

PRINCIPAL EXAMINER'S REPORT



BOTSWANA
EXAMINATIONS
COUNCIL

JCE HOME ECONOMICS 2024

PAPER 1

General Comments

It was noted that this cycle, most candidates could interpret and articulate their answers so well in this component with reference to section A. Generally, the candidates performed better in section A than in section B. Although, there was a good number of the candidates who did well, a good number of them struggled with the first question.

SECTION A

1 The question was poorly done, though it required the candidates to recall definitions of certain terms: nutrition and Anorexia Nervosa.

- a. The candidates were required to define the term *nutrition*, and most of the candidates were unable to do such, that is, the part question was poorly attempted. Most candidates gave incorrect answers such as ‘chemical substances that make up food’, instead of ‘the study of food and how the body uses it for growth or development.
- b. The question was poorly answered. The question expected the candidates to define the term ‘*Anorexia Nervosa*’ and most of the cohort could not afford that, as they gave incorrect responses such as a condition caused by lack of nutrients in the body or when eats large amounts of food and forces them to vomit.

Therefore, schools should include a variety of activities in their teaching and learning such as:

- Students must match the terms "nutrition" and "anorexia nervosa" with their accurate definitions in a matching exercise.
- Request that students produce an infographic or poster that uses images or diagrams to demonstrate the meanings of these concepts.

- Play a game of "Jeopardy" where students must answer questions about nutrition and anorexia nervosa and give the right definition for each phrase.
- 2 This question was well done as most of the candidates were able to recall two hygiene rules to be observed when handling food. Majority of the candidates were able to score two out of two marks. The most correct responses observed were wash hands before handling food, wear protective clothing such as hair net, apron, use clean utensils for example clean plates or pots.
 - 3 Overall, students did well on this question, demonstrating good recall of examples of sewing tools (needle and thread) and measuring tools (ruler and measuring tape). However, there were some instances of incorrect responses (e.g., scissors under sewing tools and tape under measuring tools). To strengthen this area of knowledge, Centres are encouraged to place a greater emphasis on the classification of tools used in garment making, as this forms the foundation of the syllabus content.
 - 4 This question was poorly attempted. The question generally required the cohort to use a diagram of the stitch to classify it and state its uses.
 - a. The part question was fairly done as most of the candidates could not classify the stitches as permanent stitches. The most common wrong responses were temporary stitches, cross stitches and decorative stitches. Therefore, Centres are advised to give more practice to their candidates to impart these practical skills unto them.
 - b. This question was fairly attempted as most the candidates were able to score one mark out of two. The cohort was required to state the uses of the stitch shown on the diagram and the most response that the cohort mentioned was decorative or beautify which attracted a mark. The most common wrong

responses were to attach the fabric, close garment and overcasting instead of for decoration and for holding down hems.

- 5 The question was poorly done. **The question demanded the cohort to describe an inverted pleat.** Only few of the candidates managed to score half of the mark as they were able to state that, it is a pleat formed by two knife pleats facing each other on the right side and could not complete the description to say with their outside folds meeting at the centre.

To address this issue:

- Centres can help students better understand pleats in general by giving them fabric samples with various types of pleats (e.g., inverted pleats, box pleats, knife pleats) and asking them to identify and explain each type. This practical exercise can help students gain a deeper understanding of different pleat types and their characteristics, which can be beneficial in exams where they may be asked to describe any type of pleat.

- 6 **The cohort was asked to give one example of a moist cooking method,** and most students were able to correctly identify boiling and steaming. However, a small number of incorrect responses were also given, indicating a need for further instruction in distinguishing between moist and dry cooking methods.

To improve students' understanding of different cooking methods, Centres could;

- Provide hands-on learning experiences where students observe and discuss the characteristics of various cooking methods, such as boiling, steaming, frying, and roasting.
- Centres could involve students in a practical exercise where they practice various cooking methods to assist them better comprehend the distinction between moist and dry cooking methods. (Students can better distinguish between moist and dry cooking methods with the aid of this assignment, which can help them draw links between methods of cooking and their results).

- 7 a** The question about the type of opening used on the blouse shown in the provided image was poorly answered by many students. Only a small number of students identified the correct response as a faced opening, while others gave incorrect responses such as slit opening, fastening seam, edge finishes, and closed seam.
- This suggests that students need more instruction in identifying different types of openings in garments, and in understanding how to identify them from images or diagrams
 - Give students pictures or diagrams of various opening kinds (such as slit, facing, and others) and ask them to name each one and explain its features.
 - Give students actual clothes with different types of openings, and ask them to name each one, feel the opening and explain their characteristics (such as how they are made or feel on the body).
 - Organise a presentation in which a teacher or invited guest describes the many kinds of openings and displays examples of clothing that has them.
- b** The question asked students to identify a suitable fastener for the opening in the blouse shown, very few candidates correctly identified the button and loop. Many gave incorrect responses such as zipper and button and buttonhole, demonstrating a need for further instruction in matching fasteners with garment openings. Centres could provide hands-on activities where students experiment with different types of fasteners (e.g., buttons, zippers, snaps, hooks) and see how they work on various types of garment openings.
- 8 a** The question asked candidates to state any two pieces of information found on an instruction sheet of a commercial pattern. Students were generally able to recall two pieces of information commonly found on the instruction sheet of a commercial pattern, with the most common correct responses being company name, pattern number, and pattern size. However,

some students left blanks or provided incorrect responses such as drawings, darts, and tucks. Centres can address this by providing more opportunities for students to interact with commercial patterns, either through hands-on activities or interactive assignments where students are asked to find specific information on sample instruction sheets.

b The question asked the candidates to name any two pattern markings.

In this question, candidates found it difficult to identify two pattern markings, and several gave incorrect answers, including "tracing wheel," "dress markers pencil," "tailor's chalk," and "instruction sheet."

Therefore, schools can:

- Teach students about the various pattern markings (such as grainline, notches, darts, and pleats) and their purposes in clothing manufacture, Centres can solve this problem.
- This learning can also be reinforced through hands-on activities that require students to identify and interpret pattern markings on a sample pattern.

- 9** The question was generally answered well, though some candidates had difficulty recalling the functions of edge finishes. Many provided incorrect responses such as double machine stitching or open stitching. A few students gave partially correct responses, such as 'decoration' or 'to prevent fraying'.

Centres could therefore:

- Clarify this topic by emphasizing the two primary functions of edge finishes: protecting the raw edges of fabric from unravelling and providing aesthetic appeal.
- A hands-on activity where students apply different types of edge finishes (e.g., zigzag stitch, hemming) to sample fabric could reinforce these concepts.

- 10** Most students struggled to answer this question, providing incorrect responses such as 'buy a mobile kitchen' or 'choose a location with heavy foot traffic'. A few students did provide correct responses, such as 'use clean equipment' and 'consider the number of people being served to avoid food waste'.

Therefore, Centres could clarify this topic by:

- Emphasizing the two primary factors for preparing food in bulk: maintaining hygiene and preventing food spoilage.
- Have students develop a food safety plan for cooking in bulk, including a checklist of hygiene practices and steps to prevent food spoilage.
- Organize a field trip to a commercial kitchen or catering company, where students can observe food preparation and storage practices.
- Hold a 'food preparation challenge' where students work in teams to create a healthy, delicious dish using a limited set of ingredients, emphasizing safe food handling techniques.

- 11** Most students were able to correctly identify a protein food item suitable for a Lacto vegetarian diet, with the most common responses being milk and cheese. However, some students provided incorrect responses such as fried chicken or beef stew, while a few left the answer blank.

Therefore, Centres should:

- Emphasize the definition of 'Lacto vegetarian' (a vegetarian who consumes dairy products but not eggs or meat), and provide examples of suitable protein sources (e.g., dairy products, lentils, tofu).
- Set up a "vegetarian diet challenge" in which students create a nutritious, well-balanced one-day meal plan that incorporates legumes, dairy products, and eggs as sources of protein.
- Ask a guest speaker (such as a vegetarian chef or nutritionist) to present on vegetarian diets, emphasising meal planning and protein sources.

- Assign students a research assignment in which they evaluate the nutritional characteristics of animal proteins with different plant-based proteins (such as tofu, beans, and nuts).

12 This question was poorly answered, with many students providing incorrect responses such as cutting, layering, tracing wheel, tailor's chalk, or blanket stitch. Only a few students gave correct answers, such as tracing wheel and dressmaker's carbon paper or tailor's tacking.

To reinforce this concept, Centres can:

- Engage students in a practical exercise where they transfer pattern markings onto sample fabric using the correct methods.
- As a reference for upcoming assignments, ask students to produce a chart or step-by-step guide for transferring pattern markings. This can assist them in strengthening their understanding of the process itself.
- Set up a "pattern marking challenge" in which pupils must accurately transfer the markings from an unmarked design onto fabric. Either individuals or groups can compete in this way.
- Plan for pupils to use specialised equipment, such as a tracing wheel and tailor's wax, if it is available. This will allow them to practise various transfer techniques.

13 While some students were able to accurately identify the possible consequences of poor money management, like poverty and conflict, they found it difficult to clearly explain these consequences. For instance, saying "it will lead to poverty" without going into detail on how inadequate money management may cause problems and a lack of resources. Centres should therefore:

- Stress the need of providing a comprehensive explanation and assist students in being able to explain how bad money management relates to possible consequences.

- Ask students to study case studies of people or companies that have made financial mistakes and then talk about the consequences of their behaviour. Written answers or a class discussion can be used for this.
- Give pupils a budget and encourage them to plan their expenses for a week as part of a simulation exercise. They can gain a better understanding of how bad spending patterns can swiftly result in financial difficulties.
- Ask professionals in the field of finance, like accountants or financial planners, to give a talk to the class on money management and the dangers of poor money management.

14 This question on differentiating between a bank and a non-banking financial institution (NBFI) was poorly answered, as most students provided vague or incorrect responses. Some compared incomparable aspects, such as stating that a bank is a place to withdraw money while an NBFI is where money is kept in a wallet. A significant number of students also left this question unanswered.

To address this issue, Centres should:

- Emphasize the need for clarity and specificity in answering questions and provide additional instruction on the characteristics of banks and NBFIs to ensure students have a solid understanding of the differences."
- Use examples to illustrate the differences between banks and NBFIs, such as comparing a traditional bank to a microfinance institution.
- Arrange a debate or role-playing exercise in which students take on the roles of banks and NBFIs and are required to defend the advantages and benefits offered by respective organisations. In a more dynamic and captivating manner, this can assist students in comprehending the differences and similarities between the two categories of financial organisations.
- Provide students with case studies of individuals in need of financial services (such as those looking to borrow money or invest in stocks) and ask them to suggest whether they want to work with a bank or an NBFI. Students can use this to apply what they've learnt to actual situations.

- 15** Students had difficulty answering the question on describing stock exchange, often providing incorrect responses such as describing it as the act of exchanging stocks between businesspeople.

Centres should therefore:

- Emphasize the true definition of stock exchange, which is a market or organization where stocks, bonds, and other securities are bought and sold.
- Centres could also include examples of stock exchanges such as the Botswana Stock Exchange (BSE), New York Stock Exchange (NYSE) or the London Stock Exchange (LSE) and explain the role they play in the economy.
- Create simulated trading scenarios using real-time stock exchange data, in which students take on the role of investors and purchase or sell equities in response to market conditions. Students can gain practical experience with stock exchanges and have a better understanding of how they operate.
- Offer supplemental resources that describe the workings of stock markets and their significance to the economy, such as infographics or videos. Through eye-catching and captivating styles, this can aid pupils in understanding the concept of stock exchanges.

SECTION B

Question 16

16 Candidates were expected to strategise on how one could be help after accidentally being spilled by boiling water, that is, how does this will affect him and also state any contents of the first aid be used in treating him. State how boiling water will affect Kokomis's leg.

- a** The question was poorly answered by most candidates. Many students gave incorrect responses, such as stating that it would result in a deep wound, injury, or burn. Only a few candidates correctly identified that handling hot objects without protection could cause a scald. Centres should therefore, Clarify the difference between burns and scalds and provide examples of protective clothing (e.g., oven mitts) and how they help prevent injuries.
- b** The question on items required to treat a scald was generally answered well by most candidates, with the most common correct responses being painkillers and bandages. However, some students gave incorrect responses, such as surgical spirit or ice packs, instead of focusing solely on items used to treat a scald.

Centres should therefore clarify:

- That the question is specific to a scald and emphasize that cold water is the most important item for treating a scald, as it helps to reduce the damage to the skin.
- Another activity that could help students better understand scald treatment is to have them role-play scenarios where someone has been scalded. Students can practice applying the correct treatment, such as holding the affected area under cold running water for at least 10 minutes, and then covering it with a sterile, non-stick dressing. This hands-on experience can

help reinforce the importance of prompt and appropriate treatment for scalds.

- c** Most candidates answered the question partially thus out of 3 marks allocated most of them got a mark. The most common correct response was bandaging the leg. The most common incorrect response were gloves, apply surgical spirit. A few candidates left blank spaces.

The question was partially answered by most candidates, and most got 1 mark out of the 3. The most common answer was bandaging the leg. However, many students provided incorrect responses, such as applying surgical spirit, or leaving the question blank.

Centres should, therefore:

- Emphasize the importance of treating a scald by immediately applying cold water to the affected area for at least 10 minutes and then bandaging the leg.
 - Another activity that could help reinforce the importance of cold-water treatment for scalds is to create a short quiz where students are given a scenario (e.g., someone scalds their hand while cooking) and must choose the correct first aid response from a set of options. This can help students internalize the correct treatment for scalds and recognize when it is appropriate to use cold water instead of other treatments.
- d** This question was well answered by most students, with the most common responses correctly stating that first aid is important because it reduces pain, saves lives, and prevents conditions from worsening. However, some students struggled to provide specific examples or details, which could be improved by providing more explicit instruction on the benefits of first aid and using real-life examples or scenarios to illustrate these points.

- e** The question was answered well by most students, with many correctly listing accidents such as choking, sprains, burns, and poisoning. However, some students provided incorrect responses such as scalds or spilled hot cooking oil, which are types of burns.
- Centres could clarify that accidents caused by household equipment or cooking mishaps can often result in burns, which should be treated appropriately.
 - Encourage students to come up with as many various kinds of accidents as they can during a group discussion on home accidents. This can assist them in creating a thorough list of potential accidents in the house and in realising the importance of exercising caution and taking the necessary safety measures.
 - Students examine a room or spot in the school as part of a risk assessment exercise, looking for potential dangers like loose carpets, wet floors, or electrical cords that could cause accidents. They may become more conscious of safety issues in commonplace settings as a result.
- 17** The cohort was given a scenario in which the doctor advised a patient in the name of Poragano to eat vegetables after complaining of constipation problem. Based on this scenario the candidates had to come up with nutrients found in vegetables that could alleviate the condition, explain advantages of including vegetables in his diet, what to consider in choosing vegetables, how to preserve nutrients in vegetables during storing them, recall the nutrients in yellowish vegetables and methods of cooking root vegetables.
- a** The question was poorly answered by most students. Many provided incorrect responses such as vitamins and minerals, while some listed vegetables such as spinach. However, a few correctly identified fibre as a nutrient that can aid in digestion and alleviate constipation.

- To improve students' understanding of fibre and its sources, Centres could provide a list of high-fibre vegetables (e.g., broccoli, carrots, beans) and discuss the advantages of eating them to help pupils better grasp fibre and its sources.
 - Assign students to work in small groups to create a healthy snack or meal that includes at least two high-fiber products (such as fruits, legumes, or whole-grain bread). After that, they might present what they had made to the class and discuss the advantages of fibre and the reasons these foods are healthy choices.
 - Ask students to classify a list of common foods (such as bread, pasta, and rice) as either high-fiber or low-fiber depending on the information supplied.
- b** Most students were unable to accurately explain the importance of including vegetables in the diet. Common incorrect responses included 'providing proteins' and 'containing vitamins and minerals'. While these responses are partially correct, they do not fully capture the importance of vegetables. A few students correctly identified that vegetables could boost the immune system and help prevent diseases, but there is room for improvement.

The schools could therefore ask learners to:

- Illustrate how vegetables support general health and wellbeing, ask students to pair vegetables (such as broccoli, carrots, and tomatoes) with various health advantages (such as strong bones, healthy vision, and improved digestion).
- Give pupils a vegetable quiz in which they must determine the nutrients and health advantages of vegetables (e.g., beta-carotene is found in carrots, spinach is high in iron). Their understanding of the advantages and nutrients of vegetables may be strengthened as a result.

- c** Most students were able to provide good advice for choosing vegetables, recommending that Porogano select vegetables without bruises and buy ones in season. However, a few provided incomplete or incorrect responses such as 'choose fresh ones' without elaborating on how to identify freshness.

To help students provide more detailed and accurate advice, Centres could:

- Teach them specific characteristics to look for when choosing vegetables (e.g., firmness, colour, absence of mould).
 - Give students a variety of vegetables (such as tomatoes, bell peppers, and cucumbers) that vary in age or freshness, and ask them to analyse and contrast the various qualities (such as colour, hardness, and scent). Students may gain a deeper comprehension of how to recognise fresh, high-quality veggies as a result.
 - Organise a "vegetable market" activity in which students collaborate in groups to "sell" a particular vegetable to their peers, highlighting its qualities and outlining how to choose the best ones.
- d** While most students correctly identified the need to store vegetables in a refrigerator to conserve nutrients, they struggled to explain why this is important. Many provided the incorrect explanation that storage prevents nutrient loss, which is not entirely accurate.
- To help students understand the effects of temperature on nutrient retention: Centres could provide more detailed information about the specific nutrients that are sensitive to heat and light (e.g., Vitamin C, beta-carotene), and explain how refrigeration helps preserve these nutrients.
 - Organise a nutrient retention experiment in which students store various vegetable varieties (such as lettuce, spinach, and carrots) for a predetermined period under various storage conditions (such as room temperature or a refrigerator). They could then use laboratory equipment

or eye observations to compare each vegetable's nutrient content (such as vitamin levels).

- Students can compete to answer questions regarding food preservation, storage, and nutrient retention by organising a nutrition quiz/debate game. Students' comprehension of these ideas could be reinforced in an interesting fashion like this.
- e The question on the nutrients found in yellowish vegetables was not well answered by most students, with many incorrectly identifying vegetables (e.g., yellow pepper) as nutrients. Although some correctly identified vitamin C, this was not a widely given response. Centres should provide more explicit instruction on the various nutrients (e.g., vitamin C, beta-carotene) that are found in yellow-coloured vegetables (e.g., squash, sweet potato, corn) and their health benefits.
- f Most students were able to correctly identify common cooking methods for root vegetables such as boiling, steaming, stewing, and frying. This indicates that they have some understanding of how to prepare these vegetables. However, Centres should reinforce this knowledge by emphasizing the advantages and disadvantages of each cooking method (e.g., boiling can leach out nutrients while steaming preserves nutrients) and by providing opportunities for students to practice cooking root vegetables using different methods.

General performance

Overall, students displayed variable levels of understanding across the different topics related to health, nutrition, and textiles. Overall, students' marks ranged from 0 to 41 out of 50, with most candidates scoring between 10 and 25, indicating a need for further instruction and practice in these areas. Centres should consider reviewing key concepts, providing more hands-on activities and demonstrations, and engaging

students in discussions and debates to help them better understand and apply this knowledge.

PAPER 2

1.0 GENERAL PREPARATION FOR THE EXAMINATION

Almost all centres were ready for the examination. The planning sheets were mostly arranged into sessions of eight candidates. However, there are some centres which did not session candidates, nor separate the planning sheets. Almost all centres sealed the session envelopes only a handful did not clearly label the envelopes. Some centres provided the tossing list while some the session list. In most centres, the shopping lists were still held by the subject Centres, which is not supposed to be the case. The Chief invigilator should ensure that the shopping lists are returned after compiling the shopping list.

SESSIONING OF CANDIDATES

A lot of centres divided the candidates into sessions of 8-10 candidates each, but there were some instances where there were 7, 6 and 4 candidates in a session, especially those with SPED candidates.

MISSING CANDIDATES

In some centres, candidates missed the practical due to ill health, truancy and other reasons. Appropriate action was taken by the centre and reports were availed.

LABORATORY PREPARATIONS

It was evident that most centres did their best to clean the laboratories. The floors, windows, window seals, ceilings and surroundings were very clean. A handful of centres were not cleaned to the level of the examination and the courtyards were a sore sight. The sinks were not cleaned some were blocked. Most centres provided facilities for dumping dirty water. Some centres had gas leakages which had not been attended for a long time and therefore the examination had to stop until the problem was fixed.

WORK AREAS AND SETTING THE LABORATORY

Majority of laboratories were distinctively divided into serving areas, cooking areas, workstations and ingredient table. Majority of centres had arranged labs such that there was free movement except for a very few centres which had small labs thus creating congestion. Almost all labels were visible and some centres labelled stoves using candidate numbers whilst some used the question numbers. Some centres did not have a separate serving area and therefore candidates had to serve on the workstations. This greatly affected those candidates who are slow as they had to clean them first and cover them before displaying their dishes

PROVISION OF SAFETY GADGETS

Majority of centres provided safety gadgets such as first aid boxes, fire extinguishers, and fire blankets. Some centres even provided masks and sanitizers for candidates. Most first aid boxes were well equipped with plasters, surgical spirit and other vital products needed in the first aid box.

PROVISION OF TOOLS AND EQUIPMENT

Most centres had serious shortage of equipment and stoves. Quite significant was shortage of vegetable knives which prompted the candidates to end up using butcher knives to cut vegetables. On the other hand, Majority of centres had plenty of electrical appliances which were either never used during the practical or candidates did not have the skills to operate them as there were cases where candidates fiddled with them.

CANDIDATES READINESS AND ATTENDANCE

Almost all candidates were ready for the examination except for a few who were followed to come and carry out the practical. Majority of the candidates were clean i.e. putting on clean school uniform, polished shoes, combed hair and short cut nails. Most of them put on clean well ironed aprons and mop caps except for a few centres that used plastic aprons. In most centres, candidates had labels in the front and at the back. Candidate numbers and test numbers were used for labelling.

COMPLETION OF PLANNING SHEETS

Planning sheets were completed in most centres. There were a handful candidates that left the order of work blank. Most candidates clearly indicated the practical test number they were answering but there were a few who left the portion blank. The most answered questions were, 1, 2, 4, 7, 9 and 10 across most centres. Question 3 was the least attempted

2.0 PRACTICAL EXAMINATION

ORGANISATION

Majority of the candidates were engaged fully and organised, understood their tasks well. There were only a few candidates who panicked and referred constantly to their recipe cards. There was one centre where one candidate refused to start the exam as the candidate was said to be afraid of lighting the stove.

MANIPULATIVE SKILLS

Most candidates followed correct procedures. For example, water boiled before adding boiled foods. Rice rinsed; boiled foods drained at the end of cooking. Salads were chilled and fried foods drained as well. Some candidates did not rinse fruits and vegetables before use, and some did not preheat ovens before baking or roasting. Most fried dishes were coated.

HYGIENE

Most of the candidates did not wash their hands at the start of the examination but most used warm soapy water at the beginning of the examination and used cold dirty water as the

examination progressed. Water was not regularly changed. Most of the candidates did not rinse fruits and vegetables before use. A lot of the candidates worked on untidy surfaces like crowded tables. Spills were not wiped immediately in most cases and thus candidates ended up stepping on them, making the situation worse.

PRESENTATION OF DISHES

Quite a large number of the candidates managed to present completed dishes except for a few who did not manage to finish on time therefore presenting uncooked food/dishes.

COMPLETION OF TASKS

A lot of candidates managed to complete their tasks well on time, they presented well cooked food, they were able to wash used utensils, empty bins and clean the stove. Some failed to complete tasks on time as they did not prepare all the dishes, and empty bins. They cleaned used utensils outside the practical.

USE OF TOOLS

Some candidates were able to use correct tools whereas some centres had shortage of equipment therefore candidates compromised and used available ones for example some centres had few butchers knife, therefore, candidates ended up using vegetable knives to cut meat. There were a handful or reported cases where some candidates cut their fingers which demonstrated either lack of practice or lack of attention when using sharp objects.

3.0 QUALITY OF RESULTS

• TASTE

In most centres dishes were well seasoned except for a few dishes which were not e.g. boiled rice

• APPEARANCE

Most candidates' dishes appeared as expected, except for a few flour mixture products which some appeared dull, some a bit burnt. Salads appeared colourful and appetising.

• TEXTURE

In most centres dishes had good textures except in a few instances where stews were undercooked. Some boiled foods were overcooked while fried foods were mostly overcooked and dry.

- **EDIBILITY**

In a lot of centres, dishes served were edible except for a few instances where some baked products were not thoroughly baked or baked at all. Some boiled foods e.g dikgobe, boiled rice was not thoroughly cooked.

- **CORRECT SERVING EQUIPMENT**

Most candidates across all centres used clean, correct serving dishes for different dishes. There were a few instances in a few centres where candidates presented dishes on cooking equipment especially flour mixture products.

- **GARNISHING /DECORATION**

Most savoury dishes were garnished whereas sweet dishes were decorated. Menu cards were presented as well in some centres. There were a very few instances where foods were not garnished nor decorated. Served dishes were covered with nets in a well set serving area across all centres.

4.0 PLANNING SHEETS

COMPLETION

Majority of candidates managed to complete the planning sheets except for a few who did not, especially HE3. In some instances, some candidates left the choice blank and only completed the recipes section of HE 1. There were a few candidates who wrote methods under the choice.

PERFORMANCE OF CANDIDATES

FORM HE 1-CHOICE OF WORK

Majority of candidates managed to meet the requirements of the questions for both parts A and B and also managed to write correct recipes for the chosen dishes. There were a few instances where candidates chose wrong dishes and gave the correct ingredients. Some candidates lost marks under recipes because they omitted the major ingredients e.g. liquids for stews.

FORM HE 2-SHOPPING LIST

Major ingredients were transferred to the shopping list except in a few instances where some were omitted. Some of the candidates could not quantify their ingredients appropriately for example salt, milk and margarine. Majority of candidates managed to place ingredients under their correct headings. In a few instances ingredients like parsley, lemon juice, and cooked peas were misplaced.

FORM HE 3-ORDER OF WORK

LOGICAL SEQUENCE

There was evidence of collection of ingredients, removal of dishes from heat and serving of dishes for most candidates. Majority of candidates could not arrange dishes appropriately according to cooking times and temperatures e.g. drinks were done at the end.

SPECIAL POINTS

Special points were given, but some of them were not aligned to the methods. Few candidates have no special points i.e. nothing written at all whilst some just wrote times e.g. 30minutes under special points.

DOVETAILING

Majority of candidates failed to dovetail. There were a few instances of dovetailing while some instances of dovetailing were indicated after the expected time e.g. returning to the dish after an hour instead of 10 minutes.

WASH UP

Most of the candidates indicated washups in their order of work. There were a few instances where the final wash up was done before serving hence were disqualified

BRIEF METHODS

Majority of methods were not brief as they included unnecessary grammar, cooking time and utensils. Some methods were incomplete i.e. the cooking part not reflected. Only a few candidates had correct brief methods.

TIMING OF TASKS

Most candidates timed their activities well, however there were some who over-timed their activities e.g. wash-ups for 15 minutes, removing dishes for 10 minutes. There were some who also under timed task e.g. preparing flour mixtures in 5 minutes

ACCOUNTING FOR TIME

Most candidates managed to account for 2 hours. A few could not stagger their time appropriately and could not account for the 2 hours.

5.0 QUESTIONS BY QUESTION PERFORMANCE

- 1 Most candidates countrywide chose this question and successfully met the test requirements. Common correct dishes were deep fried chicken, boiled rice/yellow rice and roasted potatoes for part A. Most chose coleslaw, green salad, carrot and raisin salad for part B.
- 2 A lot of candidates countrywide also attempted this question. They were able to choose correct dishes like roasted chicken, grilled beef, fried chicken, boiled/yellow rice. Most chose coleslaw, green salad, carrot and raisin, pineapple and cheese salad for part B.
- 3 Only a few attempted the question with correct answers. Most common correct answers were scones, cup-cakes, gingerbread. There were a very few who chose cakes. Most chose coleslaw, green salad, carrot and raisin, pineapple and cheese salad for part B.
- 4 Very few candidates attempted this question. Most failed to choose a syrup dish. Incorrect responses like syrup sauce were given. Some chose dishes like deep fried fish, roasted/mashed/creamed potatoes and potato salad for part A. Common dishes for part B were potato chips, stewed rape and fried spinach.
- 5 Not attempted by most candidates. A few candidates chose plain scones, sponge cake and gingerbread for part A. Most chose coleslaw, green salad, carrot and raisin, pineapple and cheese salad for part B.
- 6 Very few candidates answered this question. Common correct answers for part A were, fried chicken, beef stew, macaroni cheese and sandwiches. For part B most chose beetroot and potato salad.

- 7** Most candidates met the test requirements for both part A. Most candidates chose boiled rice, beetroot salad and fried chicken. For part B most chose fruit salad which is not a cooked fruit dish.
- 8** Very few candidates were able to score in this question. They gave correct answers such as savoury mince, boiled macaroni but some gave sandwiches which were not toasted or did not have any ingredient which needed cooking for part A. Most candidates met requirements for part B as well. Most common dishes were beetroot salad, stewed rape, potato chips and fried spinach.
- 9** Most met test requirements with common correct dishes such as fried chicken, beef stew, steamed fish/chicken given for part A. Common answers for part B were fried cabbage/spinach, stewed rape and beetroot salad.
- 10** Most candidates met test requirements and most common dishes were beef seswaa, beef stew, logala, and macaroni cheese. Most met requirements for part B as well. Most common dishes were beetroot salad, stewed rape, potato chips and fried spinach.