets, retarded growth.

**Expected answers:**

- Security
- Wounds fail to heal properly.
- Anemia, because iron is not absorbed without vitamin C.

**(c) Candidates were supposed to outline points to consider when planning meals for children.**

Most candidates gave correct responses to this question where they wrote the nutrients and their functions to consider when planning meals for children.

**Expected answer:**

- Provide enough energy for certain weight gain.
- Meals should be balanced.
- New foods and flavouring should be served at the beginning of the meal when the child is hungry.
- A limited amount of bulk; part of the energy must come from fat.
- Less sugary snacks and drinks.
- Less spicy foods and drinks high in caffeine.

(d) In this question candidates were expected to **state nutrients responsible for the following functions:**

- i. **regulating body fluids and**
- ii. **formation of red blood cells**

Candidates gave answers like vitamins and calcium for body fluids. Most candidates responded correctly to the one on information on red blood cells.

**Expected answers:**

- i. Regulating body fluids  
Sodium, Phosphorus
- ii. Formation of red blood cells  
Iron

(e) Candidates were supposed to **mention classes of vegetables.**

This question was popular with most candidates and answered correctly by most. A few gave wrong responses including seeds and pods, soft vegetables, and hard vegetables.

**Expected Responses:**

- Roots
- Tubers
- Flowers
- Green leafy vegetables
- Stem
- Fruit
- Bulbs
- Pulse vegetables

(f) Candidates were expected to **state rules for grilling meat.**

This question proved challenging to most learners as they gave responses related to cake making like preheating the oven, greasing the pan with margarine etc.

**Expected answers:**

- Warm and grease the rack to prevent food from sticking to it.
- Use only tender cuts of meat.
- Food should be in small pieces so that the meat can penetrate and cook through.
- Do not remove all the fat from the meat as this helps to keep the meat moist during cooking.
- Baste occasionally to prevent drying.
- Do not use a fork or sharp utensil for turning the food as it will piece the food and release the juices.
- Serve immediately with accompaniments.

- (g) Candidates were expected to **outline the methods of making plain scones**. This question proved challenging to most candidates. Most left the question un-attempted, some who attempted it did not know the other temperature for plain scones. Some sifted the flours together with sugar and rubbed in flour with sugar. Some candidates used creaming method and even whisking methods for making scones.

**Expected answers:**

- Preheat oven to 230 °C. Grease a baking sheet.
- Sieve dry ingredients together (flour, baking powder and salt)
- Rub margarine into flour and mix well with a pallet knife
- Mix to a soft dough and roll out 2cm thick.
- Cut into rounds with a plain cutter and place on a baking sheet
- Brush tops with beaten eggs or milk and bake for 10-20 minutes

- (h) In this question candidates were expected to **state advantages of using an electric stove**. Candidates fairly attempted this question, a few gave common responses for gas and coal stoves.

**Expected answers:**

- They are insulated
- They are fast and produce even heat
- They are clean as there is no smell or smoke
- The oven is thermostatically controlled
- It has a warming drawer
- It is easy to clean
- It does not warm the kitchen
- If used carefully the running cost are not high

- (i) Candidates were expected to **give reasons for the following practices**;  
a sink situated next to a window, rinse a sink with boiling water after use and adding vinegar when cleaning aluminium equipment.

This question was performed fairly by most candidates. Some gave responses that were general like remove stains or germs, instead of greasy.

**Expected answers:**

- i. A sink should be situated next to a window
  - To allow light and fresh air to enter the room
- ii. Rinse a sink with boiling water after use
  - Remove grease in the pipes that might further lead to a blockage
- iii. Adding vinegar when cleaning aluminium equipment
  - To clean a discoloured aluminium
  - To make it bright and shiny



### **QUESTION 3**

This question was most chosen in this section and the performance was not good to most students since they generalised the questions.

(a) Candidates was expected **define the following terms**; a beverage and a raising agent.

i. Beverage

Candidates' common responses were: a drinkable liquid

**Expected answer**: is referred to as a drink, hot or cold.

ii. Raising agent

Common responses: a chemical used to produce air into mixture the key word *flour mixtures to rise* was not included, and took air as a gas not a raising agent.

**Expected answers**: is a substance that is able to produce a gas which will expand during cooking and allow the flour mixing to rise and become light.

Other accepted response was:

A substance added to flour mixtures to make it rise during baking

(b) Candidate was expected to **state 2 (two) general functions of mineral elements in the body**.

Most candidates gave responses which were specifically for a mineral element:

Common response:

- Iron, to make blood
- Calcium for strong bones and teeth

**Expected responses**:

- Regulates body fluids
- For strong bones and teeth
- Production of fluids in the body
- For controlling body processes
- Form part of every cell in the body e.g brain

(c) Candidates were required to **give two security vitamin B<sub>2</sub> (riboflavin)**.

Common responses:

- Vegetables
- Meat
- Fish

**Expected answers:**

- Cheese
- Mermik
- Egg yolk
- Yeast
- Offal
- Green leafy vegetables

Candidates were awarded marks for giving responses such as;

- spinach
- liver
- -eggs
- lettuce
- kidney
- cabbage
- bread

(d) This question required candidates to **state why cellulose is important in diet:**

common responses:

- mostly functions of carbohydrates in the body.
- state where cellulose is obtained.

**Expected answers:**

- Keep food move down the digestive track
- Prevent consumption
- Provides bulk which delays hunger

Marks were awarded to responses such as:

- Prevent weight gain
- Prevents heart diseases and colour cancers
- Assist in elimination of waste products along the gut
- Aids in digestion
- Helps in absorption of water in the gut

- (e) Candidates were expected to **discuss reasons why individuals have different nutritional needs.**

Common responses were:

- Money availability
- Religion
- Vegetarians
- Life and styles

**Expected responses:**

**Age:** young children need more nutrients than adults as they are still growing.

**Gender:** males need more energy foods because they are muscular than females.

**Occupation:** sedentary workers need less energy as they are not active and manual workers need more energy for working.

**Health:** people with different health needs such as pregnant, lactating, diabetes need specific nutrients to meet their health.

- (f) Candidates were required to **state ways of introducing air into flour mixtures.**

Common responses were:

- Rubbing in method
- Creaming method
- Whisking method

**Expected responses:**

- Sifting dry ingredients
- Creaming fat and flour
- Whisking egg and sugar together
- Rubbing in fat to flour
- Folding and rolling pastry

- (g) Candidates were expected to **state three conditions favourable for the growth of micro-organisms.**

Common responses were:

- Temperature without stating if it is warm
- Moisture
- Air
- Food

**Expected responses:**

- Moisture, warmth
- Time, air
- Food,

- (h) Candidates were required to give two reasons for controlling cockroaches in the home.

Common responses:

- Keep the house clean, dispose refuse properly
- Keep food covered, use pesticides
- Use poison traps, do not leave food lying

**Expected responses:**

- They contaminate food and cause food poisoning
- To keep the house clean
- They are annoying
- They give bad smell
- They make the house dirty

- (i) Candidates were expected to **explain why it is necessary to dispose waste properly.**

Common responses were:

- They make the environment untidy
- They create a filtering and bad smell / odor
- They harbour insects and pest
- Cause malaria

Marks were awarded to the above common responses

**Expected responses:**

- To ensure a tidy and healthy environment in which to live
- To prevent decaying and decomposing waste as it smells bad / offensive smell
- To prevent germs and pest which are detrimental labour health
- Prevent clutter and accidents from happening e.g cuts and fall
- To prevent a breeding place of pest
- Waste destroys vegetation and sea life

- (j) Candidates were required to **give advice on buying kitchen equipment.**

Common responses mostly were the expected responses on choice of kitchen equipment e.g purchase equipment needed.

- Choose affordable equipment (not cheap or expensive)
- Consider task the item is intended for
- Consider how frequent it is to be used
- Easy to clean
- Consider the space available
- Consider fuel / power the equipment will consume
- Family size
- Colour to match choice and colour scheme

#### **QUESTION 4**

The use of time by candidates

A majority of students wasted time to respond to all question in all the sections and this contributed to failing to achieve high marks.

Some would attempt a section of sub question in each question and that made them lose more time to concentrate on the question of choice.

Common misinterpretation of the rubric

- most candidates could not make the difference between state, list, explain and outline.

e.g **question 1(i)**

- Discuss with reasons two safety precautions to consider when deep fat frying

**Question 2(g)**

- Outline the method of making plan scones.

Candidates would state rubbing in method and fail to outline the steps in the making of scones.

## **SECTION B**

The overall performance for this section was poor as most questions were high order questions.

### **QUESTION 4**

This was the most attempted question in this section and it was better performed by most candidates compared to the other questions in the sections.

#### **(a) Definition of terms**

##### **(i) Raw edges**

**Expected answer:** it was a part of fabric that frays before it is neatened or finished.

Most learners said garment net fabric.

##### **(ii) Yarn**

Most candidates gave an incorrect response. They would simply refer to it as wool for knitting.

**Expected answer:** is a number of fibres twisted together.

#### **(b) Ways of finishing necklines**

Most gave correct answers although they would list bias binding and crossway strips as two instead of one.

**(c)** Most learners were able to match the sewing machine parts to the functions although the lines drawing would be difficult to follow as some were dual headed.

**(d)** This question seemed to be challenging to the learners. Expected answers would include placement of fabrics and seam allowances.

**(e)** Importance of steps in garments contraction- Most learners were able to justify pressing some had a challenge with under stitching mistaking it for stay stitching.

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

i. Pressing- give finished garments a professional look, remove creases.

ii. Under stitching- to make it lie flat inside the garment.

**(f)** Most students were able to respond to this question with a minority being too general like it removes dirt/ stains

##### **Expected responses:**

gives a good form/ lather, firm pale, does not contain harmful chemicals.

**(g)** Most learners would mix the type of water though the responses were correct.

##### **Expected response:**

hard water, water with mineral and does not lather well but forms a scum from boreholes, dams  
soft water pure water that lather easily and from rain.

**(h)** The most challenging one was roman figure 3.

**Expected response:** false across.

## **QUESTION 5**

This was the most challenging question. A few candidates attempted this question and it was worse performed. Most of the questions were of high order question.

**(a)** Definition of terms

The terms were not well defined by most candidates as they gave vague answers.

**Expected responses:**

- (i) Fabric is formed by interlacing two or more fibres through weaving, bonding, fitting and knitting.
- (ii) True cross- the warp and weft threads are folded at 45 angle.

**(b)** Stitches applied for the listed processes, the candidates seemed not to know of the processes but were rather guessing.

**Correct responses:**

- i. Making gathers running
- ii. Neatening raw edges/ overcasting/ blanket stitch.
- iii. Holding down folder edges- slip hemming/ hemming, cross stitch.

**(c)** This was the most difficult question for the candidates most would leave it blank not drawing the difference between the two.

**Expected responses:**

- i. Knife pleats- have one fold line and one placement lines facing the same direction.
- ii. Tucks- are decorative folds made on the right side of the garment and kept in place by a stitching line parallel to the fold.

**(d)** Important rules to take when taking body measurements:

Most candidates responded positively with a few indicating where body measurements are to be taken.

**Correct responses:**

- i. Use a tape measure that does not stretch
- ii. Place two fingers inside the tape when measuring hip, bust and waist to determine the natural waist line.
- iii. Wear flat shoes and stand upright.
- iv. Wear undergarments.
- v. Stand still.

**(e)** Points to consider when buying a sewing machine. Most candidates would not explain the well stated point, missing the commanding word.

**Correct responses:**

- i. Price/ affordability.
- ii. Amount of sewing to be done.
- iii. Weight of then machine.
- iv. Ease of sewing.
- v. Extra features.

- (f) Steps to follow when making a single pointed dart. This was challenging to the candidates as they only traced it without construction.

**Correct responses:**

- i. With the right sides together, fold the fabric right sides together.
- ii. Start stitching from the wider end tapering to a point.
- iii. Last 2/3 stitches should lie parallel to the edge, tie and secure the dart
- iv. Press

- (g) Defining laundry terms. Most candidates failed to change the definitions to continuous terms as indicated in the questions.

Detergent- most learners failed to apply it to laundry by simply its use home management

**Correct response:**

- i. Cleaning agent added to water to aid laundry. Most candidates defined a bleach instead of bleaching
- ii. Bleaching- Process of removing stains and brightening clothes and killing germs.

- (h) Differentiate between friction and sponging. Most candidates had a challenge they seemed to be blank on sponging, simply using the laundry methods by saying you apply a friction and with a sponge.

**Correct responses:**

- i. Friction method is the rubbing in of the whole garment by being immersed in water.
- ii. Sponging is where a damp cloth is used to simply rub where the garment is soiled without immersing in water.

- (i) Steps to follow when removing a tea stain. A few got it correct, the marks allocated were a bit too high. Most learners were not specific on the identified stain.

**Correct response:**

- i. Rub the stain with glycerine and wash.
- ii. Sprinkle with borax then pour with hot water.



## **QUESTION 6**

Most candidates attempted this question though the performance was not as good as question 4 but better than question 5.

**(a)** Definition of terms.

Most candidates attempted this question correctly mostly referring to fabric as garment making the response wrong.

**Correct response:**

Selvedge- It's the finished/heated edge of a fabric staple fibre: short fibres.

**(b)** Point to consider when choosing an ironing board.

The candidates seemed to be guided by the points for quality on any product not being specific on the ironing board.

**Correct responses:**

- i. Well-padded/ covered.
- ii. Should be adjustable to different heights.
- iii. Should have a placement area for the iron.

**(c)** Types of sleeves.

Almost all candidates attempted this question correctly with a few mistaking them with collars.

**Correct responses:**

- i. Set in sleeve
- ii. Kimono/ Magyar
- iii. Raglan.

**(d)** Facts to consider when fitting the garment.

Most candidates were challenged simply using the identified points to explain.

**Correct response:**

- i. Comfort- a garment should not restrict ones' movement. The garment designed to fit loosely not too tight in certain areas.
- ii. Appearance - all darts and seams should fall in proper places.
  - Shoulders should rest smoothly.
  - Darts should taper towards and stop just short of the fullest part.
  - Hem should be even and hang parallel to the floor.

- (e) Describe how to make a shank.

Most candidates seemed like they had no idea of what a shank is rather they simply attached the button or made a button hole. The few who attempted would wind the thread without having removed the pin.

**Correct responses:**

- Remove the pin and pull the button up.
- Wind the thread around the stitches beneath the button.
- Insert needle to the wrong side
- Neaten the bar with a blanket or button hole stitch.
- Insert needle into the shank and knot.

- (f) Solution for machine faults. Fairly attempted this question, most candidates were identifying the cause instead of the solution.

**Correct responses:**

- i. Breaking of the machine needle- insert a new one
- ii. Thread breaking at the eye of the needle- rethread correctly.
- iii. Fabric puckers- wind bobbin evenly.

- (g) Definition of laundry terms. These were well defined

**Correct responses:**

- i. Laundry is the washing or cleaning of clothes.
- ii. Stain- spot or mark on a garment that is difficult to remove.

- (h) Reasons for starching well done

**Correct responses:**

- Improve appearance
- Give a smooth glossy finish
- Stiffen fabrics
- Increase resistance to dust and dirt
- Keep linen crisp

- (i) Matching the following laundry agents and their use. Only a few missed this one, a number of candidates performed well.

**Correct responses:**

- i. Soap powder- suitable for washing lightly sorted articles.
- ii. Fabric conditioner- added to final rinsing water to remove fibres
- iii. Bleach- used to brighten white cotton and linen and to remove certain stains and kill germs.
- iv. Borax- used for softening water, added to starch for softening and removing stains.
- v. Washing soda- helps to soften hard water.

## PAPER 3

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### 1.0 GENERAL COMMENTS

There were 3818 candidates who wrote this paper. There was a general decrease in the number of candidates who registered for Consumer Science Paper 3 this year (2023). A total of nine hundred ninety-five (995) candidates shows a decrease as compared to those of 2022 which had a total number of 4510. This reflected a decrease of 22.1% from the previous year. The highest mark was 89% which was lower than 92% obtained in 2022.

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

Most centres presented good quality work, and other observations were noted:

- (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 the candidates the liberty 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) A few centres opened the planning sheets and inserted them in the individual sheets for clothing and food preparation which is not supposed to be done. **Original Planning sheets** are to be sealed and kept in the office. They can then be put in the box after all paperwork has been done.
- (e) 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.
  - Most centre 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.
  - Teachers are urged to work in pairs when marking and one handwriting used when entering the marks. Marking should be done in red.

- Teachers are also reminded not to use the moderator's column when entering the marks.
- For hand stitching most candidates had the permanent stitches which was mostly the hemming and slip hemming plus embroidery stitches. The embroidery stitches were supposed to be at least three.
- A few teachers failed to submit the garments using the banding style, they packed all garments without banding, which made moderation impossible. Teachers are urged to categorize the banding according to the performance of the candidates for example if the highest mark was 75, the banding would be: low 0-25, middle 26-50 and highest 51-75. Then the number of the banded garments which are the samples is determined by the number of candidates in the centre.
- Some teachers failed to pack and label their envelopes properly, teachers are urged to staple together, individual sheets for Clothing and textiles and individual sheets for Food Preparation and arrange them alphabetically using the ECESWA entry registration form. Teachers are urged to use a box when packing banded garments, individual sheets for clothing and 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. Some teachers still forget to include the planning sheets in the box and eventually forget to send them to ECESWA.

## **2.0 COMMENTS ON THE PERFORMANCE OF THE CANDIDATES IN EACH PRACTICAL TEST**

### **2.1 Test 1 requirements**

The candidates were expected to do the following:

- Prepare, cook, and serve a lunch meal for a person suffering from anaemia.
- Bake a cake using a creaming method.
- Wash a cake tin that was used for baking the cake.

The following observations were made for test 1 requirements:

- (a) Most candidates were able to choose the correct dishes for a person suffering from anaemia. The correct dishes included: liver pilaff, grilled beef, shepherd's pie, beef lasagne, beef stew, liver and bacon stew, vegetable biryani, kidney and sausage casserole, chicken livers and gizzard stew, beef cobbler however, some were giving dishes for a person suffering from lack of calcium which showed that some candidates were confusing anaemia with calcium. Overall performance was good majority were able to plan food rich in iron.
- (b) Most candidates were able to bake a cake using the creaming method and the correct cakes included Victoria sandwich cake, fruit cake and chocolate cake.
- (c) Most candidates responded well to the question on washing a cake tin that was used for baking the cake from B. The correct response was washing in hot soapy water with no use of abrasives as they damage the surface. Rinse in hot water at the end and dry thoroughly before storage as they rust easily.

### **2.2 Test 2 requirements**

The candidates were expected to do the following:

- (a) Prepare, cook, and serve a savoury dish using minced beef. Serve the dish with suitable accompaniments to make a midday meal for the elderly.
- (b) Bake scones using the rubbing-in method.
- (c) Wash a wooden chopping board.

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. Candidates were required to prepare a savoury dish using minced beef and suggested dishes included savoury minced stew, spaghetti Bolognese, beef minced loaf, savoury pancake, Cornish pastry, meatballs, scotched eggs and samp bobotie. Suitable accompaniments included boiled rice, mashed potatoes, and boiled samp and suitable salads included potato salad, carrot salad, and mixed vegetable salad.
- (b) Most candidates were able to prepare scones using the rubbing-in method and correct responses included tea scones, sweet scones, cheese scones and drop scones.
- (c) Most Candidates were able to wash a wooden chopping board, and the correct response was scrubbing along the grain of the wood, wetting lightly with warm water, and cleaning a portion at a time. Rinse with clean warm water to remove soap. Wipe with clean, cold salty water to harden the wood. Dry well and leave to dry in the shade.

### **2.3 Test 3 requirements**

The candidates were expected to do the following.

- (a) Prepare, cook, and serve a midday meal using the following
  - i. Tinned Fish
  - ii. A cereal
  - iii. Green leafy vegetable
- (b) Prepare a pudding served with a sauce.
- (c) Wash and finish a white school shirt.

The following observations were made for test 3 requirements:

- (a) Most candidates were able to answer the question on cooking and serving a midday meal using tinned fish, cereal and green leafy vegetables and correct responses included fish stew, fish cakes, fish casserole, fish pizza, fish pie and pasta salad. Some candidates prepared fried fish which was not correct because the fish was tinned. For the cereals, correct responses include boiled rice, savoury rice, mashed potatoes, porridge, boiled sump and meal rice. For green leafy vegetables, correct responses included boiled spinach, creamed spinach, boiled cabbage, lettuce salad, and coleslaw.
- (b) Most candidates were able to choose the correct pudding, but others were not able to choose a suitable sauce instead they were making savoury sauces on sweet dishes for example white sauce. Correct answers included steamed pudding with custard sauce, banana pudding with chocolate sauce, and pineapple upside-down pudding
- (c) To wash a white school shirt, most candidates were able to wash the white school shirt but missed the part on soaking the shirt in cold water before washing using warm soapy water. The correct response was to soak in cold water to loosen dirt and wash in soapy water using the friction method to remove dirt. Rinse a few times to remove excess soap or detergent.

### **2.4 Test 4 requirements**

The candidates were expected to do the following:

- (a) Prepare a savoury dish using pouring batter and serve it with suitable accompaniments for the evening meal to be shared by two teenage girls.
- (b) Prepare a sweet dish using fresh fruits.
- (c) Wash and present a glass tumbler that has milk in it.

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 using pouring batter which included savoury pancakes, toad in the hole and vegetable pancakes, and Yorkshire pudding, for those that made sweet dishes were not able to balance the meal. Correct responses for balancing the meal for a one-pot meal, two salads were expected a cook and a raw salad.
- (b) Most of the candidates were able to prepare a sweet dish using fresh fruits and correct responses included fruit salad, fruit fool, apple crumble, apple pie, fruit fritters and pineapple upside-down pudding.
- (c) Candidates were able to meet the requirement of this part of the test, on the cleaning of a glass tumbler that has milk in it. The correct responses included rinsing in cold water to remove the milk, washing in warm soapy water then rinsing in hot water with lemon juice. The majority missed the last part of the rinsing with lemon juice, yet it is imported to do so to give a shiny finish to the glass.

## **2.5 Test 5 requirements**

The candidates were expected to do the following:

- (a) Prepare, cook, and serve a dish using the grilling method and serve with suitable accompaniments to make a balanced meal
- (b) Prepare a cake using the rubbing-in method.
- (c) Clean a sink from your working station.

The following observations were made for test 5 requirements:

- (a) Most candidates met the requirements of the test and the correct dishes included: grilled fish, grilled pork, grilled chicken, macaroni cheese and kebab. For balancing the meal correct responses were roast potatoes, porridge, savoury rice with gravy, and a variety of salads to go with the meal for example mixed salad, creamed spinach, boiled spinach and boiled cabbage.
- (b) Candidates did very well on this question on the preparation of a cake using rubbing and correct responses included: sultana cake, date banana cake, housekeeper cake, family cake, plain fruit cake and rock cakes.
- (c) Candidates were able to meet the requirement of this part of the test, on the cleaning of a sink. The correct responses included rinsing using cold water, washing using warm soapy water then rinsing using hot water to melt fat that might have been trapped along the pipe.

## **3.0 CONCLUSION**

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

- Teachers are reminded to give out test numbers to candidates based on the examination council register. It was noted that in some centres, candidates make their own choices when picking a test number.
- Some centres still show unprofessionalism when presenting their work whereby different handwritings are used when filling up the summary sheets. Moreover, if candidates were taught by two teachers, the lists should be combined according to the ECESWA register when written in the summary sheets.
- This is of great concern that candidates still state ingredients instead of a dish for example chicken instead of boiled/fried/roasted/chicken casserole.
- Numbering dishes is still a challenge in some centres as well as quantifying the ingredients in laundry and home management.
- Some candidates would not specify the type of certain ingredients such as sugar and flour.
- 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.
- Finally, teachers are reminded to submit the ECESWA register together with the scripts and sitting plan.
- Some centres still submit unfinished garments to ECESWA stating that candidates did not want to sew; teachers are urged to follow their candidates to minimise wastage of resources.