



Examinations Council of Eswatini

**FOOD AND NUTRITION  
SYLLABUS**  
Subject Code : 6905

For Examinations in 2024 - 2026

## CONTENTS

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<b>Page</b>	
Eswatini General Certificate of Secondary Education	3
Introduction	4
Aims	4
Assessment Objectives	5
Specification Grid	6
Assessment	7
Scheme of Assessment	7
Weighting of Papers	8
Curriculum Content	9
Grade Descriptions	17
Appendix: Practical Skills	18
Generic Mark Scheme	19
Appendix: Glossary of Terms	21
Appendix: Candidate Forms	23
Appendix: Food and Nutrition Practical Summary Assessment Form	26

### Broad Guidelines

The Ministry of Education and Training is committed, in accordance with the National Policy Statement on Education, to provide a Curriculum and Assessment System (Form 4 and Form 5) so that at the completion of secondary education learners will:

- be equipped to meet the changing needs and challenges of the nation, and
- have attained locally and internationally acceptable standards.

### Eswatini's National Education Policy Directives

EGCSE syllabuses for studies in Form 4 and Form 5 will individually, and collectively, enable learners to develop **essential skills** and provide a broad **learning experience** which

- inculcates values and attitudes as well as knowledge and understanding,
- encourages respect for human rights and freedom of speech,
- respects the values and beliefs of others, relating to issues of gender, culture and religion,
- develops desirable attitudes and behaviour towards the environment,
- provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere, e.g., health issues; global warming; maldistribution of wealth; and technological advances.

### The National Curriculum for Forms 4 and Form 5

Learners will be given opportunities to develop **essential skills** which will overlap across the entire range of subjects studied. These skills are listed below.

Communication and language skills

Numeracy skills: mathematical ideas, techniques and applications

Problem-solving skills

Technological awareness and applications

Critical thinking skills

Work and study skills

Independent learning

Working with others

To develop these skills, learners must offer **four compulsory subjects** and at least **three elective subjects** chosen from one or more Field of Study.

### Compulsory Subjects

SiSwati – either First Language or Second Language

English Language

Mathematics

Science

Religious Education

### Fields of Study

Agriculture Field of Study

Business Studies Field of Study

Consumer Science Field of Study

Social Sciences and Humanities Field of Study

Technical Field of Study

## INTRODUCTION

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The Eswatini General Certificate of Secondary Education (EGCSE) syllabuses are designed as two-year courses for examination in Form 5. The Food and Nutrition syllabus has identified relevant knowledge and skills to develop values and attitudes and organise them into meaningful contexts that call for critical thinking and problem-solving approaches. It enables the learners to be self-reliant and specifically equipped with practical skills and creativity to meet the emerging nutritional and health needs. Their awareness is built up in a formal and non-formal environment like the family, school, media and community. They will therefore be offered the opportunity to gain and practise the skills needed to enhance the ability to make personal and career choices.

The syllabus encourages a learner centred approach using all available resources. It also gives guidance on the scope of each topic. The teacher serves as a facilitator of learning through various teaching methods such as: demonstrations, group discussions, role-play, research, problem-solving, debates, projects, experiments, experiential learning and lectures with questions and answers. The teacher helps learners to achieve the highest possible standards of excellence in both practical and theoretical activities.

The EGCSE syllabuses follow a general pattern. The main sections are:

Aims

Assessment Objectives

Assessment

Curriculum Content

Food and Nutrition is an Elective Subject and falls into the Consumer Science Field of Study which includes: Fashion and Fabrics, Biology, Mathematics and Chemistry.

## AIMS

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The aims of the syllabus are the same for all learners. These aims are set out below and describe the educational purposes of a course in Food and Nutrition for the EGCSE Examination. They are not listed in order of priority.

The aims are to enable learners to:

1. develop an understanding and awareness of how cultural, environmental and socio-economic factors affect diet;
2. develop a scientific knowledge and understanding of the composition of foods;
3. develop and sustain an interest in the creative aspect and enjoyment of food and the skills necessary for food preparation for different occasions and situations;
4. understand the relationship between diet and health;
5. have an awareness of the dietary needs and eating patterns of different ages and groups within the eSwatini society;
6. develop an awareness of relevant mandatory and other necessary safety and hygiene requirements;
7. develop an awareness of the implication of technology in the home and emphasise care and use of various pieces of equipment and other materials;
8. develop consumer awareness for decision making in contemporary Food and Nutrition issues;
9. develop knowledge and understanding in the use of nutritional terms;
10. develop and nurture a strong appreciation of indigenous, natural and locally available foods and food ingredients in the preparations of wholesome, safe, nutritious and balanced meals which are cost effective.

## **PRIOR LEARNING**

The subject is designed for candidates who have successfully completed ESwatini Junior Secondary Education or equivalent. However, candidates beginning this course are not expected to have previously studied Food and Nutrition.

## **RECOGNITION AND PROGRESSION**

The knowledge and skills in this syllabus give candidates a solid foundation for further study in institutions of higher learning. This qualification enables candidates to progress either directly to employment or proceed to further qualifications such as caterer, chef, nutritionist, etc.

## **SUPPORT DOCUMENT FOR TEACHERS**

A wide range of materials and resources are available to support teachers in Eswatini schools. The resources suit a variety of teaching methods in the local context. Teachers can download current and future syllabuses together with specimen papers or past question papers and examiner reports from ECESWA public website [www.examsCouncil.org.sz](http://www.examsCouncil.org.sz).

## **TRAINING**

ECESWA offers training in assessment to ensure that teachers have the relevant knowledge and skills to conduct assessment of learning.

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## **ASSESSMENT OBJECTIVES**

Assessment Objectives in Food and Nutrition are:

- 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 explain, demonstrate knowledge and understanding in relation to:

1. scientific definitions and technological principles;
2. nutritional needs in relation to social, 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 person, food and 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, explain, 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;
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, capacity, mass, quantity, shape, size, temperature, time and weight

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

### **C INVESTIGATION, PRACTICAL SKILLS AND THEIR APPLICATION**

Learners should be able to:

14. identify effective approaches to problem solving;
15. follow written and verbal instructions;
16. test and compare methods, materials and equipment used in food preparation and presentation;
17. research and apply information to base judgements and choices;
18. identify priorities;
19. assess and evaluate the effectiveness of the course of action;
20. observe and record observations.

Questions testing these objectives will often start with the following words: Demonstrate, prepare, show, measure, organize, examine or analyse.

These objectives will guide teachers as they conduct the assessment.

Assessment objective	Weighting (%)
<b>(AOA)</b> Knowledge with understanding	35%
<b>(AOB)</b> Handling information and solving problems	30%
<b>(AOC)</b> Investigation, practical skills and their application	35%

The relationship between the assessment objectives and components of the scheme of assessment.

Paper	Assessment Objectives			Total
	A Knowledge with understanding	B Handling information and solving problems	C Investigation, practical skills and their application	
1 (Theory)	30%	20%	10%	60%
2 ( Practical)	5%	10%	25%	40%
<b>Total</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>

The assessment objectives are weighted to give an indication of their relative importance. The percentages are not intended to provide a precise statement of the number of marks allocated to particular assessment objectives.

#### Weighting of Papers

Paper	Weighting
1 (Theory)	<b>60%</b>
2 (Practical)	<b>40%</b>

Spelling, punctuation and grammar will be considered with discretion when assessing the course.

## ASSESSMENT

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### Scheme of Assessment

**All papers are compulsory.** Candidates must enter for Paper 1 (Theory) and Paper 2 (Practical examination) and are eligible for the award of Grades A\* to G. A description of each paper follows:

**Paper 1 (Theory)** 2 hours consisting of 100 marks.

This written paper consists of **three** sections.

**Section A (40 marks)**

Compulsory short answer questions.

**Section B (40 marks)**

Compulsory structured questions where candidates will be required to answer **two (2)** questions of **20** marks each.

**Section C (20 marks)**

Compulsory open-ended essay type question. Candidates will be required to answer **one (1)** essay question worth **20** marks.

**(This paper will be weighted at 60% of the final total available marks).**

**Paper 2 (Practical)**

This consists of a planning session of 1 hour 30 minutes and a practical session of 2 hours 30 minutes. The practical session should take place a week after the planning session as indicated in the exam time table.

**Planning Session (1 hour 30 minutes) consisting of 50 marks**

There will be **5** tests, one of which will be allocated to each candidate alphabetically by the subject teacher. This session will be done on the same day for all Centres in the presence of the invigilator. Candidates will be expected to state how they will carry out the tests and submit their Plan of Work, Time Plan and Shopping list in duplicate form (see Appendix: Candidate Forms).

All original and duplicate planning sheets, except the duplicate of sheet 3 (shopping list), must be kept securely by the Head of Centre. The original sheets, 1, 2 and 3 for each candidate, are to be sent to ECESWA to be marked externally.

The copies of the duplicate Shopping List (sheet 3) will help the teacher do the shopping of ingredients/materials. The duplicates of sheets 1, 2 and 3 will be reissued to the candidates on the day of the practical.

**Practical Session (2 hours 30 minutes) consisting of 50 marks**

Candidates will be re-issued with the duplicate copies of their Plan of Work, Time Plan and Shopping list during the practical to carry out the practical session in the presence of the invigilator.

Paper 2 (Practical only) is assessed by the Food and Nutrition teachers in schools and moderated by the Examinations Council of Eswatini. The summary sheets (with practical marks only) will be put in one envelope and sent to Examinations Council Of Eswatini with the portfolios for moderation.

**Portfolio Presentation**

A portfolio of individual work will be presented by each candidate as evidence of the final practical work done in the centres after the practical examination. The Portfolio should be clearly presented with details of each candidate. It should consist of: **(i)** table of contents. **(ii)** Declaration forms **(iii)** the individual candidate mark sheet with marks for the practicals and **(iv)** one (1) coloured photo-(enlarged if possible) that clearly shows the well labelled displayed finished dishes and details for each candidate (candidate name, candidate number and test number).

**(This paper will be weighted at 40% of the final total available marks).**

## CURRICULUM CONTENT

Learners will study all topics in the Curriculum content outlined below. The content is divided into three Outcomes-Nutrition, Food & Technology and Consumer Education. Each Outcome is divided into themes described in terms of general objectives and specific objectives.

Appropriate **teaching time** for the Food and Nutrition syllabus should be equivalent to six (6) periods [of which **three (3)** are for theory and **three (3)** for practical skills] of forty (40) minutes each over a period of one (1) week/cycle. The total qualification time (TQT) is 130 hours over a 2 year period.

OUTCOME A – NUTRITION	
THEME A1 BASIC NUTRITION AND CONCEPTS	
GENERAL OBJECTIVES	SPECIFIC OBJECTIVES
<p>All learners will:</p> <p><b>A1.1 Food Groups and Nutrients</b> Acquire knowledge and understanding of nutrition and nutritional terms.</p> <p>Acquire knowledge of nutrition to analyse food groups and make healthy choices.</p>	<p>All learners should be able to:</p> <p>1.1.1 Define nutritional terms: food, nutrient, <b>micro nutrients, macro nutrients</b>, nutrition, diet balanced diet, metabolism, basal metabolism, <b>basal metabolic rate (BMR)</b> malnutrition, under nutrition, over nutrition, deficiency disease and <b>food pyramid</b>.</p> <p>1.1.2 Identify, describe food groups and servings (average portion) in a food pyramid include indigenous foods.</p> <p>1.1.3 Discuss nutrients:</p> <p>1.1.3.1 <b>Protein</b>: classification (high biological value and low biological value-to include complementary proteins, composition (<b>list of elements and list of amino acids</b>), functions, sources and protein names, effect of heat, deficiency diseases, excess intake and their signs and symptoms.</p> <p>1.1.3.2 <b>Carbohydrates</b>: classification (monosaccharide, disaccharide - (intrinsic and extrinsic sugars) <b>empty calories</b> and polysaccharides - (dietary fibre/non-starch polysaccharides NSP/ <b>unavailable carbohydrates</b>) composition, functions, sources, effect of heat, deficiency diseases, excess intake and their signs and symptoms.</p> <p>1.1.3.3 <b>Fats</b>: classification (saturated and unsaturated), composition/chemistry-to include fatty acids, functions, sources effect of heat, deficiency diseases, excess intake and their signs and symptoms.</p> <p>1.1.3.4 <b>Vitamins</b>: A, B group- (B<sub>1</sub>, B<sub>2</sub>, B<sub>3</sub>, B<sub>6</sub> and B<sub>12</sub>), C, D, E and K. classification (water and fat soluble), chemical names, functions, sources and stability in food preparation deficiency diseases, excess intake and their signs and symptoms.</p> <p>1.1.3.5 <b>Mineral elements</b>: (calcium, iron, iodine, fluoride, phosphorus, chlorine, sodium chloride and potassium), classification (macro and micro), functions, sources, deficiency diseases, excess intake and their signs and symptoms.</p> <p>1.1.4 Explain the digestion and absorption of nutrients in the body.</p>
<p><b>A1.2 Water</b> Understand the importance of water for good health.</p>	<p>1.2.1 State the sources and functions of water in the human body</p> <p>1.2.2 State signs of water deficiency (dehydration).</p> <p>1.2.3 Describe conditions/instances that may lead to increased water requirement.</p> <p>1.2.4 Discuss the importance of using clean water for good health.</p>

<b>A1.3 Dietary fibre</b> Understand the importance of dietary fibre for good health.	1.3.1. State the sources and functions of dietary fibre in the human body. 1.3.2 Discuss the importance of using dietary fibre for good health.
<b>A1.4 Energy</b> Acquire knowledge and understanding in the use of energy by the body.	1.4.1 Define Body Mass Index (BMI). 1.4.2 State BMI indicators for acceptable weight, underweight, overweight and obesity. 1.4.3 Identify activities that require more energy. 1.4.4 Explain uses of energy in the body. 1.4.5 <b>Discuss nutrients required for energy production</b>

### THEME A2 - DIET AND HEALTH

<b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and understanding of diet in relation to health.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.1 <b>State dietary guidelines to follow for good health</b> 2.2 Define diet-related disorders: obesity, sugar diabetes/diabetes mellitus ( <b>insulin dependent and non-insulin dependent</b> ), dental caries/cavities, hypertension, piles (haemorrhoids), constipation, kwashiorkor, marasmus and anorexia nervosa. 2.3 State the symptoms of diet-related disorders. 2.4 Describe causes of diet-related disorders. 2.5 Explain diet modifications to prevent/control these disorders.
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### THEME A3 MEAL AND MENU PLANNING

<b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and understanding of nutritional needs of various groups in a family.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.1 Define the following terms: dish, main dish, course, main course, two- course meal, three-course meal, menu, meal, balanced meal. 3.2 State the factors influencing meal planning for the family. 3.3 Identify the different family members: (elderly, pregnant and nursing mothers, babies (6-12 months), toddler (1-5 years), children (6-11) years, teenagers, manual and sedentary workers, invalids and convalescents). Individuals with food allergies and intolerance 3.4 Explain the nutritional needs for the given family members. 3.5 Discuss vegetarian cookery (types of vegetarians; i.e vegan, lacto and lacto ovo vegetarian), reasons for vegetarianism, advantages/ disadvantages and nutritional needs <b>and problems encountered when planning meals for vegetarians.</b> 3.6 Plan, prepare, cook and serve meals for the stated groups. 3.7 Plan, prepare, cook and serve dishes for special occasions (party and packed meals).
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<b>OUTCOME B – FOOD AND TECHNOLOGY</b>	
<b>THEME B1 KITCHEN PLANNING</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p>Understand the principles of kitchen planning.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>1.1 Outline rules for positioning the kitchen. 1.2 State the basic kitchen areas. 1.3 Describe different types of kitchens (traditional and modern standard kitchen). 1.4 Categorise factors which influence positioning/ layout of kitchen areas for efficient and maximum utilisation (work triangle). 1.5 Explain ideal properties in selecting surfaces – walls, floors, and work surfaces. 1.6 Explain the colour scheme, lighting and ventilation in the kitchen.</p>

<b>THEME B2 - KITCHEN EQUIPMENT</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p>Demonstrate knowledge, usage, care and safety of kitchen equipment.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>2.1 Classify kitchen equipment (plastic ware; chinaware; glassware; aluminum; wooden; stainless steel; tin; enamel ware; cast iron; small and large electrical equipment). 2.2 Categorize equipment for storage purposes (cupboards, refrigerators, freezers). 2.3 Describe the characteristics of the materials used for kitchen equipment. 2.4 Describe the maximum usage of identified electrical equipment in the kitchen: electric mixer, blender, frying pan, toaster, sandwich maker, food processor. 2.5 Explain the correct choice, use, care and storage of kitchen equipment. 2.6 Identify suitable cleaning agents and appropriate ways of cleaning various kitchen equipment. 2.7 Demonstrate the correct use, care and storage of kitchen equipment. 2.8 Apply safety measures in the use of kitchen equipment.</p>

<b>THEME B3 KITCHEN HYGIENE AND SAFETY</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p>Acquire knowledge and skills in on kitchen hygiene and safety.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>3.1 Identify types of hygiene (food, personal and kitchen). 3.2 State food, personal and kitchen hygiene rules. 3.3 State common accidents that occur in the kitchen (falls, cuts, burns, scalds, electric shock, poisoning, and drowning). 3.4 Discuss guidelines/precautions for kitchen safety. 3.5 Demonstrate the application of simple first-aid for the common accidents in the kitchen. 3.6 Explain appropriate ways of waste disposal.</p>

<b>THEME B4 PRINCIPLES OF COOKING FOOD</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p>Acquire knowledge and skill for successful and efficient cooking.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.1 State reasons for cooking food. 4.2 Classify methods of cooking (moist and dry) 4.3 Describe methods of heat transference (conduction, convection and radiation). 4.4 State the general rules for each method of cooking. 4.5 Explain the advantages and disadvantages of the different methods of cooking. 4.6 Describe the effect of moist and dry heat on food and nutrients. 4.7 Apply methods of cooking to appropriate food items. 4.8 Demonstrate the economic use of food, fuel, labour and time to include: pressure cooking, microwave cooking and slow cooker.</p>
<b>THEME B5 FOOD SPOILAGE AND PRESERVATION</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p><b>B5.1 Food Spoilage and Poisoning</b> Understand the process of food decay.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>5.1.1 Identify the agents of food spoilage: enzymes (oxidase, ripening enzyme), bacteria (salmonella, listeria monocytogens, staphylococci, streptococci, and staphylococcus aureus), yeast and moulds. 5.1.2. Explain suitable conditions for growth of micro-organisms. 5.1.3 Describe ways in which enzymes and microorganisms (bacteria, yeast and moulds) contribute to food spoilage. 5.1.4 Describe ways in which bacteria and moulds contribute to food poisoning. 5.1.5 State general symptoms of food poisoning.</p>
<p><b>B5.2 Preserving Food</b> Understand the principles underlying food preservation.</p>	<p>5.2.1 Define food preservation. 5.2.2 State the aims and importance of food preservation 5.2.3 Describe the food preservation principles in relation to: 5.2.3.1 Heating – canning and bottling. 5.2.3.2. Moisture removal – drying. 5.2.3.3. Exclusion of air – bottling, jam making 5.2.3.4. Reduction in temperature – refrigeration and freezing. 5.2.3.5 Chemical preservation – sugar, salt, and vinegar. 5.2.4. Explain the effects of preservatives on the nutritive value, taste, colour, appearance and texture of food 5.2.5 Apply the food preservation principles in the preparation of preserves.</p>
<p><b>B5.3 Food Labels</b></p> <p><b>GENERAL OBJECTIVES</b> All learners will: Comprehend labels and their purpose.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>5.3.1 State the reasons for labelling foods. 5.3.2 State and interpret information found on food labels. 5.3.3 Discuss food labelling regulations. 5.3.4 Demonstrate the use of labels on food preserves.</p>

<b>THEME B6 FOOD ITEMS</b>	
<b>GENERAL OBJECTIVES</b> All learners will:	<b>SPECIFIC OBJECTIVES</b> All learners should be able to:
<p><b>B6.1 Milk and milk Products</b> Acquire knowledge, understanding and skills in the use and production of dishes using milk and milk products.</p>	<p>6.1 Identify the different types of milk: liquid, condensed, evaporated and powdered.</p> <p>6.2 Outline the nutritive value of milk and milk products (cheese, cream, butter, sour milk and yoghurt) available in Eswatini.</p> <p>6.3 State uses of milk, cheese, cream and butter.</p> <p>6.4 Explain the following processes common in the production of milk and milk products: pasteurizing, homogenization, sterilization, skimming and ultra-heat treatment.</p> <p>6.5 Describe the principles of handling and storage of milk to prevent contamination</p> <p>6.6 Classify cheese (soft, semi hard/processed and hard)</p> <p>6.7 Describe the principles of cooking with milk and cheese to improve their digestibility.</p> <p>6.8 Outline the processes involved in the production of cheese and yoghurt.</p> <p>6.9 Demonstrate the production of home-made yoghurt</p> <p>6.10 Apply skills in the preparation, cooking and serving of the following: milk, cream, cheese, yoghurt and sour milk (<i>emas</i>).</p>
<p><b>B6.2 Eggs</b> Acquire knowledge, understanding and skills in the use of eggs in the diet.</p>	<p>6.2.1 State the uses of eggs.</p> <p>6.2.2 Outline the nutritive value of eggs.</p> <p>6.2.3 Describe the freshness of eggs.</p> <p>6.2.4 Describe the storage of eggs.</p> <p>6.2.5 Describe the effect of heat on eggs.</p> <p>6.2.6 Discuss the properties of eggs (foaming, coagulation and emulsification).</p> <p>6.2.7 Apply the properties of eggs in producing dishes.</p>
<p><b>B6.3 Fish</b> Acquire knowledge and understanding of the importance and use of fish in the diet.</p>	<p>6.3.1 Classify the fish according to: fat content and types - (white, oily, shell) and origin-(fresh water and sea water)</p> <p>6.3.2 Outline the nutritive value of fish.</p> <p>6.3.3 Describe the storage of fresh fish.</p> <p>6.3.4 Explain the effects of heat on fish.</p> <p>6.3.5 Describe the points to consider in the selection of fresh fish.</p> <p>6.3.6 Apply skills in the selection, preparation and cooking of fish (fresh and frozen).</p>
<p><b>B6.4 Meat</b> Acquire knowledge, understanding and skills in the use of meat in the diet.</p>	<p>6.4.1 Classify the different types of meat including offal (red, white).</p> <p>6.4.2 Outline the nutritive value of meat and offal.</p> <p>6.4.3 Describe the structure of meat.</p> <p>6.4.4 Describe the methods of tenderizing meat.</p> <p>6.4.5 Describe the storage of meat.</p> <p>6.4.6 Explain the effect of dry and moist heat on meat.</p> <p>6.4.7 Describe the points to consider in the selection of fresh meat</p> <p>6.4.8 Apply skills in the selection, preparation, and cooking of meat and offal.</p>

<p><b>B6.5 Legumes, pulses and nuts</b></p> <p>Appreciate the importance and use of legumes, pulses and nuts in the diet.</p>	<p>6.5.1 Identify the different kinds of legumes, pulses and nuts available in Eswatini</p> <p>6.5.2 Outline the nutritive value of legumes, pulses and nuts with emphasis to soya.</p> <p>6.5.3 Explain the importance of soya beans and products (textured vegetable protein, tofu, tempeh, and miso).</p> <p>6.5.4 State the storage of legumes, pulses and nuts.</p> <p>6.5.5 Demonstrate skills in the preparation, cooking and serving of legumes, pulses and nuts in meals.</p>
<p><b>B6.6 Cereals and cereal products</b></p> <p>Acquire knowledge, understanding and skills in the use of cereal and cereal products.</p>	<p>6.6.1 List the different types of cereals commonly used in Eswatini.</p> <p>6.6.2 Identify the different parts of a cereal grain to include a diagram of a maize and wheat grain.</p> <p>6.6.3 Describe the nutritive value of different types of cereals and cereal products available in Eswatini (refined and unrefined).</p> <p>6.6.4 Explain the storage of cereals and products.</p> <p>6.6.5 Apply skills in the preparation, cooking and serving of dishes using cereal and cereal products.</p>
<p><b>B6.7 Fruits and vegetables</b></p> <p>Acquire knowledge, skills and understanding in the use of fruits and vegetables.</p>	<p>6.7.1 Classify fruits (berry, citrus, fleshy, hard, stone and dried) and vegetables (fruit, stem, leafy, root, tuber, bulb, etc.)</p> <p>6.7.2 Outline the nutritive value of fruits and vegetables.</p> <p>6.7.3 Explain the selection, handling and storage of fruits and vegetables.</p> <p>6.7.4 <b>Demonstrate skills in the preparation, cooking and serving of fruits and vegetables.</b></p>
<p><b>B6.8 Convenience foods</b></p> <p>Appreciate the use of convenience foods in the diet.</p>	<p>6.8.1 Define convenience foods.</p> <p>6.8.2 Classify convenience foods (dehydrated, ready-to-eat, canned, frozen, cook chill foods and ready prepared meals).</p> <p>6.8.3 State advantages and disadvantages of convenience foods</p> <p>6.8.4 Compare convenience foods with fresh foods.</p> <p>6.8.5 Apply skills in producing meals/dishes using convenience foods.</p>
<p><b>B6.9 Fats and Oils</b></p> <p>Acquire knowledge and skills in the use of fats and oils.</p>	<p>6.9.1 Define the following terms; rancidity, hydrogenation, smoke point, flash point, <b>melting point</b>.</p> <p>6.9.2 State uses of fats and oils in cookery.</p> <p>6.9.4 Describe properties of fats and oils.</p> <p>6.9.5 <b>Explain the storage of fats and oils.</b></p> <p>6.9.6 Demonstrate the use of different types of fats and oils.</p>

<p><b>THEME B7 RAISING AGENTS</b></p>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of raising agents.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>7.1 Define raising agents.</p> <p>7.2 Identify and describe the effects of the following raising agents during cooking: air, steam, carbon dioxide.</p> <p>7.3 Explain the action of yeast, bicarbonate of soda (with an</p>

	acid) and baking powder in flour mixtures. 7.4 Demonstrate the process of fermentation and neutralization in producing dishes from flour mixtures.
<b>THEME B8 FLOUR MIXTURES</b>	
<p><b>GENERAL OBJECTIVES</b> All learners will:</p> <p><b>B8.1 Scones, biscuits and cakes</b></p> <p>Acquire knowledge, understanding and skills in the preparation, cooking and serving of scones, biscuits and cakes.</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>8.1.1 Identify and justify basic ingredients used in scones, biscuits and cakes (flour, liquid, shortening, eggs, sugar and flavouring).</p> <p>8.1.2 Describe the changes during cooking of scones, biscuits and cakes.</p> <p>8.1.3 State qualities of well-cooked scones, biscuits and cakes.</p> <p>8.1.4 Explain the common faults in making scones, biscuits and cakes.</p> <p>8.1.5 Describe the methods of testing baked products for readiness.</p> <p>8.1.6 Describe the methods used to prepare, scones, biscuits and cakes: melting, rubbing in, creaming, whisking.</p> <p>8.1.7 <b>Demonstrate skills in preparing, cooking and serving a variety of scones, biscuits and cakes using the following methods: melting, rubbing in, creaming, whisking.</b></p> <p>8.1.8 Compare the quality of the finished products according to the following: shape, colour, texture and flavour.</p>
<p><b>B8.2 Pastries</b></p> <p>Acquire knowledge, understanding and skills in the preparation and serving of pastry dishes.</p>	<p>8.2.1 List the types of pastry (shortcrust, flaky and rough puff).</p> <p>8.2.2 Identify and justify the use of the following basic ingredients in making pastries: flour, shortening and liquid.</p> <p>8.2.3 Explain the general rules for pastry making.</p> <p>8.2.4 Describe the changes during cooking of pastry.</p> <p>8.2.5 State qualities of well-cooked pastries</p> <p>8.2.6 Discuss common faults in pastry making.</p> <p>8.2.7 Demonstrate skills in the production and use of pastry in making sweet and savoury dishes.</p>
<p><b>B8.3 Batters and sauces</b></p> <p>Acquire knowledge, understanding and skills in the preparation, cooking and serving of batters and sauces.</p>	<p>8.3.1 Define batters and sauces.</p> <p>8.3.2 Classify sauces (pouring, coating and binding/panada) and batters (thin, coating, fritter) in food preparation.</p> <p>8.3.3 State the uses of sauces and batters in food preparation</p> <p>8.3.4 Describe different methods of thickening sauces. (gelatinisation/starch, coagulation/protein, <b>liquidising</b> /puree and emulsification/mayonnaise).</p> <p>8.3.5 State qualities of well-cooked sauces and batters</p> <p>8.3.6 Describe the process of preparing, cooking and serving a blended and roux sauce.</p> <p>8.3.7 Demonstrate skills in preparing, cooking and serving a blended and roux sauce.</p> <p>8.3.8 Demonstrate skills in preparing, cooking and serving, pouring, coating and fritter batters.</p>
<p><b>B8.4 Bread making using yeast</b> Acquire knowledge, understanding and skills in the preparation and serving of bread.</p>	<p>8.4.1 Identify the basic ingredients in bread making: strong flour, yeast, salt, sugar and liquid.</p> <p>8.4.2 Discuss steps in bread making.</p> <p>8.4.3 Describe the changes during cooking of bread.</p> <p>8.4.4 <b>Describe the methods of testing bread for readiness.</b></p> <p>8.4.5 State qualities of a well baked loaf of bread.</p> <p>8.4.6 Explain the common faults in the preparation of bread.</p>

	8.4.7 Demonstrate the skills in preparing, cooking and serving sweet and savoury yeast products.
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<b>THEME B9 CAKE ICING AND DECORATION</b>	
<b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and skills about cake decoration.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 9.1 Identify the different types of icing (butter icing, glaze, royal, chocolate and frosting). 9.2 Differentiate between icing and decorating cakes. 9.3 State reasons for icing and decorating cakes. 9.4 Demonstrate skill in the use of different types of icings and decorations on cakes.

<b>THEME B10 TRADITIONAL FOODS</b>	
<b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge and understanding of the factors influencing the consumption of traditional foods.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 10.1 Outline the nutritional value of indigenous/traditional foods. 10.2 Discuss factors influencing eating habits in Eswatini such as: cultural factors, environmental factors, religious factors and economic factors. 10.2 Demonstrate skills in the preparation, cooking and serving of Eswatini traditional foods.

<b>OUTCOME C – CONSUMER EDUCATION</b>	
<b>THEME C1 THE CONSUMER IN SOCIETY</b>	
<b>GENERAL OBJECTIVES</b> All learners will:  <b>C1.1 The consumer</b> Develop understanding and appreciation of Consumer rights and responsibilities to facilitate informed and critical decision making.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to:  1.1.1 Define terms used in consumer education (consumer, rights, responsibilities, wants, needs) 1.1.2 State the importance of consumer education. 1.1.3 Describe the role of a consumer in the economy. 1.1.4 Explain the rights of the consumer. 1.1.5 Describe the responsibilities of the consumer.
<b>C1.2 Consumer behaviour</b> Develop awareness of factors that influence consumer behaviour.	1.2.1 Discuss the following factors that influence the consumer when buying food items: psychological, social, economical, environmental.  1.2.2 Explain the influence of marketing strategies on consumer behavior  1.2.3 Compare unit prices with reference to available shopping facilities (street vendors, supermarkets, etc.).

## GRADE DESCRIPTIONS

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The scheme of assessment is intended to encourage positive achievement by all candidates. Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. The grade awarded will depend on the extent to which the candidate has met the assessment objectives overall and may conceal weakness in one aspect of the examination which is balanced by above-average performance on some other.

Criteria for the standard of achievement likely to have been shown by candidates awarded Grades A, C and F are shown below

### **A Grade A candidate should be able to:**

- show a critical awareness and intelligent understanding of the scientific and practical concepts within the curriculum;
- demonstrate a high performance in Section A, B, and C of the theory paper;
- demonstrate an ability to select appropriate dishes, organise time and show a variety of skills in the practical paper.

### **A Grade C candidate should be able to:**

- show some critical awareness and understanding of the scientific and practical concepts of the curriculum;
- demonstrate an average performance in Section A, B, C of the theory paper;
- demonstrate a reasonable ability to select appropriate dishes, with some organisation of time and an average amount of skills in preparation of dishes.

### **A Grade F candidate should be able to:**

- show some critical awareness and understanding of a few scientific and practical concepts of the curriculum;
- demonstrate too limited knowledge in Section A, B, C of the theory paper;
- show too limited ability to select appropriate dishes and too limited knowledge of skills needed for preparation of dishes in the practical paper.

## **PRACTICAL SKILLS**

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The Examination Council of Eswatini (ECESWA) will set a specific date for all Centres to conduct the planning session, after which the assessment of the final practical examination sessions (each taking 2 hours and 30 minutes) is undertaken by all schools, a week after the planning session. Centres should solicit the services of an invigilator during the Planning Session. The original planning sheets 1 (Plan of work), 2 (Time Plan) and 3 (Shopping List) and duplicate planning sheets 1 (Plan of work), 2 (Time Plan) should be kept securely by the Head of Centre until the day of the Practical Examination. Sheet 3 duplicate should be given to the Food and Nutrition Practical Examiner to be used for shopping.

The original planning sheets, 1, 2 and 3 for each candidate should be sent to ECESWA to be marked externally.

On the day of the final practical, the Food and Nutrition Practical Examiner should receive from the Head of Centre duplicates copies of the candidates' planning sheets. The candidates will be given sheet 1, 2 and 3 of the duplicates to carry out their practical work under the supervision of the Food and Nutrition Practical Examiner. The Food and Nutrition teacher who has not prepared the candidates will serve as a practical examiner. He/ She will record observations of the method of working displayed by each candidate. At the end of the practical session, the candidates' quality of dishes will be assessed by the Food and Nutrition Practical Examiner according to the Assessment Criteria for Practical Skills outlined below. A photo clearly showing a named label and the displayed finished dishes should be taken.

### **Paper 2 Practical Session: Notes for Teachers and Invigilators**

During the practical session, there should be sufficient space and adequate equipment allowed for individual work by each candidate. This means:

- Not more than eight (8) candidates allowed in the examination room per practical session.
- Not more than two (2) candidates will share one (1) electric or gas stove/cooker.
- Each candidate must have a table to work on during the practical test.
- There should be adequate equipment i.e., pots and pans, for individual work by each candidate.
- A well-equipped first aid box, fire extinguisher/ blanket must be available.
- A clock for time keeping should be displayed on a wall which should be visible to every candidate.
- All perishable ingredients ordered by candidates should be placed on their individual work table.

### **Assessment Criteria for Practical Skills**

The Food and Nutrition teacher will assess the practical examination, using the generic content of the mark scheme as printed in this syllabus (which is for guidance only) in conjunction with a confidential mark scheme which refers to the allocation of marks for the specific tasks set for that particular examination session.

The generic mark scheme detailed below is to enable the teacher to maintain a uniform standard. To pass, a candidate must work systematically using a reasonable degree of skill, good methods and sound recipes. At least half of the resulting dishes should be of a good standard, well served, with good appearance, consistency, texture and flavour. If the main dishes of the test are inedible, then a pass result should not be given.

The total marks available are 100 divided into the following areas:

1. Planning session (Plan of Work, Time Plan and Shopping List)	50
2. Method of working	20
3. Quality of dishes	20
4. Serving and appearance	5
5. Portfolio presentation	<u>5</u>
	<b><u>100</u></b>

Marks will be recorded on a Practical Examination Working Mark Sheet (see Appendix) by the Food and Nutrition teacher.

## GENERIC MARK SCHEME FOR PRACTICALS

### PLAN OF WORK AND SHOPPING LIST - [30]

Band	Marks	Description
High	22-30	All dishes are appropriate for test, correctly numbered and show a variety of skills, processes, colour and texture. Most ingredients clearly listed against selected dishes with correct quantities, and are clearly listed under correct headings with correct totals in the shopping list.
Middle	13-21	Some dishes are appropriate for test, correctly numbered and show a variety of skills, processes, colour and texture. Some ingredients clearly listed against selected dishes with correct quantities, are clearly listed under correct headings with correct totals in the shopping list.
Low	0-12	Few dishes are appropriate for test, correctly numbered and show a variety of skills, processes, colour and texture. Few ingredients clearly listed against selected dishes with correct quantities, are clearly listed under correct headings with correct totals in the shopping list.

### TIME PLAN - [20]

Band	Marks	Description
High	15-20	Most dishes are listed in the right order and dovetailed. Preparation of ingredients and cooking methods clearly stated for most dishes. Temperature, cooking times for most dishes clearly indicated. Washing up and serving time allocated at correct intervals for most dishes.
Middle	9-14	Some dishes are listed in the right order and dovetailed. Preparation of ingredients and cooking methods clearly stated for some dishes. Temperature, cooking times for some dishes clearly indicated. Washing up and serving time allocated at correct intervals for some dishes
Low	0-8	Fewer dishes are listed in the right order and dovetailed. Preparation of ingredients and cooking methods stated for few dishes. Temperature, cooking times for few dishes indicated. Washing up and serving time allocated at correct intervals for few dishes

### METHOD OF WORKING-[20]

Band	Marks	Description
High	15-20	Shows confidence and very good skill in handling most mixtures. Good judgment of consistencies in most dishes. Very good skills in handling most large and small equipment. Proper control of cooking and oven temperatures. Is very tidy, hygienic and economic in most dishes.
Middle	9-14	Shows some confidence and good skill in handling mixtures. Fair judgment of consistencies in some dishes. Good skills in handling some large and small equipment. Proper control of cooking and oven temperatures in some dishes. Is tidy, hygienic and economic in some dishes.
Low	0-8	Lacks confidence and skills in handling most mixtures. Low judgment of consistencies in most dishes. Poor skills in handling most large and small equipment. Lacks control of cooking and oven temperatures. Is untidy, does not observe hygienic measures and economy in most dishes.

**QUALITY OF DISHES-[20]**

<b>Band</b>	<b>Marks</b>	<b>Description</b>
High	15-20	Most dishes have a correct flavour, temperature, colour, texture and are edible.
Middle	9-14	Some dishes have a correct flavour, temperature, colour, texture and are edible.
Low	0-8	Few dishes have a correct flavour, temperature, colour, texture and are edible.

**SERVING AND APPEARANCE-[5]**

<b>Band</b>	<b>Marks</b>	<b>Description</b>
High	4-5	Very clean and ironed table cloth, appropriate serving dishes and cutlery. Very good placement of table cloth, serving dishes and cutlery. Very attractive presentation, of dishes and well labelled. Very suitable simple flower arrangement.
Middle	2-3	A clean table cloth, but not ironed, serving dishes and cutlery. Good placement of table cloth, serving dishes and cutlery. Good presentation of dishes and labelling. Suitable simple flower arrangement.
Low	0-1	Unclean table cloth, serving dishes and cutlery. Poor placement of table cloth, serving dishes and cutlery. Untidy presentation of dishes and few labelled. Unsuitable simple flower arrangement or no flowers.

**PORTFOLIO-[5]**

<b>Band</b>	<b>Marks</b>	<b>Description</b>
High	4-5	Very clear and informative cover page. Contents are chronologically indicated. Photo is well mounted with most dishes clearly shown.
Middle	2-3	Some information included on the cover page. Some contents are chronologically indicated. Photo is mounted with some dishes clearly shown.
Low	0-1	Limited information included on the cover page. Contents are not chronologically indicated. No photo mounted or a photo with few or no dishes clearly shown. No portfolio presented.

## **GLOSSARY OF TERMS**

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It is hoped that the glossary will prove helpful as a guide, i.e. it is neither exhaustive nor definitive. The glossary has been deliberately kept brief not only with respect to the number of terms included but also to the descriptions of their meanings. Candidates should appreciate that the meaning of a term must depend in part on its context.

In all questions, the number of marks allocated is shown on the examination paper, and should be used as a guide by candidates to how much detail to give or time to spend in answering. In describing a process the mark allocation should guide the candidate about how many steps to include. In explaining why something happens, it guides the candidate on how many reasons to give, or how much detail to give for each reason.

<b>APPEARANCE</b>	The final result of a product or how it looks.
<b>APPRECIATE</b>	To express words of gratitude for something good or valuable.
<b>BACTERIA</b>	A type of micro-organism which can exist in large numbers feeding on living or dead organisms.
<b>BALANCED</b>	Correct proportion of required nutrients in a diet.
<b>BLANCH</b>	To briefly put vegetables or fruits like tomatoes in boiling water to sterilize and remove the skin.
<b>BLEND</b>	To mix thoroughly two or more substances forming a paste, puree, powder or mixture.
<b>BUDGET</b>	A clear plan showing how money (income) will be raised or spent (expenditure).
<b>CELEBRATION</b>	A party organised to mark an important occasion.
<b>CEREALS</b>	Edible grain of certain grasses such as wheat, maize, rice and other products used for breakfast and staple foods.
<b>CHOICE</b>	An act of choosing one or more foods that are suitable for a meal.
<b>CHOP</b>	Cut food into small even pieces.
<b>CONSISTENCY</b>	The degree of thickness or viscosity required in preparing food.
<b>CONVALESCENCE</b>	A period of regaining your health or a steady recovery from an illness.
<b>DECORATION</b>	To improve the appearance of a sweet dish like desserts or Christmas cakes with icing, beads, ribbons and glitters.
<b>DEFICIENCY</b>	A lack of certain nutrients that are required.
<b>DIET</b>	Regular meals or menus required for a healthy life.
<b>DISORDER</b>	Malfunction of the body due to lack of nutrients.
<b>ECONOMY</b>	Correct use of resources or food items to save money or time.
<b>EQUIPMENT</b>	The things that are required to perform tasks.

<b>GARNISH</b>	To improve the appearance of savoury foods with edible and pleasant herbs, spices and vegetables.
<b>HEALTH</b>	The normal state of feeling well and free from sickness.
<b>HORS D'OEUVRE</b>	A small appetising dish served hot or cold before the main dish.
<b>INFLUENCE</b>	The power of information to bring about change.
<b>METABOLISM</b>	The chemical process in plants and animals that help to maintain life, e.g. digestion and assimilation of food.
<b>MODIFICATION</b>	To change slightly for better results.
<b>NUTRIENTS</b>	Small substances of food required to nourish the body of plants or animals for growth and a healthy living.
<b>NUTRITION</b>	A study of food and its nutrients on how they nourish the body of plants and animals to be healthy and grow well.
<b>NUTS</b>	Edible fruits or seeds from certain trees and vegetables that yield proteins.
<b>PREPARATION</b>	The action or processes followed in producing a meal or a dish.
<b>PRESERVATION</b>	The natural or scientific process of protecting food from decay and thus retain +/-nutritive value.
<b>TEXTURE</b>	The way food or drinks appear or feel, e.g. rough, smooth, hard, soft.
<b>TECHNOLOGY</b>	Scientific study and the application of this in food preparation and health related tasks.
<b>TRADITIONAL FOODS</b>	Edible plants, fruits and animals used in Eswatini as cultural dishes.
<b>SAVOURY</b>	An attractive non sweet but salty tasting dish with a pleasant flavour and taste.
<b>SWEET/S</b>	A candy that tastes and smells like sugar or honey. Sweets also refer to d

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EGCSE FOOD AND NUTRITION Syllabus 6905  
November 2024 and 2026 Examination

Centre Summary Assessment Form for 6905/02

Centre Number					Centre Name	
October/November	2	0			Name of Food and Nutrition Teacher	

Candidate Number	Candidate Name	Official use Planning Session		Method of working (max 20)	Quality/ Results (max 20)	Serving/ Appearance (max 5)	Portfolio Presentation (max 5)	Total for Practical (max 50)	Official use
		Plan of work & list (max 30)	Time Plan (max 20)						Total Max [100]
Name of Moderator				Signature					

EGCSE FOOD AND NUTRITION Syllabus 6905  
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