Examination Report

Consumer Science

540

JC

2025

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Paper 540/02

General Comments

3525 candidates wrote this paper. There was a slight increase in the number of candidates who registered for Consumer Science Paper 1. There was a total increase of 343 candidates as compared to 2024, which had a total of 3182 candidates. This reflected an increase of 10.8%, as compared to the previous year. The overall performance of the paper was below average.

QUESTION 1

A. State the type of pocket found on a school uniform

The expected answers were in the seam pocket and the patch pocket

Almost all learners were able to identify the patch and inseam pockets

B. State methods used in disposing of fullness on a shirt.

The expected answers were.

-tucks, -darts, -gathers and pleats

Almost all learners were able to identify these methods

C. Identifying types of pleats, **expected answers were**.

i) box pleats ii) knife pleats

The question was fairly answered, but some learners mistook box pleats for inverted pleats and knife pleats for accordion pleats

D. Matching fibres in column A with fabrics in column B, **the expected answers were.**

Linen -Damask

Cotton - Denim

Silk - velvet

Most learners were able to guess the silk fabric (velvet) and the mismatched cotton and linen

E. Describe the following types of waistbands, expected answers were,

i) **straight waistband**- generally 2.5 to 3cm wide and is cut on a straight grain of the fabric, it is commonly found in male pants and formal skirts

ii) **shaped waistband**- wide and shapes outwards at the sides seams to accommodate both the wide part of the ribcage above the waistline and the wide part of the hips below the waistline-it is commonly found in ladies' skirts and pants

learners could not describe both waistbands, but some were able to give the correct example for the straight waistbands

F. Describe steps to make a plain hem. **The expected answers were.**

-Reduce the bulkiness of the hem before turning it up

- turn up the hem along the marked hemline with the help of the hemguide/ hem gauge

- tack next to the folded edge

- Neaten the hem edge using edge stitching and slip hemming stitch

All learners could not describe the plain hem, and most of them would mistake it for a plain seam

G. State two classes of laundry equipment. **The expected answers were**

- soaking equipment

-washing equipment

-drying equipment

- ironing equipment

Most learners could identify the types of laundry equipment, except for a few who wrote sewing equipment instead

H. Give two uses of bleach. The expected answers were.

- used for brightening discoloured whites

-removes stains

- they act as a disinfectant

- to remove colour

This question was well answered by most learners, and they gave correct answers

I. Justifying statements, expected answers were;

i) A**lways empty the water tank of an iron after use-** to prevent rusting and prevent staining clothes

ii) **Use an iron with a temperature control when ironing clothes** –to make ironing of different kinds of fabric easier, as cotton requires high temperatures, yet silk requires low

Most learners were able to justify statements correctly, while a few learners only answered using TRUE.

J. Rearranging processes in the order in which they are carried out. **The expected answers were.**

i) drying

ii) dampening

iii) ironing

iv) airing

Only a few learners were able to rearrange processes; otherwise, steps were jumbled

QUESTION 2

A. difference between the selvedge and the raw edge. The expected answers were.

i) selvedge- it is the finished edge of a fabric, -the edge of a fabric where weft threads turn, -non-fraying part of a fabric

ii) raw edge- cut edge of a fabric that may fray before it is neatened

Most learners could not score marks because they used the word garment instead of fabric, some wrote incomplete statements by leaving out the word fabric

B. List two pieces of equipment used when knitting a scarf, except for needles. **The expected answers were.**

- safety pins, - wool scissors, -size chart for needles, - measuring tape, - knitting machine

Most learners were not able to list equipment; instead, most would bring back the knitting needles

C. Interpret the following abbreviations: **the expected answers were.**

i) Tbl – through back of loop (or stitch)

ii) P2tog- purl two stitches together

iii) PSSO- pass slipped stitch over

Almost all learners could not interpret Tbl and wrote the table instead

Most learners were able to interpret P2tog, although some would omit the word stitch in their answer

- A few were able to interpret PSSO, and most would interpret P or purl instead of pass

D. Studying stitch drawing. The expected answers were.

i) **even tacking**

Most learners were mistaking stitch for running

ii) **how to sew stitch-** work two back stitches to begin and end stitch, -pick 1cm of fabric and pass over 1cm, - stitches and spaces must be equal in length

Almost all learners could not describe a stitch, even those who were able to identify it

iii) **function of a stitch-** to hold seams together temporarily, to hold two or more fabrics together temporarily

Almost all learners were able to state the function, but some would leave out the keyword "temporary."

E. parts of a sewing machine, **expected answers were**

i) holds the thread reel- spool pin

- This was an easy question for almost all the learners they managed to get it correctly

ii) prevents the needle from moving when loosened – stop motion screw

-Most learners gave a needle clamp screw instead of a stop motion screw

iii) adjust the tightness of the stitch- tension disk/ tension screw

-Some learners gave a pressor foot instead of a tension disk, while some had no idea and left it unanswered

F. Define a stain. The expected answer was.

A dirty spot on a garment that is difficult to remove/ dirt deposited by mistake

Most learners got this question, although some wrote the wrong spelling, "sport" instead of spot which was wrong

G. Describe how the following stains were removed. The expected answers were.

i) fruit- soak in a borax solution or apply salt to the stain and add boiling water.

- Most learners were using vinegar instead of borax or salt, which was incorrect.

ii) coffee- pour boiling water over the stain, steep in a hot borax solution, wash.

-Most learners were using spirit or vinegar instead of the borax solution

H. Why is it necessary to soften hard water? The expected answers were.

-it wastes soap as more soap is needed to clean garments/ takes time for lather to form instead scum is formed

-Energy is wasted, resulting from too much rubbing when washing clothes

-Garments are worn out sooner, caused by excessive rubbing.

Most learners gave methods of softening water instead of reasons; some learners did not relate their answers to laundry, e.g., some wrote to make it safe for drinking.

I. State two care labels that can be found on a school jersey. **The expected answers were.**

-dry flat

-do not dry clean

-dry under shade

-do not iron

-do not bleach

-do not tumble dry

-hand wash

Some learners were describing how to wash the jersey instead of the care labels, but overall, most learners gave correct answers

J. Describe the care and cleaning of wooden laundry equipment

-Do not leave wooden equipment in water, it will crack

-Do not leave in direct sunlight, it will lose colour

-Wash wood along the grain using a soft brush and warm, soapy water. Avoid hard abrasives, as they will cause roughening

-Add salt to the last rinsing water to strengthen the wood

Most learners did not read the question and just described washing of woolen articles instead of wood

Paper 540/02

General Comments

3525 candidates wrote this paper. There was a slight increase in the number of candidates who registered for Consumer Science Paper 2. There was a total increase of 343 candidates as compared to 2024, which had a total of 3182 candidates. This reflected an increase of 10.8%, as compared to the previous year. The overall performance of the paper was below average.

Question 1

General comments

The overall performance of this question was fairly done. Most candidates were able to respond to the question with understanding.

A. Candidates were required to list glassware items used in the kitchen

Most candidates were able to list glassware items

Expected responses

- Casserole dish
- Bowls
- Jugs
- Plates
- Chopping boards
- Tumblers
- Drinking glasses

B. Candidates were expected to give the name best described by the following statements

(i) Waste materials that is useless.

(ii) Using waste materials to make useful items.

In (i), the learners were able to give the correct answer, in (ii), some were writing re-use instead of recycle.

Expected responses

(i)
- Refuse
- Garbage
- Litter
- Rubbish
- Trash

(ii) Recycle

C. Candidates were expected to state ways of controlling household pests.

The question was poorly done. Learners failed to state how the two household pests can be controlled. They were giving responses like keeping the house clean on both parts of the question.

Expected responses

(i) – clean cupboards and drawers regularly
- Hang clothes to hang in the sun
- Clothes should be completely dry before they are stored
- Use moth balls/repellents

(ii) – keep homes clean
- Keep bedding clean and air in the sun regularly
- Spray rooms and bed frames with insecticides
- Wash and air stored bedding from time to time

D. Candidates were expected to give one suitable way of disposing the following items

This question was fairly performed. Candidates were able to give ways in which the items can be disposed.

(i) Water from the sink

Expected Responses
- Drain/French drain

(ii) Stale food

Expected Responses
- Feeding animals
- Town council collection
- Making compost

E. Candidates were expected to explain unfavourable conditions for cleaning windows.

This question was performed very well. Candidates seemed to understand the question clearly and gave correct responses.

Expected Responses
- Avoid rainy days, as falling rain will make streaks on the glass windowpane
- On dusty days, windows become dusty and dirty
- On very cold days, the glass may crack when warm water used for cleaning windows comes into contact with a very cold glass pane
- When the sun shines directly onto the window

F. Candidates were expected to match the stained kitchen equipment in A with the method of cleaning in B by means of arrows.

Candidates were misguided by the example given thus could not give correct choices of answers. The question was poorly done.

Expected Responses

A B

Stained Tinware	- Hot water, vinegar, and salt
Stained Plasticware	- Use of dilute, household bleach
Stained Enamelware	- Boil in water with vinegar
Stained Glassware	- Soak in hot water and soap
Stained Steelware	- Boil in a weak solution of washing soda

G. Candidates were expected to explain the advantages and disadvantages of a gas stove

This was a bit challenging to most of them as they failed to give correct answers.

Expected answers

Advantages:

- They are easy to clean
- They do not overheat the kitchen; gas is cheaper than electricity
- The oven is thermostatically controlled
- Gas cylinders are available in different sizes, making them affordable
- Does not produce smoke

Disadvantages:

- Inconvenience is caused when the gas supply fails
- It is not easy to detect the amount of gas available
- It is not easy to detect gas leakage from the store
- It is very dangerous as it may ignite the whole house when lightning strikes

H. Candidates had to discuss the process of cleaning a cast-iron pot used for cooking porridge.

This question was not well answered. Most candidates did not seem to understand what cast iron is, and the points were jumbled with no logical sequence.

Expected Responses

- Pour water and soak inside to soften the crust
- Scrub the inside with an abrasive
- Remove soot on the outside and scrub
- Wash with hot, soapy water
- Rinse and dry

Question 2

This question was the most challenging in the whole paper, as most learners got lower marks compared to the other questions.

A. Candidates were to define nutritional terms

(i) Starvation

They defined starvation as a lack of food or insufficient intake of food

Expected Responses

Severe deficiency in calorie intake, below the level needed to maintain an organism's life, which can result in death due to no or little food

(ii) Meal Pattern

Most learners were defining menu instead of a menu pattern

Expected Responses

Times of the day at which meals are prepared and served/set of food components, food items, and minimum quantities required for breakfast, lunch, or supper for a specific age.

B. This question was better performed as most candidates were able to give correct answers.

Expected Responses

Family Member	**Nutrient Required**	**Reason**
Toddler	Calcium	For strong bones and teeth
Invalid	Complete Protein	To maintain, repair worn out
Teenager	Iron	To prevent anaemia, blood form
Manual worker	Sodium	To replace lost salt

C. Candidates were to give three preservatives added when preserving food by bottling.

This question was fairly answered, as most learners were able to answer correctly.

Expected Responses

- Salt, vinegar, spices, sugar, lemon juice

D. Candidates were expected to explain how food is preserved using the following methods.

Most candidates did not respond well to this question. Wrong statements with almost the same idea as expected led to many candidates getting wrong answers, e.g., instead of the removal of moisture, they referred to drying as using high temperatures.

Expected Answers

(i) Freezing

- Reducing/reduction of temperature where micro-organisms are dominant
- Temperatures are much lower in the freezer. This arrests the micro-organisms, making them unable to multiply. Therefore, food lasts longer without decaying.

(ii) Drying

- When drying, water or moisture is removed from the food through evaporation. Water/moisture is needed for the growth and reproduction of microorganisms
- Concentration of sugar/salt is increased, making microorganisms inactive

E. Candidates were expected to state reasons for large holes in yeast bread.

Very few candidates were able to respond well to this question. Most candidates failed to understand the question and gave responses like “the oven was too hot” or “the bread did not rise.”

Expected Responses

(i) Insufficient kneading to break down the large particles

(ii) Overpouring – produces large, uniform carbon dioxide particles

(iii) Oven temperature not hot enough for the first ten minutes. Yeast was not killed during baking; thus, fermentation continued.

F. Candidates were expected to give reasons why it is important to coat food before frying.

Candidates were able to give correct responses on the reasons for coating. A few were giving responses like “nutrients will be lost,” which was completely away from the correct answer.

Expected Responses

- To prevent the food from breaking up
- To reduce oil absorption during deep frying/prevent it from absorbing to much fat
- To preserve the texture and shape of food
- It seals in the flavour and juices of the food
- It improves the appearance of food/makes it look attractive

G. Candidates were expected to give advantages for stewing

Most candidates could not give the correct and specific advantages of stewing. Most were giving general responses for all cooking methods, like “the food will be tender”.

Expected Responses

- There is little loss of nutrients because of the little heat used/ served with gravy
- Stew does not need much attention
- Cheap cuts of meats can be made tender
- It is economical because a variety of cheap ingredients can be used
- Stew can be served in the same pot used for cooking
- Little fuel is used
- Pulses and legumes can be softened
- Adds more flavour as spices/ condiments are used

H. Candidates were expected to outline the method of making a sponge cake

Most candidates were giving creaming methods and or rubbing in methods, instead of outlining the whisking method.

Expected Responses

- Grease and line a cake tin, preheat oven to 180 °C
- Sift flour and set aside
- Whisk eggs and sugar together over hot water until pale and thick
- Fold in sieved flour lightly with a metal spoon

- Bake at 180 °C for 20 minutes or until golden brown

Question 3

This question seemed to be challenging for most candidates

A. Candidates were expected to define the following terms.

(i) Deficiency disorder

Most candidates mistook it for malnutrition

Expected Responses

- It is a disease that occurs when one's diet lacks one or two nutrients.

(ii) Steaming

Most candidates mistook it for boiling, and even used hot air and smoke to cook food

Expected Responses

- This is when food is cooked in steam rising from rapidly boiling water

B. Candidates were expected to give two classes of carbohydrates.

Most learners were giving incorrect responses, such as examples of sugar, which are simple sugars and double sugars

Expected Responses

- Sugars
- Starches

C. Candidates were expected to give reasons why sick people need food containing vitamin C and plenty of fluids.

This question was poorly performed. Candidates were giving general responses instead of relating answers to sick people, such as to prevent scurvy

Expected Responses

(i) Vitamin C

- Aids recovery, boosts the immune system, and helps fight infections
- Helps in the healing of wounds
- For iron absorption

(ii) Plenty of fluids

- Transports toxins and waste products out of the body
- Replaces lost fluids/ prevents dehydration if the patient has diarrhoea
- To control body temperature

D. Candidates were expected to explain two points when planning meals for manual workers.

This question was attempted as most candidates gave correct answers, though some could not explain.

Expected Responses

- Vitamin B, to assist with the digestion of carbohydrates
- Protein to repair worn-out tissues

- Extra salt/water to replace salt/ water lost through sweating
- Fats to provide energy

E. Candidates were expected to name three parts of a cereal grain

Most candidates had an idea, but the spelling led to another word. For instance, 'brain' for 'bran.'

Expected Responses

- Germ/ embryo
- Bran/ seedcoat
- Endosperm

F. Candidates were expected to name the rules to be followed when preparing salads.

Most candidates did not answer this question well. Instead of naming rules for preparing salads, they mentioned rules for preparing vegetables.

Expected answers

- Use fruits and vegetables that are crisp, firm, and fresh
- Cut into bite-sized or even pieces
- Use a big mixing bowl to avoid damaging the vegetables
- Dress just before serving
- Serve attractively in a glass or wooden bowl

G. Candidates had to explain the two methods of testing the freshness of eggs.

Most learners attempted this question fairly. Some could not describe the method; they described the sound and shell test

Expected Responses

(i) **Weight test -** fresh eggs feel heavy, so a lightweight egg is a sign of moisture loss

(ii) **Brine test –** fresh eggs will sink in a brine, and stale eggs will float

H. Candidates were expected to describe the methods of making a pouring batter

Most learners set oven temperatures and followed the steps with no logical sequence.

Expected Responses

- Sift flour and salt
- Make a well in the centre and drop in the beaten egg
- Add half the milk gradually to the flour and avoid lumps
- Add remaining liquid and beat until smooth
- Allow mixture to stand to soften starch grains

Question 4

A. Candidates were expected to define the following terms

(i) **Batter**

This question was fairly done, with a few omitting the egg in the batter

Expected Responses

- A combination of plain flour, eggs, and a liquid (water/ milk)

(ii) **Sauce**

This question was fairly done, with some learners failing to describe a sauce.

Expected Responses

A well-flavoured, thickened liquid that is used to make a dish interesting.

B. Candidates were to name two vitamins that are provided by animal fats.

This question was fairly done by most learners, with a few stating water-soluble vitamins

Expected Responses

- Vitamin A, D, E & K

C. Candidates were expected to state the rules to be followed when planning a meal for a convalescent.

Most learners gave general rules and factors influencing the choice of meals, instead of planning for convalescents. Some would give nutritional needs, instead of the convalescent.

Expected Responses

- Obey the doctor's instructions about their diet
- Observe cleanliness when preparing, cooking, and serving meals
- Serve fresh food at regular times
- Cook out of sight and smell of the patient
- Choose easy-to-digest food
- Serve small, frequent meals

D. Candidates were expected to list three basic items for setting a table.

This question was attempted well. Candidates clearly understood the question.

Expected Answers

- Knives, glass, plates, condiments, cutlery, tablecloth, menu card, flowers

E. Candidates were expected to give information found on a label of a preserve.

Most candidates were able to respond to the question by stating the name of the preserve and the date at which it was packed, but some gave storage conditions like "store in a cool place".

Expected Responses

- Name of the preserve
- Date on which they were packaged
- Ingredients used

- Expiry date
- Name of the manufacturer

F. Candidates were expected to give equivalent measurements of the following

Homely Measures	Metric measures
2 Dessert spoons vanilla essence	
3 cups warm milk	
2 cups flour	

This question was not well answered by most candidates. Some candidates gave answers with no units of measurement, and some with wrong units.

Expected Responses

(i) 2 Dessert spoons vanilla essence – 20 ml
(ii) 3 cups warm milk – 750 ml
(iii) 2 cups flour – 200 g

G. Learners were expected to give reasons for the following faults in pastry making.

(i) Tough and hard pastry

Most learners failed to answer this question correctly; very few learners gave correct responses.

Expected Responses

- Too much water is used for mixing
- Too cool of an oven
- Too much flour was used when rolling out
- Overhanding pastry
- Conditions during preparation were not cool enough

(ii) Blistered Pastry

Few learners were able to give correct responses to this question. Most learners gave responses like “too cool an oven” or “wet dough”.

Expected Responses

- Uneven rubbing on
- The temperature was too high in the oven
- Water added slowly and unevenly

H. Learners were expected to explain two points on the storage of liquid milk at home.

Most learners answered this question correctly, but some were listing points and not explaining them.

Expected Responses

- Store milk in clean containers because milk can be easily contaminated
- Store milk away from strong-smelling foods, such as fish and onions, as milk easily absorbs odours
- Never store milk in the sun because it quickly turns sour
- Always cover milk to prevent flies from getting into it

I. Candu was expected to outline the steps to follow when making a cake using the melting method.

This question was not well answered by most learners. Most learners could not write their points using the correct procedure.

Expected Responses

- Preheat the oven to 180 °C and line a baking tin
- Mix soft, dry ingredients in a mixing bowl
- Make a well in the centre of the dry ingredients
- Place fat, sugar, and syrup in a saucepan
- Heat gently until the fat melts
- Slightly cool the mixture
- Add melted mixture and beaten eggs to dry ingredients, mix thoroughly, and bake

Paper 540/03

1.0 GENERAL COMMENTS

There were 3519 candidates who wrote this paper. There was a general increase in the number of candidates who registered for Consumer Science Paper 3. A total of 337 candidates showed an increase as compared to those of 2024 which had a total of 3182. This reflected an increase of 10.6%, compared to the previous year. The highest mark obtained was 94%, while the lowest was 13%.

The overall performance was good and reflects great improvement for both the Food Preparation practical and Clothing and Textiles coursework, with the majority of the candidates obtaining very good scores in both components. The Clothing and Textiles coursework also reflected great improvement in the workmanship of the garments with very few centres still submitting incomplete garments or garments with poor workmanship.

Other observations were noted as follows:

a) Progress is being made in packaging of the coursework. The improvement is acknowledged and centres are commended for adhering to the stipulations on packing to minimise loss of scripts. Noted on the issue with assessment sheets; the food preparation and clothing individual sheets should be submitted inserted to one another going forward.

b) Original planning sheets were well completed, with a few candidates still indicating ingredients as dishes in sheet 1. Other candidates were not summarising the preparation methods and thus ended up using more than the specified one page for sheet 2.

c) Candidates' names were chronologically entered in the Centre Summary Sheet. This is commended as it reduces errors when entering marks.

d) Individual marksheets for both Food Preparation and Clothing and Textile garments were well completed; a few centres are still very lenient on the assessment of both the

Food Preparation Practical and Garment, with a majority of candidates in those centres attaining perfect scores.

e) Centres are reminded to submit reports for candidates with missing marks, signed by the Head of Centre, and directed to the ECESWA Registrar, stating reasons for the omission.
f) Centres are reminded to band garments according to the determined sample size based on class size, ensuring representation from high, middle, and low bands.

g) A few centres still have challenges with the garment to fit, especially the choice of fabric and colour.

- The fabric chosen should be easy to handle for the candidates, preferably cotton and cotton blends. Colours like black, navy blue and other dark colours should be avoided.
- Multi-print fabrics should also be avoided as they are not easy to embellish.
- If a contrast fabric is used, the weight of the fabrics must be the same to avoid contrasting a lightweight fabric with a heavy-weight fabric as it affects the appearance and workmanship of the garment.

2.0 COMMENTS ON THE PERFORMANCE OF CANDIDATES IN EACH PRACTICAL TEST

2.1 Test 1 requirements

The candidates were expected to do the following:

a) Prepare, cook, and serve two dishes using milk and milk products.
b) Choose one dish from A to form a balanced supper meal.
c) Clean a casserole dish.

The following observations were made for the test 1 requirements:

a) A majority of the candidates were able to correctly choose the dishes from milk and milk products. Most common responses were cheese dishes like, macaroni cheese, onion and cheese flan, cheese cutlets and others like creamed spinach, semolina pudding and different cakes that use milk as their liquid. There were common errors

where candidates chose dishes with very little quantities of milk, such as 2T milk or milk to mix. They also chose dishes that have used milk as a glazing agent and thus could not meet the requirements for part (i).

b) Most of these dishes were one-pot meals, which means they were supposed to be balanced with two vegetables: a raw and a cooked one. Most candidates were able to balance them well. A few candidates could not balance them appropriately; they used one vegetable and a beverage or sometimes even added a protein like fried chicken, and thus were disadvantaged.

c) Most candidates responded well to this question by washing the casserole dish using warm soapy water and adding vinegar or lemon juice to the rinsing water. Drying it came with some little misunderstanding to the candidates, some missed that when it is rinsed with warm water, it should be dried with a non-fluffy linen cloth, and when rinsed with cold water, it should be left to drain.

2.2 Test 2 requirements

The candidates were expected to do the following:

a) Prepare, cook, and serve two dishes using pouring batter.
b) Choose one dish from A to form a balanced, light lunch.
c) Clean a deep-fat frying pan.

The following observations were for test 2 requirements:

a) Most candidates chose correct dishes for part (i), and the common responses included vegetable pancake bake, crispy chicken pancakes, toad-in-the-hole, Yorkshire pudding and waffles. However, there were candidates who prepared dishes from coating and fritter batter and thus were disadvantaged because they did not meet the requirement.

b) Most candidates were able to balance the dishes well; however, a few would struggle, especially if the dish was meant to be a dessert e.g waffles and the Yorkshire pudding. The correct responses for part (ii) included two vegetables; a raw and a cooked one for the one pot meals or a full meal for the desserts.

c) Most candidates were able to clean the deep fat frying pan, and the correct response was washing in hot soapy water with a soft abrasive e.g steel wool or a scourer pad, rinse with hot or warm water. Dry well with a non-fluff cloth or drain it. Some candidates used a hard abrasive such as the pot scraper and thus failed to meet the requirement.

2.3 Test 3 requirements

The candidates were expected to do the following:

a) Prepare, cook, and serve a savoury and sweet dish from a batch of shortcrust pastry.
b) Serve the savoury dish with suitable accompaniments to make a balanced supper meal.
c) Clean a pastry board.

The following observations were made for test 3 requirements:

a) The majority of the candidates were able to meet the requirements of the test and were able to plan suitable accompaniments. The most common responses were the savoury pastries: Cornish pasties, sausage rolls, cheese flan, and the sweet: milk tart, mince fruit tartlets, Fiji tart, lattice tart and custard tart. A few candidates did not respond well to the test because they planned dishes made from the other types of pastry, most commonly the flaky pastry. They were disadvantaged because they did not meet the requirement.

b) A majority of the candidates answered well by balancing the dish in part(i) with two vegetables a cooked and a raw one, since a savoury pastry becomes a one-pot meal. However, some candidates balanced it using a beverage and a salad, and they were disadvantaged. Few candidates ignored the requirement of part(i), that it was the savoury dish that was to be balanced. They chose to balance the sweet pastry, and this greatly disadvantaged them.

c) A majority of the candidates were able to appropriately clean the pastry board. The correct response was washing it using cold water, a soft brush, a damp cloth and salt to harden the wood. Clean along the grain, one portion at a time. Some candidates

immersed it in water and even soaked it in water using a pot scraper to clean it, which disadvantaged them.

2.4 Test 4 requirements

The candidates were expected to do the following:

a) Prepare, cook and serve a dish using the stewing method. Serve with suitable accompaniments to make a balanced meal.
b) Bake a cake using the creaming method.
c) Wash and finish a white apron.

The following observations were made for test 4 requirements:

a) The majority of the candidates were able to choose the correct dish using the stewing method. The most common and correct responses were: beef stew, chicken curry, mixed offal stew, legume stews, casseroles, beef stew, and herb dumplings. Most candidates were able to find suitable accompaniments for them in which included starch and a vegetable. However, some candidates had planned a liver pilaf as the stew but removed the rice from the ingredients and then balanced it by including starch. The liver pilaf is not an appropriate dish for stews because a pilaf incorporates the starch, which is the rice and thus considered as a one-pot meal.

b) Most candidates were able to bake a cake using the creaming method, and the correct responses included: plain fruit cake, Victoria sandwich cake, madeira, chocolate cake, marble cake, devil's cake, etc. There were common misconceptions where candidates had Queen cakes and chocolate brownies; they were not awarded full marks, as these are individual, small cakes. Others prepared a cake using the other methods, which included the whisking method and the rubbing-in.

c) Most of the candidates were able to appropriately wash the apron, though finishing it was not done properly by many. They washed the apron with warm, soapy water using the friction method. Rinsed in warm water to remove traces of soap and cold water as the last rinsing water. Dry by hanging on a line, remove while damp, and iron using a hot iron. Most of the candidates did not remove it from the line while damp meanwhile they did not even indicate that they will be using a steam iron to dampen it, thus did not meet the requirement.

2.5 Test 5 requirements

The candidates were expected to do the following:

a) Prepare, cook, and serve a dish using the plant protein; serve it with suitable accompaniments to make a balanced midday meal for your friend.

b) Bake a cake using the rubbing-in method.

c) Wash and finish a silk scarf.

The following observations were made for test 5 requirements:

a) A majority of the candidates were able to choose the correct dish using the plant protein. The correct responses were samp and beans, legume curry/stew and any legume dish. They did not have a challenge in finding suitable accompaniment for the dish. they balanced it using starch and a vegetable or two vegetables for the one pot meals such as the samp and beans or umngcushu.

b) Most candidates were able to bake a cake using the rubbing-in method and the correct responses included Plain Fruit Cake, Sultana Cake, Housekeeper's, Mama's cake and Banana Cake. Common errors were when candidates had Rock cakes and they were not awarded full marks as these are individual small cakes.

c) Most candidates were able to wash and finish the silk scarf. They washed in warm soapy water using knead and squeeze method. Rinsed in two waters to remove traces of soap; warm and cold water. Dried well by drip drying or drying flat. Used a moderate/ warm iron. However, some candidates would not state the temperatures of the water used for washing and rinsing. Some would even soak the scarf yet silk fabric is not soaked.

3.0 CONCLUSION

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

- The issuing of test questions should be done according to the register provided by ECESWA, if a candidate is not present, the question should be given to the next available candidate to avoid skipping questions.

- It is of great concern to note that some candidates still state dishes as ingredients under the choice of dishes, for example, 'Rice' instead of Boiled/ Fried/ Yellow Rice.

- It is also a reminder to centres that the laundry and or home management part in sheet 1 must be written in the present continuous tense. For example, 'Cleaning a casserole dish' instead of 'Clean a casserole dish' or just 'casserole dish'.

- Most candidates still have challenges in correctly numbering the dishes and quantifying ingredients, they still write large quantities.

- Some of the candidates could not specify ingredients like flour and sugar e.g self-raising flour or brown sugar. Others cannot identify plain flour and cake flour as the same ingredient and thus they did not combine and add them together in the shopping list. It is encouraged that candidates are given enough practice to be competent.

- All individual assessment sheets should be filled with the necessary information on top which is the Centre number and name, candidate number and name, examiner's name, year and the test number allocated to that particular candidate.
- The Centre Summary Sheet should be properly filled to indicate the candidate's name and number and upon completion, the head of the centre must affix the school stamp, contact details and signature before submission.

- Copies of the planning sheets and the summary sheets should be carefully and securely stored until results are published.

- It is compulsory that every candidate's script is submitted with the pictures of the dishes served at the table and one showing the fit of the garment, pasted on the Food Preparation and coursework garment assessment sheets.





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