



Junior Certificate

**CONSUMER SCIENCE
SYLLABUS**

Subject Code 540
For Examination in 2024 - 2026



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INTRODUCTIO

This syllabus is designed to meet the requirements of the Eswatini National Education Policy on formal education. It enables candidates to meet the needs of a changing society by being self-reliant, being observant and specifically equipped with entrepreneurial skills. Awareness will be built up upon formal and non-formal learning environment e.g. media, school, family, community and peers. A learner-centred approach is to be used for learners with the use of all available resources.

Consumer Science:

Is an elective subject and is integrated into the following strands: Nutrition, Food Preparation, Home Management, Clothing & Textiles and Laundry, Family Studies and Health and Hygiene.

The structure of the syllabus comprises: aims, assessment objectives, curriculum content and assessment techniques/tools.

AIMS

The aims are the same for all candidates. They are set out below and describe the educational purpose of the course in Consumer Science for Junior Certificate Examination. They are not listed in order of priority.

The aims are to enable the candidates to:

1. develop skills for the creative use of leisure time
2. encourage creative thinking skills
3. develop appreciation of creative use of foods and Textiles in everyday life.
4. foster awareness of the people's various dietary needs for food in the family and community in the cultural, social and economically diverse Eswatini society
5. develop awareness of the selection, use and care of various equipment and other materials in the home
6. develop an awareness of safety and hygiene in the living environment
7. develop the importance of family life and the various roles and responsibilities of family members in the Eswatini setting
8. develop values, knowledge and competencies to live responsible and satisfying lives

ASSESSMENT OBJECTIVES

Assessment objectives in Consumer Science are given in three categories as follows:

- A** Knowledge with understanding
- B** Handling information and solving problems
- C** Investigation, practical skills and their application

A description of each assessment objective follows:

A KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate knowledge and understanding in relation to:

1. scientific definitions and technological principles
2. nutritional needs in relation to socio-economic, and environmental implications
3. the correct use of equipment and tools and their suitability for use
4. safety and hygiene rules and regulations in relation to the kitchen
5. the use of basic quantities, methods and the appreciation of the importance of accuracy
6. basic concepts in consumer education
7. factors influencing food choices for health and human development

Questions testing these objectives will often start with the following words: outline, state, name, describe, select, list, define or discuss.

B HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able to:

8. read and interpret information
9. translate information from one form to another accurately and systematically
10. follow given instructions accurately
11. manipulate numerical and other data
12. organise and manage time, money, energy, materials and equipment in given situations
13. estimate and measure accurately area, shape, size, capacity
14. evaluate information on fabrics, food products and services.

Questions testing these objectives will often start with the following words: show, identify, demonstrate, suggest, re-write, examine, justify, support or summarise.

C INVESTIGATION, PRACTICAL SKILLS AND THEIR APPLICATION

Learners should be able to:

15. identify effective approaches to problem solving
16. follow written and verbal instructions
17. test and compare techniques and methods, materials/fabrics and equipment used in food preparation and clothing and textiles
18. research and apply information to base judgments and choices
19. identify priorities
20. assess and evaluate the effectiveness of the course of action
21. observe and record observations
22. demonstrate creditability in entrepreneurial skills

These objectives will guide teachers as they prepare practical tests.

ASSESSMENT GUIDELINES

The relationship between the assessment objectives and components of the scheme of assessment is indicated below:

SPECIFICATION GRID

Paper	Assessment objectives		
	A. Knowledge with understanding	B. Handling information and solving problems	C. Investigation practical skills and their application
1 (Theory)	70	20	10
2 (Theory)	30	40	30
3 (Practical & Coursework)	15	60	25

ASSESSMENT CRITERIA

Scheme of Assessment

A description of each paper follows:

Paper 1 Theory on Clothing and Textiles and Laundry (1hr 30 minutes) consisting of 50 marks. This is a compulsory written paper worth 50

Candidates will be required to answer **two** structured questions worth 25 marks each.

(This paper is weighted at 20% of the final total available marks)

Paper 2 Theory on Nutrition, Food Preparation, Home Management, consisting of 100 marks

This paper consists of two sections **A** and **B**.

Section A- (25 Marks) Home Management. Candidates will be required to answer **one** structured question worth 25 marks.

Section B- (75 Marks) comprising: Nutrition & Food Preparation. Candidates will be required to answer **three** structured questions worth 25 marks each.

(This paper is weighted at 50% of the final total available marks)

Paper 3 consists of Food Preparation and Clothing and Textiles Practical examination

(i) Food Preparation Practical examination: This consists of a planning session of 1 hour 45 minutes followed by a practical session of 2 hours 30 minutes. The planning session is done a week before the actual practical examination.

(ii) Clothing and Textiles Practical examination: Garment to fit coursework done during year 3.

Food Preparation Planning Session: 1 hour consists of 50 marks

There will be **1 practical test** to be allocated to each candidate. This session is to be conducted on **the same day by all Centres** in the **presence of an invigilator**. Candidates are to plan their work using planning sheets in duplicate form (see appendix C: candidate forms). They are expected to prepare their dishes according to the choices made during the planning session using duplicate sheets **1, 2 and 3**. The shopping list (**sheet 3**) will assist the teacher to prepare well in advance the shopping of ingredients and other materials that would be required by the candidates.

NOTE:

The **original planning sheets 1, 2 and 3** for each candidate are to be sent to Examinations Council of Eswatini for external assessment. Teachers are to assess the Practical examination carefully using the individual banded mark scheme. They will be required to observe the candidates as they carry out the practical work (methods of working and Laundry/Home Management).

All candidates' **original planning sheets (unmarked), individual candidate banded mark sheet (with practical marks), an enlarged photo that clearly shows the candidate standing behind the displayed finished dishes and Laundry/Home Management article for each candidate (attached) and the Centre Summary Sheet** are to be sent to ECESWA for moderation.

Food Preparation Practical Session (50 marks)

Teachers are to provide candidates with the basic ingredients and special equipment to be used for their test. A maximum of 8 candidates are to be allowed in each session during the day of the practical examination. The Consumer Science teacher is to supervise the practical examination and assess candidates at each stage of their practical session using the **candidate individual banded** assessment forms. Marks for the Centre are to be entered in the Centre summary form (see appendix F).

Clothing and Textiles Practical examination

Project (coursework) 100 marks- (15% weighting)

The teacher and candidates will decide on the type of garment for coursework. The garment to fit should have processes based on the syllabus requirements (**see appendix A**).

The teacher will assess the individual candidates' work using the banded individual candidate form and thereafter enter these marks for all candidates in the Centre summary sheets that will be endorsed by the Head of Centre. A photograph (preferably enlarged) will be taken that clearly shows the candidate wearing the well labelled garment to fit. This is to be attached at the back of each candidate's individual form.

Teachers will also be expected to package samples of garments from the high, middle and low bands to be sent to ECESWA for moderation. Further details about the submission of the 10% samples will be sent with instructions to the Centres on yearly basis.

The garments, the individual candidate's forms (photos attached) and Centre summary sheets are to be submitted to ECESWA for moderation by **31st October each year.**

Centres are advised to keep copies of the summary and individual candidate mark sheets until results have been issued.

(The paper will be weighted 30% of the final total available mark)

Description and Weighting of Papers (Summary)

Paper	Description	Time	Total Marks	Weighting	
1	Theory	1 ½ hrs	60	20%	
2	Theory	2 hrs	100	50%	
3	Practical Exam	Planning	1 ¾ hrs	100	15%
		Practical	2 ½ hrs		
	Coursework/Project			100	15%

CURRICULUM CONTENT

The learners will study all the topics in the curriculum content as outlined below. The main topic areas and concepts are indicated in bold. The left-hand column provides details of the general objectives of the topic and the right-hand column provides details of the specific objectives.

Year 1

A1 NUTRITION

TOPIC 1.1 – NUTRITIONAL TERMS	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding of nutritional terms</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>1.1.1 Define the following nutritional terms: food, nutrient, nutrition, malnutrition, deficiency disorder, starvation, diet, balanced diet, dietary need, menu, balanced meal, dish, meal pattern, obesity.</p>
TOPIC 1.2 – THREE BASIC FOOD GROUPS	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding of basic food groups</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>1.2.1 identify the three basic food groups</p> <p>1.2.2 state the functions of the basic food groups</p> <p>1.2.3 discuss the importance of the food pyramid</p> <p>1.2.4 describe the consumption of food in relation to the food pyramid</p> <p>1.2.5 select food in relation to the food pyramid</p>
TOPIC 1.3 – FOOD COMPONENTS (NUTRIENTS)	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding of food components.</p> <p>Understand the importance of water and cellulose to health.</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>1.3.1 classify nutrients</p> <ul style="list-style-type: none"> – Proteins: first class proteins and second-class proteins – Carbohydrates: starches and sugars – Fats: plant and animal sources – Vitamins: fat soluble and water soluble. (Include chemical names) – Mineral elements: macro and micro <p>1.3.2 state the sources, functions, and disorders of nutrients in the human body</p> <ul style="list-style-type: none"> – Proteins, carbohydrates, fats, vitamins (vitamin A, B₁, B₂, B₃, C, D, E, K), Mineral elements (Calcium, Iron, Fluorine, Chlorine, Iodine, Phosphorus, Zinc, Sodium and Potassium) <p>1.3.3 state the sources and functions of water and cellulose in the human body.</p>

	1.3.4 outline ways of making water safe for drinking (purification)
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A2 FOOD PREPARATION

TOPIC 2.1 TYPES OF HYGIENE	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding of hygiene</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>2.1.1 define Hygiene and Food poisoning</p> <p>2.1.2 identify the different types of hygiene:</p> <ul style="list-style-type: none"> – personal hygiene – food hygiene – kitchen hygiene – mental hygiene <p>2.1.3 explain the importance of personal hygiene when handling food</p> <p>2.1.4 demonstrate good personal hygiene practices when handling food</p> <p>2.1.5 identify foods that are prone to contamination</p> <p>2.1.6 list the signs and symptoms of food poisoning</p> <p>2.1.7 describe the conditions which are favorable for bacteria to grow</p>
TOPIC 2.2 MEASURING FOOD	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and skills in the measuring of food</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>2.2.1 give reasons for measuring food</p> <p>2.2.2 identify equipment used for measuring food/ ingredients</p> <p>2.2.3 interpret the abbreviations used when measuring food</p> <p>2.2.4 convert metric measures into homely weights.</p>
TOPIC 2.3 – COOKING OF FOOD	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, skills and understanding on the principles of cooking food</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>2.3.1 state reasons for cooking food</p> <p>2.3.2 classify methods of cooking</p> <p>2.3.3 describe the moist and dry methods of cooking food</p> <p>2.3.4 state rules to follow when using each method</p> <p>2.3.5 explain the advantages and disadvantages of using each method</p> <p>2.3.6 apply the methods of cooking appropriate food items</p> <p>2.3.7 conserve fuel when cooking</p>

TOPIC 2.4 – PROTECTIVE FOODS (FRUITS & VEGETABLES)	
GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding in the use of fruits and vegetables	SPECIFIC OBJECTIVES All learners should be able to: 2.4.1 classify vegetables: roots, tubers, flowers, green leafy, stem and fruit. 2.4.2 classify fruits – stone, fleshy, soft and hard 2.4.3 explain the nutritive value of fruits and vegetables 2.4.4 explain choice and storage of fruits and vegetables 2.4.5 describe the effect of heat on fruits and vegetables 2.4.6 prepare, cook and serve dishes using fruits and vegetables

TOPIC 2.5 – ENERGY GIVING FOODS (CEREALS & PRODUCTS)	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in the use of energy foods	SPECIFIC OBJECTIVES All learners should be able to: 2.5.1 identify the types of energy giving foods 2.5.2 identify cereals commonly used in Eswatini 2.5.3 describe the structure, composition and nutritive value of maize and wheat 2.5.4 prepare a variety of dishes using cereals

TOPIC 2.6 – BODY BUILDING (PROTEIN FOOD)	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in the use of body building foods	SPECIFIC OBJECTIVES All learners should be able to: 2.6.1 identify sources of animal and plant proteins 2.6.2 describe the structure and nutritive value of an egg 2.6.3 describe testing, freshness, storage and grading of an eggs 2.6.4 apply skills to show the different uses of eggs in preparation, cooking and serving of dishes 2.6.5 describe the nutritional value of pulses/legumes and nuts 2.6.6 prepare, cook and serve dishes using a variety of plant proteins (pulses, legumes and nuts)

TOPIC 2.7 – BEVERAGES	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in the use of beverages	SPECIFIC OBJECTIVES All learners should be able to: 2.7.1 define beverage 2.7.2 classify beverages 2.7.3 describe the nutritive value of beverages 2.7.4 prepare and serve beverages.

A3. HEALTH AND HYGENE

TOPIC 3.1– SAFETY IN THE HOME	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on safety practices in the home	SPECIFIC OBJECTIVES All learners should be able to: 3.1.1 identify accidents that may take place in the kitchen: – falls, cuts, drowning, burns, electric shock, scalds, poisoning (poisonous substances), choking 3.1.2 describe causes of the accidents 3.1.3 explain how these accidents can be prevented.

TOPIC 3. 2 SIMPLE FIRST AID	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in the application of Simple First Aid	SPECIFIC OBJECTIVES All learners should be able to: 3.2.1 define First Aid 3.2.2 list contents of a First Aid kit 3.2.3 describe the safety precautions taken when applying First Aid 3.2.4 apply First Aid for the following accidents: cuts, burns, scalds, falls, electric shock, drowning, poisoning, chocking.

A4 CLOTHING AND TEXTILES

TOPIC 4.1 – SEWING EQUIPMENT	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and skills in the management and use of sewing tools/equipment</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>4.1.1 classify sewing tools</p> <ul style="list-style-type: none"> – small sewing tools – measuring tools – marking tools – cutting tools – ironing and pressing tools – large equipment – table, sewing machine, ironing board <p>4.1.2 explain points to consider when choosing sewing tools.</p> <p>4.1.3 demonstrate proper care, use and maintenance of sewing tools.</p> <p>4.1.4 demonstrate organisation, safety and management of the laboratory</p> <p>4.1.5 state different brand names of sewing machines commonly used in Eswatini.</p> <ul style="list-style-type: none"> – singer, empisal, bernina, janome, bernette <p>4.1.6 state different types of sewing machines</p> <ul style="list-style-type: none"> – electric – hand sewing – treadle <p>4.1.7 demonstrate proper care, use and maintenance of a sewing machine</p> <p>4.1.8 demonstrate skills in operating a sewing machine</p>

TOPIC 4.2 – HAND STITCHES	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of hand stitches</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>4.2.1 classify stitches</p> <ul style="list-style-type: none"> – temporary: tailors tacking, even tacking, uneven tacking, diagonal tacking – permanent stitches: running, hemming, slip hemming, top sewing, backstitch – simple embroidery stitch: stem, chain, satin, cross-stitch, french knots. <p>4.2.2 apply the different types of hand stitches</p>

TOPIC 4.3 – FIBRES AND FABRICS	
GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding of fibres and fabrics	SPECIFIC OBJECTIVES All learners should be able to: 4.3.1 define the following terms: – fibre, fabric, yarn, selvedge, raw edge, weaving, spinning, staple fibres, filament fibres, warp, weft, true cross 4.3.2 classify natural and man-made fibres 4.3.3 describe the properties of plant fibres: – cotton – linen
TOPIC 4.4 – SEAMS AND SEAM FINISHES	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in the use of seams and seam finishes.	SPECIFIC OBJECTIVES All learners should be able to: 4.4.1 define a seam 4.4.2 identify suitable garments for the following seams open, closed, french, run and fell seam done by hand and machine 4.4.3 state qualities of a good seam. 4.4.4 apply seams and seam finishes on samples and garment
TOPIC 4.5– DISPOSAL/ CONTROL OF FULLNESS	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in controlling fullness during construction of garments and articles	SPECIFIC OBJECTIVES All learners should be able to: 4.5.1. identify methods of controlling fullness in garments -gathers, pleats (knife, box, inverted and accordion), darts and tucks 4.5.2 describe darts and tucks when controlling fullness – single pointed dart – double pointed dart – pin, wide and spaced tucks 4.5.3 apply at least one method of controlling fullness in garment construction (sleeveless and collarless child’s dress or apron)
TOPIC 4.6 – POCKETS	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on pockets.	SPECIFIC OBJECTIVES All learners should be able to: 4.6.1 list types of pockets – patch pocket – in-seam pocket – faced hip pocket 4.6.2 state guidelines on the making of patch pockets 4.6.3 attach the patch pocket

TOPIC 4.7 – KNITTING	
GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire basic knowledge and skills in knitting	All learners should be able to: 4.7.1 list knitting equipment/items 4.7.2 interpret knitting abbreviations 4.7.3 hold knitting needles 4.7.4 cast-on and cast-off 4.7.5 knit and purl 4.7.6 increase and decrease 4.7.7 make basic knitting stitches to produce a project (bonnie, scarf, booty) <ul style="list-style-type: none">– garter stitch– rib stitch– stocking stitch

A5 LAUNDRY

TOPIC 5.1 – LAUNDRY EQUIPMENT	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding and skills on laundry equipment</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>5.1.1 define laundry</p> <p>5.1.2 classify laundry equipment</p> <ul style="list-style-type: none"> – soaking equipment – washing equipment – drying equipment – ironing equipment <p>5.1.3 state the points to consider on choice and care of the laundry equipment</p> <p>5.1.4 clean common laundry equipment.</p>
TOPIC 5.2 – LAUNDRY CLEANING AGENTS	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding on laundry washing agents</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>5.2.1 define cleaning agents/ detergents</p> <p>5.2.2 classify cleaning agents</p> <ul style="list-style-type: none"> – soap-based detergents – synthetic detergents – bleach – fabric softeners <p>5.2.2 state the use of cleaning agents/ detergents</p>
TOPIC 5.3 – LAUNDRY WATER	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills on the use of water</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>5.3.1 classify washing water</p> <ul style="list-style-type: none"> – soft water – hard water - permanent hard water: temporal hard water <p>5.3.2 describe the different types of water</p> <p>5.3.3 state the uses of water</p> <p>5.3.4 explain the methods of softening temporal hard water</p> <p>5.3.5 demonstrate the different ways of softening water at home (include washing soda and borax)</p>
TOPIC 5.4 STEPS IN LAUNDRY	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in laundering of clothes</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>5.4.1 list the steps in laundry</p> <p>5.4.2 describe each laundry step</p> <ul style="list-style-type: none"> – preparing: sort, mend, soak.

	<ul style="list-style-type: none"> - washing by hand - knead & squeeze, friction, sponge and pressing - rinsing - blueing for some articles - starching for some articles - drying and damping - ironing and pressing - airing - folding and packing <p>5. 4.3 demonstrate skills in washing of cotton /poly cotton articles following the laundry steps</p> <p>5.4.4 demonstrate how to iron, press, fold and pack garments</p>
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A6 HOME MANAGEMENT

TOPIC 6.1 –KITCHEN EQUIPMENT	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in kitchen equipment</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>6.1.1 identify equipment commonly used in the kitchen</p> <ul style="list-style-type: none"> - plastic ware, chinaware, glass ware, tin ware aluminium ware, iron ware (cast iron), enamel ware, stainless steel ware, wooden ware, stone ware (finished and unfinished), stoves <p>6.1.2 state points to consider when choosing kitchen equipment</p> <p>6.1.3 explain cleaning and care of common kitchen equipment</p> <p>6.1.4 demonstrate the cleaning of kitchen equipment</p> <p>6.1.5 list types of stoves common in Eswatini</p> <p>6.1.6 state points to consider when buying a stove</p> <p>6.1.7 explain the advantages and disadvantages of different types of stoves</p> <p>6.1.8 explain how to use and care for stoves</p> <p>6.1.9 demonstrate the cleaning of stoves</p>
TOPIC 6.2 – WINDOWS	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in care and cleaning of windows</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>6.2.1 identify parts of a window</p> <p>6.2.2 list the materials needed for cleaning windows</p> <p>6.2.3 explain conditions for cleaning windows</p> <p>6.2.4 demonstrate cleaning of windows</p>

TOPIC 6.3 – SINKS AND DRAINS	
GENERAL OBJECTIVE All learners will: Acquire knowledge and skills on the use and care of sinks and drains	SPECIFIC OBJECTIVES All learners should be able to: 6.3.1 name the different parts of a sink and drain 6.3.2 explain functions of the parts of a sink and drain 6.3.3 explain how to care for a sink and drain 6.3.4 demonstrate the cleaning of a sink and drain
TOPIC 6.4 – REFUSE DISPOSAL	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills in refuse disposal	SPECIFIC OBJECTIVES All learners should be able to: 6.4.1 define refuse 6.4.2 classify refuse – dry refuse, wet refuse 6.4.3 explain ways of disposing refuse – burning, burying, recycle, collect by truck 6.4.4 explain the importance of proper refuse disposal 6.4.5 demonstrate cleaning and lining of a refuse bin.
TOPIC 6.5 – HOUSEHOLD PESTS	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on pest control	SPECIFIC OBJECTIVES All learners should be able to: 6.5.1 identify pests commonly found in the home 6.5.2 explain the importance of controlling pests in the home 6.5.3 describe ways of preventing and controlling pests in the home 6.5.4 demonstrate cleaning of the consumer science laboratory to control household pests.

YEAR 2

B1– NUTRITION

TOPIC 1.1 MEAL PLANNING	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding on the planning of meals</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>1.1.1 define a meal</p> <p>1.1.2 state factors that need to be considered when planning meals for various occasions to include weddings and birthdays</p> <p>1.1.2 explain the nutritional requirements for</p> <ul style="list-style-type: none"> – toddlers – children aged 6-12 years – teenagers – elderly people – manual worker – office/ sedentary workers – pregnant /expecting and nursing mothers – invalids and convalescent <p>1.1.3 plan a variety of meals for the above groups</p> <p>1.1.4 plan a variety of packed meals</p>
TOPIC 1.2 DEFICIENCY DISEASES	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge and understanding on deficiency diseases</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>1.2.1 define the common diet related disorders.</p> <ul style="list-style-type: none"> – dental caries, constipation, marasmas, anaemia, kwashiorkor <p>1.2.2 describe the signs and symptoms of each of these disorders</p> <p>1.2.3 explain causes of these disorders</p> <p>1.2.4 describe preventive measure for these disorders.</p>

B2 FOOD PREPARATION

TOPIC 2.1 PROTEIN FOODS (FISH)	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge understanding and skills on fish cookery</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>2.1.1 classify fish (oil, shell, white)</p> <p>2.1.2 state the rules for buying fresh, frozen and canned fish</p> <p>2.1.3 describe the nutritive value of fish</p> <p>2.1.4 explain the cleaning of fresh fish</p> <p>2.1.5 explain storage of fresh fish at home</p> <p>2.1.6 prepare a variety of dishes using fish</p>

TOPIC 2.2 PROTEIN FOODS (MILK)	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on milk and milk products	SPECIFIC OBJECTIVES All learners should be able to: 2.2.1 list the sources of fresh milk 2.2.2 state milk products 2.2.3 state the uses of milk and cheese in the diet 2.2.4 explain the nutritional value of milk and cheese 2.2.5 explain the storing fresh milk at home 2.2.6 prepare, cook and serve simple milk and cheese dishes
TOPIC 2.3 RAISING AGENTS	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on the use of raising agents	SPECIFIC OBJECTIVES All learners should be able to: 2.3.1 define raising agent 2.3.2 state types of raising agents - air, carbon dioxide and water vapour 2.3.3 describe ways of incorporating air into flour mixtures 2.3.4 state differences between fermentation and neutralisation 2.3.5 explain the differences between yeast and baking powder 2.3.6 prepare scones using baking powder
FLOUR MIXTURES	
TOPIC 2.4 CAKE MAKING	
GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skill in cake making	SPECIFIC OBJECTIVES All learners should be able to: 2.4.1 classify cakes – cakes without butter – cakes with butter 2.4.2 state the basic ingredients used in cake making 2.4.3 explain the rules for making cakes 2.4.4 describe the different methods for making cakes – rubbing in – creaming – melting – whisking 2.4.5 explain common faults in cake making 2.4.6 prepare a variety of cakes using the above methods
TOPIC 2.5 BATTERS	
GENERAL OBJECTIVE All learners will: Acquire knowledge and skill in batter making	SPECIFIC OBJECTIVES All learners should be able to: 2.5.1 define batter 2.5.2 state the basic ingredients used in making batters

	<p>2.5.3 outline points to consider when making a batter</p> <p>2.5.4 classify batters (pouring, coating, fritter)</p> <p>2.5.5 describe the methods of making batters</p> <p>2.5.6 demonstrate skills in dishes using batters</p>
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TOPIC 2.6 SAUCES

<p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on sauces</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>2.6.1 define sauce</p> <p>2.6.2 classify sauces (pouring, binding, coating)</p> <p>2.6.3 state the uses of sauces</p> <p>2.6.4 state rules for making white and brown sauces</p> <p>2.6.5 demonstrate skills in making sauces to accompany dishes</p>
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TOPIC 2.7 SALADS

<p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on salads</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>2.7.1 classify salads according to the ingredients used (raw, cooked, plain and mixed)</p> <p>2.7.2 state rules to follow when preparing salads</p> <p>2.7.3 describe the nutritive value of salads</p> <p>2.7.4 prepare a variety of salad dishes and dressings</p>
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B3 CLOTHING AND TEXTILES

TOPIC 3.1 PROPERTIES OF ANIMAL FIBRES (WOOL AND SILK)

<p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding on properties of animal fibres</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>3.1.1 identify different fabric swatches of animal fibres</p> <p>3.1.2 describe the properties of animal fibres:</p> <ul style="list-style-type: none"> - wool - silk
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TOPIC 3.2 – NECKLINE FINISHES

<p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skill on neckline finishes</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>3.2.1 define facing</p> <p>3.2.2 identify types of neckline finishes</p> <ul style="list-style-type: none"> - collars (flat, rolled, stand) - facing (shaped, crossway strip) <p>3.2.3 differentiate between flat and rolled collars</p> <p>3.2.4 identify the parts of a collar</p> <p>3.2.5 state types of interfacings (iron-on, sew-on)</p> <p>3.2.6 explain the importance of interfacings</p> <p>3.2.7 construct and attach flat collar on a child’s garment</p>
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TOPIC 3.3 – ARMHOLE FINISHES AND FINISHES	
<p>GENERAL OBJECTIVE All learners will: Knowledge, understanding and skills on armhole finishes</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>3.3.1 state types of armhole finishes – inserting sleeves, facings, crossway strips</p> <p>3.3.2 differentiate set-in sleeves – plain and puff sleeves</p> <p>3.3.3 describe the method of inserting sleeves</p> <ul style="list-style-type: none"> – facings – cross way strips <p>3.3.4 attach a sleeve or a facing on the chosen child’s garment</p>

TOPIC 3.4 – OPENINGS AND FASTENERS	
<p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on openings and fasteners</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>3.4.1 identify the following fasteners - zippers (lap or centered) , velcro, hook and eye, press studs, button and buttonhole</p> <p>3.4.2 identify the following openings - bound and continuous wrap</p> <p>3.4.3 state points to consider when choosing fasteners and openings</p> <p>3.4.4 apply button and buttonhole or centered zipper fastener on a child’s garment</p>

B4 LAUNDRY

TOPIC 4.1 – CARE SYMBOLS/LABLES ON CLOTHES	
<p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding on the care symbols/labels in clothing</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>4.1.1 identify the five groups of care symbols</p> <ul style="list-style-type: none"> – washing – bleaching – ironing – dry cleaning – drying/hanging <p>4.1.2 state the importance of care symbols/labels</p> <p>4.1.3 draw and label the care symbols/labels</p> <p>4.1.4 explain the meaning of each care symbol</p>

TOPIC 4.2 – REMOVAL OF SOME COMMON FRESH STAINS	
<p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on removal of common fresh stains</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>4.2.1 define stain</p> <p>4.2.2 classify stains (animal, plant, miscellaneous)</p> <p>4.2.3 list common fresh stains</p> <ul style="list-style-type: none"> – blood, tea, coffee, mucus, fruit, chewing gum

	<ul style="list-style-type: none"> – ink, shoe polish, rust, candle wax, root, grass, – grease, mildew, soot <p>4.2.4 describe the removal of stains from garments</p> <p>4.2.5 identify other recently improved methods of stain removal</p> <p>4.2.6 demonstrate the removal of the different fresh stains</p>
TOPIC 4.3 – WASHING AND FINISHING OF GARMENTS	
<p>GENERAL OBJECTIVE</p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills on washing garments</p>	<p>SPECIFIC OBJECTIVES</p> <p>All learners should be able to:</p> <p>4.3.1 list the steps in washing of:</p> <ul style="list-style-type: none"> – white cotton – coloured cotton – woollen and synthetics <p>4.3.2 demonstrate washing and finishing of garments (include use of blue, fabric softener and starch)</p>

YEAR 3

C1 FOOD PREPARATION

TOPIC 1.1 – BREAD MAKING	
GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills on bread making	All learners should be able to: 1.1.1 identify the basic ingredients for bread making 1.1.2 outline steps to follow when making yeast bread (include traditional methods) 1.1.3 explain reasons for failure/faults in yeast bread making 1.1.4 demonstrate the skills in bread making (yeast bread)
TOPIC 1.2 – PASTRY MAKING	
GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills in pastry making	All learners should be able to: 1.2.1 classify pastry - plain, rich, hot water 1.2.2 outline the general rules for making short crust pastry 1.2.3 identify the ingredients used in short crust pastry making 1.2.4 explain the reasons for failure/faults in short crust pastry making 1.2.5 demonstrate skills in the use of short crust pastry when making sweet and savoury dishes
TOPIC 1.3 – PROTEIN FOODS - MEATS	
GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge understanding and skills on meat Understanding the importance of offal in the diet	All learners should be able to: 1.3.1 list the sources of meat 1.3.2 classify types of meat 1.3.3 explain the structure of meat 1.3.4 discuss the nutritive value of meat 1.3.5 apply suitable methods of cooking different cuts meat 1.3.6 define offal 1.3.7 identify the different types of offals – liver, tripe, kidney, intestine 1.3.8 describe the nutritive value of offals 1.3.9 demonstrate the use and cookery of offal in different dishes
TOPIC 1.4 – FOOD SPOILAGE	

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge and understanding of food spoilage	All learners should be able to: 1.4.1 state the causes of food spoilage 1.4.2 describe conditions that cause food to rot 1.4.3 explain ways to store food safely (shelf life)

TOPIC 1.5 – PRESERVATION OF FOOD

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills on preserving food	All learners should be able to: 1.5.1 define preservation 1.5.2 state reasons for preserving food 1.5.3 identify methods of preserving food and how they work: bottling, drying, freezing, 1.5.4 addition of preservatives (salt, vinegar, spices, sugar) 1.5.5 explain the importance of labeling preserved food 1.5.6 apply the various methods in producing preserved foods

TOPIC 1.6 – TABLE SETTING

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills on table setting	All learners should be able to: 1.6.1 list the basic items needed for setting tables 1.6.2 state the importance of serving food in a clean environment 1.6.3 state points to remember about table decoration 1.6.4 explain table manners to adhere to when dining (table etiquettes) 1.6.5 demonstrate ways and skills of setting trays and tables for meals to include the Eswatini traditional way.

C3 CLOTHING AND TEXTILES

TOPIC 3.1 – PATTERNS FOR MAKING A SIMPLE GARMENT

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills on the use of patterns	All learners should be able to: 3.1.1 demonstrate skills for taking accurate body measurements 3.1.2 adapt commercial pattern to suit chosen style 3.1.3 explain the factors to consider when calculating required fabric for a garment 3.1.4 state points to consider when fitting on a garment 3.1.5 make a garment to fit that has a minimum of six (6) processes

TOPIC 3.2 EDGE FINISHES

GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills of finishing edges	All learners should be able to: 3.2.1 identify ways of finishing edges on garments, hems and waist 3.2.2 describe the ways of finishing application of edge finishes on garments 3.2.3 demonstrate application of edge finishes on garments

C4 LAUNDRY

TOPIC: 4.1 WASHING AND FINISHING OF WOOL AND SYNTHETIC FABRICS	
GENERAL OBJECTIVE	SPECIFIC OBJECTIVES
All learners will: Acquire knowledge, understanding and skills on care of woollen and synthetic fabrics.	All learners should be able to: 4.1.1 discuss the laundry processes of woollen and synthetic articles 4.1.2 demonstrate the washing, hanging, ironing and finishing of wool and synthetic articles

Appendix A



Junior Certificate Examination
CONSUMER SCIENCE (540)

Individual candidate mark sheet for the coursework Project (Garment to fit)

Centre Number					Centre Name			
October/November	2	0			Examiner's name			
Candidate number					Candidate Name			
Descriptors						Band	T	M
Seams and seam finishes [10 marks]	Evenly sewn seam with appropriate seam allowance, Excellent and Good seam line alignment of all joints, well neatened and accurate, also well pressed					High 7-10		
	Averagely sewn seam with appropriate seam allowance, good seam line alignment of some joints, neatened and pressed seams					Middle 4-6		
	Unevenly sewn seam with appropriate seam allowance, some seam lines alignment of few joints, seams not well neatened and pressed					Low 0-3		
Disposal of Fullness [10 marks]	Darts length and width within limit, line of stitching tapering to a point and ends well secured. Even excellent stitches, darts well pressed and facing correct direction					High 7-10		
	OR							
	Gathers evenly distributed, even stitches, well neatened on wrong side, gathering thread removed, appropriate closed seam width (1cm), stitch on seam line.					Middle 4-6		
	Darts length and width almost within limit, line of stitching averagely tapering to a point and ends secured. darts pressed and facing correct direction							
	OR							
	Gathers averagely distributed , some evenly sewn stitches , neatened on wrong side, gathering thread partly removed , average closed seam width (close to 1cm) , stitch almost on seam line					Low 0-3		
	Darts length and width not within limit, line of stitching not tapering to a point and ends not secured, darts not pressed and not facing correct direction							
	OR							
Gathers unevenly distributed, not neatened on wrong side, gathering thread not removed. inappropriate closed seam width (1cm) , stitch on seam line								
Neckline Finish Collar or neckline facing [15 marks]	Interfacing used and well ironed on, collar seam or facing not bulky, under stitched/collar flat, collar or neck facing well fitted and shoulder seams matching, well pressed and well neatened					High 11-15		
	Interfacing used and not well ironed on, collar seam or facing slightly bulky, not well under stitched and not so flat, collar or neck facing not well fitted and shoulder seams not properly matching, pressed and neatened					Middle 6-10		

	Interfacing used and not ironed on , collar seam or facing too bulky and not flat, collar or neck facing not properly fitted and shoulder seams not matching, not pressed and neatened	Low 0-5		
Armhole Finish Sleeve/ Sleeve Facing [15 marks]	Sleeves correctly fitted/ well positioned, underarm seams correctly fitted, seams of even width, Sleeve head well-adjusted / balanced, hemming on sleeve well done, sleeve well neatened on wrong side OR Facing correctly fitted to a high standard, seams of equal width, matching side seams, facing well neatened, well-trimmed, clipped and under stitched	High 11-15		
	Sleeves fairly fitted/ not well balanced, underarm seams fairly fitted, seams of uneven width, Sleeve head fairly adjusted / balanced, hemming on sleeve fairly done, sleeve fairly neatened on wrong side OR Facing fairly fitted, seams of uneven width, side seams fairly matching, facing neatened, trimmed, clipped and under stitched	Middl e 6-10		
	Sleeves incorrectly fitted/ not well positioned, underarm seams incorrectly fitted, seams of uneven width, Sleeve head not well-adjusted / balanced, hemming on sleeve not done, sleeve not neatened on wrong side OR Facing incorrectly fitted, seams of uneven width, side seams not matching, facing not neatened, trimmed, clipped and under stitched	Low 0-5		

Fastener Zipper [15 marks]	Zipper appropriate and even width of seam allowance, correct size for the garment, appropriate length for garment, well fitted (top bars not concealed), Not gaping, Zipper based bar well strengthened or secured OR <u>Button & Buttonhole</u> Correct position on centre front, Even spacing of buttons on centre front, good to excellent stitching of buttonhole, correct size of buttonhole for button, correct weight and size of button for the fabric/garment, button well sewn on centre front with shank, button securely finished at back	High 11-15		
	Zipper fairly positioned and fair width of seam allowance, correct size for the garment, fair length for garment, fairly fitted (top bars partly concealed), gaping, Zipper based bar well strengthened or secured OR <u>Button & Buttonhole</u> Fairly positioned on centre front, fair spacing of buttons on centre front, fair stitching of buttonhole, incorrect size of buttonhole for button, correct weight, and size of button for the fabric/garment, button fairly sewn on centre front without shank, button finished at back	Middle 6-10		
	Zipper inappropriate and even width of seam allowance, incorrect size for the garment, inappropriate length for garment, not well fitted (top bars not concealed), gaping, zipper-based bar not strengthened or secured OR <u>Button & Buttonhole</u> incorrect position on centre front, uneven spacing of buttons on centre front, poor stitching of buttonhole, incorrect size of buttonhole for button, incorrect weight and size of button for the fabric/garment, button not well sewn on centre front without shank, button not finished at back	Low 0-5		
Stitches (machine) [10 marks]	Straight and accurate stitch, correct, precise and even stitch length, appropriate stitch tension, well secured stitches, appropriate colour and size of thread	High 7-10		
	Some straight stitch, correct and even stitch length, Stitch tension not so appropriate, not all stitches secured, fair colour and size of thread	Middle 4-6		
	All stitches not straight, incorrect and uneven stitch length, inappropriate stitch tension, all stitches not secured, inappropriate colour and size of thread	Low 0-3		
Stitches (hand) [10 marks]	Straight stitch, Correct and even stitch length, appropriate stitch tension, well secured stitches, appropriate colour and size of thread	High 7-10		
	Straight stitch, some correct and even stitch length, Stitch tension not so appropriate, some well secured stitches, colour and size of thread not so appropriate	Middle 4-6		
	Stitch not straight, incorrect and uneven stitch length, inappropriate stitch tension, stitches not secured, inappropriate colour and size of thread	Low 0-3		

Hems [10 marks]	Correct and even width for garment, Correct and even stitch length, Stitches not showing on the right side (hand stitch), Correct neatening, well pressed	High 7-10		
	Somehow correct and even width for garment, stitch length correct and even in some areas. Some stitches not showing on the right side (hand stitch), partly correct neatening and partially pressed	Middle 4- 6		
	Correct and even width for garment, Correct and even stitch length, Stitches not showing on the right side (hand stitch), Correct neatening, well pressed	Low 0-3		
General appearance of garment [5 marks]	Garment attractive, clean, well pressed, thread not hanging, presentation – well labelled, good hang of garment	High 4-5		
	Garment partly clean, pressed somewhat to low standard, some thread hanging, presentation somehow-fairly labelled, fair hang of garment	Middle 2-3		
	Garment dirty, not pressed, thread hanging, presentation – labelled, poor hang of garment	Low 0-1		
garment =		Total marks for	100	

Key

T – Teacher’s mark

M – Moderator’s mark

Appendix B



Junior Certificate Examination
CONSUMER SCIENCE (540)

Individual candidate Practical sheet

Number					Centre Name		
October/ November	2	0			Examiner's name		
Candidate Number					Candidate Name		
Planning session	Descriptors					Band	External Examiner 's mark (Official use)
Choice of dishes and Shopping List [25]	Most dishes are appropriate for test. Show variety of skills, processes, colour, and texture. Work correctly numbered. Most ingredients clearly listed against selected dishes with correct quantities. Total quantities of most ingredients Centre are listed under correct headings in the shopping list. All laundry and home management equipment and detergents are listed.					High 18-25	
	Some dishes are appropriate for test and show variety of skills, processes, colour, and texture. Some work correctly numbered. Some ingredients clearly listed against selected dishes with correct quantities. Total quantities of some ingredients are listed under correct headings in the shopping list. Some laundry and home management equipment and detergents are listed.					Middl e 9-17	
	Few dishes are appropriate for test, show little variety of skills, processes, colour, and texture. Work not correctly numbered. Few ingredients clearly listed against selected dishes with correct quantities. Few or no quantities of ingredients listed under correct headings in the shopping list. Few laundry and home management equipment and detergents listed					Low 0-8	
Time plan [25]	All dishes are listed in the right order. All dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods clearly stated in all dishes. Temperature, cooking times for most dishes clearly indicated. Washing up at correct intervals and serving time for most dishes allocated. Washing/ cleaning of laundry/ home management at the appropriate time clearly indicated.					High 18-25	
	Some dishes are listed in the right order. Some dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods clearly stated in some dishes. Temperature, cooking times for some dishes clearly indicated. Washing up at correct intervals and serving time for some dishes allocated. Washing/					Middl e 9-17	
						Low 0-8	

	<p>cleaning of laundry/ home management indicated. Few dishes are listed in the right order. Few dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods stated in few dishes. Temperature, cooking times for few dishes clearly indicated. Washing up at correct intervals and serving time for few dishes allocated. Washing/ cleaning of laundry/ home management at the appropriate time not indicated.</p>		Total = 50	
Practical session	Practical session DESCRIPTOR		T	M
Method of Working [25]	<p>Business-like approach throughout the test, shows confidence and is competent. Skills in handling most large and small equipment. Excellent skills in handling most mixtures. Correct methods of preparing most dishes. Good judgment of consistencies in most dishes. Good hygienic methods. Economic in the use of fuel and food. Proper control of cooking and oven temperatures. Proper positioning of dishes in the oven. Tidy and methodical when working throughout the test.</p>	High 18-25		
	<p>Less business-like approach throughout the test, less confidence and competence. Skills in handling some large and small equipment. Fewer skills in handling some mixtures. Some correct methods of preparing some dishes. Good judgment of consistencies in some dishes. Fair Hygienic methods. Somewhat economic in the use of fuel and food. Fair control of cooking and oven temperatures. May position some dishes in the oven. At times tidy and methodical when working throughout the test.</p>	Middle 9-17		
	<p>No business-like approach shows no confidence and no competence. Very limited skills in handling large and small equipment. Few skills in handling mixtures. Correct methods of preparing few dishes. Poor judgment of consistencies in few dishes. No hygienic methods. Not economic in the use of fuel and food. Poor control of cooking and oven temperatures. Improper positioning of dishes in the oven. Not tidy and methodical when working throughout the test.</p>	Low 0-8		
Quality/ Results			T	M
Flavour/Textures/ colour [15]	<p>Most dishes have a correct flavour, well season, correct temperature, appropriate colour, texture (crispy, crumbly, porous, crunchy, soft, smooth) and are edible.</p>	High 11-15		
	<p>Some dishes have a correct flavour, but not well-seasoned; some have correct temperature, appropriate colour, texture (crispy, crumbly, porous, crunchy, soft, smooth) and edible.</p>	Middle 6-10		
	<p>Few dishes have a correct flavour, not well seasoned, temperature, colour not pleasing, texture not appropriate (crispy, crumbly, porous, crunchy, soft, smooth) and are not edible.</p>	Low 0-5		
Laundry	Items well cleaned, finished, and well presented	High		

[5]	Clean items and somewhat carelessly presented Items not well cleaned and may not be presented	4-5	
		Middle 2-3	
		Low 0-1	
Serving and Appearance [5]	<p>Correct serving sequence used for most dishes, extremely clean, appropriate serving dishes and cutlery used, correct serving temperature of most food. Well garnished food. Clean tablecloth, serving dishes and cutlery with suitable flower arrangement. Attractive presentation of most dishes and edible garnishing and decoration used and clearly labelled dishes.</p> <p>Some serving sequence followed. Fair number of clean, appropriate serving dishes and cutlery used. Correct serving temperature of some food. Some dishes well garnished. Fairly clean tablecloth, serving dishes and cutlery with suitable flower arrangement. Attractive presentation of some dishes and edible garnishing and decoration used with labelled dishes.</p> <p>No correct serving sequence followed. Few clean, appropriate serving dishes and cutlery used. Correct serving temperature of few dishes. Few dishes garnished. Not so clean tablecloth, serving dishes and cutlery used without any flower arrangement. Basic attempt shown in the presentation of few dishes and edible garnishing and decoration used with few labelled dishes.</p>	High 4-5	
		Middle 2-3	
		Low 0-1	
Practical =		[50]	
(Planning and Practical) =		Total mark	[100]

Key

T – Teacher’s mark

M – Moderator’s mark

Appendix F



**Junior Certificate Examination (JC)
CONSUMER SCIENCE (540/03)
Centre Summary Assessment Form (Practical & Coursework)**

Candidate Number	Candidate Name	For External examiner's use		Teacher	Teacher	Teacher Mark [150]	Official use Moderator		Moderator
		Planning sheets 1, 2 & 3					Practical [50]	Needlework [100]	
		Choice and Shopping List (max 25)	Time plan (max 25)						
Name of Assessor			Signature			Date			

School Stamp

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