

Caribbean Examinations Council



CSEC® Home Economics

Textiles, Clothing and Fashion

Food and Nutrition

Family and Resource Management

**SYLLABUS
SPECIMEN PAPER
MARK SCHEME
SUBJECT REPORTS**

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Home Economics

Home Economics is an interdisciplinary field of study that comprises three major options: Family and Resource Management; Textiles, Clothing and Fashion; and Food, Nutrition and Health.

Students pursuing this syllabus will develop competencies in an appropriate mix of knowledge, skills and abilities. The syllabus is geared towards helping learners matriculate to higher learning, sustain lifelong learning, integrate readily and attain employment in industry in a wide variety of careers in Family Support Services, Health Sector Food and Hospitality industries, Fashion and Interior Design.

This field of study incorporates competencies and experiences which are responsive to the Caribbean context of vulnerability to natural disasters, food insecurity, and instability in family life and lifestyle diseases. Additionally, the availability of a variety of materials which can be transformed into products that contribute to economic growth and sustainability underscores the need for this syllabus.

Home Economics is offered for examination as three options: Family and Resource Management, Textiles, Clothing and Fashion and Food, Nutrition and Health. Each option is organised in seven sections and provides articulation into tertiary level education programmes, which allow students to acquire skills for advanced learning and for industry and business.

SECTIONS	FAMILY AND RESOURCE MANAGEMENT	TEXTILES, CLOTHING AND FASHION	FOOD, NUTRITION AND HEALTH
SECTION 1	The Family	Fibres, Yarns and Fabrics	Diet and Health
SECTION 2	Principles of Management	Textiles colouring and finishing	Nutrition and Health
SECTION 3	Managing Family Resources	Care and maintenance of textile products	Meal Planning
SECTION 4	Consumerism	Clothing and culture	Food Science and Technology
SECTION 5	Management of Special Events	Fashion for the individual and the home	Kitchen Design and Equipment Management
SECTION 6	Work, Careers, Employment Opportunities and Leisure	Fashion Sketching, Drawing and Pattern Development	Consumerism and Purchasing of Food
SECTION 7	Housing and the Environment	Construction Processes	Food Management, Preparation and Service



CARIBBEAN EXAMINATIONS COUNCIL

**Caribbean Secondary Education Certificate®
CSEC®**

HOME ECONOMICS SYLLABUS

Effective for examinations from May–June 2017



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Please note that the syllabus has been revised and amendments are indicated by italics.

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Home Economics Syllabus

◆ RATIONALE

Home Economics is an interdisciplinary field of study that comprises three major options: Family and Resource Management; Textiles, Clothing and Fashion; and Food, Nutrition and Health. Family and Resource Management is concerned with effective use of resources to achieve individual and family goals. Textiles, Fashion and Clothing focuses on the development of skills in the use and care of fabrics and the study of fashion and design. Food, Nutrition and Health deals with the science of food, planning, preparation and service of meals for the health and well-being of the family.

Students pursuing this syllabus will develop competencies in an appropriate mix of knowledge, skills and abilities. The syllabus is geared towards helping learners matriculate to higher learning, sustain lifelong learning, integrate readily and attain employment in industry in a wide variety of careers in Family Support Services, Health Sector Food and Hospitality industries, Fashion and Interior Design.

This field of study incorporates competencies and experiences which are responsive to the Caribbean context of vulnerability to natural disasters, food insecurity, and instability in family life and lifestyle diseases. Additionally, the availability of a variety of materials which can be transformed into products that contribute to economic growth and sustainability underscores the need for this syllabus.

Upon completion of the course of study, the individual will exemplify the attributes of the CARICOM Ideal Person: self-confidence; love of life; respect for diversity; the ability to think critically and creatively and sensitivity to issues surrounding the family, community and the environment. This holistic development of students aligns with the development of the competencies advocated in the UNESCO Pillars of learning: learning to know, learning to do, learning to live together, learning to be and learning to transform oneself and society.

◆ AIMS

This syllabus aims to:

1. develop knowledge, skills and attitudes that will enable students to pursue post-secondary studies, future careers *and work associated with family and resource management, food, nutrition and health, clothing, textiles and fashion;*
2. *develop an understanding of the skills required for nurturing the growth of individuals and families and manage family life for successful living;*
3. *develop foundational competencies for the effective management of the interrelationships among nutritional needs, healthy lifestyle practices and the environment;*



4. create an awareness of the value of indigenous *resources* of the region to *aesthetics, science and technology competencies in the improvement of social and economic well-being*;
5. *provide opportunities for the development of behaviours for active involvement in the health and well-being of the home, community and workplace*;
6. *equip students with critical thinking, design, analytical and problem solving skills through authentic learning experiences.*

◆ ORGANISATION OF THE SYLLABUS

Home Economics is offered for examination as three options: *Family and Resource Management; Textiles, Clothing and Fashion*; and *Food, Nutrition and Health*. Each option is organised in seven sections as outlined below and provides articulation into tertiary level education programmes, which allow students to acquire skills for advanced learning, industry and business.

SECTIONS	FAMILY AND RESOURCE MANAGEMENT	TEXTILES, CLOTHING AND FASHION	FOOD, NUTRITION AND HEALTH
SECTION 1	The Family	Fibres, Yarns and Fabrics	Diet and Health
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SECTION 7	Housing and the Environment	Construction Processes	Food Management, Preparation and Service

◆ RECOMMENDED TEACHING APPROACHES

For the effective delivery of the Home Economics Syllabus, it is suggested that schools explore the creation of partnerships/collaborations with Ministries and Agencies of Government; food service businesses to include restaurants and delis; garment manufacturing and retailing companies to gain access to resource experts and facilities for observations, training and workplace attachment opportunities to complement delivery of the syllabus.



◆ CAREER CHOICES

Home Economics offers to students' diversity in the career path they can chart. The skills and knowledge acquired through the study of the areas in this syllabus may be further developed through post-secondary and tertiary studies or through employment. The professions included are listed below:

FAMILY AND RESOURCE MANAGEMENT

- *Consumer Advocates*
- *Social Workers*
- *Family Therapists*
- *Event Planners*
- *Educators*
- *Entrepreneurs*
- *Personal/Home Care Practitioners*

FOOD, NUTRITION AND HEALTH

- *Public Health and Nutrition Educators/Promoters*
- *Entrepreneurs*
- *Nutritionists*
- *Food Chemists*
- *Quality Assurance Specialists*
- *Chefs*

TEXTILES, CLOTHING AND FASHION

- *Fashion Designers*
- *Textile Manufacturers and Designers*
- *Educators*
- *Entrepreneurs*
- *Wardrobe Consultants*
- *Garment Manufacturers and Merchandisers*
- *Costume/Mask Designers*

◆ SUGGESTED TIMETABLE ALLOCATION

A minimum of six *40-minute* periods per week over a two year period with at least one session to run for four consecutive periods in order to facilitate practical activities *is recommended*. The remaining two periods could be used for the theoretical aspects of the syllabus.

◆ CERTIFICATION

The syllabus is offered for Technical Proficiency Certification. A candidate's performance will be indicated on the certificate by an overall numerical grade on a six-point scale as well as a letter grade for each of three profile dimensions, namely, Knowledge, Use of Knowledge and Practical Skills.



Additionally, candidates who attain competence in the Units of Regional Occupational Standard for the Caribbean Vocational Qualification (CVQ) listed below and to which the School-Based Assessment is aligned, will be awarded a Statement of Competence in recognition of their performance once all requirements for issuing the award are met.

1. *Option A: Family and Resource Management, is aligned to units in the Food and Drink Service Level 1 and Floral Arrangement Level 1.*
2. *Option B: Textiles, Clothing and Fashion, is aligned to units in the Garment Production, Level 1.*
3. *Option C: Food, Nutrition and Health, is aligned to units in the Commercial Food Preparation, Level 1.*

This system informs the level of the quality of candidates' performance from mastery to the various levels of competency development.

◆ **SKILLS AND ABILITIES TO BE ASSESSED**

The knowledge and skills students are expected to develop on completion of this syllabus, have been grouped under three headings:

1. Knowledge;
2. Use of Knowledge;
3. Practical Skills.

◆ **DEFINITION OF PROFILE DIMENSIONS**

The skills and capabilities described in the three Options will be examined and reported under three Profile Dimensions described below:

1. Knowledge (K)

The ability to:

- (a) recall facts, concepts and principles;
- (b) identify, access, organise and communicate facts, concepts and principles.

2. Use of Knowledge (UK)

The ability to:

- (a) make critical judgement;
- (b) adopt a problem solving approach;



- (c) account for or justify decisions made;
- (d) apply theory to practice in familiar situations.

3. Practical Skills

The ability to:

- (a) collect, display and analyse data gathered through observations;
- (b) apply results obtained from doing practical activities to new situations;
- (c) test informed guesses, conjectures, and hunches by doing practical activities;
- (d) do practical tasks accurately and economically with regard to time, energy and other resources; and
- (e) use appropriate tools with dexterity and care.

◆ FORMAT OF THE EXAMINATION

The examination is offered at the Technical Proficiency Level. The assessment comprises three papers, Paper 01, Paper 02 and Paper 03.

Papers 01 and 02 are assessed externally. Paper 03 is a School-Based Assessment and is assessed internally by the teacher and moderated by CXC.

Paper 01 (30 percent) *Paper 01 consists of 60 multiple-choice items assessing **all areas of the syllabus**. All questions are compulsory*
(1 hour 30 minutes)

The sixty items on Paper 01 will test skills (knowledge and use of knowledge) in the ratio of 1:1 that is 30 marks for Knowledge and 30 marks for Use of Knowledge.

This Paper contributes 60 marks to the candidate's final grade.

Paper 02
(40 percent)
(2 hours 30
minutes)

Paper 02 consists of six compulsory questions testing all Sections in the syllabus.

Each question in this Paper is worth 16 marks: 6 marks for Knowledge and 10 marks for Use of Knowledge. The Paper contributes 96 marks to the candidate's final score.

Paper 03
School-Based
Assessment
(30 percent)

This component will test Profile 3 – Practical Skills. Candidates will complete a set of practical activities for the School-Based Assessment in which the relevant Level 1 standards for the CVQ are integrated. Candidates may be awarded Statements



of Competence for those units in which they show competence.

The School-Based Assessment component will comprise THREE assignments testing practical skills. See exemplars on pages 51 to 58, 112 to 119 and 188 to 193.

Assignment One is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

Assignment Two is set by the teacher using criteria provided in the syllabus and **jointly assessed by the teacher and an External Examiner using mark schemes provided in the syllabus and following procedures outlined on pages 54, 115, 116 and 191 of the syllabus.**

Assignment Three is set by the teacher, using criteria provided in the syllabus and marked by the teacher, using criteria provided in the syllabus. It is recommended that the first of these assignments should be done in the third term of year one of the course. The second and third assignments should be done during terms one and two, respectively, of year two of the course.

Teachers must follow the CVQ assessment guidelines and regulations for all candidates who are to be assessed for the CVQ Level 1 Units of Competence.

WEIGHTING OF PAPERS AND PROFILE DIMENSIONS

The percentage weighting of examination components and profiles is as follows:

Profile Dimensions	Paper 01	Paper 02	Paper 03 SBA	TOTAL RAW SCORE	TOTAL Weighted	(%)
Knowledge	30	36	-	66	60	(30)
Use of Knowledge	30	60	-	90	80	(40)
Practical Skills	-	-	60	60	60	(30)
Total	60	96	60	216	200	(100)

◆ REGULATIONS FOR PRIVATE CANDIDATES

Private candidates will be required to sit all components of the examination for the selected syllabus. Private candidates are required to write Papers 01, 02 and 03. A private candidate must enter through a school, a recognised institution (technical institute or community college) or the Local Registrar's Office. The institution of learning will be required to accept responsibility for the assessment of the School-Based Assessment component of the syllabus. The name, school, and



territory of the identified teacher or tutor should be submitted to the Council on registration for the subject.

◆ REGULATIONS FOR RESIT CANDIDATES

Resit candidates must rewrite Papers 01 and 02 of the examination for the year in which they re-register. However, resit candidates who have earned a moderated score 50 per cent or more of the maximum score for the School-Based Assessment component may elect not to repeat this component, provided they rewrite the examination no later than 2 years immediately following their first attempt.

Resit candidates who have obtained a moderated score of less than 50 per cent of the maximum score for the School-Based Assessment component must repeat the component at any subsequent sittings. Resit candidates may enter through schools, recognised educational institutions or the Local Registrar's Office.



◆ HOME ECONOMICS SYLLABUS

FAMILY AND RESOURCE MANAGEMENT



◆ SYLLABUS FOR EXAMINATION IN FAMILY AND RESOURCE MANAGEMENT

The syllabus for *Family and Resource Management* is designed to enable students to develop knowledge, attitudes and skills to manage available resources to attain family goals. The course of study is intended to provide students with a range of management capabilities, including problem-solving, decision-making, management and practical skills to assist them in leading more effective lives, as individuals and as members of a community.

TOOLS AND EQUIPMENT FOR FAMILY AND RESOURCE MANAGEMENT

Candidates must be able to access tools, equipment and materials to provide them with opportunities to participate in activities in a learning environment similar to that of a home. Candidates will need to practice in kitchen, living room, bedroom, bathroom and dining room facilities with the furniture and furnishings necessary for a home and or industry.

The Family and Resource Management Laboratory should include the following components:

1. a Food Laboratory that will be used for preparation of dishes in keeping with the management of the home;
2. a Resource Management room with tables that can serve as working surfaces for the study of housing and interior design, furnishings;
3. a model home with a furnished bedroom, dining and living rooms and complete bathroom for the design and management of personal and family living space;
4. a furnished laundry for all aspects of laundry work;
5. provision for adequate storage;
6. a classroom equipped with appropriate and adequate furniture and technology for instruction and research.

A range of housing, environment, and interior design tools and supplies, as well as art and design materials, should be available. It is advisable to select representative brands and models of equipment, so that students can compare and evaluate various features. Fire extinguishers of appropriate type(s) and a first-aid kit must be housed in each laboratory.

ESSENTIAL TOOLS AND EQUIPMENT

Kitchen Equipment

Cookers (4 burners)
Refrigerators
Microwaves

Appliances

Juicers
Cake mixers (standing and hand-held)
Percolators
Blenders
Food processors
Slow cookers



Kitchen Tools

Grater
Knives (Paring, Chef, Bread),
Wooden Spoons
Strainers
Cookie Cutters
Mixing Bowls (Various Sizes)
Measuring Spoons
Chopping Boards
Pots and Pans
Glassware Sets
Cutlery Sets
Serving Cutlery (Buffet),
Teapot Sets
Coffee Pot Sets
Pitchers
Small Glass Plates
Platters (Clear and Coloured)
Breakfast Plates
Cake Pans
Muffin Tins
Dessert/Custard Cups
Dinnerware Sets

Household Furniture and Furnishings

Bed
Bed furnishings (*regular and for the sick to include ruffles, mattress pads, fitted sheets, top sheets, blankets, comforters, pillow cases, pillow shams*)
Dresser
Chest of draws
Side tables
Living room suite
Trays
Tray cloths
Table cloths

Household Furniture and Furnishings (cont'd)

Trolleys
Towel sets
Shower curtains
Drapes
Cushions
Mats
Wall hangings
Area rugs
Coffee table
Dining table set
Table napkins (fabric)
Mirrors

Other Tools and Equipment

Vacuum cleaner
Floor polisher
Washing machine
Ironing boards
Irons
Flower shears/clippers
Flower pots
Vases
Napkin holders
Napkin rings
Dust pans
Brooms
Mops
Mop buckets
Computers
Printers
Scanner
Multimedia projectors
White boards
First-aid kit
Television
Video Cameras (*optional*)
DVD players (*optional*)
Recorders (*optional*)



SECTION 1: THE FAMILY

GENERAL OBJECTIVES

On completion of the Section, students should:

1. develop an understanding of the family and the importance of its contribution to the social and personal development of its members;
2. demonstrate an understanding of the *development* that takes place at various stages in the family;
3. appreciate the challenges presented by the development at each stage of the life cycle and make informed decisions for their effective management;
4. understand the factors that influence physical, mental and spiritual well-being of the family;
5. understand the needs of special groups at various stages in the life cycle development;
6. develop skills required for the care and well-being of special groups at various stages of development in the life cycle.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the concept of family;
2. compare the major family forms in the Caribbean;
3. discuss the roles and functions of the family;
4. explain the *chronological development* that takes place in each stage of the family life cycle;
5. discuss the challenges faced by families at each stage of the life cycle and ways of managing them;
6. assess *relationship changes in the family*;
7. discuss the relationships between the family and the community;
8. discuss the factors that influence physical, mental and spiritual well-being of the family;
9. discuss rules and guidelines for the health and safety of the individual and the family;
10. describe the needs of special groups to include persons with disabilities;



SECTION 1: THE FAMILY (cont'd)

11. *discuss the factors to be considered when caring for special groups to include persons with disabilities;*
12. *prepare simple nutritious dishes for special groups;*
13. *conduct activities to demonstrate care of the sick.*

CONTENT

1. Concept of family

- *Definition of family to include blood relation (kinship), marriage or adoption (legal ties)*

2. Major family forms in the Caribbean

- (a) Nuclear.
- (b) *Extended.*
- (c) *Single Parent (matrifocal or patrifocal).*
- (d) Sibling household.
- (e) *Blended (combined, reconstituted).*

3. Roles and functions of the family

- (a) Roles:
 - (i) caregiver;
 - (ii) breadwinner;
 - (iii) nurturer;
 - (iv) disciplinarian;
 - (v) role model;
 - (vi) other.
- (b) Functions:
 - (i) *procreation;*



SECTION 1: THE FAMILY (cont'd)

- (ii) *providing basic needs for family members;*
- (iii) *socialisation;*
- (iv) *cultural transmission;*
- (v) *conferring status;*
- (vi) *nurturing the growth of personality;*
- (vii) *regulation of kinship ties.*

4. Chronological development in the family life cycle

- (a) *Definition of term 'Family Life Cycle'.*
- (b) *Stages of the Family Life Cycle and Challenges at Each Stage.*
 - (i) *Beginning stage:*
 - *personal adjustment;*
 - *goal-setting.*
 - (ii) *Expanding stage:*
 - *demands on time;*
 - *demands on space; and*
 - *demands on financial resources.*
 - (iii) *Contracting stage:*
 - *emotional (loneliness);*
 - *physical (health issues).*

5. Managing the challenges in each stage of the lifecycle.

- (a) *Death – grief management.*
- (b) *Divorce/ separation – emotional trauma management.*
- (c) *Other challenges.*

6. Changes in relationships in the family

- (a) *Changes in the family structure; influence of changes on intergenerational links among the elderly, the young and the community.*



SECTION 1: THE FAMILY (cont'd)

- (b) Changes caused by death, divorce and separation, migration, addition to the family, others.
- (c) *Migration and its effect on the emotional and economic stability of the family.*
- (d) Globalization and its effect on the psychological and economic stability of the family.
- (e) Changing roles of family members.

7. Relationships between the family and the community

Mutual relationship

- (a) *The family as a small community within the larger community:*
 - (i) an economic unit;
 - (ii) sustainer of life and culture;
 - (iii) consumer of community resources;
 - (iv) a supplier of human resource for work and community activities.
- (b) Social and environmental rights of the family in the community:
 - (i) *safe water supply;*
 - (ii) *unpolluted air including absence of loud noise and smoke;*
 - (iii) use of natural resources;
 - (iv) use of health facilities;
 - (v) access to and benefits from educational programmes and institutions;
 - (vi) *participation and cooperation in family and community ventures.*

8. Physical, mental and spiritual health

- (a) Factors that contribute to good health:
 - (i) proper diet and nutrition;
 - (ii) water and good oxygenation;
 - (iii) physical activity;



SECTION 1: THE FAMILY (cont'd)

- (iv) sufficient rest for physical recovery;
 - (v) muscular strength and endurance;
 - (vi) balance of physical, mental and spiritual health.
- (b) Factors that contribute to poor health:
- (i) nutrition deficiencies and risks associated with lifestyle diseases;
 - (ii) human sexuality problems and their effects;
 - (iii) stress;
 - (iv) substance use and abuse;
 - (v) unemployment;
 - (vi) crime and violence.

9. Health and safety

- (a) Personal safety: personal hygiene; safe practices to prevent poisoning and other bodily harm or injury, safe practices to maintain good health; water purification methods in the home.
- (b) Social safety: safety of the family; internet safety; protection from bullying and different forms of abuse.

10. Needs of special groups in the family to include persons with disabilities

Physiological, emotional and nutritional needs of:

- (a) *the new born;*
- (b) *the 1 – 3 year old toddler;*
- (c) *the 3 – 6 year old pre-schooler;*
- (d) *adolescents;*
- (e) *the elderly;*
- (f) the sick.



SECTION 1: THE FAMILY (cont'd)

11. Factors to consider when caring for special groups to include persons with disabilities

Safety, health, socialisation, cultural and spiritual issues affecting:

- (a) *the new born;*
- (b) *the 1 – 3 year old toddler;*
- (c) *the 3 – 6 year old pre-schooler;*
- (d) *the adolescent;*
- (e) *the elderly;*
- (f) the sick.

12. Planning and preparing simple dishes for special groups

Planning and preparing suitable dishes using Dietary guidelines, and the Multi-mix Food Principles for:

- (a) the 1 – 3 year old toddler;
- (b) the 3 – 6 year old pre-schooler;
- (c) *the adolescent;*
- (d) the elderly;
- (e) the sick.

13. Caring for the sick

- (a) Caring for the sick - examples: feeding, bathing, helping with medication.
- (b) Health and safety practices to be observed by caregivers.
- (c) Ensuring comfort of the room (preparation, hygiene, mental relaxation).
- (d) Personal hygiene of the sick.
- (e) Developing and implementing turning routine and exercise for the sick.
- (f) Maintaining contacts with doctors and the ambulance.



SECTION 1: THE FAMILY (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have each student create a 'Family tree' and interview family members to determine the roles and functions performed by the different members based on their age and gender.*
2. *Encourage students to compile a glossary of terms and concepts within the Section and/or develop games such as crossword puzzles using the terms and concepts.*
3. *Have students conduct a survey to find out the number of students in class who belong to different family types in order to make comparisons and discuss the reasons for the most popular type identified, the advantages and disadvantages.*
4. *Invite guest lecturers to address issues related to how persons with special needs or disabilities should be cared for and treated, then have students prepare and present a role play in groups using the information gathered during the presentation.*
5. *Have students visit a home care facility for the elderly in their community or near to the school; document their observations and present their findings in groups to the class using charts/PowerPoint presentations/You Tube clips as necessary.*

SECTION 2: PRINCIPLES OF MANAGEMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop an understanding of management and its application in the effective use of individual and family resources;
2. appreciate the importance of the management principles in effective individual and family decision making, leadership, development of goals, values, attitudes and conflict resolution;
3. apply the management principles in the effective conduct of personal and social activities.

SPECIFIC OBJECTIVES

The students should be able to:

1. *explain the concept of “management”;*
2. *explain the management principles and processes;*
3. *differentiate among values, goals and attitudes;*
4. *discuss the effects of values, goals, priorities and attitudes on the decision-making process;*
5. *discuss the effects of values, goals and attitudes on the application of the management processes;*
6. *evaluate ways of resolving a conflict within the family;*
7. discuss developing trends in management and their impact on the quality of individual and family life;
8. *apply the steps in the decision making process to personal and family decisions;*
9. *apply the management principles and processes in personal life and family activities.*



SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

CONTENT

1. Management

- (a) *Concept of management.*
- (b) *Features of management:*
 - (i) *the art of getting work done through people;*
 - (ii) *a continuous process;*
 - (iii) *a dynamic, result-oriented teamwork process;*
 - (iv) *a professional approach in work;*
 - (v) *dynamic and situational in nature;*
 - (vi) *governed by established principles and rules.*

2 and 9. Management principles and processes

- (a) *Management principles: Everyone takes responsibility and helps; clarity and simplicity of tasks.*
- (b) *Applying the Management Principles: preparing a day's schedule of work; executing a function.*
- (c) *Importance of the management principles in individual and family life.*
- (d) *Management processes:*
 - (i) *planning;*
 - (ii) *organising;*
 - (iii) *implementing;*
 - (iv) *controlling;*
 - (v) *evaluating.*
- (e) *Decision making in management.*
- (f) *Application of decision-making steps to make real life decisions in planning and executing functions such as a birthday party.*



SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

3 and 5. Values, goals and attitudes

- (a) Differences among values, goals and attitudes.
- (b) *Values and attitudes formation.*
- (c) *Conflict of values.*
- (d) *Change of values.*
- (e) *Goal development, achievement and change.*
- (f) *The influence of values, goals and attitudes on the management process.*

4 and 8. Effects of values, goals, priorities and attitudes on decision making

- (a) Steps in the decision-making process:
 - (i) identifying the problem and goals to be achieved;
 - (ii) *researching the problem and strategies to achieve the goals;*
 - (iii) *considering* the alternatives and consequences of pursuing each alternative;
 - (iv) selecting the most appropriate course of action based on factors such as time, cost and the productive use of available resources;
 - (v) evaluating the decision.
- (b) The influence of values, goals, prioritising and attitudes in decision making.
- (c) Application of decision-making steps to make real life decisions.

6. Resolving conflicts

- (a) *Conflicts in the home:*
 - (i) *religious beliefs;*
 - (ii) *generation gap;*
 - (iii) *child abuse;*
 - (iv) *substance abuse;*
 - (v) *domestic violence;*



SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

- (vi) *teenage pregnancy;*
 - (vii) *incest;*
 - (viii) *sexual orientation;*
 - (ix) *sexual abuse.*
- (b) Ways of resolving and or controlling conflicts – *applying the conflict management approaches:*
- (i) *accommodating;*
 - (ii) *avoiding;*
 - (iii) *collaborating;*
 - (iv) *competing;*
 - (v) *compromising;*
 - (vi) *using the assistance of personnel, institutions and agencies that assist individuals and families. Examples: conflict resolution councils and victim support units.*

7. Developing trends in management and their impact on the family

- (a) *Globalisation: Global employment.*
- (b) *Technology: Global networking.*
- (c) *Entrepreneurship: Family business.*
- (d) *Increased value of global diversity, processes, resources, health, wealth, recreation, education and training.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Organise students in teams to analyse and discuss case studies and/or articles to evaluate the effectiveness of management; then present their written and oral reports.*



SECTION 2: PRINCIPLES OF MANAGEMENT (cont'd)

2. *Engage students in selecting a moot for a debate or theme for a forum to be conducted in class where groups examine:*
 - (a) *select trends in management and the impact they have on the family;*
 - (b) *the effects of values, goals and attitudes in resolving conflicts and decision making.*

SECTION 3: MANAGING FAMILY RESOURCES

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the importance of managing resources effectively to achieve family and individual goals;*
- 2. develop the ability to effectively manage time and money towards the achievement of individual and family goals;*
- 3. understand work simplification strategies;*
- 4. understand the relationship between effective time and money management and stress prevention;*
- 5. appreciate the time and money management practices of individuals and families.*

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the nature and use of resources;
2. discuss the concepts of time and time management;
3. explain the principles of time management;
4. explain the term “work simplification”;
5. explain the benefits of work simplification;
6. discuss factors that affect work simplification;
7. demonstrate work simplification strategies;
8. develop a daily time management plan for different groups of persons;
9. analyse various consequences of ineffective time management;
10. explain terms associated with money management;
11. discuss the functions of money;
12. describe the means by which money is earned;
13. explain the principles of money management;



SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

14. *describe the services provided by financial institutions for the family;*
15. explain the reasons for preparing a budget;
16. outline factors to be considered in preparing a budget;
17. prepare a budget;
18. *formulate guidelines for effective management of time by individuals and the family;*
19. *formulate guidelines for effective management of money by individuals and the family;*
20. *evaluate the time and money management practices of individuals and families.*

CONTENT

1. Nature and use of resources

- (a) Definition of the term 'Resource'.
- (b) Classification of resources.
- (c) Guidelines for effective use of resources.

2 and 3. Time and time management

- (a) Concept of time:
 - (i) more than just making time;
 - (ii) management of self and the family in relation to time;
 - (iii) constant and irreversible;
 - (iv) effective management of resources.
- (b) *Concept of time management:*
 - (i) time management is a measure of the success of the quality of life for individuals and the family;
 - (ii) time management is a measure of economic worth;
 - (iii) time management is a measure of human effectiveness.
- (c) Principles and practices of time management



SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

4 – 9. Work simplification

- (a) Definition of “work simplification”.
- (b) Work simplification strategies:
 - (i) scheduling;
 - (ii) sequencing ;
 - (iii) multitasking: dovetailing and overlapping.
- (c) Benefits of work simplification.
- (d) Factors that affect work simplification. Examples: time; nature of the task; knowledge and belief systems in prioritising; layout of work/task facilities.
- (e) Consequences of ineffective time management.
- (f) Demonstration of work simplification techniques. Examples: Combining processes to improve existing methods of doing tasks and activities: Techniques of overlapping, clustering and dovetailing; Body posturing to reduce time and energy expenditures.
- (g) Guidelines for effective management of time.
- (h) Time management plans for activities to be carried out by individuals and different family groups.

10 – 13. The nature of money

- (a) *Terminologies:*
 - (i) *Money.*
 - (ii) *Legal tender.*
 - (iii) *Income (gross and net).*
 - (iv) *Expenditure (fixed and flexible).*
 - (v) *Budgeting.*
- (b) *Functions of money*
 - (i) *A measure of standard value.*



SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

- (ii) *A medium of exchange.*
- (iii) *A store of value or wealth.*
- (iv) *A determinant of class in the society (upper, middle, low).*
- (c) *Means by which money is earned.*
 - (i) *For work done.*
 - (ii) *By inheritance.*
 - (iii) *As interest on investments and savings.*
 - (iv) *Gifts.*
 - (v) *Merchandising.*
- (d) *Principles of money management.*

14. Services provided by the following financial institutions:

- (a) commercial banks;
- (b) partnership schemes (credit unions, traditional partnerships);
- (c) building society;
- (d) financial Institutions offering Risk management systems (stock, bonds, insurance – life, property and vehicle);
- (e) statutory trusts and bureaus (housing trust, education loans).

15– 17. Budgeting

- (a) *Reasons for preparing a budget including maximising the efficiency of financial resources through several money management practices.*
- (b) *Factors to consider in preparing a budget. Examples: individual and family disposable income; list of all current and regular expenses.*
- (c) *Preparing a budget for different socio-economic groups to include:*
 - (i) low income family;



SECTION 3: MANAGING FAMILY RESOURCES (cont'd)

- (ii) middle income family;

18– 20. Time and money management by individuals and families:

- (a) the budget plan for basic needs, savings, shopping, leisure and entertainment;
- (b) areas of over-expenditure and under-expenditure;
- (c) consequences of mismanagement of time and money;
- (d) Guidelines for effective management of time and money.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have each student maintain a daily journal in which they log their daily activities and account for the way they use their time and spend their money for at least one week. At the end of the week have each student develop a personal budget and a schedule of activities. Repeat the journaling activity and have students log the successes and challenges they encountered with the implementation of their plans.*
2. *Organise students in groups to plan a series of activities and/or events for a family based on a given profile. For example, a nuclear family with two school age children and one unemployed parent. Students must show effective use of decision making principles and collective family resources.*

SECTION 4: CONSUMERISM

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the concept of consumerism and its implications for the individual and the family;*
- 2. understand the social, economic and environmental factors that influence consumer behaviours;*
- 3. demonstrate an understanding of responsible consumer behaviour.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. explain the concept of consumerism;*
- 2. discuss the social and economic nature of consumerism;*
- 3. discuss the rights and responsibilities of the consumer;*
- 4. analyse the characteristics of responsible consumer behaviour;*
- 5. explain the factors which influence the purchasing behaviours of individuals and families;*
- 6. discuss factors which determine consumer wants and needs;*
- 7. discuss the advantages and disadvantages of credit for consumer purposes;*
- 8. evaluate different methods of payment;*
- 9. prepare guidelines for wise purchase of basic consumer goods and services;*
- 10. demonstrate responsible consumer behaviour in a given situation.*

CONTENT

1 and 2 Consumerism

- (a) Meaning of consumerism.*
- (b) Who is a consumer?*
- (c) Definition of goods, services.*



SECTION 4: CONSUMERISM (cont'd)

- (d) *Laws governing consumerism.*
- (e) *Consumer protection agencies and organisations for goods and services:*
 - (i) *food;*
 - (ii) *clothing;*
 - (iii) *appliances;*
 - (iv) *furniture.*
- (f) *Meaning of terms used in consumerism to include:*
 - (i) *bulk shopping;*
 - (ii) *credit;*
 - (iii) *co-operative shopping;*
 - (iv) *comparative shopping;*
 - (v) *e-commerce;*
 - (vi) *green consumer;*
 - (vii) *gross weight;*
 - (viii) *guarantee or warranty;*
 - (ix) *impulse buying;*
 - (x) *unit pricing;*
 - (xi) *universal Product Code (UPC);*
 - (xii) *weights and measures.*

3. Rights and responsibilities of a consumer

- (a) *A consumer has the right to:*
 - (i) *accurate information;*
 - (ii) *representation;*



SECTION 4: CONSUMERISM (cont'd)

- (iii) *freedom to choose;*
 - (iv) *safety and protection;*
 - (v) *redress;*
 - (vi) *be heard;*
 - (vii) *satisfaction of basic needs;*
 - (viii) *consumer education;*
 - (ix) *a healthy environment.*
- (b) *Social and ethical responsibilities of consumers:*
- (i) *demonstrate integrity;*
 - (ii) *be respectful;*
 - (iii) *read and follow instructions;*
 - (iv) *proper use of products and services;*
 - (v) *lawfully purchase and obtain goods and services;*
 - (vi) *speak out;*
 - (vii) *inform yourself.*

4. **Consumer behaviour**

- (a) Factors which influence consumer behaviour
- (i) Marketing and advertisement:
 - *marketing strategies used and their influence on the consumer ;*
 - *types of advertisements.*
 - (ii) *Types of shops:*
 - *specialised shops;*
 - *supermarkets;*
 - *discount stores;*



SECTION 4: CONSUMERISM (cont'd)

- open market;
 - door-to-door sellers;
 - buying over the internet and the telephone;
 - using mail-order and catalogue shopping;
 - small groceries.
- (b) Characteristics of responsible consumer behaviours
- (i) *Selection:*
 - *the reason/s for buying a product or service;*
 - *when to buy the product or service.*
 - (ii) *Purchase:*
 - *making decisions for purchasing; reading and interpretation of advertisement (from printed sources; electronic media, websites, promotional information and activities);*
 - *making decision on how the product or service will be purchased.*
 - (iii) *Consumption:*
 - *Using and caring the product or service;*
 - *Reading and observing instructions in manuals and on labels.*
 - (iv) *Post-purchase:*
 - *communicating products/services satisfaction and dissatisfaction;*
 - *observing procedures for return and redress policies.*

5. Consumer purchasing behaviours

- (a) *Personal factors:*
 - (i) *stage in the life cycle;*
 - (ii) *lifestyle;*
 - (iii) *occupation;*



SECTION 4: CONSUMERISM (cont'd)

- (iv) *personality;*
- (v) *self-concept.*
- (b) *Social:*
 - (i) *reference groups;*
 - (ii) *family;*
 - (iii) *role and status;*
 - (iv) *technology.*
- (c) *Cultural:*
 - (i) *types and categories of buyers;*
 - (ii) *buyer's culture;*
 - (iii) *social class;*
 - (iv) *sub-culture;*
 - (v) *values.*
- (d) *Psychological:*
 - (i) *motivation;*
 - (ii) *perception;*
 - (iii) *beliefs;*
 - (iv) *attitudes.*

6. **Consumer wants and needs**

- (a) *Definitions:*
 - (i) *want;*
 - (ii) *need.*
- (b) *Influencing factors:*
 - (i) *goals;*



SECTION 4: CONSUMERISM (cont'd)

- (ii) values;
- (iii) lifestyle;
- (iv) peer pressure;
- (v) effects of advertisement.

7. **Consumer Credit**

- (a) *Types.*
- (b) *Uses.*
- (c) *Features:*
 - (i) *similarities;*
 - (ii) *differences.*
- (d) *Advantages.*
- (e) *Disadvantages.*

8. **Methods of payment**

- (a) Cash.
- (b) Point of Sale (credit card, debit card).
- (c) Layaway plan.
- (d) Hire-purchase.
- (e) *Electronic transfer.*
- (f) *Interest free credit.*

9. **Preparing guidelines for purchasing commonly used consumer goods and services**

Using the social and economic nature of consumerism and the purchasing behaviours of consumers to prepare guidelines for wise purchase of:

- (i) *clothing;*
- (ii) *food (fresh and frozen);*
- (iii) *household furniture;*



SECTION 4: CONSUMERISM (cont'd)

- (iv) *appliances;*
- (v) *electronic equipment and services.*

10. Demonstration of responsible consumer behaviours in given real life situations.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students prepare advertisements for a product of their choice with a focus on the qualities of good advertisement.*
2. *Organise field trip to agencies or ministries of government that have responsibility for protecting the rights of the consumer and educating consumers on responsible consumer behaviours and other consumer related practices. Have students use the information collected to analyse consumer actions in video clips or real life situations then present their reports (written or oral).*

SECTION 5: MANAGEMENT OF SPECIAL EVENTS

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the principles and processes involved in the planning and execution of special events;*
- 2. understand the roles, responsibilities and etiquette of the management team, host and attendees required for the successful implementation of special events;*
- 3. apply the processes and procedures of event planning to a function of their choice.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. describe various types of special events in which individuals, families and communities are involved;*
- 2. explain the processes involved in the planning of special events;*
- 3. develop proposals for implementing a special event;*
- 4. explain the roles and functions of host and attendees at a special event;*
- 5. prepare invitations and replies for different types of events;*
- 6. plan and execute a special event;*
- 7. Discuss acceptable social graces at the dining table.*

CONTENT

1. Types of special events

- (a) Marriage and marriage-related events.*
- (b) Births and death-related events.*
- (c) Anniversaries.*
- (d) Graduations.*
- (e) Events involving families:*



SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

- (i) *secular for example community picnic and fun days;*
 - (ii) *religious or faith-based events.*
- (f) *Sports and entertainment.*

2. Planning special events

- (a) *Defining the objectives.*
- (b) *Determination of the audience including special guests.*
- (c) *Development of the organising team and their role descriptions.*
- (d) *Development of the budget.*
- (e) *Co-ordination of the logistics.*
- (f) *Assessment and follow-up.*

3. Proposals for implementing a special event

Elements of the Proposal:

- (i) *purpose of the event;*
- (ii) *budget and its source (invitation, promotion, marketing, food and drink, advertisement, layout and décor of the venue);*
- (iii) *invitations;*
- (iv) *schedule;*
- (v) *target audience;*
- (vi) *venue (equipment, layout, seating, table setting, decorations);*
- (vii) *evaluation.*

4. Roles and responsibilities of the management team and guests

- (a) *Management team (host, workers, security):*
 - (i) *courtesies for guests and attendees;*
 - (ii) *treatment of guests and attendees;*
 - (iii) *dress code and deportment;*



SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

- (iv) *layout and décor of venue;*
- (v) *security of attendees and venue.*
- (b) *Guests.*
- (c) *Host.*
- (d) *Staff.*
- (e) *Inclusion of rules of etiquette and social graces. Discussion of what is acceptable behaviour at the dinner table.*

5. Invitations and replies

- (a) *Types:*
 - (i) *formal;*
 - (ii) *informal;*
 - (iii) *electronic.*
- (b) *Format.*
- (c) *Writing formal, informal and electronic invitations and replies.*

6. Managing a special event

- (a) *Guidelines for the planning and management special event. .*
- (b) *Evaluating special events:*
 - (i) *check-lists;*
 - (ii) *reports.*

7. Social Graces

- (a) *Define acceptable social graces at the dining table.*
- (b) *Rules of etiquette and social graces.*
- (c) *Acceptable behaviours especially when dining.*



SECTION 5: MANAGEMENT OF SPECIAL EVENTS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Engage students in the designing and making of invitations and reply cards using an appropriate format and technology.*
2. *Have students assist in the planning and execution of a special event for the school such as a meeting, prize giving, or luncheon using the guidelines for event planning learnt in class.*

SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the importance of work, careers and employment opportunities for optimising family achievement, health and economic well-being;
2. *understand the application of family values and goals to work;*
3. *demonstrate an understanding of the principles and procedure for choosing a career and applying for work;*
4. *understand the importance of leisure as a process and medium for meaningful social interaction, emotional release and improving the quality of life.*

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the meaning, importance, benefits and rewards of work and work ethic to the individual and the family;
2. explain the term “employability skill”;
3. *assess family-related careers;*
4. *examine employment opportunities in family-related careers;*
5. discuss the importance of health to work performance;
6. *prepare a career plan;*
7. *discuss the nature and importance of leisure;*
8. *execute a simple leisure activity.*

CONTENT

1, 2 and 5 Work

- (a) *Meaning of work.*
- (b) *Importance of work: social, health and economic benefits.*
- (c) Benefits to be derived from the cooperative work of family members.



SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE (cont'd)

- (d) *Rewards of work.*
- (e) *Importance of goals, values, attitudes and health in work and the use of the rewards of work.*
- (f) *Employability skills to include work ethic and human relation skills – punctuality, respect, teamwork, problem- solving and critical thinking, skills, others.*
- (g) *Meaning and importance of 'work ethic'.*

3. Family-related careers

- (a) *Types.*
- (b) *Qualification/requirements.*

4. Family related-employment opportunities

- (a) *Sources.*
- (b) *Qualification/requirements (certification and employability skill or soft skills that enhance employees effectiveness and productivity on the job).*

6. Preparing a career plan

- (a) *Research careers to which students are aspiring (function, matriculation requirements, institutions.*
- (b) *Prepare schedule of post-secondary education/training (commencement, completion, job search, employment).*
- (c) *Identify entrepreneurial opportunities that may lead to self-employment.*

7. Leisure

- (a) *Meaning of leisure.*
- (b) *Importance to the individual and the family.*
- (c) *Types of leisure activities in which families and individuals may be involved.*
- (d) *Seasons for leisure in the Caribbean.*
 - (i) *festivals;*



SECTION 6: WORK, CAREERS, EMPLOYMENT OPPORTUNITIES AND LEISURE (cont'd)

- (ii) *carnivals;*
- (iii) *others.*

8. Strategies for executing of a simple leisure activity using management principles

- (a) Features of leisure activities.
- (b) Value of activities.
- (c) Benefits of using management principles when planning activities.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Organise work attachments to give students authentic exposure to various aspects of work and workplace activities and have them prepare written reports or journals on their learning experiences and observations. Reports should include a comparison of their experiences to the documented standards.*
2. *Create an opportunity for students to prepare for and participate in a job fair and/or career fair/expo that is staged by a tertiary institution and have them journal their experiences and observations. They should prepare a written report, in which they reflect on what they did and what they would change when preparing to participate in similar activities in the future.*
3. *Have students (individually or in teams) apply the management principles to planning an activity or event geared at providing opportunities for social interaction. This may take the form of a class activity. Students are to prepare a meaningful analysis of the benefits of the activity. Activities may include:*
 - (i) *playing an indoor or outdoor game;*
 - (ii) *a creative movement activity (dancing, singing, zumba).*

SECTION 7: HOUSING AND THE ENVIRONMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. demonstrate an understanding of the principles and procedures involved in acquiring and making a house liveable and aesthetically pleasing;
2. understand the importance of housing as one of the basic means for achieving the physical and aesthetic well-being of the individual and family;
3. *understand standards relating to building, safety and the environment;*
4. *develop basic and safe housekeeping skills.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the importance of housing to the family;
2. discuss the features of different types of housing;
3. discuss the means by which housing is acquired by the individual and the family;
4. explain the factors that influence the buying, building or renting of a house;
5. *evaluate* housing factors that contribute to the physical, emotional and aesthetic well-being of the individual and the family;
6. *discuss basic building and environmental standards;*
7. *discuss environmental hazards management practices in the home;*
8. *choose furniture, soft furnishings and decorations for the house;*
9. *employ strategies to save money;*
10. *demonstrate basic housekeeping functions;*
11. *adhere to health and safety rules and guidelines when executing basic housekeeping functions;*
12. *prepare and serve basic sandwiches, desserts and beverages;*



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

CONTENT

1 and 2. Housing

- (a) Importance of housing to the family
- (b) Types of houses:
 - (i) one storey;
 - (ii) flat or apartment;
 - (iii) condominium;
 - (iv) townhouse.
- (c) Features of:
 - (i) one storey;
 - (ii) flat or apartment;
 - (iii) condominium;
 - (iv) townhouse.

3. Acquiring a house

Methods:

- (a) inheriting;
- (b) purchasing;
- (c) *special gift*;
- (d) renting.

4. Factors affecting building, buying or renting a house

- (a) site/location;
- (b) sustainable amenities;
- (c) neighbourhood;
- (d) *finance/cost*;



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

(e) *taste.*

5. Housing factors for individual physical, *emotional* and aesthetic well-being

(a) *layout;*

(b) *space;*

(c) *lighting and ventilation;*

(d) *furnishings;*

(e) *decorative accessories.*

6. Building and environmental standards

(a) *Regional building standards for minimum acceptable level of safety:*

(i) *materials (structural – wall, roof, floor, ceiling, stairs, steps, doors);*

(ii) *seismic, natural disasters and pest resistance and control.*

(b) *Environmental standards relating to:*

(i) *building designs;*

(ii) *building sites;*

(iii) *land reclaiming;*

(iv) *construction on wetlands;*

(v) *eco-friendly materials;*

(vi) *regulatory agencies.*

(c) *Sustainable development:*

(i) *definition;*

(ii) *importance;*

(iii) *practices of sustainable development by families, individuals, community and government.*



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

7. Environmental Hazards Management in the Home

Types:

- (a) Structural Hazards – home, work and the environment (kitchen, bathroom, bedroom, garden, stairways, slippery floors, faulty electrical wiring and equipment, cluttered floors and walkways, water storage);
- (b) Chemical Hazards – types of hazardous substances and materials used in the home, work and environment. Guidelines for handling and storing hazardous substances and materials;
- (c) Fire hazards – classification of fires and safety guidelines for each class of fire.

8. Choosing, purchasing and arranging furniture, soft furnishing and decorations for the house

- (a) Factors:
 - (i) personal preference (goals and values);
 - (ii) durability (*fabric and other materials*);
 - (iii) cost and payment method (*custom-made or ready-made*);
 - (iv) harmony with existing furniture;
 - (v) size (*space and family*);
 - (vi) materials (wood, fibreglass, plastics, glass, wicker, fabric, leather types and their suitability);
 - (vii) colour, style and finish (*qualities*) with existing furniture;
 - (viii) ergonomics;
- (b) Choosing soft furnishing and decorative accessories:
 - (i) purpose of soft furnishing and decorative accessories;
 - (ii) guidelines for soft furnishing (curtains, *drapes*, cushions, mats, wall hangings);
 - (iii) guidelines for decorative accessories (*paintings, sculptures, mirrors, rugs, carpets, figurines, plants*).



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

- (c) *Factors to consider when arranging furniture:*
 - (i) physical layout of room;
 - (ii) use;
 - (iii) traffic areas;
 - (iv) size and shape of furniture.

9. Money saving practices in the home

- (a) *reusing;*
- (b) *refurbishing;*
- (c) *recycling;*
- (d) *repairing.*

10 and 11. Housekeeping functions

- (a) *Guidelines and safety procedures for using cleaning agents (natural and man-made) in the general care and maintenance of the house and furniture.*
- (b) Safety and maintenance procedures for equipment, supplies and materials in the home:
 - (i) *Cleaning:*
 - types of cleaning agents;
 - function of each type of cleaning agent;
 - procedures for applying each type of cleaning agent;
 - storing cleaning agents.
 - (ii) *Dusting:*
 - procedures for dusting.
 - (iii) *Polishing:*
 - procedures for polishing



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

- (c) Safety features on tools, equipment and appliances:
 - (i) safety guidelines and practices when using and maintaining tools, equipment and appliances;
 - (ii) safe use of household tools, equipment and appliances;
 - (iii) maintenance of household tools, equipment and appliances.
- (d) *Guidelines and safety procedures for cleaning and storing:*
 - (i) table ware (silver, crystal, stainless steel, china, *plastic*);
 - (ii) *flat ware*;
 - (iii) *hollow ware*.
- (e) *Guidelines and safety procedures for table, tray and trolley setting:*
 - (i) table setting for a breakfast, lunch, dinner and buffet;
 - (ii) tray setting for serving visitor, convalescent, a child;
 - (iii) *trolley setting and service*.
- (f) Basic bed making:
 - (i) general;
 - (ii) for the sick;
 - (iii) guidelines and standards for ruffles, mattress pad, fitted sheet, top sheet, corners, blanket, comforter, pillow cases, pillow shams, centre piece (made from towels).
- (g) Making simple table napkin folds using paper and linen napkins.
- (h) Guidelines and standards for making napkin folds.
- (i) Designing and making simple floral arrangements for centrepiece and special events:
 - (i) elements of design (balance, proportion, texture, colour, harmony, focal point, height, width and depth);
 - (ii) making geometric patterns (circle, triangle, crescent, S curve).



SECTION 7: HOUSING AND THE ENVIRONMENT (cont'd)

- (j) Hygiene practices in the home - rules and guidelines:
 - (i) personal hygiene and grooming;
 - (ii) kitchen hygiene.

12. Preparing and serving basic sandwiches, desserts and beverages

- (a) *Basic sandwiches:*
 - (i) *recipes and standards for a combination of sandwiches using cheese, fresh meats, cured meats and vegetables;*
 - (ii) *types (open-faced, club, rolls, wraps, burgers).*
- (b) *Simple desserts:*
recipes and standards for cupcakes, tarts, plain cakes and fruit-based desserts.
- (c) *Cold beverages:*
recipes and standards for fruit and vegetable-based punches, ades and juices.
- (d) *Hot beverages:*
recipes and standards for coffee, tea, chocolate and cocoa.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students create models of different types of houses and a draw floor plan for one of the models.*
2. *Have students demonstrate basic housekeeping activities such as bed-making, napkin folding and floral arrangement.*
3. *Have students set table and tray for breakfast, lunch and dinner.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.

Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be



done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.

THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and
6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.



SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

- 1. collect, display and analyse data gathered through observations;*
- 2. apply results obtained from doing practical activities, to new situations;*
- 3. test informed guesses, conjectures, hunches, by doing practical activities;*
- 4. do practical tasks accurately and economically, with regard to time, energy and other resources; and*
- 5. use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1**

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards. Follow health, safety and security procedures (ECECOR0011A) may also be assessed with this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Produce Basic Floral Arrangement which includes preparing materials to create basic floral arrangements as well as putting together of basic floral arrangement design.

Work Activities	Assessment Methods
Your family is hosting a home coming dinner and you have been assigned to the decorating team, responsible for creating an aesthetically appealing environment. Your task is to design and make a simple floral arrangement for a centerpiece.	<ul style="list-style-type: none"> • Practical demonstration • Oral questions • Direct observation • Final product
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> • Purpose and characteristics of the floral arrangement of different shapes • Select quality flowers and plant materials and recognise and deal with defects appropriately • Accurately apply measurements and compare measurement for different types of floral designs • Apply appropriately elements and principles of design (balance, proportion, texture, colour, harmony, focal point, height ,width and depth); in producing basic floral designed • Select and safely use appropriate tools and utensils for the selected floral design • Alternative techniques used to arrange flowers 	<p>Types of Floral Arrangements. Natural design, shaped (round, triangle and oval/oblong) arrangements and contemporary/freestyle designs</p> <p>Flower and plant materials. Flowers, leaves and fillers are fresh, artificial and dry</p> <p>Design. Symmetrical or asymmetrical and show good use of design principles.</p> <p>Tools and utensils. Knife, glue gun, pliers/nipper, scissors, glue stick, ruler, measuring tape</p> <p>Materials. Floral foam, floral tape, stem wire/petal wire</p>

Candidate's Signature: _____ **Date:** _____

Assessor's Signature: _____ **Date** _____

Internal Verifier's Signature: _____ **Date** _____



**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 1**

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A) may also be assessed with this assignment.

WORK ACTIVITY:	
Your family is hosting a home coming dinner and you have been assigned to the decorating team, responsible for creating an aesthetically appealing environment. Your task is to designing and making a simple floral arrangement for a centerpiece.	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> obtain instructions on type of floral design to be created and purpose for floral arrangement; select tools and utensils according to floral design to be created; select appropriate flower and plant materials, container or base, other materials according to the floral design to be produced; determine the quantity of flower and plant materials required for floral design; ensure selected flowers are colour coordinated according to established procedures; ensure that flowers and plant materials are of a good quality. <p>Put together basic floral arrangements</p> <ul style="list-style-type: none"> Use tools and utensils safely. Measure and cut flower and plant materials accurately, while maintaining quality and utilizing materials effectively. Arrange flower and plant materials according to characteristics of floral design. Take action to rectify defects in materials as required. Add any ancillary materials to finishing design. Ensure the integrity of the design is protected from start to completion. 	<p>Observe that the candidate can:</p> <ul style="list-style-type: none"> select tools and utensils, flower and plant materials, other materials, base/container for the floral design to be produced; use tools and utensils safely; measure and cut flower and plant materials accurately; arrange flower and plant materials according to characteristics of floral design; put together a basic floral arrangement ensuring integrity of the design is maintained; use flowers and plant materials that are of a good quality; colour coordinate flowers; perform all tasks according to established procedures; report problems according to established procedures.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> nipper is not sharp enough to cut flowers; cold storage for fresh flowers is unavailable. 	<p>The students can:</p> <ul style="list-style-type: none"> collect, analyze and organize information; communication <i>ideas and information</i>; plan and organise activity; work with others in a team; use mathematical ideas and techniques; solve problems (<i>think critically</i>); technology skills (<i>use of tools and materials safely</i>); Use ICT.

Assessor's Signature: _____

Date: _____



KEYCompetent - Range 3 and above
Not Yet Competent - below Range 3**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 1
ASSESSOR EVALUATION**

Assignment 1 is aligned to Produce Basic Floral Arrangements (PS00121) in the CVQ Floral Arrangement Level I (CCPSFA1002) Regional Occupational Standards

Institution/ Centre: _____

Candidate Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and material					
(c) Follow health and safety procedures					
(d) Organize workstation					
2. PROCESS					
(a) Measure and cut flower and plant materials accurately					
(b) Arrange flower and plant materials according to characteristics of floral design					
(c) Put together a basic floral arrangement according to design					
(d) Sequence work flow in logical and efficient manner					
(e) Clean and rearrange the work station at the end of preparation					
3. PRODUCT					
(a) Floral arrangement is presented neatly and attractively, /flowers coordinated					
(b) Suitable for the location and occasions					
(c) In cooperates elements and principles of design					
(d) Appropriate container and accessories used					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2**

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Prepare service areas and equipment for table/tray service Prepare customer dining tables for table/tray service	
Work Activities	Assessment Methods
Your school is hosting a graduation banquet and you are put in charge of the food service. Prepare the dining area and arrange a table setting for lunch.	<ul style="list-style-type: none"> Observation reports Practical demonstration Answer to written or oral questions Personal statements describing how you prepare service areas
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> Prepare and check dining areas and equipment before service. Checking menus and promotional items Maintaining a constant stock of service items Maintain a clean and clear service area. Preparing condiments and accompaniments Handling refuse, waste containers, soiled and un-required service items Maintaining sufficient stocks of clean service items, condiments and accompaniments Organisational procedures for maintaining a secure dining environment. Safety and hygiene regulations Appropriately use service items: table linen, crockery, cutlery, trays, silverware, glassware, napkins, table decorations 	<ul style="list-style-type: none"> Service areas. Customer dining areas, trays and trolleys, service preparation areas Place setting. á la carte menu / table d’hôte menu Service style. Table , tray and trolley Service items. Table linen, crockery, cutlery, trays, silverware, glassware, napkins, table decorations, condiments. Service equipment. Hot plates/warmers, refrigerated units, hot/cold beverage service, utensils, sideboards/side-tables, trolleys, Condiments and accompaniments. Sugars/sweeteners, prepared sauces/dressings, prepared bread items Regulations. All legislations, safety and hygiene regulations applicable.
Candidate’s Signature: _____ Date: _____	
Assessor’s Signature: _____ Date: _____	
Internal Verifier’s Signature: _____ Date: _____	

**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 2**

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

WORK ACTIVITY:	
Your school is hosting a graduation banquet and you are put in charge of the food service. Prepare the dining area and arrange a table setting for lunch.	
Task Skills	TASK MANAGEMENT SKILLS
<p>Student has to:</p> <p>Prepare service areas and equipment for table/tray service</p> <ul style="list-style-type: none"> • service areas are hygienic, clean and ready for use; • service items are selected, of the appropriate type, are clean, free from damage and in adequate supply; • service equipment is clean, free from damage, correctly located; • condiments and accompaniments are prepared ready for service and selections are appropriate for menu and function; • linen is appropriate, of the required standard and spread according to requirements; • refuse and waste food containers are hygienic, clean and ready for use; • unexpected situations are dealt with effectively and the appropriate person(s) informed where necessary; • all work is prioritised and carried out in an organised and efficient manner in accordance with safety and hygiene regulations and organizational procedures; • service area is checked and is clean, free from damage and correctly positioned in line with service style. 	<p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • interpret and plan activity; • select tools, equipment and materials; • apply health and safety procedures; • organize work station; • work in a logical and sequential manner within the required time frame; • set table according to procedure; • maintaining sufficient stocks of clean service items, condiments and accompaniments.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient supplies of table and service items; • breakage of glassware or flatware. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>equipment, linen cutlery etc.</i>); • use mathematical ideas and techniques (<i>spacing, measuring, proximity</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>dining room equipment</i>).

Assessor's Signature: _____

Date: _____



KEY Competent - Range 3 and above Not Yet Competent - below Range 3
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**EXEMPLAR - FAMILY RESOURCE MANAGEMENT
ASSIGNMENT 2**

ASSESSOR EVALUATION

Assignment 2 is aligned to Prepare and Clear Table and Service Areas (U12601) In Food and Drink Service Level 1 – Regional Occupational Standards. **Maintain a safe working environment (U00306) may also be assessed in this assignment.**

Institution/ Centre: _____
Candidate Name : _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select Table linens and cutlery					
(c) Select appropriate tools, equipment, serving dishes and materials					
(d) Follow health and safety procedures					
(e) Organize workstation					
2. PROCESS					
(a) Service items are selected and of the appropriate type					
(b) Service items are clean, free from damage and in adequate supply					
(c) Follow appropriate procedures for setting tables					
(d) Demonstrate techniques in preparing dining table and tray					
(e) Condiments and accompaniments are prepared ready for service and selections are appropriate for menu and function					
(f) Linen is appropriate, of the required standard and spread according to the function requirements					
(g) Refuse and waste food containers are hygienic, clean and ready for use					
3. PRODUCT					
(a) Service areas are clean, hygienic and ready for use.					
(b) Service equipment is cleaned and ready for use					
(c) Service area aseptically pleasing					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



Record of Reasonable Adjustment

Assessment Date: _____

Assessor's Name: _____

Assessor's Signature: _____

Date: _____

This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.

Adjustment to Assessment Procedures

Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments



INSTRUCTIONS FOR TEACHERS

Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units;
 - projects;
 - field trips;
 - all questions and responses;
 - case studies.

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**

For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified

Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine



Employability/Job Role/Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generic skills were identified for this purpose, namely:

- collect, analyse and organise information;
- communicate ideas and information;
- plan and organise activity;
- work with others and in a team;
- use mathematical ideas and techniques;
- solve problems;
- use technology.

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning**, **process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).

Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.

Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted



Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (X) after the last performance criteria number.
- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria
- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.



Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, that is, Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of **Units Previously Achieved** use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if **all** units in the occupational standard have been completed can the full qualification be ticked as **Yes**, if not tick **No**.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (✗) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.

Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills



The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education / training experiences and expectations.

Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the candidate should be reviewed by the assessor using the **criteria given**. **Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples



- Research Assignments
- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

FAMILY AND RESOURCE MANAGEMENT

- Bladen, C. and Kernel, K. *Events Management: An Introduction*. New York: Routledge, 2012.
- Burkhardt, M. S. and Terry, B. *Developing Career And Living Skill*. Minnesota: EMC Publishing, 2009.
- Foster, M. *Learning to Cook*, 2nd Edition. United Kingdom: Heinemann Educational Publishers, 1970.
- Gill, V. and Hillyard, E. *Caribbean Home Economics*. Illinois: Charles A. Bennette Co. Inc. 1992.
- Glosson, L., Meek, J., and Smock, L. *Creative Living*. New York: McGraw-Hill Education, 1999.
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- James Moore, T. and Asay, S.M. *Family Resource Management*, 2nd Edition. London: Sage Publications, 2013.
- Johnson, L. *Strengthening Family and Self*. 6th Edition. Illinois: Goodheart-Wilcox Publisher, 2010.
- McGraw-Hill Education *Managing Life Skills, Student Edition (Creative Living)*. New York: McGraw-Hill Education, 2011.
- McGraw-Hill Education *Managing Life Skills*. New York: McGraw-Hill Education, 2011.
- Merrill, J. *Introduction to Housing*. New York: Pearson Education, 2006.
- Parnell, F. B. and Arentsen, K. *Succeeding in Life and Career*, 10th Edition. Illinois: Goodheart-Wilcox Publisher, 2012.
- Rankine, P. *Beautiful Hospitality Plus*. Kingston: Peggy Rankine, 2002.
- Ryder, V. *Contemporary Living: Instructors Edition*. 12th Edition, Illinois: Goodheart-Wilcox Publisher, 2013.
- Ryder, V and Harter, M.B. *Contemporary Living*. Illinois: Goodheart-Wilcox Publisher, 2010.
- Stewart, T. *Certificate Management of Homes and Families*. Kingston: Carlong Publishers, 1994.



Websites

Introduction to Housing - companion website

http://wps.prenhall.com/chet_hera_introhousing_1/companion

www.learningseed.com videos, CD-ROMS, and other resources for Resource Management



◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to...
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.



<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure



WORD/TERM**DEFINITION/MEANING**

relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures



◆ **HOME ECONOMICS SYLLABUS**

TEXTILES, CLOTHING AND FASHION

◆ SYLLABUS FOR EXAMINATION IN TEXTILES, CLOTHING AND FASHION

The syllabus for Textiles, Clothing and Fashion is designed to enable candidates to make intelligent decisions about the choice and importance of clothing and other sewn products, to acquire skills that enable them to create textile designs, produce these products and to utilise the acquired skills for employment and leisure.

TOOLS AND EQUIPMENT FOR TEXTILES, CLOTHING AND FASHION LABORATORY

Large Equipment

Domestic sewing machines with cabinets
Computerised sewing machine (optional)
Stools
Domestic sergers, (3, 4 or 5 spool model)
Industrial lockstitch with walking stitch foot attachment and folder attachment (optional)
Industrial sergers
Blind stitch machine (optional)
Chain stitch machine (optional)
Cutting tables
Washer
Dryer
Full length mirrored cabinet
Microscope
Television
VCR/DVD recorder

Small Equipment

Shears
Scissors
Steam irons
Ironing boards
Table press (optional)
Electric rotary cutters (optional)
Manual rotary cutters
Rotary cutter mats
6" hem gauges
Skirt markers
T-squares
Dressmaker's rulers – transparent rulers
Tape measure
French curve ruler

Tracing wheels
Hand sewing needles
Domestic sewing machine needles (variety of sizes)
Industrial sewing needles for machines listed
Wrist pin cushions
Magnets for pins
Leather needle for domestic sewing machine
Twin needles for domestic sewing machine
Shears (6- or 8-inch best handle)
Pinking shears
Scissors (embroidery type)
Appliqué scissors
Craft scissors
Snips
Buttonhole scissors
Buttonhole cutter
Seam rippers
Weights for pattern (2 sets)
Point presser and pounding block
Tailors board
Pressing mitts (large and small)
Point turners
Sleeve boards and extra covers
Seam roll
Needle board
Press cloths
Screwdrivers (Phillips and flat various sizes) (2 sets)
Wrenches (Allen wrench and wire) (1 set)
Tweezers (10)
Iron cleaner
Thimbles
Bodkins
Buttonhole and button gauge
Bias tape maker (variety of sizes)
Fabric shaver



Loop turners
Metal pocket forms
Dress forms (variety of sizes) (male and female)
First aid kit
Machine lint brushes
Tote trays and cabinet for storage
Rack for hanging garments
Heat Source
Stainless Steel Pans
Stirring Rods
Thermometer
Measuring Cups
Plastic Storage Containers
Strainers
Kitchen Scale
Rubber Gloves
Small Mortar and Pestle



SECTION 1: FIBRES, YARNS AND FABRICS

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop a working knowledge of the characteristics of a wide range of textiles and their suitability for fashion design and clothing construction;
2. understand the impact of science and textiles technology on the quality of fibres, yarns and fabric performance;
3. appreciate aesthetic considerations in choosing and working with fibres, yarns and fabrics;

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the importance of textiles;
2. explain terminologies relating to textiles;
3. outline the classification of textile fibres;
4. describe the physical structure and properties of natural and man-made fibres;
5. conduct tests for the analysis of fibres and fabrics;
6. outline the methods of yarn construction;
7. outline the methods of fabric construction;
8. discuss technological developments in fabric construction;
9. discuss the factors to consider when selecting fabrics.



SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

CONTENT

1. Importance of Textiles

- (a) Meaning of textiles.
- (b) Uses of Textiles (provision of products for household and industrial uses).

2. Textile terminologies

- (a) Fibre (natural, cellulosic, protein, regenerated, synthetic).
- (b) Yarn (simple, ply, cable).
- (c) Cloth, fabric, yarns, blends.
- (d) Microfibers.
- (e) Generic.
- (f) Trade name.
- (g) Textile properties.
- (h) Textile characteristics.

3. Classification of textile fibres

- (a) Sources:
 - (i) natural (Plant and animal);
 - (ii) man-made (regenerated & synthetic)
- (b) According to length:
 - (i) filament;
 - (ii) staple.

4. Physical structure and properties of fibres

- (a) Natural.
- (b) Regenerated.
- (c) Synthetic.



SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

5. Tests for fibres and fabrics

- (a) Preliminary:
 - (i) visual;
 - (ii) tactile;
 - (iii) burning.
- (b) Confirmatory:
 - (i) microscopic;
 - (ii) chemical solubility.

6. Yarn construction

- (a) Terms:
 - (i) yarn (filament, staple, spun);
 - (ii) count;
 - (iii) denier;
 - (iv) blends and mixtures.
- (b) Types of yarns:
 - (i) simple (single);
 - (ii) plied (2, 3 and 4 ply);
 - (iii) complex;
 - (iv) novelty.
- (c) Methods of yarn construction:
 - (i) spinning;
 - (ii) twisting.

SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

7. Fabric construction

- (a) Terms:
 - (i) warp;
 - (ii) nap;
 - (iii) weft;
 - (iv) grey (greige);
 - (v) selvedge;
 - (vi) rib;
 - (vii) bias;
 - (viii) course;
 - (ix) wale;
 - (x) purl.
- (b) Methods:
 - (i) weaving;
 - (ii) bonding;
 - (iii) knitting;
 - (iv) felting.
- (c) Preparing a sample file of fabrics made by each method.

8. Technological developments in fibres and fabrics construction

- (a) New fibres (lyocell).
- (b) Geo-textiles.
- (c) Self-cleaning textiles.
- (d) Medical textiles.
- (e) CAD and CAM designing and construction.



SECTION 1: FIBRES, YARNS AND FABRICS (cont'd)

9. Factors to consider in selecting fabrics

- (a) Purpose.
- (b) Cost.
- (c) Design.
- (d) Fibre properties.
- (e) Care of the fabric.
- (f) Reputation of the sales outlet.
- (g) Labelling information.
- (h) Quality Designation.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Students can prepare a workbook/portfolio to include samples of different types of yarns, fibres and fabrics. Entries are to be carefully labelled with the generic fibre type and trade names, categorised by origin (natural or man-made) and tested by burning or microscopic analysis.*
2. *Organise for students to visit retailers of fabric and sewn products to observe labelling practices and to determine the extent to which they are in keeping with the consumer laws in your territory.*

SECTION 2: TEXTILES COLOURING AND FINISHING

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the principles of colouring and finishing to make informed decisions on fabrics and clothing choice;
2. develop the ability to create coloured textiles using hand techniques;
3. appreciate the importance of fabric finishing.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain terms relating to colours;
2. identify the colours on the colour wheel;
3. explain the reasons for colouring fabrics;
4. discuss the classification of dyes (natural and synthetic);
5. differentiate among various methods of colour application;
6. use different techniques to apply colours and designs to fabrics;
7. classify fabric finishes based on their functions and performance (preparatory, function and aesthetic);
8. select simple fabric finishes (sizing, soil and stain repellent, permanent press, flame resistance and water repellent).

CONTENT

1. Terms relating to colour

- (a) Colorimeter.
- (b) Prism.
- (c) Value.
- (d) Intensity.



SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

- (e) Hue.
- (f) Saturation.
- (g) Neutrals.
- (h) Tints.
- (i) Shades.
- (j) Pastels.

2. The Colour wheel

Identifying colours:

- (a) primary colours;
- (b) secondary colours;
- (c) tertiary colours;
- (d) complimentary;
- (e) cool and warm colours;
- (f) tints;
- (g) shades.

3. Colouring fabrics

Reasons for colouring fabrics:

- (a) to enhance the attractiveness of the fabrics;
- (b) to add value.

4. Classification of dyes

According to sources of dyes:

- (a) natural dyes (plants and animals);
- (b) synthetic.



SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

5. Methods of colour application

Characteristics, processes and standards for:

- (a) Dyeing:
 - (i) immersion of fibres into a dye to change the colour;
 - (ii) resist dyeing (tie-dyeing, hot wax – batik, clamping, tirtik, starch paste).
- (b) Printing:
 - (i) block;
 - (ii) screen;
 - (iii) roller.
- (c) Surface techniques:
 - (i) painting;
 - (ii) stenciling;
 - (iii) embroidering;
 - (iv) texturing.

6. Techniques used to apply colours and designs to fabrics

- (a) Using natural dyes (fruits and vegetables) and chemical dyes.
- (b) Methods, guidelines and standards for:
 - (i) resist dyeing (tie-dyeing techniques- spotting, marble, chevron, stitches, and different types of folding);
 - (ii) batik (technique – marbled);
 - (iii) painting;
 - (iv) block printing (using simple templates made from vegetables, cardboard and wood).

SECTION 2: TEXTILES COLOURING AND FINISHING (cont'd)

7 and 8. Fabric finishes

Types of Finishes

- (a) Preparatory:
 - (i) bleaching;
 - (ii) sizing;
 - (iii) singeing.

- (b) Functional or performance uses of:
 - (i) mercerisation;
 - (ii) soil resistant;
 - (iii) stain resistant;
 - (iv) crease resistant;
 - (v) shrink resistant;
 - (vi) flame resistant;
 - (vii) water resistant.

- (c) Aesthetics:
 - (i) sizing;
 - (ii) napping;
 - (iii) calendaring;
 - (iv) crease resistant;

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activity listed below.

Place students in groups to make natural dyes and test their product on white cotton using at least two design application surface techniques along with tie dye and simple batik patterns.



SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS

GENERAL OBJECTIVES

On completion of this Section, students should:

1. understand the different kinds of materials, equipment and processes involved in the care and maintenance of textile products;
2. understand the chemical properties of laundry materials, their cleaning process and effects on the environment;
3. develop competencies in the use of various laundry methods used in caring and maintaining textile products.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss different kinds of laundry materials;
2. discuss different kinds of laundry equipment;
3. explain the properties of soap and detergent;
4. discuss environmental problems relating to the use of soap and detergent;
5. explain the differences between soaps and detergents;
6. use laundry processes and equipment;
7. explain different processes for storing garments and household articles;
8. demonstrate common stain removal techniques;
9. recycle garments and household articles.

CONTENT

1. Laundry materials

(a) Types:

- (i) home-made laundry materials (fruits, vinegar and bicarbonate of soda);



SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

- (ii) commercially prepared laundry materials (soaps, detergents, bleaches, fabric softeners, water softeners, florescent brightness, starches/ sizing, enzymes).
- (b) Uses of home-made and commercial laundry materials:
 - (i) laundering (bleaching and adding body);
 - (ii) stain removal.
- (c) Choosing laundry materials:
 - (i) factors to bear in mind;
 - (ii) types of laundry materials for washable and non-washable fabrics.

2. Laundry Equipment

- (a) Domestic and commercial equipment:
 - (i) washing – tubs, pans, brushes, scrub boards, washing machines;
 - (ii) clothes dryers;
 - (iii) pressing: irons – dry, steam, spray, steam press, flat ironer; boards – ironing, sleeve, needle, steam roll, tailor's ham; press cloth.
- (b) Factors to consider when Choosing laundry equipment:
 - (i) cost;
 - (ii) family size;
 - (iii) space;
 - (iv) special features.

3. Properties of soap and detergent

- (a) Characteristics of hard water.
- (b) Characteristics of soft water.
- (c) The reaction of soap and detergent to hard and soft water.



SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

4. Environmental Effects

- (a) Accumulation of soap and detergent in the eco-system.
- (b) Effects on plants and animals.
- (c) Personal responsibility for the environment.

5. Differences between soap and detergent

- (a) Composition of soap and detergent.
- (b) Oxy-soap.
- (c) Low-suds.
- (d) High-suds.
- (e) High efficiency detergent.

6. Using laundry processes and equipment

- (a) Care symbols for:
 - (i) washing;
 - (ii) drying;
 - (iii) pressing and ironing;
 - (iv) dry-cleaning;
 - (v) bleaching.
- (b) Guidelines for:
 - (i) sorting;
 - (ii) pre-treatment (oil, grease and stain removal);
 - (iii) soaking;
 - (iv) washing;
 - (v) drying;
 - (vi) ironing (cotton, linen, silk, wool, acetates, nylon and polyester);



SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

(vii) pressing;

(viii) dry cleaning.

7. Processes involved in storing garments and household articles

(a) Airing.

(b) Folding.

(c) Rolling (linens).

(d) Hanging.

8. Methods and guidelines for removing

(a) Blood.

(b) Oil.

(c) Ink.

(d) Fruit juices.

(e) Tea;

(f) Coffee.

(g) Paint.

9. Repairing and Recycling garments and household items

(a) Repairing:

mending tears and holes, patching.

(b) Benefits of recycling:

economic, artistic expression, hobby.

(c) Recycle garments and household articles items.



SECTION 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Get students to create a user manual for selected laundry equipment and supplies with appropriate, pictures, drawings, descriptions and simple instructions for use.*
2. *Involve students in a practical stain removal exercise for the following stains: ketchup, mustard, chewing gum, soot, ink.*
3. *Organise for students to visit an established laundry or dry cleaning facility to observe the operations and make comparisons between the procedures they use at home and the ones used in these facilities.*
4. *Have students construct, label, and package recycled garments and household articles (bags, hats, pillow cases). The products are to be displayed showing the before and after pictures and learning points.*

SECTION 4: CLOTHING AND CULTURE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. appreciate the management principles during the process of working with others in effective and family decision making, leadership, development of goals, values, attitudes and conflict resolution;
2. apply the steps of conflict resolution in personal and social activities;
3. develop the ability to choose clothing for individuals and families based on a knowledge of the function of clothes, cultural influences, fibres and textiles;
4. develop an awareness of careers in the clothing and fashion industries;
5. appreciate the cultural outfits of different cultures.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the management principles in working with others in personal and social life;
2. evaluate ways of resolving conflict while working with others;
3. explain the reasons for choosing clothing;
4. discuss the factors to consider when selecting clothing;
5. discuss the cultural influences of dress on Caribbean people;
6. identify the clothing used in various ceremonial rites and festivals;
7. discuss careers in the clothing and fashion industries.

CONTENT

1. Management Principles

- (a) Planning.
- (b) Organising.
- (c) Motivating.



SECTION 4: CLOTHING AND CULTURE (cont'd)

- (d) Controlling.
- (e) Coordinating.
- (f) Communicating.
- (g) Steps in decision making:
 - (i) identifying the problem and goals to be achieved;
 - (ii) researching the problem and strategies to achieve the goals;
 - (iii) considering the alternatives and consequences of pursuing each alternative;
 - (iv) selecting the most appropriate course of action based on factors such as time, cost and the productive use of available resources.

2. Ways of resolving a conflict – applying the conflict management approaches

- (a) Accommodating.
- (b) Avoiding.
- (c) Collaborating.
- (d) Competing.
- (e) Compromising.
- (f) using the assistance of personnel, institutions and agencies that assist individuals and families:
 - (i) conflict resolution councils;
 - (ii) victim support units.

3. Reasons for choosing clothing

- (a) Functional (protection, identification, cultural, ethic).
- (b) Social.
- (c) Psychological.

SECTION 4: CLOTHING AND CULTURE (cont'd)

4. Factors to consider when selecting clothing:

- (a) Budget.
- (b) Occasion.
- (c) Season.
- (d) Age.
- (e) Figure type.
- (f) Fashion (trendy, classic, conservative).
- (g) Ease and comfort.
- (h) Effects of colour.
- (i) Culture.

5. The influence of different cultures on Caribbean dress

The cultures from which style, features, silhouette and fabrics came:

- (i) African;
- (ii) European;
- (iii) Chinese;
- (iv) Indian.

6. Clothing in ceremonial rites and festivals

Characteristics of garments for:

- (a) weddings;
- (b) funerals;
- (c) worship;
- (d) carnivals;
- (e) other cultural celebrations.



SECTION 4: CLOTHING AND CULTURE (cont'd)

7. Careers in the clothing and textile industries

- (a) Identify Careers:
 - (i) fashion design;
 - (ii) merchandising;
 - (iii) machine operations;
 - (iv) stylist;
 - (v) fashion promotions/ planning and producing fashion shows.
- (b) Roles of employees in the fashion industry:
 - (i) managers;
 - (ii) supervisors;
 - (iii) engineers;
 - (iv) quality control team;
 - (v) fashion designers;
 - (vi) pattern makers;
 - (vii) cutters;
 - (viii) finishers;
 - (ix) machine operators.
- (c) Entry level qualification.
- (d) Opportunities for employment including entrepreneurship.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students select and mount pictures of clothes appropriate for various occasions that they consider being fashionable. They should track the fashion trends and influences over a stated period and report on their findings.*



SECTION 4: CLOTHING AND CULTURE (cont'd)

2. *Using the factors that should guide clothing choices prepare a picture book of clothing for various occasions, age ranges and figure types and justify why the clothing is suitable for the occasion.*

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop a working knowledge of the social and economic nature of consumerism;
2. develop a working knowledge of the elements and principles of design that guide the selection of fashion for the individual and household furnishing;
3. appreciate the aesthetic values and creative use of fashion for the individual and household furnishing.

SPECIFIC OBJECTIVES

Students should be able to:

1. discuss the social and economic nature of consumerism;
2. explain terminology relating to fashion;
3. examine concepts relating to fashion;
4. discuss the history of fashion;
5. explain the elements of design which should guide the appropriate selection and production of clothing and household furnishing;
6. explain the principles of design that guide the appropriate selection and production of clothing and household furnishing;
7. plan a basic wardrobe for various groups in the family;
8. select soft furnishings for various areas of a house.

CONTENT

1. Consumerism

- (a) Social nature of consumerism
 - (i) Laws governing consumerism.
 - (ii) Agencies responsible for consumerism (government agencies and consumer league).



SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (iii) Rights and responsibilities of a consumer:
 - (i) consumer safety and protection laws;
 - (ii) right to accurate information;
 - (iii) freedom to choose;
 - (iv) representational rights;
 - (v) a healthy environment;
 - (vi) consumer education;
 - (vii) redress rights.
- (b) Social and ethical responsibilities of consumers:
 - (i) demonstrate integrity;
 - (ii) be respectful;
 - (iii) managing needs;
 - (iv) managing wants.
- (c) Economic nature of consumerism
- (d) Advertisement:
 - (i) effects on businesses, the manufacturer and the consumer;
 - (ii) types and methods of advertising;
 - (iii) marketing strategies used and their influence on the consumer;
 - (iv) advantages and disadvantages of advertisements.

2. Fashion terminologies

- (a) Dress.
- (b) Style.
- (c) Fashion.
- (d) Ensemble.



SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (e) Fad.
- (f) Vogue.
- (g) Silhouette.
- (h) Haute couture.
- (i) Brand name.
- (j) Design.
- (k) Designer.
- (l) Fashion show.
- (m) Catwalk.
- (n) Mass market.
- (o) Classics.
- (p) Figure flattery and illusion.

3. Fashion concepts

- (a) Fashion is an important influence on what we wear and what we think.
- (b) Fashion is always news.
- (c) Fashion has an impact on our face, hair, body shape, clothing style and the aesthetics and comfort of the home.
- (d) Fashion is a big business.
- (e) Fashion is constantly evolving and as a new fashion becomes popular, a new standard of beauty becomes desirable.
- (f) The fashion industry is a network of designers, manufacturers, wholesalers, retailers, researchers, journalists and public relation officers.

4. History of fashion

- (a) The five (5) major silhouettes.
- (b) The influence of these silhouettes on contemporary Caribbean fashion.



SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

5. Elements of design

- (a) Colour.
- (b) Line.
- (c) Shape.
- (d) Texture.
- (e) Preparing sketches and drawings to illustrate the various elements.
- (f) Effects of elements of designs on different figure types.

6. Principles of design

- (a) Rhythm.
- (b) Proportion.
- (c) Balance.
- (d) Emphasis.
- (e) Harmony.
- (f) Preparing photographs, drawings and sketches to illustrate the design principles.
- (g) Effects of elements of the principles of design on different figure types.

7. Wardrobe planning

- (a) Meaning of wardrobe planning.
- (b) Importance.
- (c) Factors to consider in planning a wardrobe.
- (d) Selecting clothing suitable for different occasions (formal, informal, casual) for:
 - (i) children;
 - (ii) teenager;
 - (iii) adults (males and females).

SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

- (e) Selecting accessories for the clothes selected (commercial and those manufactured by students using indigenous materials for example beads, feathers, shells) and make-up where applicable.

8. Soft furnishing

- (a) Definition and uses of soft furnishing.
- (b) Types:
 - (i) drapes;
 - (ii) curtains;
 - (iii) valances;
 - (iv) cushions;
 - (v) covers for small electrical appliances;
 - (vi) throws;
 - (vii) sheets and bedspreads.
- (c) Uses:
 - (i) comfort;
 - (ii) warmth;
 - (iii) aesthetics;
 - (iv) privacy.
- (d) Factors to bear in mind in selecting soft furnishing for different areas of a house:
 - (i) living;
 - (ii) dining;
 - (iii) kitchen;
 - (iv) bedroom;
 - (v) bathroom.
- (e) Factors to consider when selecting accessories.



SECTION 5: FASHION FOR THE INDIVIDUAL AND THE HOME (cont'd)

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Engage students in activities or projects for them to use indigenous material to create fashion accessories for wear and for the home.*
2. *Assign students the task of preparing a portfolio of soft furnishing (pictures, photographs, sketches) for different areas of the house utilising the principles and the elements of design.*
3. *Assign student the task of creating a flip chart to show the use of the major silhouettes in historical and contemporary fashion. They should use this to guide an oral presentation.*
4. *Arrange for students to design a data gathering instrument to collect information on their visit to the government ministry or agency with special responsibility for educating consumers on protection laws, standards, rights and responsibilities. Have students:*
 - (a) *prepare a comic strip on their experiences as a consumer that has experienced inappropriate behaviour and how it compares with what they learnt;*
 - (b) *create a portfolio on standards labelling and packaging practices for sewn products along with possible designs for labelling and packaging sewn products made in class.*

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop skills in the use of the principles, equipment, tools and materials associated with sketching, drawing and pattern development;
2. understand body measurements and how to take and interpret them for fashion sketching, and pattern development;
3. appreciate the value of history, art, technology and standards in fashion sketching, drawing and pattern development.

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the elements of fashion;
2. classify equipment, tools and supplies used in fashion sketching, drawing and pattern development;
3. discuss measurements required for fashion drawing and pattern development;
4. analyse fashion figures and faces;
5. sketch and draw basic human shapes;
6. apply the principles of fashion sketching and drawing;
7. create different illusions using silhouette, lines and colours;
8. design clothing using the elements and principles of design;
9. apply the principles of pattern development and adaptation.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

CONTENT

1. Fashion elements

- (a) Design.
- (b) Silhouette.
- (c) Lines.
- (d) Fabric.
- (e) Colour (value).
- (f) Pattern.
- (g) Texture.

2. Equipment, tools and supplies

- (a) Sketching supplies (sketch pad, paper, pencils, chalk).
- (b) Pattern Drafting:
 - (i) marking;
 - (ii) measuring;
 - (iii) shaping.
- (c) Cutting tools (scissors, shears).

3. Measurements for fashion sketching and drawing

- (a) Neck.
- (b) Bodice (centre front, centre back, bust, waist).
- (c) Skirt (waist, hip, length).
- (d) Trousers (waist, hip, inside and outside lengths).
- (e) Sleeve (length, bicep).



SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (f) Techniques for taking measurements.
- (g) Relationship among the human body, size charts and human proportion.

4. Fashion figures and faces

(Sources: Fashion magazines, fashion texts, online sources, information sheet)

- (a) Features.
- (b) Sizes.
- (c) Types.
- (d) Students' analysis of their own figure types.

5. Sketching and drawing shapes of humans

Bodies of adults and children using:

- (a) principles for muscular and skeletal structures;
- (b) standards for the finished drawings.

6. Principles of fashion sketching and drawing

Manual and Computer Aided Design Means

2-D flat sketches for different garments:

- (a) blouses – neckline, shoulder, armhole, centre back and front, sleeve and cuff;
- (b) skirts – long, short, flared, tiered, gathered, pleated, waistline, hemline;
- (c) dresses – neckline, shoulder, armhole, sleeve details, centre front and back;
- (d) collars – band, shirt, convertible, notched, sailor, shawl, Peter Pan;
- (e) sleeves – cap, puff, kimono, raglan, bishop, bell;
- (f) pants – shorts, straight, capri, bell-bottom;
- (g) pockets – inseam, slash, patch, bound, welt;
- (h) jackets and blazers, vest.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

7. Creating different illusions using silhouettes, lines and colours

- (a) Meaning of:
 - (i) basic silhouette;
 - (ii) natural silhouette.
- (b) Creating illusion of height, shortness, slenderness.
- (c) Accenting good and poor figure areas.

8. Designing garments using the elements and principles of design

- (a) Incorporating the use of different silhouettes, lines, colours, value, proportion and balance to design garments on fashion figures showing various poses.
- (b) Creating designs for different figure types:
Large bust, slim waistline, slender neck, large and small hips and large abdomen.

9. Pattern development and adaptation

- (a) Pattern markings:
 - (i) cutting line;
 - (ii) notches;
 - (iii) seam line;
 - (iv) arrows;
 - (v) circles;
 - (vi) grain line;
 - (vii) darts;
 - (viii) place on fold;
 - (ix) hemline;
 - (x) easing.

SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (b) Drafting and cutting basic block patterns:
 - (i) bodice;
 - (ii) skirt;
 - (iii) sleeves.
- (c) Drafting shaped facings for neck and armhole.
- (d) Pattern adaptation principles:
 - (i) compare and determine key measurements;
 - (ii) determine positions for alteration;
 - (iii) press pattern to remove wrinkles;
 - (iv) construct the alterations and secure with pins;
 - (v) make pattern markings.
- (e) Adapting basic block patterns to create different styles for blouse, skirt, sleeve.
- (f) Adapting skirt to shorts.
- (g) Altering patterns using dart manipulation for added fullness:
 - (i) bodice – blouse, shirt;
 - (ii) skirt – A-line, gathers pleats;
 - (iii) sleeve – long, puffed.
- (h) Drafting patterns for selected soft furnishing:
 - (i) curtains;
 - (ii) covers for small electrical appliances;
 - (iii) throws (scatter-cushions);
 - (iv) sheets;
 - (v) table cloths;



SECTION 6: FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT (cont'd)

- (vi) valances;
- (vii) wall hangings;
- (viii) place mats.

Suggested Teaching and Learning Activities

1. *Engage students in a project to create a fashion sketchbook to showcase designs for various occasions with suggested fabric samples for each.*
2. *Assign students to work in pairs to develop measurement charts and record the measurements that would be needed to make a skirt, shirt and pants for each other.*
3. *Have students compare pattern markings on commercial patterns from different companies to determine the similarities and differences.*
4. *Have students adapt a basic pattern for fit for a selected figure.*

SECTION 7: CONSTRUCTION PROCESSES

GENERAL OBJECTIVES

On completion of this Section, students should:

1. develop the ability to demonstrate safety and health practices in the sewing laboratory and practices in the management of environmental hazards;
2. develop skills in the use of clothing construction equipment, tools, supplies, processes and techniques;
3. appreciate the value of standards in construction processes.

SPECIFIC OBJECTIVES

Students should be able to:

1. apply health and safety standards in the sewing lab/clothing and textiles workshop;
2. apply environmental hazards management skills;
3. discuss the features, functions and care of tools, equipment and supplies used in the construction of clothing and soft furnishing;
4. classify stitches used in sewing;
5. use sewing equipment, supplies and tools to construct various types of seams;
6. prepare samples using the processes, methods and techniques used in clothing construction;
7. apply processes, methods and techniques in clothing production;
8. construct soft furnishing.

CONTENT

1. Health and safety in the sewing laboratory

(a) Health and safety standards

- (i) Occupational Health and Safety (OHS) Standards (requirement) to include personal safety.



SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) School building standards (safety). Safety drills, entrance and exist, muster points of safety in the school environment, location of fire extinguishers, use of the fire extinguishers.
- (iii) Environmental pollution laws and agencies.
- (iv) Laboratory health and safety practices/awareness of potential safety hazards.
- (v) ISO standards.

2. Environmental hazards management

- (a) Types:
 - (i) structural hazards – slippery floors, faulty electrical wiring and equipment, cluttered floors and walkways;
 - (ii) chemical hazards.
- (b) Applying First Aid:
 - (i) definition of First Aid;
 - (ii) treating common injuries (minor burns and scalds).

3. Construction equipment, tools and supplies

- (a) Sewing Equipment:
 - (i) factors to consider in choosing a sewing machine;
 - (ii) types and features of domestic and industrial sewing machines;
 - (iii) parts and controls;
 - (iv) needle types and sizes;
 - (v) accessories (stitching and controlling).
- (b) Using the sewing machine:
 - (i) rules and guidelines for operating the sewing machine;
 - (ii) recognising faults;
 - (iii) correcting faults.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (c) Caring and maintaining the sewing machine:
 - (i) cleaning;
 - (ii) oiling;
 - (iii) storing;
 - (iv) general service.

- (d) Sewing Tools:
 - (i) measuring;
 - (ii) marking;
 - (iii) cutting and trimming;
 - (iv) punching;
 - (v) use, care and storage of sewing tools;
 - (vi) health and safety aspects relating to sewing equipment, tools and supplies.

- (e) Supplies:
 - (i) fabrics;
 - (ii) sewing kit;
 - (iii) notions;
 - (iv) embellishment (tassels, ribbons, fringe, tape, braids, lace, sequins);
 - (v) fastenings (where edges meet, where edges overlap).

4. Stitches

- (a) Classification:
 - (i) temporary (basting, running, tailors tacking and thread marking);
 - (ii) permanent (back stitch, button hole stitch);
 - (iii) decorative (satin, blanket, French knot, cross stitch and chain stitch).



SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (b) Uses.
- (c) Standards for finished stitches.

5. Seams and seam finishes

- (a) Definition of a seam.
- (b) Types of seams and their uses:
 - (i) plain/open;
 - (ii) french seam;
 - (iii) double stitched.
- (c) Factors to bear in mind in choosing seams.
- (d) Rules and guidelines for constructing seams.
- (e) Definition of a seam finish.
- (f) Types of seam finishes:
 - (i) turned and stitched;
 - (ii) hand-overcast;
 - (iii) zig-zagged;
 - (iv) pinked.
- (g) Rules and guidelines for constructing seam finishes.
- (h) Standards for the finished products.

6. Processes, methods and techniques used in clothing construction

- (a) Methods of controlling fullness
 - (i) Darts:
 - (ii) straight;
 - (iii) contour.



SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (iv) Pleats:
 - knife;
 - box;
 - inverted.
 - (v) Gathering.
 - (vi) Shirring.
 - (vii) Smocking.
 - (viii) Easing.
 - (ix) Rules and guidelines for constructing darts, pleats, tucks, gathers, shirring and smocking.
 - (x) Standards for the finished products.
- (b) Collars
- (i) Types:
 - flat;
 - rolled;
 - stand.
 - (ii) Factors to bear in mind in choosing collars.
 - (iii) Guidelines for constructing and attaching collars.
 - (iv) Standards for the finished products.
- (c) Raw edges
- (i) Methods of finishing raw edges to hems:
 - binding;
 - piping;
 - casing.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) Factors to bear in mind in choosing finishing for raw edges.
- (iii) Guidelines and rules for applying the different methods of finishing raw edges.
- (iv) Standards for the finished products.
- (d) Facings
 - (i) Uses
 - (ii) Types:
 - shaped facing;
 - straight facing.
 - (iii) Factors to bear in mind in choosing facings.
 - (iv) Guidelines and rules for preparing and applying facings.
 - (v) Standards for the finished products.
- (e) Waist finishes
 - (i) Uses.
 - (ii) Types:
 - elasticised waistband;
 - faced and shaped waistbands;
 - straight waist bands.
 - (iii) Factors to bear in mind in choosing waist finishes.
 - (iv) Guidelines and rules for applying waist finishes.
 - (v) Standards for the finished products.
- (f) Openings
 - (i) Definition of an opening.

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) Types:
 - continuous wrap;
 - placket with a band;
 - faced slit;
 - bound slit.
 - (iii) Factors to bear in mind in choosing openings.
 - (iv) Guidelines and rules for constructing openings.
 - (v) Standards for the finished products.
- (g) Fastenings
- (i) Types:
 - fastenings where edges meet (loops and buttons; hooks and eyes or loops, zipper, eyelets and laces);
 - fastenings where edges overlap (buttons and button holes, press studs, velcro).
 - (ii) Factors to bear in mind in choosing fastenings.
 - (iii) Guidelines and rules for inserting and attaching fastenings.
 - (iv) Standards for the finished products.

7. Applying construction processes in clothing and sewn product development

- (a) Preparing fabrics for cutting:
 - (i) straighten fabric ends by tearing, drawing a thread or cutting on a prominent line (except fabrics with permanent heat-finish);
 - (ii) grain fabric;
 - (iii) pre-shrink fabric;
 - (iv) press fabric.
- (b) Handling fabrics requiring special treatment (knit, plaids and stripes, floral designs and patterns):

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (i) estimation of the amount of fabric needed;
 - (ii) direction for laying out fabric on pattern;
 - (iii) cutting.
- (c) Constructing and fitting basic garments (skirts, blouses, shorts):
- (i) construction guidelines and standards;
 - (ii) constructing stitches, seams and seam finishes, applying facings, openings and waist finishes (elasticised waistbands, faced and shaped waistbands, straight waistbands).
- (d) Constructing and applying pockets:
- (i) patch;
 - (ii) inseam.
- (e) Constructing and inserting sleeves:
- (i) set-in;
 - (ii) puffed;
 - (iii) kimono.
- (f) Constructing and attaching collars:
- (i) flat;
 - (ii) rolled;
 - (iii) convertible;
 - (iv) mandarin or neck band;
 - (v) Peter pan.
- (g) Finishing raw edges.
- (h) Pressing and ironing (safety aspects as it relates to iron and ironing board).
- (i) Selecting and using appropriate support fabrics:
- (i) interfacing;

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

- (ii) linings;
- (iii) shoulder pads.

8. Constructing soft furnishing using patterns developed in Section 6

- (a) Estimating the amount of fabric for:
 - (i) curtains;
 - (ii) covers for small electrical appliances;
 - (iii) throws (scatter-cushions);
 - (iv) sheets;
 - (v) table cloths;
 - (vi) valances;
 - (vii) wall hangings;
 - (viii) place mats;
 - (ix) runners;
 - (x) tissue holders;
 - (xi) tissue box covers.
- (b) Selecting suitable notions and embellishments.
- (c) Guidelines and rules for constructing soft furnishings (sew and no-sew techniques).
- (d) Standards for the finished products.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives of this Section, teachers are advised to engage students in the teaching and learning activities listed below.

1. *Have students prepare PowerPoint presentations on issues of leveraging Caribbean clothing, fashion and textiles industries to include regional and global collaborations/associations within the Textiles, Clothing and Fashion industries. This can be used to guide presentations to the class.*

SECTION 7: CONSTRUCTION PROCESSES (cont'd)

2. *Have students prepare a sample portfolio of construction processes. These should be used as artefacts for a mini display.*
3. *Organise work attachments to give students authentic exposure to various aspects of garment production and have them prepare samples to include in their portfolio of construction processes to show what they learnt along with PowerPoint presentations to compare their observations and learning experiences with the documented standards.*
4. *Invite resource persons to conduct guest lectures on safety practices to be observed when using sewing machines, cutting and pressing tools as well as to demonstrate appropriate first aid responses. Students should prepare a first aid kit and questions on first aid responses in preparation for the guest lecture.*
5. *Students can evaluate commercially made garments and household articles to see how they compare with similar garments made by a dressmaker/tailor. They should document their recommendations to the manufacturing company or the dressmaker or tailor.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.



Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.

THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and

6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.

SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

1. *collect, display and analyse data gathered through observations;*
2. *apply results obtained from doing practical activities, to new situations;*
3. *test informed guesses, conjectures, hunches, by doing practical activities;*
4. *do practical tasks accurately and economically, with regard to time, energy and other resources; and*
5. *use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

EXEMPLAR - TEXTILES, CLOTHING AND FASHION
CSEC SCHOOL BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1

Assignment 1 is aligned to Apply Batik (PS00032) and Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

Elements: Use tools and equipment for batik Prepare and apply wax to textile Prepare wood block (tjap) for wax application Perform one colour dye process and dewax Perform two or more colour dye processes and dewax	
Work Activities	Assessment Methods
You are preparing to enter a regional textile colouring competition which is being themed “diversifying personal style with splashes of colour”. Choose a local celebrity or professional as your client. Create fabric designs that are uniquely coloured and priced to suit your client with natural dyes and three surface techniques.	<ul style="list-style-type: none"> Practical demonstration Oral questions Direct observation Final product Presentation to client to justify choices made for him/her
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> Safety precautions associated with the use of equipment/materials, dyes and wax Differences between paraffin and bees wax; hardwood and softwood Melting and testing the readiness of wax Technique for applying hot wax with brush Tjanting tool (parts, filling procedure, use) Applying wax to fabric, and printing wax with tjap Alternatives to using tjaps, e.g., string design on wood block, kitchen items Preparing dye bath for cold water dyeing Dyeing waxed textile, rinsing, drying textile and removal of excess wax Apply appropriate clean up techniques 	<ul style="list-style-type: none"> Techniques. brush, line resistance, wood block Tools/Equipment. Brushes, Tjanting tool, Woodblock (tjap), Print pad Brushes, Tjanting tool, Woodblock (tjap), Print pad, Hotplate (thermostat regulated), Stoves, foam roller, printing blocks. Preparing Dye Bath. Dip dye, vat/submerging, hand application Wax application methods tjanting, splash, brush strokes, block Wax removal methods hot iron, water, detergent Dye setting methods Steam, batch, heat Design layout and pattern. Batik (Brick, Half drop, Engineered or compositional); Block (Set, All over and Engineered)
Candidate’s Signature: _____ Date: _____	
Assessor’s Signature: _____ Date _____	
Internal Verifier’s Signature: _____ Date _____	



**EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 1**

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Apply Batik (PS00032), Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

WORK ACTIVITY:	
<p>You are preparing to enter a regional textile colouring competition which is being themed “diversifying personal style with splashes of colour”. Choose a local celebrity or professional as your client. Create fabric designs that are uniquely coloured and priced to suit your client with natural dyes and three surface techniques.</p>	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> • select required tools, equipment and material for creating designs; • prepare and apply wax and dyes according to industry standards to achieve desired results; • apply appropriate clean-up and finishing techniques; • appropriately clean and store tools, equipment and material; • adhere to required safety standard; • report problems according to established procedures; • estimate cost of material and labour required to produce item; • determine price for profit based on industry practices (channel of distribution, competitors, customer requirements); • labels and packages items for sale. 	<p>Observe that the candidate can</p> <p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • interpret and plan activity; • select tools, equipment and materials; • apply health and safety procedures; • organize work station; • work in a logical and sequential manner within the required time frame.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient tools and equipment. 	<p>The students can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication <i>ideas and information</i>; • plan and organise activity; • work with others in a team; • use mathematical ideas and techniques; • solve problems (<i>think critically</i>); • technology skills (<i>use of tools and materials safely</i>); • <i>use ICT</i>.

Assessor’s Signature: _____

Date: _____



EXEMPLAR - TEXTILES, CLOTHING AND FASHION ASSIGNMENT 1

ASSESSOR EVALUATION

Assignment 1 is aligned to Apply Batik (PS00032), Cost and Market Textile Items (PS00033) in the CVQ Fabric Design Level I (CCPSFD1004) Regional Occupational Standards. Follow Health, Safety and Security Procedures (ECECOR0011A), Perform Block Printing (PS00026) and may also be assessed with this assignment.

Institution/ Centre: _____
 Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and material in the correct quantities					
(c) Follow health and safety procedures in organizing workstations and creating designs					
(d) Show accuracy in creating and modifying the colour wheel					
(e) Prepare fabric for surface techniques being used					
(f) Prepare fabric for resist dyeing					
2. PROCESS					
(a) Exhibit dexterity in use of surface techniques					
(b) Demonstrate colour mixing and application skill					
(c) Create surface designs using tools and equipment appropriately					
(d) Prepare waxes according with approved formula and procedures					
(e) Print textile to create approved design layout and pattern					
(f) Approved finishing techniques used to complete designs					
3. PRODUCT					
(a) Neatness of surface techniques and dyeing skills					
(b) Apply design principles (proportion, balance, harmony, colour)					
(c) Items appropriately labelled according to industry standards					
(d) Items appropriately packaged/displayed according to industry standards					
(e) Item priced to for profit					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



EXEMPLAR - TEXTILES, CLOTHING AND FASHION
CSEC SCHOOL BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

CANDIDATE: _____ **ASSESSOR:** _____

<p>Elements: (ATAGAR0241A)</p> <ul style="list-style-type: none"> • Prepare workstation • Finish work • Despatch assembled garments • Implement workplace health and safety practices 	<p>Elements: (ATAGAR0541A)</p> <ul style="list-style-type: none"> • Prepare work area • Set up and service cutting equipment • Cut work • Identify poor cutting equipment performance • Dispatch cut work • Implement workplace health and safety practice 	<p>Elements: (ATAGAR0601A)</p> <ul style="list-style-type: none"> • Prepare workstation • Prss work
Work Activities		Assessment Methods
<p>You are a small entrepreneur preparing a pitch to a local music celebrity. You would like to make three appearances in your designs at the upcoming celebrity’s summer tour across Europe. Create a professional portfolio to include at least one outfit that you will use to convince him/her that you understand your role as a stylist and you are the best person for the job.</p>		<ul style="list-style-type: none"> • Observation reports • Practical demonstration • Answer to written or oral questions
Underpinning Knowledge and Skills		Range
<ul style="list-style-type: none"> • Relevant OH&S practices, policies and procedures. • Characteristics of typical fabrics and other materials used in garment assembly. • Quality standards and garment handling procedures. • Safety and environmental aspects of relevant organization processes. • Correct sequencing of components. • Required finishing procedures. • Industry and product processes and equipment. • Workplace procedures. • Reporting procedures. • Set up safe work area. • Maintain good housekeeping practices • Complete all required finishing operations. • Report and/or deal with faults appropriately. • Maintain accurate records. 		<ul style="list-style-type: none"> • All legislations, safety and hygiene regulations applicable. • Work in groups under supervision • Adhere to health and safety procedures in executing tasks in keeping with industry standards to include ergonomics, rest breaks, personal protective wear and equipment safety. • Work in small business situations to include completing a sequence related to finishing garments. • Completed garment must be appropriately finished, labelled and quality checked in keeping with industry standards • Finishing operations may involve: <ul style="list-style-type: none"> - clipping; - checking; - spotting; - sorting;



<ul style="list-style-type: none"> • Communicate effectively within the workplace. • Apply defined or established procedures. • Receive and/or document and transfer information. • Maintaining standards. • Completing tasks. • Identifying improvements. • Applying safety precautions relevant to the task. • Show evidence of application of relevant workplace procedures including: <ul style="list-style-type: none"> • Hazard policies and procedures including codes of practice. • Job procedures and work instructions. • Quality procedures (where existing). • Security procedures. • Waste, pollution and recycling management processes. • Action taken promptly, accidents and incidents reported in accordance enterprise procedures. • Recognise and adapt appropriately to cultural differences in the workplace including modes of behaviour and interactions among staff and others. • Work systematically with attention to detail without damage to goods, equipment or personnel. • Pressing procedures and equipment required to execute tasks based on fabric and other materials used in garment assembly. • Complete tasks in keeping with industry specifications. • Cut, assemble, handle, receive, press and finish garments in keeping with small and large scale industry practices. • Procedures and guidelines for the safe operation of machines. • Read and interpret technical specifications, manuals for cutting and pressing tools and equipment and sewing machines. 	<ul style="list-style-type: none"> - turning; - attaching swing tickets/labels. • Standard work practice including the storage, safe handling and disposal of chemicals. • Report flaws and construction faults, verbally or in writing, in keeping with organizational practice. • Maintain work quality. • Maintain a clean, clutter free work station (clean as you go). • Press as you sew garment in keeping with fabric pressing instructions. • Appropriate use and minor maintenance of pressing tools and equipment. • Cutting techniques specific to fabric and other materials in preparation for garment assembly. • Provide service in keeping with legislation and other industrial contexts.
--	---

Candidate's Signature: _____ **Date:** _____

Assessor's Signature: _____ **Date** _____

Internal Verifier's Signature: _____ **Date** _____



**EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 2**

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

WORK ACTIVITY:	
<p>You are a small entrepreneur preparing a pitch to a local music celebrity. You would like to make three appearances in your designs at the upcoming celebrity's summer tour across Europe. Create a professional portfolio to include at least one outfit that you will use to convince him/her that you understand your role as a stylist and you are the best person for the job.</p>	
Task Skills	TASK MANAGEMENT SKILLS
<p>Student must be able to:</p> <ul style="list-style-type: none"> • attach correct components to garments and articles; • complete a sequence of related finishing operations; • apply basic cutting, pressing and assembly techniques in uncomplicated situations; • apply workplace health and safety policies in executing tasks; • check work against work specifications, pattern, pressing and cut instructions and quality standards; • adhere to work procedures and practice in checking machine performance and undertake minor adjustments; • operate marking, cutting, pressing tools and equipment correctly; • operate machines correctly; • ensure finished garment meets specifications; • deal with faults appropriately; • maintain accurate records. 	<p>Prepare/ organize/ co-ordinate by:</p> <ul style="list-style-type: none"> • Interpret and plan activity • Select tools, equipment and materials • Apply health and safety procedures • Organize work station • Work in a logical and sequential manner within the required time frame
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if:</p> <ul style="list-style-type: none"> • an equipment develops faults; • there are insufficient supplies of table and service items; • there is a power outage. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information; • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>equipment, linen cutlery etc.</i>); • use mathematical ideas and techniques (<i>spacing, measuring, proximity</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>dining room equipment</i>).

Assessor's Signature: _____

Date: _____



KEY

Competent - Range 3 and above

Not Yet Competent - below Range 3

**EXEMPLAR - TEXTILES, CLOTHING AND FASHION
ASSIGNMENT 2****ASSESSOR EVALUATION**

Assignment 2 is aligned to Finish Work (ATAGAR0241A), Perform simple cut work (ATAGAR0541A) and Press work (ATAGAR0601A) in the CVQ Garment Production Level 1 (CCATA10105) Regional Occupational Standards. Follow health, safety and security procedures (THHCOR0021B) and Perform minor maintenance (ATAGAR0521A) may also be assessed in this assignment.

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment and materials					
(c) Follow health and safety procedures					
(d) Organize workstation					
(e) Draft a job description					
(f) Prepare structure for inspiration board					
2. PROCESS					
(a) Demonstrate understanding of culture, fashion trends, industry and personal taste influence personal style through sketches					
(b) Demonstrate styling skills					
(c) Demonstrate an understanding of the factors to result in the final choice in wardrobe					
(d) Working sketch accurately done and properly labeled					
(e) Design details visible on sketch					
(f) Fabric selection appropriate for design					
(g) Markings appropriately transferred					
(h) Garment pieces assembled in accordance with pattern specifications					
(i) Garment pressed in accordance with requirements					
(j) Garment fitting done as required and modifications determined					
(k) Garment finished to meet specifications and appropriate labels attached					
3. PRODUCT					
(a) Neatness of vision board					
(b) Design principles applied (proportion, balance, harmony, colour)					
(c) Garment finished to meet client expectations					
(d) Garment finished in keeping with industry specifications					



Teachers may develop detailed rating sheets to evaluate assembly processes.

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



Record of Reasonable Adjustment

Assessment Date : _____

Assessor's Name : _____

Assessor's Signature: _____

Date: _____

This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.

Adjustment to Assessment Procedures

Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments



INSTRUCTIONS FOR TEACHERS
Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - (a) Task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units
 - (b) Projects
 - (c) Field trips
 - (d) All questions and responses
 - (e) Case studies

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**
For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified



Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine

Employability/ Job Role/ Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generics skills were identified for this purpose, namely;

- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activity
- Work with others and in a team
- Use mathematical ideas and techniques
- Solve problems
- Use technology

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning, process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).



Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.

Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted

Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (×) after the last performance criteria number.



- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria
- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.

Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, i.e. Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of **Units Previously Achieved** use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if **all** units in the occupational standard have been completed can the full qualification be ticked as **Yes**, if not tick **No**.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (X) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.

Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills

The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self-Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education / training experiences and expectations.

Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the



candidate should be reviewed by the assessor using the **criteria given. Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples
- Research Assignments
- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

TEXTILE, CLOTHING AND FASHION

- Allen, A. *Fashion Drawing, The Basic Principles*. London: B.T. Batsford Publisher, 1993.
- Bane, A. *Tailoring*, 3rd edition. New York: McGraw-Hill Education, 1974.
- Bryant, M. W. *Fashion Drawing: Illustration Techniques for Fashion Designers*. London: Laurence King Publishing. 2011.
- Dyer, R. and Maynard N. *Clothing and Textiles*. London: Macmillan Caribbean, 2002.
- Glazer, B. *The Snap Fashion Sketchbook*. New Jersey: Pearson Prentice Hall, 2007.
- Ireland, P. A. *New Encyclopaedia of Fashion Details*. London: Batsford Ltd, 2008.
- Jones, G. *Finding Out About Textiles*. Cheltenham: Stanley Thorns Ltd. 1994.
- Messenger, J. and Brown D. *Textiles 2*. Haddenham: Folens Publishers, 2009.
- Rouse, E. *Understanding Fashion*. New Jersey: Wiley Publications, 1991.
- Ridgewell, J. and Davies, L. *Skills in Home Economics Textiles*. London: Heinemann Educational Press. 1990.
- Reader's Digest *Complete Guide to Sewing*. Reader's Digest Association (Canada). 1995.
- Tate, S. L. *Inside Fashion Design, 5th edition*. New Jersey: Prentice Hall, 2003.

Fashion and Lifestyle magazines (old and current)

Fashion trends (Caribbean Fashion Week, the media (magazines, on-line, newspaper and radio).

POSTERS

1. Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.
 - (a) Clothing care labels
 - (b) Design
 - (c) Fabrics: Their care and characteristics
 - (d) Fiber
 - (e) Know your patterns
 - (f) McCall's figure types
 - (g) Removing stains



(h) Styles and fads

(i) Terms to sew by

(j) The color

2. Available from Tech Prep Office, Mississippi Department of Education, P.O. Box 771, Jackson, MS 39205

(a) What do employers expect from me

VIDEOS

Behind the scenes: Fashion show. Available from CEV Multimedia, Ltd., P.O. Box 65265, Lubbock, TX 79464, Phone 1-800-922-9965, Fax 1-800-243-6398.

Careers in clothing. (2001). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

Elements and principles of design. (1998). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

Sewing ABCs. (1993). Available from Meridian Education Corporation, P.O. Box 911, Monmouth Jct, NJ 08852-0911, Phone 1-800-727-5507, Fax 1-888-340-0911.

WEBSITES

www.ehow.com/how_12089171_batik-tye-dye.html

www.tiedyedbabies.com.batikprocess.html

www.lids.org/newera/1973/08tie-dye-and-batik

www.clorox.com/stainremovaltips

www.housekeeping.about.com/od/stainremoval

www.tide.com

www.fabriclink.com/University/Home.cfm

www.style.com

www.simplicity.com

www.burda.com

www.copolco.org

www.fashionnexus.com

www.cottoninc.com

www.textileworld.com

www.aatcc.com

www.textilemuseum.com/education

www.tx.nscu.edu/academics

www.thefabricoflives.com

YouTube video- The fabric of our lives



◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure

WORD/TERM**DEFINITION/MEANING**

relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures

◆ **HOME ECONOMICS SYLLABUS**

FOOD, NUTRITION AND HEALTH

◆ SYLLABUS FOR EXAMINATION IN FOOD, NUTRITION AND HEALTH

The Food, Nutrition and Health Syllabus is intended to provide opportunities for the development of skills in the planning, preparation and presentation of foods. This is a basic requirement for health and wellbeing. In addition, the course provides an understanding of the nature of food and the principles of nutrition.

ESSENTIAL KITCHEN EQUIPMENT

Cutting boards	Egg slicer
Pastry boards	Egg wedger
Sieves	Scoops
Whisks	Can openers
Kitchen shears	Spatulas. Slotted, perforated and solid
Cake mixers	spoons. Kitchen forks, ladles
Blenders	Food tongs
Food processors	Icing thimbles
Microwave oven	Skewers
Juicers	Meringue tubes
Graters	Cookers
Rolling pins	Refrigerator
Wooden spoons	Microwave oven
Variety of cutters	Stainless steel bowls
Pastry brush	Measuring cups
Frying pans of different sizes	Measuring spoons
Vegetable mashers	Kitchen scales
Colanders	Thermometer
Kitchen shears	Beverage mugs
Muffin pans	Platters ,mainly medium and small
Patty pans	Oven ware
Loaf pans	Custard bowls
Griddle/tawa	Casseroles-mainly medium and small
Sandwich pans	Dinner set
Baking sheets	Tea set
Cake tins	Coffee set
Roasting pans	Cake stands
Cooling racks	Napkin rings
Sturdy cooking pots	Serving /table spoons
Double boiler	Dinner knives
Pressure cookers	Dessert knives
Assortment of sturdy kitchen knives	Dessert spoons
Vegetable peeler /slicers	Tea spoons
Pastry wheeler	Dessert forks
Mixing bowls	Trays



SECTION 1: DIET AND HEALTH

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. develop an understanding of the relationship between diet and good health;*
- 2. understand the factors that determine eating patterns and dietary choices in the Caribbean;*
- 3. appreciate the importance of physical activity as an important component of a healthy lifestyle.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. explain the term “diet” in relation to health;*
- 2. evaluate different types of diets which contribute to good health and well-being;*
- 3. explain various types of diet-related health problems and their impact on the Caribbean;*
- 4. discuss the basic dietary guidelines for the Caribbean;*
- 5. discuss the factors that influence eating patterns and dietary choices in the Caribbean;*
- 6. discuss factors which contribute to changes in dietary needs;*
- 7. prepare a basic activity plan to maintain optimum health throughout the life cycle;*
- 8. explain the importance of community nutrition;*
- 9. explain the term “vulnerable groups” and the nutritional problems associated with each one;*
- 10. discuss the factors that threaten the food security of these vulnerable groups within a community;*
- 11. discuss the roles of various organisations involved in community nutrition;*

SECTION 1: *DIET AND HEALTH (cont'd)*

CONTENT

1 and 2. Diet

- (a) Define:
 - (i) diet;
 - (ii) health (according World Health Organization 1948);
 - (iii) nutritional status:
 - methods of assessment.
- (b) Aspects of health; physical, mental, social.
- (c) Role of diet in maintaining good health.
- (d) *Types:*
 - (i) *balanced;*
 - (ii) *special:*
 - *reducing;*
 - *diets which contribute to good health and well-being:*
 - *high fibre diet;*
 - *low fat, sugar and salt diet;*
 - *vegetarian diet.*

3. Diet-related health problems and their impact

- (a) *Lifestyle diseases:*
 - (i) *definition;*
 - (ii) *description of each.*
- (b) *Overweight and obesity.*
- (c) Diabetes Mellitus.
- (d) Hypertension.
- (e) Iron deficiency anaemia.

SECTION 1: *DIET AND HEALTH (cont'd)*

- (f) *Dental caries.*
- (g) Eating disorders:
 - (i) *Anorexia nervosa.*
 - (ii) *Bulimia.*
- (h) Heart diseases (stroke).
- (i) Impact of diet-related health problems **on Caribbean citizens:**
 - (i) *human resource capacity;*
 - (ii) *disposable income spent on health;*
 - (iii) *government expenditure on health bills.*

4. Dietary guidelines for the Caribbean

- (a) *Definition of dietary guidelines.*
- (b) *Importance of dietary guidelines.*
- (c) *Basic dietary guidelines for the Caribbean.*

5. Factors that influence eating patterns and dietary choices in the Caribbean

- (a) *Advertisement.*
- (b) *Dietary needs.*
- (c) *Religious.*
- (d) *Cultural.*
- (e) *Income.*
- (f) *Medical – non-communicable.*
- (g) *Age-group.*
- (h) *Food fads and fallacies.*
- (i) *Personal likes and dislikes.*
- (j) *Technological development.*
- (k) *Availability of foods.*
- (l) *Government policy.*



SECTION 1: *DIET AND HEALTH (cont'd)*

(m) National disasters.

6. **Factors contributing to changes in dietary needs:**

(a) *Age.*

(b) *Gender.*

(c) *Level of activity.*

(d) *Occupation.*

(e) *State of health.*

(f) *Special needs:*

(i) pregnancy and lactation;

(ii) convalescence.

(g) *Food availability.*

Natural disasters.

7. **Basic physical activity plan to maintain optimum health for various groups**

(a) *Groups:*

(i) *toddlers;*

(ii) *children;*

(iii) *the adolescents;*

(iv) *adults;*

(v) *the elderly.*

(b) *Basic forms/types of exercise (for each of the groups listed above):*

(i) *duration;*

(ii) *benefits.*



SECTION 1: *DIET AND HEALTH (cont'd)*

8. **Community Nutrition**

- (a) Define *community nutrition*.
- (b) *Importance of community nutrition*.

9. **Vulnerable groups in community and their nutritional problems**

- (a) *Vulnerable groups in the community:*
 - (i) *infants, toddlers, elderly;*
 - (ii) *pregnant and lactating women;*
 - (iii) *specially abled;*
 - (iv) *poverty stricken.*
- (b) *Nutritional problems of the various vulnerable groups within the community:*
 - (i) *Malnutrition:*
 - *under-nutrition;*
 - *over-nutrition.*
 - (ii) *Special nutrients needs.*
 - (iii) *Balanced diet.*

10. **Factors that threaten food security of these groups and bring about under-nutrition and starvation**

- (a) *Age.*
- (b) *Socio economic status.*
- (c) *Infectious diseases.*
- (d) *Natural disaster.*

11. **Organisations involved in community nutrition**

- (a) *Local Government and non-government organisations in individual countries.*
- (b) *Regional and international organisations:*
 - (i) *World Food Programme (WFP);*



SECTION 1: *DIET AND HEALTH (cont'd)*

- (ii) World Health Organization (WHO);
- (iii) Food and Agriculture Organization (FAO);
- (iv) United Nations Children's Fund (UNICEF);
- (v) *United Nations Development Programme (UNDP);*
- (vi) *Pan-American Health Organization (PAHO);*
- (vii) *Canadian Public Health Association (CPHA);*
- (viii) *Caribbean Food and Nutrition Institute (CFNI).*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Place students in groups representing different needs. Have them prepare and present a role play in which a nutritionist advises clients on how to develop a diet plan based on their needs.*
2. *Assign students to prepare and present PowerPoint presentations depicting different types of diets and diet related health problems. Groups can be a combination of students who are studying CSEC, Physical Education, and Food, Nutrition and Health Syllabuses.*

SECTION 2: NUTRITION AND HEALTH

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the principles of nutrition and their influence in diet and good health;*
- 2. understand the nutritive value of food, their structure and how they are used in the body;*
- 3. appreciate the importance of correct eating habits and healthy lifestyle in the achievement of optimum nutritional status.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. discuss the basic principles of nutrition;*
- 2. describe various nutrition-related problems;*
- 3. classify nutrients according to dietary requirements;*
- 4. discuss the classification, sources and functions of carbohydrate, fats and protein in the diet;*
- 5. describe various health conditions associated with the intake of carbohydrates, fats and protein;*
- 6. discuss the classification, food sources and functions of vitamins and minerals in the diet;*
- 7. explain the importance of calcium and iron in the diet of special groups of persons;*
- 8. demonstrate how vitamins are conserved during food preparation;*
- 9. discuss the absorption of calcium and iron in the diet;*
- 10. describe various health conditions associated with the intake of minerals and vitamins;*
- 11. discuss the sources and functions of water in the diet;*
- 12. describe various types of health conditions associated with the intake of water;*
- 13. discuss the factors that affect the nutritive value of food;*
- 14. describe the physical and chemical changes that take place during the digestion of food;*
- 15. assess the credibility of nutrition information from different sources.*



SECTION 2: NUTRITION AND HEALTH (cont'd)

CONTENT

1. Principles of nutrition

- (a) *Defining food, nutrition, nutrients, nutritive value of food, nutritional status and digestion.*
- (b) *Functions and importance of food.*
- (c) *Chemical elements of which food is composed.*

2. Nutrition-related problems

- (a) Definition/description:
 - (i) malnutrition;
 - (ii) under nutrition;
 - (iii) over nutrition.
- (b) Deficiency diseases:
definitions with suitable examples.

3. Classification of Nutrients

Classification:

- (a) *macro-nutrients;*
- (b) *micro-nutrients.*

4. Carbohydrates, fats and proteins in the diet:

- (a) Carbohydrates:
 - (i) *chemical composition;*
 - (ii) production of carbohydrates:
 - photosynthesis.
 - (iii) classification of carbohydrates:
 - simple (monosaccharaides, disaccharides);



SECTION 2: NUTRITION AND HEALTH (cont'd)

- complex carbohydrates (polysaccharides, non-starch polysaccharides).
- (iv) dietary fibre:
 - soluble;
 - insoluble.
- (v) functions of carbohydrates in the diet;
- (vi) sources of carbohydrates.
- (b) Fats:
 - (i) *structure of chemical composition of fats:*
 - *triglycerides (definition and chemical structure);*
 - (ii) *fats and oil; difference between them;*
 - (iii) *cholesterol;*
 - (iv) fatty acids:
 - *saturation:*
 - *explanation;*
 - *('good' vs 'bad' fats).*
 - *classification of fatty acids:*
 - *saturated fatty acids;*
 - *unsaturated fatty acids (monounsaturated, polyunsaturated).*
 - *essential fatty acids;*
 - *trans fatty acids.*
 - (v) functions of fats in the diet;
 - (vi) sources of fats:
 - animal sources;
 - plant sources;
 - Visible fats, Invisible fats.



SECTION 2: NUTRITION AND HEALTH (cont'd)

- (c) Protein
- (i) chemical composition:
- *importance of nitrogen;*
 - *the protein molecule and its constituents;*
 - *amino acids:*
 - *essential amino acids;*
 - *non-essential amino acids.*
- (ii) biological value:
- high biological value;
 - low biological value;
 - complementary proteins.
- (iii) functions of protein:
- protein sparing.
- (iv) food sources of proteins;
- animal sources;
 - plant sources.

5. **Health conditions associated with improper intake of carbohydrates, proteins and fats**

- (a) *Daily intake of macronutrients:*
- *percentage of each nutrient diet should comprise.*
- (b) *Signs and symptoms of each disease:*
- (i) *health conditions associated with improper intake of carbohydrates:*
- *obesity;*
 - *low energy;*
 - *constipation;*

SECTION 2: NUTRITION AND HEALTH (cont'd)

- *diverticulitis;*
- *diabetes;*
- *heart disease.*

(ii) *health conditions associated with improper intake of fats:*

- *heart disease;*
- *high cholesterol;*
- *stroke;*
- *hypertension.*

(iii) *health conditions associated with an improper intake of proteins:*

- *protein energy malnutrition (PEM) or protein calorie malnutrition (PCM):*
 - *kwashiorkor;*
 - *marasmus;*
- *weight gain (excess).*

6. Vitamins and minerals

(a) Micronutrients:

(i) *classification:*

- *vitamins;*
- *minerals.*

(b) Vitamins (A, B1, B2, B12, C, D, E, K and folic acid):

(i) Chemical names.

(ii) Sources of vitamins:

- *animal sources;*
- *plant sources.*



SECTION 2: NUTRITION AND HEALTH (cont'd)

- (c) *Functions of each vitamin.*
- (d) Minerals (calcium, iron, phosphorus, sodium, iodine, fluoride):
 - (i) *classification of minerals;*
 - (ii) sources:
 - animal sources;
 - plant sources;
 - heme and non-heme iron sources.
 - (iii) Functions of minerals.

7. Importance of calcium and iron to special groups

- (a) Babies.
- (b) Pregnant and lactating women.
- (c) Young girls and women during menstrual cycle.
- (d) Athletes.
- (e) Persons convalescing after major surgery.
- (f) Strict vegetarians.

8. Conservation of vitamins in food preparation

- (a) *During pre-preparation.*
- (b) *Cooking and holding.*

9. Foods that impact the absorption of calcium and iron

- (a) Inhibit absorption of calcium and iron.
- (b) Promote absorption of calcium and iron.

10. Health conditions associated with an improper intake of minerals and vitamins

Health condition associated with inappropriate intake of:

- (i) vitamins:
 - night blindness;



SECTION 2: NUTRITION AND HEALTH (cont'd)

- beriberi;
 - scurvy;
 - retarded growth in children.
- (ii) minerals:
- rickets;
 - osteoporosis;
 - anaemia (iron deficiency, pernicious);
 - goitre.
- (iii) signs and symptoms of these health conditions.

11. Water

- (a) Sources.
- (b) Functions.

12. Health conditions associated with an improper intake of water

- (a) Dehydration.
- (b) Constipation.
- (c) Signs and symptoms of these health conditions.

13. *Factors that affect the nutritive value of food*

- (a) *Agricultural practices (organic and inorganic).*
- (b) *Conditions during transportation.*
- (c) *Processing:*
 - (i) *enrichment;*
 - (ii) *fortification;*
 - (iii) *additives.*
- (d) *Food purchasing and preparation practices.*
- (e) Effects of enzymes.



SECTION 2: NUTRITION AND HEALTH (cont'd)

- (f) Food combinations:
 - (i) high and low biological value;
 - (ii) iron absorption;
 - (iii) calcium absorption;
 - (iv) alkalis and acids.

14. *Digestion of food*

- (a) Digestive system:
 - parts of the digestive system.
- (b) *Definition of terms:*
 - (i) *digestion;*
 - (ii) *mastication;*
 - (iii) *absorption;*
 - (iv) *bolus;*
 - (v) *peristalsis;*
 - (vi) *chyme.*
- (c) *Digestion:*
 - (i) *mouth:*
 - *physical;*
 - *chemical.*
 - (ii) *stomach:*
 - *physical;*
 - *chemical.*
 - (iii) *small and large intestines:*
 - *physical;*
 - *chemical.*

SECTION 2: NUTRITION AND HEALTH (cont'd)

15. Credible nutrition information sources

- (a) Online media.
- (b) Magazines.
- (c) Newspaper.
- (d) Radio.
- (e) Television.
- (f) Textbooks.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Have students prepare and present a sixty second clip for "Health TV" on how to stay healthy. Students are encouraged to use available technologies (cameras or smart phones) to video tape their work. Students are to be asked to identify clearly the health tips given in the clip and confirm if they are accurately stated.*
2. *Create nutrition portfolio with drawings and pictures to clearly show the relationship among food, food nutrients and the human body.*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. demonstrate a working knowledge of the principles of nutrition in planning meals for all stages of the life cycle;*
- 2. demonstrate knowledge of planning, preparing and serving nutritionally balanced, attractive and appetizing meals;*
- 3. demonstrate an appreciation for the use of appropriate dining implements;*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain terms associated with meal planning;
2. outline the factors to be considered in the planning of meals;
3. explain the importance of food groups in meal planning;
4. plan meals using the multi-mix principle;
5. plan menus and prepare meals for different occasions;
6. plan and prepare meals for different groups;
7. describe the various types of vegetarians and their nutritional requirements;
8. plan and prepare meals for the various types of vegetarians;
9. plan and prepare meals to prevent various nutritional disorders;
10. plan and prepare nutritious low-budget meals;
11. plan and prepare packed meals for different groups;
12. set the table attractively for different meals and occasions.



SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

CONTENT

1. Meal Planning

Definition of terms:

- (a) meal;
- (b) breakfast;
- (c) brunch;
- (d) lunch;
- (e) dinner;
- (f) supper;
- (g) tea (high tea);
- (h) menu;
- (i) a la carte;
- (j) table d'hôte;
- (k) course;
- (l) appetizer;
- (m) hors d'oeuvres;
- (n) dessert;
- (o) main course;
- (p) entrée;
- (q) *accompagnement*.

2. Factors to be considered when planning meals

- (a) The nutritional requirements, age, sex, occupation, physical activity and health of each member of the family.



SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (b) Food preparation facilities.
- (c) *Food affordability and availability.*
- (d) *Time and energy for the preparation and presentation of the meals.*
- (e) *Individual preferences.*
- (f) *Variety (colour, texture, flavour, temperature, garnishes and decoration, serving dishes and cooking methods.*
- (g) *Traditions and customs.*
- (h) *Religion.*
- (i) The occasion.

3. Food groups

- (a) *Caribbean's Six Food Groups:*
 - (i) *categorizing food into food groups;*
 - (ii) *essential nutrients supplied by each food group.*
- (b) *Caribbean's dietary guide.*

4. Multi Mix principle

- (a) *Definition.*
- (b) *Two or double mix.*
- (c) *Three mix.*
- (d) *Four mix.*
- (e) *Plan meals.*

5. Menus for different times/ occasions

- (a) *Write menus, prepare dishes/meals for various times/occasions:*
 - (i) *cocktails;*



SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (ii) *brunch;*
- (iii) *birthday parties (children, adult; male, female);*
- (iv) *mother's/father's day;*
- (v) *buffet part;*
- (b) *Style/format of menu for each time/occasion:*
 - (a) *suitability of- dishes/items chosen, courses;*
 - (b) *nutritionally balanced;*
 - (c) *plan and prepare meals.*

6. Meal planning for different groups

- (a) **Groups:**
 - (i) *toddler;*
 - (ii) *child:*
 - *nutrient requirements;*
 - *developing positive eating habits;*
 - (iii) *adolescent*
 - *nutrient requirements for:*
 - *adolescent;*
 - *adolescent female;*
 - *athletic adolescent.*
 - (iv) *pregnant and lactating women:*
 - *'eating for two';*
 - *breastfeeding vs bottle feeding;*
 - *complementary breast feeding.*

SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (v) *elderly:*
 - *identify those considered as elderly;*
 - *problems that affect their nutritional status.*
 - (vi) *suitable foods for each group listed;*
 - (vii) *plan and prepare meals for each group listed (breakfast, dinner, snack).*
- (b) Occupational group:
- (i) the sedentary worker, the manual worker;
 - (ii) athletes and other sports-related occupations:
 - definition of sedentary and manual worker;
 - nutritional requirements;
 - suitable foods for each group;
 - plan and prepare and serve meals for these groups (breakfast, dinner, snack).
- (c) *Special groups*
- Convalescent:*
- (i) *definition;*
 - (ii) *nutritional needs;*
 - (iii) *suitable foods;*
 - (iv) *plan meals.*

7 and 8. Vegetarians

- (a) *Definition.*
- (b) *Types:*
 - (i) *lacto- vegetarian;*
 - (ii) *lacto-ovo vegetarian;*
 - (iii) *vegan.*



SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (c) *Nutritional requirements.*
- (d) *Suitable foods eaten by each type of vegetarian.*
- (e) *Planning meals for the different types of vegetarians.*

9. Planning meals and modify dishes to prevent various nutritional disorders

- (a) *Obesity.*
- (b) *Diabetes (type 2).*
- (c) *Osteoporosis.*
- (d) *Hypertension.*
- (e) *Anemia.*
- (f) *Modify recipes to suit the different special diets.*
- (g) *Plan meals for the different disorders.*

10. Planning nutritious low-budget meals

- *Breakfast, lunch and dinner using indigenous foods.*

11. Planning packed meals for different groups

Plan packed meal for pre-schoolers, adolescents and an office worker:

- (a) *lunch and snack for a picnic;*
- (b) *suitable packaging for packed meals, materials and utensils used in packing the meals.*

12. Dining

- (a) *Table appointments.*
- (b) *Table linens.*
- (c) *Table decorations:*
 - *utilising fresh flowers, fruit, vegetables, animate and inanimate objects.*
- (d) *Lay table for different meals/occasions:*
 - (i) *definition of the term 'cover';*



SECTION 3: MEAL PLANNING, PREPARATION AND DINING (cont'd)

- (ii) dining etiquette;
- (iii) breakfast;
- (iv) dinner;
- (v) tray service.

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Engage students in an activity based on the following instructions: create a food journal for yourself, a family member or a friend. Document what was eaten and the time of day it was eaten. At the end of the week analyse the journal to determine if food choices made were appropriate for the individual's age and activities. Prepare a report with recommendations for the individual. If you had done a personal journal, be sure to document what you need to do differently.*
2. *Assign student the task to create games that can be used to educate individuals about the importance of making appropriate food choices for different groups of people. This may include, menu rhymes done to the tune of one of your favourite nursery rhymes; food jeopardy, food bingo, cross word and jig saw puzzles.*
3. *Analyse the menus of two different types of restaurants within your locale and suggest what dishes/meals are suitable for what groups of persons and document the variations observed with the how tables are set for different meals. Compare this with what you have learnt in class. Write a report and present to your class.*

SECTION 4: FOOD SCIENCE AND TECHNOLOGY

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. understand the production system of basic food commodities and the science behind the reaction of the components during processing and preparation to impact health;*
- 2. understand the principles of food preservation;*
- 3. understand the chemical changes of basic food commodities on exposure to heat;*

SPECIFIC OBJECTIVES

Students should be able:

- 1. outline the production system of commonly used food commodities;*
- 2. discuss the factors that contribute to food spoilage and contamination;*
- 3. distinguish between perishable and non-perishable foods;*
- 4. explain how microorganisms contaminate food;*
- 5. explain the development and prevention of food-borne illnesses;*
- 6. outline methods of preventing food contamination;*
- 7. discuss the importance of food preservation;*
- 8. explain the methods of preserving foods;*
- 9. outline the importance of food additives in manufactured foods;*
- 10. explain the principles of heat transfer in the cooking of food;*
- 11. discuss the effects of heat on the chemical composition and structure of foods;*
- 12. discuss the use of raising agents in flour mixtures;*
- 13. explain the precautions to be observed when using these raising agents.*



SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

CONTENT

1. Production of common food commodities

Inputs and processes of:

- (a) *sugar (brown sugar, granulated sugar, icing sugar);*
- (b) *cereals:*
 - (i) *wheat Flour (whole wheat and white flour, self-rising flour);*
 - (ii) *rice;*
 - (iii) *maize (corn meal, corn flour and corn starch).*
- (c) *dairy products (milk, butter, cheese):*
 - (i) *milk;*
 - (ii) *yogurt;*
 - (iii) *butter;*
 - (iv) *cheese.*
- (d) *eggs;*
- (e) *oil:*
 - (i) *margarine;*
 - (ii) *soya bean:*
 - *oil;*
 - *textured vegetable protein.*
- (f) *cassava.*

2. Food spoilage and contamination

- (a) *Define food contamination.*
- (b) *Factors that impact food spoilage and contamination:*
 - (i) *warm temperature;*



SECTION 4: *FOOD SCIENCE AND TECHNOLOGY (cont'd)*

- (ii) moisture;
- (iii) improper storage;
- (iv) poor food handling;
- (v) unhygienic surroundings;
- (vi) enzymatic actions.

3. **Perishable and Non- Perishable foods**

- (a) *List of perishable and non-perishable foods.*
- (b) *Water activity.*
- (c) *Difference(s) between the two groups.*
- (d) *Suitable storage of these foods.*

4. **Microorganisms that contaminate food**

- (a) *Bacteria.*
- (b) *Yeast.*
- (c) *Moulds:*
 - (i) *describe each microorganism;*
 - (ii) *explanation of how they contaminate food.*

5. **Food-borne illnesses**

- (a) *Development and prevention of food borne-illnesses:*
 - (i) *definition;*
 - (ii) *causes;*
 - (iii) *symptoms.*
- (b) *Food infection and food intoxication and chemical illnesses:*
 - (i) *food infection, food intoxication:*
 - *definition;*



SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- *difference between these two;*
- *causes;*
- *signs and symptoms.*
- (ii) *chemical food illnesses:*
 - *natural toxins;*
 - *toxins unintentionally added:*
 - *agricultural products;*
 - *industrial chemicals and metals.*
 - *toxins intentionally added:*
 - *food additives;*
 - *toxic chemical deliberately added.*
 - *signs and symptoms.*

6. Methods of preventing food contamination

- (a) *Preventing food contamination during the purchasing, handling, storing and preparation and service of food:*
 - (i) *temperature - temperature danger zone;*
 - (ii) *appropriate hygiene and safety practices.*
- (b) *Preventing cross-contamination.*

7. Importance of food preservation

- (a) *Food preservation:*
 - (i) *underlying principles;*
 - (ii) *reasons foods are preserved.*
- (b) *Food spoilage;*
 - (i) *causes:*
 - *natural decay;*



SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- *moisture loss.*

(ii) *signs of food spoilage:*

- *action of enzymes;*

- *contamination;*

- *moistures loss.*

8. Methods of preservation

(a) Methods used to preserve foods:

(i) *cold;*

(ii) *heat;*

(iii) *chemicals;*

(iv) *removal of moisture;*

(v) *physical;*

(vi) *irradiation.*

(b) Suitable foods for each method.

(c) *Preservation of various foods at home:*

(i) *fruits and vegetables (heat/chemicals, moisture removal):*

- *selection;*

- *equipment used;*

- *steps and precautions.*

(ii) *foods from animals (meat/ seafood, milk, eggs):*

- *methods (moisture removal);*

- *freezing (suitable packaging, thawing of frozen foods);*

- *heat (sterilization, pasteurization, ultra-heat);*

- *chemicals.*



SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

9. Food additives

- (a) *Reasons they are added to foods.*
- (b) *List with appropriate examples.*

10. Principles of Heat Transfer

- (a) Conduction.
- (b) Convection.
- (c) Radiation.

11. Effects of heat on the composition and structure of various foods

- (a) *Carbohydrate foods (dry heat, moist heat):*
 - (i) *sugars;*
 - (ii) *starches;*
 - (iii) *define terms such as: dextrin, gelatinization, caramelization, crystallization.*
- (b) *Proteins (dry heat, moist heat):*
 - (i) *animal protein (eggs, meat/poultry, fish);*
 - (ii) *plant protein;*
 - (iii) *define terms such as: denaturation, coagulation, maillard reaction, syneresis.*
- (c) *Fats and oils (dry heat, moist heat):*
 - (i) *fats;*
 - (ii) *oils;*
 - (iii) *define terms such as; smoke point, flash point.*

12. Raising agents in food preparation

- (a) *Function(s) of raising agents in flour mixtures.*
- (b) *Classification of raising agents:*
 - (i) *mechanical;*
 - (ii) *chemical;*



SECTION 4: FOOD SCIENCE AND TECHNOLOGY (cont'd)

- (iii) *biological.*
 - (c) *Description of how each raising agent works:*
 - (i) *baking powder;*
 - (ii) *baking soda;*
 - (iii) *yeast;*
 - (iv) *air/steam.*
- 13. Precautions to observe when using these raising agents (baking powder, baking soda, yeast):**
- (a) *measuring;*
 - (b) *mixing;*
 - (c) *cooking.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Have students create a poster on common causes, symptoms and preventions for food-borne illnesses in their community and present in to the class.*
2. *Have students prepare, package and display various preserves and products using different raising agents and walk viewers through the process used to make the items on display. Displays and products are to be appropriately labelled and supported by relevant charts/posters, recipes, dictionary of terms.*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT

GENERAL OBJECTIVES

On completion of this Section, students should:

1. *understand basic kitchen layouts and organisational plans;*
2. *apply the principles of maintenance and hygiene practices to kitchen equipment.*

SPECIFIC OBJECTIVES

Students should be able to:

1. explain the factors to be considered in planning the layout and design of a kitchen;
2. assess the advantages and limitations of different kitchen layouts;
3. describe the use and maintenance of food preparation equipment and tools;
4. describe the use and maintenance of small electrical equipment;
5. describe special features on small electrical equipment;
6. describe the use and maintenance of large kitchen equipment;
7. explain how maximum efficiency can be achieved in the kitchen;
8. outline ways to conserve fuel, energy and time in the kitchen;
9. use and-maintain kitchen sinks;
10. describe first aid treatment for accidents that may occur in the kitchen;
11. administer first aid treatment for accidents that may occur in the kitchen.

CONTENT

1. Planning the layout and design of a kitchen

Factors:

- (a) space and appropriate layout;
- (b) work triangle;
- (c) storage units:



SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- types;
- countertop surfaces.
- (d) work centres/stations;
- (e) lighting and ventilation;
- (f) walls;
- (g) floors.

2. Kitchen layouts

Advantages and disadvantages of kitchen layouts:

- (a) one-wall;
- (b) corridor;
- (c) L-shape;
- (d) U-shape.

3. Small non- electrical food preparation equipment

- (a) Types:
 - (i) scales;
 - (ii) pots;
 - (iii) pans;
 - (iv) glassware;
 - (v) ovenware;
 - (vi) flatware;
 - (vii) cutting tools.
- (b) Special features.
- (c) Construction materials.
- (d) Rules and guidelines for use, maintenance and storage.

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

4. Small electrical equipment

- (a) Types:
 - (i) blenders;
 - (ii) food mixers and juicers;
 - (iii) toasters;
 - (iv) kettles;
 - (v) *coffee (grinders and makers);*
 - (vi) *food slicers and choppers;*
 - (vii) *food processors;*
 - (viii) *food steamers;*
 - (ix) *slow cookers.*
- (b) *Desirable features.*
- (c) *Construction materials.*
- (d) *Rules and guidelines for use, maintenance and storage.*
- (e) *Advantages and disadvantages of using these equipment.*

5. Special features on small electrical equipment

- (a) *Auto shut off/timers.*
- (b) *Attachments.*
- (c) *Speed(s).*
- (d) *Motor/power.*
- (e) *Materials.*
- (f) *Digital operation.*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

6. Large kitchen equipment

- (a) Types:
 - (i) cookers;
 - (ii) refrigerators;
 - (iii) freezers;
 - (iv) microwave ovens.
- (b) Factors to consider when choosing kitchen equipment.
- (c) Special features.
- (d) Construction materials.
- (e) Guidelines for use and maintenance.
- (f) Materials suitable for use in the microwave oven.

7. Working efficiently in the kitchen (food laboratory)

- (a) *Work triangle.*
- (b) *Work centre(s).*
- (c) *Time plans.*

8. Fuel, energy and time conservation

- (a) *Fuel conservation:*
 - (i) *fridge/freezer:*
 - *energy rating.*
 - (ii) *cooker:*
 - *stove top;*
 - *oven.*
 - *ingredients:*
 - *dried peas and beans;*



SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- *thawing;*
 - *amounts of food cooked;*
- (iii) *pots/pans:*
- *construction materials;*
 - *pressure cooker;*
 - *slow cooker.*
- (b) Pre-preparation.
- (c) Preparation of time plans; time/motion conservation:
- (i) appropriate ingredients and equipment for the job;
 - (ii) order/plan of work;
 - (iii) Prepare and use time plans.

9. Kitchen sinks

- (a) *Guidelines and rules for use and maintenance.*
- (b) *Removing a simple blockage.*

10 and 11. Accidents in the kitchen

- (a) *First Aid treatment:*
- (i) *definition of First Aid;*
 - (ii) *applying First Aid.*
- (b) *Treating common injuries*
- Types:*
- (i) *burns;*
 - (ii) *scalds;*
 - (iii) *cuts;*
 - (iv) *falls;*
 - (v) *electrocution;*

SECTION 5: KITCHEN DESIGN AND EQUIPMENT MANAGEMENT (cont'd)

- (vi) *poisoning.*
- (c) *Causes of accidents in the home.*
- (d) *Prevention of accidents in the home.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Stage a competition where students work in groups to prepare a first-aid kit, safety posters and a manual on how to deal with accidents in the kitchen. Have a panel judge the completion and award the top performers. Students should be encouraged to collect information from user manuals, magazines and other relevant sources.*
2. *Students can prepare a list of questions on kitchen safety and first aid responses in preparation for the guest lecture. Invite resource persons to conduct guest lectures on kitchen safety, and conduct demonstrations on recommended first aid responses.*
3. *Arrange for students to conduct field studies at commercial/industrialised kitchens/food production laboratories, to collect data on the safety practices observed within these environments and make comparisons with practices within their kitchen at home.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD

GENERAL OBJECTIVES

On completion of this Section, students should:

- 1. demonstrate an appreciation of the meaning of responsible consumerism in the purchasing of foods;*
- 2. demonstrate knowledge of the various types and forms of food items used in food preparation.*

SPECIFIC OBJECTIVES

Students should be able to:

- 1. define terminologies associated with consumerism;*
- 2. discuss the rights and responsibilities of consumers;*
- 3. explain the role and function of various consumer protection agencies;*
- 4. explain the factors which influence the purchasing behaviours of individuals and families;*
- 5. explain the points to consider when choosing to purchase food at the various types of shops where food preparation ingredients are be purchased;*
- 6. prepare a food budget;*
- 7. outline guidelines for the selection and purchase of fresh, frozen and processed foods;*
- 8. store fresh, frozen and processed foods appropriately after purchase;*
- 9. state the types and forms of meat, poultry, fish and dairy available for purchase;*
- 10. describe the information found on a food label;*
- 11. explain the importance of reading and using food labels in food preparation;*
- 12. interpret information on food labels;*
- 13. briefly explain various health and nutrient claims on food labels;*
- 14. distinguish between enriched and fortified as it relates to food products.*

SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

CONTENT

1. Terms associated with consumerism

- (a) *Bulk shopping.*
- (b) *Consumer.*
- (c) *Credit.*
- (d) *Co-operative shopping.*
- (e) *Comparative shopping.*
- (f) *Green consumer.*
- (g) *Gross weight.*
- (h) *Impulse buying.*
- (i) *Unit pricing.*
- (j) *Universal product code (upc).*

2. Rights and responsibilities of a consumer

- (a) *Consumer education.*
- (b) *Rights of the consumer.*
- (c) *Healthy environment.*
- (d) *Accurate information.*
- (e) *Representation.*
- (f) *Obtaining redress.*
- (g) *Responsibilities of the consumer.*
- (h) *Consumer safety and protection laws.*
- (i) *Distinguishing between needs and wants.*

3. Role and function of consumer protection agencies

- (a) *Consumer Affairs Division.*
- (b) *Bureau of Standards.*



SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

(c) *Weight and Measures Division.*

4. Factors that influence consumer purchasing behaviours

(a) *Personal.*

(b) *Social.*

(c) *Cultural.*

(d) *Psychological.*

5. Points to consider when choosing to shop at a particular food establishment

Types of food shops:

(a) *specialised shops;*

(b) *supermarkets;*

(c) *open markets;*

(d) *door-to-door sellers;*

(e) *internet/telephone shopping;*

(f) *small groceries.*

6. Food Budget

(a) *Guidelines for preparing a food budget.*

(b) *Preparation of a food budget.*

7. Selecting and purchasing fresh and frozen and processed foods

(a) *Fresh food:*

(i) *fruit;*

(ii) *vegetables;*

(iii) *meat, poultry, seafood;*

(iv) *eggs.*



SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (b) *Frozen foods:*
 - (i) *fruit;*
 - (ii) *vegetables;*
 - (iii) *meat, poultry, seafood.*
- (c) *Processed foods:*
 - (i) *eggs;*
 - (ii) *milk and other dairy products;*
 - (iii) *bread, cakes, pastries, cookie/biscuits.*

8. Storage of Purchased Foods

- (a) *Perishable foods:*
 - (i) *fresh: fruits and vegetables;*
 - (ii) *chilled;*
 - (iii) *frozen;*
 - (iv) *appropriate location;*
 - (v) *appropriate storage containers.*
- (b) *Non-perishable- cereals, sugar, pulses, dried herbs, whole and ground spices:*
 - (i) *appropriate location;*
 - (ii) *appropriate storage containers.*
- (c) *Processed - dairy, fats and oils*
 - (i) *before opening;*
 - (ii) *after opening.*

9. Types and forms of meat, poultry, seafood and dairy available for purchase

- (a) *Meat - beef, pork, goat:*
 - (i) *various cuts;*



SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (ii) *meat products.*
- (b) *Poultry - chicken, turkey, duck:*
 - (i) *whole;*
 - (ii) *jointed;*
 - (iii) *poultry products.*
- (c) *Seafood to include fish, shellfish (shrimp, crab):*
 - (i) *steaks;*
 - (ii) *cutlets;*
 - (iii) *cured;*
 - (iv) *fish products.*
- (d) *Dairy products:*
 - (i) *milk - dried, sweetened, evaporated, reconstituted;*
 - (ii) *milk products-cream, yogurt, butter, cheese;*
 - (iii) *eggs - whole, dried, liquid.*

10. Information found on the food label

- (a) *Parts of the food label.*
- (b) *Nutrition labelling.*

11. Importance of reading food labels

- (a) *Information – accuracy and adequacy.*
- (b) *Distinguishing one product from the other.*

12. Interpreting information on the food label

- (a) *Universal Product Code (UPC):*
 - (i) *definition;*
 - (ii) *advantages and disadvantages of UPC.*



SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (b) *Content Labelling:*
 - (i) *ingredients listed;*
 - (ii) *importance of the order in which they are listed.*
- (c) *Date Stamping:*
 - (i) *types of dating on food products;*
 - (ii) *meaning of different dates and the 'freshness of food products':*
 - *'use by';*
 - *'sell by';*
 - *expiry date.*

13. Health and Nutrient claims on the food label

- (a) *Explain health and nutrient claim.*
- (b) *Health claims about:*
 - (i) *dietary fibre and cancer and coronary heart disease;*
 - (ii) *calcium, vitamin D, phosphorous and osteoporosis;*
 - (iii) *folate and neural tube defects;*
 - (iv) *sodium and hypertension.*
- (c) *Nutrient claims about:*
 - (i) *fats;*
 - (ii) *sugar;*
 - (iii) *cholesterol;*
 - (iv) *sodium.*

14. Adding nutrients back to processed foods

- (a) *Enriched*
- (b) *Fortified:*



SECTION 6: CONSUMERISM AND PURCHASING OF FOOD (cont'd)

- (i) *explain;*
- (ii) *indicate foods that are labelled 'enriched/fortified'.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Module, teachers are advised to engage students in the following teaching and learning activities.

1. Arrange for students to design a data gathering instrument to collect information on their visit to the government ministry or agency with special responsibility for educating consumers about protection laws, standards, rights and responsibilities. Have them prepare a comic strip on their experiences as a consumer that has experienced inappropriate behaviour and how it compares with what they learnt.
2. *Have students create a portfolio on consumerism to include labels from brands of popular products used in their school and possible designs for packaging food products made in class.*
3. *Have students analyse case studies on shopping experiences. The case may be presented using different media (videos, narratives).*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE

GENERAL OBJECTIVES

On completion of this Section, students should:

1. know the principles of nutrition in the selection, purchase and storage of foods for optimal nutrition and health;
2. understand the scientific principles involved in food hygiene and the different methods of preparing and cooking food;
3. know the art and creative skills in designing, developing, preparing and evaluating meals;
4. appreciate set standards as an essential part of food preparation, service and acceptance;
5. appreciate of the multicultural influence of food in the Caribbean.

SPECIFIC OBJECTIVES

Students should be able to:

1. observe stated guidelines for practicing good hygiene in food management;
2. outline the reasons for cooking food;
3. explain the principles underlying the different methods of cooking food;
4. discuss the advantages and disadvantages of different methods of cooking food;
5. appropriately enhance the appearance of and serve prepared dishes;
6. prepare foods using various methods according to set standards of food preparation;
7. prepare dishes using different kinds of convenience foods and economical ingredients;
8. prepare hot and cold beverages;
9. evaluate completed dishes against set standards;
10. explain the origins of simple world cuisine and their impact on Caribbean food habits;
11. accurately prepare the national/ethnic dishes of at least one country in the Caribbean.



SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

CONTENT

1. Guidelines for good hygiene

Hygiene guidelines:

- (a) *personal hygiene:*
 - (i) *accurate hand washing;*
 - (ii) *protective clothing;*
 - (iii) *general grooming.*
- (b) *preparation and service:*
 - (i) *kitchen hygiene:*
 - *surfaces;*
 - *utensils;*
 - *waste disposal.*
 - (ii) *food handling:*
 - *receiving goods (raw foods);*
 - *cooked foods;*
 - *cross contamination;*
 - *storing cooked, ready-frozen and canned foods.*

2. Reasons for cooking food

- (a) *Micro-organisms.*
- (b) *Digestibility.*
- (c) *Food.*
- (d) *Variety.*
- (e) *Processing food.*



SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

3. Methods of cooking food

(a) *Principles underlying:*

- (i) *moist heat (boiling, poaching, steaming, stewing);*
- (ii) *dry heat (baking, roasting, grilling;*
- (iii) *frying (dry, sauté, shallow, stir-frying, deep fat frying);*
- (iv) *conservative cooking;*
- (v) *microwave;*
- (vi) *pressure cooking.*

(b) *Foods which are best suited for each method.*

4. Advantages and disadvantages of each method

(a) Advantages and disadvantages.

(b) Impact of each method on:

- (i) taste (flavour);
- (ii) nutritive retention and loss;
- (iii) fuel and time conservation.

5. Appearance and service of completed dishes

(a) *Appearance of dishes:*

- (i) *garnishing;*
- (ii) *colour of food;*
- (iii) *decorating:*
 - *suitable items;*
 - *prepare garnishes and decoration.*

(b) *Service:*

- (i) *appropriate temperature;*



SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) *appropriate dishes and utensils;*
- (iii) *table décor;*
- (iv) *ambience;*
- (v) *style of service.*

6. Food Preparation skills

(a) *Demonstrating basic food preparation skills:*

- (i) *measuring/weighing;*
- (ii) *knife skills:*
 - *appropriately hold knife;*
 - *observe positioning of fingers;*
 - *slicing, julienne, chopping, cubing, dicing.*
- (iii) *paring;*
- (iv) *grating;*
- (v) *stirring;*
- (vi) *folding;*
- (vii) *whipping;*
- (viii) *mixing;*
- (ix) *creaming;*
- (x) *rubbing-in;*
- (xi) *kneading;*
- (xii) *blending:*
 - *performance of each skill competently;*
 - *description of each skill.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (b) *Preparation and service of various flour mixtures:*
 - (i) *define gluten;*
 - (ii) *formation of gluten;*
 - (iii) *description of the development of gluten strands in different flour mixtures;*
 - (iv) *types of flour used in different flour products.*
- (c) *Preparing and serving cakes:*
 - (i) *methods: rubbing-in, creaming, whisking, all-in-one;*
 - (ii) *functions of ingredients used in each method;*
 - (iii) *terms used in cake making:*
 - *sieve;*
 - *cream;*
 - *whisk;*
 - *fold;*
 - *curdle.*
 - (iv) *steps and precautions for each method;*
 - (v) *faults and remedies in cake making;*
 - (vi) *standards for the finished products and their service.*
- (d) *Decorating Cakes:*
 - (i) *types of cake decorations and their uses;*
 - (ii) *choosing suitable decoration for each method of cake making;*
 - (iii) *recipes and standards for the finished products and their service.*
- (e) *Preparing and serving pastry (savoury and sweet items):*
 - (i) *types of pastry - short crust and rough-puff pastries;*
 - (ii) *proportions of fat to flour;*
 - (iii) *variations of short-crust pastry;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (iv) *terms in pastry making:*
 - *bake blind;*
 - *rubbing in;*
 - *roll and fold.*
- (v) *steps and precautions for each method;*
- (vi) *functions of ingredients used in each method;*
- (vii) *appropriate filling;*
- (viii) *faults and remedies in pastry making;*
- (ix) *recipes and standards for the finished products and their service.*
- (f) *Preparing and serving quick breads:*
 - (i) *definition of quick breads;*
 - (ii) *classification:*
 - *batters – muffins, loaves;*
 - *doughs – scones, sada, fried dumplings/bakes, roti;*
 - *recipes and standards for finished products and service;*
 - *(appropriate serving dishes and utensils).*
- (g) *Preparing and serving yeast products:*
 - (i) *sweet yeast products – buns, tea rings;*
 - (ii) *savoury yeast products – loaves and rolls, various shapes, use of herbs, vegetables, cheese, meat;*
 - (iii) *steps and precautions;*
 - (iv) *functions of ingredients used in each method;*
 - (v) *terms used in bread making:*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- *scald;*
 - *knead;*
 - *knock down;*
 - *proof;*
 - *fermentation.*
- (vi) *faults and remedies in yeast products;*
- (vii) *recipes and standards for the finished products and service.*
- (h) *Preparing and serving batters:*
- (i) *types – thin, coating and fritter batter;*
 - (ii) *definition;*
 - (iii) *uses;*
 - (iv) *ingredients;*
 - (v) *recipes;*
 - (vi) *standards for the finished products and their service.*
- (i) *Preparing and serving soups (broths, thickened soups and purees):*
- (i) *definitions;*
 - (ii) *uses;*
 - (iii) *classification of soups;*
 - (iv) *ingredients:*
 - *including bouquet garni and mirepoix*
 - (v) *general guidelines and standards for the finished products and their service.*
- (j) *Preparing and serving sauces:*
- (i) *classification of sauces;*
 - (ii) *uses;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (iii) *definition of terms; roux, puree, panada, mornay;*
- (iv) *recipes and standards for pouring, coating and binding sauces, sauces thickened by starch, protein, emulsification and puree;*
- (v) *steps and precautions for preparation of roux sauce- white, mornay; sauce thickened by emulsification, pureed sauce, salsas;*
- (vi) *standards for finished products and their service.*
- (k) *Preparing and serving desserts using a variety of products:*
 - (i) *desserts made from gelatin, corn starch, custard, fruits and others;*
 - (ii) *recipes and standards for the finished products and their service.*
- (l) *Preparing and serving cereals and cereal products:*
 - (i) *principles underlying the cooking of different kinds of cereals and cereal products:*
 - *cereals – rice, corn, oats;*
 - *cereal products for breakfast – porridge, ready to use cereals;*
 - *cereal products for desserts – puddings.*
 - (ii) *recipes and standards for the finished products and their service.*
- (m) *Preparing and serving vegetables:*
 - (i) *classification;*
 - (ii) *importance of salads;*
 - (iii) *food value of salads;*
 - (iv) *parts of a salad and their ingredients;*
 - (v) *preparation of:*
 - *salads;*
 - *salad dressings;*
 - *various vegetables;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- *using various methods of cooking to include conservative method;*
 - *in flour products;*
 - *for various meals.*
- (vi) *recipes and standards for the finished products.*
- (n) *Using herbs and spices:*
- (i) *definition of herbs;*
 - (ii) *definition of spices;*
 - (iii) *importance of herbs and spices;*
 - (iv) *guidelines for the selection and appropriate use of herbs and spices;*
 - (v) *preparation of sweet and savoury dishes using various herbs and spices;*
 - (vi) *recipes and standards of finished products.*
- (o) *Preparing and serving combination dishes using eggs, milk and cheese:*
- (i) *general rules for eggs, milk and cheese cookery;*
 - (ii) *preparation of the following:*
 - omelets;
 - scrambled;
 - quiches;
 - puddings;
 - au gratin;
 - and other appropriate egg, milk and cheese dishes.
 - (iii) *recipes and standards for the finished products and their service.*
- (p) *Preparing and serving meats using dry and moist methods of cooking:*
- (i) *general rules for handling beef, pork, mutton and poultry;*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) preparation of the following using suitable cuts:
 - stews;
 - roasts;
 - grilled.
 - (iii) suitable accompaniments and garnishes;
 - (iv) *recipes and standards for the finished products and their service.*
- (q) Preparing and serving fish using dry and moist methods of cooking:
- (i) general rules for handling fish;
 - (ii) preparation of fish dishes using different cuts; whole fish, steaks, cutlets, fillet:
 - frying – sauté, shallow, deep fat frying;
 - grilling;
 - steaming;
 - baking.
 - (iii) suitable accompaniments and garnishes;
 - (iv) *recipes and standards for the finished products and their service.*
- (r) *Preparation and serving of sandwiches:*
- (i) *definition;*
 - (ii) *components;*
 - (iii) *types – open face, party, hot/cold, novelty;*
 - (iv) *fillings – suitable ingredients;*
 - (v) *assembling the sandwich;*
 - (vi) *recipes and standards for finished products and their service.*

SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

7. Preparing and serving dishes using different kinds of convenience foods

- (a) Frozen, canned, dehydrated convenience foods:
 - (i) general rules for preparing and serving convenience foods;
 - (ii) preparation and service of:
 - appetizers;
 - main dish;
 - side dishes;
 - desserts;
 - breakfast items.
 - (iii) *standards for the finished products and their service.*
- (b) Preparing economical dishes.
- (c) One pot meals – preparation and service of one pot meals using:
 - (i) pasta;
 - (ii) rice;
 - (iii) vegetables;
 - (iv) meats/poultry seafood;
 - (v) dairy;
 - (vi) pulses;
 - (vii) *recipes and standards for the finished products and their service.*

8. Preparing hot and cold beverages

- (a) *Guidelines using manual and electrical equipment for tea (leaves, bags, herbs), coffee, cocoa, chocolate:*
 - (i) *appropriate sweeteners for each;*



SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

- (ii) *stimulants, appropriate flavor development;*
- (iii) *suitable utensils;*
- (iv) *service at appropriate temperature (hot or cold).*
- (b) *Guidelines for preparing and serving cold beverages such as tea, juices, drinks and punches made from vegetables and fruits.*
- (c) *Preparation of syrups.*
- (d) *Garnishes/decorations for beverages.*
- (e) *Recipes and standards for the finished products and their service.*

9. Evaluation of completed dishes

- *Using Sensory evaluation to evaluate the flavor and appearance of completed dishes against set standards/outcomes.*

10. Origins of simple world cuisine

- (a) *Countries from which dishes originate, for example:*
 - (i) *dumplings;*
 - (ii) *pastas;*
 - (iii) *pizza;*
 - (iv) *roti;*
 - (v) *crepe;*
 - (vi) *wanton;*
 - (vii) *tortillas;*
 - (viii) *sausages;*
 - (ix) *tapas.*
- (b) *Impact on Caribbean food habits:*
 - (i) *food outlets (supermarkets, grocery store, open-market);*
 - (ii) *food service industries (restaurants, hotels, fast-food outlets);*
 - (iii) *eating habits.*



SECTION 7: FOOD MANAGEMENT, PREPARATION AND SERVICE (cont'd)

11. Preparing the national/ethnic dish of one Caribbean country

- (a) *Name of the dish.*
- (b) *Recipes.*
- (c) *Sensory characteristics (taste, texture, appearance).*
- (d) *Aesthetics.*
- (e) *Recipes and standards for the finished product and its service.*

Suggested Teaching and Learning Activities

To facilitate students' attainment of the objectives in this Section, teachers are advised to engage students in the following teaching and learning activities.

1. *Create a recipe book with national dishes for at least ten countries across the Caribbean. Compare at least two with the national dish of your country.*
2. *Prepare and display the national dishes of countries across the Caribbean with recipes. Displays are to be appropriately labelled, themed and labelled.*
3. *Invite chefs to demonstrate food presentation and garnishing ideas or have students visit and/or participate in events/competitions where these skills and ideas are showcased. Upon their return have each student perfect one of the ideas and use for presenting a dish made in class.*

◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

RATIONALE

The School-Based Assessment (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

The School-Based Assessment component of the syllabus will comprise of assignments which integrate the CVQ Level 1 standards. Students will complete assignments which incorporate relevant CVQ Level 1 units. Candidates who successfully complete the CSEC examination will be awarded the CSEC Technical certificate. Where applicable candidates may also be awarded a Statement of Competence with the Units for which they have attained competence for the Level 1 CVQ.

NATURE OF SBA

School Based Assessments should be made in the context of normal practical coursework exercises.

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page **five** of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index of the assignments done should be made by the candidates.

Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.

Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be



done in the third term of Year One of the course. The second and third practical assignments should be done during Terms One and two respectively, of Year Two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

REPORTING TO CXC

Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council. Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

Only one form will be required for each subject. The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment. For these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. These forms will be available on the CXC website.

THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

1. specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
2. provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
3. lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
4. includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
5. allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics; and
6. maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.



SELECTING SUITABLE SBA TASKS

*In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and abilities tested for the Practical Skills profile dimension described on page **five** of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:*

- 1. collect, display and analyse data gathered through observations;*
- 2. apply results obtained from doing practical activities, to new situations;*
- 3. test informed guesses, conjectures, hunches, by doing practical activities;*
- 4. do practical tasks accurately and economically, with regard to time, energy and other resources; and*
- 5. use appropriate tools with dexterity and care.*

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus also provides Exemplars intended to assist teachers in selecting activities that are valid for the purposes of SBA.

**EXEMPLAR – FOOD, NUTRITION AND HEALTH
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 1**

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards, and will also focus on assessing Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

CANDIDATE: _____

ASSESSOR: _____

<p>Elements: Prepare and present a variety of sandwiches Apply organisational skills for work flow planning and preparation Store sandwiches</p>	
Work Activities	Assessment Methods
<p>Your school is hosting a function honouring four community leaders. You are required to prepare and serve in one and a half hours, three different types of cold sandwiches using different fillings or combination of fillings.</p>	<ul style="list-style-type: none"> Practical demonstration Oral questions Product evaluation
Underpinning Knowledge and Skills	Range
<ul style="list-style-type: none"> Bread types. Ability to select bases from a wide range of bread types. Ingredients for fillings. Ability to select and combine ingredients for fillings so they are appropriate and compatible. Sandwich presentation techniques. Ability to present sandwiches using techniques of spreading, layering, piping, portioning, moulding and cutting. Equipment for toasting and heating. Ability to appropriately select and use equipment for toasting and heating. Proper hygiene and enterprise practices. Ability to present sandwiches in accordance with proper hygiene and enterprise practices. 	<ul style="list-style-type: none"> Types of Sandwiches - three different types of cold sandwiches Materials- tuna, chicken, sausages, vegetables, mayonnaise, mustard, bread Techniques- spreading, layering, piping, portioning, moulding, cutting Equipment tools- blender chopper, cutting board, knives, palette, knives, bowls, measuring tools, wooden spoons, food tong Serving dish and storage- flat, china storage, plastic wrap/ foil, storage container
<p>Candidate's Signature: _____ Date: _____</p> <p>Assessor's Signature: _____ Date: _____</p> <p>Internal Verifier's Signature: _____ Date: _____</p>	



**EXEMPLAR – FOOD, NUTRITION AND HEALTH
ASSIGNMENT 1**

DIMENSIONS OF COMPETENCY

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also focus on assessing Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

WORK ACTIVITY:	
Your school is hosting a function honouring four community leaders. You are required to prepare and serve in one and a half hours, three different types of cold sandwiches using different fillings or combination of fillings.	
TASK SKILLS	TASK MANAGEMENT SKILLS
Candidate has to: <ul style="list-style-type: none"> • interpret activity; • follow health and safety requirements; • select the necessary tools, equipment and materials; • weigh and measure ingredients; • demonstrate cutting, slicing and rolling skills; • use various techniques- spreading, layering, portioning moulding; • present sandwiches attractively; • using suitable garnishes and service ware; • store sandwiches to maintain freshness and quality. 	Prepare/ organize/ co-ordinate by <ul style="list-style-type: none"> • Interpret and plan activity. • Select tools, equipment and materials. • Apply health and safety procedures. • Organize work station. • Work in a logical and sequential manner within the required time frame. • Present and serve sandwiches at the correct temperature. • Perform all necessary housekeeping.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
What if ...? <ul style="list-style-type: none"> • a refrigerator is not available to chill prepared ingredients; • prepared mayonnaise is not available for combining with some fillings. 	The candidate can: <ul style="list-style-type: none"> • collect, analyze and organize information (<i>research and present recipes</i>); • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>tools, equipment, materials</i>); • use mathematical ideas and techniques (<i>weighing, measuring, portioning</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>use of blender chopper, palette knives</i>).

Assessor's Signature: _____

Date: _____



EXEMPLAR – FOOD, NUTRITION AND HEALTH

ASSIGNMENT 1

ASSESSOR EVALUATION

Assignment 1 is aligned to Prepare Sandwiches (THHCFP0281A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select appropriate tools, equipment material					
(c) Follow health and safety procedures					
(d) Organize workstation					
2. PROCESS					
(a) Measure, wash, cut and combine ingredients for filling					
(b) Prepare sandwiches using techniques for cutting, slicing and rolling					
(c) Use of techniques- spreading, layering and garnishing					
(d) Sequence work flow in logical and efficient manner					
(e) Sanitize the work station at the end of preparation					
3. PRODUCT					
(a) Sandwiches presented neatly and attractively					
(b) Use of appropriate garnishes and service ware					
(c) Fillings of the correct consistency, textures and flavour					
(d) Sandwiches stored hygienically and at the correct temperature					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with **constant** supervision and **considerable** assistance.
3. Can perform this task with **constant** supervision and **some** assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature : _____

Date: _____

Candidate's Signature : _____

Date: _____



**EXEMPLAR – FOOD, NUTRITION AND HEALTH
SCHOOL-BASED ASSESSMENT
ASSESSMENT PLAN
ASSIGNMENT 2**

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

CANDIDATE: _____ **ASSESSOR:** _____

<p>Elements: Prepare for production of items Prepare and garnish egg dishes Store prepared egg dishes not for immediate use</p>	
Work Activities	Assessment Methods
<p>Your Community Group is having a Food Fair to demonstrate the “Versatility of Eggs” in food preparation. You are required to prepare and display four (4) different egg dishes/items incorporating EACH of the following methods:</p> <ul style="list-style-type: none"> • aerating; • setting; • enriching; • emulsifying. 	<ul style="list-style-type: none"> • Practical demonstration. • Oral questions. • Product evaluation.
Underpinning Knowledge and Skills	Range
<p>Written or oral questions could include:</p> <ul style="list-style-type: none"> • storage of eggs; • steps to prevent cross contamination; • Accompaniments to specific egg dishes • examples of dishes eggs can be used in binding, coating, glazing, thickening, garnishing etc. 	<ul style="list-style-type: none"> • Materials - eggs..... • Techniques - Aerating, Setting, Enriching, Emulsifying • Equipment tools - pots, pans, bowls, dishes, moulds, sieves, spoons, graters, knives, choppers, tin openers, ladles, forks • Serving dish and storage -
<p>Candidate’s Signature: _____ Date: _____</p> <p>Assessor’s Signature: _____ Date: _____</p> <p>Internal Verifier’s Signature: _____ Date: _____</p>	



EXEMPLAR – FOOD, NUTRITION AND HEALTH ASSIGNMENT 2

DIMENSIONS OF COMPETENCY

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A)

WORK ACTIVITY:	
<p>Your Community Group is having a Food Fair to demonstrate the “Versatility of Eggs” in food preparation. You are required to prepare and display four (4) different egg dishes/items incorporating EACH of the following methods:</p> <ul style="list-style-type: none"> • aerating; • setting; • enriching; • emulsifying. 	
TASK SKILLS	TASK MANAGEMENT SKILLS
<p>Candidate has to:</p> <ul style="list-style-type: none"> • interpret activity; • select recipes for each method; • follow health and safety procedures; • select the necessary tools, equipment and materials; • weigh and measure ingredients; • follow method in recipe as directed; • demonstrate skills in incorporating methods; • using suitable garnishes and decorations Use suitable service ware. 	<p>Prepare/ organize/ co-ordinate by</p> <ul style="list-style-type: none"> • Interpret and plan activity. • Select tools, equipment and materials. • Apply health and safety procedures. • Organize work station. • Work in a logical and sequential manner within the required time frame. • Present and serve dishes/items at the correct temperature. • Perform all necessary housekeeping.
CONTINGENCY MANAGEMENT SKILLS	EMPLOYABILITY/ JOB ROLE/ ENVIRONMENT SKILLS
<p>What if ...?</p> <ul style="list-style-type: none"> • egg mixture curdles in preparation of batters. 	<p>The candidate can:</p> <ul style="list-style-type: none"> • collect, analyze and organize information (<i>research and present recipes</i>); • communication (<i>communicate with supervisor</i>); • plan and organise activity (<i>tools, equipment, materials</i>); • use mathematical ideas and techniques (<i>weighing, measuring, portioning</i>); • solve problems (<i>as they arise</i>); • technology skills (<i>use of blender, electric hand mixer, palette knives</i>).

Assessor’s Signature: _____

Date: _____



KEY Competent - Range 3 and above Not Yet Competent - below Range 3
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**EXEMPLAR – FOOD, NUTRITION AND HEALTH
ASSIGNMENT 2**

ASSESSOR EVALUATION

Assignment 2 is aligned to Prepare Egg Dishes (THHCFP0641A) in the Commercial Food Preparation (Cookery), Level I (CCTHH10309) Regional Occupational Standards and will also assess Clean and Maintain Premises (THHCFP0251A), Present Food (THHCFP0231A), and Receive and Store Stock (THHGA00141A).

Institution/ Centre: _____

Candidate's Name: _____

ASSESSMENT CRITERIA	ASSESSOR				
	1	2	3	4	5
1. PLANNING					
(a) Interpret activity					
(b) Select recipe for each method					
(c) Select appropriate tools, equipment, serving dishes and materials					
(d) Follow health and safety procedures					
(e) Organize workstation					
2. PROCESS					
(a) Weigh and measure ingredients for dishes					
(b) Sequence work flow in logical and efficient manner					
(c) Follow procedures in recipes as directed					
(d) Demonstrate techniques in using eggs in aerating, setting, enriching and emulsifying					
(e) Prepare and cook dishes/items at the correct temperature					
(f) Decorate or garnish dishes					
(g) Sanitize the work station at the end of preparation					
3. PRODUCT					
(a) Dishes/items of the correct consistency, texture and					
(b) Dishes/items served at the correct temperature					
(c) Dishes/items attractively decorated or garnished.					

Comment/ Feedback:

Rating Scale:

1. Cannot perform this task.
2. Can perform this task with constant supervision and considerable assistance.
3. Can perform this task with constant supervision and some assistance.
4. Can perform this task satisfactorily with periodic supervision.
5. Can perform this task satisfactorily with little or no supervision.

Assessor's Signature: _____

Date: _____

Candidate's Signature: _____

Date: _____



FINAL ASSESSMENT RECORD SHEET

Qualification: _____

Institution/ Centre: _____

Code

Title

Centre Number: _____

Candidate's Name: _____

Candidate's Number: _____

Cycle Start: _____

End: _____

Unit Code	Element Code	For each item place a tick (✓) to indicate candidate's competence. Where the candidate is not yet competent place a circle (O).																					Range Completed	Underpinning Knowledge & Skills Completed	Critical Employability Skills Completed						
		Performance Criteria Number																													
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21									

Note to Assessor: Place an X in the box after the last Performance Criteria Number of each element.

Stamp _____

Assessor Name & Number _____

Assessor Signature/ Date _____

Internal Verifier Name & Number _____

Internal Verifier Signature/ Date _____

Record of Reasonable Adjustment

Assessment Date: _____

Assessor's Name: _____

Assessor's Signature: _____

Date: _____

This table is used by the assessor when there is an adjustment in the prescribed assessment tool given.

Adjustment to Assessment Procedures

Performance Criteria	Evidence Type	Reason for Adjustment	New Activity Details	Competent	Not Yet Competent	Comments



INSTRUCTIONS FOR TEACHERS

Guidelines for completing Assessment Plan

1. **Unit Code and title(s) assessed** – indicate information such as **Unit Code** and **Unit title** of assessment completed in the standard.
2. **Context of Assessment** refers to – on the job or institution/school, which will be a simulated activity.
3. **Work Activity Assigned** – Assessors should document:
 - (a) Task/Activity designed and developed may be integrated to assess several performance criteria in one (1) unit or several units
 - (b) Projects
 - (c) Field trips
 - (d) All questions and responses
 - (e) Case studies

All supporting evidence should be attached to the assessment package.

4. **Assessment methods** – Assessors should indicate the assessment methods to be used in conducting the assessments.
5. **Underpinning knowledge and skills** – Assessors should indicate the critical underpinning knowledge and skills related to the unit.
6. **Range, Conditions under which assessment took place**
For example, Occupational Health and Safety requirements
Range of equipment, processes and procedures

Guidelines for Completing the Dimensions of Competency Form

The Dimensions of Competency includes a measurement of all aspects of work performance. The assessment of competency should involve a demonstration of competence in every aspect of the Dimension of Competency, including:

Task Skills:

Identify the various skills required to perform the activity. This can be obtained from examining the performance criteria and range statements

Task Management Skills:

Refer to the ability to manage the various task skills identified

Contingency Management Skills:

Refer to the ability to respond appropriately to irregularities and breakdowns in routine



Employability/ Job Role/ Environment Skills:

Refer to the need to fulfil the requirements and expectations of the organization. Seven (7) generic skills were identified for this purpose, namely:

- Collect, analyse and organise information
- Communicate ideas and information
- Plan and organise activity
- Work with others and in a team
- Use mathematical ideas and techniques
- Solve problems
- Use technology

The Assessor is required to show how these seven generic skills relate to the activity given.

Guidelines for Completing the Assessor Evaluation Form

The Assessor Evaluation form is used by the assessor to record the outcome of the activity completed.

Institution/ Centre – name of the Training Provider

Candidate Name – name of person being assessed (Use BLOCK letters)

Qualification – the occupational area, code and level should be identified

Unit Competency – indicate specific **unit code** and **Unit Title** from the occupational standards used for the assessment

Each activity given to candidates should be evaluated under three (3) broad headings, namely **planning**, **process** and **product**.

- **PLANNING:** identify all skills required in planning the activity.
- **PROCESS:** involves the assessment of the steps the learners goes through in order to perform the tasks.
- **PRODUCT:** reflects the evaluation of the final outcome expected.

Comment/ Feedback: would include evaluation comments discussed with the candidate.

Rating Scale – the guide listing specific criteria for grading or scoring (rating of 1 – 5 is used).

Key – identifies what value the ratings hold regarding assessment judgments of COMPETENT or NOT YET COMPETENT.



Guidelines for completing Record of Reasonable Adjustment

This form should be completed during the planning stage of the assessment. This is used for candidates who have physical disabilities or impediments and require adjustments in assessments usually done under normal assessment conditions.

Assessment Date – state the date for which the assessment is to be conducted

Assessor's Name – full name required

Assessor's Signature – place your signature after the assessment was conducted

Date – state the date the assessment was conducted

Performance Criteria (PC) – critical outcomes/ steps which have to be achieved and the standard of performance required (Taken directly from the standards)

Evidence Type – refers to evidence required to assess each performance criteria. Minimum of three (3) type of evidence needed for each performance criteria

Reason for Adjustment – state the purpose for the adjustment. For example , candidate has a hearing impairment

New Activity Details – state how the assessment/ activity was altered for the candidate

Competent – state the judgement at the end of the assessment. For example, candidate deemed competent

Not Yet Competent – state the judgement at the end of the assessment

Comments – any feedback given to candidate

Guidelines for completing Final Assessment Record Sheet

Summary of the evidence collected after the candidate has been deemed competent

- The Assessor should complete the form as indicated.
- The **unit code** and **element code** should be named.
- The performance criteria completed should be indicated by a tick (✓) and an (X) after the last performance criteria number.
- **Range Statement completed** indicated by a tick (✓) – includes all the conditions under which the task must be informed in each unit.
- **Underpinning Knowledge and Skills completed** indicated by a tick (✓) - includes the knowledge and skills required by each performance criteria
- **Critical Employability Skills** should be indicated by a tick (✓) at the end of each unit.



Guidelines for completing Achievement Sheet

The Achievement Sheet is used by the Assessor **to claim** for the CVQ Qualification and unit award/s.

1. The heading of the Achievement Sheet should be filled out by the Assessor, i.e. Training Provider, School's Name and Address, Cycle Start and End, and the Assessor Name, Number and Signature.
2. Candidate ID – Use the candidate's CVQ number.
3. Candidates should be listed in alphabetical order. Use block letters. The same order of listing should be followed on both sheets.
4. Candidates' home address should be entered in the address column on one line. The region code of the candidates' address is listed at the bottom of the Achievement Sheet.
5. In the column of Units Previously Achieved use the letter NA (not applicable) if units were not previously achieved. If the candidate has previously completed units in the occupational standards, the code and the number/s of the units/s should be recorded.
6. Only if all units in the occupational standard have been completed can the full qualification be ticked as Yes, if not tick No.
7. If all twenty (20) lines have not been used on the Achievement Sheet, then the assessor should draw a line diagonally on the sheet from left to right.
8. The Internal Verifier will sign at the base of the Achievement Sheet after the sampling of the candidate's work has been completed.
9. All pages of the Achievement Sheet should be completed. On all pages of the Achievement Sheet the listing of candidates' names should follow the same order as the first sheet. The units of the Occupational area are identified so that assessors can tick (✓) units completed and indicate an (✗) if units were not completed.
10. The school stamp should be placed at the base of all pages of the Achievement Sheet in the designated space, i.e. "Centre's Stamp". The Principal / Vice Principal should sign adjacent to the school stamp.



Portfolio Development

A portfolio is an organised convenient means of collection and presentation of materials which records and verifies a candidate's learning achievements and relates them to the depth and breadth of work required by each unit of the occupational standards. The depth and breadth of work should include a diversity of exhibits which reflects the following **criteria**:

- Writing, Reading and Comprehension Skills
- Critical Thinking and Problem Solving Skills
- Technology Skills
- Practical Skills
- Teamwork Skills

The outline of the portfolio should include information under the following headings:

- Cover Page
- Title Page
- Table of Contents
- Introduction
- Supporting Evidence (Depth & Breadth of Work)
- Self-Assessment/Reflection

Details of EACH Heading

Cover Page

- Name of School
- Occupational Area CVQ Level 1
- Assessors Name
- Candidate's Name
- Year

Title Page

- Caribbean Vocational Qualification
- CVQ Level 1
- Occupational Area
- Year

Table of Contents

- By units
- Number pages

Introduction

- Portfolio of candidate to include personal data, background information on education/training experiences and expectations.



Supporting Evidence

Provides information on the key formative and summative assignments / projects undertaken by the candidates to achieve the performance criteria in each unit on the Occupational Standards. All evidence supplied by the candidate should be reviewed by the assessor using the **criteria given**. **Evidence must be signed and dated on the date of the review by the assessor.**

Suggestions for supporting evidence:

- Written Assignment
- Oral Questions (checklist format)
- Projects
- Work Samples
- Research Assignments
- Fieldtrip reports
- Summative evaluation of practical work
- Digital photographs of candidates performing critical tasks

Self-Assessment/Reflections

Allows candidates to rate their performance against the requirements of the relevant unit/s of competency and allows candidates to reflect in writing whether their expectations have been achieved in the particular occupational area.

Summary

Each candidate in every occupational area *must* prepare a portfolio which will showcase:

- Growth and development of the candidate during the two year period.

Portfolios *must* be kept for evaluation by the Internal Verifier, External Verifier and the Quality Assurance auditor of the Caribbean Examination Council.

RESOURCES

FOOD, NUTRITION AND HEALTH

- | | |
|---------------------------|---|
| Ballam, J. and Wilson, J. | <i>Food 2</i> . New Zealand: Blake Education, 2010. |
| Rankine, P. | <i>Beautiful Hospitality Plus</i> . Kingston: Peggy Rankine, 2002. |
| Tull, A. and Coward A. | <i>Caribbean Food and Nutrition for CSEC</i> . London: Oxford University Press, 2009. |
| Tull, A. | <i>Food and Nutrition</i> . London: Oxford University Press. 1997. |
| Wynn, B. | <i>Food Investigations</i> . London: Oxford University Press. 1981. |



WEBSITES

<http://www.youtube.com/watch?v=nokFu-29YWY>

http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/nutrition/nvscf-vnqau-eng.pdf

http://www.hc-sc.gc.ca/fn-an/nutrition/reference/cons_info-guide_cons-eng.php

<http://lpi.oregonstate.edu/infocenter/index.html>

<http://www.youtube.com/watch?v=fnmLtQs9ybl>



◆ GLOSSARY OF EXAMINATION TERMS

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
account for	Present reason for action or event
annotate	add a brief note to a label
apply	use knowledge of principles to solve problems
assess	present reasons for the importance of particular structures, relationships or process
calculate	arrive at the solution to a numerical problem
classify	divide into groups according to observable characteristics
comment	state opinion or view with supporting reasons
compare	state similarities and differences
construct	use a specific format to make and draw a graph, histogram, pie chart or other representation using data or material provided or drawn from practical investigations, build (for example, a model), draw scale diagram
deduce	make a logical connection between two or more pieces of information; use data to arrive at a conclusion
define	state concisely the meaning of a word or term
demonstrate	show; direct attention to...
describe	provide detailed factual information of the appearance or arrangement of a specific structure or a sequence of a specific process
determine	find the value of a physical quantity
design	plan and present with appropriate practical detail
develop	expand or elaborate an idea or argument with supporting reasons
diagram	simplified representation showing the relationship between components.
differentiate	state or explain briefly those differences between or among items which can be used to define the items or place them into separate categories.

<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
discuss	present reasoned argument; consider points both for and against; explain the relative merits of a case
draw	make a line representation from specimens or apparatus which shows an accurate relation between the parts
estimate	make an approximate quantitative judgement
evaluate	weigh evidence and make judgements based on given criteria
explain	give reasons based on recall; account for
find	locate a feature or obtain as from a graph
formulate	devise a hypothesis
identify	name or point out specific components or features
illustrate	show clearly by using appropriate examples or diagrams, sketches
investigate	use simple systematic procedures to observe, record data and draw logical conclusions
label	add names to identify structures or parts indicated by pointers
list	itemise without detail
measure	take accurate quantitative readings using appropriate instruments
name	give only the name of
note	write down observations
observe	pay attention to details which characterise a specimen, reaction or change taking place; to examine and note scientifically
outline	Give basic steps only
plan	prepare to conduct an investigation
predict	use information provided to arrive at a likely conclusion or suggest a possible outcome
record	write an accurate description of the full range of observations made during a given procedure



<u>WORD/TERM</u>	<u>DEFINITION/MEANING</u>
relate	show connections between; explain how one set of facts or data depend on others or are determined by them
sketch	make a simple freehand diagram showing relevant proportions and any important details
state	provide factual information in concise terms outlining explanations
suggest	offer an explanation deduced from information provided or previous knowledge. (... a hypothesis; provide a generalisation which offers a likely explanation for a set of data or observations.)
test	to find out, following set procedures

Western Zone Office
April 2015



CARIBBEAN EXAMINATIONS COUNCIL

Caribbean Secondary Education Certificate®
CSEC®



HOME ECONOMICS

Specimen Papers and Mark Schemes/Keys

Specimen Papers:

Family and Resource Management:

Paper 01

Paper 02

Textiles, Clothing and Fashion:

Paper 01

Paper 02

Food, Nutrition and Health:

Paper 01

Paper 02

Mark Schemes and Key:

Family and Resource Management:

Paper 01

Paper 02

Textiles, Clothing and Fashion:

Paper 01

Paper 02

Food, Nutrition and Health:

Paper 01

Paper 02

SPEC 2015/ 01228010**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®****EXAMINATION****FAMILY AND RESOURCE MANAGEMENT****Paper 01 – General Proficiency***75 minutes***SPECIMEN****READ THE FOLLOWING INSTRUCTIONS CAREFULLY.**

1. This specimen consists of 60 items. You will have 75 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is a labour-saving device?

Sample Answer

- (A) Blender
(B) Broom
(C) Duster
(D) Mop



The best answer to this item is “Blender,” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later. Your score will be the total number of correct answers.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

1. Which of the following BEST describes the Caribbean family?

- (A) A father, mother and child living together
- (B) A group of people living in a shelter
- (C) Elderly people living in a home
- (D) Siblings sharing an apartment

Items 2–4 refer to the following scenario.

Mr and Mrs Garner have been married for five years and have a three-year old son. They are now sharing a home with Mrs Garner's retired parents and have agreed that Mrs Garner will continue to work. Mr Garner assists with the preparation of meals, so that his wife is able to devote more time to the care of their son.

2. Based on the scenario above, how many years did the 'beginning' stage of the family last?

- (A) One
- (B) Two
- (C) Three
- (D) Five

3. Which of the following types of family is described in the scenario above?

- (A) Nuclear
- (B) Blended
- (C) Extended
- (D) Single-parent

4. Which of the following challenges would be a MAJOR concern for the family if Mr Garner was the only person in the family who was employed?

- (A) Quality time and nurturing
- (B) Education and socialization
- (C) Personal adjustment and goal setting
- (D) Maintenance of the home and surroundings

5. When parents teach their children about the customs and traditions of the family, which function of the family are they carrying out?

- (A) Socialization
- (B) Status conferring
- (C) Transmitting culture
- (D) Providing basic needs

6. Which of the following is LEAST likely to ensure harmonious relationships among members of the extended family?

- (A) Being a good listener
- (B) Expressing sentiments of love
- (C) Assisting in caring for the elderly
- (D) Communicating regularly by phone

7. The ideas, beliefs and feelings which influence decision-making are called
- (A) attributes
 - (B) values
 - (C) goals
 - (D) aims
8. Which of the following BEST describes the challenges faced in the beginning stage of the family life cycle?
- (A) Goal setting, setting up a home, personal adjustments
 - (B) Seeking a job, bachelorhood, living with parents
 - (C) Childbearing, seeking housing, raising children
 - (D) Loneliness, retirement, health problems
9. The FIRST step in the decision-making process is the
- (A) collection of relevant information
 - (B) evaluation of alternatives
 - (C) identification of the problem
 - (D) selection of a plan of action
10. Which of the following processes does NOT occur in the formation of a value?
- (A) Choosing
 - (B) Planning
 - (C) Prizing
 - (D) Acting

Items 11–12 refer to the following scenario.

During the anniversary celebrations, Charles made a careful assessment of the performance of the work groups which he had created. Later, Charles made some changes.

11. Which of the following management processes is Charles carrying out?
- (A) Planning
 - (B) Evaluating
 - (C) Organizing
 - (D) Implementing
12. Which of the following management processes was Charles using when he divided people into work groups?
- (A) Planning
 - (B) Evaluating
 - (C) Organizing
 - (D) Implementing

13. Maria purchased a new school bag because her old school bag was outdated. She has satisfied
- (A) a priority
 - (B) a need
 - (C) a want
 - (D) an impulse
14. Which the following terms describes the income which is received **after** all deductions are taken from a salary?
- (A) Net income
 - (B) Basic income
 - (C) Gross income
 - (D) Secondary income
15. A 'family council' is BEST described as
- (A) a regularly scheduled meeting for all family members to help in decision-making
 - (B) a scheduled meeting to hear the decisions made by the head of the household
 - (C) advice given to family members who are experiencing problems
 - (D) a meeting of family members to socialize and have fun
16. Which of the following factors should have the MOST influence on the setting of priorities?
- (A) Impulses
 - (B) Emotions
 - (C) Needs
 - (D) Wants
17. Which of the following breakfast menus is BEST suited for the special needs of an elderly person on a normal diet?
- (A) Fruit juice, scrambled egg, milk, toast
 - (B) Ham, cheese sandwiches, eggnog
 - (C) Orange, scones, muffins, tea
 - (D) Tuna sandwiches, jam, coffee
18. Your five-year old sister has been left in your care and her clothing caught on fire. The first thing you should do is to
- (A) pick her up and run outside
 - (B) run to the door and shout for help
 - (C) wrap her in a thick towel and roll her on the floor
 - (D) throw some cold water over her and beat out the flames
19. A meal prepared for a two year old toddler should NOT contain any
- (A) oils and fats
 - (B) salt and sugar
 - (C) meat and fibre
 - (D) seeds and bones

20. Which of the following snacks are BEST suited for the special needs of a pre-schooler?
- (A) Corn curls, cheese sandwich, sweets
 - (B) Tuna sandwich, mango, eggnog
 - (C) Bread and jam, orange juice
 - (D) Cheese sandwich, lollipop

21. 'Moral duty and commitment to work' BEST defines the term
- (A) work ethic
 - (B) work study
 - (C) work experience
 - (D) work simplification

Item 22 refers to the following scenario.

Jamie, a social drinker, works as a cashier at a local supermarket and arrives late for work every day. He is usually well-groomed and is well-liked by his co-workers.

22. What aspect of Jamie's behaviour shows a NEGATIVE work ethic?
- (A) His social drinking
 - (B) His grooming
 - (C) His unpunctuality at work
 - (D) His popularity with co-workers
23. Which of the following is the BEST definition for the management process 'controlling'?
- (A) Having everything in place to complete the required tasks
 - (B) Ensuring that planned activities are being carried out
 - (C) Delegating specific jobs to suitable persons
 - (D) Evaluating the results of activities

24. On Saturday, household tasks were shared by family members in an effort to complete the tasks by noon. This allowed time for the family to participate in a concert that began at 1:00 p.m.

Which of the following are benefits of this cooperative experience?

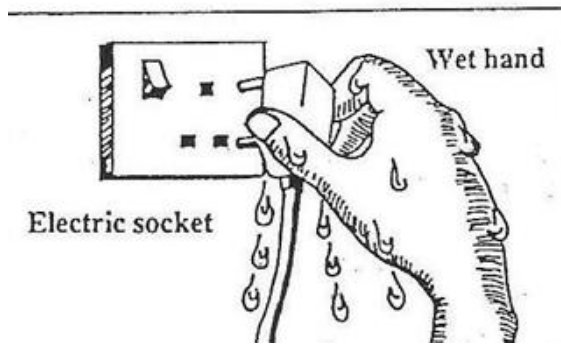
- I. Building team spirit
- II. Efficient use of time
- III. Sense of independence

- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
25. Which of the following is regarded as a non-human resource for the management of the family?
- (A) Knowledge
 - (B) Initiative
 - (C) Money
 - (D) Skills

26. Which of the following is NOT an important factor when carrying out 'work simplification' techniques in a household?
- (A) Lack of communication among family members
 - (B) Difference in age among family members
 - (C) Time schedules of family members
 - (D) Income of family members
27. Which of the following are important considerations in the management of time and energy?
- I. Methods of efficiency
 - II. Job simplification methods
 - III. Making a plan for all activities
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
28. A well-planned budget usually offers an opportunity for
- (A) saving money
 - (B) setting priorities
 - (C) enjoying a holiday
 - (D) a high standard of living
29. Which of the following is considered a flexible (variable) expense in a family budget?
- (A) Car insurance premium
 - (B) Household repairs
 - (C) School fees
 - (D) Rent
30. Mr Henry works for a small salary. He lives in a rented house with his two sons who attend primary school. Which of the following items should Mr Henry MOST likely consider when preparing a budget?
- (A) Food, education, vacation, entertainment
 - (B) Food, education, clothing, gifts
 - (C) Food, education, alcohol, sports
 - (D) Food, education, rent, medicine
31. A major advantage of sound money management is that it helps the family to
- (A) live within its income
 - (B) increase savings quickly
 - (C) avoid damages and losses
 - (D) purchase what family members want
32. Which of the following characteristics of an advertisement should have the LEAST influence on a responsible consumer?
- (A) Interest
 - (B) Honesty
 - (C) Amusement
 - (D) Product information

33. Jill wants to purchase a watch for her brother for his birthday. Which of the following should be the MAIN influence on her decision regarding how much to spend on the watch?
- (A) Her brother's friends have expensive watches.
 - (B) She can afford to pay only \$100 for a watch.
 - (C) Her brother always gives her cheap birthday gifts.
 - (D) The advertisements say that Citizen Watches are the best.
34. When purchasing a house, which of the following persons is required to transact the business of transfer of ownership to the buyer?
- (A) Surveyor
 - (B) Architect
 - (C) Lawyer
 - (D) Vendor
35. Which of the following does NOT contribute to the physical and aesthetic wellbeing of a family home?
- (A) Layout
 - (B) Television
 - (C) Furnishings
 - (D) Decorations
36. Which of the following are safe methods of purifying water for drinking purposes in the home?
- I. Boiling
 - II. Filtering
 - III. Use of chlorine bleach
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
37. Career planning is important in order to
- (A) identify the requirements for a given profession
 - (B) assist family members in achieving their goals
 - (C) determine the salaries offered for specific jobs
 - (D) satisfy an individual's needs and wants
38. The BEST way to avoid accidents in the home is to
- (A) discourage smoking in bed
 - (B) keep traffic areas well lit at all times
 - (C) be on the alert and observe safety rules
 - (D) have a safety plan for escape in case of fire
39. Which of the following tools and equipment can be regarded as a set of labour-saving devices for use in the home?
- (A) Dust pan, hand broom, duster
 - (B) Rolling pin, spatula, steaming mould
 - (C) Food mixer, blender, pressure cooker
 - (D) Egg slicer, vegetable peeler, food cover

Item 40 refers to the following diagram.



40. Which accident is MOST likely to occur as a result of the action illustrated in the diagram above?

- (A) Power failure
- (B) Broken finger
- (C) Burns
- (D) Shock

41. Which of the following attributes is MOST useful in preparing for the world of work?

- (A) Thrift
- (B) Loyalty
- (C) Tolerance
- (D) Discipline

42. A one-storey house with two bedrooms and all the other amenities for living is called a

- (A) cottage
- (B) duplex
- (C) caravan
- (D) bungalow

Items 43– 44 refers to the following scenario.

Mr Lewis ordered a vacuum cleaner from a travelling salesman and was told the vacuum cleaner would cost \$350. As agreed, the salesman delivered the vacuum cleaner a week later and Mr Lewis paid and signed the delivery note. At a later date, Mr Lewis discovered that he was charged a total of \$375, an additional \$25 for delivery. Mr Lewis protested but got no satisfaction from the salesman.

43. Mr Lewis MOST likely did not get any satisfaction when he protested because

- (A) he had ordered the vacuum cleaner
- (B) the salesman did not give a warranty
- (C) he had already signed the delivery note
- (D) the salesman had returned within a specific time

44. Which of the following should be Mr Lewis's FIRST steps in seeking redress?

- (A) Contact a consumer organization
- (B) Contact the salesman's boss
- (C) Write to the manufacturer
- (D) Consult a lawyer

45. Which of the following actions are considered socially unacceptable at the dinner table?

- I. Drinking slowly
- II. Talking while chewing
- III. Patting your face with the napkin

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

46. A floral arrangement adds to the

- (A) colour, design and interest of a room
- (B) interest, colour and shape of a room
- (C) colour, size and design of a room
- (D) design, shape and size of a room

Items 47—49 refer to the following letter.

2 November 2015

Dear Mr and Mrs Harvey

You are cordially invited to attend a formal dinner to celebrate our 25th wedding anniversary. The dinner will be held on Monday, 10th December at 7:00 p.m. sharp. Please be early as seating will be reserved in anticipation of your attendance.

Yours sincerely
John Sorzano

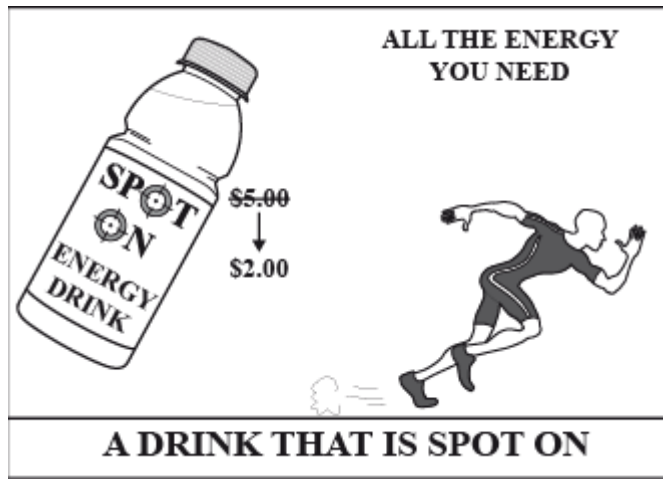
RSVP

47. Which of the following statements is true?

- (A) Mr Harvey is the host.
- (B) Mr Harvey is a guest.
- (C) Mr Sorzano is a guest.
- (D) Mr Sorzano is the typist.

48. The letters RSVP at the end of the letter mean
- (A) respectfully yours
 - (B) reserve seats very promptly
 - (C) respond to the invitation to attend
 - (D) reserve seats for very important people
49. Mr Sorzona informed a waitress that there was a shortage of crockery at a guest's table. Which of the following of items should the waitress add to the table?
- (A) Napkins, glasses, plates
 - (B) Salads, fruits and dessert
 - (C) Knives, spoons and forks
 - (D) China bowls, teapot and teacups
50. Which of the following is the MOST important consideration when arranging furniture in a living room?
- (A) Placing large pieces of furniture in the middle
 - (B) Grouping furniture according to size
 - (C) Making sure there is formal balance
 - (D) Leaving traffic areas clear
51. Which of the following is NOT promised in a product guarantee (warranty)?
- (A) The assurance of redress
 - (B) Suitability of the product for sale
 - (C) A high quality product for a low price
 - (D) Repair of the product within a stated period
52. The consumer right which is violated when an unlabelled bottle of medicine is sold in a pharmacy is the right to
- (A) redress
 - (B) choose
 - (C) consumer education
 - (D) accurate information

Items **53–54** refer to the following advertisement.



53. The MAIN advertising appeal is most likely

- (A) thirst
- (B) health
- (C) wealth
- (D) beauty

54. Which of the following pieces of information could be misleading in the advertisement?

- (A) All the energy you need
- (B) Was \$5.00 now \$2.00
- (C) Spot on energy drink
- (D) The man running

Items **55–56** refer to the following work-related factors.

- (A) Planning sessions
- (B) Values and goals
- (C) Internships
- (D) Communication skills

In answering Items **55–56**, each option may be used once, more than once or not at all.

Which of the above factors

55. provide work experience?

56. are characteristics of a good worker?

57. After Kamla greets her guests for the dinner party, what is the next BEST action in keeping with her duties as a hostess?

- (A) Mingle with the guests and make introductions
- (B) Encourage conversation among the guests
- (C) Invite guests to the dinner table
- (D) Ask someone to say grace

Items 58–59 refer to the following items used for a buffet setting.

- (A) Plates
- (B) Main course items
- (C) Serving utensils
- (D) Beverage items

In answering Items **58–59**, each option may be used once, more than once or not at all.

58. Which items are placed in the starting position?

59. Which items are placed at the far end of the table?

60. Which of the following behaviours is acceptable when dining at a restaurant?

- (A) Waiting to be seated
- (B) Shouting at the waiter
- (C) Speaking with food in your mouth
- (D) Raising conversation about personal issues

CSEC Family and Resource Management SPECIMEN PAPER			
Item No.	Syllabus Reference	Key	Profile Level
1	1.1	A	P1
2	1.4	B	P2
3	1.2	C	P2
4	1.5	D	P2
5	1.3	C	P1
6	1.6	D	P2
7	2.3	B	P1
8	1.5	A	P1
9	2.8	C	P1
10	2.3	B	P1
11	2.9	B	P2
12	2.9	C	P2
13	4.6	C	P1
14	3.10	A	P1
15	1.3	A	P1
16	2.4	C	P1
17	1.12	A	P2
18	1.9	C	P2
19	1.12	D	P1
20	1.12	B	P2
21	6.1	A	P1
22	6.1	C	P2
23	2.2	B	P1
24	6.1	A	P2
25	3.1	C	P1
26	3.6	D	P1
27	3.3	D	P2
28	3.15	A	P2
29	3.17	B	P1
30	3.16	D	P2
31	3.13	A	P1
32	4.5	C	P1
33	2.4	B	P2
34	7.3	C	P1
35	7.5	B	P1
36	1.9	B	P1
37	6.6	A	P1
38	1.9	C	P1
39	3.7	C	P1
40	1.9	D	P2
41	6.2	D	P2
42	7.2	A	P1

Item No.	Syllabus Reference	Key	Profile Level
43	4.3	C	P2
44	4.10	B	P2
45	5.7	C	P1
46	7.10	A	P1
47	5.5	B	P2
48	5.5	C	P1
49	7.10	D	P2
50	7.8	D	P1
51	4.1	C	P2
52	4.3	D	P2
53	4.4	B	P2
54	4.4	A	P2
55	6.6	C	P2
56	6.2	D	P2
57	5.4	A	P2
58	7.10/7/11	A	P1
59	7.10/7.11	D	P1
60	5.7	A	P1



TEST CODE **01228020/SPEC**

SPEC 2015/01228020

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**C A R I B B E A N S E C O N D A R Y E D U C A T I O N C E R T I F I C A T E[®]
E X A M I N A T I O N**

F A M I L Y A N D R E S O U R C E M A N A G E M E N T

Paper 02 – General Proficiency

2 hours 20 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answers in the spaces provided in this booklet.
4. DO NOT write in the margins.
5. You are advised to take some time to read through the paper and plan your answers.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Answer ALL questions.

1. (a) State TWO major forms of family that exist in the Caribbean.

.....
.....
.....

(2 marks)

(b) “Just as the family is made up of individual members, the community is made up of individual families.”

Describe TWO functions which are performed by the family that are also performed by the community.

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(4 marks)

(c) Every year, Mr Robinson travels to the USA to work on the seasonal Farm Work Scheme from April to September. While he is overseas, his wife and teenaged daughters try to maintain a normal family life.

(i) Briefly discuss TWO challenges that the family is likely to experience during the period when Mr Robinson is overseas.

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(4 marks)

- (ii) For EACH of the challenges identified in (c) (i), suggest ONE way in which the family could use available resources to overcome or reduce the negative effects.

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(4 marks)

- (iii) Outline ONE benefit to the family derived from Mr Robinson working in the USA.

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.....

.....

(2 marks)

Total 16 marks

2. (a) (i) State TWO principles of management.

.....
.....

(2 marks)

- (ii) Outline TWO guidelines which families should follow when utilizing resources.

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.....
.....
.....

(4 marks)

- (b) Sixth form students, Kye and his sister Kaela, both want to play professional football after they graduate from secondary school. Their parents, however, would prefer that they pursue a university education first.

- (i) Identify the TWO conflicting values in the case above.

.....
.....

(2 marks)

- (ii) Identify the TWO conflicting goals in the case above.

.....
.....

(2 marks)

- (iii) Explain TWO appropriate conflict management approaches that could be used by the family to resolve the conflict in a manner that will allow both the parents and children to feel satisfied.

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(6 marks)

Total 16 marks

3. (a) Outline THREE factors that could influence the purchasing behaviour of individuals.

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(6 marks)

(b) Khara read the following advertisement in a Sunday newspaper.



(i) List TWO consumer rights that are embedded in this advertisement.

.....

.....

(2 marks)

- (ii) Briefly discuss TWO consumer responsibilities that Khara needs to display while purchasing any of the items advertised in the above sale.

.....

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(4 marks)

- (iii) After purchasing an appliance that was advertised, Khara found out that the product was malfunctioning.

Identify TWO consumer agencies and state ONE role that EACH agency could play to assist Khara with her problem

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(4 marks)

Total 16 marks

4. (a) Describe TWO roles of the management team in staging a special event.

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(4 marks)

(b) State any TWO of the first three steps in planning an event.

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.....

(2 marks)

(c) Mr and Mrs Love are celebrating their 20 wedding anniversary with a grand dinner celebration and your company is submitting a proposal to manage the event.

(i) List SIX categories of information that should be included in the proposal for the dinner celebration.

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(6 marks)

(ii) Explain ONE reason for including EACH of any TWO of the categories listed in (c) (i).

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(4 marks)

Total 16 marks

5. (a) (i) Define the term 'leisure'.

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.....

(2 marks)

(ii) State TWO benefits of leisure to members of the family.

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.....

(2 marks)

(iii) Name TWO different types of leisure activities in which families can be involved.

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.....

(2 marks)

(b) Some members of your father's family do not relate well to each other and some cousins do not even know each other. You were asked to suggest ways of bringing the family together to build relationships.

(i) Describe ONE indoor and TWO outdoor activities that will engage both the seniors and the younger members of the family in meaningful interaction.

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(6 marks)

- (ii) Explain TWO benefits that will be gained by the family from involvement in the activities.

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(4 marks)

Total 16 marks

6. (a) State FOUR precautions that families should take to ensure electrical safety in the home.

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(4 marks)

(b) Identify ONE safety feature that should be present on EACH of the following:

- Stairs
- Floors

.....
.....

(2 marks)

(c) Your uncle has a fear of using and storing weedicides in the house because of the possibility of someone getting seriously ill or being poisoned.

(i) State THREE precautions your uncle should take to ensure he does not become ill from using weedicides in his garden.

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(3 marks)

(ii) For EACH precaution stated in (i), give ONE reason why EACH should be followed.

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(3 marks)

- (iii) Outline TWO precautionary measures your uncle should take to prevent accidental poisoning from occurring with any family member.

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(4 marks)

Total 16 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

01228020/KMS 2015/SPEC

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

MAY/JUNE 2015

SPECIMEN PAPER

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 1**SECTION 1 Objectives: 2, 3, 7 and 6.**

(a) Major forms of family in the Caribbean

- Nuclear
- Extended
- Single parent
- Sibling household
- Blended/Combined/Reconstituted

Any TWO forms stated, 1 mark EACH**(2 x 1 = 2 marks)**

(b)

Function	Family	Community
Economic	Provision of basic family needs	Provide opportunities for employment
Socialization	Provision of education and instruction about living harmoniously in a conjugal unit	Provision of structures like schools and churches, to facilitate the acquisition of culturally appropriate skills and behaviours needed for coexistence with others in the community
Division of Labour	Assignment of tasks in the family based on ability and other appropriate personal qualities for the mutual benefit of all members	The allocation of functions and services to relevant government or service agencies and organizations in order to meet the demands of the individuals and families in the community

Any TWO functions described, 2 marks EACH**(2 x 2 = 4 marks)****1 mark for description relating to the family****1 mark for description relating to the community**

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 1 cont'd

(c) (i) Challenges the family is likely to experience:

- The absence of the physical presence of Mr Robinson to provide his wife and teenaged daughters with emotional support.
- With Mr Robinson being physically away from home, his family may not feel as safe at home, especially at night.
- Domestic activities which are normally assigned to the adult male in the family may not be adequately taken care of during his period of absence.

Any TWO challenges adequately discussed, 2 marks EACH

(2 x 2 = 4 marks)

One mark for partial discussion

(i) Ways to overcome challenges identified at (c)(i)

- The family could use communication technology such as the internet to talk with Mr Robinson on a regular basis.
- The family could install security cameras, burglar bars or some other form of additional protection to help them feel safer when Mr Robinson is overseas.
- In Mr Robinson's absence, the family could pay someone to perform domestic tasks such as fixing the roof or other repairs to the home.

Any TWO suitable ways suggested, 2 marks EACH

(2 x 2 = 4 marks)

1 mark only if suggestion does not address specific challenge in (i)

(ii) Benefits to be derived from the living arrangement

- Mr Robinson is likely to earn more income to support his family overseas than he is likely to earn working at home.
- The children could develop more independence and self-reliance as a result of the absence of the adult male.

Any ONE suitable benefit fully outlined, 2 marks

(2 x 1 = 2 marks)

1 mark for partial outline

TOTAL 16 marks

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 2

SECTION 2. Objectives: 2, 5, 6 and SECTION 3: Objective 1

(a) (i) Principles of Management:

- Work should be assigned according to the skills of the individual
- Parity between authority and responsibility (everyone must take responsibility for tasks assigned).
- Tasks should be clear and simple.
- Subordinates should receive orders and be accountable to one and only one superior.
- Motivation of individuals greatly influences the achievement of goals
- Clear line of authority from top to bottom.

Any TWO principles stated, 1 mark EACH (2 x 1 = 2 marks)

(ii) Guidelines to follow when using resources

- Allocate resources appropriately, wrong allocations can result in wastage or goals not being achieved
- Make a spending plan to spend money wisely, follow it and review it periodically
- Manage time by making and following a time plan. Set priorities and make sure the priorities are attended to first.
- Institute control mechanisms to provide checks and balances to ensure plans are followed and resources are used wisely not wasted. For example, schedules, reminders
- Evaluate progress and make corrective changes if and when necessary.
- Use time and energy saving devices and strategies when performing tasks.

Any ONE appropriate guideline outlined, 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial outline

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 2 cont'd

(a) (i) Conflicting Values

The parents value education but the children value sports.

1 mark for EACH value identified (2 x 1 = 2 marks)

(ii) Conflicting Goals

The parents' goal is for their children to achieve a university education after secondary school whereas the children's goal is to play football after secondary school.

1 mark for EACH goal identified (2 x 1 = 2 marks)

(iii) Conflict management approaches the family could utilise

- Accommodating: The parents and children listen to each other's case and one party will sacrifice and give the opposing side what it wants. This approach may appear to be one-sided but rather than take a strong position hoping for a win, it is necessary to teach children that they cannot always have things their way and that they must think about the needs of others and sometimes deny themselves for the good of others. It is a value that is best taught by modeling.
- Collaborating: Both the parents and children will have to state their case, make suggestions and try to integrate all of the suggestions made to come up with a viable solution.
- Compromising: Both parents and children talk the problem through and come up with a solution in which both parties will have to meet each other half way.
- Mediation: Using the assistance of personnel such as a pastor, coach, teacher, counsellor or grandparents who will sit down with the parents and children and assist them in working through their problems in a productive manner.

Any appropriate conflict management approach correctly identified, 1 mark EACH

The approach correctly and adequately explained, 2 marks EACH

1 mark for partial explanation

(3 x 2 = 6 marks)

TOTAL 16 marks

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 3

Section 4 Objectives: 5, 3, 4

(a) Factors that could influence purchasing behaviour

- Advertisements — Create a need and encourage persons to purchase goods and services.
- Availability of money/credit — Creates a feeling of power so individuals spend as they please.
 - Information — Enables individuals to make informed decisions, while the lack of information causes people to either act hastily or cautiously.
 - Education — As people's knowledge and experience broaden, they are able to make wiser choices. For example if a person is educated about the effects of certain harmful foods that person may refrain from purchasing such foods.
 - Attitude of the sales agent - Some sales clerks are so convincing or so helpful and pleasant that an individual could end up purchasing an item they did not originally plan to purchase.

Any THREE factors given, 2 marks EACH
1 mark for identifying the factor
1 mark for the outline given

(3 x 2 = 6 marks)

(b) (i) Consumer rights:

- Right to information
- Right to redress
- Right to choose

Any TWO rights listed, 1 mark EACH

(2 x 1 = 2 marks)

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 3 cont'd

(ii) Consumer responsibilities that Khara should display:

- Khara should ask questions, read and examine items carefully to get adequate information especially when purchasing used items.
- She must not allow the store clerks to persuade her to buy what she does not want or need or what she is not satisfied with.
- She should only purchase an item if she is given a demonstration to ensure that it is functioning properly.
- If Khara is purchasing new appliances, she must ensure that she receives a warranty for every appliance that she purchases.

Any TWO responsibilities adequately discussed, 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial discussion

(iii)

- Bureau/agency for standards: To ensure that any items that Khara purchase meet the required standards laid out by the government or universal safety standards.
- A consumer council: To receive Khara's complaints and assist her in seeking redress if any items she purchased are not working properly.

1 mark for identifying the correct agency

(2 x 2 = 4 marks)

1 mark for stating their role

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 4

Section 5 Objectives 4, 2, 3

(a) Roles of management team in staging a special event:

- Plans the event: Responsibility for deciding the details of the event such as type of event, guests, date and time, venue, budget and all logistics.
- Seeks the necessary permissions and approvals required to stage the event.
- Ensures that all policies, rules and procedures are adhered to.
- Sources resources, allocates them and delegates responsibilities
- Executes the event by using processes such as controlling and evaluating to ensure the event is running smoothly.
- Ensures that after the event, the cleaning up is done and everything is returned to its respective place.
- Evaluates and reports on the outcome of the event.

For EACH role fully described, 2 marks EACH (2 x 2 = marks)
1 mark for partial description

(b) First three steps in event planning

- Decide on who, what, where, when, why
- Prepare the budget.
- Select a specific date and reserve the venue.

Any TWO listed, 1 mark EACH (2 x 1 = 2 marks)

(c) (i) Categories of information included in dinner proposal

- Information about the business and the services offered
- Description of the purpose of the event
- Details of the venue and facilities
- Proposed guest list and invitations
- The proposed budget
- Catering: Food and drinks and service needed
- The programme of events
- Security arrangements
- List of responsibilities for the work team

Any SIX listed, 1 mark EACH (6 x 1 = 6 marks)

FAMILY AND RESOURCE MANAGEMENT**PAPER 02****KEY AND MARK SCHEME****Question 4 cont'd**

(ii) Reasons for including each category:

- Information about your business and the services offered: It will build Mr and Mrs Love's confidence in the business and its ability to execute a successful dinner and they will know what services the company plans to render during the event.
- Description of the purpose of the event: To find out if the event manager has interpreted the couple's wishes accurately and if they are satisfied with the form the dinner will take.
- Details of the venue and facilities: The couple will know what physical resources are required to stage the event successfully
- Proposed budget: The couple will know the total cost of the event and they will be able to decide whether they can afford it or if it has to be scaled down and the company will know how much money it has at its disposal.
- Proposed guest list and invitations: The couple will be able to see if all desirable persons will be invited and if there are any omissions.
- Catering: Food, drinks and service — The couple will decide if they like the menu or not.
- The programme: The couple will be able to determine if they are satisfied with the programme and the company will know what and who will be required in advance
- Security arrangements: If provision should be made for the services of security personnel or someone to ensure that materials as well as guests and their belongings are safe.
- List of responsibilities for the work team: Both the couple and the management team will know who is responsible for what and the team will be able to monitor them.

Any TWO reasons adequately explained, 2 marks for EACH

(2 x 2 = 4 marks)

1 mark for partial explanation

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT

PAPER 02

KEY AND MARK SCHEME

Question 5

Section 6 Objective: 7

(a)

(i) Definition of 'leisure'.

Leisure is a time free from obligations and work when people engage in a set of activities for relaxation, competition, or personal growth.

**Two marks for full definition
1 mark for partial definition**

(2 x 1 = 2 marks)

(ii) Benefits of leisure to the family:

- Brings fun and relaxation to the family
- Allows the family to spend quality time together
- Improves communication among family members and develops other social skills
- Encourages growth and maturity when family members engage in competitive activities
- Allows family members to release stress

Any TWO benefits stated, one mark EACH

(2 x 1 = 2 marks)

(iii) Types of leisure activities:

- Reading
- Playing games
- Going on picnics and outings
- Painting
- Listening to music
- Watching movies

Any TWO activities correctly named, 1 mark EACH (2 x 1 = 2 marks)

(c) Meaningful indoor and outdoor activities:

- Indoor: Any appropriate activity that both young and seniors will enjoy especially one that involves teams, for example, Team activities such as playing games, solving riddles and guessing 'what is it' or staging a fashion show.
- Outdoor: Any suitable activity in which both seniors and younger members could engage, such as, Low impact sports, for example, novelty races, picnics, cookout competitions.

**Any ONE appropriate indoor activity adequately described, 2 marks
Any TWO appropriate outdoor activities adequately described, 2 marks
EACH**

(3 x 2 = 6 marks)

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 5 cont'd

(ii) Benefits that will be gained by involvement in activities:

The activities will help

- improve communication and relationships among family members
- family members to cooperate to win or accomplish the outcomes
- family members to find out information about each other resulting in them getting to know each other better.

Any TWO appropriate benefits adequately explained, 2 marks EACH

(2 x 2 = 4 marks)

Total 16 marks

FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME

Question 6**SECTION 7 Objectives: 6, 7 and 11**

(a) Precautions to ensure electrical safety in the home:

- Place covers on all outlets.
- Do not plug in several appliances/gadgets in outlets to cause overloading.
- Install a sufficient number of outlets to avoid overloading.
- Do not install outlets near sinks where water can splash into the sockets.
- Do not plug heavy appliances or equipment in 110 outlets; install 220 sockets for them.
- Check for and repair faulty wiring.
- Do not use faulty electrical equipment.

Any FOUR stated, 1 mark EACH

(4 x 1 = 4 marks)

(b) Safety features that should be present:

Stairs

- The use of railings
- Adequate lighting
- Non slip material on the stairs
- Free from mats and rugs and other loose materials

Floors

- Non-skid floor finish
- Free from spills and grease
- Free from cracks and holes
- No items lying on the floor
- No electrical cords lying across the floor

Any ONE safety feature correctly identified for EACH area, 1 mark

(2 x 1 = 2 marks)

(c) (i) Precautions to be taken when using weedicides:

- Wear protective gear — For example, respirator, covering for his body, gloves
- Read and follow all instructions on the container
- Wash/bathe immediately if the weedicide comes in contact with his skin
- Wash hands before eating

Any THREE stated, 1 mark EACH

(3 x 1 = 3 marks)

**FAMILY AND RESOURCE MANAGEMENT
PAPER 02
KEY AND MARK SCHEME**

Question 6 cont'd

Reasons precautions should be followed:

- Wear protective gear
Reason: To prevent the weedicide from penetrating uncle's skin and from breathing it in.
- Read and follow all instructions on the container
Reason: Failure to follow instructions could result in him becoming ill.
- Wash/bathe immediately if the weedicide comes in contact with his skin
Reason: To reduce the possibility of the weedicide penetrating your uncle's skin and causing him harm.
- Wash hands before eating
Reason: To avoid the weedicide entering his stomach and poisoning his body

Any THREE appropriate reasons given, 1 mark EACH

(3 x 1 = 3 marks)

(iii) Measures to prevent accidental poisoning

- Store the weedicide on a high shelf in a storage area outside the house and keep the area locked from children.
- Do not pour out and store in other bottles, for example, soft drink bottles with the original label on.
- If he must store it in a container other than the original container, label it with large, clear writing, for example, "POISON, Do NOT Drink or Taste"

Any TWO measures fully outlined 2 marks EACH

(2 x 2 = 4 marks)

1 mark for partial outline

Total 16 marks



TEST CODE **01213010/SPEC**

SPEC 2015/ 01213010

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®**

EXAMINATION

TEXTILES, CLOTHING AND FASHION

Paper 01 – General Proficiency

75 minutes

SPECIMEN

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

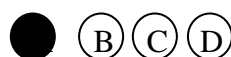
1. This specimen consists of 60 items. You will have 75 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Which of the following is a filament yarn?

Sample Answer

- (A) Silk
- (B) Wool
- (C) Linen
- (D) Cotton



The best answer to this item is “Silk,” so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later. Your score will be the total number of correct answers.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. When placed in acetone (nail polish remover), a piece of acetate will
 - (A) wrinkle and discolour
 - (B) dissolve completely
 - (C) shrink to a smaller size
 - (D) turn into a hard bead

2. In cold, dry weather, orlon sweaters may soil easily because orlon is
 - (A) electrostatic
 - (B) thermoplastic
 - (C) water-repellent
 - (D) abrasion resistant

3. Wool fibre has the ability to felt because of its
 - (A) bulk
 - (B) elasticity
 - (C) crimp structure
 - (D) overlapping scales

4. Which of the following phrases may be used to describe nylon?
 - I. Great strength
 - II. Easily absorbs moisture
 - III. A high degree of elasticity
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

5. Which of the following are acrylic fibres?
 - I. Nylon
 - II. Acrilan
 - III. Courtelle
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

6. Which of the following fibres is MOST suitable for making swimwear?
 - (A) Dicel
 - (B) Lycra
 - (C) Lirelle
 - (D) Dralon

7. Which of the following natural fibres is derived from vegetable sources?
- (A) Silk
 - (B) Wool
 - (C) Cotton
 - (D) Cashmere
8. Which of the following is NOT considered a weft knit?
- (A) Rib
 - (B) Purl
 - (C) Jersey
 - (D) Raschel
9. Which of the following finishes CANNOT be successfully applied to a 100 per cent cotton fabric?
- (A) Stain and mildew resistant
 - (B) Permanent pleating
 - (C) Shrink resistant
 - (D) Flame resistant
10. Which of the following is the strongest in a piece of woven fabric?
- (A) warp
 - (B) weft
 - (C) bias
 - (D) selvedge
11. The raw materials from which fabric is made are called
- (A) fibres
 - (B) textiles
 - (C) filaments
 - (D) synthetics
12. Which of the following general rules should NOT be followed when removing a stain from the fabric of a garment?
- (A) Wash the garment immediately.
 - (B) Treat the stain as soon as possible.
 - (C) Remove the stain before laundering.
 - (D) Test the cleaning agent on a sample of the fabric.
13. The print patch may be used when repairing a hole in a
- (A) rayon damask tablecloth
 - (B) fluffy cotton blanket
 - (C) striped cotton skirt
 - (D) cotton pillowcase

14. Which of the following treatments would give the BEST results when soaking clothing?

- (A) Leaving overnight in soapy water
- (B) Adding fabric softener and water
- (C) Using cold water with bleach
- (D) Using warm soapy water

15. When choosing patterned materials for wear, the factor which should be given the MOST consideration is the

- (A) age of the wearer
- (B) preference of the wearer
- (C) figure type of the wearer
- (D) complexion of the wearer

16. Which of the following colours does NOT produce a slimming effect?

- (A) Dark green
- (B) Orange
- (C) Black
- (D) Navy

17. A complimentary colour scheme is one in which the colours used

- (A) are directly opposite each other on the colour wheel
- (B) are adjacent to each other on the colour wheel
- (C) belong to a monochromatic colour scheme
- (D) are closely related on the colour wheel

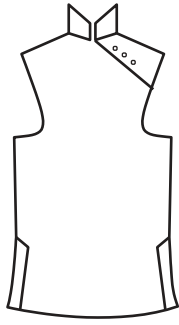
18. Which of the following groups of items are examples of notions?

- (A) Zippers, elastic, bobbins
- (B) Bobbins, buttons, bias tape
- (C) Buttons, zippers, elastic
- (D) Bias tape, tape measure, thread

19. The outline of a figure or garment is called the

- (A) illusion
- (B) silhouette
- (C) style feature
- (D) design feature

Items 20–21 refer to the following diagram of a style of garment.



20. Which of the following cultures influences the style shown in the diagram above?

- (A) Indian
- (B) Chinese
- (C) African
- (D) European

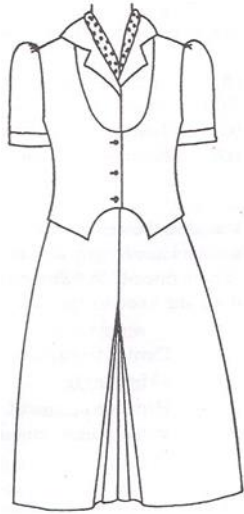
21. What is the name of the type of collar shown on the garment?

- (A) Wing
- (B) Sailor
- (C) Peter Pan
- (D) Mandarin

22. You are invited to the Indian Embassy and told to wear an outfit that is representative of that culture. Which of the following dresses is representative of Indian culture?

- (A) Sari
- (B) Caftan
- (C) Kimono
- (D) Cheongsam

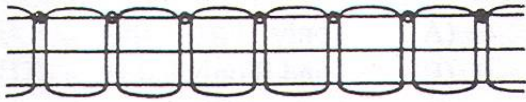
Item 23 refers to the following diagram of an outfit.



- 23.** For which of the following occasions would the outfit shown in the diagram above be considered MOST suitable?
- (A) Office picnic
 - (B) Football game
 - (C) Business lunch
 - (D) Wedding anniversary
- 24.** A fashion merchandiser is responsible for
- (A) promoting the sale of garments
 - (B) providing fabric for cutting designs
 - (C) selecting garments for fashion shows
 - (D) grading patterns for marker preparation
- 25.** Which of the following persons is responsible for ensuring that garments with defects do not reach the store?
- (A) Manager
 - (B) Supervisor
 - (C) Fashion merchandiser
 - (D) Quality control officer
- 26.** How often should lint and ends of threads be removed from industrial sewing machines?
- (A) Every day
 - (B) Once a year
 - (C) Once a week
 - (D) Every three months

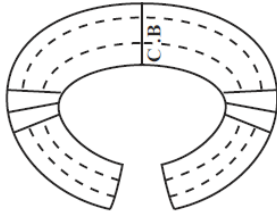
27. A department store returned a batch of shirts to the manufacturer because the collar points of the shirts were uneven. Which of the following persons may have been responsible for the problem?
- (A) Sample maker
 - (B) Supervisor
 - (C) Designer
 - (D) Stitcher

Item 28 refers to the following diagram of a stitch which has been sewn with a sewing machine.



28. The stitch illustrated in the above diagram results when the
- (A) bobbin is full
 - (B) top tension is too tight
 - (C) type of thread used is unsuitable
 - (D) needle is not firmly fixed in position.
29. Which of the following steps should be done FIRST when oiling a sewing machine?
- (A) Remove all lint and dust from around the bobbin case
 - (B) Ensure that the needle is in the upper-most position
 - (C) Run the machine on a scrap of fabric then apply a lubricant
 - (D) Apply a lubricant in the holes then run the machine for a few minutes
30. Alison's velvet wedding gown became wrinkled during shipping. Which of the following pieces of equipment should be used to assist in removing the wrinkles?
- (A) Iron and needle board
 - (B) Pressmitt and seam roll
 - (C) Tailor's board and press cloth
 - (D) Point presser and brush
31. Nadine wants to make a mini cargo skirt by altering a knee length skirt. Which of the following measurements does she need in order to alter the skirt?
- (A) Hip
 - (B) Waist
 - (C) Centre front
 - (D) Skirt length

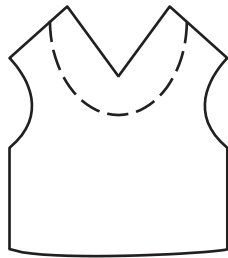
Item 32 refers to the following diagram of a facing.



32. The facing shown in the diagram above should be used to neaten

- (A) a hem
- (B) an armhole
- (C) a neckline
- (D) a waistline

Item 33 refers to the following diagram of a garment.



33. The neckline of the garment shown above is to be altered from a V-neck to a round/scoop neck. Which of the following pieces of equipment is MOST suitable for making the alteration?

- (A) Ruler
- (B) French curve
- (C) Tape measure
- (D) Tracing wheel

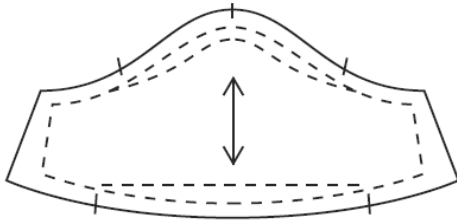
34. If all of your measurements do not correspond perfectly with those available in a dress pattern, you should choose the size with measurements nearest to your own for the

- (A) length
- (B) waist
- (C) bust
- (D) hip

35. Which of the following pattern markings are found on a commercial pattern?

- I. Grain lines
 - II. Notches
 - III. Darts
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

Item 36 refers to the following diagram of a sleeve.



36. The sleeve shown in the diagram above may be adapted from a basic sleeve by

- (A) lengthening and widening
- (B) slashing and spreading
- (C) measuring and cutting
- (D) pinning and shortening

37. You are given a piece of fabric to make a skirt for a folk dance class. Which of the following methods would provide the GREATEST ease of movement for the wearer of the skirt?

- (A) Gathers and pleats
- (B) Shirring and binding
- (C) Tucks and hemming
- (D) Casing and gathers

38. Which of the following is NOT a right of the consumer?

- (A) Right to choose
- (B) Right to redress
- (C) Right to discounts
- (D) Right to be informed

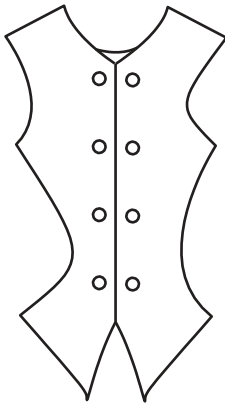
39. Mitchell is making a tote bag from denim fabric. Which of the following seams is MOST suitable for making the bag?

- (A) Flat fell
- (B) French
- (C) Bound
- (D) Plain

40. Which of the following would indicate that the raw edges of a garment have been finished?

- (A) Binding and hems
- (B) Zippers and buttons
- (C) Loops and binding
- (D) Hems and loops

Item 41 refers to the following diagram of a leather waistcoat.



41. The waistcoat shown in the diagram above opens at the centre front. Which of the following fastenings would be MOST suitable for securing the opening?

- (A) Press studs
- (B) Velcro tape
- (C) Eyelets and laces
- (D) Buttons and button holes

42. To avoid the stretching of a shoulder seam on a single-knit jersey, stitch

- (A) a single row of machining with tight upper tension
- (B) two rows of tight machining directly on the seam line
- (C) seam binding on the seam edge
- (D) seam binding on the seam line

43. Which of the following describes a Peter Pan collar?

- (A) A turnover collar with revers
- (B) A round collar lying flat on the shoulders
- (C) A straight collar which stands above the neckline
- (D) A turnover collar which stands above the neckline

44. Which of the following window treatments does NOT control light and privacy at windows?

- (A) Pelmet
- (B) Lace curtains
- (C) Venetian blinds
- (D) Fibre glass drapes

- 45.** Avoidance as a way to prevent conflict refers to
- (A) cooperating
 - (B) apologizing frequently
 - (C) dominating a conversation
 - (D) appearing uninterested
- 46.** Which of the following stain removal agents are suitable for MOST fibres?
- I. Glycerine
 - II. Paraffin
 - III. Vinegar
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
- 47.** The fabric finish which is used to add strength and lustre to cotton is referred to as
- (A) sizing
 - (B) singeing
 - (C) mercerization
 - (D) sanforization
- 48.** Which of the following items are NOT classified as 'soft furnishings'?
- (A) Curtains
 - (B) Cushions
 - (C) Bedspreads
 - (D) Wall hangings
- 49.** Which of the following care instructions is MOST suitable for a polyester, permanent-pleated skirt?
- (A) Warm water, hand wash, drip dry, hang up
 - (B) Hot water, hand wash, wring, hang in the sun
 - (C) Hot water, hand wash, drip dry, press with a warm iron
 - (D) Cold water, hand wash, wring in a towel, spread flat to dry
- 50.** When cutting out cross-way strips for making piping, the fabric should be cut
- (A) on the selvedge
 - (B) along the warp
 - (C) along the weft
 - (D) on the bias

51. Which of the following techniques uses wax and dye to apply colour and design to fabric?

- (A) Batik
- (B) Printing
- (C) Texturing
- (D) Tie and dye

52. Which of the following is a secondary colour?

- (A) Red
- (B) Blue
- (C) Green
- (D) Yellow

53. Which of the following terms describes a one-of-a-kind, custom made designer dress which is constructed using many hand processes?

- (A) Fad
- (B) In vogue
- (C) Fashionable
- (D) Haute couture

54. Soft furnishings are included in the home because they

- I. fill empty space
- II. create formal balance
- III. are aesthetically pleasing

- (A) I and II only
- (B) I and III only
- (C) II and III only
- (D) I, II and III

55. Which of the following benefits is MOST likely to be derived from the recycling and repairing of garments by a low income family with many children?

- (A) Leisure
- (B) Economic
- (C) Time management
- (D) Artistic expression

56. Which of the following fabric finishes is NOT suitable for use on wool fabrics?

- (A) Sizing
- (B) Moth proofing
- (C) Stain resistance
- (D) Shrink resistance

57. Which of the following are BEST suited for transferring pattern markings from pattern pieces to fabric?

- (A) Tracing wheels and carbon
- (B) Dressmaker's pencils
- (C) Pins and needles
- (D) Scissors

58. Which of the following activities is an example of recycling?

- (A) Lengthening a new skirt
- (B) Removing sleeves from a dress
- (C) Replacing old buttons with new buttons
- (D) Making an apron from a worn blanket

59. Which of the following is the MOST important guideline that should be followed when laying out a pattern on striped fabric?

- (A) Place the centre back on the fold
- (B) Match the stripes nearest the armhole
- (C) Place the pattern pieces in one direction
- (D) Match the point on the shoulder seam nearest to the neckline

60. Which of the following are reasons why clothing is aired after wearing?

- I. To remove odour
 - II. To dry out moisture
 - III. To regain the shape
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

Level & Subject:		CSEC Textiles, Clothing and Fashion Specimen Paper	
Item No.	Syllabus Reference	Key	Profile Level
1	1.5	B	P1
2	1.4	A	P1
3	1.4	D	P1
4	1.4	B	P1
5	1.3	C	P1
6	1.4/1.9	B	P2
7	1.3	C	P1
8	1.7	D	P1
9	2.7	B	P2
10	1.7	D	P2
11	1.2	A	P1
12	3.8	A	P1
13	3.9	C	P2
14	3.6	D	P2
15	4.4	C	P2
16	4.4/5.5	B	P1
17	2.2	A	P1
18	7.3	C	P2
19	5.2/6.1	B	P1
20	4.5	B	P2
21	7.6	D	P1
22	4.5	A	P2
23	4.4	C	P2
24	4.7	A	P1
25	4.7	D	P2
26	7.3	A	P1
27	4.7	D	P2
28	7.3	B	P2
29	7.3	B	P1
30	3.2/3.6	A	P2
31	6.9	D	P2
32	7.6	C	P1
33	6.9/7.3	B	P2
34	6.9	C	P1
35	6.9	D	P1
36	6.9	B	P2
37	7.6	A	P2
38	5.1	C	P1
39	7.5	A	P2
40	7.6	A	P2
41	7.6	C	P2
42	7.5	D	P2
43	7.6	B	P1
44	5.8	A	P2

45	4.2	D	P1
46	3.8	A	P1
47	2.7	C	P1
48	5.8	D	P1
49	3.6	A	P2
50	7.8	D	P1
51	2.6	A	P1
52	2.2	C	P1
53	5.2	D	P1
54	5.8	C	P1
55	3.9	B	P2
56	2.7	A	P2
57	6.2	A	P2
58	3.9	D	P2
59	7.7	C	P2
60	3.7	A	P2



TEST CODE **01213020/SPEC**

SPEC 2015/01213020

CARIBBEAN EXAMINATIONS COUNCIL

**CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

TEXTILES, CLOTHING AND FASHION

Paper 02 – General Proficiency

2 hours 30 minutes

SPECIMEN PAPER

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answers in the spaces provided in this booklet.
4. DO NOT write in the margins.
5. You are advised to take some time to read through the paper and plan your answers.
6. If you need to rewrite any answer and there is not enough space to do so on the original page, you must use the extra lined page(s) provided at the back of this booklet. **Remember to draw a line through your original answer.**
7. **If you use the extra page(s), you MUST write the question number clearly in the box provided at the top of the extra page(s) and, where relevant, include the question part beside the answer.**

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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Answer ALL questions.

1. (a) Define EACH of the following terms as they relate to the sources of fibres for fabrics.

(i) Cellulosic

.....
.....

(2 marks)

(ii) Synthetic

.....
.....

(2 marks)

(b) Name TWO types of tests that are used to identify textile fibres.

.....
.....

(2 marks)

- (c) The shirt shown in Figure 1 is designed with a front strap opening and is suitable for wear by men and women.

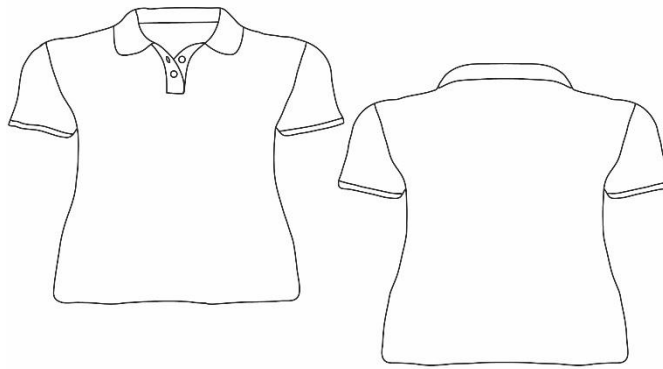


Figure 1.

- (i) What type of construction is BEST suited for the fabric to be used for this garment?

.....
.....

(1 mark)

- (ii) Justify the choice of fabric construction named in b (i).

.....
.....
.....

(3 marks)

- (iii) New fabric developments allow for a wider choice of fabric because of the mixture of different types of fibre in the making of fabrics. Suggest ONE suitable new mixed fibre fabric that could be used for the shirt shown in Figure 1.

.....
.....

(2 marks)

- (d) Outline TWO important factors that should be considered when selecting the type of fabric for making the shirt shown in Figure 1.

.....

.....

.....

.....

.....

.....

(4 marks)

Total 16 marks

2. (a) (i) Define any TWO of the following terms as they relate to colour in clothing design and give an example of EACH.

- Tint
- Shade
- Primary colour

.....

.....

.....

.....

.....

.....

(4 marks)

(ii) Name TWO methods of applying colour to textiles.

.....

.....

(2 marks)

- (b) The dress shown in Figure 2 is made of white cotton poplin.

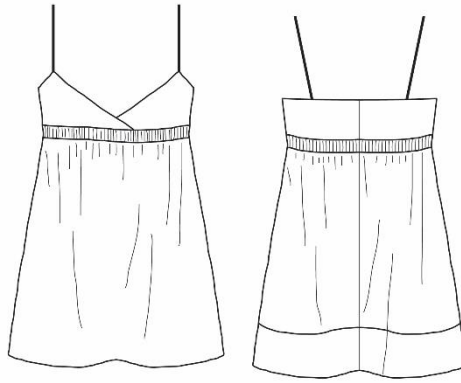


Figure 2.

Identify TWO appropriate techniques that could be used to apply colour and design to the skirt of the dress shown in Figure 2.

.....
.....

(2 marks)

- (c) Fabric finishes add properties to a fabric that are not usually present in the fibre used for making the fabric.

What type of finishes would be MOST appropriate for the fabric to be used for EACH of the following purposes?

- (i) Children’s sleepwear

.....

(1 mark)

- (ii) Ladies’ raincoats

.....
.....

(1 mark)

- (d) The shirt shown in Figure 3 is made of 100% cotton knit. It has a screen-printed design on the front with sequin and bead embellishments.



Figure 3.

- (i) Identify ONE essential pressing aid that should be used along with an iron and ironing board to remove wrinkles from the shirt.

.....

(1 mark)

- (ii) In the box below, sketch any THREE appropriate symbols that should be on the care label of the shirt shown in Figure 3.

(3 marks)

- (iii) Explain ONE guideline that should be followed when attempting to remove a ball-point pen ink stain from the lower front of the shirt shown in Figure 3.

.....

.....

.....

(2 marks)

Total 16 marks

3. (a) (i) State TWO reasons why an individual may choose a particular type of clothing.

.....
.....
.....

(2 marks)

- (ii) Outline TWO factors to be considered when selecting clothing.

.....
.....
.....
.....
.....

(4 marks)

- (b) Study the design of the garment shown in Figure 4 and answer the questions that follow.

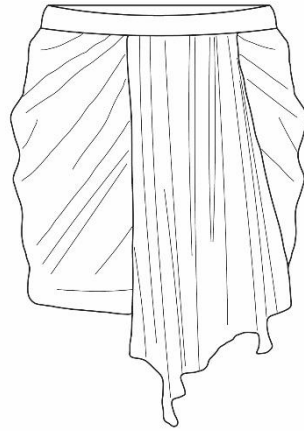


Figure 4.

- (i) Which cultural influence can be seen in the lines of the garment?

.....

(1 mark)

- (ii) Identify TWO style features on the garment which clearly show the cultural influence identified in (b) (i).

.....

.....

(2 marks)

- (iii) Suggest ONE occasion or place for which the garment shown in Figure 4 would be suitable.

.....

(1 mark)

- (iv) Outline TWO reasons for the suggestion made in (b) (iii).

.....

.....

.....

.....

.....

.....

(4 marks)

- (v) The garment shown in Figure 4 was made in a garment factory. State TWO job positions in the factory that would be critical in ensuring that the garment was accurately made.

.....

.....

(2 marks)

Total 16 marks

4. (a) Most countries have laws that protect consumers from unscrupulous merchants. Consumers have certain rights within these laws.

(i) Outline ONE right that consumers have to ensure that they are treated fairly by merchants.

.....
.....

(2 marks)

(ii) Name TWO mediums that are used for advertising.

.....
.....

(2 marks)

(iii) Briefly explain ONE benefit to merchants of using advertising.

.....
.....
.....

(2 marks)

(b) *“Fashion is always news.”* Outline any ONE example to illustrate this concept.

.....
.....
.....
.....

(2 marks)

- (c) (i) In the box below, sketch the design of a dress suitable for a short, plump female's figure to show the effective use of the elements of line and space.



(2 marks)

- (ii) Label the design sketched in (c) (i) to show where the elements were used.

(2 marks)

- (d) A class assignment requires that you plan a five-piece formal wardrobe for a professional woman using a black trouser as the basis around which the pieces would be chosen.

- (i) Outline ONE guideline that must be considered when planning the wardrobe.

.....
.....

(2 marks)

- (ii) Suggest ONE suitable accessory made of indigenous material(s) that could be used to complement any of the outfits planned in the wardrobe. State the accessory and the material to be used.

.....
.....

(2 marks)

Total 16 marks

5. (a) (i) Name TWO measuring tools used in pattern drafting.

.....
.....

- (ii) Name TWO cutting tools used in pattern drafting.

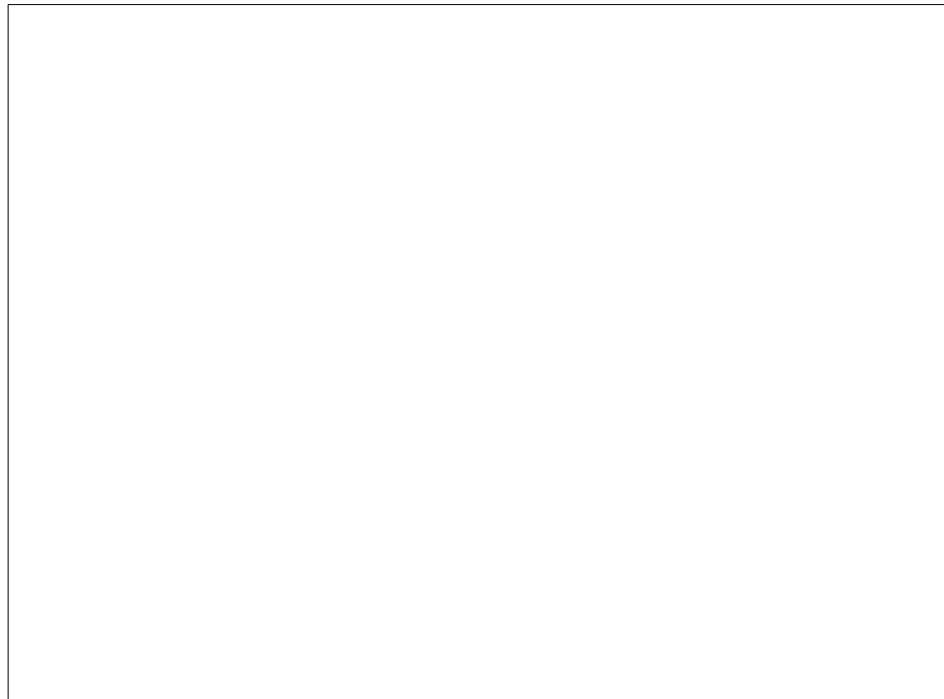
.....
.....

- (b) Describe how an illusion of height can be created when sketching a fashion figure.

.....
.....
.....

(2 marks)

- (c) (i) In the box below, sketch the design of a work outfit suitable for a young woman who is employed in a corporate office.



(2 marks)

- (ii) Justify the appropriateness of the design sketched in (b) (i).

.....

.....

(2 marks)

- (d) Figure 5 shows a diagram of a basic bodice front.

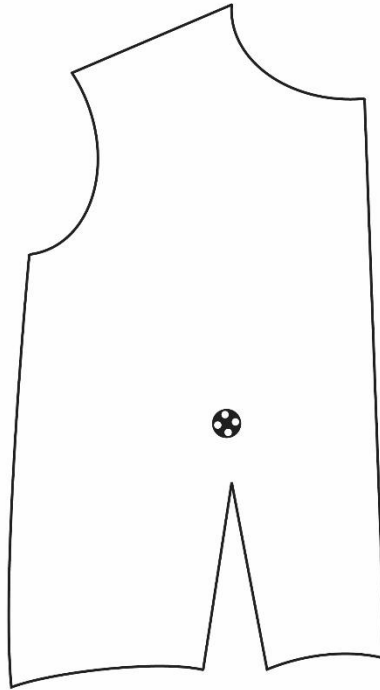


Figure 5.

- (i) On Figure 5, use construction lines to illustrate how you would adapt the basic bodice front to obtain the TWO pattern pieces for the style of blouse shown in Figure 6 on page 16.

(2 marks)



Figure 6.

- (ii) Provide explanations for the use of the construction lines in (d) (i).

.....
.....
.....

(2 marks)

- (iii) On Figure 5, place the appropriate grain line marks on the lower blouse and the cut instructions on the yoke pattern pieces.

(2 marks)

Total 16 marks

6. (a) (i) Outline TWO points of safety awareness with which all users of the clothing and textiles workshop must be familiar.

.....

.....

.....

.....

.....

(4 marks)

- (ii) State TWO important guidelines which must be followed when purchasing a new sewing machine.

.....

.....

(2 marks)

- (b) Figure 7 shows the front and back views of a garment.

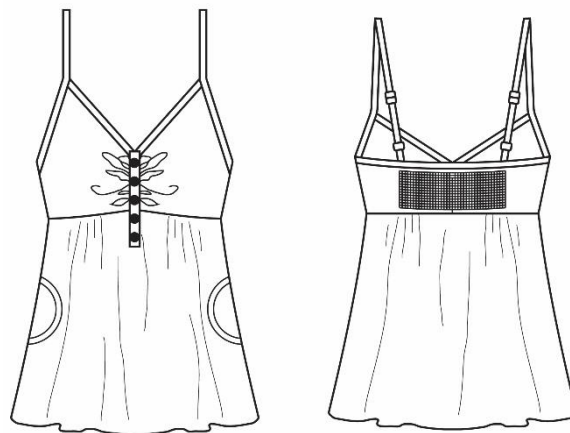


Figure 7.

- (i) State TWO classes of stitches used in the construction of the garment.

.....

.....

(2 marks)

- (ii) Which TWO methods of controlling fullness were used on the garment shown in Figure 7?

.....
.....

(2 marks)

- (c) Study the design of the dress shown in Figure 8 and answer the questions that follow.



Figure 8.

- (i) Discuss TWO guidelines that should be followed in the construction of the collar of the dress shown in Figure 8.

.....
.....
.....
.....
.....

(4 marks)

- (ii) State TWO criteria that should be used to determine if the collar is prepared and attached correctly.

.....
.....
.....

(2 marks)

Total 16 marks

END OF TEST

IF YOU FINISH BEFORE TIME IS CALLED, CHECK YOUR WORK ON THIS TEST.

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EXAMINATION

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEYS AND MARK SCHEME

MAY/JUNE 2015

SPECIMEN PAPER

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 1

Section 1. Objectives: 3, 5, 7, 8, 9

- (a) (i) Cellulosic - Natural fibres that are derived from plant sources (2 marks)
- (ii) Synthetic - Man-made fibres that are made from chemicals (2 marks)

**2 marks for complete definition
1 mark for incomplete definition**

- (b) Tests used to identify textile fibres:
- Burning tests
 - Microscopic tests
 - Chemical solubility tests
- Any TWO - 1 mark EACH 2 x 1 mark = (2 marks)**
- (c) (i) Best type of construction:
- Knit construction (1 mark)
- (ii) Justification:
- Knit fabric provides stretch(1) which is required because of the design of the garment which has a short front opening (1) and needs to stretch to be put on over the head (1). (3 marks)
- (iii) Suitable mixed fibres:
- Spandex and nylon
 - Spandex and polyester
 - Spandex and cotton
- Any ONE given, 2 marks EACH
1 mark for stating each fibre in each pair (2 marks)**

- (d) Factors to be considered when selecting the type of fabric:
- The fabric should be a firm, stable knit to prevent ravelling and stretching at the seams
 - The fabric should be on the grain since many knits may be off the grain and present problems in cutting out and sewing
 - Plain, striped, or small patterned fabric which would work well for this design
- Any TWO factors fully outlined - 2 marks EACH
1 mark for partial outline
2 x 2 marks = (4 marks)**

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 2

Section 2. Objectives: 1, 2, 5, 6, 8

Section 3. Objectives: 2, 6, 8

(a) (i)

Tint — the colour produced when white is added to a primary colour. For example, pink is a tint of red.

Shade — the colour produced when black is added to a primary colour. For example, maroon is a shade of red.

Primary colour — a pure or basic colour in which no other colours can be combined to make. For example, red, yellow and blue.

Correct definition - 1 mark

Correct example - 1 mark

2 x 2 marks =

(4 marks)

(ii) Methods used to apply colour

- Dyeing
- Printing
- Surface techniques (painting, stencilling)

1 mark EACH for correct answer

2 x 1 mark =

(2 marks)

(b) Techniques to apply colour and design to skirt of dress:

- Tie dyeing
- Screen printing
- Block printing
- Embroidery
- Batik
- Appliqué

Any TWO appropriate methods identified - 1 mark EACH

2 x 1 mark =

(2 marks)

(c) (i) Finishes most appropriate for children's sleepwear

- Fire retardant/flame resistant

(1 mark)

(ii) Finishes most appropriate for ladies' raincoats:

- Water-repellent

(1 mark)

TEXTILES, CLOTHING AND FASHION

PAPER 02

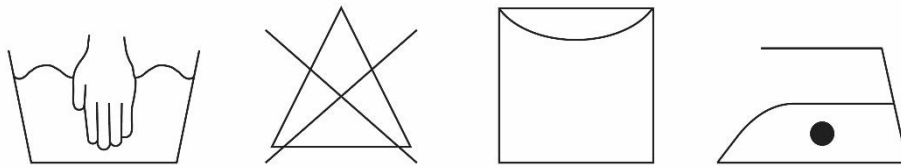
KEY AND MARK SCHEME

Question 2 cont'd.

(d) (i) Essential pressing aid (along with iron & ironing board):

- Press cloth **(1 mark)**

(ii) Symbols that should be on the care label:



Any THREE correct symbols drawn - 1 mark EACH
3 x 1 mark = **(3 marks)**

(iii) Guidelines to be followed when attempting to remove an ink stain:

- Treat the area of the stain only as the fluid to be used for the stain removal will damage the materials used for the decoration on the front of the shirt
- Always work from the outside to the middle when attempting to remove the stain to prevent spreading and further damage
- Treat the stain in small portions to prevent spreading of the stain
- Place tissue paper under the area of the stain to absorb the stain removal material
- Keeping blotting the area of the stain to absorb the removed colour and so avoid reabsorption into the fabric

Any ONE guideline adequately explained **(2 marks)**
Partial explanation - 1 mark

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 3

SECTION 4 Objectives: 3,4,5,6,7

(a) (i) Reasons why people choose types of clothing:

- Protection from the elements
- Protection in the work environment
- Group identification - to identify with a particular group or groups
- Modesty — to cover body parts that are not socially accepted for public display
- Prestige and status

Any TWO reasons stated - 1 mark EACH

2 x 1 mark =

(2 marks)

(ii) Factors to be considered when selecting clothing:

- Budget/Cost — The cost of the clothing should be in proportion to the amount of wear it is expected to give.
- Season — The environment in which the clothing is to be worn.
- Occasion — The occasion for which the garment is being chosen. Some types of garments are more suitable for some occasions than others.
- Figure type — The figure type so that positive features can be accentuated and negative features camouflaged.
- Ease of comfort — The wearability and durability factors in relation to the cost.
- The care that is required for the clothing in relation to the lifestyle of the wearer.
- Age — The design of the clothing and its appropriateness for the age and activities of the wearer.

Any TWO factors completely outlined - 2 marks EACH

1 mark for partial outline

2 x 2 marks =

(4 marks)

(b) (i) Indian influence

(1 mark)

(ii) Style features identified:

- The draped folds on the side front
- The folded panel hanging from the waist at the front of the skirt

Any TWO features - 1 mark EACH

2 x 1 mark =

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 3 cont'd

(iii) Occasion/place:

- A wedding
- Formal party
- A graduation ceremony or party

Any ONE appropriate suggestion

(1 mark)

(iv) Reasons:

- The design with all the draping makes it suitable for a formal event such as a wedding.
- The design could be made in a soft drapable fabric for one effect so luxurious fabrics such as silk chiffon which is suitable for a wedding, for example.
- It can also be made in a crisp fabric such as moiré taffeta which is also appropriate for a graduation, for example.

Any TWO appropriate reasons fully outlined - 2 marks EACH

1 mark for partial outline

2 x 2 marks =

(4 marks)

(v) Critical job positions:

- Designer
- Pattern maker
- Sample maker
- Cutter
- Stitcher
- Quality control inspector

Any TWO stated - 1 mark EACH

2 x 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4

SECTION 5, Objectives: 1,3,5,7

(a) (i) Consumer rights:

The right to be informed — The right to be informed means the public has a right to be given specific and honest information on labels and in advertising.

The right to be heard — The right to be heard or to complain means that consumers have the right to speak out about businesses' products, services and policies. This is implemented and achieved through private regulatory agencies such as the Consumer Affairs Division and the Bureau of Standards. These agencies enable consumers to report businesses that act unfairly or unethically, which is information that can help other consumers.

The right to education — The right to access educational or informational material or programmes that allow consumers to make the best choices when purchasing and receiving goods and services.

The right to service — The right to good customer service. To be treated well and with respect. Businesses should respond to customer needs and concerns promptly and courteously.

Any ONE right fully outlined - 2 marks

1 mark for partial outline

1 x 2 marks =

(2 marks)

(ii) Mediums for advertising:

- Print (newspapers, magazines, flyers, billboards)
- Electronic (television, email, social media, internet, radio)

Any TWO stated - 1 mark EACH

2 x 1 mark =

(2 marks)

(iii) Benefits of advertising:

Identifying — Advertising lets people know you're in business. It conveys your business name and the type of products or services you offer.

Reaching out brings potential customers to a store who might otherwise never know the store existed.

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4 cont'd

Get people's attention — Perhaps someone has been thinking about getting a new mattress, and when they learn about the store having a sale, it could be just the incentive they need to make a purchase.

Confidence — Customers feel more confident in a business they see advertised. It gives them the sense that the business is professional, stable and reputable.

2 marks for benefit adequately explained

(2 marks)

1 mark for partial explanation

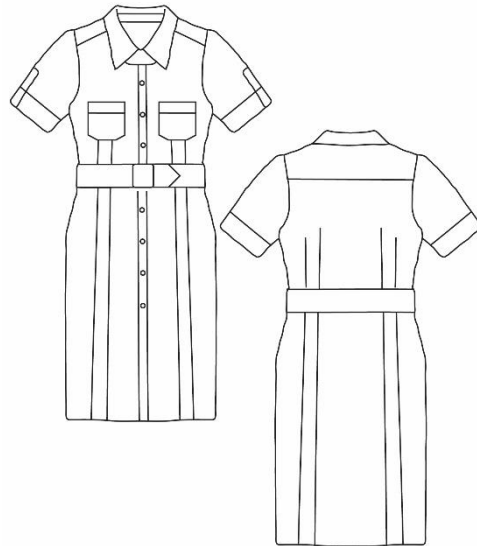
- (b) Film stars are always in the news for the clothing that they wear. One current example is Lupita Nyong'o — everything she wears is covered by both the print and electronic media.

2 marks any appropriate answer fully outlined

(2 marks)

1 mark for partial outline

- (c) (i) Sample design of dress for chubby female



Appropriate design showing both elements, line and space - 2 marks
Design showing only one element - 1 mark

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 4 cont'd

(ii) Vertical lines created by front opening and long darts

The slimming spaces created by the vertical lines so that the dress front and back is broken up into five spaces of different widths.

1 mark for EACH correct label

2 x 1 mark =

(2 marks)

(d) (i) Guidelines to be considered when planning a formal, professional female wardrobe:

- Choose basic pieces such as a blouse or jacket that match the pants in terms of type of fabric
- Choose basic colours such as white, black, blue, a striped or patterned top, jacket, dress and skirt, to make your wardrobe timeless.
- Choose 'classic cuts' that will not go out of style.
- Choose a pencil or A-line, lined skirt and a basic dress, sheath or A-line
- Buy quality, higher end separates that will last for a long time.

Any ONE fully outlined - 2 marks

Partial outline - 1 mark

(2 marks)

(ii) Accessory:

- Necklace made of pommecyhtere (golden apple) seeds
- Brooch made of loofah straw
- Bracelet made of jumbie beads

Any suitable accessory - 1 mark

Any appropriate indigenous material - 1 mark

1 mark + 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 5

SECTION 6 Objectives: 2,7,8,9

(a) (i) Measuring tools used in pattern drafting:

- Tape measure
- Measuring stick
- Sewing gauge
- Skirt marker
- L Square
- French curve
- Skirt rule

**Any TWO - 1 mark EACH
2 x 1 mark =**

(2 marks)

(ii) Cutting tools used in pattern drafting:

- Cutting shears
- Pinking shears
- Scissors
- Trimming scissors
- Embroidery scissors
- Clippers
- Seam ripper
- Awls

**Any TWO - 1 mark EACH
2 x 1 mark =**

(2 marks)

(b) How an illusion of height can be created:

- When sketching a fashion figure, you can elongate the torso and legs to give your figure a sleek, streamlined appearance
- Shift your body guidelines higher and draw a horizontal eye guideline that curves downward from slightly above the centre of the head. This will give the fashion figure the illusion of height standing on a fashion runway looking down at a hypothetical viewer.
- When sketching the clothing for the figure, use vertical lines to create an illusion of height.

**Correct description - 2 marks
Partial description - 1 mark**

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 5 (continued)

(c) (i) Sample outfit suitable for corporate office:



Any appropriate sketch

(2 marks)

(ii) Justification:

The design is appropriate for a corporate office since the neckline is modest, does not show too much cleavage and the short sleeves provide cover for the arms while still being stylish. Also the length of the skirt is appropriate for the work place.

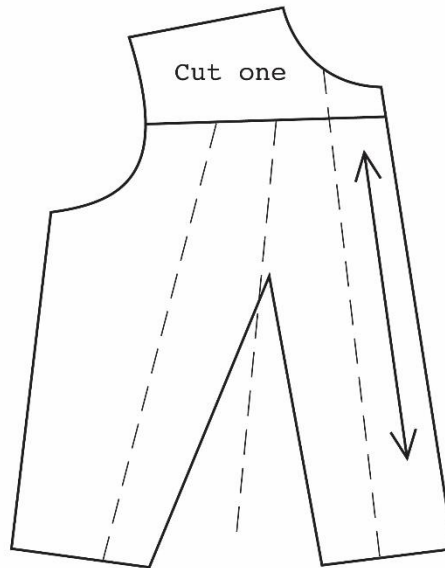
Any TWO points underlined, 1 mark EACH

(2 marks)

TEXTILES, CLOTHING AND FASHION
PAPER 02
KEY AND MARK SCHEME

Question 5 (continued)

(d) (i)



Construction lines (shown on Figure 5)

- Horizontal line for the yoke drawn from about the middle of the armhole to the centre front line **(1 mark)**
- Three vertical lines drawn from the hem to the yoke line, these lines should be cut up and spread apart to introduce fullness to the lower front blouse **(1 mark)**

(2 marks)

(ii) The horizontal line across the front will be the line that will be cut along to separate the area for the yoke from the lower blouse.

(1 mark)

The vertical line will be cut to separate the pattern piece for spreading to add fullness for the gathers for the lower blouse.

(1 mark)

(2 marks)

(iii) Grain line mark and cut instructions (shown on Figure 5)

- Yoke — Cut one
- Shown on lower blouse

EACH correct answer - 1 mark

2 x 1 mark =

(2 marks)

Total 16 marks

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 6

SECTION 7, Objectives: 1,2,3,6

(a) (i) Points of safety awareness:

- Know the location of the fire extinguishers in the room.
- Know where the muster point for the sewing room is located.
- Be aware of the evacuation procedures and the route to be followed in the building and the room specifically in case of an emergency.
- Keep work spaces well-ventilated and vacuumed. Fumes from materials, fabric lint, and other seemingly tiny things may irritate your skin, lungs, and eyes.
- Unplug all equipment when not in use. Appliances drain power even when they are not on, and could start a fire
- Clear papers and scraps from the floors. Fires spread quickly in an untidy workshop, and little creepy-crawlies like to nest in messes.
- Keep cords wrapped and out of the way so no one trips on them
- Keep scissors **closed** when not using in use
- **Unplug** the cord from the outlet and then disconnect the cord from electric equipment when not in use.
- **Rest** the iron on its heel, if you leave it face down on the ironing board, you will burn the surface.

Any TWO complete points outlined - 2 marks EACH

2 x 2 =

(4 marks)

(ii) Guidelines to consider when purchasing a new sewing machine:

- Buy from a reputable dealer.
- Check that the machine is covered by a warranty.
- Ensure that parts and service are available.
- Make sure that a user manual is included.
- Make sure that the machine is suitable for your needs.
- Buy the best machine for the money that you have available for the purchase.

Any TWO guidelines stated, 1 mark EACH

(2 marks)

(b) (i) Classes of stitches:

- Temporary
- Permanent

TWO classes stated - 1 mark EACH

2 x 1 mark =

(2 marks)

TEXTILES, CLOTHING AND FASHION

PAPER 02

KEY AND MARK SCHEME

Question 6 cont'd

(ii) Methods of controlling fullness:

- Shirring
- Gathering

TWO methods - 1 mark EACH

2 x 1 mark =

(2 marks)

(c) (i) Guidelines to be followed in the construction of the collar:

- Interfacing must be applied to under collar by either basting or pressing with a warm iron if using fusible interfacing.
- Ensure that seam lines and notches are carefully matched, pinned and basted before stitching permanently.
- Ensure that the neck edge is left open.
- Grade the collar assembly by trimming the interfacing to $\frac{1}{16}$ of an inch and the seam allowance on the under collar to $\frac{1}{2}$ inch.
- Always trim the corners of the collar diagonally to eliminate bulk in the collar.
- Use a point turner to push out the point on the collar when collar is turned on the right side.
- Press the completed collar to ensure that all layers remain flat and the under collar is not visible.

Any TWO guidelines - 2 marks EACH

1 mark for partial discussion

2 x 2 =

(4 marks)

(ii) Criteria used to determine that the collar is prepared and attached correctly:

- The entire collar assembly lies completely flat.
- The interfacing does not bubble in the collar.
- The collar is equal distance from the lapel on both sides.
- The collar is cut and sewn on grain.
- The ends of the collar are a perfect point.
- The under collar is not visible.

Any TWO stated - 1 mark EACH

2 x 1 =

(2 marks)

Total 16 marks

CARIBBEAN EXAMINATIONS COUNCIL

CARIBBEAN SECONDARY EDUCATION CERTIFICATE EXAMINATION®

TEXTILES, CLOTHING AND FASHION

SPECIMEN PAPER

TABLE OF SPECIFICATIONS

Question No.	Syllabus Reference (Section, Objective)	Topic	Profile	Mark
Question 1	FIBRES, YARNS AND FABRICS			
(a) (i) & (ii)	1.3	Classification of Textile Fibres	K	4
(b)	1.5	Conduct of Tests for the Analysis of Textiles	K	2
(c) (i) & (ii)	1.7	Methods of Fabric Construction	UK	4
(iii)	1.8	Technological Developments in Fabric Construction	UK	2
(d)	1.9	Factors to consider when selecting fabrics	UK	4
		TOTAL MARKS		16
Question 2	TEXTILES COLOURING AND FINISHING			
(a) (i)	2.1/2.2	Terms relating to colour/The Colour Wheel	K	4
(ii)	2.5	Methods of Colour Application	K	2
(b)	2.6	Techniques for Applying Colour and Design to Fabrics	UK	2
(c) (i) & (ii)	2.8	Fabric Finishes	UK	2
	CARE AND MAINTENANCE OF TEXTILE PRODUCTS			
(d) (i)	3.2	Laundry Equipment(Pressing Equipment)	UK	2
(ii)	3.6	Laundry Processes and Equipment (Care Symbols)	UK	2
(iii)	3.8	Stain Removal Techniques	UK	2
		TOTAL MARKS		16
Question 3	CLOTHING AND CULTURE			
(a) (i)	4.3	Reasons for Wearing Clothes	K	2
(ii)	4.4	Factors to consider when selecting clothing	K	4
(b) (i) & (ii)	4.5	Influence of different cultures on Caribbean dress	UK	4
(iii)&(iv)	4.6	Clothing in ceremonial rites and festivals	UK	4
(v)	4.7	Careers in Clothing and Textile Industries	UK	2
		TOTAL MARKS		16

Question No.	Syllabus Reference (Section, Objective)	Topic	Profile	Mark
Question 4	FASHION FOR THE INDIVIDUAL AND THE HOME			
(a) (i)	5.1	Social and Economic Nature of Consumerism (Rights of the Consumer)	K	2
(ii)	5.1	(Mediums of Advertising)	K	2
(iii)	5.1	(Advantages of Advertising)	K	2
(b)	5.3	Fashion Concepts	UK	2
(c) (i)&(ii)	5.5	Elements of Design	UK	4
(d) (i)	5.7	Factors to consider in planning a wardrobe	UK	2
(ii)	5.7	Accessories made from Indigenous materials	UK	2
		TOTAL MARKS		16
Question 5	FASHION SKETCHING, DRAWING AND PATTERN DEVELOPMENT			
(a) (i) & (ii)	6.2	Measuring and Cutting Tools	K	4
(b) (ii)	6.7	Creating Illusion of Height in Sketching	K	2
(c) (i) & (ii)	6.8	Design clothing using principles & elements of design	UK	4
(d) (i), (ii) & (iii)	6.9	Pattern development and adaptation	UK	6
		TOTAL MARKS		16
Question 6	CONSTRUCTION PROCESSES			
(a) (i)	7.1	Health and Safety Standard in the Sewing Lab	K	4
(ii)	7.2	Factors in Choosing a sewing machine	K	2
(b) (i)	7.3	Classes of stitches used in sewing	UK	2
(ii)	7.6	Methods of Controlling Fullness	UK	2
(c) (i)	7.6	Guidelines for Construction and Attaching Collars	UK	4
(ii)	7.6	Standards for Finished Collars	UK	2
		TOTAL MARKS		16



TEST CODE **01221010**

SPEC 2015/01221010

**CARIBBEAN EXAMINATIONS COUNCIL
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

FOOD AND NUTRITION

SPECIMEN PAPER

Paper 01 – General Proficiency

1 hour 15 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This test consists of 60 items. You will have 1 hour and 15 minutes to answer them.
2. In addition to this test booklet, you should have an answer sheet.
3. Each item in this test has four suggested answers lettered (A), (B), (C), (D). Read each item you are about to answer and decide which choice is best.
4. On your answer sheet, find the number which corresponds to your item and shade the space having the same letter as the answer you have chosen. Look at the sample item below.

Sample Item

Meat is an important source of

- (A) protein
- (B) minerals
- (C) vitamin D
- (D) carbohydrate

Sample Answer



The correct answer to this item is “protein”, so (A) has been shaded.

5. If you want to change your answer, erase it completely before you fill in your new choice.
6. When you are told to begin, turn the page and work as quickly and as carefully as you can. If you cannot answer an item, go on to the next one. You may return to that item later.
7. Figures are not necessarily drawn to scale.

DO NOT TURN THIS PAGE UNTIL YOU ARE TOLD TO DO SO.

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1. The term 'diet' refers to
 - I. controlled intake of food to reduce weight
 - II. the food a person eats each day
 - III. the meal eaten at any one sitting
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) II and III only
2. Which of the following factors influence dietary choices in the Caribbean?
 - I. Religious beliefs
 - II. Availability of foods
 - III. Cultural considerations
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
3. Which of the following organizations are involved in food and nutrition activities within the Caribbean region?
 - I. Pan American Health Organization (PAHO)
 - II. World Health Organization (WHO)
 - IV. Organization of American States (OAS)
 - (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
4. Which of the following nutrients are closely linked to the growth spurt in adolescents?
 - (A) Iron and protein
 - (B) Carbohydrates and protein
 - (C) Fat and carbohydrates
 - (D) Vitamins and minerals
5. Which of the following nutrients contain the HIGHEST amount of energy?
 - (A) Fats
 - (B) Sugars
 - (C) Starches
 - (D) Proteins
6. Type I diabetes is caused by
 - (A) a high intake of fat
 - (B) a high consumption of sugar
 - (C) the body's inability to manufacture glycogen
 - (D) failure of the pancreas to produce insulin
7. Which of the following are NOT micronutrients?
 - (A) Iron and vitamin C
 - (B) Thiamine and vitamin B₁₂
 - (C) Carbohydrate and protein
 - (D) Calcium and phosphorus
8. Which of the following substances inhibits the absorption of iron?
 - I. Oxalic acid
 - II. Caffeine
 - III. Tannin
 - (A) I only
 - (B) III only
 - (C) I and II only
 - (D) I, II and III
9. Calcium and phosphorus are required for
 - (A) preventing anaemia
 - (B) preventing malnutrition
 - (C) producing healthy babies
 - (D) promoting healthy teeth and bones

10. Which of the following shows the correct order of meals eaten during the day?

- (A) Breakfast, Lunch, Dinner, Supper
- (B) Breakfast, Brunch, Dinner, Supper
- (C) Breakfast, Brunch, Lunch, Supper
- (D) Breakfast, Lunch, Brunch, Supper

11. Sally has been diagnosed with osteoporosis. She should therefore increase her intake of

- (A) iron
- (B) calcium
- (C) thiamine
- (D) riboflavin

12. Which of the following ingredients should be avoided when preparing packed meals for a picnic?

- (A) Oil
- (B) Rice
- (C) Bread
- (D) Mayonnaise

13. Which of the following is NOT a flatware?

- (A) Fork
- (B) Knife
- (C) Plate
- (D) Spoon

14. The heat from a grill reaches the food to be grilled by

- (A) radiation
- (B) induction
- (C) conduction
- (D) convection

15. The role of food additives is to

- I. thicken
 - II. flavour
 - III. preserve
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III

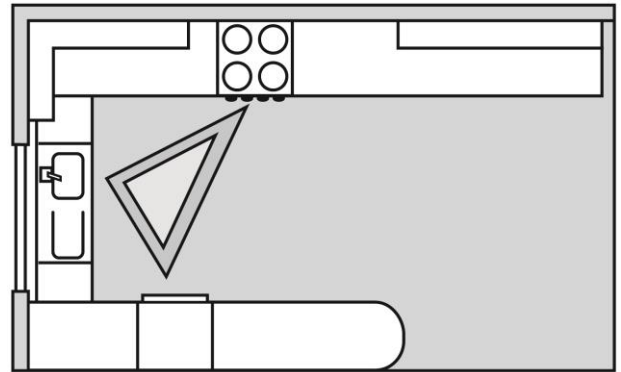
16. Which of the following processes is important in the production of cheese?

- (A) Oxidation
- (B) Hydrolysis
- (C) Fermentation
- (D) Nitrate reduction

17. Which of the following is the MOST suitable temperature for storing food in a refrigerator?

- (A) -18°C
- (B) 7°C
- (C) 20°C
- (D) 34°C

Item 18 refers to the following diagram of a kitchen layout.



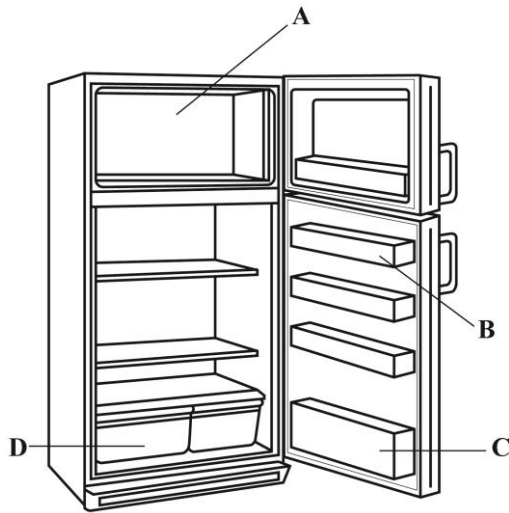
18. Which of the following terms correctly identifies the type of layout in the diagram?

- (A) Island
- (B) U-shaped
- (C) L-shaped
- (D) Corridor

19. A kitchen layout should be placed in a triangular arrangement

- (A) to save space in the kitchen
- (B) for efficient storage of food
- (C) to save time in food preparation
- (D) to allow for proper cleaning of the kitchen

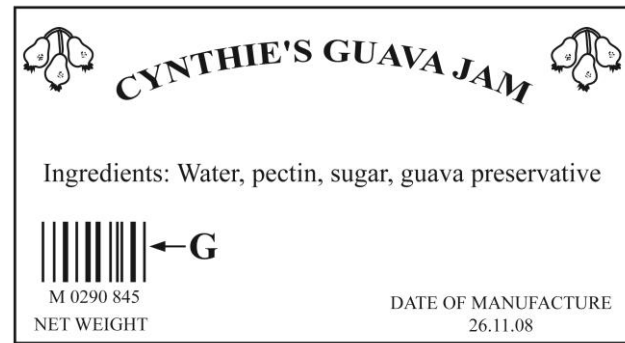
Item 20 refers to the following diagram of a refrigerator.



Which of the above labelled areas is used to store

20. eggs?
21. vegetables?
22. Which of the following is NOT a factor to be considered when preparing a food budget for a family?
- (A) Size of family
 - (B) Age of family
 - (C) Time available for food preparation
 - (D) Income of family members
23. The expiry date on a carton of coconut cream means that its contents
- (A) were packaged on that date
 - (B) should be thrown away on that date
 - (C) are of best quality if used before that date
 - (D) would no longer contain nutrients if not used by that date

Item 24 refers to the following label which is placed on a bottle of jam.



24. The feature labelled 'G' is the
- (A) bar code
 - (B) line graph
 - (C) code system
 - (D) identification mark
25. Which of the following information should be included on a food label?
- I. The name of the product
 - II. A list of ingredients
 - III. The cost of the product
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
26. A MAJOR consideration for a caterer should be
- (A) buying during sales
 - (B) bulk buying
 - (C) selling food at high prices
 - (D) buying cheap, low-quality foods

27. Which of the following is considered an advantage of convenience foods?
- (A) They are usually very attractively packaged.
 - (B) They are usually easy to store and have a long shelf life.
 - (C) They are not very tasty.
 - (D) Many contain additives and preservatives.

Items 28–30 refer to the following methods of cooking.

- (A) Boiling
- (B) Broiling
- (C) Stewing
- (D) Baking

In answering Items 28–30, each option may be used once, more than once or not at all.

Which of the above methods

28. is the MOST economical on fuel?
29. has the HIGHEST nutrient loss due to leaching?
30. uses radiant heat?
31. Jenny, a teenager, is experiencing headaches, dizziness and constant tiredness. Jenny is MOST likely suffering from
- (A) rickets
 - (B) beriberi
 - (C) hypoglycaemia
 - (D) iron deficiency anaemia
32. Dietary guidelines for the Caribbean can be used to reduce the risk of
- (A) eating disorders
 - (B) deficiency diseases
 - (C) communicable diseases
 - (D) chronic non-communicable diseases

33. For which of the following is obesity NOT a risk factor?
- (A) Diabetes
 - (B) Dental caries
 - (C) Heart disease
 - (D) Iron deficiency anaemia
34. Which of the following meals is BEST suited for a vegan or strict vegetarian?
- (A) Rice and pigeon peas, tomato salad, banana
 - (B) Pizza with cheese and sausage, fruit salad
 - (C) Yoghurt, ham sandwich, stewed guavas
 - (D) Split pea soup, peanut butter sandwich, custard
35. Which of the following vitamins will leach in the liquid when carrots are boiled?
- (A) Vitamin A
 - (B) Vitamin C
 - (C) Vitamin D
 - (D) Vitamin E
36. Which of the following is NOT a sign of protein energy malnutrition (PEM) in infants?
- (A) Bleeding gums
 - (B) Dry, flaky skin
 - (C) Weak muscles
 - (D) Swollen abdomen
37. Which of the following substances will NOT inhibit the absorption of iron?
- (A) Phytic acid
 - (B) Oxalic acid
 - (C) Citric acid
 - (D) Phenolic acid
38. Which of the following snacks are suitable for a person who wants to lose weight?
- (A) Cheese rolls
 - (B) Fruit scones
 - (C) Sponge fingers
 - (D) Chicken sandwiches

GO ON TO THE NEXT PAGE

39. Which of the following foods are recommended for an individual suffering from goitre?
- (A) Sea foods
 - (B) Citrus fruits
 - (C) Dairy products
 - (D) Peas and beans
40. Which of the following foods can be used to prepare low budget meals?
- (A) Canned sardines, dried pigeon peas, rice, eggs
 - (B) Fresh fish, canned peas and carrots, macaroni, chicken
 - (C) Beef steak, frozen fish, fresh pigeon peas, instant cornmeal
 - (D) Cream cheese, lamb, instant mashed potatoes, fish steaks
41. Which of the following snacks is most suitable for a pre-schooler?
- (A) Fruit yoghurt
 - (B) Peanuts
 - (C) Peanut butter
 - (D) Cream filled cookies
42. Which of the following combination of foods will provide a vegan with all of the essential amino acids?
- (A) Rice and steamed spinach
 - (B) Rice and pigeon peas
 - (C) Ground provision and pigeon peas
 - (D) Ground provision and curried pumpkin
43. Which of the following guidelines is the LEAST likely to be considered when planning meals for a convalescent?
- (A) Avoid fatty, fried foods
 - (B) Serve delicate small portions
 - (C) Use mainly convenience foods
 - (D) Observe strict hygiene in food preparation
44. An egg custard will set and retain its shape due to
- (A) Coagulation
 - (B) Caramelization
 - (C) Gelatinization
 - (D) Dextrinization
45. Fish will break up when cooked for long periods because
- I. it has little connective tissue
 - II. connective tissue contains elastin
 - III. connective tissue is easily hydrolysed
- (A) I and II only
 - (B) I and III only
 - (C) II and III only
 - (D) I, II and III
46. In which of the following foods is bacteria MOST likely to flourish if kept at room temperature?
- (A) Salted fish
 - (B) Tamarind ball
 - (C) Pickled cucumber
 - (D) Coconut custard pie
47. The heating process by which a potato is boiled is known as
- (A) radiation
 - (B) conduction
 - (C) convection
 - (D) circulation
48. Slicing, shredding and chopping of vegetables can be efficiently carried out using a
- (A) blender
 - (B) food mill
 - (C) stick blender
 - (D) food processor

49. Reduced cooking time is achieved when using a pressure cooker because

- (A) steam is forced through the food
- (B) steam is released through the vent
- (C) boiling water is the cooking medium
- (D) water boils faster in a pressure cooker

Item 50 refers to the following first aid treatment.

- I. Cover area with a clean cloth to reduce risk of infection.
- II. Cool the whole area with cold water to reduce risk of blistering.
- III. Remove jewellery if possible as the area may swell.
- IV. Protect blisters, do not burst them.

50. The activities are MOST likely used to treat

- (A) a cut
- (B) bleeding
- (C) an electrical shock
- (D) a scald and burn

51. Which of the following is a disadvantage of using the pressure cooker?

- (A) Economical on fuel
- (B) Retains food nutrients
- (C) Meals can be prepared quickly
- (D) Requires a special safety skill

52. Which of the following is a useful guideline for a consumer with a household of ten and a small income?

- (A) Buy in bulk
- (B) Buy unhealthy foods
- (C) Select top brands
- (D) Select expensive foods

Items 53–55 refer to following ways by which a family can spend wisely.

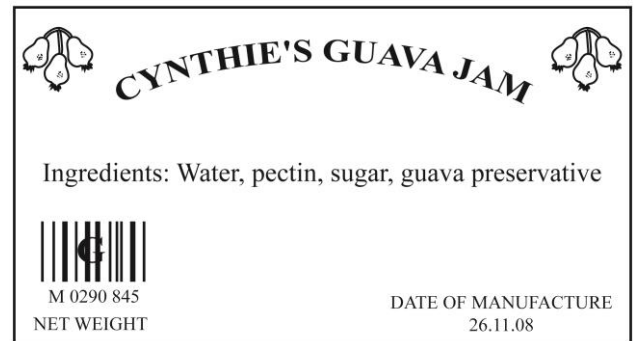
- (A) Buying in bulk
- (B) Comparative shopping
- (C) Preparing a shopping list
- (D) Investigating new products

In answering Items 53–55, each option may be used once, more than once or not at all.

Which of the above ways is given the MOST consideration when

- 53. different brands of the same food are sold at supermarkets?
- 54. items are used in large quantities?
- 55. planning to purchase food?

Item 56 refers to following label which is placed on a bottle of jam.



56. What vital information is NOT written on the label?

- I. Expiry date
 - II. Main ingredients in order of priority
 - III. Manufacturer's name and address
 - IV. Net weight
- (A) I and IV only
 - (B) II and IV only
 - (C) II, III and IV only
 - (D) I, II, III and IV

Items **57–59** refer to thickeners used in sauces.

- (A) Starch
- (B) Protein
- (C) Emulsifier
- (D) Pureé

In answering Items **57–59** each response may be used once, more than once or not at all.

Which thickener

- 57.** must be blended with liquid before cooking?
- 58.** is made from fruits/vegetables?
- 59.** will gelatinize?

60. Pancakes are usually made from which one of the following?

- (A) Roux
- (B) Fritter batter
- (C) Pouring batter
- (D) Coating batter

END OF TEST

CSEC FOOD AND NUTRITION

Specimen - Paper 01

2015

ITEM	SYLLABUS OBJECTIVE	PROFILE	KEY
1	1.1	P1	C
2	1.5	P1	D
3	1.4	P1	C
4	1.5	P1	B
5	2.4	P1	A
6	2.5	P1	D
7	2.3	P1	C
8	2.9	P1	D
9	2.6	P1	D
10	3.1	P1	C
11	3.9	P1	C
12	3.11	P1	D
13	3.12	P1	C
14	4.10	P1	A
15	1.9	P1	D
16	4.1	P1	C
17	4.2	P1	B
18	5.2	P1	B
19	5.2	P1	C
20	5.6	P1	C
21	5.6	P1	D
22	6.6	P1	C
23	6.12	P1	C
24	6.10	P1	A
25	6.12	P1	A
26	6.4	P1	B
27	7.7	P1	B
28	7.4	P1	A
29	7.4	P1	A
30	7.4	P1	B

ITEM	SYLLABUS OBJECTIVE	PROFILE	KEY
31	1.3	P2	D
32	1.4	P2	D
33	1.3	P2	B
34	1.2	P2	D
35	2.6	P2	B
36	2.5	P2	A
37	2.9	P2	C
38	2.5	P2	C
39	2.10	P2	A
40	3.10	P2	A
41	3.11	P2	B
42	3.8	P2	B
43	3.6	P2	C
44	4.3	P2	A
45	4.3	P2	B
46	4.4	P2	D
47	4.10	P2	C
48	5.4	P2	D
49	5.4	P2	A
50	5.10	P2	D
51	5.4	P2	D
52	6.4	P2	A
53	6.1	P2	B
54	6.1	P2	A
55	6.1	P2	C
56	6.10	P2	D
57	7.3	P2	A
58	7.3	P2	D
59	7.3	P2	A
60	7.6	P2	C



TEST CODE **01221020**

SPEC 2015/01221020

C A R I B B E A N E X A M I N A T I O N S C O U N C I L
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E X A M I N A T I O N

FOOD AND NUTRITION

SPECIMEN PAPER

Paper 02 – General Proficiency

2 hours 30 minutes

READ THE FOLLOWING INSTRUCTIONS CAREFULLY.

1. This paper consists of SIX questions.
2. Answer ALL questions.
3. Write your answer in the space provided in this answer booklet.

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Answer ALL questions.

1. (a) Define the term 'food'.

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.....

(2 marks)

(b) Name TWO high biological value protein foods.

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(2 marks)

(c) Betty had a meal of bread, cheese, oranges and water for lunch.

(i) List TWO minerals present in the meal.

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(2 marks)

- (ii) Describe TWO ways by which the water consumed will assist in the digestion and absorption of the meal.

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(4 marks)

(iii) Describe the physical and chemical digestion of the bread in the mouth.

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(6 marks)

Total 16 marks

2. (a) Define the following terms:

(i) Breakfast

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(2 marks)

(ii) À la carte

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(2 marks)

(iii) Table appointments

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(2 marks)

(b) (i) Plan a nutritious lunch menu for a toddler using TWO food groups.

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(3 marks)

(ii) Identify the MAJOR nutrient found in each food group in the menu.

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(2 marks)

GO ON TO THE NEXT PAGE

- (iii) Choose ONE of the nutrients identified in (ii) and explain how it is beneficial to the toddler.

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(2 marks)

- (c) Your grandmother is diagnosed with diabetes mellitus. Suggest THREE guidelines that she should follow to ensure that her condition is well managed.

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(3 marks)

Total 16 marks

3. (a) List TWO microorganisms that can contaminate food.

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(2 marks)

(b) Distinguish between 'food intoxication' and 'food infection'.

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(4 marks)

(c) Jane is preparing muffins for breakfast.

(i) Suggest THREE rules to be observed when adding baking powder to the muffin mixture. Give ONE reason for each rule suggested.

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(6 marks)

- (ii) Describe how the baking powder works to raise the muffins.

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(4 marks)

Total 16 marks

4. (a) State the purpose of each of the following features of gas cookers:

(i) Thermostat

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(2 marks)

(ii) A section of the oven door made of glass

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(2 marks)

(iii) Fan in the oven

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(2 marks)

- (b) Mrs Edey intends to prepare a meal consisting of stewed beef, rice and dried peas, and pineapple drink. Discuss **THREE** strategies that she may use to demonstrate how time and energy may be conserved while preparing this meal.

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(6 marks)

- (c) Mrs Edey intends to remodel her kitchen. Explain TWO factors that she should consider while planning to remodel the kitchen.

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(4 marks)

Total 16 marks

5. Deryk's Food and Nutrition class was required to prepare a brochure on responsible consumerism for parents attending Open Day at his school.

(a) Define the term 'green consumer'.

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(2 marks)

(b) List TWO consumer organizations that are responsible for protecting the consumer.

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.....
(2 marks)

(c) State ONE role of EACH consumer organization listed in (b).

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(2 marks)

(d) Suggest FOUR guidelines for preparing a food budget.

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(4 marks)

- (e) Discuss THREE factors to be considered when purchasing kitchen equipment in order to get the best value for money.

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(6 marks)

Total 16 marks

6. (a) Define the following terms:

(i) Bake blind

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(2 marks)

(ii) Batter

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(2 marks)

(iii) Sensory evaluation of food

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(2 marks)

- (b) (i) Your food and nutrition teacher has selected your group to conduct a sensory evaluation of baked fish that was prepared for a hypertensive person. State TWO factors which the group may evaluate during the testing process.

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(2 marks)

- (b) (ii) For each of the factors stated in (i), discuss ONE observation that may be made by the group..

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(4 marks)

(c) Describe how the following may be used to enhance the appearance of dishes.

(i) Bread

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(2 marks)

(ii) Limes

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(2 marks)

Total 16 marks

END OF TEST

CARIBBEAN EXAMINATIONS COUNCIL
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CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION

FOOD AND NUTRITION

SPECIMEN PAPER

Paper 02 - General Proficiency

KEY AND MARK SCHEME

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	MARKS		
				K	UK	Total
1 (a)	2.1	Definition of food: Any solid or liquid substance which, when taken by the body, provides it with the necessary materials to enable it to grow, to replace worn-out and damaged parts, and to function normally.	Full definition, 2 marks Partial definition, 1 mark.	2	0	2
(b)	2.4	High biological value protein foods: <ul style="list-style-type: none"> • Meat • Fish • Eggs • Cheese • Milk 	Any two high biological value protein foods listed, 2 marks	2	0	2
(c) (i)	2.6	Minerals present in the meal: <ul style="list-style-type: none"> • Calcium • Sodium • Chloride • Potassium • Fluoride • Iodine 	Any two minerals identified, 2 marks	2	0	2
(c) (ii)	2.11	How water assists with the digestion and absorption of the meal: <ul style="list-style-type: none"> • Water is required for the production of digestive juices which contain enzymes responsible for the breaking down of food. • Nutrients are dissolved in water for proper absorption/Nutrients dissolve in water and are transported through the bloodstream. • Water is required for the production of mucous which enables food to move around the digestive system. Mucous lubricates the food and the membranes of the system which enables the food to move easily. 	Any two ways described, 2 marks Partial description, 1 mark 2 x 2 = 4	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 - General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	MARKS		
				K	UK	Total
(c) (iii)	2.14	<p>Digestion of the bread in the mouth</p> <p>Physical digestion: The teeth tear, rip and grind the bread into pieces small enough to swallow (1). The tongue pushes the food round the mouth and down the throat (1). The salivary glands produce saliva to moisten the food and make it easy to swallow (1).</p> <p>Chemical digestion: Salivary amylase (1) produced by the salivary glands converts some of the cooked starch (1) in the bread to maltose and dextrin (1).</p>	<p>Physical digestion, 3 marks</p> <p>Chemical digestion, 3 marks</p>	0	6	6
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
2(a) (i)	3.1	Breakfast: first meal taken after rising from a night's rest.		2	0	2
(ii)	3.1	À la carte: Items are priced and ordered separately.	Complete definition, 2 marks each	2	0	2
(iii)	3.1	Table appointments: Items used to set and decorate a table for dining.	Partial Definition, 1 mark	2	0	2
(b) (i)	3.3	<u>Menu</u> Correct format (1) Should comprise suitable food in each group. Food from animal and staple or legumes and staple. Dishes should be free of bones and easy to digest. (2)		0	3	3
(ii)	3.3	Main nutrient in each food group Protein: food from animals legumes Carbohydrates: staples	Each nutrient, 1 mark	0	2	2
(iii)	2.4	Proteins: Needed for growth and for the repair and maintenance of tissues OR Needed for the production of carbohydrates to help prevent infection and disease OR Production of haemoglobin, the blood protein responsible for the transport of oxygen around the body OR Production of enzymes which are required for reactions in the body Carbohydrates: Provides energy needed for daily activities OR Provides a source of fibre which helps with the elimination of waste materials	Complete explanation, 2 marks Partial explanation, 1 mark	0	2	2

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

2(c)		<p>Guidelines for the management of diabetes mellitus:</p> <ul style="list-style-type: none"> • Eat small portions of food • Eat fruits, vegetables and foods high in fibre • Avoid sugar sweetened beverages • Exercise regularly • Drink plenty of water 	3 x 1 = 3 marks	0	3	3
TOTAL				6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
3 (a)	4.4	Microorganisms that contaminate food: <ul style="list-style-type: none"> • Mould • Yeast • Bacteria 	Any two microorganisms listed, 2 marks 2 x 1 = 2	2	0	2
(b)	4.5	Food intoxication – illness produced by microbial toxin production in a food product that is consumed; the toxin produces the illness. Food infection – illness produced by the presence and growth of pathogenic microorganism in the gastrointestinal tract, they are often, but not necessarily present in large numbers.	1 mark for each	4	0	4
(c) (i)	4.13	Rules to be observed when adding baking powder to the muffin mixture: <ul style="list-style-type: none"> • Use the correct proportion of baking powder for the recipe – too much baking powder can cause coarse grain, bad flavour, excessive surface browning and an off colour. Too little baking powder will result in a dense product. • Sift baking powder with the flour – baking powder must not become wet until the latter stage of the mixing process when the liquid ingredients are combined with the dry ingredients or they will begin to release carbon dioxide. • Place product in the oven to be baked immediately after adding liquid ingredients – to prevent excessive loss of leavening gas before baking. The gas must be available during baking to produce the desired effect. If too much gas is lost before baking begins, the product will not be sufficiently leavened and will become compact and heavy. 	Each rule suggested, 1 mark Reason for each rule, 1 mark 3 x 2 = 6	0	6	6

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
(c) (ii)	4.12	<p>How the baking powder works to raise the muffins during baking:</p> <ul style="list-style-type: none"> • Carbon dioxide is produced by the action of heat and moisture on the baking powder • The carbon dioxide enlarges the air cells and aerates the mixture. • The gases produced expand on heating and raises the mixture. 	<p>Any two points described, 2 marks</p> <p>Partial description, 1 mark</p>	0	4	4
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
4 (a) (i)	5.6	Thermostat: to control the temperature of the oven so that the temperature is maintained	Purpose fully explained, 2 marks Partial explanation, 1 mark	2	0	2
(ii)	5.6	A section of the oven door is made of glass so that the cooking process may be observed <u>without opening the oven door</u> and therefore <u>minimizes the loss of heat</u> .	1 mark for each underlined part	2	0	2
(iii)	5.6	A fan in the oven <u>allows the convectional current to flow evenly</u> and this allows products to be <u>baked in an uniform manner</u> .	1 mark for each underlined part	2	0	2
(b)	5.8	Strategies to save time and energy during preparation: <ul style="list-style-type: none"> • Cut the beef into small pieces; clean and marinate it and soak the dry peas overnight • Choose the most suitable sequence of preparation, for example, the pineapple juice may be prepared first so as to serve it chilled; also the stewed beef may be prepared before the rice. • Use appropriate equipment, for example, a pressure cooker may be used to cook the beef. 	Each strategy fully discussed, 2 marks 3 x 2 = 6 Partial discussion, 1 mark	0	6	6
(c)	5.1	Factors <ul style="list-style-type: none"> • The material which the kitchen floor is made of, the material should be non-slippery and easy to clean to prevent accidents • The kitchen layout must be appropriate - the layout must allow for an easy and simple workflow. 	Full explanation, 2 marks 2 x 2 = 4 Partial explanation, 1 mark	0	4	4
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
5(a)	6.1	Definition of green consumer: A customer who buys things that have been produced in a way that protects the natural environment/buys things that are environmentally friendly.	Full definition, 2 marks Partial definition, 1 mark	2	0	2
(b)	6.3	Consumer protection agencies: <ul style="list-style-type: none"> • Consumer affairs division • Bureau of standards • Weight and measures division 	Any two listed, 2 marks 2 x 1 = 2 marks	2	0	2
(c)	6.3	Roles of consumer protection agencies: <ul style="list-style-type: none"> • Consumer affairs division - promotes the rights and responsibilities of the consumer • Bureau of standards - prepares, promotes and encourages the maintenance of standards for the improvement of goods and services, processes and practices either produced or used in the territory • Weights and measures division - promotes uniformity in weights and measures laws, regulations and standards to achieve equity between buyers and sellers in the marketplace. 	1 mark for each role 2 x 1 = 2 marks	2	0	2
(d)	6.6	Guidelines for preparing an economical food budget: <ul style="list-style-type: none"> • Plan meals and snacks in advance according to the established budget. • Include meals that will 'stretch' expensive food items (stews, casseroles, stir-fried dishes). • Make a grocery list and buy only what is on the list. • Check for sales and coupons in the local newspaper, on websites and consider discount stores. • Do not cut coupons out before you make your grocery list 	Any four guidelines, 1 mark each 4 x 1 = 4 marks	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				K	UK	Total
(e)	6.2	<ul style="list-style-type: none"> • Ask about loyalty cards at the grocery store. • Make use of the farmer's market. • Do not buy pre-packaged foods • Buy in bulk where possible – you will pay less. • Do not buy more than you need. • Eat foods that are in season. • Eat before grocery shopping. <p>Factors to be considered when purchasing kitchen equipment in order to get the best value for money:</p> <ul style="list-style-type: none"> • Find out about kitchen equipment in detail before buying and compare different types and makes for quality, value, design, after-sale service, and suitability • Ask for a demonstration of use for large pieces of equipment to ensure that the equipment is suitable for your needs. • Read instructions and information leaflets carefully and thoroughly, particularly guarantees and servicing details. • Ask various people who have bought a similar item their opinions about it and consult consumer magazines. • Keep all receipts and sales agreements for large pieces of equipment and services in case the equipment malfunctions and you need redress. • Do not let yourself be pressured into buying equipment that you have not had the time to consider. 	<p>Full discussion, 2 marks 3 x 2 = 6 marks</p> <p>Partial discussion, 1 mark</p>	0	6	6
			TOTAL	6	10	16

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				KC	UK	Total
6 (a) (1)	7.6	Bake blind: the baking of <u>pastry cases without any filling</u> . (1)	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(ii)	7.6	Batter: <u>Mixture of flour, eggs and liquid</u> (1) <u>beaten</u> (1).	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(iii)	7.6	Sensory evaluation of food: <u>use of the senses</u> (1) to test food for <u>certain characteristics</u> (1).	Complete definition, 2 marks Partial definition, 1 marks	2	0	2
(b) (i)	7.9	Factors that may be considered during testing: <ul style="list-style-type: none"> • Taste/flavour • Appearance/sight • Smell/odour • Texture/touch 	Each factor stated, 1 mark 2 x 1 = 2	0	2	2
(b) (ii)	7.9	<u>Taste/flavour</u> <ul style="list-style-type: none"> • Fish is too salty and therefore this may increase blood pressure OR • Fish has a bland flavour; this may help to control the blood pressure as there is little sodium OR • Fish is too greasy indicating saturated fat may be present. OR • Fish has a good flavour and this would stimulate appetite. <u>Texture/touch</u> <ul style="list-style-type: none"> • Fish may have a texture indicating that the fish was undercooked. 	Appropriate observation fully discussed, 2 marks Observation only, 1 mark 2 x 2 = 4	0	4	4

**Food and Nutrition
Specimen Paper
Paper 02 – General Proficiency
Key and Mark Scheme**

Ques.	Syll. Ref.	Possible Response	Instructions or Comments	Marks		
				KC	UK	Total
		<u>Appearance/sight</u> <ul style="list-style-type: none"> • Fish has a dark appearance indicating that it was overcooked. OR • Fish has a pale appearance which indicates that the fish is undercooked. <u>Smell/odour</u> <ul style="list-style-type: none"> • Fish may have a bad odour which indicates that the fish was not thoroughly prepared for cooking. OR • Fish may have a good odour indicating that the fish is fresh. 				
(c) (i)		Bread can be used to make croutons, bread can be cut into several shapes, for example, triangles and squares and used to garnish foods	Full discussion, 2 marks each 2 x 2 = 4	0	4	4
(c) (ii)		Limes may be sliced into wedges or they may be used to make butterflies to garnish foods.	Partial discussion, 1 mark			
			TOTAL	6	10	16

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2008

CLOTHING AND TEXTILES

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CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2008

GENERAL COMMENTS

The Caribbean Examinations Council administered the twenty- seventh examination of Clothing and Textiles in June 2008.

Paper 01 - Multiple Choice

This paper comprised 60 items which examined all areas of the syllabus. Thirty items tested Knowledge (Profile 1) while thirty items tested the candidates' use of knowledge (Profile 2).

Paper 02 - Structured Essay Questions

This paper comprised seven structured essay questions from which candidates were expected to answer five questions. Part A of the paper comprised the three compulsory questions and Part B comprised four questions from which the candidates were expected to answer two questions. Each question was worth 16 marks, six of these marks were attributed to the testing of knowledge and ten to the testing of the use of knowledge.

Paper 03 – School Based Assessment

The School Based Assessment comprised three practical assignments designed to test the practical ability of the candidates. The assignments were worth 20 marks each. These assignments were set by the class teacher. The first and third assignments were marked by the teacher while the second assignment was assessed by both the teacher and a visiting teacher.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question focused on information that forms the foundation of the study of Clothing and Textiles. In Part (a) of the question candidates were given a diagram of a plain weave which is the most popular weave used in fabric construction. They were also given a diagram of the twill weave and one of an uncut pile. In addition, they were asked to name one fabric made by each of the three weaves. While some candidates were able to correctly name at least the plain and twill weaves and give examples of fabric made by those weaves, most candidates had difficulty in identifying the pile weave and naming a suitable fabric. There were cases where some candidates correctly identified the pile weave but incorrectly gave velvet, a cut pile, as an example of the fabric, instead of a fabric such as terry towelling which is an example of an uncut pile or looped pile fabric. There were quite a few candidates who were unable to identify the most basic of these weaves, the plain weave. Once again this year candidates continue to incorrectly give the names of textile fibres when fabric names are required.

In Part (b) candidates were asked to give two reasons for selecting a number of garments for a weekend trip. These garments were a pair of jeans made from blue denim, a pair of sanforized jeans, a pair of shorts made from polyester-cotton fabric and a swim suit made from jersey knit. Most candidates were able to offer at least one reason for selecting each of the garments. The responses were fair but lacked focus on the key words which described the garments; words such as blue, 100 percent cotton, sanforized knit which relate to the properties of the fabric. It was expected that an answer pertaining to the pair of blue jeans would focus on the colour, the implications for care and suitability for occasion. Responses generally related to general reasons for choosing, for example, jeans or T-shirt.

Question 2

This section of the question required that the candidates define the term “notions” and give an example of a notion. Many candidates were able to give the correct definition for the term “notion” although in some instances the definitions were not as would be expected. Most were able to give a correct example of a notion with thread, button, zipper and Velcro the more popular answers.

Candidates were also asked to list two properties of fibre which are important when selecting fabric for making a bathrobe and a pair of gents’ trousers. This section was well done. For the bathrobe candidates chose properties such as strength when wet, durability, absorbency and smooth. Responses for the trousers included easy care, absorbency, crease-resistance and durability.

Question 2 also presented a diagram with flaws in the symmetry and harmony (unity) of the design. Candidates were asked to identify two design flaws and give on reason why each flaw did not conform to symmetrical balance. Only a few candidates were able the correctly answer this section. Few were able to give a reason why the design was neither in harmony or symmetry but even some of these could not express their answers clearly.

The candidates were also given a template with basic style features, asked to copy the diagram and select three additional style features to design a garment that shows symmetry and harmony in design. While most candidates were able to show symmetrical balance the concept of harmony (unity) in design appeared to be unfamiliar and as such those candidates affected would have lost valuable marks. In the latter, candidates sketched designs that included both the curved lines for as on the sleeves and collar and the geometric lines on the pockets. Others correctly sketched designs where both princess lines began in a similar position and chose either curved or geometric details for the garment. Students should be reminded that harmony in design would dictate the use of similar shapes on the details of the design.

Exercises on identifying flaws in design using real examples and corrective action would be an asset to students studying the design aspect of the syllabus or candidates preparing for the examination.

Question 3

Part (a) required that the candidates study a diagram of a shirt with an embroidered pocket and answer questions related to the diagram. They were asked to name the stitches which were suitable for the parts labelled. Some were correctly able to identify the top stitching on the collar while others chose running stitch. They were also able to name a suitable embroidery stitch for working the pattern on the pocket as well as correctly identify the area for the buttonhole. On the other, hand they could not for the most name the group to which each stitch belonged.

Candidates were also asked to name the stitch suitable for holding the seams of the shirt together, neatening the armhole of the shirt by hand and outlining a simple heart shaped embroidery design. The response to this section was satisfactory except that many were unable to state that over sewing, blanket stitch or loop stitch were suitable for neatening the armhole of the shirt by hand.

The next section required that candidates describe the procedure for working gathers on the chef’s hat shown in the diagram given. While a few were able to clearly express the correct procedure in sequence others rambled and especially omitted to suggest the distance between the two rows of stitching to be used when gathering. The main steps identified were to:

- Make two rows of stitching.
- Pull threads to form the gathers.
- Pin, tack, then stitch the gathers to the headband of the hat.

In addition to those points mentioned above, the description of the procedure in this case would have required such details as:

- The adjustment of the stitch length to a slack stitch
- The distance between the two rows of stitching
- Securing one end of the two rows of stitching
- The even distribution of the gathers

Many of the candidates, though able to correctly name a suitable method for neatening the edges of the seam on the chef's hat were unable to describe the method.

Prospective candidates can benefit from practice in giving written and or diagrammatic descriptions for the garment construction processes.

Question 4

This question tested the candidates knowledge of textile fibres and their use, as well as the care of clothing and the selection of laundry equipment used in its care. This question was almost as popular as the compulsory questions and was generally well done.

The properties of polyester were well known and silk to a lesser extent, but many candidates were not able to highlight the differences between the two fibres. Generally they did not seem to be very knowledgeable about the handling of lightweight silk fabrics during garment construction. Although silk fabrics may not be popular in the region, students should still be exposed to its treatment even if just through demonstration. It is also necessary to know related details such as the correct needle size, stitch size and tension to be used when stitching, and the fact that tissue paper placed underneath the fabric makes it easier to handle when stitching.

Candidates were for the most part able to outline three factors that may be used to persuade families to purchase a washing machine. Most candidates were able to suggest two pieces of laundry equipment other than the washing machine. The responses to this section of the question captured the cultural diversity of the region as candidates named items used in their territories such as the tub or pan, "jukking board", "beater" and "river stone".

Question 5

This question focused on the psychosocial aspects of dress and tested both clothing and culture and career opportunities. Candidates were given diagrams of three style features, asked to name the style features and identify the culture which uses these features as part of their clothing. Only a few were able to correctly identify the mandarin collar, the frog fastenings/closures and the cap sleeve. However almost all of the candidates knew that the style features were indigenous to the Chinese.

Most candidates were able to correctly name at least one fabric of the two used by East Indian women for making traditional saris. Once again this year there was the problem of candidates using the names of fibres such as cotton and polyester instead of fabric names instead of the names of fibres such as shantung and voile.

In addition, candidates asked to FOUR skills that are essential for constructing gents' suits in a tailor shop that is run by a manager and an employee. The employee is responsible for construction only. There was a lack of quality responses in this section as answers were sometime given using one word such as "stitching". More specific answers would be:

- Stitching seams
- Grading seams
- Inserting zippers
- Attaching waistbands

Others responded with answers such as drafting patterns which is not a construction skill.

Candidates were also asked to describe three duties of the manager. The quality of these answers was very satisfactory and ranged from specific duties relating from marketing, customer relations, purchasing, training and supervision. The next section required that candidates list six essential supplies (thread, interfacing, lining fabric, shoulder pads etc.) that should always be available in order to ensure the efficient production of gents' suits. Many of them were unable to differentiate between supplies and small equipment giving answers like scissors, machines, seam rippers.

Question 6

This question dealt mainly with taking body measurements and making pattern adaptation. A number of the candidates knew the correct procedure for taking body measurements; however, many candidates were not able to clearly describe in exact terms the positions involved in taking the measurements. For example candidates would write "Take measurement around the hand" instead of "Place the tape measure closely around the fullest part of the arm, keeping the tape measure level." A few candidates included diagrams showing where the tape measure should go in order to take the four measurements.

Part (b) of this question presented the greatest difficulty. Candidates were given a diagram of a sleeve that had been adapted to a puff sleeve pattern and asked to adapt the pattern to simple set in sleeve or a dress. Candidates were encouraged to use written instructions only, diagrams only or both written instruction and diagrams. Responses indicate that student could not adapt sleeve patterns. The majority of the candidates removed the sleeve head leaving a straight strip of the pattern. This was a gross error as a sleeve pattern requires a curved head to fit into the curve of the arm hole.

Some of the candidates also did not read the question carefully and therefore failed to recognize that it was a paper pattern they were adapting. As a result these candidates wrote of un-picking the sleeve and cutting the material shorter before reinserting it into the armhole.

A very small number of candidates answered this part of the question correctly. These were well done. In one case diagrams of the pattern pieces only was shown explaining the steps required and in another case both pattern and written explanation was given to explain the process. Many candidates did not attempt this section.

This section of the question required the candidates to list four actions for correcting a sleeve which was inserted into the armhole but did not hang straight. Here again, candidates found difficulty in expressing their answers. A few were only partially correct and their answers lacked the details expected. They were very concise in their answers, stating that the actions were to:

- Unpick
- Pin into the correct position
- Tack
- Stitch

Questions which focus on pattern drafting have also been unpopular but showed some improvement over the years. In order to further improve on this question, attention needs to be paid to all aspect of pattern making including the practice of explaining in writing and by using diagrams. Since pattern drafting is closely associated with garment construction, emphasis should also be placed on the correction of faults and other associated construction details.

Question 7

This was a very popular question and attempted by many candidates. Most of them knew the advantages and disadvantages of using commercial patterns and as a result this section was well done. There is still the need for candidates to give their answers in complete statements.

Candidates also appeared to be quite familiar with the information on the pattern envelopes as they also knew the information that can be found on the pattern envelopes. Most of them also knew three factors to

bear in mind when designing heat proof placemats. As in the other questions, some found difficulty in expressing themselves properly.

There has been an improvement over the years in using fabric names instead of fibre names. Nevertheless the problem still exists. It was pleasing when candidates correctly used fabric names such as corduroy, calico and drill as examples of fabrics suitable for making heatproof placemats instead of fibre names such as cotton and polyester. The candidates also knew the notions that could be used when constructing the placemats.

Despite the fact that commercial patterns are not widely used in garment construction and may be expensive or unavailable in some territories it is hoped that students can be given the fullest exposure to the topic as it remains a convenient and fundamental tool for any student of garment construction, homemaker or business person alike.

SCHOOL BASED ASSESSMENT

There are three school based assessments and each of the three practical questions is worth 20 marks. Questions were set by individual teachers or by groups of teachers in order to develop territorial questions. Assignment 2 is prescribed by the Council for moderation and was jointly assessed by the class teacher and a visiting teacher who discussed the project before arriving at an agreed mark. Teachers are reminded that all assignments set should be guided by the details of the generic mark scheme provided by CXC. This mark scheme should also be used as a guide when marking the school based assessment assignments. This is the second year that Council did not request assignments to be sent to be moderated at the marking centre but please note that in the future CXC may require that selected schools submit samples of students' work. **Assignments should not be submitted unless requested by CXC.**

GENERAL RECOMMENDATIONS

- Of great concern is the continuing trend of entering candidates for the examination irrespective of their knowledge and practical ability. This is evidenced by large numbers of scripts and batches of scripts with poor quality responses, poor language skills and poor handwriting. It is hoped that only candidates who have been exposed to the relevant tuition and those who display a satisfactory level of preparedness will be entered for the examination.
- All areas of the syllabus should be covered as the examination is set from every module in the syllabus. This will maximize the opportunity for the candidates to be successful in the examination.
- Students should practice reading questions and underlining the key words before answering the questions.
- The use of the names of fabrics instead of their fibre names should be encouraged. No marks are awarded if fibre names are given instead of fabric names. The use of swatch kits, visual examination and tactile manipulation of fabrics reinforce the identification of fabrics. These methods should be employed as part of the instructional process in order to reinforce this information.
- Sketches should be large and clear and when required, labelling should be accurate.
- Topics related to the fundamentals of the discipline such as seams and fabric construction techniques should be given renewed attention as candidates are not generally performing well in those areas.
- Part of the difficulty in producing quality answers is the candidates' inability to express themselves clearly. It is the practice of candidates to answer in point form without expanding the points or giving examples and reasons where necessary. Candidates should be encouraged to answer questions in full.
- **Candidates should be encouraged to write instructions prior to and while working the processes. This would enhance their ability to answer questions on Paper 2 which required candidates to give similar instructions.**

- A high standard of workmanship should be encouraged at all times and attention paid to producing neat work that is well presented.
- Fractions of marks should not be submitted for the total marks. All fractions should be rounded off to the next whole number within profiles.
- In cases where a group project was assigned, candidates should submit their individual contributions to the assignment as well as other sections which will give personalised attention to areas studied by the group.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2009

CLOTHING AND TEXTILES

CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2009

GENERAL COMMENTS

The Caribbean Examinations Council administered the twenty-eighth examination in Clothing and Textiles in June 2009. Two thousand four hundred and seventy-four students across the territories wrote the examinations.

Paper 01 - Multiple Choice

This paper comprised sixty questions which were designed to test all areas of the syllabus and were divided equally to test Knowledge (Profile 01) and Use of Knowledge (Profile 02).

Paper 02 - Structured Essay Questions

This paper comprised seven structured essay questions from which the candidates were expected to answer five questions. Part A of the paper comprised three compulsory questions, and Part B comprised four questions from which candidates were expected to answer two questions. Each of the questions was worth sixteen marks; six of these marks were assigned to the testing of Knowledge and ten to the testing of the Use of Knowledge.

Paper 03 – School Based Assessment

The School Based Assessment comprised three practical assignments designed to test the practical skills of the candidates. Each of the assignments was worth twenty marks. The assignments were set by the class teachers and marked by the teacher and an external moderator. Assignments one and three were marked by the class teacher while Assignment two was marked by the teacher and the external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question tested candidates' understanding of different fabric construction methods, as well as various techniques suitable for creating simple designs on fabrics.

Parts (a) and (b) of the question posed a great deal of difficulty to the majority of the candidates. Many candidates were unable to define and give examples of fabrics made by the fabric construction methods listed. This is considered a basic part of the textiles element in the syllabus and was designed to test knowledge. It may be useful to have students collect samples of fabrics and identify the methods of construction by dissecting the fabrics so that they can define the construction methods in their own words. A variety of stimuli should be utilised for the students to grasp what may very well be perceived as an abstract concept.

Part (c) (i) and (ii) were done very well by most candidates. However, those who did not perform well were unable to name the stitches to be used for embroidering the pattern.

Part (c) (iii) was done well by most candidates. They were able to list appropriate factors to be considered when selecting yarns for the project.

Candidates who scored highly in this question displayed an ability to:

- (a) think logically and apply the knowledge in a given scenario
- (b) define given terms.

Question 2

This question tested candidates' understanding of special considerations necessary for designing garments for a young woman with a plus sized figure. This was a compulsory question.

Part (a) of the question was not generally well done. Some of the candidates apparently were not familiar with the term "plus sized figure". This was indicated when candidates suggested elasticized waistlines, gathered skirt and flared skirt as design recommendations. Others seemed to have confused the terms horizontal and vertical when discussing the lines suitable for designing garments for a plus sized figure. This was made clear when what was shown on the sketches, and the description (in some cases) that accompanied the sketches, was found to be not compatible.

Part (b) was generally well done by the candidates who were familiar with the term plus sized figure.

Part (c) was fairly well done. However, it appeared that candidates did not link Parts (a) (b) and (c), so that sketches done in Part (c) did not reflect the style features named in Part (b).

Part (d) (i) was generally well done. In most cases candidates were able to name two suitable notions for the garment they selected.

Part (d) (ii) was generally poorly answered as most candidates named fibres instead of fabrics.

In Part (d) (iii) most candidates were able to name the fabrics with suitable textures for the plus sized figure.

Part (e) was generally well done. Most candidates were able to sketch at least four care label symbols correctly. However, many candidates did not select the care label symbol suitable for the fabric chosen in Part (d) (ii).

Given the variety of figure types in the immediate school population, the module on clothing may be well articulated by relating figure type, age, and activities to appropriateness for specific end uses. The handling of the question by many of the candidates showed a familiarity with styles that are currently popular but they were not able to relate these to appropriateness to the figure type. While it seems as if the rules of clothing as we knew them, no longer apply in the selection of clothing, especially as it relates to the variety of clothing available at retail, this very fact may be used to engender discussion and help students to discriminate in appropriate selection based on figure type, so that clothing enhances positive features of the figure and minimizes or camouflages figure flaws and negative features.

Question 3

Candidates were asked to:

- (a) State TWO functions of openings used on garments.
- (b) Name TWO types of openings commonly used on **children's** garments.
- (c) Identify TWO types of fastening used on clothing.
- (d) Explain in at least FIVE steps, the process for making ONE of the openings named at 3 (b).

Candidates were to use diagrams **where necessary** to illustrate their answer.

In attempting Part (a), most candidates were unable to state the functions of openings. Some had difficulty with the term 'functions', and interpreted it to mean 'the opening of an establishment' rather than a process used in garments. Others interpreted it as any opening found in a garment, such as 'the neck opening' or 'the sleeve or armhole opening'. Still others viewed an opening as an entrance and therefore gave 'pockets' as their answer.

For Part (b), most candidates were unable to differentiate between an 'opening' and a 'fastening'. In most cases they named fastenings rather than openings. e.g. buttons and buttonholes.

The majority of the candidates were able to identify two types of fastenings used on clothing. However, some gave incomplete fastenings. E.g. 'buttons', rather than 'button and buttonholes/loops', 'hooks' instead of 'hook and eyes/bars', and 'frogs' rather than 'frogs and toggles'.

Part (d) was poorly done, with most of the candidates scoring zero. Since most answered Part (b) incorrectly, it impacted on the responses in Part (d), which drew on knowledge from Part (b).

Candidates gave steps for making gathers, pockets, and fastenings such as buttons and buttonholes. Those who gave instructions for making an opening did not do so in chronological order.

It was evident from the responses to this question that the majority of candidates were not familiar with the module on openings and fastenings. The topic can be reinforced by the use of actual garments with different types of openings and their locations. For practical assignments it may be worth experimenting with full scale garments with a combination of processes, for example, a skirt could be used to teach seams; application of waistbands; use of support fabrics; and openings, all in a wearable garment, which may have more relevance to the students.

Question 4

This question tested candidates' understanding of basic textile terms as well as the properties of natural and man-made fibres and fibre identification methods.

Parts (a) (b) and (c) of the question were fairly well done by the majority of the candidates. Some candidates confused the name of the fibres with names of fabrics.

Part (d) posed a great deal of difficulty. Candidates gave definitions for appearance and hand-feel, instead of explaining how appearance and hand-feel can be used to help determine fibre type.

Candidates were able to correctly outline the factors to be considered when purchasing fabrics. They were however unable to state appropriate reasons why a particular fabric would be suitable for the particular end use. Candidates who scored highly on this question displayed the ability to:

- (i) List and explain textile terms.
- (ii) Explain the properties of fibres.

Question 5

Candidates were asked to:

- (a) Name TWO sewing machine attachments that could be used to obtain quality results on a project.
- (b) List FOUR advantages of using commercial patterns.
- (c) From a gathered skirt with a floral pattern which was to be recycled to make TWO cushion covers with Shirred face, 1 ½ inch corded piping and a zipper:
 - (i) Outline FOUR considerations for determining whether there was enough fabric for the TWO cushion covers.

- (ii) Explain how the raw edges of ruffles could be finished, before attaching the lace.
- (iii) Name TWO other projects for which this fabric could be used, and justify the reasons.

For Part (a), some candidates misinterpreted the question, and gave types of sewing machines as their answer. Others were able to name at least ONE attachment.

Part (b) was widely known, and candidates were able to respond correctly.

Responses to Part (c) (i) were vague and sometimes too general, although some candidates were able to give at least two considerations.

Candidates failed in Part (c) (ii) to explain the way in which they would finish the raw edge, however, they were able to list a method of finishing a raw edge.

Part (c) (iii) was widely known, and candidates were able to name two projects.

Question 6

This question was designed to test candidates' knowledge of commercial garment production operations. In addition, it required candidates to describe an outfit suitable for a chief bridesmaid in terms of colour, type of fabric, design details, use of notions and suitable support fabric.

Part (a) was generally well answered. Most candidates could state two benefits of having an outfit made in a garment factory.

Part (b) was generally well answered as candidates were able to name basic factory operations.

Part (c) (i) was fairly well answered in most cases. However, some candidates did not describe the garment, but simply sketched it instead. Students were given the marks for clearly labelled sketches. Some candidates did not link Part (c) of the question with the wedding ceremony mentioned in the stimulus so that their choices of fabric colour, fabric type and details of the design were inappropriate for a full figured chief bridesmaid. There also seemed to be some difficulty in candidates understanding what was meant by the statement "an outfit which includes a skirt".

Part (c) (ii) was not generally well answered, many candidates were unable to describe "a waistline finish". Part (c) (iii) was also poorly answered as many candidates were unable to describe a "support fabric" as one of the inputs to garment making.

Question 7

Candidates were required to:

- (a) Name FOUR items in the category of 'soft furnishings'.
- (b) State TWO factors that influence the choice of 'soft furnishings'.
- (c)
 - (i) Estimate how much sheer fabric 225 cm (90inches) wide would be needed to make window coverings with a decorative valance for a window 90 cm (3 ft) wide and 150 cm (5 ft) long. The valance was to be 45 cm (18 inches) long. They were to explain their calculations.
 - (ii) State two notions/trims which would be 'decorative' for the valance made from a sheer fabric.

Part (a) was widely known and candidates were able to name many items. Most candidates scored full marks.

Part (b) was a bit difficult and candidates seemed to be a confused in their reasoning. E.g. ‘to make room beautiful’, ‘to decorate room’, to make room look bigger.

Part (c) (i) proved challenging for the candidates. The majority scored zero.

Part (c) (iii) was widely known and a variety of notions was suggested.

Candidates were generally unable to explain how to calculate yardage for the making of the curtains. It was expected that students would calculate:

- (a) The number of panels of fabric needed for the **curtains** to cover the width of the window.
- (b) The length of the window plus the additional amount chosen for the desired length of the curtain.
- (c) The amount desired for depth of casing and hem plus the seam allowances (turnings) for both the casing and hem.
- (d) The number of panels for the **valance**.
- (e) The width of casings and hems.
- (f) Seam allowance for casing and hems.

Calculations would be based on the measurements given and the choice for length of curtain. Thus, width of window is 36 inches, fabric is 90 inches wide.

Two panels of fabric is 180 inches, enough to give full gathered curtains, **since the basic recommendation is at least three times the width of the window to be covered (36x3=108).**

Length of window is five feet (60 ins) **Desired length of curtains is 90 inches**
Casing is desired to be five (5) inches wide plus turning of five (5) inches = **10 inches**
Seam allowance for casing is half inch twice because the fabric is sheer = **1 inch**
Hem is desired to be three (3) inches wide plus turning of three (3) inches = **6 inches**
Seam allowance for hem is half inch twice because fabric is sheer= **1 inch**
For one panel 90 + 10+1+6+1 = 108 inches ÷ 36 inches = three (3) yards per panel.

For two panels, six yards is needed, but any logical computation would have been given the marks for this question.

Project work such as shopping for curtain fabric; constructing curtains and valances; estimating quantities and detailing the steps required in computing the quantities may be helpful to students in thinking through the process in a logical sequence.

GENERAL RECOMMENDATIONS

- (i) It is suggested that the language of the syllabus be replicated in the teaching of the modules so that the students are familiar with the standard terms used in the discipline.
- (ii) Students’ level of writing and expression need to be improved, so that their ideas can be better expressed to demonstrate their understanding of the knowledge and application of knowledge components.
- (iii) Relating the concepts to current fashion may help to make them more relevant to the students. In this regard students can be encouraged to do information searches to supplement the information that is imparted by the teacher.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY**

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GENERAL COMMENTS

The 29th examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2010. Approximately 2,500 candidates across the various territories wrote the examination. The examination comprised three papers.

Paper 01 - Multiple Choice

This paper comprised 60 questions designed to test all the areas of the syllabus and was divided equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2).

Paper 02 - Structured Essay Questions

This paper comprised seven structured essay-type questions from which candidates were expected to answer five. Part A of the paper comprised three questions which were compulsory and Part B comprised four questions from which the candidates were instructed to choose any two. Each question was worth a total of 16 marks.

Part 03/1 - School Based Assessment

The School-Based Assessment comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 24 marks. The assignments were prepared by class teachers, assessed by them and verified by an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test candidate's knowledge of the burning characteristics, methods of identification and inherent properties of basic textile fibres.

For Part (a) (i), most candidates were able to identify some of the fibres based on characteristics given. Part (a) (ii) was well done by the candidates. Most were able to name another type of test that is used for fibre identification. These included *microscopic and chemical*. Some candidates, though, showed a lack of knowledge of the topic.

For Part (b), most of the candidates confused the definitions for blend and mixture. Their definitions omitted the key word 'different'. In several instances, fibre was used instead of yarn when defining mixture. Candidates were unable in most cases to state the key point — that blending is done at the yarn making stage while mixing is done at the fabric making stage. In the definition of mixture, fabric construction was never mentioned. It was evident that this topic needs some attention to ensure that the clear distinction is made and the stage at which blending and mixing are done is reinforced by concrete examples where possible.

Part (c) was widely known and many candidates were able to score full marks. Reasons given for blending fibres included *improving texture, appearance and performance*. For Part (d), many candidates were able to name dry cleaning as the correct method to care for a fabric with the majority component as wool. A large percentage of the students gave hand washing as the preferred method. Some candidates were able to give the correct reasons why dry cleaning would be the most appropriate method. These included *preventing shrinkage, retaining colour and extending clothing life*.

However, many candidates were unable to answer this part of the question well enough to earn marks at the higher ranges.

This question was compulsory. The highest mark scored overall was 15; however, the majority of the candidates scored 7 marks or lower.

Question 2

This question tested candidates' knowledge of factors to be considered in the selection of appropriate clothing and the principles of design in clothing. Part (a) of this question was well answered by most candidates. Candidates were able to list the reasons for wearing clothes, including for *ceremonial purposes* and *group identification*.

Parts (b) (i) and (ii) were also well done by most candidates. Candidates were able to sketch appropriate outfits for wearing to a conference. They were also able to identify the style features; however, many of them did not follow the instructions for labelling on the sketch but listed the style features instead. Part (c) of the question presented the most difficulty to candidates. They were unable to differentiate between fad, fashion and classic as it relates to clothing. Most of the given reasons did not support the term used to describe the designs.

Scores obtained for this question ranged between 1 and 16 marks.

Question 3

The concept of openings and fastenings was the objective tested in this question. Generally, candidates were able to answer the parts of this question well.

Part (a) required candidates to state two rules for attaching fasteners and was fairly well done. Part (b) was also fairly well handled. Generally, candidates were able to state two reasons for using openings on garments. However, in many instances, the reasons were given for the use of fasteners rather than the use of openings.

Part (c) was also fairly well done. The question asked candidates to name two types of openings other than slit openings. However as in Part (b), some candidates confused openings with fastenings and answered the question accordingly.

Part (d) was very poorly done. Some candidates made no attempt to answer this part and many of those who did were unable to describe the instructions for making a faced slit opening. Instead, they gave instructions for doing other processes, so that the word facing was never mentioned. Some gave instructions for attaching fasteners such as buttons and buttonholes or zippers.

For Part (e), candidates were generally able to name at least one suitable fastener for the faced slit opening. In many cases, candidates named one part of the fastener only, for example, buttons or hooks instead of buttons and buttonholes or hooks and bars. It was noted though, that one reference text mentioned loops only as a closure/fastener instead of loops and buttons. This reinforces the often discussed point that teachers need to encourage students to use as many reference texts and sources as possible, and also to ensure that the teaching references used are cross checked where necessary to maintain technical correctness and currency with the technological advancements in the discipline.

Question 4

Candidates' knowledge of yarns and yarn types, the principles of design and the use of commercial patterns were tested in this question.

Candidates who attempted Part (a) (i) were generally able to define 'filament yarn' correctly. Part (a) (ii) was also well known as most candidates were able to name two other types of yarns and a wide variety of yarns

were named including *staple, ply* and *cable*. Part (a) (iii) was fairly well answered. However, some candidates were unable to describe the features of the yarns selected at (ii).

Part (b) (i) of the question was well done. The majority of candidates were able to name two of the principles of design as *balance, emphasis, proportion, rhythm* or *harmony*. Part (b) (ii) was generally not very well answered as some candidates gave the definition for the principles that they named, but did not list the features included in the design of the garment. Some candidates sketched a design and indicated the features on the sketch.

Part (c) was most widely known. Most candidates were able to give two adequate reasons to justify drafting patterns as opposed to buying commercial patterns. These included the *sense of satisfaction and self-fulfilment, ready availability and ease in adapting*.

Scores for this question ranged between 5 and 14 marks.

Question 5

For Part (a) of this question, candidates were asked to state advantages of renovating clothing or household articles while Part (b) required that candidates list benefits of recycling and give examples of two household articles that could be made from a tablecloth. Some candidates were able to answer Part (a) of the question correctly but many confused renovation with recycling.

In Part (b), the majority of candidates were able to answer Part (b) (i) correctly by listing four benefits of recycling. For Part (b) (ii), candidates were able to list the two articles, although some of the articles named were small in relation to the size of an average tablecloth. Part (iii) was well done. The equipment named related to the articles that the candidates identified. Some candidates however listed tools used for drafting. Part (iv) was also answered well. Most candidates were able to give the rules to be observed in laying out the pattern pieces for their particular project named. Some, however, gave instructions for drafting of the pattern. Correct responses included *separating pattern pieces by careful cutting, pressing pattern pieces and identifying grain line and other markings*.

This question was optional. It was a popular choice however, and the majority of candidates writing the examination opted to do it. They scored higher in the use of knowledge section than in the knowledge section. The highest mark scored was 15.

Question 6

The objectives tested in this question were selected from Module 2, Special Techniques in Garment Construction. The specific areas tested were application of waistline finishes and selecting and using appropriate support fabrics for garment construction.

Parts (a) (i), (ii) and (iii) were generally poorly done. Many candidates did not seem to know the term 'support fabric', hence they were unable to give correct responses. Correct responses included *hair canvas, buckram and interfacing*.

Part (b) (i) was widely known. Candidates were able to identify the outfit shown as a costume. For Part (b) (ii), many candidates listed elements and principles instead of identifying style features. These features included *founce, frills, raglan sleeves and side zipper*.

Part (b) (iii) was poorly done by the majority of the candidates. The candidates listed waist finishes instead of illustrating how the waistline of the outfit could be finished.

Question 7

This question was based on Module 12. The objectives tested were 4, 5, 6 and 7.

The question required candidates to name three fabrics suitable for making curtains and three ways in which curtains could be enhanced. For the application marks, candidates were asked to sketch the design of curtains for a bedroom, give the measurements and calculate the amount of fabric needed, and describe how the hem of the curtains would be finished.

For Part (a), candidates were unable in most instances to name fabrics suitable for curtains but were able to answer Part (b) and name ways in which curtains can be enhanced. Part (c) (i) was also well handled. Most candidates were able to sketch appropriate designs and to describe how the hem of the curtain should be finished. Candidates generally had difficulty in calculating fabric needed for making curtains. The process for determining yardage was not known by most of the candidates who attempted the question.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 30th examination in Clothing and Textiles was administered by the Caribbean Examination Council in May/June 2011. Approximately 2,500 candidates across the various territories wrote the examination comprised of three papers.

Paper 01 – Multiple Choice

This paper comprised 60 questions designed to test all the areas of the syllabus and was divided equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2).

Paper 02 – Structured Essay Questions

This paper comprised seven structured essay-type questions from which the candidates were expected to answer five. Part A of the paper was comprised of three questions which were compulsory and Part B comprised four questions from which candidates were required to choose any two. Each question was worth a total of 16 marks.

Paper 031 – School Based Assessment

The School-Based Assessment comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were prepared by class teachers and assessed by them. One of the three assignments was assessed jointly by the class teacher and an external examiner.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Performance on this paper revealed several weaknesses in candidates' knowledge and understanding of key concepts in the syllabus. Although candidates' performance on the knowledge component of the examination was satisfactory, many candidates were unable to apply their knowledge of those concepts in novel situations. Candidates are encouraged to pay careful attention to the stem and options in responding to the multiple-choice questions.

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test candidate's knowledge of basic textile terms, fabric finishes and methods of applying appropriate designs to fabrics. In many instances, candidates were unable to give a good definition of the term 'yarn' even though, from some of the words used in the responses, it was evident that they had some knowledge about yarns.

Many candidates were also able to name two types of yarns used in fabric constructions but were unable to define the yarns which they named.

The following is an example of a good response: *Yarn can be defined as fibres which are twisted or spun together to form longer lengths for use in forming fabric. Two types of yarns are two-ply and novelty. A two-ply yarn is two single yarns twisted together.*

Part (b) was poorly done by many candidates. In some instances, fabric finishes were interpreted as seam finishes. Some examples of responses given were edge stitching, binding and sergeing. Candidates also gave responses such as mercerization and permanent press/crease resistant. The question asked for the *most appropriate finish* for a tablecloth. Since there is always the possibility of food stains on a tablecloth, especially one that is regularly used by many as in the scenario given, the expected answer was a soil and stain resistant finish. In at least two instances candidates gave brand names (for example, scotchgard) for the finish.

The following is an example of a good response: *The most appropriate type of fabric finish required for the fabric to ensure that the tablecloth maintains its appearance and durability is an anti-soil finish.*

Part (c) was fairly well done by most candidates. Most candidates were able to outline the procedure for applying a tie and dye design. However, the sequence of the procedure was not always in the expected order.

Generally, most candidates had difficulty explaining the reason for the tie and dye method being most suitable for the skirt of the dress. The responses were unexpected in that very often, they made no mention of the absorbency and dye affinity of cotton which was the fibre used in the making of the dress fabric.

The following is an example of a good response: *The tie and dye method is most suitable for the dress because it is made of the right type of fabric which is cotton voile which absorbs dye very well.*

Question 2

This question tested candidates' knowledge of fabric selection guidelines, fabric properties and the elements of design.

Most candidates did well in Part (a), in that they were able to give three guidelines for the selection of fabric for the end use which was specified. Candidates were able to state factors such as the cost of the fabric, suitability for the occasion, the figure type of the wearer as well as the suitability of the fabric to the design of a ball gown.

Part (b) was poorly answered in many instances. Candidates were required to list essential properties of the fabric used in making the gown. Many of them did not differentiate between what was asked in Part (a) and what was required in Part (b) and gave basically the same response. It was also interesting to see that some candidates interpreted this to mean sewing tools and notions.

Generally, candidates did very well in Part (c) (i). Garments shown in their sketches were appropriate for the occasion. Those who did well in this section drew very detailed sketches. The lines were sharp and clean, and colour was added in many instances. Those who answered this question well gave both front and back views of very elaborate designs. Some sketches, however, were very poorly done and were too small. Many candidates drew short garments – an indication of the current blurring of the lines between what is considered fashionable and what is appropriate for an occasion. It seemed that many candidates did not translate the term 'gown' to mean long dress. Many attractively sketched cocktail dresses were shown.

Part (c) (ii) posed a challenge to candidates. Many of them received zero for this part. Some candidates listed a design principle (balance, rhythm) rather than design elements (colour, line, texture). Although some candidates knew the difference and were able to say which element of design was utilized in the design which they sketched, they did not identify where on the sketch it was used. They paid no attention to the instruction to *identify on the sketch* which required them to label the position where the element of design was utilized.

In Part (c) (iii), candidates continued to confuse fibres and fabrics. Many listed fibres such as silk, nylon, polyester and cotton instead of fabrics such as *dupion*, *taffeta*, *crepe-de-chine* or *sateen*. In addition, some fabrics chosen were not suitable for the design or the occasion. For example, one candidate named denim as suitable for a soft flowing gown. Marks ranged between zero and one.

In Part (c) (iv), candidates gave suitable characteristics to match the fibre named but often the reason given was not relevant to the gown shown in the sketch. The reasons were mostly general ones. Candidates earned between zero and four marks.

Question 3

This question was designed to test candidates' knowledge of the classes of stitches, control of fullness in garment construction, the use of openings and suitable fastenings on garments and the construction of seams.

Part (a) was generally well known. Many candidates were able to name the two classes of stitches used in assembling a skirt. However, some of them actually named examples of stitches such as a 'back stitch', 'running stitch' and so on while others named decorative stitches as a class rather than temporary stitches or permanent stitches.

Part (b) was very well known. A wide variety of both hand and machine embroidery stitches were named.

Part (c) (i) was well answered. Most candidates were able to name the correct method of controlling fullness used on the wrapped 'A' line skirt, probably because it was shown on the diagram, although a few candidates stated tucks, pleats or gathers.

Part (c) (ii) was generally not well handled by many of the candidates who were unable to explain fully why the particular method of controlling fullness was used. Most candidates gave partial answers and others gave some generalized comments that did not address the question.

For Part (c) (iii), most candidates were able to name appropriate fastenings which could be used on the skirt shown in the diagram. However, candidates were generally unable to give a valid reason for their choice of fastening for that particular garment. They simply stated the functions of fastenings in general, for example, 'to hold the garment in place'.

Part (d) of the question was generally not well answered. Many candidates were unable to explain how to construct and finish a plain seam in a logical sequence. Some candidates began their answers explaining how the garment would be cut and sewn, not paying attention to the words *constructing and finishing a plain seam on the skirt*.

Question 4

In this question candidate's knowledge of the social and psychological impact of clothing, pattern symbols and basic construction processes was tested.

Part (a) was handled extremely well by the majority of candidates, with most receiving full marks for their responses.

Most candidates also scored full marks on Part (b). However, though some candidates were unable to sufficiently discriminate between the responses required for Part (a) and those for Part (b), most of them were able to respond as anticipated. Marks ranged from four to six in this part of the question.

In Part (c) (i), candidates were required to identify three out of four pattern symbols on a sleeve and to say how each of the symbols identified is used during construction.

In some instances, candidates did not number their responses and since there was a choice of three out of four symbols it could not be determined which of the responses corresponded to each symbol. From the responses given, it was evident that candidates were familiar with the symbols and their meanings.

Part (c) (ii) was very poorly done by many candidates. Most candidates ignored the clause *preparation of the sleeve for insertion* and gave instructions for the insertion of a sleeve. Some candidates were able to gain marks for specific steps although not necessarily in sequential order.

This was a very popular question.

Question 5

This question was designed to test candidates' knowledge of the use of mixtures and blends in fabric construction. Parts (b) and (c) focused on clothing selection, pattern adaptation and basic laundering processes.

Parts (a) and (b) were fairly well done. Some candidates, however, confused the two definitions using the words *fibres* and *yarns* interchangeably and, in many instances, making no mention of the critical phrase *different fibre types*.

Some candidates were able to explain why fibres and yarns are mixed and combined in fabrics. In many instances, candidates were unable to correctly distinguish between a fabric which is blended and one that is mixed.

Candidates who were able to correctly answer Part (a) did equally well on Part (b), suggesting that there was a good understanding of the concept.

For Part (c) (i), most candidates were able to list the four guidelines for designing and making appropriate clothing.

Part (c) (ii) was not well done. Many candidates did not follow the instruction to copy the block pattern as it appeared on the question paper. Some candidates simply sketched an outline with a V neckline and did not indicate how they derived the neckline using the block given. Many candidates were unable to indicate how the front pattern piece could be adapted to obtain the shirt front shown on the question paper. A very popular answer was to 'remove the dart'.

In some instances, Part (c) (iii) was well answered. However, many candidates ignored the fact that the garment was a white cotton crinkle shirt and described procedures for general laundering of garments.

Question 6

This question was designed to test candidates' knowledge and understanding of pressing tools, equipment and techniques for handling fabrics requiring special treatment during pressing or ironing.

Part (a) (i) was well done by most candidates. However, candidates still named the iron and ironing board in spite of the instructions in the question to exclude them from the list of equipment.

In Part (ii), many candidates stated the use of one of the pieces named but did not describe the piece of pressing equipment as instructed.

The majority of candidates who attempted Part (b) of this question gave the definition for pressing and ironing instead of giving an instance when each process may be used.

Parts (c) (i) – (iv) were not handled well as candidates gave general procedures for each situation neglecting the fact that the fabric required special handling.

Question 7

This question tested candidates' knowledge of pattern drafting tools and equipment and their ability to draft and apply facings.

Part (a) was generally well handled by the majority of candidates. Most of them were able to name four tools necessary for drafting garment patterns.

Part (a) (ii) was generally well answered. Most candidates were able to state the use of two of the tools which they named at (a) (i).

In Part (b) (i), although most candidates copied the outline of the bodice front into their answer booklets, many of them did not draft the neckline and armhole facings on to the outline as instructed. Some of the candidates who attempted this question seemed to have misinterpreted 'separate' to mean sketch separately.

In Part (b) (ii), the grain line marks were often not properly inserted. In some instances, candidates showed the stitching line and identified it as the grain line.

Part (c) was the most challenging to candidates. Many interpreted preparation of the front facing to mean the cutting out of the facing, and no attention was paid to the term *prepare and apply*. Some candidates used the word *facing* and *interfacing* interchangeably. In some cases, candidates were unable to write the steps in a logical sequence.

This question was not attempted by a large number of candidates.

General Comments

One of the recurring observations is that many candidates seem not to read the questions thoroughly and do not answer specifically what is asked. In many instances, responses are not tailored to particular situations as in the pressing of specific fabrics.

Labelling continues to pose challenges to candidates. For example, candidates were asked to show on their sketch where they used an element of design. This required that the part of the design as shown on the sketch be identified by an arrow; many candidates simply stated what was included in the design instead of showing where in the design it was located.

In many instances, candidates attempted only parts of questions demonstrating an absence of complete mastery of the concepts. Even the parts attempted were sometimes poorly done and suggested some measure of guesswork.

A lack of structure in how answers were organized presented a challenge to the examiners. Some answers were incomplete and sometimes candidates moved from one part of a question to another with no demarcation. While content posed a problem in the examination, organization of the answers also impacted on candidates' performance.

It may be beneficial to instruct candidates to begin the answer to each question on a new page so that they have some flexibility if there is the need to insert additional information. The answers will then be readily identifiable to the examiner. Candidates also need to be reminded that numbering of the questions also impacts the marking of the scripts.

Paper 031 — School Based Assessment (SBA)

The CSEC Clothing & Textiles School Based Assessment produced varying results. Many of the candidates achieved good results, some candidates got average grades while many others achieved disappointingly less than average grades. The marks ranged from three to twenty from a possible maximum of twenty marks for each assignment.

Recommendations for Improvement of the SBA

1. Clothing and Textiles teachers should develop effective strategies for adequately preparing the candidates for the SBA activities.
2. Some teachers need improved skills to appropriately guide the students.
3. SBA workshops maybe helpful for both external assessors and teachers.
4. Pattern adaptation needs to be given a greater focus in delivering the curriculum in the schools.
5. Teachers should make sure that equipment, tools and classrooms are conducive to teaching and to examination activities.
6. Agreed grades should be entered in the columns. There should be no blank spaces on the assessment forms submitted.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2012

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The thirty-first examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2012. This examination comprised three papers: Papers 01, 02 and 03.

Paper 01 comprised 60 questions designed to test all the areas of the syllabus and was divided equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2).

Some of the questions proved challenging for candidates which seemed to stem from an inability to correctly interpret the questions. Some of the responses seemed to indicate that the topics were not familiar to candidates or that they did not sufficiently analyse the questions, especially those testing Profile 2.

Some of the broad topics that were challenging for a large number of candidates were:

- Cultural influences on Caribbean fashion
- Guidelines and techniques for handling fabrics requiring special treatment
- Pattern drafting
- Construction of soft furnishings, particularly the seaming of drapery

Paper 02 comprised seven structured essay questions from which candidates were required to answer five. Part A comprised three compulsory questions and Part B comprised four questions from which candidates were required to choose two. Each question was worth a total of 16 marks – six marks for the Knowledge component and ten marks for Use of Knowledge.

Paper 031, the School-Based Assessment, comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by class teachers. One of the three assignments was assessed jointly by the class teacher and an external examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test candidates' knowledge of yarns as used in fabric construction, methods of fabric construction and methods of applying designs to fabrics.

Generally, candidates handled the knowledge part of the question quite well with many candidates gaining full marks. Where candidates were asked to determine the most suitable method of fabric construction for particular end uses, however, it was clear that some were not clear on the difference between fabric construction and types of fabrics/fibres. It is evident that part of the question was misunderstood by some candidates. However, many candidates were familiar with appropriate methods of applying designs to fabrics for specific uses and consequently scored full marks for this part. Scores for this question were generally satisfactory. However, a small number of candidates scored zero.

Question 2

This question tested candidates' knowledge of fabrics, names of fabrics made from natural fibres, appropriate uses for fabrics based on their characteristics, and care of fabrics based on their fibre types.

While many candidates handled this question well, too many candidates confused fibres and fabrics. Many candidates did very good sketches of designs appropriate for use as a dress for a bridesmaid at a wedding. However, many of them were unable to appropriately select a fabric for a design that they sketched. In many instances, the sketch and the fabric named were inconsistent, which suggested that candidates were not fully conversant with the topic. It is also apparent that some candidates did not read the instructions before attempting the question, demonstrating lack of knowledge of the requirements for the design.

Symbols used on apparel care labels were known by some candidates and applied appropriately as required in the given situation. However, many of them were unable to provide correct symbols with a few making up their own symbols.

Question 3

This question tested the concepts of classes of stitches with an emphasis on embroidery stitches, and introducing and controlling fullness. Candidates showed excellent working knowledge of the groups of stitches, rules for working stitches and methods of controlling fullness.

Again, it was clearly evident that candidates did not read the questions carefully as they were required to sketch a shirt with a yoke but many candidates sketched a skirt. Many of those who sketched a shirt did not draw the yoke, either because they were unable to do so or because they did not read the question carefully.

In this question, candidates were asked to label their sketches. However, many were unable to label as required or gave statements instead of labelling.

Question 4

Candidates' knowledge of laundry aids and laundry processes was tested in this question. Part of the question required candidates to explain, in clear steps, the procedure for removing mud stains from a garment.

Many candidates handled this exceedingly well, though many others were unable to sequentially list the steps in the procedure and, in a few cases, listed some strange procedures like 'presoaking' and 'prewashing'. Some candidates were able to clearly use their knowledge of stain removal of chewing gum and appropriately apply it to the removal of red chewing gum from a cream linen jacket — removing the gum and then the residual colour. Some responses were unacceptable and included the use of kerosene and butter. Others made no mention of the removal of the chewing gum from the garment but simply explained how to launder a linen jacket. The part of the question that dealt with removal of the mud stain was better handled although a number of candidates outlined the four steps as 'soak', 'wash', 'rinse' and 'dry', completely missing the important cue, outline. Most candidates gained full marks for knowledge of the concept; however, applying the knowledge presented some difficulty.

Question 5

This question was designed to test candidates' knowledge of the use and care of sewing tools and equipment and various aspects of measurements in pattern drafting.

Most candidates who attempted this question showed excellent knowledge of tools and equipment. However, many candidates were unable to use this knowledge in applying the principles. For example, naming the French curve for maintaining a smooth curve from the waist to the hip when drafting a skirt proved challenging. From candidates' responses, it was clear that greater focus needs to be placed on recognizing faults in pattern drafting and fitting. Emphasis should be placed on the use of equipment and this should be demonstrated in the classroom as some candidates learn concepts in the abstract.

Question 6

This question was designed to test candidates' knowledge of the use of commercial patterns. Most candidates got full marks for the knowledge component of the question.

For the parts of the question that required candidates to apply the knowledge to concrete situations, there were mixed results. Too many candidates were unable to show how adaptations to a pattern for a basic skirt should be made.

Pattern adaptation may be taught by the use of quarter-and-half-scale blocks, which can be part of the classroom's teaching aids and materials. Candidates may be required to have their own full set of blocks made out of reinforced Bristol or tag board so that it will be easy for them to replicate the basic bodice, skirt and sleeve for pattern adaptations. While it appeared that some candidates had an idea of what was required, they were unable to sketch the adjustment that should be made to the pattern as required by the question, and in cases where they attempted to explain it, were not able to do so clearly.

The question presented a design and candidates were asked to recommend a suitable fabric for it and give reasons for their choice. There was a wide range of responses, including the names of fibres rather than fabrics. Some candidates gave reasons appropriate for their choice of fabric, for example *it will pleat well*. Although a few candidates gave commendable answers, the use of language for the discipline needs improvement. For example, a few candidates used the terms *weight*, *hand* or *texture* of the fabric chosen but instead described it as *not too stiff and not too soft*.

Question 7

This question tested knowledge of terms related to fashion, selection of fabric for appropriate end uses, the influence of migratory cultures on Caribbean fashion and the use of indigenous materials in Caribbean fashion design.

Very few candidates were able to clearly define the terms *godet* and *peplum*. The responses suggested that some candidates knew what a *peplum* was but the definitions were sketchy at best. In general, candidates were able to apply appropriate guidelines for choosing fabrics for toddlers' clothing.

Candidates were able to sketch a design that reflected the influence of the Chinese culture as required by the question and demonstrated the creative use of indigenous materials in fashion design.

Further Comments

The observation is again made that many candidates do not read the questions or the instructions completely and so lose marks. For example, for the question that dealt with the removal of red chewing gum, many candidates gave general stain removal guidelines and never addressed the chewing gum. Some candidates suggested that one should wash the garment with the gum on it. Additionally, candidates need to be reminded of what is required when the question asks to *list, describe* or *explain*.

The structure used by candidates in answering questions continued to pose a challenge to examiners. Candidates should begin each question on a new page as this allows them to add additional information if required. Numbering of the questions that are attempted also needs to be stressed.

Fibres and fabrics continued to pose substantial challenges to candidates. While it is recognized that in some territories accessing fabric samples may not be easy for teachers, new and creative methods need to be utilized in order for improvement to be seen in this area. The fabric names contained in the older books may not be applicable, since in many fabric stores samples are not available. Familiarity with the trade names of fabric currently available in the stores and the ascribing of the correct fibre content on charts displayed in the classroom may help in reinforcing the concepts of fibre types and fabric names.

Paper 031 — School Based Assessment (SBA)

The SBA produced varying results. Many students achieved good results while some of them got average grades. The marks ranged from 3 to 20 out of a possible maximum of 20 marks for each assignment.

Recommendations for Improvement of the SBA

- Clothing and Textiles teachers should develop effective strategies for adequately preparing the students for the SBA activities.
- SBA workshops may be helpful for both external assessors and teachers.
- Pattern adaptation needs to be given greater focus in delivering the curriculum in schools.
- Teachers should ensure that equipment, tools and classrooms are conducive to teaching and to examination activities.
- Agreed grades should be entered in the appropriate columns. There should be no blank spaces on the assessment forms submitted.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2013

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 32nd examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2013. This examination comprised three papers: Papers 01, 02 and 03.

Paper 01 – Multiple Choice

This paper comprised sixty questions which were designed to test all the areas of the syllabus and was divided equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2).

The Profile 1 component was better handled than the Profile 2 component. Candidates seemed to have misinterpreted the questions, or, were not able to apply the principles to specific situations as required.

Paper 02 – Structured Essay Questions

This paper comprised two parts with seven structured essay questions in total, from which candidates were required to answer five.

Part A of the paper comprised three questions which were compulsory and Part B consisted of four questions from which the candidates were required to choose any two. Each question was worth a total of sixteen marks allocated as follows: six marks for the Knowledge component of the question and ten marks for Use of Knowledge. The modules from which the compulsory questions in Section A were derived are specifically stated in the syllabus.

The Examining Committee observed that many candidates persisted in not reading the questions completely or misinterpreting the questions and so lost marks for not paying attention to what the questions specifically asked.

The language of the discipline is, in many cases, a challenge for some candidates who respond using colloquialisms that are not always familiar to the Examiners.

Candidates continued to show inadequacy in applying the knowledge of the subject matter to specific situations and so lost valuable marks as was clearly shown in candidates' responses to Question 7.

That candidates continue to perform poorly in the compulsory part of the paper is a cause for concern since the parts of the syllabus from which these questions were developed are clearly identified in the syllabus.

Paper 031 – School-based Assessment

The School-Based Assessment comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by the class teachers using the criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was designed to test the candidates' knowledge of fabric terms, fabric finishes for specific end uses, and fibre properties and characteristics as they pertain to blends and mixtures for fabrics.

Candidates performed poorly on the knowledge part of this question. Many candidates were unable to clearly define the terms 'nap' and 'selvedge'. Many who attempted this part of the question could not give a simple, clear definition and used colloquialisms to attempt a definition. As a result of not being able to define 'nap', candidates then could not give the two examples of fabrics with a nap, as required by the question.

Part (b) of this question required candidates to name an appropriate finish for a specific end use and to classify the finish as either preparatory, functional or aesthetic.

Many candidates confused fibre and fabric finish with garment finishing processes and so answers like "zig zag" or "serging" were given. In many instances, though, candidates were able to name appropriate finishes and correctly classify them.

It was apparent that some candidates did not use the information provided in the stem of the question and gave responses such as chemical or mechanical finish instead of the information that was requested. Many candidates did not attempt to answer this part of the question.

Part (c) of the question asked candidates to name a fibre that could be mixed with cotton fibre to make fabric for a school shirt and a close-fitting ladies' blouse. While most candidates who attempted the question named polyester as the other fibre for the school shirt, only a few identified spandex as the fibre to be mixed with cotton for the fabric for the close-fitting ladies' shirt. Many candidates named polyester or nylon as the other fibre for this use.

Although candidates were able to select the correct fibre in many instances, some of them could not state the main reason for their selection. Terms such as *it makes the garment comfortable or cool* indicated that the candidates were not referring to the synthetic fibre that they named. Examples of the answers expected were that *the synthetic fibres would improve resiliency, increase durability, give stretch, and make the fabric easier to launder*.

Marks gained for this question ranged from zero to twelve. No candidate who attempted this question gained full marks. Generally, performance on this question was surprisingly poor.

Question 2

This question tested candidates' knowledge of notions, and factors influencing their choice as it relates to clothing and textiles.

Most candidates who attempted this question were able to correctly define the term 'notions' as well as to state factors affecting the choice of notions.

For part (b) of this question, a sketch of a jacket in the process of being assembled was shown and candidates were asked to name two appropriate notions for finishing the jacket. Most candidates were able to identify suitable notions to be used and to explain how one of the notions selected would be used. Surprisingly, a large number of candidates did not use the information that was given in the sketch to formulate a response. Buttonholes as well as the hem binding being applied were shown, so it was expected that those at least would be given as appropriate notions.

Candidates who did not gain marks for this part of the question were also the ones who did not gain marks for the definition of the term 'notions'.

Part (c) of the question showed a sketch of a two-piece ladies' suit and required candidates to identify places on the garment where the principles of balance and proportion were used. Most candidates who attempted this question were able to identify one place on the garment where balance was used. However, many of them were unable to identify and explain proportion. Many candidates confused balance and proportion. The definitions of the terms were interchanged in many instances.

Although many candidates gave commendable responses, the use of language for the discipline needs considerable improvement.

Marks gained on this question ranged from zero to sixteen.

Question 3

This question tested the knowledge of seams, preparation and application of facings and the use of appropriate fastenings.

Generally, Part (a) of the question was fairly well known.

Part (b) of the question required candidates to outline steps in the preparation of the facing for a blouse shown and to list two important guidelines to be followed when attaching the facing. This proved to be challenging for many of the candidates. Candidates were not careful in their responses and were unable to differentiate between the preparation and the application of the facing.

Generally, the candidates who scored high marks in this section were also the candidates who did well in other questions.

Part (c), which required candidates to name two suitable fastenings for the edges of a blouse that did not overlap, was fairly well done, but it was also surprising to see the number of candidates who listed *buttons* and *buttonholes* for their responses.

It is evident that candidates either did not read the questions completely or under examination conditions they performed poorly.

Marks on this question ranged from zero to fifteen.

Question 4

Fashion terms, style influences and knowledge of cultural influences on Caribbean fashion were the concepts tested in this question. In Part (a), most candidates were able to define at least two of the terms correctly. The definitions of fashion and fad were most widely known. Some candidates defined 'style' as a way of dressing rather than as the distinctive features, characteristics or details of a particular design.

Definitions were worded in a variety of ways and use of language was a challenge but candidates generally seemed to have an understanding of the terms.

In Part (b) (i) of this question, a sketch of a sarong skirt was shown and candidates were asked to identify the cultural influence for the design. Many candidates identified the cultural influence of the design shown as being African instead of the Indian influence of the sari, in spite of leading terms like wrapped, pleated folds and side drape.

Part (b) (ii) asked candidates to sketch a design for a male that showed the influence of the Chinese culture on Caribbean fashion. Again, it is clear that candidates did not read and interpret the questions correctly. Most candidates sketched a decidedly Chinese garment with no consideration of appropriateness for the Caribbean male. Sketches, however, were generally of good quality.

Part (b) (iii) required candidates to label a style feature of the sketch that showed a Chinese influence. While there has been some improvement in response to the instruction "label", too many candidates still merely state the style feature, with no clear indication of where on the design the style feature is located.

Part (c) of the question, which was based on the Module “Career Opportunities” (in the field of Clothing and Textiles), was fairly well done by most candidates who attempted this question. In many cases, though, candidates gave reasons why *clothing* rather than *textiles* was an important area of study. The reasons given included statements such as *the individual needs to know how to take measurements* or *to learn all about the different types of clothing*.

Many candidates gave fairly good responses to why art is important, but in many cases the reasons given were for art in general and not why art is important in the study of Clothing and Textiles.

Part (c) of the question was the least known.

The quality of the responses suggests that this may be a module in the syllabus that requires greater attention on the part of teachers and students.

Marks awarded for this question ranged from zero to sixteen.

Question 5

This question was designed to test candidates’ knowledge of selection, use and care of sewing tools and equipment, adjusting and using the sewing machine for working with specific fabrics, and selection and use of pressing tools.

Most candidates attempting this question showed excellent knowledge of tools and equipment. This section of the question, which was the knowledge component, was very well handled.

However, when it came to making adjustments to the sewing machine to sew specific fabrics, candidates generally were not able to give appropriate responses. In many cases some generalizations were given, for example, *adjust stitch*, or *change needle*, without any specifics that related to the fabric that was to be sewn.

Again, the responses here suggested an inability to apply the general knowledge to specific situations. Where candidates were asked to name pressing tools for a specific scenario they named general pressing tools, showing an inability to apply the knowledge as opposed to recall of information.

Again, inadequacy in the use of the language associated with the subject was noted in candidates’ responses; for example, a candidate’s response to the adjustment to be made was *tighten the thing for the stitch*.

Part (d), which asked why pressing was more appropriate than ironing, proved a challenge. Candidates used the terms ‘pressing’ and ‘ironing’ interchangeably and, hence, in many cases were unable to give a suitable response to the question as asked on the examination paper.

Marks awarded ranged from zero to sixteen.

Question 6

This question was designed to test candidates’ knowledge and the application of the knowledge of the use of commercial patterns.

Most candidates got full marks for the knowledge component of the question.

Part (b) of the question gave candidates the measurements for a size ten figure and required that candidates show the layout of a sketch, using a specific length and width of fabric.

This part of the question was handled extremely well by a few candidates, who showed a familiarity with the Module as outlined in the syllabus. Some candidates who attempted this question were clearly not familiar with pattern layout. It was also apparent that those who did poorly on this part did not understand the concepts of ‘fold’ and ‘selvedge’, with some candidates illustrating the fabric folded diagonally.

The marks on this question ranged from zero to sixteen.

Question 7

This question tested knowledge of types of collars, insertion of plain sleeves, fabrics requiring special care in laying, cutting and assembling, and selection of fabrics and assembly of soft furnishing.

Part (a) of the question showed two collars and asked candidates to identify them by name.

This part of the question was generally poorly done. Many candidates scored zero on this part of the question. Some candidates were able to name the shawl or rolled collar but only a very small number of candidates identified the convertible collar.

Part (b) of the question asked candidates to state guidelines for laying out the pattern pieces and assembling cut fabric pieces to make a garment using velvet. Many candidates gave generic answers not paying attention to the specific situation given in the question. Most candidates who answered the question failed to recognize that velvet is a napped fabric and therefore all the pattern pieces needed to be laid in the same direction. The same applied to the assembling of the garment and the specific requirements for needle size, thread tension and type of thread.

For Part (c) of the question many candidates confused fabric properties with fabric names.

For Part (d) (ii), candidates were asked to explain one guideline to be followed when inserting the zipper in the striped cushion cover.

Again, candidates gave general guidelines and did not take into consideration that the stripes would have to match over the zipper.

Marks gained for this question ranged from zero to twelve.

Recommendations

Continuing to build on the interest in the area and the performance in the examinations is the challenge for the teachers of this subject. This would require a wide range of approaches and use of information in the environment to channel and challenge candidates to improve their personal performance at the examinations.

Paper 031 – School Based Assessment (SBA)

The SBA produced varying results. Many students performed well while others demonstrated average performance. The marks ranged from 3 to 20 out of a possible maximum of 20 marks for each assignment.

Recommendations for Improvement of the SBA

- It is essential that equipment, tools and materials are adequate for conducting the SBA in Clothing and Textiles.
- Clothing and Textiles teachers should develop effective strategies for adequately preparing the students for the SBA activities.
- Students should be clear on the tools, equipment and materials that are needed for each assessment before it is started so that the possibility of poor performance for the lack of resources is minimized.
- Students should be guided on the range of activities and alternative resources that they can employ to get the projects completed.
- Time management skills are required for completing the SBA assignments in the allotted period.
- SBA workshops may be helpful for both external assessors and teachers.
- Students should be encouraged to master the essential skills that are critical to each assignment.
- Pattern adaptation needs to be given greater focus in delivering the curriculum in schools.
- The marks allotted by agreement between the teacher and the external assessor should be entered in the appropriate column of the Record of Marks form; no fractions should be submitted.
- Assessment forms should be completed thoroughly and all required information included.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2014

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 33rd examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2014. This examination comprised three papers: Papers 01, 02 and 03.

Paper 01 – Multiple Choice

This paper comprised 60 questions which were designed to test all the areas of the syllabus and were allocated equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2). The mean score was 31.93 compared to 31.56 in 2013. The highest score attained was 57 marks and the lowest score was 6.

The Profile 1 component was better handled than the Profile 2 component. In many instances, candidates were not able to apply the principles to specific situations as required.

Paper 02 – Structured Essay Questions

This paper comprised two sections, Section A, which consisted of three compulsory questions, and Section B, which consisted of four questions from which the candidates were required to choose any two. Hence, candidates were required to answer a total of five questions.

Each question was worth a total of 16 marks allocated as follows: six marks for the Knowledge profile and ten marks for Use of Knowledge profile.

The mean mark obtained was 32.09 and the maximum mark gained was 70.

The syllabus gives the instructions for the modules to be used for the development of the compulsory questions. The table of specifications used for the development of the paper selected modules and objectives from across the syllabus to reflect the required scope and depth of syllabus coverage.

Paper 03 – School-Based Assessment

The School-Based Assessment comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by the class teachers using the criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner. Candidate performance was consistent with that of the previous two years, with 93 per cent of candidates achieving Grades I–III, in 2014, compared with 94 per cent in 2013 and 93 per cent in 2012.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

The first part of this question was designed to test the candidates' knowledge of methods of fabric construction. The question required them to identify three methods described and to name a fabric made by each of the methods identified.

Generally, candidates were able to identify the methods of fabric construction as required by the question. A few candidates were unable to satisfactorily answer this part of the question. Candidates who were unable to identify the fabric construction methods were also unable to answer the rest of the question and hence performed poorly.

Part (b) of this question was designed to test the candidates' knowledge of embroidery stitches and their effective use in specific applications. This part of the question asked candidates to sketch the front view of a white cotton shirt with a design of their choice and to show on the design where they would use embroidery stitches of their choice to decorate it. It was instructive to note that many candidates sketched a blouse instead of a shirt and while some who sketched a blouse were able to use named embroidery stitches appropriately, many were unable to do so.

Part (c) of the question further required that candidates identify indigenous materials that could be appropriately used together with the embroidery stitches that they chose at (b) to further enhance the design of the white shirt. It was clear that many candidates did not understand the term "indigenous materials" as they named ribbons and lace. A small number of candidates also named inappropriate indigenous materials such as sand. The question was designed to test candidate's use of knowledge so that whatever material was named should be appropriate for the fabric, bearing in mind the type of item to which it was being applied. Since the item named was a shirt, the indigenous material named should be able to withstand the method of cleaning to be used for the shirt. For example, the use of sea shells with holes punched to enable them to be sewn on, or fish scales used as sequins or bleached burlap was what was expected. It would seem that in many instances the indigenous material was named without regard to the context of the question. Candidates who named appropriate indigenous materials were also able to effectively give a suitable reason for the choice. Marks for this question ranged from 0 to 16, with two candidates scoring full marks.

Question 2

Part (a) of this question tested candidates' knowledge of guidelines that should influence the choice of fabrics specifically for garments and household articles.

Generally candidates gave correct responses. However, many candidates did not cue in to the key word "outline" and gave one-word answers, such as "cost", "pattern" and "style". Candidates need to be mindful of the requirements of the question and to pay attention to key words, for example, *list*, *state*, *outline*, *explain* and *name* that indicate what the question requires in terms of the response. Where a question requires a candidate to "outline" more elaboration is required than when the candidate is required to "list". In this specific instance expected correct responses were:

1. *Fabric should be free from major flaws.*
2. *The amount of money paid for the fabric should be in proportion to the amount of use that the fabric is expected to give.*
3. *The method of cleaning that the garment/textile article would be subjected to.*

Part (b) of this question required candidates to sketch the front view only of a design incorporating the principles of line and shape, appropriate for a short, plump, teenaged girl with a large bust line.

This part of the question posed some difficulty for many candidates. It was clear that many candidates were not familiar with the principles of line and shape. Many candidates interpreted shape to be the shape of the figure, and so labelled the bust, waist and hip on the garment sketched. Many candidates also sketched extremely close fitting garments, to "show off the girl's shape", according to their explanations, indicating that candidates were not applying concepts taught in the classroom but were relying on their observation of what is currently popular in their environment. Many candidates did not relate the design they sketched to the specification given in the question — the requirement of appropriateness for figure type.

Some candidates accurately applied the knowledge required and generally these were candidates who also scored in the higher range on the question.

Part (c) of the question asked candidates to suggest a fabric appropriate for the design that they had sketched, with a reason for the choice, and to name an event for which the design would be worn and why the design was appropriate for the event.

Some candidates performed well on this part of the question while others performed poorly. Candidates continue to confuse the terms 'fibres' and 'fabrics'.

It is suggested that various fashion resources (such as newspaper fashion articles, magazines, television advertisements and segments) be incorporated in the classroom to illustrate the principles and the elements of design, as it is evident that these topics are unclear in the minds of candidates.

Marks gained on this question ranged from 0 to 16; with seven candidates scoring full marks.

Question 3

This question tested candidates' knowledge of hand stitches, controlling fullness in garment construction and the methods of finishing raw edges.

Generally, the content tested in Part (a) (i) of the question was not widely known. A few candidates were able to correctly name a hand stitch suitable for transferring pattern markings to delicate fabrics. Many ignored the term "delicate fabrics" while others named embroidery stitches or processes unrelated to the question.

Part (a) (ii) asked candidates to name a hand stitch to hold the facing on a jacket in place in preparation for machining. This was better handled as most candidates named "basting" as the suitable hand stitch.

Part (a) (iii) asked for the name of a hand stitch for controlling fullness at the waist of a child's skirt. This was generally well known as most candidates named "gathering" and "shirring". A few candidates completely ignored the stem of the question and named "elastic" as a hand stitch.

In Part (b) of the question candidates were generally well aware of the methods used for controlling fullness in garment construction.

Part (c) of the question required candidates to suggest a suitable method for finishing the raw edges of the bodice on a voile dress and to explain why the method that was suggested was appropriate. Many candidates were able to satisfactorily answer this part of the question, but for a great many, the methods chosen were unsuitable for the fabric. The most common correct responses included "binding", "piping" and "edge stitching" but the reasons given, even for those who had chosen correctly were generally unsatisfactory.

Section (d) (i) of this question required candidates to study a sketch of a jacket and to suggest two suitable fastenings for the front opening. This part of the question was well done by most candidates who were able to suggest suitable fastenings. It was noted, however, that many candidates also listed "buttons" without also specifying "buttonholes". Candidates need to be reminded that the fastening is buttons and buttonholes, as buttons only are meant to be decorative. Even candidates who chose appropriately were in many cases not able to clearly state the reason for their choice, nor were they able to relate the particular design of opening to the named fastening. Quite apart from the fact that many candidates were unable to express themselves clearly, it was also evident that in many instances they could not give a compelling reason for the choice of fastenings and many candidates were unable to relate the fastenings chosen to the design sketched or the appropriateness for the projected use as requested by the question.

Marks gained on this question ranged from 0 to 16 marks, with three candidates achieving full marks.

Question 4

This question was optional and approximately 55 per cent of candidates attempted it. Textile terms, and fibre burning behaviour were the concepts tested in Parts (a) and (b) of this question. Part (a) proved to be a challenge for many candidates as they gave fibre names, ignoring the stem of the question and actually restated part of the definition given. Therefore for Part (a) (i), many candidates gave the answer for “a textile fibre composed of pure cellulose from a plant source” as “a plant fibre” rather than the expected answer “cellulosic” and for Part (a) (ii) “a textile fibre from an animal source” such as sheep, goat or silkworm” as “animal fibre” instead of “protein fibre”. A large percentage of candidates was able to correctly identify fibres by their burning behaviour.

Part (c) of the question tested candidates’ knowledge of working with special fabrics. Many candidates were able to name “velvet” as the fabric used with an incorrect layout but a larger number of candidates did not provide correct responses to this question and were not able to identify incorrect layout as the reason for the problems on the jacket.

The knowledge of the layout for special fabrics was not evident from many of the responses given.

Part (d) tested laundry aids and the application of the knowledge of laundry processes. Many candidates were able to handle this part of the question satisfactorily and were able to score full marks.

Overall, marks on this question ranged from 0 to 16 marks with one candidate achieving full marks.

Question 5

This was the most popular optional question, with approximately 76 per cent of candidates attempting it. This question was designed to test candidates’ knowledge of tools used for measuring, marking and cutting in garment construction. Part (a) involved tools and Part (b) dealt with identifying the factors to consider when purchasing a sewing machine. Part (c) examined remedying common problems which occur when using the sewing machine.

Most candidates attempting this question showed excellent knowledge of the tools and equipment required in Part (a), and this part of the question, which was the knowledge component, was very well handled.

However, when it came to making adjustments to the sewing machine to sew specific fabrics, candidates generally were not able to give appropriate responses. In many cases some generalizations were given, for example, “adjust stitch”, or “change needle”, or in one particular case “restring the machine” instead of “rethread”, but rarely did any of the responses focus on the fact that the changes had to be made because of the type of fabric.

Again, the responses here suggested an inability to apply the general knowledge to specific situations.

Part (d), was designed to test candidates’ ability to adapt a basic bodice to a waistcoat with princess seams from the shoulder with an equal hem opening. Most candidates were unable to correctly indicate on their patterns, the adjustments that were required to make the change to the pattern. Some candidates were able to show the adjustment of the neckline and the princess seams, and a smaller number showed the front equal hem opening. More emphasis must be placed on the teaching of pattern drafting and adaptation as outlined in the syllabus.

No candidate who attempted this question scored full marks, but six candidates scored between 13 and 15 marks.

Question 6

This question was not compulsory and only 33 per cent of candidates attempted it.

Part (a) of this question tested seams and seam finishing. Most candidates who attempted this question were able to correctly define the term 'seam' as well as to outline general guidelines to be followed when working seams. Most candidates were also able to state methods of finishing a plain seam, medium-weight cotton fabric.

Part (b) of the question focused on the use of commercial patterns and required candidates to adjust the pattern to make it longer.

Many candidates ignored that the pattern had to be adjusted and went on to describe, in all cases very incorrectly, how they would lengthen a skirt. It was evident that this is an area of the syllabus with which many candidates were not familiar. Emphasis needs to be placed on making adjustments to commercial patterns, and how to use commercial patterns, as past performance in examinations in this specific area has shown the same deficiency in candidates' performance. Many candidates also displayed an inability to state steps in a logical sequence. Candidates who performed well on this part of the question also did well in other parts of the question and generally did well on the other questions attempted also.

Part (c) of this question tested the unit on openings and fastenings. This part was fairly well done. However, many candidates named unsuitable openings for the type of garment and the position of the opening. Some candidates also confused the terms 'openings' and 'fastenings'.

Candidates were also required to give a reason for choosing the opening that they selected for the garment. Many stated that the opening was chosen to "allow the garment to be removed easily" rather than to relate it to the type of garment, the position of the opening or the fabric from which the garment was made. Marks gained on this question ranged from 0 to 16 marks with one student gaining full marks.

Question 7

This question was optional and also was not a popular choice. It was attempted by approximately 34 per cent of candidates.

The first part of the question was designed to test candidate's knowledge of waistline finishes and required them to identify the waistline finish on three trousers shown. This question attracted mixed performance; some candidates were totally at a loss especially for the faced waistline finish in (a) (ii). As a result of candidates not being able to identify the faced waistline finish they were unable to give the steps for preparing the facing.

Part (b) of the question was generally well answered. Again, many candidates used one-word answers (e.g. "size") for outlining 'factors to consider' when selecting soft furnishings. Candidates need to be reminded that one-word answers do not convey a consideration since this conveys nothing to the reader who may well ask "What about size?" or "Size of what?" Hence, a factor would be better stated as "The size of the article in relation to the size of the room" or "The colours of the soft furnishings chosen should complement the colour scheme used in the room".

It would seem some candidates also neglected to read the stem of the question which specifically stated that it was the living room for which soft furnishings were being selected. Some candidates named "bed sheets and pillows" while others named items of furniture.

Marks gained on this question ranged from 0 to 16 marks with nine candidates gaining full marks.

Comments

The use of language continues to pose a challenge for some candidates who respond using colloquialisms that are not always familiar to the Examiners. An example of this is the use of the word “string” to mean yarn or thread as in “restring the machine” instead of “rethread the machine”.

Candidates continued to show inadequacy in applying the knowledge of the subject matter to specific situations.

That candidates continue to perform poorly in the compulsory part of the paper is a cause for concern since the parts of the syllabus from which these questions were developed are clearly identified in the syllabus.

Recommendations

- 1 Focus must be placed on the areas of the syllabus from which the compulsory question are derived. Too many candidates perform poorly in these areas especially in the knowledge profile where it is expected that at least the six marks would be attained. Many candidates cannot give simple definitions or give incorrect answers where definitions are provided.
- 2 The use of the language of the discipline is also a concern since candidates so often misinterpret words used in questions. Too many instances of the vernacular of the region are found in candidates' responses and this poses a challenge for markers. For instance, one candidate stated as a response to remedying a problem with the sewing machine stitching to “restring the machine” while in another instance a candidate referring to thread as “twine”. While this may be the norm in the candidates' environment, it does not gain marks in the examination and candidates must be reminded of this.
- 3 Many candidates continue to confuse instructions such as ‘list’ ‘define’ ‘outline’ and ‘explain’ which each require a different level of response from the candidate. Teachers may find it helpful to demonstrate and to allow practice in answering questions so that comparisons may be made. For example when a question asked candidates to OUTLINE three guidelines for choosing fabric, many candidates gave one-word answers, for example, “cost”, “colour” or “use”. These one-word answers are not acceptable when the question specifically requires that the candidate “outline”, indicating that a more expansive answer is necessary. Stating the word “cost” as a guideline does not satisfy the requirements of the question.
- 4 Drafting continues to pose a challenge to the candidates and this has been a trend observed over the years. The syllabus requires that the candidates be familiar with basic pattern drafting and some basic adaptation procedures.
- 5 From some of the extremely poor performances on Paper 02 that were seen, it was evident that many candidates were not sufficiently prepared for the examinations. Some basic instructions such as start the answer to each question on a new page were ignored, and while markers are trained to look for parts of answers over the entire script it may be indicative of a lackadaisical approach by the candidate that interferes with the performance at the examinations.
- 6 It is accepted that there are myriad challenges facing the teaching of the discipline in the schools, so new and innovative methods will have to be developed to attract candidates who are genuinely interested in pursuing the subject to examination level.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2015

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 34 examination in Clothing and Textiles was administered by the Caribbean Examinations Council in May/June 2015. The examination comprised three papers: Papers 01, 02 and 03.

Paper 01 comprised 60 questions which were designed to test all the areas of the syllabus and were allocated equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2). The mean score was 34.23 compared with 31.93 in 2014. The highest score attained was 56 marks.

The Profile 1 (Knowledge) component was better handled than the Profile 2 (Use of Knowledge) component. In many instances, candidates were not able to apply the principles to specific scenarios as outlined in the respective questions.

Paper 02 comprised two sections, Section A, which consisted of three compulsory questions, and Section B, which consisted of four questions from which candidates were required to choose any two. Candidates were required to answer a total of five questions.

Each question was worth a total of 16 marks allocated as follows: six marks for the Knowledge profile and ten marks for the Use of Knowledge profile.

The mean mark obtained was 33.62 and the highest mark gained was 73 out of a total of 80 marks.

The syllabus gives the instructions for the modules to be used for the development of the compulsory questions. The table of specifications used for the development of the paper selected modules and objectives from across the syllabus to reflect the required scope and depth of syllabus coverage.

The School-Based Assessment, Paper 03, comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by the class teachers using the criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner. Student performance was very consistent with that of the previous two years, with a mean score of 47 achieved over the three-year period from 2013 to 2015.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

Part (a) was designed to test candidates' knowledge of yarns and yarn construction. The question required candidates' to define a staple, filament and ply yarn.

This part of the question was generally poorly done. Too many candidates were unable to clearly define the terms as required. It was also evident that answering questions in complete sentences was a skill that many candidates had not mastered.

Part (b) was designed to test candidates' ability to select yarns appropriate for specific uses. They were asked to explain why an acrylic slub yarn was appropriate for knitting a sweater. Many of the answers that were provided suggested guesswork and in quite a few instances bore little relation to the question. Answers such as 'it would be in style' showed a lack of understanding of the properties and characteristics of yarns and the contribution of yarns to fabric properties and characteristics.

Part (c) focused on fabric finishes and the use of finishes for specific applications. This part of the question too was generally poorly done. Candidates were unable to differentiate between fabric finishes and seam

finishes and in many instances gave seam finishes in response to the question requiring the naming of the best suited finish for fabric for the specific purposes given in the question.

Part (d) was designed to test candidates' knowledge of materials indigenous to the region and which could be used in textile arts and crafts. They were also required to explain their reason for the choice of whichever indigenous materials were identified for the piece of fabric art that was described in the question. Many candidates showed mastery of this section of the module on the use of indigenous materials and were able to give detailed explanations for their choices. In too many instances, however, some candidates were unable to correctly name indigenous materials such as *fish scales*, *sea shells*, *seeds* and *sea sand*, instead they listed, for example, 'beads' and 'sequins' and were unable to relate the choice made to the suitability for use in the fabric craft item named.

The marks obtained for this question ranged from 0 to 16, with only a few candidates gaining full marks.

Question 2

Part (a) tested candidates' knowledge of general guidelines that should influence the choice of fabrics to be used for making garments.

Candidates continue to ignore the instruction to *outline* and in many instances gave one word answers for example, 'cost' or 'style'.

Candidates need to be mindful of what is asked in the questions and to pay attention to key words, such as *list*, *state*, *outline*, *explain* and *name* which indicate what the questions require in terms of the responses expected. Where a question requires a candidate to *outline* more elaboration is needed, than when the candidate is required to *list*. An example, of a correct response to Part (a) extracted from one candidate's answer script is as follows:

1. *The occasion – The place where you are going to wear the garment is important as some fabric are more suitable for formal wear than others while others are suitable for casual or sportswear*
2. *The cost – The cost of the fabric should be in keeping with the amount of money you have budgeted for the fabric. Fabric costs vary but you can get fabric at reasonable costs for many uses you also have to consider the cost of the material in relation to the type of garment that you are planning to make*
3. *The type of garment that you are going to make whether it is a work pants for a man which requires a heavier material or a blouse for a woman which would need a lighter material.*

Part (b) (i) required candidates to sketch the front view only of a design suitable for a young man to show the use of two different textures of fabric.

Part (b) (ii) asked candidates to label two style features of the outfit sketched. Generally, this was better handled than similar questions asking for labelling in previous years although some candidates still listed instead of labelling. Candidates were expected to identify clearly on the garment the style features incorporated into the design of the garment for example, yokes, panels, pockets, flaps etc.

Candidates who did well on this section of the question clearly understood what was required and were able to showcase a range of design details on the sketch. This showed marked improvement in performance on similar questions compared with previous years.

Part (b) (iii) required that candidates name one principle of design that they incorporated into the design sketched and to show where on the design it was used.

Some candidates accurately applied the knowledge required and generally these were the candidates who also scored in the higher range on the question.

Part (b) (iv) asked candidates to list three care instructions for the label of the garment sketched. The application of this concept in many instances was not appropriate. Quite a few candidates listed generic care instructions that bore no relevance to the garment, the design or the fabrics in Part (b) (i).

Overall, this question was done fairly well by candidates. The majority of candidates scored between 3 and 13 marks and a few candidates gained full marks.

Question 3

This question tested candidates' knowledge and understanding of seam types and seam finishes.

Part (a) (i) required candidates to name two seams that are self-neatened. This part of the question was not widely known. A large number of candidates were unable to name two self-neatened seams. Most could only name one and a few named the plain seam as a self-neatened seam. In many instances candidates named an 'open seam' as a self-neatened seam.

Part (a) (ii) required candidates to list three methods of neatening seams other than self-neatening. This was generally widely known as most was able to name three correct methods of neatening seams other than self-neatening such as *pinking, binding, overcasting and serging* to name a few.

Part (a) (iii) showed a diagram of a welt seam and asked candidates to identify the seam shown. Most candidates incorrectly identified the seam as a 'plain', 'French', 'double stitched' or 'flat felled' seam suggesting that they knew the names of the seams but could not identify them in a diagram.

In Part (b), candidates were shown a sketch of a jumper made of medium weight cotton denim fabric. Candidates were asked to:

- Name a seam that would be most suitable for use in constructing the garment.
- Give one reason for using the seam.
- State the most appropriate finish for the seam that they had named.

Many candidates correctly named a suitable seam but many also named a French seam (which was not suitable because of the fabric used for the garment which was given as a medium weight cotton denim) suggesting that they were unable to apply the knowledge of seam types to fabric weight and suitability.

Many candidates had difficulty explaining their reason for the selection of the seam that they named. A few simply mentioned that they 'selected the seam because it was the best for the garment' without saying why they determined it was the best. Other responses included 'because of the weight of the material' or "*because of the type of material*". A few candidates who suggested the plain seam stated that it was chosen *because it could be pressed open or flat to prevent bulkiness*.

For Part (b) (iii), many candidates were able to name a suitable finish for the plain seam when selected as the most suitable seam for constructing the garment but quite a few candidates did not relate the two parts of the question and named finishes that were inappropriate for the seam named.

Part (c) (i) presented some difficulty for a large number of candidates. The question required candidates to name the type of facing that should be used at the armhole and neckline of the garment shown in the sketch. The most popular response was 'shaped facing'. It was apparent that candidates did not pay close attention to details of the design given which had a button and buttonhole at the shoulder and did not show any other opening suggesting that the jumper was a 'step in'. The button and buttonhole therefore would need the support of the fabric and interfacing from the all in one facing. Very few candidates correctly named the *all-*

in one facing as being suitable. A few candidates also named the “extended facing” which was clearly not appropriate or applicable to the design shown.

Part (c) (ii) of the question presented much difficulty for candidates. Candidates generally disregarded the instruction to the steps for attaching the prepared facing to the garment. Some candidates gave instructions for attaching interfacing to facing, while others explained how the facing was prepared. A few candidates were able to explain in logical sequence how the facing is applied to the garment. It was also observed that some candidates gave one word answers such as ‘baste’, ‘stitch’, ‘neaten’, and ‘press’. The question required them to list the steps to be taken in attaching the prepared facing.

An example of a satisfactory candidate’s response is given below

1. Pin the facing to the neckline and armhole right sides together making sure to match up the shoulder seams and centre front and back.
2. Stitch along the stitching lines of the neckline and armhole seams.
3. Grade the seams down to reduce the circumference of the curved edge. Snip into the seams up to the stitching lines.
4. Press the seams and the facing away from the bodice and stitch the seams and facing together, very close to the seam line, to help the facing roll to the inside of the garment and to keep the seams flat.
5. Turn the facing to the inside.

Candidates need to be reminded that they need to be explicit in their responses to demonstrate knowledge of the process/procedure as required by the questions.

Assistant examiners generally expressed concern that this question presented such difficulty as this is one of the very basic topics in the Clothing and Textiles syllabus, and is taught in the lower forms.

Question 4

This optional question tested knowledge of terms related to fashion and clothing. The two terms that candidates were asked to define were *classic* and *silhouette*.

Many of the candidates who attempted the question could not correctly define the terms and some of those who attempted it lacked clarity in their responses.

Part (b) asked candidates to state the reason that people wear clothes. Generally this part of the question was well answered.

Part (c) showed a sketch of a ladies front buttoned dress with princess seams, cut away armholes, a low neckline with rever and collar, and six buttons down the front leaving a large portion of the front opening from the lower hip to the hemline unbuttoned.

Candidates were asked to:

- Give two reasons why the dress was not appropriate for the formal office environment.
- Suggest two ways in which the dress may be worn, without changing the original garment, to make it suitable for the office.

A small portion of the candidates who attempted this question were able to answer Part (c) (i) of the question satisfactorily, and in all the instances these were also the candidates who did well in the other questions that they attempted.

Correct responses such as *the dress has no sleeves and bare arms are not appropriate for the office environment* were given as well as *too much skin would be showing, the neckline is too low, the buttons are too high so the skirt may open and show too much of the legs for the office* were also given.

Candidates who answered part (c) (i) well were also able to satisfactorily answer part (c) (ii). Plausible suggestions such as *wear a jacket over the dress* or *wear a long sleeved shirt under the dress* were given. One candidate even offered *wear the dress as a long jacket over trouser and a short sleeved jersey*. These responses showed a clear understanding of the concept of choosing clothing appropriate for the occasion.

This question was attempted by 52 per cent of candidates. Of the candidates who attempted this question, the majority scored between 4 and 14 marks; however, a few candidates gained the maximum of 16 marks.

Question 5

This question was optional and was not popular among candidates with only 36 per cent of them attempting it.

Parts (a) (i), (ii) and (iii) tested candidates' knowledge of pressing tools and asked them to describe the seam roll, the sleeve board and the tailor's ham.

Most candidates could not adequately describe these pressing tools. For the seam roll, most candidates said it was used for pressing seam. For the description of the seam roll, many of them said it looked like a small sausage. A few candidates described the sleeve board as a 'small ironing board'. Most candidates responded that it was used for pressing sleeves neglecting to mention that it was also used for pressing other small garment parts. The tailor's ham presented the most difficulty as many candidates who attempted the question were unable to correctly describe it or to state its uses.

Part (b) of the question focused on the application of the knowledge of the cleaning and pressing of a jacket made of silk brocade. Part (b) (i) was fairly well answered by most candidates who attempted the question. Most candidates named the press cloth as the aid to be used together with the iron and ironing board to remove wrinkles. Some candidates, though, showed a lack of understanding as they named water and spray starch totally ignoring the fact that the jacket shown and described was made of silk brocade which would show the moisture spots if wetted with either water or spray starch.

Part (b) (ii) presented some difficulty as many candidates completely ignored the statement that *the jacket was worn but did not require laundering* and recommended that the jacket should be washed or wiped with a damp cloth. A few candidates correctly answered that it should be *brushed* and *aired*.

Part (b) (iii) was the part of the question that was as most widely known as *dry cleaning* was the answer given by almost all who attempted the question as the most appropriate method for cleaning the jacket, although they were in many cases not able to explicitly outline why it was the most appropriate in Part (b) (iv).

Part (b) (v) was also widely known as most candidates stated that *the pockets of the jacket should be turned out to make sure they were empty and the collar and cuffs should be spot cleaned*.

Question 6

This optional question was not a popular question and was attempted by only 25 per cent of candidates. Further, those candidates who attempted the question did not perform very well.

Part (a) tested the procedure for taking any two critical body measurements for drafting a basic skirt pattern. Candidates were expected to give responses which related to the correct procedures for taking measurements at the waist, hip and hip length. For example,

Waist: Tie a piece of string around the waist to help identify the natural waistline. Place two fingers behind the tape and take the measurement around the waist circumference (body) holding the tape snugly but not tightly.

Part (b) required candidates to copy a basic bodice into their answer booklets and to show how they would adapt the basic bodice to a V neckline with a gentle curve at the centre front neckline and hemline.

Part (c) asked candidates to show the drafting of the neckline and armhole facing and to sketch the finished facing pattern piece with the relevant grain line.

Generally pattern drafting questions seem not to be well answered by many candidates. Only eleven candidates gained between 11 and 14 marks. No candidate gained full marks for this question.

Question 7

This question examined candidates' knowledge and understanding of the use of commercial patterns. This was a popular question, attempted by 67 per cent of candidates, and generally was well done.

Part (a) asked for the advantages of using commercial patterns. Part (b) tested knowledge of the information found on the back of the pattern envelope and Part (c) tested knowledge of the pieces of the pattern required for a selected style and changes that could be made to the pattern pieces to change the style of the garment.

Parts (a) and (b) of the question was widely known. Candidates were able to outline two advantages of using the commercial patterns and the information found on the back of the pattern envelope. Many candidates though displayed a lack of simple sketching skills as they were unable to satisfactorily sketch realistic looking pattern pieces for the jacket in Part (c).

Most candidates obtained marks between 10 and 15 marks.

The observations made at the marking exercise continue to be repeated. Poor language usage and the inability to clearly express ideas continue to be the challenge in obtaining marks for many of the candidates.

Further Comments

Candidates continue to show inadequacy in applying the knowledge of the subject matter to specific situations and in many cases cannot gain adequate marks in the use of knowledge component of the questions.

That candidates continue to perform poorly in the compulsory part of the paper is a cause for concern since the parts of the syllabus from which these questions were developed are clearly identified in the syllabus.

Recommendations

These recommendations continue to be repeated in an effort to improve performance in the classroom and in the examinations

- Focus must be placed on the areas of the syllabus from which the compulsory questions are derived. Too many candidates perform poorly in these areas especially in the knowledge profile where it is expected that at least the six marks would be attained. Many candidates cannot give simple definitions or give incorrect answers where definitions are provided.
- The use of the language of the discipline is also a concern since candidates so often misinterpret words used in questions. Too many instances of the vernacular of the region are found in candidates' responses and this poses a challenge for markers. For instance, one candidate stated 'restring the machine' as a response to remedying a problem with the sewing machine stitching "while in another instance a candidate referred to thread as 'twine'. While this may be the norm in

candidates' environment, it does not gain marks in the examination and candidates must be reminded of this.

- Many candidates continue to confuse instructions such as *list*, *define*, *outline* and *explain* which each require a different level of response. Teachers may find it helpful to demonstrate and to allow practice in answering questions so that comparisons may be made. For example when a question asked candidates to *outline* three guidelines for choosing fabric, many candidates gave one-word answers, for example, 'cost', 'colour' or 'use'. These one-word answers are not acceptable when the question specifically requires that the candidate *outline*, indicating that a more expansive answer is necessary. Stating the word 'cost' as a guideline does not satisfy the requirements of the question.
- Drafting continues to pose a challenge for candidates and this has been a trend observed over the years. The syllabus requires that candidates be familiar with basic pattern drafting and some basic adaptation procedures.
- From some of the extremely poor performances on Paper 02 that were seen, it was evident that many candidates were not sufficiently prepared for the examinations. Some basic instructions such as as start the answer to each question on a new page, continue to be ignored, and while markers are trained to look for parts of answers over the entire script, candidates are reminded to be mindful of the instructions.
- It is accepted that there are myriad challenges facing the teaching of the discipline in the schools, so new and innovative methods will have to be developed to attract students who are genuinely interested in pursuing the subject to the examination level.
- The use of newspaper articles, magazines, fashion websites etc. may help to stimulate candidates' interest and by extension help to improve performance.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2016

**CLOTHING AND TEXTILES
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 35th examination in CSEC Clothing and Textiles was administered by the Caribbean Examinations Council® in May/June 2016. The examination comprised three papers: Papers 01, 02 and 03.

Paper 01 comprised 60 questions which were designed to test all the areas of the syllabus and were allocated equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2). The mean score was 33.15 compared with 34.23 in 2015. The highest score attained was 57 marks.

The Profile 1 (Knowledge) component was better handled than the Profile 2 (Use of Knowledge) component. In many instances, candidates were not able to apply the principles to specific scenarios as outlined in the respective questions.

Paper 02 comprised two parts: Part A, which consisted of three compulsory questions, and Part B, which consisted of four questions from which candidates were required to choose any two.

Each question was worth a total of 16 marks, allocated as follows: 6 marks for the Knowledge profile and 10 marks for the Use of Knowledge profile.

The mean mark obtained was 27.81 and the highest mark gained was 66 out of a total of 80 marks.

The syllabus stipulates the modules to be used for the development of the compulsory questions. The table of specifications used for the development of the paper selected modules and objectives from across the syllabus to reflect the required scope and depth of syllabus coverage.

The School Based Assessment, Paper 03, comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by the class teachers, using the criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner. There was a slight decline in candidate performance from last year, with a mean score of 45 in 2016 compared with a mean score of 47 in 2015.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

Parts (a) (i), (ii) and (iii) were designed to test candidates' knowledge of yarns and terms related to fabric construction.

The majority of the candidates were able to define the term "filament yarn" but were unable to correctly identify a "spun yarn" and a "ply yarn" from the diagrams given on the question paper. A large number of candidates were also not able to clearly define the term "selvedge" and in some cases where it was attempted, candidates stated that a selvedge was the "tightly woven edge of the fabric" but omitted the key word "lengthwise".

The expected response to this part of the question was “the tightly woven lengthwise edge of fabrics” or “the finished lengthwise edge of a fabric, usually of a tighter weave than the rest of the fabric” or “the tightly woven warp edge of a fabric”.

Parts b (i) and (ii) of the question were designed to test the application of knowledge related to the construction of fabrics. Candidates were presented with a sketch of a belted jacket and asked to (i) name two fabrics that would be appropriate for making the jacket and (ii) to describe the method of construction for any of the fabrics named.

Candidates continue to be unable to differentiate between **fibres** and **fabrics**, as too large a number named cotton and polyester as suitable fabrics.

The design of the jacket shown required a firmly woven or knitted, medium to heavy weight fabric. Expected responses included, for example, denim, drill, gabardine, ripstop and corduroy, and the method of construction required was either weaving or knitting, with the appropriate description.

An exemplary description from a candidate’s paper which earned full marks was as follows “Weaving is a method of fabric construction where the weft yarns interlace with the warp yarns in different patterns to form either plain fabrics or fabric with woven designs.”

Part (c) of the question tested candidates’ knowledge of applying hand design techniques for the decoration of fabrics, and the use of indigenous materials in the design and construction of textile products. It was evident that a large number of candidates were not clear on the definition of indigenous materials and listed items such as beads and buttons, which earned them no marks. Candidates who performed well on this part of the question specified “seeds used as beads such as jumbie beads or ochro seeds” and “coconut shell or chip-chip shell buttons”. From their responses it was evident which candidates were knowledgeable on the definition and the use of indigenous materials as decoration for textile products.

Generally, Question 1 was not satisfactorily done by the majority of candidates and only one candidate gained full marks.

More emphasis needs to be placed on the modules on fibres, fabrics and fabric construction, as these could be considered the basis of the Clothing and Textiles syllabus. The definitions and examples as they relate to the modules need to be repeatedly reinforced with clear and relevant teaching aids and physical samples. Candidates in many instances demonstrated an inability to clearly describe the two basic fabric construction methods of plain weaving and knitting. A variety of examples of different fabric construction methods and the highlighting of the differences may help facilitate learners’ understanding in the classroom so that candidates may be better able to describe the methods when required to do so in the examinations.

Question 2

This question was designed to test candidates’ knowledge of the principles of design and care labelling as well as factors to be considered in the selection of appropriate clothing for various age groups.

Parts (a) (i) and (ii) of the question required candidates to identify the principles of design and to interpret information on care labels.

This part of the question was well done by most candidates who were able to list the principles of design. A very small number of candidates confused the term “principles” with “elements”.

It was also noted that while most candidates understood that the triangle was the symbol for bleaching, quite a few identified the triangle with the cross through it as indicating no chlorine bleach as opposed to no bleaching. The internationally accepted symbols have been updated. Where previously a triangle with a “C” indicated no chlorine bleach, this is now considered obsolete and has been replaced with the triangle with two lines indicating that oxygen bleach may be used. This is in keeping with the changes in the marketplace which has shown a growth in the introduction of oxygen bleaches. The symbols and the meanings are shown below:



Do not bleach



Only oxygenating bleaches allowed



Bleach- (any bleach may be used)

Part (b) of the question focused on factors to be considered in the selection of clothing, elements of design that should guide the selection of clothing and the use of appropriate notions as dictated by the design of clothing.

Many candidates were able to satisfactorily discuss two factors to be considered in the selection of clothing for toddlers. In some cases, however, candidates, as they did in previous examinations, demonstrated a difficulty in differentiating between “list”, “state” and “discuss”. Candidates need to be reminded that when a question requires a discussion or explanation much more is required than simply stating, as several did in this case, with responses such as “cost” or “occasion.” This was a question that required the application of knowledge, so answers that focused on “comfort”, “the type of fabric as it relates to strength or ease of laundering” or “style as it relates to ease of dressing” were the expected responses.

An example of an acceptable response from a candidate is as follows:

When selecting appropriate clothing for toddlers it should be:

1. made of absorbent fabrics, as toddlers tend to be very active and will need clothing to keep them cool
2. easy to wash, since toddlers tend to be messy and will get dirt and stains on their clothes often.

Another candidate answered as follows:

When selecting clothing for toddlers ensure that it is

1. light weight and absorbent; this is to ensure that children will be free to play without the fabric becoming sticky and heavy on them when they perspire
2. easy to launder – toddlers play a lot and often times get dirty so ensure the fabric is one that will be easy to wash/laundry.

In many instances candidates experienced difficulty in explaining their thoughts clearly and so were unable to gain full marks.

Part (c) (i) of this question required candidates to sketch the front view of a garment suitable for a tall, slim person to show the use of the elements 'line' and 'shape'. Candidates were also required to label the areas on the sketch where the elements were used and also to suggest three notions appropriate to the design shown.

Some candidates were able to submit suitable sketches and to label on the sketch where the elements of line and shape were used. Generally, this question was fairly well done and had the highest mean of the three compulsory questions.

Question 3

This question tested candidates' knowledge of stitches and seams.

Most candidates were able to recall the three classes of stitches, namely, temporary, permanent and decorative, used in garment construction and gained 2 or 3 out of a possible 3 marks.

Parts (b) (i) and (ii) of the question focused on appropriate seam selection and seam finishes. Many candidates were unable to name an appropriate seam for the design given and consequently were also unable to name an appropriate finish. Where candidates did not have the correct information, they guessed incorrectly and in some instances named fabric finishes for seam finishes.

In Part (c) (i) candidates were required to outline three steps or draw labelled diagrams to show how to prepare the bodice front shown in a sketch for a placket opening. Candidates had difficulty outlining logical, orderly steps.

Those candidates who drew labelled diagrams performed better than those who attempted written descriptions. Candidates often gave a description for a V-neckline or a continuous strip opening instead of a placket. Many candidates just stated to "make a slit to the desired length". In many instances candidates gave instructions for preparing or sewing the front of the blouse instead of preparing for the placket opening.

Part (c) (ii) of the question required candidates to outline an important guideline that should be considered when planning the placement of the fasteners shown on the design. A large percentage of the candidates were able to answer this part of the question but many also gave general considerations when choosing fasteners as opposed to focusing specifically on the fastener shown in the sketch.

Overall, this question had the lowest mean of the three compulsory questions.

Question 4

Question 4 was an optional question. Parts (a) (i) and (ii) of this question tested candidates' knowledge of fibres and the sources of fibres. This part of the question was well done by most candidates as most were able to define a regenerated fibre as a fibre made by chemically changing natural (plant or cellulose) materials. Candidates were also able to state fibres derived from natural sources such as cotton, silk, wool and linen, to name a few, as well as fibres from synthetic sources such as nylon, polyester, spandex and acrylic.

Part (b) of the question required candidates to apply their knowledge of factors a young couple should consider when planning the purchase of a household appliance, specifically a washing machine for their new home. In large measure, this part of the question was also well done as many candidates were able to outline factors such as size of the machine in relation to the availability of space, the couple's budget, personal preference and energy efficiency.

Part (c) of the question involved the application of laundry processes to a white linen jacket on which the collar, lapel and breast pocket were made of red linen. Some candidates showed a mastery of the subject matter and were able to respond well to this part of the question, while others were unable to relate their responses to the specific situation, ignoring the fact that the garment was made of two colours in a fabric that was not colourfast unless specially treated.

Parts (d) (i) and (ii) required candidates to apply their knowledge of repairing and recycling materials, given a large floral cotton sheet which was worn out in the middle and contained various buttons, sequins and coloured cords. Most candidates correctly identified articles such as placements, throw pillows, wall hangings and handbags, to name a few, as well as stating a major benefit to be derived from making the article from the materials provided.

This question was fairly well done by the majority of candidates who attempted it.

Question 5

Question 5 was an optional question.

Parts (a) and (b) of this question were designed to test candidates' knowledge of the tools used in pattern drafting and clothing construction. These two parts of the question were well done and most candidates who attempted this question gained maximum marks.

Parts (c) and (d) of the question were designed to test candidates' application of knowledge when drafting a Peter Pan collar and adapting the basic skirt block.

These two parts of the question posed great difficulty for a large percentage of the candidates who attempted them. Candidates were required to outline steps to be followed in drafting the Peter Pan collar shown on a design. Instead, many of the candidates outlined steps for constructing or applying the collar. Candidates in many cases also were unable to satisfactorily explain how to adapt the basic skirt pattern. Generally, the performance on this question was poor.

Question 6

This optional question focused on commercial patterns.

In Part (a) (i), candidates were required to outline two factors to be considered when selecting a commercial pattern for making a garment. A large number of the candidates who attempted the question were able to answer this part satisfactorily. Nevertheless, several candidates provided responses that were not in line with what the question required. This question asked candidates to **outline** the factors and in too many instances they merely gave one word or phrase for answers, such as:

- Size, price
- To suit the wearer, figure type,
- Person's skills, age, wearer

Candidates' responses suggested that in too many instances they do not pay attention to the demands of the questions. The differences between key action words in questions, like **list**, **state**, **outline**, and **discuss**, need to be continuously reinforced, and classroom practice provided in responding appropriately so that candidates are better prepared to deal with the questions on the examination paper.

Part (a) (ii) showed the symbols for place on fold and a single pointed dart. Almost all the candidates who attempted this question identified the place on fold symbol correctly but for the dart symbol many stated "bring the two dots together" instead of stating that the symbol represented the dart placement.

Parts (b) (i) and (ii) required candidates to outline four steps or to use four labelled diagrams to show how to lengthen a shirt front pattern. The following points were observed:

- Candidates had difficulty describing the steps in a logical, sequential manner.
- Those who drew labelled diagrams received better marks than those who simply attempted to use a written description.
- Some candidates drew the shirt and added fabric instead of adjusting the paper pattern.
- Some candidates added the length to the bottom of the shirt instead of slashing and spreading below the chest.

A few candidates did well on this question and their mastery of the topic was evident in the fullness of the responses.

For Part (b) (iii), candidates were asked to outline procedures for preparing the pattern pieces for use for the long-sleeved view of the shirt shown in the sketch.

Common responses included:

- Select the pattern pieces for the long sleeve view.
- Make sure the sleeve has the correct measurement.

This was another instance where many candidates gave responses for preparing the sleeve for insertion, instead of preparing the pattern pieces.

Generally, the pattern drafting component of the question was not satisfactorily done by a very large number of the candidates who attempted the question. The highest mark achieved was 12. This question was the least popular optional question.

Question 7

This was not a popular optional question.

Parts (a) (i), (ii) and (iii) of this question tested candidates' knowledge of types of collars, support fabrics and notions. This content was generally well known by most of the candidates who attempted the question.

Part (b) tested candidates' application of their knowledge of working with special fabrics. Performance on this part of the question was mixed. Candidates were shown a diagram of a jacket to be made from a shiny, black and white striped fabric and were asked to outline two guidelines to be observed when laying out the pattern pieces. Only a few candidates were able to provide acceptable responses, which included:

- Pinning the fabric edges together to maintain the balance of the stripes.
- Laying the pattern pieces so that the notches on the shoulders of the front and back fall on similar stripes
- Folding the fabric so that the fold line lies along the middle of the main stripe.

Parts (c) (i) and (ii) tested candidates' ability to calculate how much fabric was required for making soft furnishings, in the specific instance pillowcases, and to suggest fabrics suitable for making pillowcases for young children.

In (c) (i), as on previous occasions, the calculations posed a challenge for many candidates as reflected by the responses given. A few candidates, though, were able to answer this part of the question correctly and gain the full 3 marks.

In (c) (ii), most candidates were able to identify at least two of the required three fabrics that were suitable for making the pillowcases for young children and gave responses such as poplin, cotton and satin.

General Observations

It was observed from the marking of the scripts that there were candidates entered for the examinations who were not able to do even one question well enough to gain any marks. In one particular instance, every single candidate entered from a centre gained lower than five marks on the entire paper. The challenges faced in the teaching of the discipline continue to plague performance at the examination. It may be helpful to encourage students to use the technology that they are exposed to (smart phones and tablets) to stimulate interest in the subject matter.

Recommendations

These recommendations, already made in previous subject reports, are repeated in an effort to improve performance in the classroom and in the examinations.

- Focus must be placed on the areas of the syllabus from which the compulsory questions are derived. Too many candidates perform poorly in these areas, especially in the Knowledge profile where it is expected that most, if not all of the available 6 marks should be attainable by any candidate who has covered the syllabus. Many candidates cannot give simple definitions, or give incorrect answers where definitions are provided.
- Year after year, many candidates continue to confuse instructions such as **list**, **define**, **outline** and **explain**, each of which requires a different level of response. Teachers may find it helpful to demonstrate and to allow practice in answering questions framed with these key action words so that comparisons may be made. For example, when a question asked candidates to outline two factors to be considered when selecting a commercial pattern for making a garment, many candidates gave one-word answers, for example, 'size', 'wearer' or 'age'. One-word answers are not acceptable when the question specifically requires that the candidate **outline**, indicating that a more expansive answer is necessary.
- Drafting continues to pose a challenge for candidates and this trend has been observed over the years. The syllabus requires that candidates be familiar with basic pattern drafting and some basic adaptation procedures.
- It is accepted that there are myriad challenges facing the teaching of the discipline in the schools, so new and innovative methods will have to be developed to attract students who are genuinely interested in pursuing the subject to the examination level.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

MAY/JUNE 2017

**TEXTILES, CLOTHING AND FASHION
GENERAL PROFICIENCY**

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DETAILED COMMENTS

This report summarizes the performance of candidates who wrote the Caribbean Examination Council's 2017 examination in Textiles, Clothing and Fashion.

The examination of 2017 was the first examination based on the revised syllabus. In this syllabus, there were no optional questions; however, there was an increase in the number of questions to be answered from five to six.

The examination comprised three papers — Papers 01, 02 and 03. Paper 01 comprised 60 multiple-choice questions which were designed to test all areas of the syllabus and were allocated equally to test Knowledge (Profile 1) and Use of Knowledge (Profile 2). The mean score was 33.63 out of a maximum of 60. The highest score attained was 55 marks. The Profile 1 (Knowledge) component was better handled than the Profile 2 (Use of Knowledge) component.

Paper 02 consisted of six compulsory questions. Each question was worth a total of 16 marks, allocated as follows: 6 marks for the Knowledge profile and 10 marks for the Use of Knowledge profile. The mean mark obtained was 24.59 and the highest mark gained was 63 out of a total of 80 marks. The syllabus stipulates the modules to be used for the development of the compulsory questions. The table of specifications used for the development of the paper selected modules and objectives from across the syllabus to reflect the required scope and depth of syllabus coverage.

The School-Based Assessment, Paper 03, comprised three practical assignments, each of which was worth 20 marks. The assignments were set and assessed by the class teachers, using the

criteria outlined in the syllabus. The second of the three assignments was assessed jointly by the class teacher and an external examiner. The mean score was 49 out of 60.

The results of the examination were mixed. Some candidates were able to show mastery of the new topics in the revised syllabus while for many, there appeared to be challenges. This trend was also evident in their responses to the items on Fibres and Fabric on the examination. The performances continue to show that too many candidates are not mastering the topics particularly when the questions require applied knowledge.

Performance on the individual questions in the examination below.

Question 1

This question required candidates to:

(i). Define elasticity or resiliency.

Most candidates attempted to define elasticity but only a small number tried to define resiliency. A few of the candidates who attempted to define elasticity, incorrectly offered flexibility as the answer, while most were only able to state a partial definition, for example, *elasticity is the stretchiness of a fibre or a fabric*. The candidates failed to complete the definition: *the ability of a fibre, yarn or fabric to return to its original shape and size after being stretched*. Most of those who attempted to define resiliency gave incorrect responses. Teachers should encourage students to pay keen attention to common terms used in Textiles, Clothing and Fashion.

(ii). Identify fibres shown in the microscopic longitudinal views.

Wool and cotton were the fibres shown in the longitudinal views. For about half of the scripts marked, candidates incorrectly identified the fibres shown in the microscopic longitudinal view.

(iii). Name the two non-technical tests used to identify fibres in the textile laboratory.

Candidates were challenged to identify the non-technical tests used to identify fibres in the textiles lab. Many candidates were able to list visual touch and burning tests as non-technical, but a large number listed microscopic and chemical dissolution as non-technical tests also.

(iv). Suggest one suitable method of fabric construction that could be used for:

- A men's dress shirt
- A decorated pincushion
- A disposable hand towel
- A pair of cycle shorts.

Most candidates were not clear on the methods of fabric construction. Some knew the methods but were unable to apply the knowledge to the object and so lost the marks.

(v). Explain three factors that should be considered when selecting fabric for making uniforms for primary school children in the Caribbean.

Generally, this question was poorly done by most candidates. There was evidence that candidates glossed over the question without giving keen attention to the context in which the question was asked. Students should be given more problem-solving/scenario-based practice in classroom learning activities, so that application will become easier.

Question 2

This question asked candidates to:

(i). Define hue, shade and tint.

Most candidates attempted to define hue and give an example. Some candidates answered well; however, many were not able to define or give an example. Several candidates confused the definitions for *shade* and *tint*. Some clearly did not know any of those definitions.

(ii). Explain two factors that should be considered when choosing the embroidery threads to create the pattern for a blue cotton shirt which was damaged by bleach.

The responses to the two factors that should be considered when selecting embroidery thread were generally uninformed. Most candidates had no suggestions, while others inadequately indicated that the colours should match or be the same colour of the shirt. Candidates were expected to clarify the factor selected in order to get the 2 marks. An example of a complete

response is as follows: *The embroidery threads should be made of natural fibres so that they will respond to laundering/pressing in the same way as the shirt.*

(iii). Clearly describe the procedure that should be used to remove a stain and not cause further damage to a pair of cream trousers.

The question on the procedure for removing the stain without further damage was poorly done. Candidates were mostly unfamiliar with the correct steps in the stain removal process. More attention needs to be placed on this area of the syllabus.

Question 3

The question asked candidates to:

(i). Define three of the four management principles listed. The principles were planning, organizing, motivating and controlling.

Candidates attempted to define all four management principles but controlling was more popular than motivating. On average, candidates were able to score only half of the marks allotted because they were unable to give a full definition for the management principles.

- (ii). Explain wardrobe planning factors that should be considered when selecting the outfit for an elderly woman traveling from the Caribbean to New York in the summer .**

The application of wardrobe planning guidelines was not appropriately handled by most candidates. Teachers should seek to employ more scenario-based methods to teach this area of the syllabus so that transfer of knowledge can be developed.

- (iii). Indicate the cultural influence shown in the design of a dress and list the style features on the dress that show the cultural influence identified .**

Most candidates correctly identified the cultural influence of the garment shown but were unable to name the actual style feature that depicted the culture named.

- (iv). Give reasons why an outfit shown in a sketch was inappropriate for a formal wedding .**

In responding to why the style shown was inappropriate for a wedding, most candidates did not receive the full two marks. Many of them were unable to indicate that the denim and leather fabric were not considered formal wear; or that the design, with patch pockets and topstitching, was not considered as formal wear clothing.

Question 4

This question required candidates to:

(i). State two rights of consumers.

Generally, candidates were able to give satisfactory answers but there were too many instances where candidates offered no responses or incorrect responses indicating a lack of familiarity with the subject matter.

(ii). Name two organizations responsible for protecting the rights of consumers.

Responses were generally satisfactory but many candidates listed responses which indicated that they were unclear on the concept of protecting consumer rights.

(iii). State two methods that businesses use to advertise their products.

Most of the candidates gained marks on this part of the question. Performance indicated that the candidates were very familiar with the topic.

(iv). Suggest a major fashion silhouette for a bridal dress for a slim, petite, young woman.

While a few candidates were able to name a fashion silhouette, for example, bell, A line and mermaid with good reasons for the choice, too many candidates seemed unfamiliar with the term *silhouette* as used in fashion design.

(v). Sketch the front view, and label one style feature, of a dress suitable for work in a lawyer's office.

Many candidates did not read the question carefully, and it was also evident that many of them are not clear on the requirements of appropriate clothing for specific occasions and situations. Too many candidates sketched fashionable casual street clothing which included skirts and trousers instead of a dress as required by the question. Style features shown on many of the design features sketched were inappropriate for work in any environment and certainly not for what could be specifically considered a corporate environment. It is acknowledged that styles of dress are changing but what was expected here were specifics in terms of the neckline, sleeve and sleeve length, hem length and appropriate style details.

(vi). Outline two steps a young man leaving home to study at a university in a foreign country should take in planning a suitable wardrobe.

This question was intended to test candidates' ability to apply their knowledge of selection of clothing for specific ages and situations. It was generally poorly done. A few candidates interpreted *wardrobe* as the piece of furniture for storing the clothing, further evidence that many candidates do not read the questions thoroughly.

Question 5

Candidates were required to:

(i). Define the term *line* as an element of fashion design.

Some candidates were able to give definitions to obtain full marks while many candidates gave definitions that were not specific to fashion design. For example, *line is a continuing dot* or some candidates attempted at a definition which showed non-familiarity with the unit of *elements of design*.

(ii). State two methods used to sketch designs, and describe one method used to show depth in fashion sketching.

This is a new unit included in the revised syllabus. Candidates' performance on this part of the question was disappointing, in that very few of the answers demonstrated knowledge of the methods used for sketching fashion designs. Only a small number of candidates were able to gain marks in this part of the question.

(iii). Apply their knowledge of suitable design features for creating visual illusion for selected figure types.

In this instance, candidates were required to make a tall, thin, young man appear shorter. This part of the question was ably handled by a large number of candidates but there were also many responses which showed candidates' lack of knowledge of the topic.

(iv). Show on the basic bodice block, the placement of the adjustment lines required to make the block two inches longer and the front neckline one inch deeper.

This part of the question was generally not well answered, as many candidates simply showed an addition of the two inches to the bottom of the waistline, thereby increasing the waist length measurement. For the neckline adjustment, most candidates who attempted the question simply placed an adjustment line that would drop the neckline but also decrease the front shoulder width by one inch. Many candidates were able to do this part of the question reasonably well, which demonstrated that the better all-rounded performers were also able to handle this part of the question satisfactorily. However, pattern drafting continues to be a concern in the teaching of the subject.

(v). Give one measurement that would be necessary to draft the pattern for a scarf valance shown mounted on a window and explain why the measurement was necessary.

The expected answers were (i) *the width of the window to determine the length of the swag*; (ii) *the height of the window to determine the desired length of the tails* and (iii) *the width of the fabric to determine the width (drop) of the swag*. Some candidates demonstrated knowledge of the topic while others seemed at a loss for possible answers.

Question 6

This question required candidates to:

(i). Name two fastenings that can be used on openings where the edges overlap.

This part of the question was well done by most candidates. It was noted though that this was a question where traditional teaching and current style realities intersect. Current fashions show zippers and hooks and eyes being used on edges that overlap. Separating zippers are increasingly used on women's suit jackets and on men's and women's outerwear jackets and coats. Hooks and eyes set on tape are used decoratively with the hook side applied in the reverse to how it was traditionally used. Where candidates gave zippers, and hooks and eyes as fasteners the marks were awarded. It must be noted, though, that too many candidates still list buttons alone as the fastener; the fastener for which the marks were awarded was a button and buttonhole.

(ii). Explain the differences between darts and tucks.

Many candidate's inability to clearly express their thoughts was clearly evident in the responses given. This part of the question was not well done by a large number of the respondents. In many cases, candidates were unable to give any differences between darts and tucks and it was clear that they were not familiar with the concept of tucks.

- (iii). Name two stitches used in the construction of a ladies' jacket shown in a diagram which clearly showed all the design details and describe the procedure for applying decorative cord to the surface of the collar and lapel of the finished jacket.**

The performance on this part of the question was mixed. It was evident that many candidates were unable to apply the knowledge of stitches to the specific example, as some inappropriate stitches were named in many instances, and the reasons given were not consistent. For the application of the cord, some candidates were able to clearly describe the appropriate procedure. It was noted, however, that some candidates misinterpreted the question and gave the procedure for applying corded tape.

Comments

The performance of the candidates clearly demonstrated the varying abilities of those entered for the examination. It was also clear that many candidates were completely unprepared as was evident by the number of candidates who scored between zero and five marks in the entire examination. The problems associated with the teaching of the discipline have been widely articulated and the limitations are understood. Despite the shortcomings surrounding the issue of teaching and learning in the clothing and textiles classroom, it is imperative that the approach to stimulating interest in the classroom be reevaluated. This is a subject that lends itself to innovative approaches. More practical examples and student activities are required to help in making the subject relevant and suited to the needs of the students. Even the responses of the

better performing candidates, suggested that there is a gap in the teaching of some areas of the syllabus.

Recommendations

- While the issue of timetabling is well understood, field trips to fabric stores and designers workrooms may help to stimulate interest in this discipline.
- For the new parts of the syllabus, for example, fashion sketching, it may be possible to invite “guest experts” to make presentations to the students.
- Directing students to appropriate websites to stimulate interest and as a basis for classroom discussions may be helpful.
- Have students prepare picture books of fashions that they like and use them as the basis for teaching some topics.
- Provide opportunities for students to apply knowledge by using problem-based and scenario-based questions as learning activities. Even if the content is known, the candidate must be able to apply the concepts.
- Emphasize that students must pay keen attention to what is being asked by reading the questions more than once. Practice interpretation of questions with students.
- Pay more attention to fibres and fabric properties, use and care. Create a fibres/fabric bank for students to use as a quick reference and have students create their own scrapbooks.

- Encourage students who enroll in Textiles, Clothing and Fashion classes to own the subject. They must embrace the subject in order to appreciate and apply the content to practical living.
- Given all the limitations that prevail in the schools with the teaching of the subject, it is imperative that innovative ways are found to get students to develop an interest in the subject so that individual performance could be enhanced.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2004

FOOD AND NUTRITION

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FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION
JUNE 2004

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-third examination in Food and Nutrition in June 2004.

Paper 01 – Multiple Choice

Paper I was a multiple-choice paper which consisted of 60 items and carried a maximum of 60 marks. Marks ranged from 0 - 56 and the mean mark was 38 out of 60.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions divided into two parts. Part 1 comprised three compulsory questions, one from Module 3: Diet Health and Nutritional Status, one from Module 6 - Food Preservation, and the other from Module 11 - Food Preparation Methods. Part 2 comprised four questions which were taken from the remaining Modules of the syllabus. Candidates were expected to answer two questions from the optional section. Candidates were required to answer a total of five questions.

Each question was worth 16 marks, for a total of 80 marks on the paper. Questions 1, 2 and 3 were compulsory. Questions 4, 5, and 6 were more or less equal in popularity. Question 7 was by far the least popular.

Overall, the performance of candidates was only fair. The marks ranged from 0 to 66 and the mean was 28 out of 80. Many candidates did not take time to read questions carefully and so missed the key words or phrases in some questions.

Generally, responses were well set out. However, some candidates when responding to questions, failed to list the question numbers on the front of the booklet. This made it difficult for the Examiners, since it entailed them having to scan all of the questions and then listing the numbers on the front of the booklet.

Paper 03 – School-Based Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teacher. The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 46 out of a possible maximum of 60, with marks ranging from 2 to 60.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was a compulsory one and was handled very well. Marks ranged from 0 to 16, with the majority of candidates earning more than half of the marks.

This question tested the candidates' ability to list two disorders or diseases that could be caused from a deficiency of Vitamin A, Vitamin B1 (thiamin) and calcium. Candidates were required to (a) suggest two guidelines under the headings diet and lifestyle in coping with hypertension; and (b) to explain briefly two reasons for each of the following statements:

- (i) It is possible to have a balanced meal without including meat and fish.
- (ii) It is not necessary to skip meals in order to lose weight successfully
- (iii) It may be harmful to eat too much fat

Part (a) was very well done. The majority of candidates were able to give the correct response. However, a few candidates got some of the diseases confused, and some others wrote the functions of the nutrients.

In Part (b), although many candidates performed well, quite a few confused “diet” with “lifestyle” and “hypertension” with “diabetes”.

Part (c) (i) was very well answered. The majority of candidates were able to state that “foods such as cheese, eggs, milk, cereals, and pulses would supply protein so it would be possible to have a balanced diet”. Many candidates, however, stated that it would be possible to have a balanced diet without eating meat and fish, but never mentioned the foods needed or that one needed protein to have a balanced diet.

In Part (c) (ii), candidates were asked to explain why it was not necessary to skip meals in order to lose weight successfully. Most candidates stated that when one skipped a meal one would probably eat much more because one would be hungry, instead of stating that one needed to eat smaller servings and cut down on foods which contained large amounts of fat, sugar and starch.

Part (c) (iii) was very well answered. The majority of candidates were able to explain the harmful effects to the body if one consumed too much fat.

Question 2

This question focused on food preservation skills. It was poorly answered. Marks ranged from 0 to 14, with the majority of candidates gaining less than half of the total marks.

Part (a) (i) required candidates to describe either the “wrinkle test” or the “flake test”. The majority of the candidates were unable to describe either, with many mixing both tests to come up with a description.

Part (a) (ii) requested candidates to define the term “pectin”. Many candidates were aware that “pectin” was found in fruits and vegetables and assisted in the setting of jams and jellies, but very few stated what types of fruits and vegetables. Candidates also omitted to say that pectin was a polysaccharide.

Part (a) (iii) required candidates to give two qualities of a well-made jam. This part was not very well done. Candidates gave responses such as “good flavour” and “good consistency” or “not hard” or “not runny”, “good colour”. Correct responses such as “rich flavour characteristic of fruit used”, “consistency firm, jelly-like and easy to spread”, and “colour should be bright and should also have a clear appearance”, “fruit should be evenly distributed” were sometimes given.

Part (b) sought to determine two changes which occur in drying green papaws, pickling cucumbers and sterilizing milk. Many candidates were able to mention the removal of water and the destruction of micro-organisms. Some candidates mentioned the ripening of the papaw, changing of the colour to yellow, to the rotting of the papaw.

In Part (b) (ii), candidates linked the pickling of the cucumbers with an acidic medium and hence microbial destruction. A small percentage of the candidates associated the principle of osmosis with the process. However, no candidate mentioned a low pH.

In relation to the sterilization of milk in Part (b) (iii), many candidates mentioned that micro-organisms were partially destroyed rather than completely destroyed. Many candidates also mentioned that nutrients were lost, but neglected to state which ones.

Part (c) required candidates to suggest four factors which may be responsible for a packet of frozen peas and carrots becoming discoloured, as well as developing crystals. This part of the question was not well answered. Popular responses which were correct included “poor packaging” and “vegetables not blanched or not blanched sufficiently”.

Question 3

This question focused on bread and pastry making. It was one of the compulsory questions and was fairly well answered. Marks ranged from 0 to 16.

In Part (a), candidates were asked to give two reasons for the use of each of the following ingredients in breadmaking:- (i) salt (ii) fat (iii) milk. This part of the question was reasonably well done and the majority of candidates were able to gain more than half of the marks.

Part (b) of this question required candidates to suggest four precautions which one should take in order to prevent the following faults: savoury rolls were small and dense, and short-crust pastry sausage rolls were hard and tough. This part of the question was poorly answered. Many candidates attributed faults associated with pastry making to that of breadmaking. However, some candidates were able to give correct responses such as “using fresh yeast, not destroying yeast by using hot liquid, allowing sufficient time for rising/proving when making bread rolls”. When making pastry, “not using too much water during mixing, avoiding use of too much flour during rolling and avoiding re-rolling”.

With regard to the qualities of a well-made cheese muffin, many candidates again described the qualities vaguely. Responses such as “good flavour, good texture” were common. However, many candidates were able to give correct responses such as “cheesy flavour”, “soft / moist texture, well risen, no peaks or tunnels.”

Question 4

This question was reasonably popular and focused on nutrition throughout the life cycle. It was quite well answered, and marks ranged from 0 to 16.

In Part (a), candidates were asked to state three benefits of breastfeeding. This part of the question was exceptionally well done with the majority of candidates getting full marks.

Part (b) focused on guidelines for successful complementary feeding (weaning). This part of the question was reasonably well done. A significant number of candidates, however, wrote about feeding the toddler. Responses such as “attractively-presented food, served with the correct cutlery” showed quite clearly that candidates confused the baby who would still be on breast milk with the toddler.

In Part (c), candidates were asked to suggest three nutritional factors which are responsible for under-nutrition in the elderly. This was reasonably well answered, and most candidates were able to gain more than half of the allocated marks.

In Part (d), candidates were required to name one vitamin and one mineral which would be increased during pregnancy and give one reason for the each nutrient selected. The majority of candidates were able to name the nutrients and give appropriate reasons for their selection.

Question 5

This question was also quite popular. It focused on hygienic and safety practices as well as factors which govern the planning, preparation and serving of meals for one hundred persons. Marks ranged from 0 to 15.

In Part (a), candidates were expected to state three hygienic practices which should be followed when (i) purchasing food and (ii) disposing of kitchen waste. Most candidates responded favourably to this part of the question. In some cases, however, candidates wrote about personal hygiene when purchasing food and when disposing of kitchen waste. Incorrect responses included “do not talk over the food”, “keep head covered”, “wash hands after disposing of kitchen waste”, “wear gloves when disposing of kitchen waste.” Responses such as placing the garbage bin outside of the kitchen and washing out the bin after use were also popular responses but there was no mention of hygiene.

Marks obtained and responses given in Part (b) were quite good. Candidates were asked to suggest four factors, apart from financial considerations, that were important when planning, preparing and serving one hundred lunches for the school’s Speech Day. However, some candidates did not address managing the overall situation and gave factors such as “time of day”, “number of persons”, “gender”, “age”. Although these are factors in general meal planning, they were not necessary here. Popular correct responses were “shopping and storage facilities”, “experience/capability of the cook”, “cooking equipment, cooking facilities and serving equipment”.

The final part of the question asked for two safety precautions which should be observed when preparing and serving the meal with regard to clothing, floor surfaces and the cooker. This was very well done; however, quite a few candidates referred to the “cooker” as the “person preparing the meal” or in some cases the “pressure cooker”.

Question 6

This question was also fairly popular and focused on consumerism and purchasing. Marks ranged from 0 to 16.

In Part (a), candidates were asked to give the definition for “impulse buying”. The majority of candidates were able to give a good definition. However, some candidates were unable to express themselves clearly to obtain full marks. Some candidates confused it with “bulk buying”.

Part (b) requested candidates to state four advantages of purchasing food in a large supermarket. This was very well done. It is heartening to note that candidates mentioned the technology that is used at the large supermarkets—UPC, which would lessen time spent at the cashier, and all items that were purchased would be recorded with the price on the bill.

Part (c) was not very well done. Candidates were asked to design a label for a “pasta” product. This would include macaroni, spaghetti, noodles, vermicelli, linguine, fettucini and a host of other products. However, many candidates did not know what pasta was and labels for jam, pickles, hair cream, shampoo, soft drinks were all mentioned. Further, many candidates listed the information without giving any particulars that should appear on the label, e.g. “net weight” instead of “net weight — 500g.” “name and address of manufacturer” instead of “Ben Lee, Industrial Compound, Arima, Trinidad and Tobago”. Also many candidates did not list the ingredients on the label in order of quantity.

Part (d) was very well done. It requested candidates to suggest four ways that a homemaker on a limited budget could get the most from the food dollar in order to provide nutritional meals for the family. Popular correct responses were “make use of a kitchen garden”, “buy cheaper cuts of meat and fish”.

Question 7

This question was the least popular and not very well answered. Marks ranged from 0 to 13.

In Part (a), candidates were required to list six guidelines that should be followed when planning and preparing a packed lunch to be eaten at a cricket match. The majority of candidates were able to give appropriate responses. However, a few candidates wrote about preparing the meal for the cricketers.

In Part (b), a place setting for a three-course meal was used as a stimulus and candidates were required to write a menu for a lacto-vegetarian that was compatible with the setting. This part of the question was not very well done as many candidates included meat and fish. Others wrote a two-course meal, as well as included a drink which was usually placed before the dessert. It should be noted that a drink is not necessary when writing such as menu.

In Part (c), the stimulus of a laid coffee tray proved very challenging for the candidates. Candidates were required to identify three faults and suggest how the faults could be corrected. The majority of candidates missed the point and made reference to the placement of the china, the spoon in the sugar bowl, the cup turned upwards, instead of saying that a teapot was used instead of a coffee pot, granulated sugar was used instead of brown sugar, and cold milk was used instead of hot milk.

SCHOOL-BASED ASSESSMENT

Performance on the School Based Assessment was good. The teacher and external examiner marked Assignment 2 of the School Based Assignment, and Assignment 2 was requested for moderation.

Administrative Details

In most cases, the guidelines for selecting the samples for moderation were adhered to, as most teachers provided a sample with a high, medium and low average. Candidates' details (component scores and total scores) were accurately recorded. The second assignment and mark schemes were not submitted in many cases, however.

Appropriateness of Activities

The majority of assignments submitted were relevant to the course and were of appropriate difficulty for the stipulated two-and-a-half hours. However, where mark schemes were submitted, some were not developed according to the generic mark scheme in the syllabus.

Adherence to Syllabus

The majority of assignments were selected according to the syllabus guidelines

Standard of Candidates' Performance

1. Choice of Activities

In most cases, the choice of activities was appropriate in terms of tasks selected, with sufficient attention paid to skill level, and economy of fuel, time and energy.

2. Selection of Equipment and Materials

Some candidates are still listing quantities of ingredients that are too large for the stated tasks. Special equipment and materials should only include equipment specific to the tasks and not general equipment such as measuring spoons and mixing bowls, for example.

3. Plan of Work

The majority of plans were well written. However, there are still a few areas of weakness.

- (a) Unrealistic time allocation for certain dishes/items
- (b) Times given for completion of activities not adhered to.

Quality of Teachers' Assessment

This was generally satisfactory as there was a high correlation between the external examiners' marks and the teachers' marks.

RECOMMENDATIONS TO TEACHERS

Overall, the performance in most of the questions on the Food and Nutrition examination was fair. Teachers are advised to use the recommendations suggested as a guide to improve candidates' performance.

The following suggestions are made to teachers.

1. Experiences should be provided for candidates to answer questions with a variety of key words such as define, discuss, explain, describe, select, list, suggest and state.
2. Encourage candidates to read questions carefully, paying particular attention to key words and phrases.
3. Provide numerous opportunities for candidates to work on the use of knowledge profile of questions, so that they will be exposed to analysis, synthesis and evaluation.
4. Candidates should make special note of the technical terms at the beginning of Modules, learn their meanings and apply them to other aspects of the Module.
5. Candidates should be taught the correct names and uses of equipment, for example, a cooker is made up of a stove and oven; a coffee pot is tall and slim while a tea pot is short and round. They should also be taught the appropriate words when describing jam/jelly. Instead of "good flavour", "the characteristic flavour of the fruit" or "rich fruity flavour" would be more explicit, and instead of "good texture", "firm, but easy to spread". Instead of "correct proportion of ingredients", candidates should say "too little or too much" of the ingredient, and in the case of oven temperatures "too hot or too cool an oven" instead of "correct or incorrect temperature". Although some of these answers may appear in texts the teacher should encourage candidates to use the appropriate terminology.
6. Candidates should be advised to develop responses fully, paying attention to the marks allocated for each question.
7. Teachers should emphasize the correct format for writing menus. Note that the drink or beverage is not necessary when writing a menu.
8. Candidates should be given practice in numbering each part of the question.
9. During demonstrations and at evaluation procedures in practical sessions, teachers should ensure that reasons are given for the different steps in the preparation of dishes or items, and the reasons for the failure of various procedures in food preparation.

School-Based Assessment

1. Prepare assignments and Mark Schemes in accordance with guidelines contained in the syllabus.
2. Submit Assignments/Mark Schemes and Plans of Work for the assignment requested by CXC, by the stipulated time.
3. Complete Record of Marks fully and accurately and use whole numbers for entering candidates' component and total scores.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2005

FOOD AND NUTRITION

FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2005

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-fourth examination in Food and Nutrition in June 2005.

Paper 01 – Multiple Choice Questions

Paper 01 was a multiple-choice paper which consisted of 60 items and carried a maximum of 60 marks. Marks ranged from 0 - 58 and the mean mark was 39 out of 60.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions divided into two sections. Section I comprised three compulsory questions, on Nutrition, Food Preservation, and Food Preparation Methods respectively. Section II comprised four questions which tested the remaining modules of the syllabus. Candidates were expected to answer two questions from this section. Candidates were required to answer five questions in all. Each question was worth 16 marks. The maximum mark for the paper was 80. Questions 1, 2 and 3 were compulsory. Question 4 was the most popular question in the optional section.

Overall, the performance of candidates was fair. The marks ranged from 0 to 64 and the mean was 29 out of 80. Many candidates did not take time to read questions carefully and as a consequence missed the key words or phrases in some questions.

Generally, responses were well organized. However, some candidates responded to questions and failed to list the question number on the front of the booklet which created difficulties for the Examiners.

Paper 03 – School-Based Assessment

This paper was School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teacher. The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 47 out of a possible maximum of 60, with marks ranging from 0 to 60.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was a compulsory one and was handled very well. Marks ranged from 0 to 16, with the majority of candidates earning more than half of the marks.

Part (a) tested candidates' understanding of the benefits of dietary fibre and was very well answered. The majority of candidates were able to state correct responses.

Part (b) required candidates to list the causes of obesity and was also very well answered. Most candidates were able to gain the maximum marks. However, many candidates used words such as 'inheritance' or 'family inheritance' instead of 'heredity'. Quite a few candidates lost points when they listed 'too much fat', 'too many carbohydrates', 'too many calories' as separate points. Too much fat, and carbohydrates would mean that there are too many calories. As a result they were only able to gain one mark. Responses such as 'lack of exercise', 'abnormalities in metabolism', 'ignorance of dietary guidelines', 'emotional problems' are additional causes of obesity.

Part (c) (i) required nutritional reasons for consuming liver and orange juice together. The majority of candidates were able to gain full marks in this part of the question. There were some candidates who stated correct reasons as to why liver and orange taken together would, 'enrich one's blood'. However, instead of stating that the combination would provide 'haemoglobin', or 'build red blood cells' or 'prevent anaemia', they repeated part of the question 'enriches one's blood' and as a result did not receive full marks for that part of the question.

In Part (c) (ii), candidates were asked to support the statement that lacto-vegetarians could have a healthy diet. This was not done as well as it should have been as many candidates mentioned the nutrients but not the food sources, or vice versa. An example of the correct response would have been, 'Consumption of eggs, milk, cheese, TVP, pulses, legumes and cereals would provide protein. Carbohydrate intake would be had from cereals and cereal products and starch vegetables; fibre from fruits, vegetables and cereals; vitamins from fresh fruits and vegetables; minerals from dairy products and green and yellow vegetables; fatty acids from dairy products.'

Part (d) required candidates to suggest two symptoms of diabetes. Most candidates were able to get full marks by stating symptoms such as 'frequent urination, extreme thirst, itching of skin, blurred vision, numbness of feet, excessive hunger, weakness and tiring easily, tingly sensation'. Although there were many possible answers, some candidates were not able to gain any marks. Some of the incorrect responses were 'dizziness', 'regular urination' instead of 'frequent urination', 'poor eyesight' instead of 'blurred vision', 'heart attack'.

Question 2

This was also a compulsory question and focused on Preservation of Food and it was fairly well answered.

Part (a) required candidates to define the term 'dehydration' as used in food preservation. This was done quite well, although some candidates referred to 'dehydration of the human body'.

Part (b) requested candidates to list four reasons for preserving food. This was quite well answered. Many candidates scored full marks. The most popular responses were 'to make it last longer', 'to make use of food when it is cheap and plentiful and to store it for future use', 'to prevent microbial decay'.

In part (c), candidates were asked to suggest two reasons for each of the following statements:

- (i) *Pigeon (gungo) peas should be blanched before freezing.* This was fairly well answered. Most candidates gained one mark. The most popular response was 'to destroy micro-organisms/bacteria'. Correct responses such as 'to inactivate organisms', 'to prevent discolouration', 'to prevent textural change', or 'to prevent loss of flavour and aroma' were seldom stated.
- (ii) *Vitamins A and D must be added in the manufacturing of margarine.* This was not well answered. Some candidates gave the functions of the vitamins, totally ignoring the words 'during manufacturing of margarine'. Many were able to state 'to add nutritional value'. Few candidates were able to state that margarine was a substitute for butter and as mandated by law must contain the same nutrients as butter. Therefore, vitamins A and D must be added to make it acceptable. Some candidates stated that vitamin D was an antioxidant and therefore prevented rancidity and this was acceptable.
- (iii) *Colouring is added to certain foods during processing.* The majority of candidates were able to give one correct response. Many candidates incorrectly stated 'to add food value'. However, the majority were able to state correctly, 'to replace colouring lost during processing'. Other correct responses were 'to make it more appealing to the eye/palate', 'to increase demand'.

Part (d) dealt with faults in jam making. Responses to this part of the question were fairly good. Candidates were required to suggest two factors that would cause jam to be thick and sticky. Many candidates gave at least one correct response. The popular correct response was 'too much sugar'. However, correct responses such as 'overcooking of jam' and 'too little liquid' were also mentioned. Candidates were also required to suggest two factors that would cause jam to ferment. This was answered fairly well. Quite a few candidates gave the same responses for both parts of the question.

Question 3

This was also a compulsory question and focused on Food Preparation and Service and it was not well answered.

Part (a) required candidates to define the terms (i) herbs and (ii) spices. On the whole, this part of the question was poorly answered. Many candidates gave the same definition for both terms. Also, many candidates wrote about the medicinal attributes of certain herbs. Nevertheless, a reasonable number were able to state that herbs were used in food preparation for flavour.

In Part (b) candidates were asked to state two guidelines to be followed when using garnishes in food preparation. Candidates were able to answer this part very well. However, some candidates did not gain marks as they listed names of garnishes, or stated that sweet garnishes should be used for sweet dishes, or that garnishes should be edible. Decorations are used on sweet dishes. Garnishes are never used on sweet dishes. In order for any item to be classified as a garnish it must be edible.

Part (c) required candidates to suggest three guidelines that should be followed during (i) the making and (ii) serving of a salad. This was quite well answered and most candidates received full marks. However, some candidates were inclined to be repetitive, e.g. 'wash vegetables', 'clean vegetables', 'remove any insects from vegetables'. These were given as three points. Candidates were only awarded one mark. Many candidates strayed from the point and wrote about the personal hygiene of the individual preparing the salad, as well as that of the kitchen, ages of the persons, and the size of the family to eat the salad.

Part (d) asked candidates to suggest one way in which the following faults in beverage preparation could be avoided: (i) a cup of cocoa has a raw flavour and (ii) a pot of tea has a bitter taste. This proved to be very

challenging to the majority of candidates, as very few obtained any marks. Some candidates referred to the 'raw flavour' of the drink as that of 'raw cocoa bean'; others referred to 'raw cow's milk', 'not using enough milk', 'not adding enough sugar', 'too much cocoa used'. Very few candidates mentioned that the cocoa powder had to be blended with a cold liquid in order to prevent lumps, then added to hot milk or water, then boiled to ensure thorough cooking of starch grains. With reference to a pot of tea with a bitter flavour, far too many candidates wrote about a 'saucepan or cooking pot' rather than a teapot, and stated that the pot may have had other foods cooked in it. Many stated that the tea was boiled for too long. Some others stated that the 'bush' used was bitter. Very few candidates mentioned that the water had to be freshly boiled and the tea infused for three to five minutes.

Question 4

This question dealt with Nutrition and Meal Planning. It was a very popular question and was answered very well.

In Part (a), candidates were asked to state three conditions during which extra water was needed by the body. This was very well done, although some candidates gave the function of water instead. Correct responses such as 'during illness where a raised temperature results in increased sweating', 'when the body is dehydrated due to excessive vomiting and/or diarrhoea', 'in lactation when extra water is required for milk production', 'after intense physical activity and in very hot weather' were very common.

Part (b) was very well answered as the majority of candidates were able to give three functions of fat.

Part (c) (i) was also very well answered. Candidates were required to suggest three ways by which vitamin A and calcium could contribute to the health of the elderly. Some candidates did not note the words 'in the diet of the elderly' and gave general responses such as 'build strong bones and teeth' and 'necessary for growth' in the case of vitamin A. Correct responses were 'required to make a substance called visual purple, which is formed in the retina of the eye to see in dim light', 'required to keep the mucous membranes in the throat and the digestive, bronchial and excretory systems moist and free from infection', 'required for the maintenance and health of the skin'.

Part (c) (ii) required candidates to plan a three-course meal for an elderly person. The meal should include rich sources of vitamin A and calcium. Good sources of calcium are milk, cheese, yoghurt, ice cream, canned fish in which the bones are eaten, e.g. salmon, sardines, herring and green vegetables. Good sources of vitamin A are milk, cheese, eggs, butter, oily fish, liver and kidney. Beta carotene is found in carrots, pumpkin, spinach and tomatoes. The majority of candidates included dishes made from milk and cheese as the sources of calcium and yellow or green vegetables and liver as the source of vitamin A.

A three-course meal should be written using the following format:

Appetizer
Main Course
Dessert

Appetizers include soups, fruits and fruit juices.

A Main course should include a meat or fish or pulse dish, starch dish and a raw salad. Cooked vegetable/s can also be used. A combination protein and starch dish with a raw salad is another example of a main course. Cooked vegetable/s could also be included.

Desserts include fruit salads, ice cream, gelatine based cold sweets and cakes.

Many candidates omitted the appetizer, and included a drink. Many candidates wrote the drink in the main course. If a beverage is included it should be written after the dessert. A fruit drink is not necessary.

Although the majority of candidates obtained full marks for the menus, some lost marks because the menus were not nutritionally balanced. When planning meals, candidates must ensure that the meal contains protein, carbohydrates, vitamins A and C, iron and calcium. Some methods of cooking plus the nutrient content of the item/dish result in meals that are rarely devoid of fat. Suitable examples of menus given by candidates were:

Pumpkin Soup	Cream of Callaloo Soup	Fruit Cup
Stewed Pigeon Peas Spinach and Rice Tossed Salad	Grilled Flying Fish Scalloped Potatoes Buttered Carrots	Baked Chicken Breast Fried Breadfruit Slices Sauteed Squash
Mango Ice Cream	Fruit Salad	Chocolate Cake
.....
Goat Water	Lentil Soup	Shrimp Cocktail
Red Beans and Rice Steamed Bodi/Bora Tossed Salad	Cheese Sandwiches Mixed Green Salad	Macaroni Pie Steamed Callaloo Arranged Vegetable Salad
Carrot Cake	Sweet Potato Pudding	Coconut Mousse

It should be noted that a few candidates selected a breakfast menu as a three-course meal. This is not correct as a breakfast menu does not have courses. Candidates should also note that the method of cooking used in the preparation of a dish should be written in the past tense as in 'Stewed Red Beans', 'Fried Chicken', 'Curried Beef'.

Question 5

This was not a popular question but was reasonably well answered.

The focus of this question was on kitchen equipment. Part (a) was reasonably well done. Candidates were required to list three desirable features or qualities that must be present in (i) a stainless steel saucepan or pot and (ii) a free-standing mixer. Candidates were able to gain marks for each of these. The most popular correct responses for the saucepan/pot were 'durability', 'a flat base that sits well on the burner', 'a lid that fits well and is easy to remove', and 'well fitting handles and knobs that do not become loose'. Popular correct responses for the free-standing mixer were 'attachments which are easy to use, assemble and dismantle', 'made of a durable material' and 'easy to clean and maintain'.

In Part (b) (i), candidates were expected to discuss two benefits a person would gain and one adjustment a person would have to make when using an upright freezer, after using a chest type for many years. This was fairly well done. Most candidates were able to give correct responses such as 'the upright freezer would take up less space', 'it would be easier to see contents', 'easier to pack and unpack'. For the adjustments, most candidates were able to state that 'it would be more costly and that large bulky foods could not be stored'. Many candidates confused an upright freezer with a one-door refrigerator and mentioned that the upright freezer did not hold as much as the chest type.

Part (b) (ii) required candidates to suggest five guidelines for storing food in the freezer. Candidates were able to give correct responses for this section.

In Part (c), candidates were asked to explain the procedure for the treatment of a scald. Most candidates were able to gain marks by stating that the hand should be placed under cold running water. However, the other acceptable responses such as 'pat dry with sterile cotton wool and apply burn cream' were not commonly provided by candidates.

Question 6

This question was not very popular and posed a challenge to the candidates.

Part (a) required candidates to define either the term 'smoke point' or 'rancidity'. Many candidates mentioned that a 'faint blue haze or smoke should rise from the heated fat' and were able to gain points. Many candidates stated that the 'blue haze should rise from the food'. Some candidates confused the term 'flash point' with 'smoke point'.

Very few candidates were able to give a correct response for a definition of the term 'rancidity'. Some mentioned 'spoilage of food' and 'rancidity of food'. The expected response was 'spoilage of fat caused by the action of water, oxygen, bacteria, or enzyme (lipase)'.

In Part (b), candidates were asked to state the differences between the processing of dried (powdered) milk and condensed milk. Few candidates were able to give correct responses to this question. Many candidates knew that most of the liquid was removed during the manufacture of powdered milk. However, in the case of condensed milk, candidates did not state that 60% of the water was removed and 40% sugar was added and that the milk was homogenized.

Part (c) was very well answered. The majority of candidates were able to state two disadvantages of bulk buying.

Part (d) focused on raising agents and performance was poor. Very few candidates were able to score marks. Candidates were requested to select two items from the list below and explain how a suitable raising agent worked in preparation of the items. The items were:

- (i) Swiss Roll
- (ii) Pancakes
- (iii) Chocolate Cake

Candidates did not provide clear explanations as to how raising agents worked. They focused on products that produced carbon dioxide e.g. yeast, baking powder and bicarbonate of soda. Some candidates even described the method of incorporating the raising agent as in, 'sift baking powder with flour'.

The three common raising agents are air, steam and carbon dioxide. Acceptable responses would have been:

Swiss Roll - during baking, hot air rises and moisture is converted to steam.

Pancakes - during frying, liquid is converted to steam and hot air will cause trapped air to rise.

Chocolate Cake - during baking, carbon dioxide gas is liberated from baking powder and vaporization of steam results in consequential rise.

Part (e) required candidates to describe the changes that take place during the boiling of porridge and the scrambling of an egg. This was very well done for the most part and many candidates received full marks. However, some candidates described the changes that take place when an egg is boiled or fried by mentioning

the changes that take place in the yolk and the white separately.

Question 7

This was the least popular question.

Part (a) required candidates to explain the principles involved in (i) pressure cooking and (ii) microwave cooking. This posed a challenge to the candidates. Many candidates were unable to differentiate between guidelines for use and principles involved in the processes.

In Part (b) (i), candidates were requested to suggest six ways, apart from the use of labour saving equipment, by which time and fuel may be saved during the preparation of a meal. There were over fifteen suggested responses for the question, yet candidates failed to score full marks. Although candidates were asked to exclude labour-saving equipment, many nevertheless gave responses such as the 'blender', 'food processor' and 'pressure cooker' could be used.

Some suggested responses are listed below:

- Prepare an efficient time plan and stick to it.
- Use quick methods of cooking, e.g., frying, grilling.
- Use convenience foods where possible.
- Use tender cuts of meat, chicken, fish.
- Prepare raw salads and desserts.
- Match pan and ring sizes on electric cookers.
- Regulate heat to avoid wasteful boiling / use residual heat.

In Part (b) (ii), candidates were asked to give four guidelines that should be followed in order to ensure that a buffet service is efficient. Many candidates gave general rules for meal planning such as 'the age, health, sex, number of persons eating the meal', others discussed 'the table cloth and decorations'. Very few focused on efficient buffet service. Generally, candidates did not score high marks on this question.

Candidates continue to use words and phrases from questions which they believe are correct answers to other questions. This should be discouraged.

Paper 03 – SCHOOL-BASED ASSESSMENT

Overall, the performance on the practical assignments ranged from good to satisfactory. Assignment TWO was assessed jointly by the examiner and the subject teacher. The maximum mark was 20, and many candidates were able to obtain high scores.

Administrative Details

A significant number of schools sent the correct assignment with the corresponding samples. However, in many cases, the assignments and mark schemes were not submitted.

Appropriateness of Activities

Assignments were structured by individual teachers or done collaboratively within individual territories. It was evident that specific modules and objectives in the syllabus formed the basis of these assignments. Primarily the samples submitted mirrored varying levels of skills and difficulties. To a limited extent, teachers did not

take full cognizance of the two and a half hours allotted for the practical session and as a consequence, the heavy demands imposed by the assignment necessitated more time for the completion. Conversely, the assignments that demanded less required less time.

Adherence to the Syllabus

The majority of assignments selected were in accordance with the syllabus guidelines.

Standard of Candidates' Work

Invariably, many candidates utilized a high percentage of indigenous foods. A small percentage of candidates did not demonstrate mastery in adapting recipes, thus extravagant quantities were produced.

Selection of Equipment and Materials

Some candidates misunderstood the requirements in this regard. Equipment was listed at random as the list was not specific to the tasks, while others completed a list of basic electrical appliances and in a few cases no list was prepared.

It must be reiterated that Special Equipment comprises items which are essential for the preparation and service of the dish/item. A list of basic tools and equipment such as measuring spoons, measuring cups, pots and pans, for example, is unacceptable.

Plan of Work

In spite of the fact that there was marked improvement in areas such as sequencing of activities, dovetailing and washing up, special attention should be paid to the following areas:

1. Organisation of activities should follow some logical sequence.
2. Weighing and measuring should be featured prominently.
3. Oven temperatures and length of baking time should be mentioned and adhered to as much as possible.
4. Time allocations for activities should not go beyond 15 to 20 minutes.
5. Handwriting should be legible and words properly spaced.

Quality of Teachers' Assessment

The assessment was satisfactory. A comparison of the teachers' score with that of the examiners suggests that the difference was marginal.

RECOMMENDATIONS TO TEACHERS

On the basis of the candidates' performance in the 2005 examination, there is need to re-emphasize the suggestions made in previous reports.

1. Every effort should be made to cover the syllabus as thoroughly as possible. Since in Part A of the examination there are three compulsory questions, one from each section of the syllabus and based on Modules 3, 6 and 11, teachers should test these Modules as often as possible.
2. Teachers should ensure that candidates are familiar with what is expected of them when command words such as *state*, *define*, *explain*, *outline*, *discuss* and *evaluate* are used to formulate questions.

3. During the course of study, candidates should become familiar with the vocabulary associated with the subject and should be able to spell these subject-specific words correctly.
4. Teachers should ensure that candidates develop examination techniques which are essential to high performance in the examination. For example, candidates should be encouraged to:
 - (a) read questions carefully and thoroughly in order to fully understand what is required, underlining the key words which indicate exactly what the response must address.
 - (b) answer all parts/sections of a question and to set out their responses clearly with correct numbering.
 - (c) present facts in a logical manner, avoiding lengthy responses which have no relevance to the question being answered, and to tabulate responses when required.
 - (d) express themselves clearly, through the practice of oral presentations or class discussions.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2006

FOOD AND NUTRITION

FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION
JUNE 2006
GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-fifth examination in Food and Nutrition in June 2006.

Paper 01 – Multiple Choice

Paper I was a multiple-choice paper which consisted of 60 items and carried a maximum of 60 marks. Marks ranged from 0 to 59 and the mean mark was 40 out of 60.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions divided into two parts. Part A comprised three compulsory questions, one from Module 3: Diet, Health and Nutritional Status, one from Module 6: Food Preservation, and the other from module 11: Food Preparation Methods.

Part B comprised four questions which were taken from the remaining Modules of the syllabus. Candidates were expected to answer two questions from the optional section. Candidates were required to answer a total of five questions. Each question was worth 16 marks, for a total of 80 marks on the paper. Questions 1, 2 and 3 were compulsory. Questions 4, 5 and 6 were popular choices of candidates whereas Question 7 was the least popular.

Overall the performance of candidates was only fair. The marks ranged from 0 to 69 and the mean was 40 out of 60. Many candidates did not take time to read questions carefully and so missed the key words or phrases. Others gave general responses to a topic instead of the specific responses as requested.

Generally, most responses were well set out, and posed no difficulty in marking.

Paper 03 – School-Based Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teacher. The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 47 out of a possible maximum of 60, with marks ranging from 1 to 60.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question was a compulsory one and did not pose a severe challenge to the majority of candidates.

In part (a), candidates were required to define *undernutrition* and *diabetes*.

In part (i) many candidates attributed the condition to a lack of all the nutrients in the body instead of severe deprivation of the essential nutrients. Many confused undernutrition with malnutrition.

From the responses given to part (a) (ii), many candidates expressed the view that a high consumption of sugar was the principal cause of diabetes. It should be noted that this is a common misconception. The hormone insulin which is produced by the pancreas is needed for glucose sugar metabolism. If the pancreas malfunctions, little or no insulin is produced, therefore glucose remains in the blood.

Generally, candidates' performance in part (b) was fair. They were expected to state two rules which should be followed in planning meals for a convalescent. It was evident that many candidates mis-read the question and gave rules for preparation and service of the meal, and as a result did not gain marks.

Part (c) was based on a situation where a doctor diagnosed that her patients were suffering from anaemia, goitre and osteomalacia respectively. Candidates were required to state a symptom and recommend a food to treat each condition. A significant number of candidates gave correct responses to the first part of the question but lost marks on the second part in failing to name specific foods. Popular incorrect responses were *iron rich foods, foods rich in iodine* and *dairy foods*, instead of *liver, sea fish, milk, eggs, cheese*.

Part (d) focused on health benefits to be derived from a strict vegetarian diet and difficulties consumers may encounter through the use of such a diet. This was satisfactorily answered. Many candidates were able to state that diseases/conditions such as obesity, constipation, cardio-vascular diseases, colon cancer could be prevented. They were also able to state that some of the difficulties encountered by consumers were monotony in choices, synthesised products such as T.V.P. were expensive and that the diet may be unbalanced and not provide adequate amounts of some nutrients, especially vitamin B12.

Question 2

This question dealt with food additives and food preservation and was designed to test the candidates' understanding of (a) reasons for using additives in food processing, (b) chemical preservatives, (c) procedures for freezing fresh gungo (pigeon) peas, (d) criteria for judging a bottle of pineapple jam and (e) how to remedy mango jam which failed to set.

This question was not very well answered. In part (a) the responses given by the majority of candidates were limited in scope as candidates stressed mainly enhancement properties such as colour, texture and flavour. Other popular responses were the addition of nutrients, prolonging of shelf life and prevention of spoilage. Very few candidates gave responses such as *thickeners, antioxidants, emulsifiers*.

Part (b) was very well answered with the majority of the candidates giving the correct responses. Popular responses were *salt, sugar* and *vinegar*. It should be noted that *alcohol, spices* and *smoke* also fall into this category.

Part (c) was not very well answered. Very few candidates were able to describe accurately the correct stages for freezing peas. The following responses were frequently provided:

- Wash peas properly
- Blanch the peas
- Place in a plastic bag
- Put in the freezer

Candidates were able to gain a few marks.

The preferred presentation of the stages are as follows:

- Wash the peas thoroughly to remove any foreign matter
- Plunge into boiling water and leave for 3 to 5 minutes
- Cool rapidly in ice water
- Drain well using a large sieve or colander
- Pack in dry airtight bags and place in freezer

Part (d) was very well answered. However, many candidates gave vague responses such as good colour, correct consistency, good flavour, easy to spread.

Candidates need to give more detailed responses such as

- clear, bright, yellow colour
- flavour characteristic of the pineapple
- texture firm and easy to spread
- fruit evenly distributed
- fruit tender

Part (e) posed challenges to many of the candidates. Many of them gave responses such as *put the jam back on the stove, add more sugar, add more fruit*. However, correct responses such as *add more acid (lemon juice)* or *commercial pectin* and *boil the jam until set* were often given.

Question 3

In this question candidates were requested to (a) define the term 'conservative cooking', (b) list advantages of pressure cooking, (c) suggest causes of short crust pastry being tough although the ingredients used were accurate (d) explain why a gelatine mixture failed to set when fresh pineapple was added to it and (e) outline the qualities of a Cream of Pumpkin Soup.

Part (a) posed a challenge to many candidates as a significant number of them were unable to give the correct response. Many of them stated that it was *the cooking of convenience foods which saved time and energy*, or *cooking of many dishes at the same time*. Conservative cooking is best defined as the cooking food quickly which results in the retention of flavour, colour, texture and nutrients. Vegetables such as carrots, christophene, (cho cho) patchoi, green beans, bora, broccoli, cut into small pieces or cut thinly, or thin strips of chicken, fish, shrimp can be cooked by this method.

In part (b), the advantages of pressure cooking were very well known by the majority of candidates. Some candidates, however, stated that pressure cooking made tough meat tender, but neglected to state that this was done in a shorter space of time than other methods of cooking.

In part (c), many candidates did not realize that the question stated that the ingredients were correct and therefore the problems would arise from the rolling out and baking of the pastry. Candidates stated that *the ingredients were not measured correctly* or *too much water was added during mixing*. They also stated that the oven was not at the correct temperature, but did not state whether it was too hot or too cool. However, a significant number of candidates were able to state the correct responses which were:

- Too cool an oven
- Conditions for preparation of pastry were not cool enough
- Insufficient air introduced to act as a raising agent
- Heavy handling of pastry which pressed the air out
- Too much flour used in rolling out
- Turning the pastry over during rolling, or re-rolling

In part (d), only a marginal number of candidates were able to explain that the enzyme bromelain in the pineapple was not deactivated by cooking, therefore the protein (gelatine) was not digested, thus preventing the mixture from setting. However, many candidates knew that the pineapple had to be cooked before being added to the gelatine. Many candidates confused *gelatine* with *pectin*.

Part (d) was widely known. However many candidates did not obtain the maximum score because they failed to accurately describe the Cream of Pumpkin Soup. Some of the incorrect responses were, *right flavour, good colour, not too runny, not too thick.*

A more accurate description of the soup would have been the following:

- Should not have lumps, but a smooth, creamy consistency.
- The colour and flavour should be characteristic of the pumpkin.
- It should not be greasy.
- There should be no signs of curdling.

Question 4

This question was designed to test (a) guidelines to be followed when planning meals for teenaged girls, (b) problems that could affect the nutritional status of the elderly, (c) ways by which toddlers may be encouraged to eat nutritious meals and (d) changes which take place when a red snapper is baked.

The responses clearly indicated that the majority of the candidates were not fully prepared to deal with every aspect of the question.

In part (a), many candidates gave general rules for meal planning instead of focusing on the teenaged girl. Responses such as *meals must be attractive, meals must be balanced, meals must be nutritious* were often given. However, many candidates were able to gain marks with the following responses:

- Protein needed for growth of tissue and development of muscles
- Extra iron to increase red blood cells due to growth spurt and replacement of blood loss due to menstruation.
- Vitamins needed for bodily activities.
- High energy foods needed depending on the level of activity.

Part (b) was extremely well answered. The majority of candidates were able to score the maximum number of marks under the headings

- Finance
- Physical aging
- Poor nutrition
- Emotion

In part (c), many candidates gave general points for planning and preparing meals for the toddler instead of focussing on ways to encourage the toddler to eat. Some candidates gave unusual responses such as *inviting children in the neighbourhood while he/she is eating, play games while the child is eating, let the whole family eat the same meal as the toddler.*

Correct responses which many of the candidates gave were:

- Make meals attractive, tasty and appetizing.
- Serve small portions and allow child to ask for more.
- Offer many different foods.
- Make the child comfortable at meal time – let him/her rest a little before meals and feel relaxed while eating.
- Do not force child to eat foods they dislike .
- Serve favourite foods with those they dislike.
- Introduce new foods one at a time and with familiar foods, especially when they are hungry
- Do not be afraid to set rules, such as refusing to let child have foods that you think that they should not have.

Part (d) posed a challenge to the candidates. The majority of the candidates received very few marks. Responses such as *the colour changes from red to brown, water oozes out of the fish* had no scientific merit.

Changes the red snapper would undergo during baking are:

- Protein coagulates.
- Fish shrinks slightly and becomes opaque.
- Connective tissue changes to gelatine causing flesh to flake easily.
- Bacteria and parasites are destroyed.
- Minerals, vitamins and extractives dissolve into the cooking liquid.
- There is some loss of vitamin B group.
- Vitamins A and D remain unchanged.

Question 5

This question focused on food safety, storage and selection, and was very well answered by the majority of the candidates.

In part (a), candidates were asked to name the micro-organisms which cause (i) milk to curdle, (ii) bread to spoil and (iii) mango drink to ferment. The majority of the candidates were able to answer this part of the question correctly. Candidates' performance in part (b) was fairly good. Some of them discussed how food should be stored in the freezer. However, the majority were able to give correct responses such as:

- Cover / wrap food to prevent absorption of odours and evaporation.
- Never place hot foods in the refrigerator.
- Store food in the respective compartment.
- Do not pack food tightly.

Part (c) was extremely well done. The majority of candidates were able to gain maximum marks.

Candidates were required to list symptoms as a consequence of students consuming baked chicken from a catering establishment.

Many candidates were unable to differentiate clearly between kitchen hygiene and food hygiene. Responses such as *place where the chicken was bought was contaminated, the chicken was not thawed properly, chicken was not cooked thoroughly*, were given instead of :

- Unsanitary working surfaces
- Presence of household pests
- Unclean cupboards
- Use of dirty kitchen cloths
- Use of unclean utensils
- Contaminated water

Candidates also confused accidents in the kitchen with kitchen hygiene. However, candidates gave correct responses to personal hygiene practices.

Part (d) tested guidelines to be followed by caterers in purchasing fresh vegetables. This was reasonably well answered.

However, many candidates emphasized guidelines specific to the vegetables and did not take into account the vendor and the environment in which the vegetables were sold. The following conditions are important in ensuring safe food:

- Hygienic surroundings
- Workers clean and properly attired
- No evidence of rodents and other pests
- No animals on the premises
- Adequate ventilation
- Efficient storage
- Clean wrappings
- Pleasant odour and atmosphere.

Question 6

This question was fairly well answered.

Candidates were required to (a) define the term *impulse buying*, (b) suggest ways in which a family can spend money wisely in order to ensure proper nutrition for its members, (c) suggest information on content labeling that should be included on a packet of sweet buns and (d) explain what may cause each of the following : (i) A dark grayish discolouration around the yolk of a boiled egg (ii) An overbaked macaroni pie with a topping that was tough, greasy and dry (iii) A white sauce made by the roux method that was lumpy.

Part (a) was very well answered by the majority of the candidates They were able to produce acceptable responses.

However, candidates gave general guidelines for shopping instead of focusing on what was asked of them with respect to spending money wisely. Correct responses were:

- Buy cheaper cuts of meat and fish as they were just as nutritious as expensive cuts.
- Pulses could be used instead of meat
- Buy in bulk when it is cost-effective and needed.
- Compare prices per unit weight, volume, portion or pack to get the best value
- Look for competitive prices and special offers.

In part (c), the majority of the candidates did not get the maximum number of marks as they gave general information on labelling at the expense of content labelling. Candidates gave responses such as *ingredients* instead of *ingredients written in descending order of weight*. Another popular, however, incorrect response was *name and address of manufacturer, UPC*. Many candidates mentioned *the expiry date* which was correct.

Other correct responses were:

- Net quantity of buns
- Net weight of buns
- Picture of the buns
- Instructions for storage
- Length of time when buns would be at their best
- Date of manufacture

Part (d) posed challenges to the candidates as it was poorly answered.

- (i) The dark grayish ring around the yolk of the egg is due to the iron in the egg yolk reacting with hydrogen sulfide in the white.
- (ii) The protein in the cheese coagulates, thus hardens and shrinks and squeezes out the fat. Thus the topping of the macaroni pies becomes tough, greasy and dry.

Part (d) (iii) was reasonably well answered. The majority of the candidates were able to give at least two correct responses. Correct responses were:

- Fat was too hot when flour was added.
- Roux was not cooked sufficiently.
- Liquid was added too quickly without sufficient stirring.
- Insufficient stirring during cooking.

Question 7

This question was the least popular.

In part (a), candidates were required to define the terms *buffet*, *brunch* and *cover*. Candidates were able to give correct response for the term *buffet*. However, the term *brunch* was not well answered. Many candidates stated that brunch was late breakfast and early lunch, instead of a meal which comprised a combination of breakfast dishes or items and lunch dishes or items and served between 10.00 am and 2.00 pm. The term *cover* was defined by many candidates as a piece of equipment used to cover food for protection from insects. However, the majority of candidates were able to give the correct response which was *an individual place setting for a meal*.

In part (b), many candidates misunderstood the word *refurbish* and gave information on the placement of the refrigerator, cooker and sink and height of cupboards. However, a large number were able to give correct responses such as:

- Use smooth and durable material.
- Material used should be heat and stain resistant.
- Material should be quiet to work on and resistant for cutting.
- Should be easy to clean

In part (b) (ii), the guidelines for refurbishing the floor was well answered.

Very few candidates were able to receive maximum marks for part (c). In many cases, candidates could not ascertain the difference between *à la carte* and *table d'hôte* meals. Additionally, most candidates did not construct the menu according to the specifications. Reference could be made to the 2005 Food and Nutrition School Report for details in writing three-course meals. With regard to the menu card, it was almost completely ignored. Also, the prices of the individual dishes/ items of the *à la carte* meal and the price of the *table d'hôte* meal were often not indicated.

SCHOOL-BASED ASSESSMENT

The assessment given by the external examiners seemed to suggest that the integrity of the School-Based Assessment was not compromised. In the majority of cases, teachers' marks varied slightly from those of the external examiners or both were identical.

Positive observations made by external examiners were as follows:

- Assignments administered by teachers satisfied syllabus requirements.
- Candidates exhibited a wide range of culinary skills and made ample use of indigenous foods.
- Implementation of tasks was done methodically in an examination atmosphere.
- The level of creativity demonstrated by most of the candidates was commendable.
- The majority of candidates were adequately prepared.
- Candidates developed legible and well structured plans which bore the essential elements of the assignments.

The following areas need special attention:

- Assignments should be allocated in alphabetical order. It is envisaged that a spread will lessen the demands on limited resources such as ovens and sinks. Thus tasks will be performed with expediency.
- Excessive handling of food should be discouraged.
- Prior to the exercise, time should be spent to ensure that the Food Labs are scrupulously clean and equipment and appliances are working efficiently.
- Practice is needed to solve the problem of poor time management.
- Greater emphasis should be placed on table setting, and meal service.

RECOMMENDATIONS TO TEACHERS

Overall, the performance in most questions on the Food and Nutrition examination was fair.

Teachers are advised to use the following recommendations as a guide to improve candidates' performance.

1. Every effort should be made to cover the syllabus as thoroughly as possible.
2. Candidates should be given a copy of the syllabus in order to assist them when studying on their own.
3. Experiences should be provided for candidates to answer questions with a variety of key words such as define, discuss, explain, describe, list, suggest and state.
4. Encourage candidates to read questions carefully, paying attention to key words and phrases.
5. Provide numerous opportunities for candidates to work on the use of knowledge profile of questions so that they will be exposed to analysis, synthesis and evaluation.
6. Candidates should make special note of the technical terms at the beginning of Modules and learn to apply them to other aspects of the Module.
7. Candidates should be encouraged to use the appropriate words when describing qualities of items, for example, jam. Instead of *good flavour*, *the distinctive flavour of the fruit*, or *a rich fruity flavour* would be more appropriate. Instead of *good colour*, it would be preferable to state *the characteristic colour of the fruit*, or *bright red* or *bright yellow* depending on the fruit. *Firm, and easy to spread* instead of *not runny or thick*; instead of *correct or incorrect proportion of nutrient/s*, candidates should state *too much or too little of the ingredient/s* and in the case of oven temperatures, instead of *incorrect oven temperature*, candidates should state *too hot or too cool an oven*.
8. Teachers should develop standards for different items such as jams, soups, salads and yeast bread so that candidates are able to use them when the need arises.
9. Candidates should be advised to develop responses fully, paying attention to the marks allocated for each question.
10. Teachers should emphasize the correct format for writing menus. Note that the drink or beverage is not necessary when writing a menu.
11. During demonstrations and at evaluation procedures in practical sessions, teachers should ensure that reasons are given for the different steps in the preparation of dishes or items, and the reasons for the failure of various procedures in food preparation.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON THE CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2007

FOOD AND NUTRITION

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FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2007

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-sixth examination in Food And Nutrition in June 2007.

Paper 01 – Multiple Choice

Paper I was a multiple-choice paper which consisted of 60 items and carried a maximum of 60 marks.

Performance on this paper was satisfactory. The mean score was 34 out of 60 and marks ranged from 0 to 52.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions divided into two parts. Part A comprised three compulsory questions: one from Module 3: Diet, Health and Nutritional Status; one from Module 6: Food Preservation; and, the other from Module 11: Food Preparation Methods.

Part B comprised four questions which tested the remaining Modules of the syllabus. Candidates were expected to answer two questions from the optional section for a total of five questions. Each question was worth 16 marks, for a total of 80 marks on the paper. Questions 1, 2, and 3 were compulsory. Question 4 was the most popular, while Questions 5 and 7 were of equal popularity. Question 6 was the least popular.

Overall, the performance of candidates was fairly good. However, candidates continue to miss key words and phrases and give general responses to a specific topic and as a result lose valuable marks.

Paper 03 – School-Based Assessment

This paper was the School – Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teacher. The second practical assignment was set by the teacher and assessed jointly by the teacher and external examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question related to Diet, Health and Nutritional Status. Generally the performance on this question was satisfactory.

In part (a) candidates were required to outline two reasons why some individuals become vegetarians, in part (b) they were required to list two symptoms of anaemia, and in (c) explain why dietary fibre was important in the diet. In part (d) (i) candidates were given a menu for Mr. Smart an elderly convalescent, and asked to identify

and justify which items or dishes were unsuitable for him, and in (d) (ii) to adapt the identified dishes/items to make them suitable for Mr. Smart. Additionally in (d) (iii) candidates were requested to give four guidelines that should be followed when planning and preparing meals for Mr. Smart.

Parts (a), (b), (c) and (d) (i) were very well answered with many candidates obtaining full marks. However, in part (d) (ii) the word *adapt* seems to have been misunderstood by some candidates. Candidates were required to change the method of cooking to suit the age and condition of Mr. Smart; however, many gave entirely new dishes such as grilled lamb, stewed beef, baked fish, boiled rice, macaroni salad. Dishes such as baked, steamed, grilled, boiled or stewed chicken or potatoes would have been the appropriate choices.

Part (d) (iii) also posed a problem to many of the candidates as they gave general rules for preparing, planning and in some cases serving meals instead of focusing on an elderly convalescent individual. Inappropriate responses such as *time of day or year, climate, experience of the cook, use of colourful china, serving small quantities* were often given.

Responses such as - *Doctor's orders should be obeyed; Meals must be prepared out of the sight and smell of the patient; Food must be fresh and of good quality; Strict hygienic practices must be observed, Avoid re-heated foods; Avoid spicy foods;* would have been acceptable.

Question 2

This question was a compulsory question and dealt with Food Preservation.

Part (a) focused on food additives; part (b) required candidates to list two changes that could occur during the process of dehydration; and, part (c) requested candidates to give possible effects on green beans that were not blanched before freezing. In part (d) candidates were asked to provide one reason for given steps in the pickling of onions.

Part (e) dealt with fermentation and crystallization of jam.

Part (a) was very well done with the majority of candidates gaining full marks.

Part (b) was not very well answered. However, the majority of candidates were able to give at least one correct answer. Part (c) was fairly well answered. A significant number of the candidates were able to state that there would be changes in the colour, texture and flavour of the beans.

Part (d) proved to be challenging to the majority of candidates. They were unable to give the scientific reasons for the steps involved in the pickling of the onions. Correct responses would have been:

- (i) Soak onions in brine for 12 -24 hours
Reasons: – micro organisms would be destroyed/the development of microbes is retarded /there is a reduction in the water content of the onions due to osmosis/ the tissues are hardened due to the removal of starch from cells.
- (ii) Drain thoroughly, then put onions in bottle
Reason: – draining of the onions prevents the dilution of the vinegar.
- (iii) Pour vinegar into bottle to cover onions
Reason: – the presence of the vinegar will retard the development of the micro-organisms due to a low ph medium.
- (iv) Secure bottle with non-metal cover
Reason: – the cover of the pickle will not erode.

Parts (e) (i) and (ii) were very well answered. Candidates were able to give logical reasons for the fermentation of jam as well and give precautions to prevent crystallization of jam.

Question 3

Food Preparation Methods was the focus of this question. Candidates were required to

- (a) state three uses of cheese in food preparation;
- (b) suggest one accompaniment for
 - (i) fresh green salad
 - (ii) steamed pudding,
 - (iii) pumpkin soup; and,
- (c) name and describe the preparation, cooking and service of a one-pot dish using uncooked rice, raw chicken, dried peas or beans and fresh and dried seasonings.

Candidates performed creditably on this question. In part (a) many candidates were able to give correct responses for the uses of cheese in Food Preparation. However, far too many gave incorrect responses such as *coating* and *binding*.

In Part (b) many candidates were unable to distinguish between an accompaniment for a dish or item and accompaniments for a complete meal. As a result, responses such as a protein dish and starch dish for example, *baked chicken and fried rice* were popular, instead of a french dressing for the fresh green salad. As an accompaniment for the steamed pudding many candidates substituted decorations such as whipped cream and fresh fruit instead of jam or fruit sauce. The majority of candidates were able to give *croutons* as one of the correct responses for the pumpkin soup.

Part (c) was challenging to most candidates. The main difficulty appeared to be the requirement to list steps in the procedures named. Many responses did not follow a logical sequence although candidates were not penalized for answering in that form. The majority of candidates were able to give the correct points for the preparation. However, the cooking aspect was not answered correctly. Many candidates omitted important points such as softening of the dried peas or beans, reducing the heat, and the recognition of doneness. The service of the dish was also not well answered. Many candidates stated that the rice should be put on a plate after having been cooled, and garnished, instead of *serve in an appropriate dish or platter, garnish with a suitable item for example, a sprig of parsley, wedge of tomato or slices of sweet pepper. Serve hot or at once.*

Question 4

This question was the most popular of the optional questions, and very well answered. The question was designed to test:

- (a) (i) functions of water,
- (ii) vitamin A , and
- (iii) protein,

- (b) nutritional needs of
- (i) active teenage boys,
 - (ii) elderly women and
 - (iii) young children and
- (c) factors which could affect the nutritional value of food after harvesting and before reaching the consumer.

Part (a) was exceptionally well done. Candidates had a good understanding of the functions of the different nutrients and were able to obtain full marks.

In part (b) candidates were required to give two reasons why the following foods should be included in the diet of each named group.

- (i) Active teenage boys : Liver, dark green leafy vegetables, red meat, dried peas and beans. Popular correct responses given were: these foods are rich sources of iron needed to provide blood for the growth spurt, general wear and tear of the body and the prevention of anaemia.
- (ii) Elderly women : Milk, cheese, cereals, sardines and other fish with edible bones. Candidates were able to state that these foods are rich sources of calcium which is necessary. As women get older, calcium is not replaced therefore it is necessary to prevent bone degeneration (osteoporosis.)
- (iii) Young children: Fortified milk, oily fish, margarine, and red meat. Candidates were again able to note that these foods are rich sources of Vitamin D which promotes growth in young children as well as to provide minerals to bones and teeth and increase absorption of calcium.

The majority of candidates were able to identify the specific nutrient as it related to the list of foods for the named group. However, quite a number of candidates misread the word *elderly* and discussed *adult* women, mentioning incorrect responses which involved pregnancy, lactation and menstruation.

Part (c) was fairly well done. Many candidates discussed pre harvesting effects such as the use of fertilizers and preparation of the soil instead of post harvesting.

Correct responses were:

- Over-exposure to light
- Careless handling or breaking of leaves and stalks
- Delays in transportation
- Poor storage facilities for example heat, rodents, insects
- Delays in processing
- Poor packaging
- Use of additives in processing: if too much is used it can be detrimental to health.

Question 5

This question dealt with purchase, use and care of equipment, as well as precautions to prevent food contamination.

Candidates were required to

- (a) identify the features of a pot or saucepan and a free standing mixer;
- (b) suggest safety measures to be taken during filleting and frying fish;
- (c) suggest how fish could become contaminated at the place of sale; and,
- (d) develop guidelines for the proper use of blenders.

In Part (a) it was apparent that many candidates did not read the question carefully and gave points on choosing each piece of equipment, rather than stating its features. Incorrect responses such as *the price, size suitable for the family*, were very popular. Many candidates gave incomplete answers such as *handle, base and material*.

Examples of some features of a pot or saucepan were:

- The pot should be manufactured from durable material
- The base should be thick and flat
- The handle should be easy to grip
- The cover should be tightly fitted with a heat-resistant knob
- The handle should be constructed from heat-resistant material

Examples of some features of a free-standing mixer were:

- It should have the power and capacity to do a range of jobs.
- It should be easy to keep clean and maintain
- It should be made of a durable material
- The attachments should be easy to fit
- It should be easy to operate

Part (b) was also challenging for candidates. Instead of focusing on measures to be taken when filleting and frying the fish, they wrote about general accidents which could happen in the kitchen.

Part (c) was fairly well answered, although many candidates focused on contamination in the food preparation area rather than the place of sale.

Part (d) proved to be challenging to some candidates as well. They were requested to develop guidelines that a Food and Nutrition teacher could implement in the food laboratory to ensure proper use of the blenders. Many candidates gave administrative reasons for the teacher to use rather than how to use the blenders efficiently.

Examples of acceptable responses were:

- The machine should not run beyond the stipulated time as this would result in overheating
- Large pieces of food should not be placed in the goblet as this may dull the blade.
- The manufacturer's instructions must be followed.
- The base should not be immersed in water.
- Sharp objects such as knives should not be placed in the goblet when in use.
- The recommended capacity of the goblet should be adhered to.
- The lid must be placed on the blender when in use.

Question 6

This question was the least popular.

In part (a) candidates were required to state two advantages of the Universal Product Code (UPC); (b) state two characteristics of a fresh egg; (c) explain the principle by which heat is transferred through radiation; (d) describe three ways of introducing air as a raising agent into mixtures, other than by sieving, and give an example of an item or dish that can be prepared by the method; and, (e) briefly describe the physical changes that take place in oats when oatmeal porridge is prepared.

Part (a) of the question proved very challenging to the majority of candidates as they were unable to state the advantages of the UPC. Examples of acceptable responses were:

- It shows an itemized receipt so that the consumer can read the name and price of the item.
- Less time is spent at the check out counter.
- It is accurate as the cashier cannot punch incorrect prices.
- The consumer can get information on stock of the product available.

Part (b) was quite well answered, although some candidates gave characteristics of a stale egg. Part (c) was also very well answered. In part (d) candidates also did very well, although in some cases the incorrect example was given.

In part (e) many candidates described quite accurately the physical changes that would take place when oatmeal porridge was prepared, although many never mentioned that heat was required for gelatinization to take place.

Question 7

This question required candidates to (a) differentiate between a 'menu' and a 'main course'; (b) give one advantage of a u-shaped kitchen and one disadvantage of a one-wall kitchen, (c) (i) develop four guidelines that could be used in planning a three-course packed lunch and (ii) outline factors to be considered when packing the items; and, (c) suggest how eggs, flour, and root vegetables should be stored at home.

Part (a) proved to be somewhat challenging to the majority of candidates. They were able to define the term *menu* but did not fare so well with the term *main course*. Some candidates wrote that it was *the main meal of the day*, others *the main dish in a meal*. The correct definition was *a set of dishes or a dish (one - pot) which includes protein, carbohydrates, fat, vitamins and minerals*.

Part (b) was fairly well answered. However, many candidates incorrectly stated that the one-wall layout was smaller, therefore there was less room to move around. Candidates scarcely mentioned the work triangle.

In part (c) (i) many candidates gave general guidelines for meal planning instead of focusing on packed meals. Many candidates wrote menus even though they were directed not to do so. Part (c) (ii) was reasonably well answered. Examples of correct responses were:

- Plastic or styrofoam containers should be used for packing.
- Vacuum flasks or insulated bags should be used for hot or cold beverages, dishes or items.
- Aluminium foil and plastic cling wrap should be used for wrapping.
- Care should be demonstrated in packing.
- All items should be well sealed to prevent spills.

Part (d) was very well answered with the majority of candidates obtaining full marks.

SCHOOL-BASED ASSESSMENT

Performance on the School-Based Assessment was good. The assessment given by the External Examiners seemed to suggest that the integrity of the examination was not compromised. In the majority of cases, teachers' marks varied slightly from those of the External Examiners or both were identical.

Positive observations made by External Examiners were as follows:-

- Assignments administered by teachers were appropriate in terms of tasks selected.
- Sufficient attention was paid to skill level, and economy of time, fuel and energy.
- Candidates exhibited a wide range of culinary skills.
- Implementation of tasks was done methodically in an examination atmosphere.
- The level of creativity demonstrated by most of the candidates was commendable.
- The majority of candidates were adequately prepared.
- Candidates developed legible, well-structured time plans which bore the essential elements of the assignments.

The following areas need special attention:

- Where feasible, it is suggested that candidates do not all do the same assignment. It is envisaged that a spread will lessen the demands on limited resources such as cookers and sinks. Thus tasks will be performed with expediency.
- Prior to the activity, time should be spent ensuring that the Food Laboratories are scrupulously clean and equipment and appliances are in good working condition.
- Special equipment and materials should only include those specific to the tasks and not general equipment such as measuring spoons and mixing bowls.

- Large quantities or extra ingredients and extra equipment should be discouraged.
- Time allocations should not exceed 20 minutes and should be realistic, for dishes/items.
- Times given for completion of dishes should be adhered to.
- Dovetailing of tasks should be encouraged.
- All dishes/items should be followed through from preparation to service.
- Excessive handling of food should be discouraged.
- Greater emphasis should be placed on table setting and meal service.

RECOMMENDATIONS TO TEACHERS

Overall, the performance in most of the questions on the Food and Nutrition examination was fairly good. Teachers are advised to use the recommendations suggested below as a guide to improve candidates' performance.

1. Every effort should be made to cover the syllabus as thoroughly as possible.
2. Candidates should have access to a syllabus in order to assist them in their preparation.
3. Experiences should be provided for candidates to answer questions with a variety of key words such as define, discuss, list, suggest and state.
4. Encourage candidates to read questions carefully, paying attention to key words and phrases.
5. Provide numerous opportunities for candidates to work on the use of knowledge profile of questions so that they will be exposed to application, analysis, synthesis and evaluation.
6. Candidates should note the technical terms at the beginning of the Modules and learn to apply them to other aspects of the Module.
7. When asked for guidelines or rules for planning meals for specific groups, candidates should be encouraged to give the specific rules or guidelines instead of general rules or guidelines.
8. Candidates should be advised to develop responses fully, paying attention to the marks allocated for each question.
9. During demonstrations and at evaluation procedures in practical sessions, teachers should ensure that reasons are given for the different steps in the preparation of dishes or items, and the reasons for failure of various procedures in food preparation.
10. Teachers are encouraged to make use of past examination papers for homework, class discussions and class examinations.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2008

FOOD AND NUTRITION

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FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION

MAY/ JUNE 2008

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-seventh examination in Food and Nutrition in June 2008.

Paper 01 – Multiple Choice Questions

Paper I was a multiple-choice paper which consisted of 60 items and carried a maximum of 60 marks.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions divided into two parts, Part A and Part B.

Part A comprised three compulsory questions, Questions 1, 2 and 3 and these were taken from Module 3: Diet, Health and Nutritional Status, Module 6: Food Preservation and Module 11: Food Preparation Methods, respectively.

Part B comprised four questions, taken from the remaining Modules of the syllabus. Candidates were expected to answer any two of the four questions in this section. Candidates were therefore required to answer a total of five questions. Each question was worth 16 marks, for a total of 80 marks on the paper. Questions 4, 5 and 7 were extremely popular while Question 6 was the least popular.

Overall the performance of candidates on this paper was fairly good. However, candidates continue to give general responses to a specific scenario and as a result lose valuable marks. In addition they do not read questions carefully and miss key words and phrases. Generally, most responses were well set out, and posed no difficulty in marking.

PAPER 03 SCHOOL-BASED ASSESSMENT

The School-Based Assessment consisted of three practical assignments. The first and third assignments were set and marked by the teacher. The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question dealt with Diet, Health and Nutritional Status. Generally, the performance on this question was satisfactory. In Part (a), candidates were required to define the term ‘food fallacy’; (b) (i) name one nutritional disorder in young children caused by a deficiency of protein and energy in the diet and (b) (ii) list three symptoms or signs of a deficiency of protein and energy in the diet of young children. In Part (c), candidates were asked to suggest four guidelines that should be followed when preparing meals for elderly diabetics and in Part (d), they were required to name a disease or condition that might be affecting each member of the Smith family based on the symptom described. Candidates were also required to identify a nutrient that might be deficient in the diet in each case, according to the following issues highlighted in the family: (i) the father cannot sleep at nights (ii) the mother fell and broke her arm in several places (iii) the daughter has a swollen gland on her neck.

Part (a) of this question posed a challenge to many candidates. They gave answers such as, “a deficiency disease” and “lack of food in a country”. Still others stated that it was “something that may or may not be true”, while others stated that it was “a belief that was handed down from generation to generation”. The latter was not accepted as beliefs may be true or false. An acceptable definition reads, “Incorrect information on foods based on myths, superstitions, customs and religious beliefs handed down through generations or by pharmaceutical companies to sell their products”.

Part (b) (i) was very well answered, as the majority of candidates correctly named the diseases, kwashiorkor or marasmus. Part (b)(ii) was also very well known, as the majority of the candidates received fifty percent or more of the marks. For kwashiorkor, correct responses such as oedema, soft flabby muscles, cracked or pealed skin and thin reddish hair were given. In the case of marasmus correct responses such as old man’s face, very underweight, retarded growth, may suffer bouts of infection and diarrhea were often given.

Part (c): Although it is widely known, some candidates nevertheless wrote general rules for planning meals for the elderly. Guidelines such as, “prepare soft food due to absence of teeth” and “cut food into small pieces”, were often given. Others discussed, serving the meals. Responses such as, “serving meals on time”, “observing hygienic practices” and “preparing meals out of the sight and smell of the diabetic”, were given instead of the preparation of the food such as:

- Using starch carbohydrate foods, such as pulses, whole wheat bread, cassava, and brown rice.
- Using fresh fruits and vegetables
- Cooking foods by healthy methods which include boil, steam, grill/ broil, bake.
- Reduce fat, sugar, and salt in the diet.

In Parts (d) (i) and (ii) the majority of candidates responded favourably. However, in (d) (ii) many candidates attributed the mother’s condition to osteomalacia instead of osteoporosis.

Question 2

This question was a compulsory question and dealt with Food Preservation. Candidates were required to (a) define the term ‘dehydration’ and (b) name an additive that is used to (i) increase the nutritive value of margarine (ii) preserve fish, (iii) stabilize the oil in the preparation of mayonnaise and (iv) tenderize meat prior to cooking.

In Part (c), candidates had to explain what causes the bananas and apples to become discoloured when making of a fruit salad and discuss how the discolouration could have been avoided. In part (d), candidates had to state two possible causes of each of the following faults in jam making, (i) the jam was not set (ii) sugar crystals were formed and (iii) there were signs of fermentation.

Part (a) was widely known. However, many candidates stated that it was the removal of water, but omitted to state that heat was needed or osmosis was required. As a result they did not receive full marks.

In Part (b) (i), many candidates gave reasons for using additives in the manufacture of margarine, instead of identifying Vitamins A and D. Part (b) (ii) was reasonably well answered by the majority of candidates. However, many of the other candidates stated that egg was the stabilizer in the production of mayonnaise (implying that the whole egg was used,) instead of stating that the lecithin in the egg yolk was necessary. Part (b) (iv) was also very well answered as the majority of the candidates were able to name correctly tenderizers such as papain, lime and lemon juice, and vinegar, and also commercial tenderizers.

Part (c) (i): Many candidates attributed the discolouration in bananas and apples to enzymatic browning, oxidation, and were able to explain the process which is the reaction of the enzyme (oxydase) with the oxygen in the air. Part (c) (ii) posed some problems to the candidates as they were unable to state that the acid in lime and vinegar, would prevent discolouration.

Part (d) was very well answered. Candidates were able to state quite clearly the possible causes of the given faults in jam making.

Question 3

Food Preparation Methods was the focus of this question. In Part (a) (i), candidates were required to define the terms 'poach and steep/infuse' and in (a) (ii), they were required to state two disadvantages of grilling. Part (b) required candidates to suggest two precautions that should have been taken to prevent fruit from sinking during the baking of a cake. In Part (c) (i), candidates were requested to identify the most appropriate batter to use when preparing fritters; (c) (ii), to name two suitable garnishes that can be used to enhance the appearance of fish fritters and in (c) (iii) to suggest two ways in which white rice can be prepared to make it more attractive. In Part (d), candidates were asked to suggest three different ways in which milk can be used in sweet and savoury items or dishes, in order to make milk more appealing to someone who does not like it.

In Parts (a) (i) and (ii), the general performance of the candidates seemed to suggest that much emphasis was not placed on this section of the syllabus as these sections presented the most difficulty to candidates. The responses given suggested that they were unfamiliar with the terms. Some candidates gave examples of foods/items that were poached or steeped/infused but were unable to write the definition. In poaching the food is cooked in water below simmering point and in steeping or infusing, boiling water is poured over food to extract flavour.

In Part (a) (ii), some candidates gave the advantages of grilling while others gave explanations such as "the food burns" instead of stating that the 'food requires constant attention' or 'careful timing is needed to prevent over cooking' or 'expensive cuts of meat have to be used'. Part (b) was very well answered. The majority of the candidates gave correct responses for the prevention of fruit sinking in a cake. Correct responses included "dry fruit before using", "use small fruit or cut fruit into small pieces", "lightly flour fruit before using", "use the correct oven temperature", "do not move the cake in the oven before it sets".

In Part (c) (i), the majority of candidates responded correctly, however, many candidates mentioned the consistency of the batter such as, "dropping consistency" instead of stating 'fritter batter'. Part (c) (ii) was satisfactorily answered by the majority of candidates who gave some interesting garnishes. Responses to Part (c) (iii) however, suggests that many candidates did not fully understand what was required of them and resorted to naming garnishes again, instead of suggesting how the boiled white rice could be prepared to make it more attractive. In addition, many candidates mentioned 'moulding' the rice to make it look more attractive. Responses such as the addition of finely chopped vegetables, or the addition of curry or saffron, or use as a base for fried rice would have been correct.

In Part (d) many of the dishes/items mentioned were appropriate; however, some candidates did not take into consideration that the greater part of the dish/item should constitute milk. Popular correct responses were "chocolate/strawberry flavoured milk drinks", "ice cream", "custards", "milk puddings", "pies".

Question 4

This was a very popular question, and was very well answered. Candidates were required to (a) define the term 'invisible fat' and give an example, (b) list four advantages of breast feeding, (c) outline four food preparation practices that can be used to conserve the nutritive value of vegetables and (d) state two reasons for the dietary requirements of (i) lactating mothers needing extra protein (ii) teenage girls needing extra iron, and (iii) convalescents needing extra Vitamin C.

Part (a) was widely known as a large percentage of candidates gave a precise response. In Part (c) however, some candidates disregarded the context of the question and wrote on general rules for cooking and storing vegetables to preserve nutrients. Examples of some practices are:

- Prepare foods raw if possible.
- Prepare just before cooking.
- Use a sharp knife as a dull knife damages the cells.
- Cook with skins on if possible, otherwise, peel thinly.
- Use the minimum amount of water and cook with the lid on the pan.
- Never use bicarbonate of soda as this destroys the vitamin C.

Part (d) appeared to be quite challenging for the candidates. Many candidates confused 'pregnant woman' with 'lactating mother' and focused on the needs of the baby and pregnant woman. Extra protein is needed for growth of cells, renewal of cell protein, secretion of enzymes and hormones and repair of worn out tissues.

In Part (d) (ii), most candidates knew that extra iron was needed to replace iron in the blood during menstruation, however, responses such as extra iron was needed for growth spurt and for repair and general wear and tear of the body would also have been correct. In part (c) responses such as fighting off infection, helping to heal wounds and working with iron to replace any blood loss and preventing anaemia were correct.

Question 5

This was a very popular question and reasonably well answered. Part (a) focused on food safety and personal safety in the preparation of food. In Part (b), candidates were asked to state two precautions that could prevent a clogged sink, while (c) (i) required the candidates to outline four features of a free standing food-mixer, and (c) (ii), required them to explain four benefits of owning a freezer.

In Part (a)(i), there was evidence that many candidates did not read the question carefully and as a consequence listed factors of personal hygiene and contamination of food due to micro-organisms such as yeast and moulds. Many candidates however, responded favourably by giving correct responses such as:

- Dirty counters or work stations
- Unclean storage facilities
- Poor ventilation
- Dirty cutlery, dish cloths, utensils/equipment
- Cross contamination
- Presence of pets, pests, vermin
- Contaminated water

Part (ii) was relatively well answered by the majority of candidates, however, some candidates interpreted the word 'falls' to mean equipment falling on the floor due to careless storage. The candidates who understood what was required of them provided correct responses such as:

- Mop up any spills immediately.
- Keep floor clear of any obstructions such as small children, pets, toys and such .
- Avoid over-polishing floor.
- There should be no loose tiles.
- Flooring should be even.
- Do not put loose mats on a highly polished surface.

Part (b) was also well answered. The majority of candidates knew what precautions should be taken to prevent a sink from clogging.

It was apparent that in Part (c) the word 'feature' created some confusion in the minds of many candidates. Some of the candidates listed the advantages of using the mixer. The candidates who understood what was required of them, gave responses such as:

- Has the capacity and power to do multiple tasks.
- Easy to clean and maintain.
- Made of suitable and durable material.
- Deep bowl to contain the mixture during mixing
- Attachments can easily fit into it or be removed

Part (c) was correctly done by a significant number of candidates and resulted in them earning more than half of the allocated marks. It was interesting to note that one of the benefits was based on their own experience, that is, using the freezer as an income generator.

Question 6

This question was the least popular and proved to be a challenge to the majority of candidates who attempted it. In Part (a), candidates were requested to give the definition of the term 'unit price' and give an example. In Part (b), candidates were asked to state two qualities to look for when purchasing fresh fish, while in Part (c), they were asked to outline the difference between the processing of white flour and whole-wheat flour and in Part (d), candidates were given an illustration of a box of flour mix which could be used to make fried bakes, dumplings or johnny cakes and were required to: (i) name one important item of information missing from the front label, and (ii) provide directions for making one of the products listed on the label. In Part (iii) the candidates were asked to describe the changes that occur when the starch in the product mentioned in (ii) was cooked.

Part (a) proved to be quite challenging to the majority of candidates. The unit price is the price or amount to be paid per unit or part of the product, for example per pound per kilogram, per single item.

Part (b) was very well done. The majority of the candidates were able to state the qualities of fresh fish.

In Part (c), the majority of candidates were greatly challenged. Many referred to the obvious, one being white and the other brown, rather than describing how the processes differed, that is, white flour is heavily milled and sieved to remove the bran and the germ, while with whole-wheat flour, the whole grain is crushed into flour.

Candidates' performance in Part (d)(i) indicated that it was very well known. The candidates were able to state that the 'net weight', 'date by which product should be used/expiry date' and optimal storage conditions were missing from the front label. In Part (d) (ii), most candidates were unable to write the directions in a logical sequence. Candidates were expected to give the following directions:

- Pour contents into a bowl and gradually add liquid, mixing after each addition, until a soft dough is formed.
- Cut off pieces and either roll into balls or shape as desired.
- Fry in hot fat until golden brown.
- Bake in a hot oven until golden brown.

In Part (d) (iii), most of the candidates were unable to give complete responses. Candidates should have described the change as the starch will change colour from pale cream to shades of brown and the starch on the surface is reduced to dextrin. While the product is cooking, the starch grains absorb the liquid, swell and gelatinize.

Question 7

This question was fairly popular and reasonably well answered. In Part (a)(i) candidates were requested to give the definition of either the term 'plate service', or 'hors d'oeuvres' and in part (b) to state four advantages of using a microwave oven.

Part (c) focused on saving fuel when preparing meals. Candidates were asked how fuel can be saved when using (i) the stove and (ii) the oven in preparing a meal of baked chicken, macaroni pie, and coconut buns. In Part (d) candidates were asked to plan a nutritionally balanced breakfast for a construction worker.

Responses to Part (a) (i) were fair, but it was obvious that the majority of candidates were not familiar with the term 'plate service'. In this type of meal service the food is portioned on individual plates in the kitchen/food preparation area and brought to the table. The term 'hors d'oeuvres' was well known. In Part (b) candidates were able to give correct advantages of using a microwave oven.

Part (c) (i) guidelines for saving fuel when cooking on top of the stove was also quite well answered. Candidates were able to give correct responses such as, for the macaroni:

- Use correct flame or burner size.
- Use pots with flat bottom.
- Pot should fit the size of the burner.
- Volume of water should be no more than three times the volume of the macaroni.
- Add macaroni as soon as water starts to boil.
- Do not cook for longer than stipulated cooking time.
- Cover food so that it can cook faster.

Part (c) (ii) focused on baking the chicken, macaroni pie and buns.

- Pre-heat the oven for no more than 10 to 15 minutes.
- Bake macaroni pie, chicken and buns at the same time.
- Use thermometer to check to see if the chicken is done.
- Use residual heat for the chicken.
- Do not overcook chicken or macaroni pie. Use a timer and note time the food was put in.
- Cover chicken and macaroni pie to cook faster and brown near the end of cooking time.
- Do not open the oven door unnecessarily while items are baking.

In Part (d), many candidates experienced some difficulty with the menu. Many of them ignored the fact that the items on the menu were to be suitable for a construction worker. Quite often the menus presented did not provide adequate calories. Also, in some instances, candidates knew what the menu should entail, but did not follow the requisite format. The format required: Fruit or fruit juice, Cereal, Protein, Breadstuff, Beverage – tea or coffee.

SCHOOL – BASED ASSESSMENT

Performance on the School Based Assessment was good, and seems to be consistent with previous years' results. Marks of the moderator and the subject teacher were the same in most cases. The maximum mark was twenty and a large number of candidates received that score. Candidates should be thoroughly prepared for this component to give them a fair opportunity. This will not only enhance their performance, but will also develop their confidence.

Positive observations made by external examiners were as follows:

Assignments administered by teachers were appropriate in terms of tasks selected, with sufficient attention to skill level and economy of time and energy. Candidates exhibited a wide range of culinary skills. Implementation of tasks was done methodically in an examination atmosphere. The level of creativity demonstrated by most of the candidates was commendable. The majority of candidates was adequately prepared. Candidates developed legible well-structured time plans which bore the essential elements of the assignments. Managerial skills such as sequencing and dovetailing in the plans were evident.

The following areas need special attention:

- Assignments should be allocated in alphabetical order. It is envisaged that a spread will lessen the demands on limited resources such as cookers and sinks and as such tasks will be performed with expediency.
- Prior to the activity, time should be spent ensuring that the Food Labs are scrupulously clean and equipment and appliances are in good working condition.
- Special equipment and materials should only include those specific to the tasks and not general equipment such as measuring spoons and mixing bowls.
- Weighing and measuring are part of the examination.
- Large quantities or extra ingredients and extra equipment should be discouraged.

- Time allocations should not exceed 20 minutes and should be realistic, for dishes/items.
- Times given for completion of dishes should be adhered to.
- Dovetailing of tasks should be encouraged.
- All dishes/items should follow through from preparation to service.
- Excessive handling of food should be discouraged.
- Greater emphasis should be placed on table setting and meal service.

RECOMMENDATIONS TO TEACHERS

Overall, the performance in most of the questions on the Food and Nutrition examination was fairly good. Teachers are advised to use the recommendations suggested as a guide to improve candidates' performance.

The following suggestions are made to teachers.

1. Every effort should be made to cover the syllabus as thoroughly as possible.
2. Candidates should be given a copy of the syllabus in order to assist them when studying on their own.
3. Experiences should be provided for candidates to answer questions with a variety of key words such as define, discuss, list, suggest, explain and state.
4. Encourage candidates to read questions carefully, paying attention to key word and phrases.
5. Provide numerous opportunities for candidates to work on the use of knowledge profile of questions so that they will be exposed to analysis, synthesis and evaluation.
6. Candidates should note the technical terms at the beginning of the Modules and learn to apply them to other aspects of the Module.
7. When asked for guidelines / rules for planning meals for specific groups, candidates should be encouraged to give the specific rules / guidelines instead of general rules / guidelines.
8. Candidates should be advised to develop responses fully, paying attention to the marks allocated for each question.
9. During demonstrations and at evaluation procedures in practical sessions, teachers should ensure that reasons are given for the different steps in the preparation of dishes or items, and the reasons for failure of various procedures in food preparation.
10. Teachers are encouraged to make use of past examination papers for homework, class discussions and class examinations.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION
MAY/JUNE 2009**

FOOD AND NUTRITION

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FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION
MAY/JUNE 2009
GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-eighth examination in Food and Nutrition in May/ June 2009.

Paper 01 – Multiple-Choice Questions

Paper 01 was a multiple-choice paper which consisted of 60 items for a maximum of 60 marks.

Paper 02 – Structured Essay Questions

This paper consisted of seven questions presented in two parts. Part A comprised three compulsory questions based on Module 3: Diet, Health and Nutritional Status, Module 6: Food Preservation and Module 11: Food Preparation Methods, respectively.

Part B comprised four optional questions, drawn from the remaining Modules of the syllabus. In addition to the compulsory questions, candidates were expected to answer two questions from the optional section. Candidates were therefore required to answer a total of five questions. Each question was worth 16 marks, for a total of 80 marks on the paper. Questions 4 and 6 were extremely popular while Questions 5 and 7 were less popular.

Overall the performance of candidates was good.

Paper 03 – School-Based Assessment

The School-Based Assessment consisted of three practical assignments. The first and third assignments were constructed and marked by the teacher. The second practical assignment was constructed by the teacher and assessed jointly by the teacher and an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question dealt with diet, health and nutritional status. Generally, the performance was satisfactory. Candidates were required to identify three factors, other than a knowledge of nutrition, that influence people's food choices; list three signs or symptoms of diabetes; outline three nutritional guidelines to be followed when planning meals for patients convalescing from major surgery; suggest three nutritional guidelines to be followed in specific cases; and explain why two statements concerning anemia and diabetes were incorrect.

In part (a) the majority of candidates were able to identify at least two factors that inform food choices. Popular responses were

- income
- availability of food
- peer pressure
- advertisement
- religious beliefs
- taste preferences

However, a few responses that included knowledge of nutrition were not considered because the question particularly stated **other than knowledge of nutrition**.

In part (b) many candidates stated correct signs and symptoms of diabetes, for example,

- frequent urination
- increased thirst
- always hungry
- frequent itching
- numbness of the feet
- blurred vision

In a few instances symptoms given were related to conditions such as hypertension and food poisoning rather than diabetes.

Part (c) was generally well done by a significant number of candidates. Many accurately specified guidelines such as

- obey doctor's instructions
- increase the amount of protein in the diet to repair worn out tissues
- avoid the use of leftover food
- consider likes and dislikes of the daughter
- food should be fresh and of the best quality
- reduce energy-giving foods.

A few gave points on preparing and serving meals instead.

In part (d) many candidates gave nutritional guidelines consistent with the problem Merle was experiencing with her teeth and blood respectively, such as the need to consume calcium-rich foods and foods rich in vitamin K for blood clotting. A few candidates did not fully comprehend the question and therefore identified iron for blood clotting and suggested proper hygiene for the teeth.

Parts (e) (i) and (e) (ii) were relatively well answered. A large percentage of candidates explained that a shortage of iron in the blood causes anemia and diabetes is caused by the inability of the pancreas to produce insulin for glucose metabolism and not an excessive intake of sugar.

Question 2

This question, dealt with food preservation. Candidates were required to define the terms 'bottling' and 'blanching'; state two qualities that must be considered when selecting fruits for making jam; identify features of utensils used for making jams and explain the importance of each feature identified; explain why pigeon (gungo) peas became soft after thawing; name one additive used by

In part (a) (i) a large percentage of candidates failed to give a precise definition of bottling, such as a process which involves the packing of fruit in clean bottles that are covered with water or syrup and sterilized. However, in many of the definitions given the word 'sterilize' featured prominently, for which candidates scored a point.

In part (a) (ii) a large number of candidates accurately defined blanching as a process in which food is brought to the boil or treated with boiling water and transferred to cold water. However, some candidates referred to the consequences of 'blanching', for example, the destruction of enzymes for which they earned a mark.

Part (b) was widely known. Most candidates were able to state two qualities that govern the selection of fruits for jam making and were therefore able to obtain full marks. Some responses were fruit should be

- firm
- rich in pectin
- free from blemishes
- have a low pH

In part (c) most candidates identified a feature of a pot as having one of these characteristics

- thick or sturdy base
- flat bottom and
- insulated handle

and the spoon as having a long handle made of wood or thermoplastic.

In most cases the reason corresponded with the feature given.

Part (d) was extremely challenging for most candidates. Few obtained full marks, and the majority failed to give the correct scientific explanation required: 'beans were frozen too slowly for a long period hence cells expanded to capacity and as a consequence collapsed on thawing'.

Many candidates responded well to parts (e) (i) and (e) (ii) respectively, earning at least 50 per cent of the marks. Examples of some additives in margarine are:

- vitamins A, D, E
- colouring agent
- salt
- BHA, BHT

and in mayonnaise

- oil
- vinegar
- lecithin/ egg yolk
- mustard

and almost all were able to state the function of the additive they identified.

Question 3

This question, designed to test food preparation methods, required candidates to define the term 'bake blind'; outline two advantages of boiling and grilling; state two ways in which eggs can be used in food preparation giving a relevant example; identify an appropriate method of cake making based on a quantity of ingredients given, describing three steps in the method selected and suggest one factor that may have contributed to (i) large tunnels, and (ii) poor flavour in muffins.

Although few candidates did not give a concise definition of 'bake blind' in part (a) they had a fair understanding of the information required. Some candidates were unfamiliar with the term, an acceptable definition of which is 'baking of pastry shell or single crust without a filling'.

Most candidates were able to state acceptable advantages of boiling as required in (b) (i); examples of answers were

- heat fairly rapidly and efficiently
- food is unlikely to burn
- healthy method
- requires little attention

Most candidates were able to state acceptable advantages of grilling as required in (b) (ii); examples of answers were

- quick method
- various foods can be cooked at the same time
- an attractive way of cooking
- healthy method, as fat is drained from meat

Part (c) was widely known. The majority of candidates indicated ways of using eggs and specified an item to correspond with each use such as:

- coating – rissoles
- glazing - pastries
- binding - croquettes
- as a main dish – egg mornay

However, some candidates stated methods of cooking eggs such as ‘boiling’ and ‘frying’

In part (d) many candidates were able to correctly identify the creaming method and listed the following steps.

- Cream sugar and margarine until light and fluffy.
- Beat eggs into the mixture.
- Stir or fold in flour preferably with a metal spoon.

However, a few candidates incorrectly named the ‘all in one method’.

Part (e) was reasonably well answered as many candidates were able to obtain full marks for both (e) (i) and (e) (ii). They attributed the large tunnels in (e) (i) to

- over- stirring
- over- mixing
- excess baking powder

and the poor flavor in (e) (ii) to insufficient or rancid cheese.

Question 4

This was a very popular question. Candidates were required to define the term ‘complementary feeding’; state three advantages to the infant of continuing breastfeeding during complementary feeding; state the main function of protein in an infant’s diet; suggest two foods that can be combined with potatoes to ensure a nutritionally adequate meal for a five-month-old baby; describe the method of preparation and cooking of the meal suggested; identify one vitamin that may be present in the meal suggested; state one function of this vitamin and suggest two nutritional guidelines that breastfeeding mothers should follow.

Generally the question was well answered. Part (a) was clearly and adequately answered by many of the candidates. A few of the candidates mentioned the introduction of foods without taking into account that breast feeding had to be continued.

Parts (b) and (c) were well done. Some advantages given by candidates included

- correct composition and proportion of nutrients are provided
- easily available and convenient
- virtually all the milk is digested by the baby
- immunity from certain diseases is passed on to the baby from the mother to help build the body's resistance.

In parts (d) (i) and (d) (ii) candidates correctly identified the foods and gave the requisite steps to be followed in the preparation of the meal. Consequently a large number of candidates earned 75 per cent of the marks.

Part (d) (iii) was well done. Most of the candidates were able to identify a vitamin in the meal for the baby and state its requisite function.

In Part (d) (iv) most candidates performed satisfactorily. However, some candidates gave guidelines for the baby instead of guidelines that would be beneficial to the lactating mother, such as

- increase protein for milk production
- provide an extra 500 kcal /day
- increase liquid consumption
- increase minerals such as iron and calcium.

Question 5

This question was not very popular. Candidates were required to define the term 'star rating' (star marking) as it related to the use of the refrigerator; state one purpose of the oven fan and the thermostat of a cooker or stove; list two factors other than an oven fan and a thermostat which customers should consider when selecting a cooker or stove; suggest two dishes or items that can be prepared using rice and carrots, identify a suitable small electrical appliance that can be used in preparing each dish or item; suggest two first aid measures used to treat burns and suggest four kitchen hygiene practices that must be followed when preparing foods.

Part (a) proved quite a challenge to most of the candidates. The definition given lacked the requisite information. An adequate definition is as follows:

'Stat-rating' indicates the recommended storage time and temperature for frozen food.

In parts (b) (i) and (ii), most candidates were able to explain that the thermostat controls oven temperature while a few perceived the oven fan as a feature which provides even cooking on all shelves.

Some candidates incorrectly indicated that the purpose of the oven fan is to cool the oven.

Part (c) was well done by candidates, as most were able to list valid factors such as:

- size in relation to family's needs
- colour to complement decor
- brand name
- easy to clean and operate.

In (d) (i), most candidates were able to suggest two dishes /items that could be prepared from rice and carrots and correctly identified a small electrical appliance that could be used in preparing each dish or item as required in (d) (ii).

Part (d) (iii) was also well done, as most candidates were able to outline the correct measures for treating burns. These are:

- immerse in cold water for several minutes to ease the pain
- protect area with sterile cloth to reduce risk of infection.

Part (d) (iv) was well done and most candidates were able to score full marks. However, some candidates stated personal hygiene rules instead of kitchen hygiene practices such as cover bins tightly and do not use dish cloths to wipe the floor.

Question 6

This question was very popular and manageable. Candidates were required to state two advantages of purchasing foods in large supermarkets; identify two 'convenience foods'; and to state one advantage and one disadvantage of using convenience foods in meal preparation; suggest four guidelines that should be followed when shopping for food to ensure nourishing meals are prepared; state one reason why bread flour should be used instead of cake flour for making bread and describe four effects of heat on beef after it has been stewed.

Part (a) was very well done, as candidates were able to respond adequately by listing guidelines such as:

- A wide range of goods available
- Prices are generally cheaper for many items
- Food is usually of good quality and fresh
- The standard of hygiene is usually high.

In part (b) (i) most of the candidates were able to correctly identify convenience foods and state one advantage and one disadvantage of using such foods in meal preparation as required of (b) (ii) and (b) (iii) respectively.

Many candidates were able to suggest acceptable guidelines that should be followed when shopping for food as required in part (c) (i). Some popular responses included:

- Make a shopping list
- Compare prices, stores and brands
- Purchase meat extenders.

Part (c) (ii) presented some difficulty to many candidates. Few were unable to explain that cake flour is unsuitable for making bread because it is weak or low in

Most candidates were able to give a partial definition of 'brunch', 'cocktails', and 'table d'hôte' in (a) (i), (ii) and (iii) respectively, and thus were able to obtain at least 50 per cent of the marks.

Complete definitions for each term are as follows:

- (a) (i) 'Brunch' a go – between breakfast and lunch. Food items or dishes are usually heavier than normal breakfast foods and lighter than lunch dishes.
- (ii) 'Cocktails' – usually refer to hors-d'oeuvres, finger and bite-size foods, also a mixture of juices – fruit and vegetables, with or without alcohol, served at a social gathering.
- (iii) 'Table d'hôte' – a menu offering a complete meal for a set price.

Candidates were able to obtain at least 50 per cent of the marks for part (b) (i). Some of the acceptable factors given were:

- Food should be easy to digest.
- Increased requirement for vitamin D to prevent decalcification of the bones and teeth.
- Increased fibre intake.
- Increased requirement for iron to prevent anaemia.

Part (b) (ii) was well answered by most candidates, as many of them planned menus in accordance with the instructions given in the stem of the question. However, some candidates failed to state ways of conserving fuel **in relation to the meal selected** in part (iii), and gave general points for saving fuel. Most candidates scored well on this question.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 29th Food and Nutrition Examination was administered by the Caribbean Examinations Council in May/June 2010.

Paper 01 – Multiple-Choice Questions and Paper 02 – Structured Essay Questions

This examination took the form of two papers: (i) a multiple choice paper of 60 items worth 60 marks and (ii) a structured essay paper of seven questions worth 16 marks each. The structured essay paper was divided into Parts A and B respectively and reflected two profiles: candidates' ability to recall information, represented by the symbol K, and to use such information to give context, represented by the symbol UK.

Part A comprised three compulsory questions which were taken from the following modules: Module 3 – Diet Health and Nutrition; Module 6 – Food Preservation and Module 11 – Food Preparation Methods.

Part B comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two optional questions in addition to the compulsory questions. Eighty marks were available for this paper. In terms of popularity rankings, Question 5 was extremely popular; Questions 4 and 7 were of medium popularity while Question 6 was the least popular.

Overall candidates' performance was satisfactory.

Paper 03 – School Based Assessment

This paper consisted of three practical assignments; each valued 20 marks with a maximum total of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments one and three were assessed by the class teacher, while assignment two was jointly assessed by the class teacher and an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

This question focused on Diet, Health and Nutritional Status. Generally the performance was satisfactory.

Candidates were required to explain the term 'vegan'; name one organization within the region that provides information on the benefits of becoming a vegan; state three effects other than obesity of a high-fat diet and explain two benefits of having adequate fibre in the diet. In addition, candidates were asked to plan an appropriate two-course lunch menu for a vegan and to suggest two lifestyle practices, other than diet, that one can follow to reduce body weight.

Part (a) was widely known. Most candidates were able to give a suitable definition for the term 'vegan' such as '*a strict vegetarian is someone who eats only plant food*'. Some candidates who may not have been familiar with the term 'vegan' indicated that a vegan is someone who wants to lose weight.

In Part (b), many candidates named known organizations such as CFNI, PAHO and local Home Economics associations that were involved in providing information on the benefits of becoming a vegan. A large number of candidates named local organizations for which they were awarded the mark.

Part (c) was generally well known by candidates. Popular answers were

- heart disease
- hypertension
- cancer
- stroke
- diabetes

Although the question specifically requested that candidates state three effects, **other than obesity**, of a high-fat diet on the body, a few candidates disregarded this and gave obesity as a response.

Part (d) (i) posed some difficulty to many candidates. They were able to state the benefits of having adequate fibre in the diet but struggled to provide an explanation.

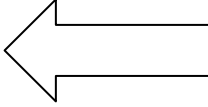
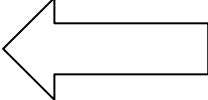
Some complete responses were as follows:

- Prevents varicose veins and hernias due to faeces being soft and bulky
- Fills the stomach and thus provides a feeling of fullness or satiety
- Soluble fibre lowers serum cholesterol by binding bile or fatty compounds
- Fibre absorbs water and binds other food residues to itself, thus ensuring that the faeces are soft and bulky and pass easily out of the body in minimum time
- Makes faeces soft and bulky thus prevents constipation

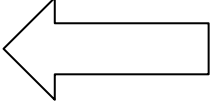
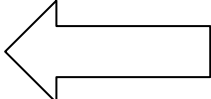
Many candidates were able to score at least 50 per cent of the marks available for Part (d) (ii). The unsuitability of the menu based on the fact that they listed meat and fish dishes coupled with an incorrect format made candidates lose marks. The format of a two-course menu comprises either **a main course and a dessert or an appetizer and a main course**. The menu should reflect dishes rather than ingredients or food as was seen in many of the menus produced by the candidates.

A sample of both menu types is as follows

A

Stewed Chunks and Beans Boiled Rice Red Cross Salad	Main Course 
Patriotic Pudding	Dessert 

B

Cream of Pumpkin Soup	Appetiser 
Casserole Chunks Seasoned Pasta Tossed Garden Salad	Main Course 

Please note carefully the basic features of the menus

- Correctness of format
- Suitability of dishes for a vegan
- Nutritionally balanced
- Variety in colour, texture and flavour

The majority of candidates suggested **exercise** as the lifestyle practice that one can follow in order to reduce body weight in Part (d) (iii). Very few candidates gave responses such as

- reduce stress
- obtain sufficient sleep
- limit alcohol intake
- eat meals on time
- avoid shopping when hungry
- do not watch television or read while eating
- seek counselling if you are emotionally disturbed

Although the question asked specifically to suggest two lifestyle practices, **other than diet**, few candidates gave diet-related practices.

Question 2

This question focused on Food Preservation. Candidates were required to state two benefits of preserving food, explain the term 'pickling' as used in food preservation, name two food preservation methods other than pickling and explain why pickled cucumber developed mould and string beans became discoloured and soft after removal from the freezer.

Additionally, candidates were required to explain how the removal of water and the use of chemicals could be applied in preserving fish that is scaled, washed and towel dried.

Part (a) (i) of this question was widely known as most candidates stated correctly two benefits of preserving food and therefore obtained full marks. Some suggested responses were as follows:

- To add variety and flavour to the menu by making foods available out of season
- To make use of food when it is cheap and plentiful and to store it for use
- Preserved foods are easier to handle, distribute and transport on a large scale than are fresh foods
- Prevent or retard natural and microbiological decay
- For convenience as frozen and canned foods are quick to prepare

In Part (a) (ii), many candidates explained with precision the term pickling which is the '**immersion of vegetables in vinegar to prolong shelf life or destroy microorganisms and enzymes**'.

Part (a) (iii) was well done as many candidates correctly identified two preservation methods **other than pickling**. The responses included

- dehydration
- bottling
- canning
- freezing
- sterilization

However, a significant number of candidates erroneously listed blanching as a method of food preservation. This misconception may be obvious since 'blanching' is aligned to the preservation of food particularly vegetables.

Part (a) (iv) (a) was challenging, although many candidates were able to give a correct response in favour of the development of mould in pickled cucumber, they found it difficult to give a plausible reason for its occurrence. Some popular responses were

- pickled cucumber was stored in a warm place which fostered the growth of mould
- bottles were not properly sealed hence air entered which facilitated mould growth
- the cucumber initially was spoilt therefore it became more susceptible to mould growth
- the contents of the bottle were submerged in the vinegar making room for mould to develop

In Part (a) (iv) (b), many candidates obtained at least two marks for explaining that discoloration and softening of the string beans, on its removal from the freezer was due to failure to blanch and as a consequence oxidation caused spoilage or discoloration. However, a large number of candidates attributed the softness of the beans to the formation of large ice crystals, but, were unable to explain in a scientific manner that the beans were frozen slowly, therefore the cell walls became swollen to capacity, ruptured and collapsed.

In Part (b), many candidates were unable to explain in a scientific manner how the **removal of water and use of chemicals** could be applied to preserving fish that is scaled, washed and towel dried. It was observed that some candidates misused the terms 'enzymes', 'bacteria' and 'micro-organisms' and invariably interchanged them.

A model answer to show the use of the scientific principles reads as follows:

*Add salt to fish to remove water by osmosis which leads to the destruction of micro-organisms.
Provide heat treatment to fish by solar drying or any other form to remove additional moisture
by evaporation which leads to the destruction of micro-organisms.*

Question 3

Food Preparation Methods was tested in this question and the performance was satisfactory. Candidates were asked to state two dry methods of cooking and two methods of steaming. They were also required to state two advantages of steaming, suggest an item that can be prepared from yeast dough and explain one effect excess sugar would have on a yeast dough product other than being too sweet. Candidates were asked to suggest one step that caused the crust of a mango pie made from short crust pastry to become hard and tough during the preparation of the pie and explain the steps taken to ensure a perfectly smooth, lump free roux-based cream of pumpkin soup.

Part (a) (i) of this question was well known. Many candidates obtained full marks. For Part (a) (ii), a large percentage of candidates were unable to state correctly two methods of steaming, however, they were able to describe the process accurately and therefore gained marks. There was also the element of guessing as methods of cooking were randomly named.

Examples of appropriate methods are

- plate method
- saucepan method
- tiered steamer
- stepped steamer
- perforated steamer

Many candidates were able to obtain full marks for correctly stating two advantages of steaming in Part (a) (iii).

Examples of popular responses were:

- Loss of nutrients by leaching is reduced as the food does not come in direct contact with water
- Food is easy to digest and has a light texture
- Healthy method of cooking hence suitable for convalescent cookery

- More than one food can be steamed at the same time
- Food maybe cooked quickly
- Little attention is required while the food is cooking except to replenish the water supply

The majority of candidates earned the mark that was awarded for Part (b) (i) by suggesting an item that can be prepared from yeast dough. Part (b) (ii) presented difficulty to some candidates as they were unable to explain the effect of excess sugar on the yeast dough other than being too sweet. An acceptable response for this section was *'too much sugar could retard the action of the yeast and weaken the gluten resulting in a product with a close texture'*.

In Part (b) (iii), many candidates explained with clarity why the crust of a mango pie was hard and tough and therefore earned full marks. Examples of responses were:

- The ingredients were too warm
- Over-kneading and heavy handling of pastry
- Incorrect proportion of ingredients, that is, too much water, too much flour, insufficient margarine
- Oven temperature too cool

A few candidates misinterpreted the question in Part (c). Rather than outlining the steps that contributed to a smooth lump free soup they wrote on the qualities of a good soup.

Suggested steps to follow to make the soup are dependent on one of two methods — the One Stage or the Roux method.

One Stage Method

- 1) Cook pumpkin until soft
- 2) Pass through a sieve or blend until smooth
- 3) Place fat, flour and liquid in a saucepan
- 4) Heat gently, stirring all the time until the mixture boils
- 5) Continue cooking for three minutes, stirring all the while until of a pouring consistency
- 6) Add pumpkin puree to roux stirring all the time
- 7) Bring to the boil and cook over moderate heat for 2 minutes, stirring all the time

Roux Method

- 1) Cook pumpkin until soft
- 2) Pass through a sieve or blend until smooth
- 3) Melt fat and flour, heat gently and stir for 1– 3 minutes
- 4) Remove from heat, gradually add the liquid stirring well at each addition
- 5) Return to the heat and bring to the boil, stirring all the time
- 6) Add vegetable to roux, stirring all the time
- 7) Bring to the boil and cook over moderate heat for 2 minutes, stirring all the time

Question 4

This question was of moderate popularity and generally candidates performed satisfactorily. Candidates were required to name two nutrients that can be obtained from the bran of the wheat grain, state two food preparation practices used prior to cooking that could affect the nutritive value of coloured vegetables, and to state two functions of protein in the diet of pre-schoolers. Candidates were also required to explain how the multi-mix principle could ensure adequate protein in the diet of pre-schoolers, suggest four guidelines mothers could follow to ensure that pre-schoolers eat nutritious foods and explain how one physical and one financial factor may negatively affect the nutrition of some elderly citizens.

This question was fairly well answered. Candidates were able to easily name dietary fibre or carbohydrate as one of the nutrients present in wheat bran and earned 50 per cent of the marks for Part (a) (i). However, iron, thiamine B1, riboflavin B2 and niacin are other nutrients present that were only considered by a few candidates.

It was quite clear that there was some misunderstanding with regard to Part (a) (ii) of the question as candidates gave methods of cooking rather than stated two practices done prior to cooking that may affect the nutritive value of coloured vegetables.

Acceptable responses included:

- Deep peeling that will remove vitamins and minerals under the skin
- Soaking
- Chopping and shredding very finely
- Slicing or peeling vegetables long before cooking

In Part (b) (i), most candidates obtained maximum marks by correctly stating two functions of proteins in the diet of pre-schoolers. In Part (b) (ii), it was evident that some candidates had a general idea of the 'multi-mix principle' and gave responses such as '*include foods from the six food groups*'.

Points to illustrate the multi-mix principle are as follows:

- Combine staple with food from animal
- Combine staple foods with legumes
- Combine two Low Biological Protein Foods

In Part (b) (iii), many candidates obtained maximum marks. They experienced no difficulty in suggesting four guidelines mothers could follow to ensure that pre-schoolers eat nutritious foods. Part (b) (iv) also did not pose any difficulty to most of the candidates as they gave some excellent points on physical and financial factors that are responsible for poor nutrition among some elderly.

Question 5

This question was the most popular of the optional questions. Candidates were required to state one use of each of four food preparation items in the illustration, and identify two features other than the ice maker and water dispenser to consider when selecting a refrigerator. In addition, candidates were required to name two items from a first aid kit that will be needed to treat an injury in which a small piece of broken glass was lodged in

Sarah's foot; to describe the correct steps to treat the injury; and finally to suggest four guidelines that should be given to a butcher in the local market to ensure that the meat sold is safe to eat.

Part (a) (i), was widely known. The majority of candidates correctly stated one use of each of the items in food preparation and service and therefore obtained maximum marks for that section. For Part (a) (ii), a number of candidates gave general points to consider when purchasing a refrigerator rather than identify two features found on modern refrigerators.

Acceptable responses for this section include

- digital displays
- push button defrosting
- automatic defrosting
- star rating for frozen food compartment
- temperature control button

Part (b) was well answered by most candidates. Most candidates named items in a first aid kit such as tweezers, cotton wool among others that would be necessary for the treatment of Sarah's cut and scored the marks allocated. For Part (b) (ii), most candidates obtained about 75 per cent of the marks by correctly describing the steps to treat Sarah's injury. For example:

- Raise injured foot
- Remove broken glass with tweezers
- Apply pressure with a clean pad for two minutes
- Clean cut by washing preferably with antiseptic solution
- Apply dressing or adhesive plaster firmly on cut

Part (c) was also fairly well done as most candidates suggested some practical ways to ensure that hygiene and safety practices are observed in the butcher shop.

Some interesting guidelines given by candidates were as follows:

- Ensure shop has a supply of running water
- Avoid using wooden cutting boards
- Do not refreeze thawed meat
- Sanitize cutting boards and knives
- Do not handle money and sell meat
- Ensure that the meat has been stamped

Question 6

This question was the least popular. Candidates were required to state two disadvantages of using convenience foods; explain the term 'extraction rate' as used in the processing of wheat into flour; state three characteristics that should be considered when purchasing 'fresh' fish; identify three methods by which heat is transferred during the frying of fish that is coated with batter; describe how each method of heat transfer identified works when frying fish; and describe three effects that heat will have on the batter (made from flour and water only) during frying.

Part (a) was done very well. Most candidates were able to state two disadvantages of convenience foods and therefore obtained full marks.

For Part (b), most candidates were unable to explain the term 'extraction rate' as used in the processing of wheat into flour. It was clear nevertheless that candidates were aware that the term is associated with the processing of flour, but they were unable to explain the term correctly. Extraction rate is described as the percentage of whole grain that remains in the flour after milling.

Part (c) (i) was well done. Many candidates stated three characteristics that should be considered when purchasing 'fresh' fish and therefore obtained full marks for this section. For Part (c) (ii), most candidates identified conduction and convection as the methods by which heat is transferred during the frying of fish but could not describe how each method works. Correct responses are as shown below:

Conduction

- Heat passes through the base of the pan due to vibration of molecules and gets in contact with the oil which becomes hot.

Convection

- As the oil is heated it becomes less dense and rises. Cooler oil being heavier flows downwards to heat source then the less dense oil goes to the top. This action continues until the item is cooked.

In Part (c) (iv), most candidates described two effects heat will have on batter (made from flour and water only) during frying. A small percentage of candidates included acceptable terms in their responses such as 'gelatinization', and 'dextrinization' and were awarded marks accordingly. Some correct responses are as follows:

- Batter will dextrinize on the outside due to the presence of starch and dry heat
- Due to the presence of moist heat gelatinization will occur within the batter
- Water will vaporize due to the presence of heat

Question 7

This question was of medium popularity. Candidates were required to define the terms 'à la carte' and 'buffet service'; state two factors to be considered when planning meals; plan a three-course dinner menu for an engagement party using rice, chicken, carrots, bread and tomatoes as the main ingredients; discuss two factors to be considered when planning the layout of the kitchen in order to enhance its efficiency; and explain how a pressure cooker works.

In Part (a) (i), most candidates stated a partial definition of the term 'à la carte'. The correct response is 'a list of dishes individually priced'.

In response to Part (a) (ii), a few candidates described buffet service as follows: *This is where a variety of foods is kept in warmers so that a person may pass with a plate and choose or take his own meal.* However, the description given by the majority of candidates reads thus: *Service in which the food and tableware are arranged on the serving table and guests help themselves.* Both descriptions were acceptable.

In Part (b) (i), candidates listed two factors to be considered when planning meals but in many cases they did not plan a three-course menu as required for Part (b) (ii). The components of a three-course meal are as follows:

First course or appetizer	Carrot Soup - Croutons
Second or main course	Baked Chicken with Onion Sauce Vegetable Rice Tomato Salad
Third course or dessert	Trifle

The scores obtained by many of the candidates for Part (b) (iii) seem to suggest that much emphasis was not given to this area of the syllabus. Whereas candidates were able to state appropriate factors, these factors were not discussed.

The following factors may be beneficial in planning an efficient layout of the kitchen:

- Consider where and how to position the sink, cooker, and refrigerator to minimize walking
- Kitchen surfaces should be easy to clean, to contain the spread of microbes
- Work tops should be of the correct height for the safety and comfort of the individuals
- Ensure good lighting and ventilation, to make accidents less likely
- Adequate ventilation, to get rid of steam and food smell
- Provide a first aid box or kit to treat common accidents
- Cupboards should be easy to reach, to avoid unnecessary stretching that may result in injury
- Floor should be non-slip to prevent accidents
- Provide a work surface next to the cooker to put hot pots and pans

A small percentage of candidates had adequate knowledge of how the pressure cooker works for Part (b) (iv) but for the most part, it was poorly answered. Many candidates resorted to giving the function of the parts of the pressure cooker. A complete response in point form reads:

- The pressure increases, indicated by a hissing sound
- Water boils at a higher temperature
- Steam is forced through the food, cooking it quickly

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 30th Food and Nutrition examination was administered by the Caribbean Examinations Council in May/June 2011.

This examination took the form of two papers: (i) a multiple-choice paper (Paper 01) of 60 items worth 60 marks and (ii) a structured essay paper (Paper 02) of seven questions worth 16 marks each. Paper 02 was divided into Parts A and B respectively and reflected two profiles: candidates' ability to recall information, represented by the symbol K, and to use such information to give context, represented by the symbol UK.

Part A comprised three compulsory questions which were taken from the following modules: Modules 3 — Diet, Health and Nutrition; Module 6 — Food Preservation and Module 11 — Food Preparation Methods.

Part B comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two optional questions in addition to the compulsory questions. Eighty marks were available for this paper. In terms of popularity, Questions 4 and 6 were of equal popularity, Question 5 was most popular while Question 7 was least popular.

Overall candidates' performance was satisfactory.

Paper 03 consisted of three practical assignments, each valuing 20 marks with a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments one and three were assessed by the class teacher, while assignment two was jointly assessed by the class teacher and an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

Candidates were required to explain the term *nutritional status*, identify food habits that have a negative effect on nutritional status and state one condition which may occur as a result of each food habit identified.

Candidates were asked to suggest two guidelines that should be followed when preparing meals to reduce the intake of fat and salt; outline signs and symptoms associated with vitamin K deficiency and suggest a food which could be used to correct vitamin A deficiency. In addition, candidates were provided with a menu intended for a convalescent and asked to identify one dish on the menu that was unsuitable, giving reasons for its unsuitability.

For Part (a) (i), the definition given by most candidates was not concise or accurate enough to earn full marks; most candidates focused on the over-nutrition aspect only.

For Part (a) (ii), most candidates were able to identify a food habit that would affect the status of an individual's health negatively and to correctly state a condition associated with the food habit.

Part (b) was answered very well by the majority of candidates. Candidates were able to provide two guidelines that could reduce the intake of fat and salt. Popular answers were

- Use healthy methods of cooking such as grilling, baking and stewing
- Use low fat products or use fat sparingly
- Cook with less salt or no salt
- Use less preserved foods.

The majority of candidates responded correctly to Part (c); the most popular response was *night blindness*. Candidates were also able to identify a food that could be used to correct the deficiency.

For Part (d), most candidates correctly identified the fried chicken as the unsuitable dish giving appropriate reasons for its unsuitability.

Question 2

Candidates were required to define the term *food additive* and to give advantages of using food additives; they were also required to give guidelines to follow when selecting mangoes for making chutney and to explain the role of vinegar as a preservative in the mango chutney.

Additionally, candidates were required to suggest a suitable material, giving a reason, from which a saucepan for cooking the chutney should be made; describe the method of preparation of chutney and outline giving reasons steps/procedures for bottling chutney.

Generally, this question was answered satisfactorily.

For Parts (a) (i) and (ii) the definition of *food additive* as well as the advantages of using food additives was well known by most candidates.

Candidates' performance on Part (b) (i) was also satisfactory.

For Part (b) (ii), candidates seemed to be struggling with the scientific aspect of the discipline which was evident in the partial response to how vinegar functions as a preservative. Very few candidates gave detailed explanations of the action of vinegar in the chutney. The correct answer is *the vinegar lowers the pH so that the chutney becomes too acidic for microorganism to grow*.

Part (c) (i) was challenging as most candidates named materials without considering the context. Some popular but incorrect responses were 'copper', 'brass' and 'aluminium'. Part (c) (ii) was well known with most candidates stating that the material used is to prevent corrosion.

Part (c) (iii) was satisfactorily done.

Parts (c) (iv) and (v) were challenging; although some candidates associated chutney-making with jam-making, they failed to transfer the bottling principles learnt to the bottling of chutney and therefore failed to earn maximum marks.

Question 3

Food preparation methods was tested in this question and performance was satisfactory. Candidates were asked to distinguish between a *garnish* and a *decoration* and to suggest ways of improving the presentation of food other than by garnishing.

Candidates were also asked to give general guidelines to be followed when garnishing foods and to state an appropriate garnish for baked fish and one for cream of pumpkin soup.

Candidates were provided with some observations of students' practical work and they were required to suggest the factors which were responsible for the observations.

In addition, they were provided with some characteristics of a roux-based sauce and were required to suggest the ways by which these characteristics were achieved.

In Part (a) (i), most candidates responded that *garnish* is for *savoury foods* and *decoration* is for *sweet foods* and were awarded full marks.

Part (a) (ii) was widely known by the majority of candidates as they were able to score maximum marks. Examples of some correct responses were

- Use various colours
- Cut food into various shapes
- Use dishes of various shapes and colour
- Use different textured food
- Use decorations

For Part (a) (iii), the majority of candidates gave the correct response. Examples of correct responses were

- Colour of garnish should complement food
- Garnish should not dominate dish
- Garnish should not overhand the dish
- Should be fresh and edible
- Arranged artistically

Part (b) was fairly well done. The ideas given brought out the creativity of many candidates. However, very few candidates suggested accompaniments such as bread rolls and croissants.

For Part (c), candidates' performance depended on the observation that was being evaluated.

Observation (1), *the bananas in the fruit salad did not become discoloured*, was done very well by the majority of candidates. They recognized that it was the presence of an antioxidant such as lime or lemon juice. Other valid responses given were

- Bananas were not prepared long in advance
- Syrup or sugar added early to the bananas

Observation (2), *the oil in the mayonnaise Jeffrey made remained stable*, was poorly done by the majority of candidates. Examples of good responses were

- Egg was used at room temperature
- Oil was added slowly
- Scrupulously clean equipment was used

Observation (3), *The batter Rhonda made to coat the chicken leg did not come off during frying*, was poorly done by the majority of candidates. Examples of correct responses were

- Clean oil was used to fry the chicken leg
- Frying was done at the correct temperature
- Deep fat frying was used
- Chicken was fried at the correct temperature

Observation (4), *Rita's coffee had an extremely bitter flavor*, was not done very well. Correct responses were

- The coffee was allowed to boil
- The coffee was reheated
- The coffee was brewed for a long period

Observation (5), *The sugar crystallized in the syrup Sandy made*, was done very well by the majority of candidates who stated that excess sugar was responsible for the crystallization of the sugar in the syrup. Correct responses were

- Insufficient boiling or boiling too fast
- Insufficient acid used or no acid used
- Syrup over-boiled

For Part (c) (ii), many candidates did not fully grasp what was required of them. Many of them treated the characteristics as one and restated the information in the stem. Acceptable responses for each characteristic were

1. Lump-free sauce
 - Fat was melted then the flour was added
 - Sauce cooked at the right temperature
 - Roux and liquid mixed smoothly
2. Non-starch flavour
 - Complete gelatinization of starch grains
 - Roux completely cooked
 - Sauce cooked at a moderate temperature
3. Correct pouring consistency
 - Roux was not over cooked
 - Sauce was not over cooked
 - Sauce was stirred continuously

Question 4

This optional question was similar in popularity to Question 6 and generally candidates performed satisfactorily. Candidates were required to state one function of iodine and one function of phosphorus.

Candidates were also required to name two minerals other than iodine and phosphorus that would be required in increased amounts by a pregnant woman and to give a benefit of each mineral named. Candidates were required to plan a nutritionally adequate dinner menu for an adolescent. In addition, candidates were required to outline the steps for making cheese muffins and to give the nutrients that are present in the cheese muffins that contribute to the energy requirements of an individual.

For Part (a), many candidates could not recall the function of iodine. However, they earned 50 per cent of the marks by stating the function of phosphorus.

The minerals required in increased amounts for a pregnant woman as well as their functions were well known. Candidates were able to identify the benefits for the mother and the unborn child.

The menu required for Part (b) (iii) was assessed for format, nutritional adequacy, texture, flavour and iron content. In most cases, candidates scored full marks for the menu.

For Part (c) (i), candidates' performance was poor; they did not adequately outline the steps for making muffins.

Part (c) (ii) was well done. The majority of candidates were able to identify the nutrients in the muffin that are energy providers.

Question 5

This question was the most popular optional question and candidates' performance was satisfactory.

Candidates were required to state desirable features of kitchen knives and cake mixers; procedures to be followed when cleaning cake pans and symptoms and signs of food poisoning together with the name of the bacteria that may cause food poisoning in baked chicken.

Candidates were also required to suggest personal hygiene practices which the person serving the baked chicken that caused the food poisoning might not have followed and essential steps that should be taken to clean the oven used to bake the chicken. In addition, candidates were required to suggest factors that could have caused a person to accidentally cut one of her fingers because of incorrect use of the knife.

The majority of candidates obtained maximum scores for Parts (a) (i), (ii); (b) and (c) (i).

For Part (c) (ii), very few candidates were able to name the bacteria that might have been present in the baked chicken.

In Part (c) (iii), many candidates were unable to make a clear distinction between kitchen hygiene practices and personal hygiene practices and therefore suggested a combination of both.

For Parts (c) (iv) and (d) the majority of candidates provided the correct responses.

Question 6

This optional question was similar in popularity to Question 4.

Candidates were required to state the roles of consumer organizations in their countries; state how customers can determine that the eggs purchased from the supermarket are fresh and state forms of textured vegetable protein available in supermarkets. Candidates were also required to suggest reasons why consumers may not benefit from bulk buying and to identify the main raising agent in swiss rolls and pancakes. In addition, candidates were asked to explain the scientific principles underlying the use of a chemical raising agent and the methods of heat transfer during the baking of a fruit cake.

Part (a) was poorly done by the majority of candidates. Part (b) was very well done as many candidates were familiar with methods used to determine the freshness of eggs.

Part (c) was not done well by the majority of candidates as many of them named soya beans rather than its by-products such as soy milk, soy sausage and soya chunks.

Many candidates scored at least 50 per cent of the marks awarded in Part (d). Responses given were

- Family members may grow tired of the product
- Takes up storage space
- Extra money is required

In Part (e) (i), a significant number of candidates were not familiar with the making of swiss rolls as they named yeast rather than air as the raising agent. For Part (e) (ii), the majority of candidates were familiar with the making of pancakes and they named air or baking powder as the main raising agent.

The responses to Parts (f) (i) and (ii) clearly indicated candidates' inability to explain concisely the scientific principles involved in the use of chemical raising agents and the methods of heat transfer in the context of baking cakes. In Part (f) (i), many candidates gave a partial response such as 'the cake will rise' rather than being explicit in stating that *heat causes the chemical to liberate carbon dioxide which in turn causes the mixture to rise*.

In Part (f) (ii), the pattern in responding mirrored that of Part (f) (i). Candidates named the method of heat transfer such as 'radiation', 'conduction', or 'convection' for which they gained a mark but could not explain the scientific principles associated with them.

Question 7

This question was the least popular question and candidates' performance was generally satisfactory.

This question was designed to test candidates' ability to define the term *cover/place setting*; state ways of enhancing a tray for tray service; give reasons why the layout of a kitchen will ensure maximum efficiency; plan a lunch menu for a preschool child and state how any one of the items in the menu should be appropriately packaged. Candidates were also required to suggest the qualities of flour and fat required to produce 48 biscuits from a given list of ingredients.

In Part (a) (i), many candidates obtained 50 per cent of the marks because they limited the definition of a *cover* to 'a place provided at the table' rather than *a place arranged on the table with cutlery for a dinner*.

For Part (a) (ii), the majority of candidates were able to obtain maximum marks for ways to enhance a tray to be used for serving a meal.

Part (b) (i) was not done well with most candidates perceiving that the cupboards were to be built; most candidates were able to obtain the maximum marks for Part (b) (ii).

For Part (c) (i), a high percentage of candidates scored the maximum marks; for Part (c) (ii), the majority of the candidates demonstrated knowledge of good packaging techniques.

The responses to Part (d) were excellent as the majority of candidates were able to calculate accurately the quantity of flour and fat.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2012

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 31st Food and Nutrition examination was administered by the Caribbean Examinations Council in May/June 2012.

This examination took the form of two papers: (i) a multiple-choice paper (Paper 01) of 60 items worth 60 marks and (ii) a structured essay paper (Paper 02) of seven questions worth 16 marks each. Paper 02 was divided into Parts A and B and reflected two profiles: candidates' ability to recall information, represented by the symbol K, and to use such information to give context, represented by the symbol UK.

Part A comprised three compulsory questions which were taken from the following modules: Modules 3 — Diet, Health and Nutrition; Module 6 — Food Preservation, and Module 11 — Food Preparation Methods.

Part B comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two optional questions in addition to the compulsory questions. Eighty marks were available for this paper.

Overall, candidates' performance was satisfactory.

Paper 03 consisted of three practical assignments, each worth 20 marks with a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments one and three were assessed by the class teacher, while assignment two was jointly assessed by the class teacher and an external moderator.

DETAILED COMMENTS

Paper 02 – Structured Essay Questions

Question 1

Candidates were required to define the term *over-nutrition*, identify signs of over-nutrition, name conditions associated with mineral deficiencies and suggest reasons for and health benefits of a vegetarian diet. Candidates were also asked to plan a two-course meal for a vegetarian.

For Part (a), the majority of candidates were able to describe *over-nutrition* as *a condition triggered by an over consumption of food or nutrients*.

For Part (b), candidates were able to identify signs of over-nutrition; responses included

- diabetes mellitus
- hypertension
- obesity
- heart disease.

In Part (c), most candidates were able to identify a condition associated with calcium deficiency; however, most candidates were unable to correctly identify a condition associated with sodium deficiency. Expected responses included

- muscle cramps
- loss of appetite
- vomiting.

Part (d) (i) was widely known by the majority of candidates. Correct responses given included

- allergies
- objection to animals being slaughtered
- religious beliefs.

For Part (d) (ii) many candidates knew the health benefits of consuming a vegetarian diet. Expected answers included

- incidence of heart diseases is reduced because of the lower intake of cholesterol and saturated fats
- Due to the high presence of dietary fibre, the incidence of diverticular disease is reduced.

For Part (d) (iii), the majority of candidates were able to plan an appropriate two-course lunch.

Question 2

Candidates were required to define the term *blanching*, outline benefits of preserving food and to give an example of a food packaged using aluminium foil, giving one reason for the use of the aluminium foil. Candidates were also required to discuss guidelines to be used when selecting mangoes for making jam and to describe how the *plate test* or *flake test* is used to determine when a jam mixture is ready for bottling.

Part (a) was partially answered by most candidates; while candidates emphasized heat treatment, they omitted to state that the food should be transferred to cold water to complete the process. Part (b) was done very well, most candidates were able to outline the benefits of preserving food.

Part (c) was very well done, most candidates were able to give an example of a food usually packaged in containers lined with aluminium foil and also suggest a correct reason for the practice. Responses included

- retain nutritional value
- provides barrier to light
- retains flavour
- prevents contamination
- provides a barrier to moisture
- retains colour.

Parts (d) (i) and (d) (ii) were done very well. Acceptable responses included

- should be free from blemishes and mould growth to prevent other forms of spoilage
- should be clean to prevent the entry of contaminants
- should be firm (not ripe, slightly under-ripe) because at this stage it contains large quantities of pectin and acid
- pectin is required for the jam to set
- acid is required to extract pectin and to hydrolyse the sugar.

Part (d) (iii) was also very well done with most candidates correctly describing the *plate test* and the *flake test*. The correct response is:

Plate or Wrinkle test

- Spoon a small amount of jam on a cold plate or saucer.
- Allow to cool slightly and push with finger to observe wrinkle.

Flake test

- Dip wooden spoon into jam, cool slightly and allow to run slightly over side of spoon.
- If it comes off the spoon in wide flakes, jam has reached setting point.

Question 3

Candidates were required to list methods of cake making, state one function of specified ingredients in cake making and identify sweet dishes other than cakes where egg is the main ingredient. Candidates were also required to explain principles of heat transfer and to give the stages involved in the preparation of a corn starch base for ice-cream.

The majority of candidates obtained the maximum marks for Part (a); however, for Part (b), a large number of candidates were unable to state a function of the specified ingredients in cake making. Correct responses included:

Flour

- Forms the structure of the cake
- Increases volume of cake

Sugar

- Sweetens the mixture
- Helps to entangle air in the mixture
- Increases the volume of the cake
- Adds colour
- Moistens
- Raises the temperature at which the proteins in the egg and flour coagulate

Butter or margarine

- Has the ability to entangle and hold air in the mixture
- Adds flavour
- Improves keeping quality
- Adds colour
- Adds moisture

Part (c) was challenging, most candidates were unable to identify sweet dishes other than cakes where egg is the main ingredient. Correct responses included:

- Flan
- Meringue
- Soufle'
- Custards
- Milk pudding

For Part (d), the majority of candidates understood the methods and principles of heat transfer and were able to explain them in a clear and concise manner.

Part (e) was poorly done by the majority of candidates as most of them seemed to be unfamiliar with the product corn flour. The correct response is:

- carefully measure corn starch
- blend cornstarch with some cold milk
- heat some milk
- pour in the blended starch and stir continuously until it thickens

Question 4

This optional question was the most popular of all the optional questions and was very well done. Candidates were required to outline the functions of specific nutrients, identify the nutrients present in brown rice that made it more nutritious than white rice and to justify whether the dishes provided were suitable or unsuitable for an elderly person. Candidates were also asked to suggest guidelines for planning and preparing meals for a teenaged secretary.

Part (a) was very well done as the majority of candidates were able to outline the functions of the specific nutrients. Candidates were unable to identify the nutrients present in brown rice that made it more nutritious than white rice. Responses included:

- Vitamin B1 or thiamin
- Vitamin B2 or riboflavin
- Vitamin B3 or niacin
- Calcium
- Potassium
- Iron
- Dietary fibre

Part (c) was very well done by most candidates. Correct responses included:

- steamed fish is easy to digest
- steaming is a healthy method
- due to the fat content in the potato chips, the bedridden individual may be susceptible to obesity and heart-related conditions.

Part (d) was very well done by most candidates. Correct responses included:

- meals should not be too bulky as they may take longer to digest
- energy dense snacks should be eaten in moderation
- cut down on carbohydrate and fatty foods
- cook foods by healthy methods such as grilling, baking and steaming
- include iron-rich foods and foods containing vitamin C
- include various textures.

Question 5

This question was the second most popular in the optional section. Candidates were presented with a scenario which required their class to prepare a checklist for observing food handling practices while on a field trip to food outlets. Candidates were required to identify factors that contributed to food contamination which should be included in the checklist and to give desirable hygiene practices which should be observed at the food outlets.

The question also tested candidates' knowledge of consumerism and required them to discuss one advantage of purchasing a gas cooker rather than an electric cooker and also to state factors other than warranty to be considered before purchasing a cooker. Candidates were also asked to suggest reasons for specific actions in the application of first aid treatment to a burn.

Part (a), was well done. Most candidates were able to identify the factors that could contribute to food contamination and to give desirable hygienic practices that should be observed in the food outlets.

Part (b) was well done, with candidates discussing advantages that were both relevant and practical and also correctly stating the factors to be considered before purchasing a gas cooker.

Part (c) was well done. Most candidates explained that cold water is applied to the burnt area to ease the pain and reduce the risk of blisters and that the burnt area is covered to reduce the risk of infection.

Question 6

This question was the least popular of the optional questions. Candidates were required to show their knowledge of the information found on a UPC or bar code, define the terms *comparative shopping* and *impulsive buying*; assess the nutritional content of two boxes of carrot cake mix and identify factors other than income that influence the purchasing of food in a supermarket. Candidates were also required to give one effect

of dry heat on sugar and moist heat on flour during the process of making bread and to use the terms *smoke point* and *flash point* to explain how oil catches fire during frying.

For Part (a), only a small number of candidates were familiar with the information found on a barcode or UPC. Correct responses included

- country in which the product was manufactured
- name of the manufacturer
- packet size
- nature of the content
- serial number (batch number)
- date of manufacture.

In Part (b), many candidates were unable to give a complete definition for the two terms. Correct responses are:

- Comparative shopping is the act of comparing prices and quality of a specific item in different stores.
- Impulsive buying is an unplanned decision to buy a product.

Part (c) was very well done. Candidates were able to correctly assess the nutritional content of the two boxes of carrot cake and to indicate factors that influenced the purchasing of food in a supermarket.

For Part (d) (i), while the majority of candidates was able to state the effect of dry heat on sugar, they were unable to state the effect of moist heat on flour, and for Part (d) (ii) the majority of candidates experienced difficulty in applying the terms *smoke* and *flash point* in a practical context.

Question 7

This question was the third most popular in the optional section. Candidates were required to show their knowledge of packaging materials, state the difference between a menu and a main course and give guidelines for conserving food when using an oven. Candidates were also required to give the order of preparation for three specialized dishes and to justify the order given.

For Part (a), the majority of candidates were able to identify suitable packaging material. In part (b), while most candidates understood what a menu was they were unable to explain the concept of a main course.

Part (c) was very well done, the majority of candidates were able to give the correct order of preparation of the three dishes and to justify the order given.

Part (d) was very well done with most candidates giving correct guidelines for conserving fuel when using an oven.

RECOMMENDATIONS

- Students should be discouraged from using ‘*text*’ or cell phone language.
- Students should be encouraged to spell technical terms correctly.
- Teachers should cover the entire syllabus using different teaching techniques.
- Students should be encouraged to read the recommended texts.
- Students should be encouraged to underline the salient points in questions before attempting to answer them.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2013

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 32nd Food and Nutrition examination was administered by the Caribbean Examinations Council in May/June 2013.

This examination took the form of two externally marked papers: a multiple-choice paper (Paper 01) of 60 items worth 60 marks and a structured essay paper (Paper 02) of seven questions worth 16 marks each.

Paper 02 was divided into Parts A and B and reflected two profiles: Knowledge (candidates' ability to recall information), and to Use of Knowledge (the ability to use such information to give context).

Part A comprised three compulsory questions which were based on the following modules: Module 3 — Diet, Health and Nutrition; Module 6 — Food Preservation, and Module 11 — Food Preparation Methods.

Part B comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two optional questions in addition to the compulsory questions. Eighty marks were available for this paper.

Paper 03 consisted of three practical assignments, each worth 20 marks, for a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments 1 and 3 were assessed by the class teacher, while Assignment 2 was jointly assessed by the class teacher and an external moderator.

Paper 01 — Multiple-Choice Questions

The mean score on Paper 01 was 39.08 with a standard deviation of 8.63. The performance on Paper 01 was very good. Ninety-one per cent of the candidates gained passes in this paper.

Paper 02 — Structured Essay Questions

Question 1

Candidates were required to state the symptoms or signs of a deficiency in Vitamin B, (thiamine) in the diet; identify the factors that may influence the eating habits of persons; discuss three effects of protein energy malnutrition and justify the following statements:

- (1) Persons should reduce the amount of salt they consume.
- (2) Iron-rich foods should be taken in conjunction with foods rich in Vitamin C.
- (3) Eggs contain cholesterol and should not be eaten on a daily basis.
- (4) The use of lean meat and fish is not the only way to reduce fat in the diet.

Part (a) was not well done as many candidates gave symptoms related to other vitamins mainly, Vitamins A and C. Correct responses given were: inflamed nerves, loss of appetite and feeling depressed.

In Part (b) most candidates were able to identify the factors that influence eating habits. Correct responses included:

- Advertising
- Peer pressure

In Part (c) most candidates were able to discuss three effects of protein energy malnutrition.

Correct responses included:

- Severe underweight due to a depletion of tissue mass.
- Constant hungry feeling due to inadequate quantities of food being digested.
- Oedema on lower extremities and face due to the replacement of muscle mass by water.

For Part (d) the majority of candidates were unable to give a full justification for the statements, in most cases only a partial justification was given.

Correct responses included:

Justification for reduction of salt in diet

- Excess salt gives rise to an increase in blood pressure.
- Reduces the possibility of developing stroke.
- May reduce the risk of renal failure.

Vitamin C foods taken with foods that are rich in iron

- Vitamin C facilitates the absorption of iron.

Eggs should not be consumed daily

- Cholesterol in eggs may increase heart attacks.
- Cholesterol in eggs may give rise to atherosclerosis.

Ways of reducing fat other than by the use of lean meat and fish

- Use of non-stick frying pans to avoid the use of oil and fat.
- Eat more complex carbohydrate foods.
- Avoid the use of trans-fat.

Question 2

Candidates were required to name the methods, other than freezing, by which green beans could be preserved and name a preservative that could be used to preserve green beans and give a reason for its use. Candidates were also required to define the term 'enzyme activity,' identify two undesirable effects of enzyme action on green bananas if they are not blanched before freezing and identify two procedures to be followed prior to freezing green beans giving a reason for each procedure. Candidates were also asked to provide a scientific explanation for two stages that the cell wall of a normal green bean goes through during and after freezing.

For Part (a), candidates were able to name two methods for preserving bananas. Parts (b) and (c) were well done, as the majority of candidates accurately named vinegar and salt as suitable preservatives and provided an accurate reason for using the preservative.

Part (d) was not done very well; candidates were only able to provide a partial definition for the enzyme action.

Part (e) was widely known by the majority of candidates. Correct responses given included:

- Discoloration due to inactivation of enzyme
- Microbial activity in the bean leading to textural change
- Loss of nutritional value due to inactivation of enzyme

For Parts (f) and (g), while most candidates were able to identify correct procedures, they were unable to give suitable reasons for the procedures identified. Correct responses included:

- Cool quickly in cold water or ice to avoid over-heating.
- Drain well as frost or ice crystals which may appear on the surface can affect the texture and appearance of the green beans.
- Seal to prevent loss of moisture from the beans or to reduce the amount of air that comes into contact with the beans.

Part (f) was poorly done, as most candidates were unable to provide scientific explanations for the two stages. The expected response was “when normal green beans are frozen slowly large ice crystals form on the cell and ruptures the cell. When they are thawed the ice crystals melt and the beans become soggy”.

Question 3

Candidates were required to provide one example of a herb and one example of a spice; state two advantages of conservative cooking and two advantages of steaming; and outline how each of the following techniques are done, suggesting why each technique is important in making short crust pastry items:

- sifting
- rubbing in
- glazing

Candidates were also provided with a list of problems encountered in the SBA and identified by the moderators and they were asked to suggest one effective way to prevent a recurrence of each problem.

Part (a) was well done as most candidates were able to give an example of a herb and an example of a spice.

Part (b) was well done, with the majority of candidates being able to state two advantages of conservative cooking and two advantages of steaming. Correct responses included:

Advantages of conservative cooking

- Cooking time is short.
- Shape of food is retained.
- Needs little or no attention.

Advantages of steaming

- Little or no attention is required.
- Loss of nutrients by leaching is reduced.
- A whole meal can be cooked on a single burner.

For Parts (c) (i) and (c) (ii) the majority of the candidates were able to explain why each technique is important in making short crust pastry items; however, they were unable to outline how the techniques were done.

Part (d) was done very well; the majority of candidates were able to provide accurate suggestions for the prevention of the problems. Correct responses included:

Baked custard curdled

- Bake in a water bath at the correct temperature.
- Do not over-cook.
- Beaten egg should be poured slowly on to hot milk.

Beaten egg whites did not rise in peaks

- Do not over-beat egg white.
- Do not beat egg white in a greasy container.
- Use egg white at room temperature.

Dark ring around the yolk of boiled egg

- Plunge egg in cold water immediately on cooking.
- Do not use stale eggs.
- Eggs should not be over-boiled.

The part of the question that provided the greatest challenge was how to prevent cocoa from tasting starchy. The expected response is “cocoa powder should be boiled in milk or water causing the starch to gelatinize completely”.

Question 4

This optional question was very popular. Candidates were required to; classify carbohydrates; give one function of carbohydrates; name the carbohydrate present in sweet corn and milk and discuss one factor that affects the nutritive value of corn either after harvesting or during preparation and cooking.

Candidates were also asked to suggest a suitable breakfast for a pregnant neighbour and to suggest four guidelines for developing positive eating habits for preschool children.

Parts (a), (b) and (c) were very well done. The majority of candidates were able to classify carbohydrates and state one function of carbohydrates as well as to name the carbohydrate found in sweet corn and milk.

Part (d) was not very well done; candidates were only able to provide vague answers without any discussion.

Part (e) (i) was well done, as the majority of candidates were able to suggest a suitable breakfast menu for a pregnant woman. It is worthy to note that a large number of candidates included green banana as a source of iron. It is a fallacy that green banana is a good source of iron. Part (e) (ii) was also well done with most candidates suggesting accurate guidelines for developing positive eating habits for preschool children.

Question 5

The question was the most popular optional question. Candidates were provided with a table of accidents and precautions and they were required to provide the missing information. They were also required to state the function of the thermostat and the glass oven door and suggest how personal hygiene practices during the preparation of meals, hygienic conditions of the place where the meals are prepared, and food handling practices during the preparation of meals might contribute to a person falling ill and experiencing vomiting and diarrhoea. Candidates were also required to suggest a method for clearing a blocked sink.

Part (a) was well done by the majority of candidates. Most candidates were able to correctly relate the accidents and their appropriate precautions.

Part (b) was well done by the majority of candidates who were able to accurately state the functions of the thermostat and the glass oven door.

In Part (c) many candidates were able to identify the unhygienic practices that caused the illness. However, some candidates were unable to link the practices correctly to the three areas in the questions.

Part (d) was done very well, and most candidates gave various suggestions on how to clear a clogged sink.

Correct responses for Part (d) included:

- Pour boiling water and grease stripper.
- Gently put a soft wire down the plug hole to try to remove the blockage.
- Use a suction pump to shift the blockage.

Question 6

This optional question was popular and presented some difficulty to candidates. Candidates were required to list two factors to be considered when purchasing a fresh cut of beef and leaf lettuce; define the term 'expiry date' ; explain how a peanut punch label could ensure that someone knows that peanuts and milk are the main ingredients; describe the process of ultra-heat treatment of peanut punch and explain how yeast works as a raising agent in the preparation and baking of bread rolls.

Part (a) was well done as candidates were able to respond correctly by listing the factors to be considered.

Correct responses included:

A fresh cut of beef

- Flesh should be moist and not dripping.
- Should have a pleasant odour.
- Flesh should be springy to the touch.
- Fat should be creamy/pale yellow.

Leaf lettuce

- Free from insect bites.
- Leaves should be crisp and firm.
- Leaves should be bright green.
- Should show no indication of wilting.

Part (b) was done very well as most candidates were able to define 'expiry date'. An example of a correct response was "it is the date when a product becomes unsuitable for consumption".

Part (c) was not done very well, as most candidates were unable to explain how the peanut punch label could indicate that peanuts and milk are the main ingredients. The correct response is that the list of ingredients is written in descending order by weight.

Part (d) was done satisfactorily by some candidates who were able to describe the critical stages in the ultra-heat treatment of peanut punch. An example of a correct response is given below:

"Peanut punch is heated in a heat exchanger at 132°C (270°F), for approximately one to six seconds; then rapidly cooled. It is then packed in a foil lined container and sealed".

In Part (e) the majority of candidates struggled to explain how yeast works during the preparation and baking of bread rolls. A few candidates were able to provide the correct responses as outlined below:

- Enzymes in the yeast are activated.
- Maltase converts maltose to glucose.
- Invertase converts sucrose to fructose and glucose.
- Zymase converts glucose and fructose to carbon dioxide and ethanol.

Question 7

This was the least popular question among the optional questions. Candidates were required to state guidelines to be considered when organising a buffet service; state the position of the dinner fork and soup spoon in a place or cover setting; suggest ways caterers can save time, other than shopping ahead of time; calculate the weight of cakes, in pounds, from which 1000 slices could be obtained and; plan a two-course lunch menu in which an indigenous food is used in one of the courses.

In Part (a) very few candidates obtained full marks. The majority focused on general rules in meal planning, rather than the organization of a buffet service.

Correct responses included:

- Provide two serving stations if required.
- Prepare a separate station for beverages.
- Arrange food, cutlery and crockery so that guests can help themselves.
- Provide warmers for dishes that should be served hot and chillers for dishes that should be served cold.
- Decorate the table with flowers or any other appropriate items.
- Use coloured table cloths or pastel colours depending on the occasion.
- Label dishes.

Part (b) was done well by the majority of the candidates: as they were able to correctly state the positions of the utensils. Some candidates, however, were unable to correctly place the soup spoon.

Part (c) (i) was done very well, as most candidates were able to provide correct ways that a caterer could use to save time.

Correct responses included:

- Use energy efficient pots and pans.
- Ensure appliances and equipment are in good working condition.
- Make use of labour saving equipment.
- Manager the cooker in an efficient way.
- Engage in pre-preparation activities.

Part (c) (ii) was not done very well; candidates were unable to do the calculations correctly, and for Part (c) (iii), while candidates did not conform to the prescribed format when listing the dishes, they were able to provide a wide variety of territorial dishes to satisfy the indigenous component of the menu.

Correct format is as shown below:

First course

Should comprise an appetiser or an hors d'oeuvre.

Main course or second course

Should comprise dishes in order; a protein dish, a carbohydrate dish and a dish of mainly coloured vegetables called the salad dish.

Dessert or third course

Sweet dishes comprise this course.

RECOMMENDATIONS

- Students should be taught test-taking techniques.
- Food and Nutrition teachers should work closely with science teachers to ensure that students understand the scientific principles involved in Food and Nutrition.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2014

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 33rd Food and Nutrition Examination was administered by the Caribbean Examinations Council in May 2014. Over ten thousand candidates participated.

This examination took the form of two externally marked papers: a multiple-choice paper (Paper 01) of 60 items worth 60 marks and a structured essay paper (Paper 02) of seven questions worth 16 marks each.

Paper 02 was divided into Parts A and B and reflected two profiles: Knowledge (candidates' ability to recall information), and Use of Knowledge (the ability to use such information to give context).

Part A, worth a total of 48 marks comprised three compulsory questions which were based on the following modules: Module 3 — Diet, Health and Nutrition; Module 6 — Food Preservation, and Module 11 — Food Preparation Methods.

Part B, worth a total of 32 marks comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two questions. Eighty marks were available for this paper.

Paper 03 consisted of three practical assignments, each worth 20 marks, for a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments 1 and 3 were assessed by the class teacher, while Assignment 2 was jointly assessed by the class teacher and an external moderator.

Paper 01 — Multiple-Choice Questions

The mean score on Paper 01 was 39.57 with a standard deviation of 8.58. The performance on Paper 01 was very good. Ninety-five per cent of the candidates gained passes in this paper.

Paper 02 — Structured Essay

SECTION A

Question 1

This compulsory question was designed to test Module 3 of the syllabus: Diet, Health and Nutritional Status. The performance was satisfactory.

This question specifically tested

- (a) signs and symptoms of diabetes
- (b) effects of high levels of fat in the diet apart from developing diabetes
- (c) guidelines for the reduction of fat and sugar in the diet
- (d) health benefits in consuming a vegetarian diet apart from managing diabetes

Part (a) was well done as most candidates correctly stated the symptoms/signs of diabetes.

Although Part (b) limited the effects of a high intake of fat to conditions other than developing diabetes, it was apparent that few candidates did not exercise care in reading the question and repeated diabetes. The majority of candidates however handled this question well and gave correct responses such as

- Acne
- Stroke
- Cancer

In Part (c) responses given indicated that the majority of candidates interpreted the question precisely and gave suitable guidelines for the reduction of both sugar and fat in the diet. It should be noted however that

some candidates restated what was stated in the question for example “reduce the intake of fat”; “cut down on fat” and “eat less fat”.

In Part (d) the responses given about the benefits derived in consuming a vegetarian diet were inadequate. Many candidates stated relevant points but failed to discuss, develop or elaborate on each.

Correct responses included:

- Less at risk for heart disease since her diet will contain less saturated fat
- Less chances of getting diverticular disease or constipation since her diet will consist of more fibre.

Question 2

This compulsory question was designed to test Module 6 of the syllabus: Food Preservation. The question tested

- (a) use and over-use of food additives
- (b) principle involved in the removal of excess water from cucumber during pickling
- (c) selection of bananas to be made into jam
- (d) process that causes bananas to darken

In Part (a) (i) a large number of candidates named sugar as the agent responsible for setting jams and jellies instead of pectin the correct response.

Correct responses to (a) (ii) included stabilizers such as egg and lecithin. Part (a) (iii) was not well answered as candidates named nutrients that did not improve the nutritional value of margarine. Correct responses included bicarbonate of soda, salt commercial meat tenderizers, and natural tenderizers such as papain named as meat tenderizes in Part (a) (iv).

In Part (b) many candidates gave correct responses for the use of additives in moderation. Correct responses included

- Children may suffer from hyperactivity
- May predispose one to diabetes
- Flavor enhancers may encourage over eating thus predisposing one to obesity
- Excessive use may be toxic

For Part (c) most candidates were unable to explain the scientific process involved in the removal of water from cucumbers during pickling. The correct response is ‘the movement of water from a high to a low concentration through a semi-permeable membrane’. Some candidates got the terms diffusion and osmosis mixed up.

In Part (d) (i) most candidates were able to state the guidelines used to select the bananas. However they were unable to provide explanation for the guidelines. In Part (d) (ii) most candidates suggested how the darkening of the bananas could have been avoided rather than to describe the process oxidation. Candidates response to this question was less than satisfactory.

Question 3

This compulsory question was designed to test Module 11 of the syllabus: Food Preparation Methods. The question tested

- (a) types of icing or frosting used to decorate cakes
- (b) function of liquid (milk or water) and eggs in cake making
- (c) reasons for folding flour into cake mixture
- (d) effects of adding too much sugar in an yeast dough mixture
- (e) rules for making batter
- (f) procedures in making a baked egg custard

In Part (a), most of the candidates obtained full marks as they were able to list the icing or frosting used to decorate cakes.

Part (b), was done well, most candidates were able to state a function of liquid and eggs in cake making. Part (c), was also done well with most candidates giving correct reasons for the folding of flour into a cake mixture. Part (d), was poorly done as most candidates were unable to explain the effects of adding too much sugar to yeast dough. The correct response is too much sugar will retain the action of the yeast reaching in a dose or dense texture.

Part (e), was poorly done as most candidates were unable to give reasons for following the rules of batter making.

Part (f), was also poorly done, most candidates did not know the procedure for making a baked egg custard. Most candidates gave the procedure for making a cake.

Candidates performance on this question was less than satisfactory.

SECTION B

Question 4

This optional question was designed to test candidates' ability to:

- (a) define the term hydrogenation
- (b) name a hydrogenated product
- (c) state a guideline in planning meals for three health conditions other than diabetes
- (d) explain the effects of a prolonged deficiency in water
- (e) describe the effects of heat on flour, eggs and sugar in a sponge cake.

Part (a) was not well done, most candidates were unable to define the term hydrogenation and to give an example of a food product that is prepared by hydrogenation.

Part (b), was well done as the majority of the candidates were able to state appropriate guidelines for planning meals for the specified health conditions.

In Part (c), while most candidates were able to state the effects of a deficiency of water in the diet they were unable to explain the consequences of these effects on the functioning of the body.

Part (d) was poorly done, most candidates misinterpreted this question and stated the functions of the three ingredients in cake making instead of describing the effect of heat on the ingredients as required by the question.

Candidates performance on this question was fair.

Question 5

This optional question was the least popular and tested Modules 4 and 5 of the syllabus. The question tested

- (a) materials used to manufacture saucepans
- (b) use of first aid items
- (c) factors responsible for the spoilage of cherries
- (d) care of packaging material to prevent spoilage during freezing
- (e) guidelines to prevent spoilage of cherries during freezing
- (f) factors of food hygiene and safety

Part (a) (i) and (ii) were well done by the majority of candidates as they were able to name materials used in the manufacture of saucepans and to state the advantages of using these materials. Part (b) was well done as most candidates were able to state the use of the first aid items.

Part (c), was well done by most candidates. Part (d) was also well done with most. Candidates being able to suggest workable factors of food hygiene and safety.

Candidates performance on this question was satisfactory.

Question 6

This optional question was designed to test Modules 7 and 8. The question tested

- (a) knowledge of Textured Vegetable Protein (TVP) products provides
- (b) meaning of term 'expiry date'
- (c) food labelling information
- (d) disadvantages of using convenience foods
- (e) categories of convenience food that are suitable for the preparation of a main dish for a lunch menu

Part (a) (i) was not well done by most candidates. Most candidates were not aware of the term "Textured Vegetable Protein' (TVP).

Part (a) (ii) and (a) (iii) were well done. Most candidates were able to explain the term expiry date and to give information that is normally found on nutritional labels.

Part (b) (i) was not well done as some candidates chose to discuss one advantage and not the FOUR disadvantages as required by the question.

Part (b) (ii) was not well done as candidates did not seem to understand the term 'main dish'. Candidates response to this question was fair.

Question 7

This question was the most popular optional question. It was designed to test Module 10. The question tested

- (a) factors that guide meal planning
- (b) knowledge of cutlery
- (c) knowledge of hygiene practices
- (d) the process of cooking using a pressure cooker

Part (a) was well done. Most candidates were able to state factors to be considered when planning meals. Part (b) was well done with most candidates scoring the maximum marks for matching the utensils with their names. Part (c) was also well done, most candidates were able to suggest suitable hygiene practices.

Part (d) was not done very well as most candidates were unable to explain the process of cooking used by a pressure cooker.

Candidates performance on this question was very good, overall.

RECOMMENDATIONS

- Food and Nutrition is grounded in science. Therefore scientific terminologies and principles must be used and understood in its delivery.
- Students should be taught test-taking techniques, and shown how to interpret key words such as 'explain', 'discuss' and 'suggest'.
- Students should be helped with understanding of 'effect'.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2015

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 34th Food and Nutrition examination was administered by the Caribbean Examinations Council in May 2015. Over ten thousand candidates participated.

This examination took the form of two externally marked papers: Paper 01 (multiple-choice) which consisted of 60 items worth 60 marks and Paper 02 (structured essay) which consisted of seven questions worth 16 marks each.

Paper 02 was divided into Parts A and B and reflected two profiles: Knowledge (candidates' ability to recall information), and Use of Knowledge (the ability to use such information to give context).

Part A, worth a total of 48 marks, comprised three compulsory questions which were based on the following modules: Module 3 — Diet, Health and Nutrition; Module 6 — Food Preservation, and Module 11 — Food Preparation Methods.

Part B, worth a total of 32 marks, comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two questions. Eighty marks were available for this paper.

Paper 03 consisted of three practical assignments, each worth 20 marks, for a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments 1 and 3 were assessed by the class teacher, while Assignment 2 was jointly assessed by the class teacher and an external moderator.

DETAILED COMMENTS

Paper 01 — Multiple Choice

The mean score on Paper 01 was 35.54 with a standard deviation of 8.62. Candidates performed very well on Paper 01. Eighty-nine per cent of the candidates gained passes in this paper.

Paper 02 — Structured Essay

Section A

Question 1

This compulsory question was designed to test Module 3 of the syllabus: Diet Health and Nutritional Status. Performance was satisfactory. The question specifically tested

- a) deficiency diseases
- b) dietary guidelines for losing weight
- c) the effects of diet on health.

For Part (a), most candidates were able to name the nutrient whose deficiency led to night blindness. Part (b) was well done as most candidates correctly stated four dietary guidelines. Correct responses given were:

- *Use foods high in fibre.*
- *Avoid eating heavy foods at night.*
- *Modify recipes to reduce fat, sugar, starch and protein foods.*
- *Cut down on foods high in calories.*
- *Consume foods cooked by healthy methods such as steaming, grilling and boiling.*

In Part (c) (i), many candidates correctly evaluated the diet, explaining that the diet predisposed the students to conditions such as obesity, clogged arteries/atherosclerosis, dental caries, diabetes mellitus, hypertension and deficiency diseases. However, most candidates were unable to link particular items in the diet with the specific conditions identified.

Correct responses included:

- *The foods eaten are low in vitamins and mineral salts and this could lead to various types of deficiency diseases.*
- *Since the foods eaten are deficient in iron, this could lead to anaemia.*
- *The foods eaten are rich in fats and this may cause obesity and increased cholesterol levels.*
- *Excessive intake of fat over a prolonged period may cause obesity and a rise in blood cholesterol.*

In Part (c) (ii), some candidates seemed to have misunderstood the question and rewrote the menu provided in the question. Some candidates provided a replacement menu but used an incorrect format. Instead of specifying dishes such as boiled rice and raw vegetable salad, they specified food items such as rice and vegetables.

An example of a replacement menu is as follows:

Baked chicken
Boiled corn and rice
Thinly sliced cabbage, tomato and cucumber salad
Orange and carrot cake

Question 2

This compulsory question was designed to test Module 6 of the syllabus: Food Preservation. The question specifically tested

- a) reasons for preserving food
- b) food additives
- c) sterilization
- d) scientific principles of food preservation

Part (a) (i) was widely known by the majority of candidates. Correct responses include:

- *To make foods available all year round.*
- *Persons can become entrepreneurs by preserving fruits and other products on a large scale and repackaging for sale.*
- *Wastage could be minimized or prevented by purchasing foods when there is a glut and storing for later use.*

Part (a) (ii) was also well done by the majority of candidates. In addition to naming *salt, sugar* and *spices* as correct additives candidates also named *antioxidants, emulsifiers, pectin* and *tenderizers*.

Part (a) (iii) was not done very well by most candidates. Some candidates were unable to correctly define *sterilization*. The correct definition is *the complete destruction of microorganisms by heat*.

For Part (b), most candidates were unable to explain the scientific principles involved in food preservation of select foods. Correct responses were:

- **Guava jam** – The high concentration of sugar retards the growth of microorganisms and delays spoilage.
- **Pickled cucumber** – The pH of the cucumber is lowered so that the environment becomes too acidic for microorganisms to grow due to the process of osmosis.

- **Salted cod** – The salt concentration outside is higher than the solution inside the cells of the fish and this causes the water to move out of the cells by the process of osmosis. The cells become dehydrated.

Part (c) (i) was fairly well done by most candidates. Correct responses include:

- Too much sugar was used causing crystal formation.
- Insufficient acid was used preventing the inversion of the sugar.

Part (c) (ii) was also fairly well done. A few candidates associated the darkening of the sorrel jelly with the colour of the fruit or the use of dark sugar rather than recognizing that *the solution was boiled for too long causing caramelization and darkening*.

Question 3

This question was designed to test Module 11 of the syllabus: Food Preparation Methods. The question specifically tested

- a) boiling as a cooking method
- b) the use of specific food preparation techniques
- c) the effect of specific practices on the making of flaky pastry
- d) precautionary measures to be taken during food preparation.

In Part (a) (i), most candidates defined boiling correctly as *immersing food in liquid at 100 degrees celsius*. Part (a) (ii) was also well done by the majority of candidates.

Part (b) was widely known as most candidates were able to associate *roux* with sauces, *saute* with frying food lightly and *garnish* with enhancing the appearance of savoury dishes.

Part (c) proved to be very challenging for the majority of candidates. Correct responses are:

The use of lemon juice

- The acid along with the shortening (fat) keeps the gluten strands from getting too long thus resulting in a tender baked flaky product.

Low oven temperature

Fat will melt and seep resulting in

- Heavy and greasy pastry
- Shrunken crust
- Pale and doughy crust
- Starch not completely gelatinized

Pastry dough stretched to cover tops of tarts and pies

- Dough will shrink, as a consequence the shape of the product will not be uniform.
- Stretching will result in tearing of the dough causing the filling to ooze and this would result in an unattractive product.

Pricking the tops of pastry

- The liquid within the crust will vaporize and exit through the tiny holes, hence the item will not be soggy.
- Items would have a uniform shape due to the expulsion of gas.

Part (d) also proved to be challenging. Most candidates misunderstood the question and gave answers concerning the precautions in jam and jelly making rather than jello making. Correct responses include:

- Pineapple should be given heat treatment to inactivate the enzyme bromelain present in the pineapple.
- Gelatin should be completely dissolved before adding hot liquid to avoid lumpiness.

- Fruit should be added when gelatin begins to thicken to allow for even distribution and to prevent sinking.
- Use slightly less cold liquid than usual for firmness.
- The dissolved gelatin should be poured slowly into the mixture stirring all the time to incorporate the gelatin completely.
- Gelatin mixture should not be boiled as this will toughen the jello.
- Cover the jello with plastic wrap if it is to be left overnight in the refrigerator. It would not form a rubbery skin on the surface.

Section B

Question 4

This optional question was designed to test Modules 1 and 2 of the syllabus: Nutritive Value of Food and Nutrition for the Life Cycle. The question specifically tested

- a) functions of proteins
- b) the parts of the egg
- c) complementary feeding.

Part (a) was well done; most candidates were able to correctly state two functions of proteins.

For Part (b) (i), most candidates were able to name the part labelled A correctly. However, very few candidates were able to name the part labelled B. The correct response for this part is *airspace*. Part (b) (ii) was not very well done; most candidates named nutrients that were not specifically linked to the egg yolk.

Part (c) (i) was done very well by most candidates. Most candidates correctly explained guidelines for complementary feeding. Correct responses include:

- Food should be fed frequently and patiently so that large quantities of food are not consumed at once.
- Foods should be soft in texture to allow for easy digestion.
- Breast-feeding should be continued while offering a variety of nourishing foods.

In Part (c) (ii), many candidates suggested a suitable meal, however, more often than not, they did not use the double-mix principle as was requested in the question.

Part (d) was well done by the majority of candidates. Correct responses included:

- A strong bond is fostered.
- Immunity from certain diseases is passed to the baby from the mother to build the baby's resistance.
- No preparation is required and there is little chance of gastric infections as the milk is sterile
- The milk is at the correct temperature and consistency.

Question 5

This optional question was designed to test Modules 4 and 5 of the syllabus: Equipment and Utensils for Food Preparation and Service and Food Hygiene and Safety. It specifically tested

- a) prevention and causes of burns
- b) guidelines to follow when storing food in the refrigerator
- c) food spoilage.

Part (a) (i) was well done; most candidates were able to correctly state the causes of burns in the kitchen. Correct responses were:

- Attempting to remove hot pots and pans with the naked hands
- Putting wet food into a pan with hot oil
- Pot handles turned towards traffic area

Part (a) (ii) was also well done; most candidates were able to correctly state ways of preventing burns. Correct responses were:

- Strike match before turning on gas.
- Turn pot handles inwards.
- Turn off burners when not in use.

Part (b) proved to be challenging for the majority of candidates as they were unable to explain why specific guidelines should be considered when storing foods in the refrigerator. Correct responses included:

Covering fresh milk

- To prevent strong odours from coming into contact with the milk
- To prevent the milk from being contaminated with other foods

Avoid storing hot or warm food

- Heat raises the temperature within the refrigerator thus freezing takes a longer time.
- Increased fuel consumption due to increased temperature.
- Possibility of spoilage because of increased temperature.

Avoid packing food tightly

- Circulation of air is impeded which may result in the food being spoilt.

Part (c) was not very well done. Many candidates linked the spoilage to bacteria but did not explain how the spoilage actually occurred. Correct responses included:

Fresh milk in a bottle turns sour

- The milk may not have been stored at the correct temperature, this led to an increase in bacteria which digest the lactose producing lactic acid which curdles the milk.

Mould growth on bread

- Bread was moist and this facilitated the growth of mould.
- The atmosphere was humid and this facilitated mould growth.

Oil becomes rancid

- Rancidity occurs by one of three methods: hydrolytic due to the presence of moisture, oxidative due to the presence of oxygen and microbial due to the presence of bacteria. The chemical structure of the oil is broken down/decomposed leading to rancidity.

Vegetables develop discolouration during peeling

- Oxygen enters the cells and reacts with the enzyme oxidase. This results in discolouration.

Question 6

This question tested Modules 7 and 8 of the syllabus: Consumerism and Purchasing, and Suitable Practices in Food Preparation. The question specifically tested

- a) factors to consider when purchasing food items
- b) the definition of net weight
- c) the manufacture of condensed milk.

Parts (a) (i) and (ii) were well done. Most candidates correctly stated the factors to be considered.

In Part (b), most candidates were able to define the term *net weight*. A few candidates confused net weight with gross weight.

Part (b) was not well done. Although some candidates were able to state the steps, they were unable to explain them. A correct response is as follows.

- Fresh milk is homogenized to distribute fat globules evenly
- Milk is heated at a very high temperature (176 degrees Fahrenheit) for 15 minutes to destroy bacteria.
- Fifteen per cent of sugar is added for colour and taste.
- Milk is heated under a vacuum to vaporize a large quantity of water
- Milk is cooled, poured into cans and sealed to prevent the entry of bacteria.

Part (c) required candidates to suggest reasons that could be used to convince a person to shop at a particular supermarket. Correct responses were:

- A wide range of foods are available.
- Prices are generally cheaper for many items.
- Food is usually of a good quality and fresh.
- Unusual foods may be stocked.

Question 7

This question was the least popular of the optional questions and tested Modules 9, 10 and 12 of the syllabus: Management of Food Preparation and Service, Meal Planning and Service, and Large-scale Food Preparation and Service. The question specifically tested

- a) hors d'oeuvres
- b) menus
- c) meal planning
- d) adjustment of recipes for large-scale use.

Part (a) (i) was well done. Most candidates were able to define the term *hors d'oeuvre*. Acceptable responses were:

- Small, bite-sized items served before a dinner
- First course of a meal
- Small savoury dish served as an appetizer at the beginning of a meal
- Food served in small portions before the main part of a meal
- Finger foods served at cocktails

Part (a) (ii) was also done very well. Most candidates were able to give a correct example of an *hors d'oeuvre*. Correct responses were:

- Spicy meat
- Fish
- Cheese
- Creamed food serve on crackers
- Meat and vegetable patties
- Meat and vegetable balls
- Savoury horns
- Cheese straws
- Puffs
- Bouchees
- Soup
- Kebabs

Part (b) was well done. Most candidates correctly stated the components of a three-course menu.

Part (c) was not very well done. Candidates were able to state the factors to be considered when planning meals, however, they were unable to discuss the factors so that they could achieve the maximum marks for the discussion.

Part (d) was done very well by most candidates. Candidates were able to calculate the adjustments to the recipe that would allow for an increase in the number of servings.

Recommendations to Teachers

- Formative and summative evaluations should be conducted to enhance teaching and learning.
- The theory and practical sessions should be linked during all lessons

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2016

**FOOD AND NUTRITION
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

More than 10,000 candidates sat for the 35th Food and Nutrition examination administered by the Caribbean Examinations Council in May 2016.

This examination took the form of two externally marked papers: Paper 01 (multiple-choice), which consisted of 60 items for a total of 60 marks, and Paper 02 (structured essay), which consisted of seven questions worth 16 marks each.

Paper 02 was divided into Parts A and B and reflected two profiles: Knowledge (candidates' ability to recall information), and Use of Knowledge (the ability to use such information in a variety of contexts).

Part A, worth a total of 48 marks, comprised three compulsory questions which were based on the following modules: Module 3 — Diet, Health and Nutrition, Module 6 — Food Preservation, and Module 11 — Food Preparation Methods.

Part B, worth a total of 32 marks, comprised four optional questions which were taken from the remaining nine modules of the syllabus. Candidates were required to choose any two questions. Eighty marks were available for this paper.

Paper 03 consisted of three practical assignments, each worth 20 marks, for a maximum of 60 marks. All assignments were structured by the class teacher or groups of teachers. Assignments 1 and 3 were assessed by the class teacher, while Assignment 2 was jointly assessed by the class teacher and an external moderator.

DETAILED COMMENTS

Paper 01 — Multiple Choice

The mean score on Paper 01 was 37.92 with a standard deviation of 8.53. Candidates performed very well on Paper 01. Performance in this paper was very good.

Paper 02 — Structured Essay

Section A

Question 1

This compulsory question was designed to test Module 3 on the syllabus: Diet, Health and Nutritional status. It covered the following topics:

- (a) Under-nutrition
- (b) Protein energy malnutrition (PEM)
- (c) Anorexia nervosa
- (d) Dietary anaemia

Additionally, candidates were required to:

- (a) State the function of dietary fibre or roughage in the diet.
- (b) Plan a THREE-course meal for a vegan and
- (c) Discuss possible health benefits of consuming a vegan diet.

The content tested in Part (a) was widely known. However, some candidates were only awarded 50 per cent of the available marks as they failed to stress that under-nutrition stemmed from a total deprivation of all nutrients in the diet.

Examples of correct responses included:

- Insufficient total intake of all the nutrients
- A condition where persons constantly eat food below their required need and therefore are not acquiring all the nutrients
- Failure of individuals to consume foods that provide all the nutrients in the right quantities as required by the body

Part (b) was well done by the majority of candidates. In most cases the correct symptoms of the nutrition-related disorder were identified, with responses that addressed points such as:

- Weakness
- Wasted muscle tissue
- Water retention
- Stunted growth
- "Old persons' face"
- Severe weight loss
- Protein energy malnutrition (PEM)
- Rapid weight loss
- Predisposition to diseases
- Chronic nervousness
- Dizziness and regular fainting spells
- Tiredness

The content examined in Part (c) was widely known by a majority of the candidates. Correct responses included:

- Dietary fibre is necessary to stimulate peristalsis to prevent constipation.
- Dietary fibre has a high satiety value so when consumed it gives the individual a feeling of fullness for a long time.

For Part (d) most candidates planned breakfast and lunch menus for a vegan. This part was not done well as some candidates did not know the correct sequence.

Correct responses included:

- | | | | |
|---|--------------------------|---|------------------------|
| 1 | Vegetable Broth | 2 | Nut Rissoles |
| | Sweet and Sour Tofu | | Peas and Beans Stew |
| | Rice and Peas | | Boiled Brown Rice |
| | Roasted Mixed Vegetables | | Tossed Vegetable Salad |
| | Eggless Chocolate Cake | | Potato Pudding |

Part (e) was not well done, as most candidates did not elaborate on the discussion of the possible health benefits of a vegan diet.

Correct responses included:

- Consuming a vegan diet can aid in the prevention of constipation as dietary fibre is present in numerous cereals and nuts consumed by a vegan.
- Dietary fibre helps in attracting water to the bowels as it cannot be digested, enabling the faeces to pass out freely.

Expected responses included:

Possible health benefits of consuming a vegan diet:

- Weight control – Weight gains are lower for those who do not eat animal-derived foods. Vegans' lower body weights correlate with their high intakes of fibre and non-intake of animal-derived fat.
- Vegans tend to have lower blood pressure and lower rates of hypertension than non-vegetarians. Appropriate body weight helps to maintain a healthy blood pressure, as does a diet low in total fat and saturated fat, and high in fibre, fruits, vegetables, and soy protein.
- The incidence of heart disease and related deaths is slightly lower for vegans than for non-vegetarians, which may be explained partly by vegans' avoidance of meat and saturated fats.
- Vegans have a significant lower rate of cancer than the general population. Their low cancer rates may be due to their high intakes of fruits and vegetables.
- Vegan diets may help prevent osteoporosis. Vegetables and beans are a good source of calcium and high protein; non-vegan diets promote calcium loss through the urine.

Question 2

This compulsory question tested Module 6 of the syllabus: Food Preservation. The question specifically tested

- (a) The knowledge of tests to determine when jam sets
- (b) Guidelines for selecting mango for making mango jam
- (c) Ways of enhancing pectin content

Additionally, candidates were required to explain why each of the following procedures is important when freezing green beans:

- (a) Washing
- (b) Blanching
- (c) Sealing the package
- (d) Rate of freezing

For Part (a) (i), candidates were able to list correctly two methods to be used.

Part (a) (ii) was not very well done as most candidates were unable to describe the procedure for one of the methods listed in (a) (i).

Part (a) (iii) was well done, correct responses included:

- Must be free from blemishes
- Must be fresh
- Should have a high acid content

For Part (a) (iv) candidates suggested that the pectin content in fruit could be enhanced in the following ways:

- Add a commercial food pectin.
- Add an acid such as lemon or lime juice.
- Combine fully ripe with just ripe fruit.

For Part (b) (i) correct responses included:

- To minimise spoilage by moulds and bacteria
- To remove dust and dirt

For Part (b) (ii) correct responses included:

- To inhibit enzyme activity
- To prevent discolouration and reduction in flavour

For Part (b) (iii) correct responses included:

- To remove the air to prevent freezer burn
- To prevent the entry of oxygen which may oxidise the food and bacteria which may cause spoilage.
- To prevent cross-contamination.

An example of a good response from a candidate was:

Rate of freezing determines if large or small water crystals are formed in the beans. If the freezing occurs slowly, large crystals will form that may rupture the cells. If freezing is done quickly small ice crystals are formed in the cells of the beans so when thawed they have a desirable appearance and nutrients are not lost.

Part (b) (iv) was not done very well by the majority of candidates as most candidates were unable to explain the importance of the rate of freezing.

Question 3

This question was designed to test Module 2 of the syllabus: Food Preparation Methods. The question specifically tested candidates' knowledge of

- Batters
- Yeast products
- Cake making

Part (a) was poorly done as most candidates were not familiar with the term 'batter'.

Part (b) was not widely known by most candidates, who were unable to state one function of salt, sugar and eggs as it relates to yeast products.

Correct responses included points such as:

- Salt influences fermentation, strengthens the gluten and improves flavour.
- Sugar softens the dough, adds flavour and colour.
- Eggs enrich the dough, add colour to the product, moisten the dough and help to produce a lighter mixture.

Part (c) was not done very well by most candidates, as most candidates answered the question by providing one reason for all of the techniques. However, the question required a different reason for each technique.

Sieving:

- For removal of lumps and particles.
- To aerate the mixture.
- Sieving of dry ingredients apart from flour ensures even distribution.

Creaming:

- Creaming fat and sugar to trap air so that the cake will rise.
- To break down sugar crystals and to develop a light texture.

Whisking:

- Helps to incorporate air.
- Prevents curdling.
- Helps to emulsify fat.

Folding:

- Incorporates air
- Prevents loss of air from overbeating

Part (d) was satisfactorily done; most candidates were able to correctly explain a procedure that could have been used to prevent fruits from sinking.

Correct responses included:

To prevent fruits from sinking to the bottom of the cake

- Use the correct quantity of liquid. If the mixture is too wet the heavy fruit will not be held evenly throughout.
- Use the correct proportion of sugar, as too much sugar may cause the structure to collapse and the fruit to sink.
- Use the correct proportion of raising agent because too much may cause the structure to collapse and the fruit to sink to the bottom
- Ensure fruits are dry by removing any syrup or moisture with tissue and placing them in flour. Wet fruits add too much liquid to mixture.

To prevent the cake from sinking in the middle

- Use the correct proportion of sugar. Too much sugar or syrup will cause the gluten to become extremely soft and collapse.
- Refrain from opening the oven door prior to the setting of the gluten/mixture. A rush of cold air will make the mixture sink.
- Use the correct proportion of raising agent because too much may cause the gluten to overstretch and collapse.

Crisp sugary crust

- Use castor sugar; coarse crystals will not dissolve in time and will result in crystal formation.
- Use the correct amount of sugar; too much will contribute to a hard sugary crust.

Question 4

This optional question was designed to test Modules 1 and 2 of the syllabus: Nutritive Value of Food and Nutrition for the life cycle. The question tested the candidates' knowledge of

- Factors that influence the nutritional status of the elderly
- Food preparation practices that retain nutrients
- The importance of calcium, iron and dietary fibre in the diet of a pregnant woman

Part (a) was well done as candidates were able to correctly define invisible fat and to give an example.

Part (b) (i) was not done well; most candidates were not able to state the factors that influence the nutritional status of the elderly.

Correct responses included:

- Weak digestive tract
- Lower metabolism
- Reduced activities
- Inability to chew crunchy food

Part (b) (ii) was done well, most candidates were able to correctly suggest with reasons, food preparation practices that should be used to ensure the retention of nutrients.

Correct responses included:

Dried beans

- Soak to hydrate and boil in the same water in which the vitamins have leached.

- Avoid the use of bicarbonate of soda as the destruction of the vitamins is increased in an alkaline solution.
- If water remains after boiling beans utilise the water in stews, soups and sauces this water contains vitamins.

Apple

- Prepare shortly before use as Vitamin C is readily oxidised.
- Apply lemon juice, which acts as an anti-oxidant, to apple after it is cut to prevent the loss of Vitamin C.

Lettuce

- Use whole, rather than chopped leaves as this provides a smaller surface area from which Vitamin C may be lost.
- Chopping and allowing to stand for long periods results in the rapid loss of Vitamin C.
- Lettuce leaves should not be soaked in water due to the solubility of Vitamin C.

Part (c) (i) was fairly well done. Most candidates were able to explain the importance of calcium in the diet of a pregnant woman.

Correct responses included:

- Calcium is transferred from the teeth and bones of the woman to the foetus. This may result in weak teeth and osteoporosis.
- Calcium is needed for milk production.

Part (c) (ii) was well done. For example, one correct response stated

“Iron is necessary for the formation of haemoglobin, an essential part of the blood. During pregnancy the amount of blood in the body increases and therefore there is need for the body to make additional haemoglobin.”

Part (c) (iii) was well done, as most candidates understood the importance of dietary value in the diet of a pregnant woman.

Question 5

This optional question was designed to test Modules 4 and 5 of the syllabus: Equipment and Utensils for Food Preparation and Service and Food Hygiene and Safety. It specifically tested candidates' knowledge of

- (a) factors to be considered when choosing a refrigerator
- (b) electrical appliances suitable for the preparation of specific food items
- (c) symptoms of food poisoning
- (d) food contamination
- (e) hygiene and food safety.

Part (a) was well done. Most candidates were able to provide responses that dealt with

- Size and capacity according to need
- The family size
- The money available
- Space available
- The features available

Part (b) was also well done. Most candidates were able to state an electrical appliance suitable for the preparation of specific food items.

- Croutons: toaster oven, frying pan
- Fresh citrus fruit punch: blender, juice extractor, citrus juicer
- Mayonnaise: blender, food processor, hand-held and free-standing mixers

Part (c) (i) was also well done. Most candidates were familiar with symptoms caused by consuming contaminated food.

Common responses included:

- Abdominal pain
- Nausea
- Vomiting
- Diarrhoea
- Fever
- Cramps

Part (c) (ii) was well done, most candidates correctly explained the factors that might contribute to food contamination of chowder.

Correct responses included:

- Milk and fish, the main ingredients in the chowder (soup), were susceptible to contamination.
- The warm environment was conducive to the growth of micro-organism

- The length of time the chowder was left before serving would have promoted the growth of microorganisms

Part (c) (iii) was well done, most candidates correctly suggested hygiene and safety factors to be considered when purchasing milk and fish.

Correct responses included:

- Buy milk and fish from reputable shops where the food is handled and stored hygienically.
- Check for the expiry date on milk package.
- Fish and milk should be stored at the correct temperatures.
- Fish should be fresh, with bright red gills, full eyes/eyes not sunken, no unpleasant smell, firm flesh and full scales.

Question 6

This question tested Modules 7 and 8 of the syllabus: Consumerism and Purchasing and Suitable Practices in Food Preparation. This question specifically tested the candidates' knowledge of

- (a) The differences between 'oily' and 'white' fish
- (b) Methods of heat transfer
- (c) Shopping guidelines for providing nutritional meals
- (d) Food labels

Part (a) was not well done; most candidates were unable to distinguish between white fish and oily fish.

An appropriate response was

White fish contains less than 5% fat in its flesh, and the fat is stored in the liver, whereas oily fish contains more than 5% of fat in its flesh and that fat is interspersed in the flesh making it dark and difficult to digest.

Part (b) was also not well done; most candidates discussed methods of cooking and not methods of heat transfer. Correct responses were:

- Convection is the rapid transfer of heat energy by molecules through liquids and gases.
- Convective currents occur in liquids and gases. The liquid that is heated rises, and cooler liquid falls to the bottom to be heated again. The food is heated by this process.
- Conduction is the transfer of heat energy through solid from one molecule to another by contact.
- Radiation is the transference of heat through a vacuum (space).

Part (c) (i) was well done; most candidates were able to adequately discuss shopping guidelines for providing nutritious meals.

Correct responses included:

- Buy cheaper cuts of meat as they are just as nutritious as the expensive cuts and money can be saved.
- Buy foods in season as they are often cheaper and have a greater food value than foods out of season.
- Search for specials and discounts in magazines and newspapers where foods can be obtained at a cheaper cost to enhance the nutritional value of the meal.
- Buy food in bulk as this may prove cheaper.
- Purchase non-traditional edible leaves; they provide a good source of iron and calcium.

Part (c) (ii) was not very well done. While candidates were able to correctly suggest the information that should feature on the label of guava cheese they were unable to support their suggestions with reasons.

Correct responses included:

- The name of the product to ascertain its authenticity.
- Address of the manufacturer; in the event that the product has an issue the manufacturer can be easily located.
- A list of ingredients, as consumers would be made aware of any ingredients that they may be allergic to; also, they would have an idea of their calorie intake.

Question 7

This question tested Modules 9 and 10 of the syllabus: Management of Food Preparation and Service, and Meal Planning and Service respectively.

The question specifically tested the candidates' knowledge of:

- (a) Kitchen floor covering
- (b) Guidelines for writing a time plan
- (c) Menu plans
- (d) Food spoilage

Part (a) was well done; most candidates were able to name the material and to explain its suitability for the purpose of covering kitchen floors, with responses such as

<u>Floor covering</u>	<u>Reason for choice</u>
Non-skid ceramic tile	Resistant to chemicals, heat and water
Vinyl	Quiet, waterproof, easy to clean, inexpensive
Linoleum	Hardwearing, easy to clean, inexpensive

Part (b) was well done also. Most candidates correctly listed guidelines to be followed when writing a time plan. Correct responses included:

- Ensure methods of cooking and temperatures are included in the time plan.
- Ensure the preparation of dishes follows a logical sequence.
- Ensure all ingredients to be used in the preparation of the dishes are clearly stated.

Part (c) was well done and most candidates were able to write a plan suitable for the main course of a lunch menu.

Part (d) was also well done; most candidates were able to correctly explain how the spoilage of foods could be minimised during food storage.

Correct responses included:

Flour

- Store in a cool dry area. If the area is too warm food will lose quality and nutrients.
- Store in an efficient working refrigerator. This will extend the shelf life of the flour.
- Use flour based on the first- in first-out principle to prevent using expired products.
- Store in airtight containers and on clean shelves to keep out moisture to prevent lumping.

Oranges

- Store in cool, dry, well-ventilated area to prevent vaporisation of juice.
- Store in a refrigerator to prevent nutrient loss and to discourage mould growth.

Meat

- Store at low temperatures in a freezer or refrigerator to retard the growth of microorganisms.
- Wrap securely to prevent loss of moisture and flavour (freezer burn).
- When purchased in large quantities, separate and package into small portions to avoid thawing and refreezing.

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EXAMINATION**

JUNE 2017

**FOOD, NUTRITION AND HEALTH
GENERAL PROFICIENCY**

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GENERAL COMMENTS

Food, Nutrition and Health is a new syllabus examined for the first time in 2017. It comprises seven sections with corresponding objectives. Over 10,000 candidates wrote this examination.

Paper 01, the Multiple Choice component comprised sixty items worth 60 marks, 30 of which were allotted to the Knowledge profile and 30 to the Use of Knowledge profile. The purpose of this paper was to ensure wide coverage of the syllabus objectives.

Selective objectives were tested in six compulsory Structured Essay questions in Paper 02. Each question tested two profiles with 6 marks allocated to the Knowledge profile and 10 marks allocated to the Use of Knowledge profile, for a total of 36 Knowledge and 60 Use of Knowledge marks.

Paper 03, the School-Based Assessment (SBA) component was intended to assess practical aspects of the syllabus and took the form of three assignments. The value of each assignment was 20 marks or 60 marks overall. The assignments were constructed by the class teacher or groups of teachers. Assignments 1 and 3 were assessed independently by the class teacher whereas Assignment 2 was assessed jointly by an external moderator and the class teacher.

DETAILED COMMENTS

Paper 01 — Multiple Choice

The mean score on this paper was 37.97 with a standard deviation of 9.02. Candidates performed very well on Paper 01; 92 per cent of the candidates gained acceptable grades.

Paper 02 — Structured Essay

Question 1

This question tested Section 1 of the syllabus — Diet and Health. Candidates were required to:

- a) List diets which contribute to good health and well-being.
- b) Explain ways in which obesity impacts the Caribbean.
- c) List vulnerable groups in the Caribbean.
- d) Discuss factors that can threaten the food security of one of the vulnerable groups.

Part (a) was well done by many candidates who gave appropriate examples of diets such as :

- High fibre
- Low fat
- Low sugar
- Balanced
- Vegan or strict vegetarian

Part (b) posed some difficulty to most candidates, who explained the causes and effects of obesity rather than its impact on the Caribbean. Correct responses included:

Human resource capacity

- Individuals may become ill frequently, thus being unable to go to work regularly causing a decline in production.
- Obesity predisposes one to non-communicable diseases such as diabetes mellitus and cardiovascular disease. If these diseases are not properly managed, persons' health is likely to deteriorate and they may eventually die.

Disposable income spent on health

- Due to a high incidence of heart disease/cardiovascular disease, Type II diabetes mellitus and hypertension, more disposable income is spent on medication.
- More disposable income will be spent on transportation in order to seek medical attention.

Government expenditure on health

- Increased budgetary allocation on health facilities and subsidies on health services and medication.

For Part (c), many candidates did not know the term *vulnerable groups* and therefore listed incorrect responses such as food groups and forms of nutrition. Correct responses included:

- Infants/toddlers
- Elderly/senior citizens
- Pregnant and lactating women
- Destitute
- Unemployed

Part (d) was not well done, as many candidates were unable to discuss the factors that threaten food security. Correct responses included:

Age

- The elderly and infants/toddlers cannot independently provide for their nutritional requirements.
- Failure of care providers to adequately provide for the nutritional needs of the elderly may result in under-nutrition or starvation as they may not have access to food or be able to prepare meals.
- Once the diet of the elderly and infant is lacking in key vitamins and minerals they are most likely to suffer from deficiency diseases.
- Adequate nutrition is essential for the health and survival of infants and the elderly.

Socio-economic status

- Retirees on limited finances may be unable to adequately provide for their health and nutritional requirements.
- Social programmes such as welfare and soup kitchens may not be in close proximity to where the poverty stricken individual lives or these programmes may be non-existent.
- Pregnant women may be unable to work due to complications. If they are not entitled to National Insurance benefits, they would have reduced access to finances and be unable to meet nutritional demands.
- Poverty-stricken individuals who have limited finances are unable to purchase nutritious food and are most likely to suffer from deficiency diseases and ultimately starvation.

Infectious diseases

- All vulnerable groups are at risk of developing infections which, in some cases, inhibit the absorption of nutrients due to diarrhea and vomiting. This may lead to severe malnutrition and by extension death.

Natural disasters

- Disasters such as hurricanes can lead to flash floods. The water, as well as the crops, become contaminated and will result in a decrease in the quantity and quality of the crops.

Question 2

This question tested Section 2 of the syllabus — Nutrition and Health. Candidates were required to:

- List functions of calcium in the diet.
- Identify non-heme sources of iron in the diet.
 - Suggest a reason why sources of iron are especially important in the diet of strict vegetarians or vegans.
- Describe in detail, how a person may become obese from an excessive intake of protein foods.
- Explain guidelines for conserving vitamin C during the pre-preparation of food.

In Part (a), very few candidates scored maximum marks. The majority of candidates stated correctly that calcium builds strong teeth and bones. However, some functions of calcium not included were:

- Needed for building nerves and tissues
- Necessary for blood clotting
- Aids in muscle contraction

In Part (b) (i), most candidates were unable to distinguish heme from non-heme sources of iron. They therefore listed both iron types rather than sources of non-heme. Correct responses included:

- Dark green leafy vegetables
- Spinach
- Dasheen bush/eddo leaves
- Sunflower seeds
- Dark chocolate
- Dried peas and beans
- Whole grain and enriched cereals
- Curry

In Part (b) (ii), some candidates misunderstood the question and gave responses that were consistent with lacto- and ovo-lacto vegetarians. Few candidates interpreted the question correctly and those gave responses such as:

- Strict vegetarians do not consume animal products which are the main sources of iron.
- Strict vegetarians must ensure that they consume adequate amounts of iron from plant sources so that their diets are not deficient in iron.

Part (c) was done very well. Correct responses included:

- Excess protein eaten will be stored as fat as the body may have already used the amount needed for growth repair and maintenance of cells.
- Carbohydrates eaten will be used for energy thus the excess protein is stored as fat under the skin and other parts of the body for later use. In the event that the stored fat is not utilized obesity may result.

Part (d) was not well done, as most candidates stated the functions of Vitamin C and were unable to explain guidelines for consuming Vitamin C. Correct responses included:

- Refrain from soaking fruits and vegetables in water as Vitamin C, being water soluble, will leach.
- Cut vegetables with a sharp knife as a dull knife will cause tissue damage and accelerate oxidation and hence the loss of Vitamin C.
- Peel vegetables and fruits thinly or utilize the skin which has a high concentration of Vitamin C.
- Cut fruits and vegetables shortly before use to minimize the loss of Vitamin C. Rapid oxidation will occur when plant cells are exposed or ruptured.

Question 3

This question tested Section 3 of the syllabus — Meal Planning Preparation and Dining. Candidates were required to:

- a) State factors which should be taken into account when planning meals for the family.
- b) Name the main nutrient present in (i) food from animals and (ii) staples.
- c) (i) Define the term *multi-mix principle*.
 (ii) Use the multi-mix principle to plan a breakfast menu for a five-year-old boy.
 (iii) Plan a lunch menu using the triple-mix or three-mix principle.

Part (a) was widely known as the majority of candidates scored full marks on this part. Parts (b) (i) and (b) (ii) were also widely known. Candidates correctly named the nutrients present in each food group.

Part (c) (i) was well done, as most candidates associated food groups with the multi-mix principle. Part (c) (ii) was also well done. Most candidates were able to plan the lunch menu. A few candidates did not use the triple-mix principle for that menu.

The breakfast menu that was planned for a five-year-old boy in Part (c) (ii), reflected a diverse Caribbean breakfast culture. Most candidates earned full marks for this part.

Question 4

This question tested Section 4 of the syllabus — Food Science and Technology. Candidates were required to:

- a) Name an agent responsible for the discolouration seen in cut fruits and vegetables.
- b) Name methods for preserving food.
- c) (i) Name microorganisms that contaminate food.
 (ii) Suggest factors, other than microorganisms, that may have contributed to the spoilage of the fish dish.
 (iii) Suggest signs/symptoms of food spoilage.
- d) Suggest the effects of extra baking powder in cake making.

Part (a) was well done as most candidates identified oxidation or oxygen as an agent responsible for the discolouration in cut fruits and vegetables.

Part (b) was also well done. Many candidates were able to identify methods of preserving food. Correct responses included:

- Dehydration
- Sterilization
- Salting/curing/smoking
- Freezing
- Pickling
- Canning
- Bottling
- Use of chemicals
- Pasteurization
- Irradiation

Part (c) (i) was well done by most candidates. Correct responses included:

- Bacteria
- Yeast
- Moulds

For Part (c) (ii), candidates were familiar with factors other than the presence of microorganisms that may have affected the fish dish. Correct responses included:

- Poor hygiene practices
- Poor food-handling practices
- Improper food storage
- Unsanitary cooking utensils and equipment
- Storage facility not working efficiently
- Incorrect storage temperature
- Food left exposed to flies and dust

Part (c) (iii) was very well done. Most candidates scored full marks for this part. Correct responses included:

- Upset stomach
- Nausea
- Vomiting
- Abdominal cramps
- Diarrhea
- Fever
- Dehydration

Part (d) was also well done. Correct responses included:

- The cake mixture will rise rapidly and fall due to the strong effervescence of carbon dioxide.
- The centre of the cake will fall/sink as the gluten will overstretch and collapse.
- The crumbs will be coarse.
- The cake tends to be flat rather than fluffy.
- The cake will develop an unpleasant taste.
- The mixture may overflow the pan.
- The cake will take a longer time in the oven without baking properly.
- The cake will crumble due to the over production of carbon dioxide.
- The crust will be sugary.
- The texture will be dry.

Question 5

This question tested Section 5 of the syllabus — Kitchen Design and Equipment Management. Candidates were required to:

- a) (i) Define *work triangle*.
- (ii) Name the kitchen layout that does not conform to a triangle.
- (iii) Explain the factors that should be considered in planning the layout and design of a kitchen.
- b) Identify features that should be considered when purchasing a food processor.
- c) Explain the techniques that can be used to conserve fuel while cooking curried chicken.

In Part (a), most of the candidates gave a partial definition of a work triangle and were awarded one of the two marks. The correct response is: *The layout of the three main activity areas in the kitchen, namely the cooker/range, the refrigerator and the sink which forms a triangle when connected by a line.*

For Part (a) (ii), most candidates correctly named the one wall or single lined design as a layout that does not form a work triangle.

Part (a) (iii) was also well done. Most candidates were able to explain three factors to be considered when planning the layout and design of a kitchen. Correct responses included:

Space available

- This would determine the most appropriate layout. For example, a one-wall layout is best suited for a small space and a small family.
- The U-shape design requires a large area and maximum storage space. Several persons could use it at the same time.
- The L-shape design can be used in a small or large area.
- A work triangle should be close but not crowded to allow for greater efficiency.

Storage units

- Type of storage units is based on storage requirements.

Ventilation and lighting

- Windows are important to permit natural light and allow the entry of fresh air.
- Lighting should consume low energy and provide adequate light.
- Lighting should not contribute to excessive heat in the kitchen.

Walls

- Should be easy to clean
- Should not absorb grease
- Pastel or light colours are ideal to create an atmosphere of coolness.

Flooring

- Easy to clean
- Should be non- slip
- There should be no defects in the floor.

Budget

- Adequate resources should be available for work to be undertaken.

For Part (b), most candidates misunderstood the meaning of the word *feature* and did not answer this part correctly. Correct responses included:

- The brand
- Wattage/voltage
- Durability
- Easy to clean
- Safety features (if parts are not correctly assembled the appliance will not operate)

Part (c) was fairly well done. Most candidates were able to explain techniques that could be used to conserve fuel. Correct responses included:

- Thaw chicken before cooking.
- Reduce the heat and allow the chicken to cook slowly as it takes longer for frozen food to cook.
- Use optimal liquid to shorten the cooking time.
- Utilize the pressure cooker as it reduces the cooking time by half.
- Make use of residual heat as this would be adequate to complete the cooking.
- Cover pot to retain heat which results in faster cooking.

Question 6

This question tested specific objectives from Sections 6 and 7 of the syllabus. Candidates were required to:

- a) State a guideline to be followed when (i) purchasing fresh beef and (ii) storing frozen beef.
- b) (i) State an advantage and a disadvantage of boiling.
(ii) Name dry methods of cooking.
- c) (i) Suggest reasons for shopping at a large chain supermarket rather than a community owned supermarket.
(ii) Suggest courses of action a person could take to seek redress after realizing the items they have purchased have expired.
- d) State ways by which plain boiled rice could be made more appealing.

Part (a) (i) was well done, as most candidates associated beef with a characteristic red colour. Correct responses included:

- Fat should be cream or pale yellow.
- Flesh should be slightly springy to the touch.
- Lean beef should have a marbled appearance.
- Fat and bone should not be in excess.
- Beef should have a pleasant odour.
- Cuts should be firm and smooth with no ragged edges or uneven sections.
- Flesh should be moist.

Part (a) (ii) was not done very well, as most candidates did not know the guidelines to be followed when storing beef. Correct responses included:

- Store in cooking portions.
- Store in freezer bags to prevent freezer burn.
- Loosely wrap in aluminum foil or other suitable wrapper to permit the circulation of air.

Part (b) (i) was well done by most candidates. Correct responses included:

Advantages of boiling

- A simple method of cooking that needs little attention.
- Suitable for cheaper cuts of meat such as brisket.
- An economical method of cooking as more than one food can be cooked at the same time.
- A healthy method of cooking.

Disadvantages of boiling

- Some foods may disintegrate if over boiled; therefore the food should be carefully timed.
- Generally, some flavor is lost from the food.
- Water-soluble vitamins are lost.
- The food looks unpalatable.

Part (b) (ii) was well done. Most candidates were able to correctly name dry methods of cooking.

Part (c) (i) was very well done, as most candidates were able to suggest appropriate reasons for choosing a large chain supermarket over a community owned supermarket. Correct responses included:

- Provides spacious parking facilities.
- Usually clean and attractive.

- Offers home deliveries.
- Goods are always fresh due to rapid turn-over.
- Purchases may be made with credit/debit cards.
- Patrons can choose and package their own fruits and vegetables.
- More attractive packaging is provided.
- Prices are readily displayed.
- A wide selection of items is available.
- Operates extensive hours and is open on Sundays.
- Items are at competitive prices.
- Everyone is anonymous.

Part (c) (ii) was done very well, though a few candidates suggested the first course of action was to seek the assistance of the law. Most candidates used the following required approach to answer this part:

- Return the goods and receipt to the place of sale.
- Request to speak to the supervisor or the person in charge.
- Make a formal complaint.
- If no redress is received, take the complaint to the Bureau of Standards.
- Engage the law if all approaches fail.

Part (d) allowed candidates to demonstrate their creative skills. Correct responses included:

- Mould the rice in attractive shapes.
- Garnish with herbs, sliced or wedged egg, sliced tomatoes and cucumber.
- Add vegetables of different shapes to the rice.
- Incorporate an assortment of fruits.
- Add colour to the rice.

Recommendations

- Students should be encouraged to write legibly.
- It is essential that students be given practice in answering questions, paying attention to key words used in the questions.
- Use various approaches of teaching to promote learning.
- Students should be given exercises in critiquing misconceptions and inaccuracies.
- Use real life simulations to motivate learning; for example, students should discuss, argue, explain, make judgements and analyze scenarios.
- Use formative and summative evaluation during classroom delivery to enhance the learning process.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE
GENERAL PROFICIENCY EXAMINATION
JUNE 2004**

HOME ECONOMICS – MANAGEMENT

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HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATIONS
JUNE 2004

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-third examination of the Caribbean Secondary Examination Certificate for Home Economics Management in May 2004. The General proficiency included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based Assessment.

Paper 01 – Multiple Choice

This paper consisted of sixty items, thirty of which tested the candidates' knowledge. Thirty items tested the use of knowledge. Candidates' performance was satisfactory. The mean mark was 40.01 out of a possible maximum of 60. The marks ranged from 0 to 58.

Paper 02 – Structured Essay Questions

This paper consisted of two parts. Part 1 comprised three compulsory questions while Part II comprised four questions from which candidates were required to choose two. Questions in both sections were each worth sixteen marks:- 6 marks were awarded to knowledge and 10 marks were awarded to the use of knowledge.

The mean mark was 48.53. The maximum possible mark was 80 and the marks obtained ranged from 1 to 75.

Paper 03 – School-Based Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teachers.

The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner. In most cases, there was a strong correlation between the teachers' marks and the examiners' marks.

The mean mark on Paper 03 (SBA) was 45.21 out of a possible maximum of 60, with marks ranging from 2 to 59.

DETAILED COMMENTS

Paper 02 – Structured Essays

Question 1

This question tested candidates' ability to:

- (a) explain the term "work";
- (b) list four reasons why people work;
- (c) suggest three benefits that a teenager may derive from a work experience programme at the family grocery store; and
- (d) discuss two factors that should be considered when choosing a career.

This was a compulsory question, and was attempted by all candidates. Part (a) of the question was well done by most of the candidates. A few candidates failed to explain the economic aspect of work; in some instances the definition was incomplete, for example: “work is something that is done”.

Part (b) was very well done by most candidates. Most of the candidates scored full marks. However a few had difficulty stating four different reasons why people work. Instead, they listed the basic needs (food, clothing and housing) as separate reasons; for example, provide shelter, provide food and provide clothing.

A small percentage of the candidates gave responses such as ‘to keep fit’, ‘to exercise’, ‘for companionship’.

Part (c) was attempted by the majority of the candidates. It was satisfactorily done. However, some candidates related the benefits of experiences the teenager may have gained from carrying out tasks in the grocery store, for example, packing shelves, using the cash register, counting money, rather than discussing the issues as they related generally to work experience. In general, some candidates found it difficult to articulate the facts.

While most candidates attempted part (d), not many were able to give satisfactory responses. Instead of discussing the factors, some wrote brief (one word) responses, for example, religion, salary, interests, qualifications. In addition, a few candidates mentioned only one factor; others did not attempt this segment at all.

Question 2

This question tested candidates’ ability to:

- (a) identify three ways in which money is earned;
- (b) state three guidelines that should be considered before spending the family’s income;
- (c) suggest three changes that the family of five who overspent their budget could make to ensure that they stay within their budget in the future; and
- (d) outline one way in which the budget of a low-income family differs from that of a high-income family with respect to food and shelter.

This was a compulsory question that was attempted by most of the candidates.

Overall, candidates did not perform satisfactorily on this question, with the average marks ranging from 9-11. Part (a) was done well by the majority of candidates; however, a few candidates gave unacceptable ways of earning money such as “stealing, robbery, gambling, begging and drugs”.

Part (b) posed a challenge to the majority of the candidates as they confused this part with part (c) and repeated the same responses.

Candidates’ responses indicated that they did not clearly understand the difference between “guidelines for spending money” and “measures for correcting overspending”.

Part (d) was well done by some candidates. However, many of the candidates experienced difficulty in expressing their ideas.

Question 3

This question tested candidates' ability to

- (a) identify three types of accidents that occur in the home;
- (b) list three safety practices that should be observed in order to prevent accidents on a stairway;
- (c) discuss one problem that may arise from each of the following actions that were taken in a home by a family:
 - (i) an icepick was used to remove a layer of ice that had built up in the freezing compartment of the refrigerator;
 - (ii) a kitchen knife was left in a sink that was filled with water and other utensils;
 - (iii) water from the iron was allowed to drip on an exposed wire on the flex;
- (d)
 - (i) give one reason for including safety features on the electrical appliances other than the one given at (b) above; and
 - (ii) name two safety features on a toaster.

This was a compulsory question that was attempted by almost all candidates.

Part (a) was generally well done. A few candidates described how the accidents occurred while a few mentioned the causes of the accidents such as 'fire', instead of the type i.e. 'burns'.

Part (b) was well done, with just a few candidates giving the general rules to prevent accidents in the home rather than the rules to prevent accidents on the stairway.

Part (c) was well done by some of the candidates while others misinterpreted the question. The majority of the candidates responded correctly to the problem with the "knife", but most of the candidates stated that the "water falling on the exposed flex will burn down the house". The candidates' ability to express their ideas presented the greatest difficulty.

Part (d) posed a challenge to the majority of the candidates. They ignored "one other reason" than to prevent accidents, and described accidents in their responses.

Most of the candidates named at least one safety feature correctly. A few candidates explained how to practice safety in the home.

Question 4

This question tested candidates' ability to:

- (a) describe the family form in a given illustration;
- (b) explain two reasons why reproduction and socialisation are important to the family;
- (c)
 - (i) identify four factors from the given scenario that may be responsible for Susan's non-communication with her grandparents;
 - (ii) suggest three actions that this particular family could take to address the attitudes which Susan exhibited.

Many candidates attempted this question. Most of them were able to identify the family form in part (a). A few candidates did not describe the family form.

The responses for part (b) varied. Few responses to (b) (i) were correct. Candidates gave the meaning of the words “reproduction” and “socialization” rather than the importance of the functions. The most common response for reproduction was “to increase family size”. Candidates experienced difficulty expressing their ideas for socialization.

Most of the candidates scored some points in part (c) (i). Most candidates gave at least two factors that may be responsible for Susan’s attitude. Several candidates gave responses that did not relate to the scenario.

Part c (ii) was satisfactorily done by many candidates. Some of the responses to address Susan’s attitude were punitive, for example, “punish her”.

Question 5

This question tested candidates’ ability to:

- (a) explain the difference between a “value” and a “behaviour”;
- (b) identify one of Tina’s values from a scenario ‘which depicts the teenager as declining an invitation to have refreshments with her friends after Sunday School and returning home immediately, because she wanted to please her grandmother;
- (c) name the three processes that Tina may have used in order to form the value identified at (b) above;
- (d) suggest two benefits that Tina may gain as a result of her actions after Sunday School; and
- (e) outline three emotional and social changes that take place in an adolescent with reference to Tina’s behaviour.

This question was not a popular choice among the candidates and was not done satisfactorily by those who attempted it.

Part (a) posed a challenge for candidates to explain the term “value” whereas the term “behaviour” was clearly explained in most instances.

Candidates scored full points in part (b) as they were able to identify one of Tina’s values.

In part (c), only a few candidates gave the correct response. Others confused the processes to form values with the management processes.

Part (d) was satisfactorily done and many candidates earned full marks.

Part (e) was not well done as most of the candidates had difficulty outlining the emotional and social changes in an adolescent.

Question 6

This question tested candidates' ability to:

- (a) define the term management;
- (b) name two human resources and two non-human resources that may be used in refurbishing an upholstered chair;
- (c)
 - (i) name the five management processes that the family exhibited in the given schedule of activities for one day; and
 - (ii) identify from the given list of activities one example of each management process that was named in (c) (i) above.

This question was a popular choice among candidates.

Part (a), which required the candidates to give the meaning of management, did not pose much difficulty for them. However, there were a few candidates who did not give correct definitions for the term "management".

Part (b) was generally well done though there were some candidates who confused human and non-human resources. For example, "energy" was given as a non-human resource.

Part (c) (i) was well done by the majority of candidates. A few candidates stated incorrect processes such as socializing and delegating, as management processes. Most of the candidates scored full marks in this part.

Part (c) (ii) posed the greatest challenge. Many candidates were unable to link the process to the correct activity. The few examples that were identified were for planning and implementing. Candidates exhibited little understanding of activities involved in "organising" and "controlling".

Question 7

This question tested candidates' ability to:

- (a) list three factors to consider when planning the layout of a living room;
- (b) state three guidelines that should be followed when selecting soft furnishings for the home;
- (c)
 - (i) name three soft furnishings and two accessories that are suitable for decorating the home for a wedding anniversary celebration;
 - (ii) give one reason for each item selected in 7 (c) (i) above.

This question was not a very popular choice among candidates, and in many instances, those candidates who attempted the question did not complete the entire question.

Part (a) was poorly done in most instances as the candidates were unable to list the factors to consider when planning the layout of a living room. They gave rules for decorating a home.

Part (b) was also poorly done as most candidates experienced difficulty stating three guidelines for selecting soft furnishings. Some gave vague responses such as "make sure you buy the right kind".

Many candidates who attempted this question scored their marks in part (c) (i). Only a few candidates were able to list three soft furnishings and two accessories suitable for the wedding anniversary celebration.

Part (c) (ii) presented a challenge to candidates. Many gave the same reasons for all the items selected, example, "to beautify" or "to decorate".

SCHOOL-BASED ASSESSMENT

The School-Based Assessment comprises three practical assignments. The second practical assignment, which should be conducted towards the end of the first term in the second year, was requested for moderation. This assignment was marked by the teacher and a visiting examiner. Each assignment was worth 20 marks.

Teachers were required to write their own assignments, and use the CXC-provided mark scheme for assessing the assignments.

The plans showed that there were a variety of different questions for which mark schemes were not submitted. However, most of the activities selected were appropriate, with relevant skills and economy practised in accordance with the syllabus.

The time allocated for completion of the tasks varied from two hours to three-and-one-half hours on several plans.

PLANNING AND PREPARATION

Most of the activities were appropriate; however, candidates need to improve on the allotment of time for tasks.

Skill Level

Candidates displayed good knowledge of the relevant skills.

Economy

Candidates showed evidence of economizing in their practical exercises.

Attractiveness

Most of the candidates exhibited great effort in making their presentations attractive.

Selection of Equipment and Materials

Many candidates selected appropriate equipment and materials while others ignored this section.

Appropriate Quantities

It was obvious that some candidates did not use the correct quantities. As a result, the end products were affected.

Special Equipment and Materials

Many candidates made full use of special equipment and materials.

Plan of Work

The method and order of work sheet continued to reflect limited details with which to carry out tasks. Shopping lists, in many cases, did not indicate the quantity of ingredients and other resources required to do the practical assignments.

- **Weighing and measuring:** Most of the candidates did not perform well in this segment.
- **Sequencing:** Candidates found it difficult to perform tasks in a sequential manner.
- **Methods:** Some candidates did not indicate the methods used to carry out given tasks.
- **Time allocation:** The time allocated for some activities were grossly inadequate while time allocation for others exceeded that which was required.
- **Cooking temperature and time:** Most of the candidates used the correct temperature but the time required for preparation of items was either insufficient or not identified.
- **Dovetailing:** Some candidates showed little evidence of this technique.
- **Hygiene:** Many candidates displayed only a satisfactory level of cleanliness during their preparation.
- Candidates need to pay special attention to preparation for chosen tasks and must list appropriate equipment and materials and the attending quantities. The Plan of Work must include:
 - logical sequencing of activities
 - methods used to execute tasks
 - time management skills
 - tidying to show cleanliness

RECOMMENDATIONS TO TEACHERS

While the candidate population is increasing each year and performance is showing improvement, various aspects of the candidates' preparation for the Home Economics Management examination need urgent attention.

Candidates should cover the entire syllabus before examination dates, thus leaving time for revision of work and further discussion on topics not fully mastered.

Some areas that need special attention in this course of study are:

- Functions of the family
- Values
- Principles of management
- Use of soft furnishings and accessories
- Emotional and social changes in adolescents
- Work and work ethics
- Budgeting in terms of income and expenditures

THE FOLLOWING REQUIREMENTS MUST BE SATISFIED WHEN CONDUCTING SCHOOL-BASED ASSESSMENT:

1. The record of marks **must** have the school's stamp affixed and **must** be signed by three persons:
 - (i) class teacher
 - (ii) the visiting examiner and
 - (iii) the school's principal.
2. The record of marks must be completed fully and accurately and must be submitted to the Local Registrars in a timely fashion.
3. The assignments and mark schemes must be submitted when requested to do so by CXC.
4. The assignments and mark schemes developed for the second assignment must show clearly the marks allocated to each segment/component.
5. The candidates' plans must be marked by the teacher and the marks allotted for each segment must be clearly indicated.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE
GENERAL PROFICIENCY EXAMINATION
JUNE 2005**

HOME ECONOMICS – MANAGEMENT

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HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATIONS
JUNE 2005

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-fourth examination of the Caribbean Secondary Examination Certificate for Home Economics Management in May 2005. The General proficiency included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School-Based Assessment.

Paper 01 – Multiple Choice

This paper consisted of sixty items, thirty of which tested the candidates' knowledge. Thirty items tested the use of knowledge. Candidates' performance was satisfactory. The mean mark was 39.97 out of a possible maximum of 60. The marks ranged from 0 to 55.

Paper 02 – Structured Essay Questions

This paper consisted of two parts. Part I comprised three compulsory questions while Part II comprised four questions from which candidates were required to choose two. Questions in both sections were each worth sixteen marks:- 6 marks were awarded to knowledge and 10 marks were awarded to the use of knowledge.

The mean mark was 33.99. The maximum possible mark was 80 and the marks obtained ranged from 1 to 70.

Paper 03 – School-Based Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and marked by the teachers.

The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner. In most cases, there was a strong correlation between the teachers' marks and the examiners' marks.

The mean mark on Paper 03 (SBA) was 45.21 out of a possible maximum of 60, with marks ranging from 3 to 60.

DETAILED COMMENTS

Question 1

This was a compulsory question and was answered by all of the candidates.

Part (a) of the question was well done. It required candidates to state the ways in which students of a graduating class can acquire information on the best jobs available in their areas of study. However, there was repetition by some of the candidates who gave examples such as radios, television and newspapers - as different ways of acquiring information, or talking to different businesses and visiting business places as two separate methods. Candidates tended to give responses that were repetitious and as such they did not score full marks.

Part (b) was fairly well done by a large number of candidates. Reasons given for acquiring a career were specific, for example, to provide basic needs. However, some candidates wrote about measures they would take to achieve their goals or reasons for working in general instead of reasons for working towards acquiring a career.

Part (c) was well done by the majority of the candidates, as they were able to state two positive attitudes that were displayed by two applicants to be interviewed for the position of flight attendant.

Part (d) posed a challenge to the majority of candidates. They were required to describe one way in which the applicant could demonstrate a spirit of cooperation, tolerance of the views of fellow workers, safety consciousness and dependability. A large number of candidates described the advantages of positive attitudes in the workplace instead of describing ways to demonstrate positive attitudes. Some candidates linked this part of the question to the interview rather than to behaviours in the workplace. Candidates were required to describe authentic situations such as, *allow fellow workers opportunities to express their views freely even when others disagree with them*.

Question 2

This compulsory question was attempted by the majority of candidates.

Responses to part (a) were fair. Candidates were required to state the means by which income is earned other than working for salaries. A few candidates gave unacceptable ways of earning income such as *stealing, begging and selling drugs*. Marks were not given for these illegal practices.

For part (b), which asked for guidelines that should be followed to ensure that the family income is spent wisely, many candidates failed to gain full marks as they misinterpreted the term *guidelines for spending money wisely*. They gave responses such as *planning and organizing*, instead of giving more comprehensive guidelines that pertain to spending money wisely, for example, *making a budget, doing comparative shopping*.

For part (c) (i), which required candidates to explain the factors that a family in context must take into consideration before preparing a budget, only a few candidates gained full marks. Some candidates did not attempt this section while others listed general factors with no explanation. Few candidates explained factors that pertained to the family described in the setting. There were others who gave responses more suitable for part (b).

Part (c) (ii) asked for possible reasons for the family's decision to use their limited income to purchase a food processor instead of a television set, and performance was poor. Apparently, the majority of the candidates did not know what a food processor was and therefore listed inappropriate responses such as *to preserve, store and cook food, and sell food to make money*. However, a few candidates gave credible responses and they were awarded full marks for their effort.

Question 3

This question tested candidates' ability to examine an illustration depicting a family engaged in various activities in the home and to: (a) suggest factors that may cause accidents in this home, and (b) outline safety measures that the family should take before and after a hurricane disaster occurs.

This was a compulsory question that was attempted by most of the candidates.

Part (a) was very well done. However, a few candidates failed to identify the factors in the illustration that may cause accidents in the home. Instead, the candidates listed the regular accidents that occur in the home, most of which were not relevant to the picture. For example, *cat biting a woman, toys on the floor, kitchen overcrowded, unlabelled kerosene can, loose electrical wires*.

Part (b) (i) was not well done by most candidates since only a small percentage of them were able to outline four safety measures that the family should take before the hurricane occurs. The majority of candidates gave answers such as: *plug out electrical appliances, cover furniture*, which were general measures taken before a disaster but which did not relate specifically to safety in the home. Most of the candidates attempted this section.

Most of the candidates who attempted this question did not give precise answers. Some answers given were: *buy up food stuff* rather than purchase non-perishable goods, *catch water* rather than store water in covered containers.

The majority of candidates misinterpreted part (b) (ii). Those who attempted it displayed great difficulty in expressing their ideas. Their responses were, for the most part, vague, for example, *make sure that all is safe before going outside* or *make sure no one goes outside*.

Question 4

This question tested candidates' understanding of net migration, population density and emigration rate.

This optional question was popular and was attempted by most of the candidates.

Part (a) was attempted by all candidates; however, most of the definitions given were incorrect. Most candidates did not include the key parts of the definitions. For example, for *net migration*, the difference between the number of immigrants and emigrants is important to the accuracy of the definition. Similarly for *emigration rate*, the definition must include *per thousand in a given year*.

Part (b) required types of data that are useful to demographers in determining the population of a country. This section was poorly done by most candidates as they gave answers such as *census, survey, histogram*, in response to types of data useful to demographers in determining the population of a country. Thus the tools for collecting the data were given instead of the types of data.

In part (c), candidates were required to suggest some benefits that the residents in a given scenario would derive from the presence of newcomers. Some candidates misunderstood the term *benefit*; subsequently incorrect responses were given. Other candidates were able to give correct responses as it related to an increase in the population, and supporting the job market, for example.

Part (d) asked for the health problems that might arise as a result of the increase in the population of the village. Most of the candidates listed problems such as crimes and starvation. Very few candidates came up with difficulties related to health.

Question 5

This question was a very popular one among the candidates but was not done satisfactorily by those who attempted it.

Part (a) tested the candidates' understanding of the terms, impulse buying, consumer credit and warranty and was challenging to candidates as they had difficulty explaining the term *impulse buying* whereas the terms *warranty* and *consumer credit* were correctly explained in most instances. In part (b), candidates wrote advantages and characteristics of advertisements instead of stating the ways in which manufacturers advertise to persuade consumers to purchase their products. This resulted in some candidates receiving low scores in this section.

Part (c) tested candidates' understanding of consumer rights in a given scenario and examples of the violation of these rights. It was not generally well done as some candidates misinterpreted this section of the question and gave the responses required for (c) (i) as the responses for (c) (ii) and vice versa. In (c) (i), candidates gave the rights that were violated instead of rights of the consumer and in (c) (ii) they gave the rights of the consumer. However, some candidates were able to give satisfactory responses to part (c) (i).

In some instances in (c) (ii), candidates stated their opinion about the rights that were violated instead of stating the rights that were violated in the scenario. For example, instead of stating *the iron had a broken flex which violated the consumer's right to safety*, they wrote that the iron should be in good condition. Part (c) (ii) was not well done as most candidates misinterpreted this section of the question, and so scored very low marks on the question.

Question 6

In part (a), the majority of candidates gave correct responses to the meaning of *R.S.V.P.* However, it was quite obvious that some had no knowledge of the abbreviation and they fabricated their own meanings.

In part (b), many candidates were able to correctly outline the guidelines for acceptable behaviour when dining on formal occasions.

Part (c) tested candidates' understanding of the processes of management as they related to a scenario involving the planning and execution of an anniversary dinner party.

The majority of candidates scored full marks for the part of the question that required them to identify faults on the invitation. Part (c) (ii) and (c) (iii) on the other hand, were the sections that candidates had greatest difficulty with. Less than half of the candidates scored full marks as they were unable to correctly identify and explain the management processes that were employed in both situations. The use of knowledge section was poorly answered except for (c) (iv) which drew on their everyday experiences where they were required to suggest ways in which the hostess could have fulfilled her responsibilities to her guests.

Question 7

This was a popular question but was poorly done. The majority of candidates scored low marks on this question. In most cases, where candidates were asked to describe, they listed or named and therefore they could not gain full marks.

Part (a) of the question was the part where most candidates scored full marks, as they were able to state two reasons why housing is important to a family.

Part (b) was poorly done. Candidates were unable to define *apartment* and *town-house* as well as to state the main differences between them.

For the part of the question where they were required to suggest ways of making a room appear brighter and larger, they tended to choose bright colours to decorate the room instead of cool, pastel, light colours.

The majority of candidates stated ways to modify the physical structure of the room such as, *knock out a wall and extend the room, add windows or build another room*. Most of the suggestions included *paint the room in bright colours* instead of *light or pastel colours*. Many candidates missed the key to the question, that is, *the room should be made to look brighter and larger*.

Part (d) was also unsatisfactorily done. Candidates were required to give reasons for choosing leatherette upholstery for a family room. Few candidates gave the correct responses which related to the durability of the leatherette and its easy-to-clean characteristics. Most of the responses were not relevant to the question.

SCHOOL-BASED ASSESSMENT

The School-Based Assessment comprises three practical assignments. This is the second year that the second practical assignment was requested for moderation. This assignment was marked by the teacher and a visiting examiner. Each assignment was worth 20 marks.

Teachers were required to write their own assignments. Guidelines for setting and marking the assignments were developed and issued by CXC.

The plans received showed that there were a variety of different assignments for which mark schemes were not submitted. However, most of the activities selected were appropriate, with relevant skills and economy practised in accordance with the syllabus.

The time allocated for completion of the tasks varied from two hours to three hours.

Teachers are reminded that:

- Both visiting assessor and class teacher must endorse the mark sheet.
- Workbooks and other materials must be sent only when requested by CXC.

PLANNING AND PREPARATION

Evidence showed that most of the activities were appropriately done; however, candidates need to improve on the allotment of time for tasks.

Most candidates showed evidence of using appropriate materials and equipment but appropriate quantities were lacking.

Some candidates had problems communicating logically and using correct grammar when writing the order of work.

Skill Level

Some candidates displayed good knowledge of the relevant skills.

Economy

Candidates showed evidence of economizing in their practical exercises. For example, many locally produced materials were used instead of foreign ones.

Attractiveness

Candidates made special efforts to enhance the attractiveness of their finished products. The use of garnishes and decorations was quite evident.

Selection of Equipment and Materials

Some candidates were able to list all the equipment and materials needed while others just mentioned a few.

Appropriate Quantities

Some candidates did not use the right quantities. Therefore, the products were not of a high quality.

Special Equipment and Materials

On average, candidates were able to select special equipment and materials appropriately.

Method and Order of Work

The method and order of work sheets continued to reflect limited details with which to carry out tasks.

Equipment and materials list

In many cases, candidates did not mention the correct proportion of ingredients and other necessary items needed to facilitate effective practical assignments. What was evident was that some candidates spent too much time collecting materials and not enough time on doing the activities.

It was also evident in the writing of the order of work that some candidates repeated the question in that section without giving details of method, time, temperature and sequencing.

Weighing and measuring

Most candidates did not indicate where weighing and measuring were carried out in the plan and order of work.

Methods

Most candidates exhibited little knowledge of the different methods of performing given tasks.

Time allocation

Many candidates managed time very well while others found it very difficult to balance their time in performing given tasks effectively. In some instances too many tasks were included for a specified time frame.

Oven temperature and cooking time

Some candidates made good use of oven temperatures while some candidates made little or no mention of cooking time and oven temperatures.

Dovetailing

It was evident that some candidates made good use of dovetailing in performing their practical assignments.

Hygiene

Some candidates made special efforts to handle themselves in such a way that their environment was kept clean. Others neglected to indicate cleaning and washing up activities. Candidates need to spend time writing their plan appropriately and legibly and they need to ensure that special equipment for testing are recorded. They also need to write the correct proportions for given tasks.

Materials and lists of equipment are very important. The Plan of Work must include:

- Logical sequencing of activities
- Method used to execute tasks
- Time management and skills
- Oven temperature and cooking time
- Dovetailing
- General cleanliness of self/utensils/work area throughout the entire given tasks
- Dexterity in use of equipment
- Observation of safety measures
- Finished products attractively served
- Indication of hot and cold food items to be served.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

JUNE 2006

HOME ECONOMICS: – MANAGEMENT

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

JUNE 2006

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-fifth examination of the Caribbean Secondary Examination Certificate of Home Economics: Management in May 2006. The General Proficiency included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based Assessment.

Paper 01 – Multiple Choice

This paper consisted of sixty items, thirty of which tested the candidates' knowledge. Thirty items tested the use of knowledge. Candidates' performance was satisfactory. The mean mark was 38.9 out of a possible maximum of 60. The marks ranged from 1 to 57.

Paper 02 – Structured Essay Questions

This paper consisted of two parts. Part A comprised three compulsory questions while Part B comprised four questions from which candidates were required to choose two. Candidates were required to answer a total of five questions. Questions in both parts were each worth sixteen marks: 6 marks were awarded to the Knowledge profile while 10 marks were awarded to the Use of Knowledge profile.

The mean mark was 34.5. The maximum possible mark was 80 and the marks obtained ranged from 0 to 70.

Paper 03 – School Based-Assessment

This paper was the School-Based Assessment and consisted of three practical assignments. The first and third assignments were set and assessed by the teachers. The second practical assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 46.1 out of a maximum of 60 with marks ranging from 0 to 60.

DETAILED COMMENTS

Paper 02

Question 1

This was a compulsory question and was attempted by approximately all candidates. Section (a) of the question required candidates to list three benefits that an employee may derive from working in a family business. This section was poorly done. Most of the candidates either did not respond or gave negative and unethical responses such as: *you could do anything you want; you will get plenty money; one will not be fired easily; one can take long lunch breaks and leave work early; you could go to work when you want*. Such responses were counter-productive in any business organization. Few candidates were able to give three sensible responses such as *obtain work experience, become marketable, and develop good work attitudes*.

Section (b) was less challenging than (a). This section asked for three reasons, other than satisfying the basic needs of food, clothing, shelter and health, why it was important to be gainfully employed. Several candidates gave reasons that included the basic needs which they were asked to exclude. A few cited unusual reasons such as *procreation* and *reproduction*.

Section (c) required candidates to explain how performance in the workplace may be affected by poor physical health and good mental health. This question was fairly well done by the majority of candidates. Some, however, misinterpreted the question and included poor sanitary practice, physical disability, and insanity.

Section (d) presented a situation where Jane wanted to attain good physical, mental and social health. Candidates were asked to describe three different practices in which Jane must engage in order to achieve this quality of life. It was heartening to note the satisfactory responses from most candidates, many of whom made a concerted effort to describe the practices; whereas, others just listed the practices without any discussion and so lost valuable marks.

Question 2

This was a compulsory question and was attempted by the majority of the candidates. Section (a) was fairly well done. Candidates were required to state two functions of money. A few candidates gave unacceptable responses such as, *durable, portable and root of all evil*, for which they lost valuable marks. In section (b) candidates were asked to give four major guidelines to follow when preparing a budget. Many candidates failed to gain marks, as they focused on guidelines for shopping such as, *the size of the family and the health of family members*, while ignoring correct responses for preparing a budget such as, *set priorities* and *consider your goals*. Few candidates gained full marks in this section.

Section (c) required candidates to develop five arguments that would be presented in a debate on Money Management to address the topic, *Budgeting for low income families is useful*. This section was unsatisfactorily done. Many candidates engaged in long introductions and extensive comparisons between high/low families. Some were very defensive in the cause of the poor for whom they perceived a budget was not necessary. Other candidates posed negative and positive questions instead of proving supporting arguments that the section required. For example: *Is a budget necessary? Why budget on a small income?* A few candidates, however, did an excellent job and proved that the question was not beyond their ability. They gave responses such as *helps low income families to live within their income* and *prevents unnecessary spending*.

Question 3

This was a compulsory question and tested candidates' ability to

- (a) explain two major causes of the following accidents that occur in the home
 - (i) choking
 - (ii) electric shock
- (b) describe the first aid procedure for treating a child who has a nosebleed

- (c) formulate safety guidelines for the following accident prone areas of the home based on a scenario (involving a family comprising the mother, father, two teenagers and two adults)
- (i) preventing burns in the kitchen
 - (ii) preventing falls on the staircase
 - (iii) preventing drowning in the bath
 - (iv) preventing poisoning in the laundry room

Section (a) of the question was generally well done. A few candidates had difficulty explaining two distinctly different causes of choking hence they wrote *eating too fast* or *eating while talking* all amounting to careless eating. Other candidates confused choking with strangling or suffocating. Most candidates were able to give two distinctly correct causes of electric shock. In the case of the *nosebleed*, there were too many dangerous suggestions such as: *the head should be tilted back so the blood would stop flowing; cotton placed in the nose; or alcohol be applied to the area*. A few candidates did not respond at all to this section.

Section (c) was attempted by most candidates and was fairly well done. A large number of candidates responded correctly to c (i) and c (ii). A few confused *burn* with *fire* hence there were responses like do not leave curtains hanging over the stove. A few candidates advised that *towels* be used to remove hot pots instead of using pot holders. Most candidates were able to identify ways of preventing falls on the steps. Some candidates had difficulty outlining fully the guidelines for preventing drowning and poisoning.

For (c) (iii), candidates gave responses such as use non-skid mats or non-skid tiles indicating that they confused drowning with falling. For (c) (iv), many candidates wrote about ways to avoid poisoning generally, for example, keep poison away from children, and so did not relate their answers to prevention of poisoning in the “laundry room” as requested.

Overall, candidates gave general safety practices rather than relate responses specifically to the selected areas. Similarly, safety practices were not designed for posters, as was requested in the question.

Question 4

This was an optional question which outlined a problem and required candidates to (a) define the problem faced by the Benn family; (b) list four steps in the decision-making process, apart from defining the problem; (c) (i) describe three benefits that the elderly couple may gain from the new arrangement; and (ii) outline two problems that Mrs. Benn may encounter.

The question was not well done as candidates had difficulty with sections (a) and (b) and scored very few marks in most instances. Some candidates lost marks because they misinterpreted the problem and made assumptions that were not indicated in the case. For section (a), candidates did poorly as most of them were unable to define the problem faced by the Benn family. Instead of defining the problem some candidates wrote a paragraph discussing possible solutions to the problem. The majority of candidates latched onto the given fact that Mrs. Benn was unemployed and could not provide for her basic needs. Candidates exhibited very limited knowledge of the decision making processes and gave the management processes instead. A large percentage of candidates scored very few marks in this section.

Section (c) (i) was fairly well done as the majority of candidates were able to give satisfactory responses. However, some candidates lost marks because they failed to describe the benefits adequately, and instead they gave phrases or one-word responses. Others responded with benefits to Mrs. Benn and not to the elderly couple as requested. In many instances, candidates indicated that the elderly couple would be cared for but did not explain how this would be done.

For section (c) (ii), a moderate number of candidates were able to score full marks but others had difficulty outlining problems that Mrs. Benn may encounter. Several candidates indicated that Mrs. Benn would have a lot of work to do without stating the effects of excess work or the problems that arose because of the excess work. Many candidates indicated problems that Mrs. Benn's son could face instead of Mrs. Benn.

Question 5

Section (a) tested candidates understanding of the roles of parents and children in fostering family relationships. In most cases functions, were given instead of examples of parents' roles such as : providers, care givers and nurturers. However, functions such as procreation, socialization, conferring status, transmitting culture and values and sexual relationships were quite popular responses. Some candidates fabricated their own roles of the children such as children must go to school instead of responses such as helpers, companions or assistants.

Section (b), which tested application of the management processes, was poorly done. Most candidates knew the processes but not in the correct order, and whereas they were able to differentiate between them, candidates were unable to apply the processes in acquiring the house. In some cases, candidates ignored the word *purchase* and focused on *renting* and *building* a house. Some candidates wrote on the advantages of renting versus buying. For the implementing process some candidates' explanation was, *this is the action stage*, but did not make reference to purchasing of the house. Some candidates demonstrated knowledge of the evaluation process and gave good responses while others wrote only one word or phrase.

Question 6

This was a popular optional question and was answered by most of the candidates. Candidates were required to study an advertisement and to answer sections (a), (b), and (c). For section (a) candidates were to identify three persuasive statements in the advertisement which they identified correctly. Section (b) required candidates to state three benefits that the company will gain from displaying the advertisement. Most of the candidates listed two benefits, namely, increased sales and increased customers.

For section (c) (i), candidates were asked to state three important pieces of information that were omitted from the advertisement. This section was also well answered though a few candidates misinterpreted the question. Section (c) (ii) required candidates to name the consumer right that was violated by the omission. The majority of candidates recognized *the right to be informed* or *the right to know*.

In section (d), candidates were asked to suggest six important factors that homemakers should consider before purchasing the item advertised. The responses for this section were most disappointing. Candidates did not link question (d) with sections (a), (b), and (c) thus responses given were not related to the case, for example, *rent, bills*. Many candidates gave general factors for comparative shopping, for example, *avoid impulsive buying*.

Question 7

This question was the least popular choice among candidates. However, those candidates who attempted it scored average marks.

For section (a) (i), many candidates were unable to define the term "etiquette" and saw it as being just table manners. In section (a) (ii), where candidates were asked to list four rules of etiquette to be observed while having dinner, they gained the maximum marks. In section (b) (i), ideas for decorating the back porch for the cocktail party were limited to the use of banners and balloons. Many candidates

gave reasons why the porch should be decorated instead of giving suggestions for decorating it as requested.

For section (b) (ii), candidates were required to study the layout of the porch and describe three ways in which the layout could be rearranged to make the porch more suitable for the cocktail party. A number of candidates were able to give adequate suggestions for rearranging the porch but did not give the reasons for their suggestions and did not score maximum marks.

SCHOOL-BASED ASSESSMENT

The School-Based Assessment comprised three practical assignments. It was the third year that the second practical assignment, worth 20 marks, was assessed by the teacher and an external examiner. However it was the first year that those assignments were not requested for moderation by CXC. Teachers were required to write assignments using the Guidelines for setting and marking assignments which were developed and issued by CXC.

GENERAL COMMENTS

Teachers are reminded that:

1. Both visiting assessor and class teacher must complete and endorse the Record of Marks for School-Based Assessment.
2. Workbooks and other materials must be sent only when requested by CXC.
3. Candidates need practice in Time Management and Tray setting.
4. Candidates must be able to interpret instructional terms such as: define, explain, describe, illustrate, outline, and justify.
5. Candidates must be able to use prior knowledge to analyse information and form conclusions in keeping with the discipline.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2007

HOME ECONOMICS: MANAGEMENT

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

MAY/JUNE 2007

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-sixth examination of the Caribbean Secondary Examination Certificate of Home Economics: Management in May 2007. The General proficiency included three components: Paper 01, the Multiple Choice paper, Paper 02, the Structured Essay paper and Paper 03, the School Based-Assessment component.

Paper 01 – Multiple Choice

This paper consisted of sixty items, thirty of which tested the candidates' knowledge, and thirty tested their use of knowledge. Candidates' performance was satisfactory.

The mean mark was 36 out of a possible maximum of 60. The marks ranged from 0 to 54.

Paper 02 – Structured Essay Questions

This paper consisted of two parts, Part A and Part B. Part A comprised three compulsory questions while Part B comprised four questions from which candidates were required to choose two. Candidates were required to answer a total of five questions. Each question was awarded a total of sixteen marks, 6 marks for the knowledge profile and 10 marks for the use of knowledge profile. The mean mark was 37 out of a maximum possible mark of 80 and the marks obtained ranged from 0 to 69.

Paper 03 – School Based-Assessment

This paper consisted of three practical assignments set by the teachers. The first and third assignments were assessed by the teachers. The second practical assignment was assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 47, out of a maximum of 60, with marks ranging from 0 to 60.

Detailed Comments on Essay Questions – Paper 02

Question 1

This was a compulsory question which focused on work and work ethics. Overall, the responses were fair. Part (a) of the question required candidates to state three ways in which graduating students of secondary schools may prepare for the world of work. Candidates misinterpreted the expressions "graduating students" and "prepare for work" and made reference to their schools' requirements or criteria for graduation and general rules for applying for a job. Examples of responses given in this section were: "obeying school rules and having proper values and attitudes." Examples of expected responses are: "obtain the relevant qualifications; attend career seminars; explore all media; and, seek attachments in areas of interest".

Part (b) required candidates to list three important qualities that an employee should possess for successful performance in the workplace. Responses were unsatisfactory as most candidates gave either guidelines for work or stated questions such as, "You must not show disrespect; Are you reliable? How committed are you?" Most of the candidates who attempted to list qualities stated them vaguely, for example, "a positive work attitude" and "good work ethics". Many candidates repeated the same responses that they stated for part (a) in part (b). Few candidates cited expected qualities such as - efficiency, understanding, and willingness to learn.

Part (c) presented a scenario of a young apprentice who had poor work habits, was frequently late, showed no regard for challenges faced by co-workers and was absent on important days during his attachment at a garment industry.

Part (c) (i) required candidates to outline three problems that might arise at the workplace as a result of the employee's work ethics. Most candidates repeated information from the scenario itself and lost valuable marks. For example some candidates wrote: "he showed no regard for challenges faced by co-workers;" "he is absent on important days;" and "he's frequently late for work". In other responses candidates focused on the consequences that the young apprentice would face instead of focusing on the problems that the industry would face, such as, production would be affected.

For part (c) (ii) candidates were required to suggest four actions that the employee could take to "improve his frequent late arrival at work." More than half of the candidates scored almost full marks in this section as they responded appropriately, for example:

- Do some preparation overnight;
- Set alarm clock;
- Wake up early;
- Leave home early.

Other candidates gave incorrect responses which were popular. These include:

- To lime or party less
- Popular diet and exercise
- Get plenty rest

Overall, candidates were able to score a range of marks.

Question 2

This was a compulsory question that tested candidates' knowledge of accidents in the home. Part (a) tested candidates' ability to name one different type of accident that was likely to occur in each of the following areas of the home: the kitchen, bedroom and garden. Part (b) of the question required candidates to state one major cause of accidents in each of the areas listed above. Overall, parts (a) and (b) were fairly well done.

Part (a), in particular, was generally well done although a few candidates confused types of accidents with causes of accidents. Candidates were required to name accidents in part (a) and state the causes of accidents in part (b). A small group of candidates gave one general cause like 'carelessness', 'ignorance' or 'negligence' for accidents in the three areas. Some common errors were listing safety precautions instead of causes of accidents and vague or incomplete responses such as:

- Using sharp machete will cut you;
- Lamps beside beds;
- Hot oil causes accidents.

Part (c) focused on safety precautions during flooding in a community. The scenario stated, "Stagnant water has accumulated in your community after one week of prolonged flooding." Part (i) required candidates to suggest six different safety precautions that must be taken by their family during the flood to avoid contracting diseases. This part was attempted by most of the candidates, but some of their responses suggested that they misinterpreted the question and therefore gave general safety precautions for floods without paying attention to the key phrase 'to avoid contracting disease'. Candidates gave responses such as:

- Secure all documents in plastic bags;
- Use sand bags at door;

- Buy tin foods;
- Batten up windows and doors;
- Ensure that you have a flashlight.

A few candidates mentioned precautions that the community should take rather than the family. Some candidates used the words ‘detergents’, ‘repellant’ and ‘disinfectant’ interchangeably. In addition, some candidates wrote ‘preserve’ water instead of ‘purify’ water. In some instances candidates concentrated only on precautionary measures relating to water, for example:

- Don’t bath in the water;
- Don’t drink the water;
- Boil the water;
- Don’t play in the water;
- Purify the water;
- Put bleach in the water.

Candidates were expected to include responses such as: Avoid the use of fallen fruits and vegetables from gardens/farms; use good insect repellant; take anti-infection medication; dispose of waste sensibly and carefully.

Part (c) (ii) required candidates to outline four important safety precautions that must be taken after the waters have receded. This part was generally well done by most candidates who recognized and repeated some of the relevant responses given in (c) (i), for example, ‘boil drinking water’, ‘keep children inside’. A few candidates did not seem to understand the term ‘receded’ and therefore continued to write about flood waters. In general, responses to part (c) (ii) were better than to part (c) (i).

Question 3

Question 3 was a compulsory question which focused on Money Management. This question was attempted by the majority of candidates. Parts (a) (i) and (ii) tested candidates’ knowledge of the expression, “Money serves as a medium of exchange”. Part (a) (i) was very well done except in a few cases where candidates gave situations instead of explanations of money being used as a medium of exchange. Some candidates did not answer this part.

Part (a) (ii) asked the candidates to describe two situations in which money served as a medium of exchange. This part was fairly well answered by the majority of candidates. A few candidates vaguely repeated the phrases ‘exchange of goods and services’ or ‘pay for goods and services’ as the description of the situation. Generally, the candidates understood what was required.

Part (b) asked for two reasons for preparing a budget. Most of the candidates understood this part of the question and answered it fairly well. Some candidates gave two reasons as required, but in some cases the second reason was similar in meaning to the first. The common misconceptions held by candidates included the idea that a budget is prepared to ‘see where the family has overspent’ and to ‘see how much income/money the family has’ and these responses did not capture the reasons for preparing a budget.

In part (c) candidates were given a scenario depicting circumstances of a family, from which two monthly budgets were presented to be analyzed. Part (c) (i) asked candidates to identify the important family goal that was not catered for in either of the two budgets. Although the goal was outlined in the scenario, many candidates answered incorrectly. Part (c) (ii) asked candidates to identify the budget that was more suitable for the needs of this family and to give three reasons to support their answer. The majority of candidates were able to identify ‘Budget B’ as the correct response but some were unable to give rational reasons to support their answer.

Part (c) (iii) asked candidates to suggest two changes that could be made to the budget selected in (ii) in order to achieve all the family's goals. This part was satisfactorily done by many candidates who gave two correct responses. For some candidates both responses given were incorrect.

This question was fairly well done with many students gaining marks from 14 to 16.

Question 4

Question 4 tested candidates' knowledge of the family and while it was a popular optional question, it was poorly done by most candidates. Parts (a) and (b) required candidates to study a picture and answer questions on the different stages of the family life cycle as was illustrated in the picture. For part (a) few candidates gave the correct responses for the two stages illustrated in the picture. The correct responses were "expanding" and "contracting" stages but many candidates gave responses such as old age; young age; and, grandpa visiting young couple, beginning and extended family. Many candidates focused on the activities in the picture rather than the stages in the family life cycle, so they gave responses such as "grandparent hugging child", and "grandfather happy to see parents and marriage."

Most of the candidates gave correct responses for part (b) (i) such as childbearing and retirement. For part (b) (ii) candidates responded poorly as they again gave features of the family instead of the demands. Expected demands included: "financial resources, companionship and health care."

Part (c) tested candidates' understanding of the benefits and limitations of having one child. This part was fairly well done as the majority of candidates were able to give satisfactory responses. For example: "more attention given to the child, more time available for relaxation." However, a popular incorrect response was that the family can save more money. In terms of limitations, some of the responses were, "not having a sibling to play with and less support and help." A popular incorrect response was, "parents will spoil the child."

Part (d) tested students' understanding of the economic effects on the community of having one child. The responses were either meaningless or irrelevant. For example: "parents did not communicate with community members, parents were able to give the community old clothes." Only a few candidates managed to give good responses such as "under populated community, more resources available to the community." Examples of expected responses are: "there could be a shrinking workforce; there may be a decrease in skills; more resources may be available to the community."

Question 5

This question was optional. Part (a) tested candidates' knowledge of the qualities that a family must possess in order to provide for the basic needs of its members. In most cases, functions of the family were given instead of qualities, for example: procreation, socialization, conferring status. Planning a budget was also a popular response. Some of the responses expected were:

- Initiative
- Good management skills
- Determination
- Commitment
- Ability to work hard.

Part (b) required candidates to describe two physical conditions associated with the elderly. This part was generally well answered except for the few who gave social and mental conditions instead of physical conditions.

Part (c) asked candidates to outline two ways of resolving conflicts in the family and it was generally well answered. Correct responses were: a family council meeting or a meeting with a professional. A few responses were based on the causes rather than the resolution of conflict occurring within the Jack's family, for example, the lack of communication and uneven distribution of chores within the family.

A scenario on two families sharing responsibilities for caring for an elderly grandmother was presented in part (d). For (d) (i) candidates were required to outline two responsibilities of the families in caring for their grandmother. Most of the candidates answered correctly. Part (d) (ii) tested candidates' use of their knowledge of the allocation of time in carrying out different tasks among family members. Candidates scored most of their marks in this section. A few candidates did not pay attention to the times each family was available as given in the scenario. Most of the candidates ignored the requirement in the question for four periods and gave several short time periods.

Question 6

Question 6 was the least popular optional question. Candidates were required to answer two sections of the question (a) and (b), based on the responsibilities of the host and hostess and the rules of etiquette for social functions. Most of the candidates gave correct responses and were able to gain most of the marks for part (a) and (b). Some candidates transposed the responses in part (a) and (b) and gave part (a) answers for part (b). Candidates were asked to (a) state three responsibilities of guests at a social function and (b) outline three rules of etiquette that should be observed at the dining table. Most of them listed the three responsibilities namely, to be courteous, to be punctual and to be appropriately dressed. For rules of etiquette some candidates formulated their own rules, for example, "do not belch, and do not put your foot on the chair".

For part (c), candidates were asked to state two important rules that must be observed when designing the floral arrangement for a 21st birthday dinner party. The correct responses included, "appropriateness, correct size and unhindered height to allow for conversation." Only a few candidates managed to gain full marks in this section.

For part (d) candidates were given a case to study and were asked to (i) outline three responsibilities to the guests that were not fulfilled by the hostess and (ii) outline one responsibility to the guests that was not fulfilled by the catering staff.

Candidates' responses for this part were most disappointing because candidates failed to link answers with the questions asked. They ignored the phrase "that were not fulfilled" and proceeded to offer recommendations, as to what the hostess should do and what the guests should do. Candidates should have recognized the word "failure" in the case given. For example, for the hostess, there was the "failure to mingle with guests and the failure to introduce guests." For the catering staff: "failure to serve every guest; failure to be polite; failure to be courteous." Many candidates were unable to distinguish between the host or hostess and the guests.

Question 7

Question 7 was a popular optional choice but not many candidates scored maximum marks. Candidates were asked to define two of the following terms in part (a), credit, impulse buying, and layaway plan. The definition for the term 'credit' was answered correctly by most of the candidates but many candidates confused the term 'layaway' with 'credit'. The terms 'layaway' and 'impulse buying' were not completely understood as some key words or phrases were omitted from candidates' responses.

Part (b) asked candidates to list two features of an effective advertisement for which many candidates scored maximum marks. Other candidates gave techniques used by advertisers rather than features. Responses given for part (c) showed that the majority of the candidates had difficulty interpreting this section dealing with the two-bedroom house with all conveniences, for sale. Candidates were required to write three specific factors that the couple must consider before making the decision to purchase the house. For this segment candidates answered as if the house were selected and arrangements were being made to purchase the house. The other part of the section asked candidates to suggest four important questions that the couple may ask the realtor, apart from the considerations stated in the previous part (c) (i) in order to arrive at a decision. For many candidates similar answers were given for part (c) (i) and (ii) and they also gave responses for questions only the couple could answer, for example, "Is the house suitable for my income or for my family?" Overall this question was poorly answered by many candidates.

Paper 03 – School-Based Assessment

The School-Based Assessment comprised three practical assignments and the second practical assignment, worth 20 marks, was assessed by the teacher and an external examiner. Teachers were required to write assignments using the guidelines for setting and marking that were developed and issued by CXC.

RECOMMENDATIONS

Paper 02

- Candidates displayed weakness in interpreting terms such as: qualities; effective; characteristics; responsibilities; fulfilled; considerations; features; economic effects; and, benefits and limitations. Candidates must therefore be provided with opportunities for sharpening their understanding of these terms.
- There is need for emphasis on subject matter and the provision of practical learning experiences in all areas of the syllabus, especially in “Disaster Preparedness”, “Entertainment” and “The relationship between family and the community”.
- Candidates must be able to use their knowledge creatively in new situations. They should be given those simulated experiences in classroom settings.
- Candidates need to be guided in organizing and presenting responses in an orderly manner.

School-Based Assessment

- Teachers need to ensure that candidates get practice in planning and executing the practical.
- There is need for a variety of new and creative assignments, as very often, the same SBA Assignments are used every year.
- Candidates must apply the elements of design when preparing floral arrangements.
- The amount of food served must be in correct proportion to the number of persons being catered for.
- Dishes used for serving food items and containers for displaying and presenting other final products must be appropriate.
- Candidates must learn to manage time and available space judiciously.
- Candidates’ final products seemed to vary from their plans. Plans must determine what is to be done during the actual practical session and the final product must be reflective of the plan.
- More creative and imaginative displays should be encouraged.
- Attention must be paid to economy of fuel, water and other materials (resources).
- Candidates must apply principles for performing specific tasks such as observing rules for cleaning.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2008

HOME ECONOMICS: MANAGEMENT

HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATIONS
MAY/JUNE 2008

GENERAL COMMENTS

The Caribbean Examinations Council administered its twenty-seventh examination of the Caribbean Secondary Examination Certificate of Home Economics Management in May 2008. The General proficiency included **three** components: Paper 01 - Multiple Choice, Paper 02 - Structured Essays and Paper 3 - School- Based Assessment.

Paper 01 – Multiple Choice

This paper consisted of **sixty** items, thirty of which tested the candidates' knowledge. Thirty items tested the use of knowledge. Candidates' performance was satisfactory. The mean mark was 34.7 out of a possible maximum of 60. The marks ranged from 1 to 54.

Paper 02 – Structured Essay Questions

This paper consisted of two parts. Part A comprised three compulsory questions while Part B comprised **four** questions from which candidates were required to choose **TWO**. Candidates were required to answer a total of **FIVE** questions. Questions in both parts were each worth sixteen marks; six marks were awarded to the Knowledge profile while 10 marks were awarded to the Use of Knowledge profile.

The maximum possible mark was 80 and the marks obtained ranged from 0 to 68. The mean mark was 33.3.

Paper 03 – School Based-Assessment

This paper the School-Based Assessment (SBA) consisted of **three** assignments testing practical skills. Each assignment is marked out of 20 and therefore the SBA is marked out of 60. The **first** and **third** assignments were set and assessed by the teachers. The **second** assignment was set by the teacher and assessed jointly by the teacher and an external examiner.

The mean mark on Paper 03 (SBA) was 45.2, with 60 as the highest mark.

DETAILED COMMENTS
Paper 02

Question 1

Question 1 was a compulsory question which focused on work and work ethics. It consisted of four (4) Parts: (a), (b), (c), and (d). Parts (a) and (b) tested candidates' knowledge while Parts (c) and (d) tested candidates' use of knowledge.

In Part (a), candidates were asked to identify **THREE** work habits that the sisters must possess in order to make the family business successful. In their responses, most candidates were able to identify the work habits while some candidates misinterpreted the question and made reference to work habits that Joe should possess and still others referred to the management processes instead.

Popular correct responses that the candidates gave included:

- Cooperation
- Punctuality
- Regularity
- Tolerance and
- Ability to work hard

Common incorrect responses given by candidates included:

- The sisters should ensure that Joe comes to work early.
- Good health.
- Take pride in work.

In many instances, references were made to work habits that employees in general should possess rather than the sisters identified in the item.

In answering Part (b), candidates stated financial benefits even though the question asked specifically for **benefits other than improved earnings** that may be derived from the family business.

Correct responses given included:

- Bond of friendship
- Meeting basic needs and goals
- Work experience and
- Development of skills

Others gave inappropriate answers such as:

- Buy cars and open restaurants
- Export cakes

Based on some of the incorrect responses given by candidates, it is evident that candidates did not peruse the questions carefully and thoroughly.

Part (c) required that students suggest FOUR guidelines that may help Dawn to manage her health. This part was answered correctly by the majority of the candidates.

Correct responses given by candidates included:

- Eating balanced meals
- Exercising regularly
- Checking with the doctor
- Getting adequate rest
- Practicing good personal hygiene
- Drinking 8 glasses of water per day

Additionally, some candidates had more than one guideline relating to eating habits such as “eating balanced meals”, “eating healthy” and “eating on time”. In such cases, candidates were awarded just one mark.

Incorrect responses suggested by candidates included:

- Drinking liquid
- Having a shower
- Clean environment

Eating health foods was a popular response.

Part (d) stated that Liz wants to help Joe to understand the importance of his work in the family business. To achieve this objective, candidates were asked to outline THREE statements Liz can say to Joe. This part was answered incorrectly by a vast majority of the candidates as they did not give specific statements that would address Liz’s concern for Joe. Candidates found this part of the question challenging. Some candidates wrote the importance of work while others gave the characteristics of a good worker to answer this part of the question.

Correct responses given by some candidates included:

- Joe, if you do not come to work early and regular, you will be fired.
- Joe, if the cakes are not delivered, no money will be made.
- The business will lose customers if the cakes are not delivered on time.

Other candidates gave incorrect responses which were popular. These included:

- Do as I say because I am the oldest and I am in charge.
- Joe the importance of you in the family business can help you to buy one of your own.
- Think positive about what you want out of the family business.

This part of the question tested candidates' ability to use knowledge. Due to the large number of candidates giving incorrect responses, it can be concluded that students' analytical skills and critical thinking ability were not fully developed. It will help if candidates utilize information to solve different problems in real life situations when they arise. Hence candidates could use Role Play to experience and understand different activities.

Question 2

Question 2 was a compulsory question that tested candidate's knowledge on money management. Parts (a) (i) and (ii) tested candidates' ability to define the terms 'gross income' and 'net income' respectively. Parts (b) (i) and (ii) required candidates to give one (1) example of fixed expenditure and one example of flexible expenditure, respectively. Part (c) tested candidates' knowledge of the statement 'Money serves as a store of value.'

Parts (a) (i) and (ii) in particular, was fairly well done. However, in some instances candidates were unable to define some key terms. Examples: 'gross income'- before tax and 'net income'- after tax. Some candidates defined net income as 'when you earn money by selling things through the net' or 'things you get through the net' or 'getting money over the net without stress' or 'gross income is earned annually and net income is earned monthly or fortnightly.' Many candidates interchanged the definitions of gross and net income.

Parts (b) (i) and (ii), in particular, were generally well done, although a few candidates gave the definitions for fixed and flexible expenditures instead of giving an example of each. Even in instances when both definitions and examples were given, the examples were incorrect. Some candidates interpreted fixed and flexible expenditure in terms of the "bank accounts" or "an individual's ability to do more than one tasks."

Part (c) required an explanation of the statement 'money serves as a store of value'. Few candidates answered this part fairly well. The majority of candidates did not demonstrate an understanding of the concept, "money serves as a store of value" and basically repeated the phrase or merely gave definitions of the term 'money'. Some common errors or vague responses were:

- "because if you don't earn money, you cannot serve your store to get value"
- "a store for selling goods and services".
- "legal tender for the purchase of goods and services"

In Part (d) (i), candidates were given a scenario depicting a family's budget. Candidates were required to review the steps that Mr. John followed to prepare the budget and identify four errors in the budget preparation. Most of the candidates understood this part of the question and answered it fairly well. However, a number of candidates gave responses such as, "education was not catered for" and "he put his needs before his family's needs." A few candidates also prepared a written budget and identified the steps instead of the identifying the errors in Mr. Johns budget preparation. Some candidates wrote recommendations instead of the errors in the budget preparation.

Part (d) (ii) required candidates to state two problems the family might encounter as a result of the budget. The majority of candidates were able to respond satisfactorily saying "bankruptcy", "bills may not get paid"

and “family goals may not be achieved”. Some candidates wrote errors in budgeting instead of problems that the family might encounter. A popular incorrect response was “family conflict” as a problem.

Question 3

Question 3 was a compulsory question which tested candidate’s knowledge of the accidents and safety practices in the home. Parts (a) (i), (ii) and (iii) required candidates to identify one different type of accident that frequently occurs in the laundry room, bathroom and staircase.

The majority of candidates did not write three **different** types of accidents. The responses focused on falls, slides, skating, and drop which were all the same. Candidates failed to recognize that the question mentioned three “**different ..frequently occurring**” accidents. Some candidates listed drowning in the bathroom as a frequent accident. Candidates were asked to **list** the accidents, but instead of listing the accidents they described the causes of the accident. Examples: “Something was left on the floor and they drop.” “Don’t allow the water to fall from the bathtub, you will slip and break your hand.” Correct responses should have included; falls, shock or electrocution, cuts or bruises, poisoning and suffocation.

Part (b) required candidates to outline one safety practice that family members should observe in order to prevent each type of accident identified in (a) above. Many candidates were unable to outline fully the safety practices, instead they focused on the causes of accidents. For example, “Do not allow children to play with toys on the staircase” and “Toys all over the steps” were some of the responses given. In addition they described the accidents, rather than outline them.

Correct responses included:

- Keep poisonous substances out of the reach of children.
- Do not touch plugs and electrical appliances with wet hands.
- Wipe up spills immediately.
- Remove sharp objects from clothes.
- Use chemicals as directed.

Part (c) (i) of the question required candidates to formulate appropriate safety rules to be placed on the wall near the ironing board. Generally the candidates handled this section very well as most of them were able to formulate at least two correct safety rules. For example:

- Do not leave iron plugged in and unattended
- Switch off iron and unplug after use
- Don’t plug iron in or out with wet hands

Few candidates misinterpreted the question and placed the emphasis on rules for the ironing board rather than rules for the iron. Examples include:

- Close ironing board after use.
- Store ironing board out of the reach of children.
- Ironing board should be firm and strong.

For Part (c) (ii), candidates were asked to explain two ways the family could benefit from having an iron with the following features; thermostat control and insulated handle. Many candidates gave incorrect responses such as, “Thermostat saves electricity” and “the iron turns off automatically”. For the insulated handle a few candidates wrote answers such as it prevents the family from getting shock; it can control the different movement of the iron; it gives a firmer grip. Some candidates did not respond to this part of the question.

Question 4

Question 4 tested candidates’ knowledge on values and attitudes. While it was a popular optional question, it was poorly done by most candidates. Part (a) required candidates to state the relationship between values

and behaviour. Few candidates gave correct responses for the relationship between values and behaviour. The correct responses were “values are personal beliefs or principles which form a basis for behaviour; values are revealed in attitudes, interest and actions or behaviours; behaviour reflects values. Values influence behaviour. Many candidates related Nona’s disrespect to her grandmother as having no value or behaviour. “Behaviour and values is one cousin” was another response. The majority of the candidates defined both concepts separately without showing the relationship. Some candidates confused the concept ‘behaviour’ with ‘values’.

In Part (b), candidates were asked to explain the ways in which a community could help to instil positive values in **young people**; instead they gave ways in which positive values could be instilled in Nona. Candidates did not provide full explanations; they gave one or two words for the responses such as, “counselling” and “youth programmes”. A common practice was to repeat the same point using different words, for example: “Provide youth clubs with games”, “provide netball and football”, “recreational activities”.

Part (c) tested candidates’ understanding of the impact of Nona’s behaviour on classmates and her grandmother. Many candidates misunderstood this part as the majority of candidates did not give satisfactory responses. Responses were too simplistic, for example: “Nona would be unhappy”, “Nona acted like her friends”, and “Nona would hate her grandmother”. A popular incorrect response was, “Her grandmother would not give her any food and run her out of the house”.

Part (d) tested candidates’ understanding of two measures to be taken by school officials and religious leaders to resolve the conflict between Nona and her grandmother. Many candidates responded satisfactorily and scored the majority of their marks in this part. The most common responses were: “Nona and her grandmother should attend counselling” and “The religious leaders should pray for Nona and her grandmother”.

Question 5

Question 5 was optional and focussed on over population and its effects on the community. It was a popular choice as many candidates attempted it. A diagram representing the overpopulated community was given. Candidates were required to study the diagram and answer the questions given. Instead of using the time to concentrate on answering the questions, candidates used time to draw the diagram which was unnecessary.

Part (a) (i) required candidates to state **THREE** social problems that might occur in over populated communities while Part (a) (ii) required them to identify **THREE** different economic effects of overpopulation on the community. Many candidates did not differentiate between social and economic problems and were unable to score marks because they placed the problems under the wrong category. Most candidates gave one word responses instead of complete sentences. For example, for social problems they gave: “jobs were scarce”, “unemployment”, “poverty” and “lack of resources” while for economic problems they gave: “poor health”, “teenage pregnancy”, “lack of personal space” and “crime and violence”. Very few candidates scored full marks for this section.

Part (b) required candidates to suggest **THREE** measures that can be employed by the governing committee to assist in controlling the population growth. Many candidates interpreted this to mean what could have been done, generally, to help the economic crisis of ‘over population’. Responses such as: build more houses, build schools, and provide jobs for the students were given. Some other candidates gave answers such as “use condoms,” use birth control pills,” use family planning” instead of saying, ‘provide counselling on family planning, encourage citizens to set up programs or educate citizens on wise family planning. Many candidates did not gain full marks because they responded in short phrases instead of stating the measures fully. In some cases only one word answers such as ‘birth control’, ‘education’, ‘family planning’ ‘jobs’ were given. Many candidates gave solutions for the problem of overpopulation for example: build schools, build houses, find work, get resources instead of suggesting measures to **control population growth**.

Part (c) presented the report of a survey conducted in the community. The survey revealed that six year old children were being neglected. Candidates were required to suggest **TWO** factors that may have led to the

conclusion in the survey report. Many candidates interpreted this to mean that they had to find solutions for the children's neglect. Incorrect responses such as, "government should put them in homes, build children homes, give them to the welfare, put them up for adoption, help the children by giving them jobs", were given. Many one word responses were given instead of statements or sentences. Some candidates included what the government should do to these parents who had abandoned their children. Appropriate responses should have included indicators such as, child labour, abuse, lack of basic needs, abandonment. Generally, candidates had problems outlining plausible responses. Overall this section was poorly done.

Question 6

Question 6 was a popular optional question. Part (a) tested candidates' knowledge on 'Work Simplification'. Many candidates defined the term 'Work' instead of 'Work Simplification'. Part (b) required the candidates to list FOUR reasons, other than shelter, why families needed housing. This question was misinterpreted, as candidates listed the functions of the families. Some responses given were:

- Procreation
- Socialization
- Conferring Status
- Shelter

Part (c) asked candidates to prepare a 'Plan of Work' for the family to show the use of time. Instead, many wrote a completed Plan schedule including Sheet A, Sheet B and Sheet C. Many candidates did not write the activities in the correct sequence. Instead, they simply re-wrote the exact order of the activities as stated in the question, allotting too little or too much time to complete each activity. Arranging the furniture was given the most time and was always carried out lastly. The question focussed on appropriate allocation of time, sequencing and inclusion of all activities.

In Part (d), candidates were expected to describe TWO ways the bedroom could be made suitable for a NEW BORN baby. Many candidates did not take into account that this question was related to a **new born baby** and suggested responses such as:

- Decorate the room with lots of teddy bears, cartoon characters, soft furnishings and toys
- The use of the word "bright" instead of "light" colours to paint the room was chosen by almost everyone.

Question 7

Question 7 was a popular optional choice and most candidates scored between six and ten marks. In Part (a), candidates were asked to define the term 'Warranty'. Most candidates omitted "manufactures' statement" or "written contract" from the definition. Many students confused the term 'warranty' with 'warrant'. Candidates gave response such as:

- Warranty is what the police give you when you are arrested.
- It is a discount
- It is a seal of approval
- It tells how long an item is to be used for
- Time given to complete payment

The term 'Warranty' was also confused with the term 'Hire Purchase'. The definition of 'Hire Purchase' was given for the definition of 'Warranty' in many responses.

Part (b) required candidates to describe TWO methods of payment that may be used for the purchase of furniture. Most candidates gave correct responses and were able to score marks here. However, the full response was not given in most cases as candidates listed two methods of payment but did not describe them. The terms 'Lay-away' and 'Hire Purchase' were not completely understood as some phrases such as 'make a down payment' or 'instalment with interest' were omitted from candidate's responses. Candidates

did not clearly associate the definitions with the correct terms. Example, ‘Lay-away’ – taking goods and paying for them later.

Part (c) (i) required candidates to outline three guidelines that a family should follow in order to decide on the type of living room set to be purchased. This section was poorly answered since many candidates listed as the guidelines, information given in the stem of the question, for example, “consider the number of children in the family”. Candidates did not compare the features of both chairs in order to determine which one would be more suitable for that particular family. A majority of the candidates gave responses that were general guidelines for shopping. In other instances single words or phrases such as – size, space, colour, quality, cost, age of children and gender, were listed.

Part (c) (ii) required candidates to state one advantage and one disadvantage of leather covered and fabric covered chair. Many candidates did not differentiate correctly between advantages and disadvantages. They listed negative points as advantages and positive ones as disadvantages. An example of a disadvantage of leather was, ‘it is not as strong as fabric’. Many candidates gave as responses the information included in the stem of the question.

SCHOOL BASED ASSESSMENT

Paper 03

It was the fifth year that the second practical assignment worth 20 marks was assessed by the teacher and an external examiner. However, it was the third year that those assignments were not requested for moderation by CXC. Teachers were required to mark assignments using the guidelines for setting and marking assignments that were developed and issued by CXC.

In most cases both the Teacher and External Examiner completed the required forms though the comments were few.

In every instance there was a call for more practice. The External Examiners commented on the wastage of resources such as time, fuel and ingredients. Some candidates gave all their attention to one component of the text while other segments were rushed. In some instances the plan of work was totally different to the assignment given.

GENERAL COMMENTS

Structured Essays Questions

1. Candidates must be guided to underline key points in the question to focus on when writing responses.
2. Candidates must be able to interpret instructional terms such as: define, explain, describe, illustrate, outline, and justify.
3. Candidates must use prior knowledge to analyse information and form conclusions in keeping with the specific situations set out in each question.
4. When answering questions, candidates must take time to determine the relevant context and treat the topic or issue as it relates to the context. Examples:
 - Questions on ‘budgeting’ may require responses that relate to a specific context such as budgeting to meet a particular goal and not budgeting in general.
 - Benefits of work as they relate to a business or a particular job.
 - Rules relating to buying furniture in relation to leather and not rules for shopping in general.
5. Candidates must attempt to write complete statements when required.

6. Candidates must also try to use the terms of the subject and write words that are recognizable. Some words and phrases were beyond recognition in the body of knowledge known as Home Economics: Management.
7. In reference to the SBA assignments, candidates must improve the logical sequencing of tasks, show creativity in labelling items and refrain from overcrowding display areas. The allotted time for the test must be utilized judiciously so that each segment of the test might be completed.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2010

HOME ECONOMICS: MANAGEMENT

HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION

JUNE 2010

STRUCTURE OF THE EXAMINATION

The Caribbean Examinations Council Administered its 29th examination of the Caribbean Secondary Certificate of Home Economics in May 2010. The General Proficiency included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essay and Paper 03 – School-Based Assessment.

Paper 01 comprised 60 multiple choice items, each worth one mark.

Paper 02 consisted of two parts. Part A comprised three compulsory questions while Part B comprised four questions from which candidates were required to choose two. Each question was awarded a total of 16 marks, 6 marks awarded for the Knowledge Profile and 10 marks for Use of Knowledge Profile.

GENERAL COMMENTS

The compulsory questions on Paper 02 have historically revolved around Modules 5, 7 and 10. Despite this known fact the questions continue to be poorly understood by the candidates and the responses were shallow and parochial. There was a lack of proper usage of language, both grammatical and technical and the appropriate knowledge relating to the content inherent to these objectives. Most often candidates reverted to their personal or family experiences and very often street parlance and superstition as against the use of the taught verifiable content required of candidates. There needs to be greater evidence of the subject mastery and at least reasonable exposure to the standard knowledge by the majority of the candidates across the region. It is desirable that regions and schools take note of this tendency, do more to improve the greater understanding of the content and the need for mastery of these important areas of the curriculum, and to seek to revise and update the texts and other resources used in the teaching of the topics.

Concepts pertaining to the critical objectives seemed misunderstood and poorly reported on by the candidates. Candidates often failed to determine differences in meanings of important concepts like *definitions, characteristics, factors, benefit, effects, reasons/explanations and examples*. Many incorrect responses or responses that earned only partial marks for the candidates were due to their inability to demonstrate their mastery of the critical language of organising and understanding the course content.

Candidates often demonstrated lack of knowledge in answering questions and the inability to follow instructions by the way they wrote two or three lines of information on a single page of the answer booklet, often with incorrect responses and as a result wasted the entire manuscript.

There must be concerted efforts for teachers to help the students learn how to read and interpret the essay questions and provide reasonable responses that will earn the assigned marks. The low scores of some candidates who took this examination suggest that some candidates did not study the subject or were just not at the readiness level. The latter inference was based on the incoherent, illegible, nonsensical responses of some candidates.

DETAILED COMMENTS

Paper 01 – Multiple Choice

Candidate performance on this paper declined significantly in 2010. The topics which proved to be challenging to the candidates were:

- The least reliable method of family planning
- The type of glassware used for serving wine
- The alkali used for removing heavy grease stains
- Factors that contribute to safety in the kitchen
- Ingredients for preparing a home-made furniture polish for wooden furniture
- Characteristics of heat resistant glass
- ‘Open stock’ with reference to tableware

Section A

Question 1

Mean: 6.11 Std. Dev.: 3.74

In Part (a) (i), candidates were required to:

State two benefits to be derived from family members working cooperatively in the kitchen garden, the key phrase being, “family members working cooperatively.”

A number of candidates were able to write the correct responses to include:

- Building family bonds
- Younger family members developing responsibility
- Building a spirit of cooperation
- Work would be done quicker and easier
- Team work and togetherness in getting work done.

Other candidates gave incorrect responses, which are indicative of a lack of knowledge and their being unprepared for the examination and/or their misinterpretation of the question.

Part (a) (ii) asked for the benefits of an individual having a job.

This was answered correctly by most of the candidates.

Some popular correct responses were:

- Gain work experience
- To get an income
- To confer status
- Will be able to achieve goals
- Develop independence
- Can improve standard of living.

In Part (b) (i), candidates were asked to state one characteristic of good mental health.

Most candidates misinterpreted the question and provided responses that referred to activities to be done in maintaining good mental health instead of providing responses on the “characteristics” (features, attributes, quality) of good mental health.

Some correct responses included:

- Having good relationship with co-workers
- Being able to interpret and make right decisions
- Alertness
- Being focused
- Having good memory
- Sense of personal well-being.

Part (b) (ii) asked for one characteristic of physical fitness.

Again some candidates misinterpreted this question and failed to state the “*characteristic*” of physical fitness.

Some correctly stated responses were:

- The ability to carry out daily activities without feeling tired easily
- Energetic and active
- Good posture
- Being physically alert.

Incorrect responses given often included:

- Exercising regularly
- Keeping the body fit
- Eating a lot of fruits and vegetables
- Eating from the six food groups
- Free from sickness.

Part (b) (iii) required candidates to briefly discuss effects of good mental health on the work performance of teachers preparing students for an examination.

Some candidates answered the question very poorly; some did not even attempt to respond to this part of the question. In many instances, candidates referred to the effects of good mental health for the “students” preparing and going into an examination instead of the effects of good mental health on the teacher’s work performance in preparing students for the examination. Additionally some candidates stated points instead of **briefly discussing** the points in their responses.

Where candidates provided the correct responses, some popular correct responses were:

- Teachers should be alert and focus on preparing students for the examination so that more work can be done.
- Teachers should be patient with the weaker students and help them in understanding more in those areas in which they are weak.
- The teacher will remain calm even when it becomes very stressful preparing students for the examination and will not curse them.

- The teacher will have extra classes, go through past papers and ensure the syllabus is completed before the examination.
- The teachers will encourage and motivate students to study and work hard so that they can pass the examination with very good grades.

Part (b) (iv) asked candidates to briefly discuss effects of poor physical fitness.

Some candidates gave satisfactory responses. However, other responses spoke to students' physical fitness and also activities that the teacher could engage in to maintain physical fitness.

Some of the correct responses written by the candidates were:

- Teachers will be absent from school and do not get to cover the syllabus before the examination.
- Teacher is always tired and cannot move around the class to help students.
- Teachers will lack energy and motivation to assist students.

Question 2

Mean: 6.21 Std. Dev.: 3.37

The question tested candidates' knowledge of budgeting. Part (a) tested candidates' ability to recall valid reasons for preparing a budget. Part (b) required candidates to state one important task that may be performed regularly to ensure budgeting is an effective way of managing their money. Part (c) required candidates to name factors other than expenditure that should be considered when making a budget.

Part (a) in particular was fairly well done, as most candidates were able to state at least two of the three valid reasons for preparing a budget.

Some of the correct responses included:

- To keep spending under control
- To reduce impulse buying
- To provide a plan for saving.

Part (b) was poorly done; most candidates gave reasons for preparing a budget instead of stating the important task or what must be done to manage a budget after it is prepared. Even in instances when the reason was named in Part (a), it was repeated in Part (b).

Some of the expected responses were:

- Keep a record of all spending
- Stick to the budget as much as is possible
- Review the budget regularly
- Adjust expenditures and savings to meet priorities
- Identify ways to increase income
- Keep one's job.

For (c), many candidates could not name 'net income' and 'savings' as factors to consider in making a budget.

Part (d) tested candidates' understanding of how to analyse the information given in the scenario provided, prepare a budget, name items to be included in the budget, and give reasons for their inclusion.

Part (d) (i), which required candidates to prepare a monthly budget, was poorly done. Most candidates encountered difficulty with the calculations. It was also revealed that, in a number of cases the incorrect calculations were given for all the car payment areas, except maintenance. Many candidates also gave the same figures from the table given and budgeted as if the car was already purchased. The question required candidates to simply divide the expenses in the table by twelve to get the monthly allocation. For example, Down payment given was US\$1,200.00. $1,200 \text{ divided by } 12 = \text{US}\100 .

Part (d) (ii) was generally well done. However, most items to be included in the budget were related to the car, for example, license, types of car, cleaning of the car, toll fee and alarm.

Some other expected responses were:

- Contribution to home, since it was mentioned in the scenario
- Savings
- Entertainment
- Transport.

In Part (d) (iii), it was noticed that some good reasons were given but were not connected to the items named in (d) (ii). Many gave reasons for the monthly car payment in the **table**. Since it was stated that John lives at home and contributes \$200 to the home, allocations for food and utilities were not accepted. Part (d) tested understanding and was worth a large portion of the marks. However, candidates found it difficult to group ideas and thoughts in order to maximize on the allotted marks.

Question 3

Mean: 9.22 Std. Dev.: 3.12

This question tested candidates' knowledge of possible accidents and causes when using household equipment and safety precautions during and after a storm.

Part (a) was not well done. Most candidates were unable to select a suitable accident for the electric steam iron. They gave responses such as *"The iron was left unplugged"*, or *"iron was left unattended"*.

The stronger candidates gave correct responses such as:

- *"Too much water in steam iron causing the iron to spill and burn oneself"*
- *Burn from poor handling*
- *"Iron was too hot for the fabric, therefore burning fabric"*

On the matter of an accident using the microwave, most candidates spoke about burning of food items, and not a personal accident. A number of candidates had no idea what is a microwave oven. Those who understood gave the response that, when metals are placed in the microwave there is either a fire or explosion and shock from poor handling.

Part (b) (i) of the question required candidates to state one safety measure that should be taken in the home to prevent accidents from flying objects.

Some candidates were able to answer correctly by saying:

- Board up windows and doors using plywood or zinc
- Trim tree branches close to the house
- Take down pictures and place in boxes on the floor or in a safe place.

Many candidates misinterpreted the phrase “flying objects” to mean “flying insects”, since many candidates gave responses such as “spray with Baygon” or “use a fly catcher”. Some even gave responses such as “do not fly anything in the house during a hurricane” and “put away flying object so it won’t be able to fly around the house”.

Part (b) (ii) asked candidates to describe the first three steps in applying first aid treatment to a household member who gets a cut from a rotten tree limb.

Examples of good responses included:

- Apply pressure to stop bleeding
- Clean the cut with hydrogen peroxide or antiseptic
- Applying gauze or band aide.

Many candidates responded incorrectly by saying that *the tree limb* should be removed from the foot. Also, many of them said they would administer antibiotic to the person and use a pair of scissors or needle to remove the splinter. It is important to note that responses must reflect the sequence when given *steps*.

Part (b) (iii) solicited responses on two strategies that households should employ to reduce the incidents of water-borne illnesses after a hurricane.

Good responses included:

- Household should boil water before using or add bleach
- Empty cans, containers which may contain stagnant water
- Remove dead animals and debris which may contaminate the water.

Many candidates misread the question to mean “during or before a flood” instead of **after** the hurricane. Therefore, responses included:

- Moving to higher ground
- Building your house on a hill
- Using sand bags to keep out flood waters.

Section B comprised four optional questions from which candidates were required to answer two.

Question 4

Mean: 3.55 Std. Dev.: 2.47

In Part (a), many candidates gave satisfactory definitions for the term family life cycle, for example, the different stages or changes through which family grows, then proceeded to name the stages: beginning, expanding and contracting.

Many candidates gave the definition of the “family” instead of the “family life cycle”, while other candidates incorrectly gave the developmental stages of the child.

For Part (b) (i), candidates were able to give the correct reasons for personal adjustment in the beginning stage, such as adjusting to each other, getting to know each other's likes and dislikes, having different goals. However, many candidates did not focus on the beginning stage but spoke about the challenges that may occur in the expanding stage with the birth of the child. Generally, responses were shallow and parochial and did not demonstrate good understanding.

In Part (b) (ii), some responses correctly stated that each partner may have different goals or may be inexperienced in goal setting. Some candidates defined the term goal and gave examples of the different types of goals but did not give reasons for challenges involved in goal setting.

Part (c) (i) was based on a scenario and most candidates were able to identify the two factors that caused the change in the couple's goal. However, some candidates fabricated factors or gave explanations for actions instead of giving factors, for example, financial constraints, taking care of the baby and taking a year off from university as a factor that caused the change in the couple's goal.

Part (c) (ii) of the question was poorly done. Very few candidates were able to describe the decision-making steps. Some candidates listed the decision-making steps without referring to the scenario. Many candidates gave the management process and others gave lengthy answers referring to ways in which the couple could have avoided the pregnancy but failed to mention the decision-making process. The question required candidates to apply the steps in decision making to the scenario, not to simply list the steps. Example of part of an expected response:

Step 1: Josh and Jassy should have determined precisely what was their problem – was it just being pregnant? Her illness? Her inability to be pregnant and cope with studies?

Step 2: They should have examined all their options: continue in spite of the illness; get medical treatment and continue; take a shorter time off.

Question 5

Mean: 8.08 Std. Dev.: 3.58

This was the least popular among the optional questions. It tested candidates' ability to formulate responses to questions related to working with the elderly.

Part (a) (i) required candidates to identify two factors to be considered when caring for the elderly. Candidates were expected to list factors such as *nutritional, physical, emotional, social and personal*.

Very few candidates identified the factors; they instead provided explanations of what should be done to the elderly, for example, *provide a balanced meal or diet, regular medical examinations and exercise*.

Part (a) (ii) required that candidates give examples to show how family members can ensure the factors identified in (i) are achieved. Most gave appropriate responses. However, responses were a repeat of the responses given in (i) above. Examples of expected responses were: *Nutritional – example of how each may be achieved by the family is - provide regular balanced meals*.

In Part (b), candidates were asked to explain the term "aging population." Few responses were correct. Many responded that the *community/country consisted of old people with no comparison to young people*. They were expected to compare the increase of elderly persons and adults with the decrease of children and adolescents - (comparison between old and young population).

In Part (c) (i), candidates were expected to name a community-based programme where both the elderly and youth can exchange community values and traditions.

This was fairly well done as the majority of the candidates were able to formulate an appropriate name for the programme. A few candidates wrote the exact words given in the scenario to name the programme. Here was an opportunity for creativity since nearly any title would have been accepted.

Part (c) (ii), required candidates to briefly describe two activities that would form part of the programme and explain why each activity was chosen.

Candidates were able for the most part, to suggest suitable activities but were unable to clearly describe them. For example, with responses like, *Story telling and games* where descriptions were given, reasons were not given and vice versa. As a result, they were unable to score maximum marks.

Part (c) (iii) required candidates to state three benefits that can be derived from the programme.

Most candidates were able to state at least two benefits. However, most benefits given were interchangeable with the reasons why the activities were chosen at (c) (ii).

Candidates who scored highly on this question displayed the ability to:

- Give clear explanations for key terms
- Describe activities chosen as well as give reasons for choice.
- Link activities chosen to benefits to be derived.

Question 6

Mean: 8.37 Std. Dev.: 4.02

This was a popular optional question. For Part (a) (i), the majority of candidates gave inaccurate or incorrect meanings for the term 'Management'.

The accepted responses were:

- The efficient way of using resources to achieve goals.
- The wise use of available resources to achieve goals.

In Part (a) (ii), candidates were asked to state one responsibility of a host and guest.

The majority of responses showed the candidates' confusion of meaning and application of the words host and guest, and the context of the question. This means they drew on popular usage and colloquialism rather than content. Some thought that the term host for a party meant the *host of television or stage shows, airplane host/hostess or persons taking food orders at a restaurant*. Guest was confused with *persons giving orders, guest speaker, persons who were asked to help at a function*. In addition, candidates gave definition in those contexts.

Some appropriate answers received:

- Host – greet guest
- Be attentive to the needs of the guests
- Introduce guests to each other.

Part (b) (i) was well answered by candidates. This aspect tested the candidates' understanding of formulating the wording for a formal invitation. A number of candidates wrote letters using salutations which are not used in formal invitations such as, 'Dear sir' and 'Yours truly'. The components of the invitation were, however, found to be 'scattered' throughout the response. Some candidates also just listed the headings, for example, *Date, Venue, Dress code, Time without writing the invitation*. The acronym RSVP was written in different forms, for example, *RIP, RVPS, RVSP*. Overall this part was well answered.

For Part (b) (ii) candidates gave definitions for planning and organizing but did not apply the knowledge to the given situation.

For the correct response, candidates were expected to indicate:

(i) Planning:

- Make a list of invited guest
- Calculate catering details accurately
- Identify persons to collect invitations and seat guest.

(ii) Organizing:

- Labelling tables
- Calling invitees to determine who is coming
- Selecting and briefing ushers
- Sending invitations to identify persons.

Questions 7

Mean: 7.91 Std. Dev.: 2.97

Candidates' knowledge of consumerism with emphasis on *advertisement, housing and money management was being assessed*. They were required to use their knowledge to identify information relating to advertisements. Candidates' knowledge about the credit union was also tested.

The question was the most popular of the four optional questions.

Part (a) required the meaning of consumer-related terms and was generally well done. However, most of the candidates failed to give examples for the terms. At least 70 per cent of the candidates, who chose this question, wrote that consumer credit is credit used by a consumer for personal needs rather than business. The expected response should have included delayed payment plans for the goods and services bought, for example, loans, hire purchase and charge accounts.

Part (b) (i) focused on the candidates' ability to identify missing information from an advertisement.

Most candidates were able to answer this correctly. However, some candidates seemed to have misinterpreted the word 'omitted' in the question and as a result they repeated the information from the advertisement in their responses.

Part (b) (ii) required candidates to suggest three questions that they need to ask before purchasing a house based on the advertisement and give a reason for each question.

This part was done well by most candidates. Some correctly identified areas to be questioned, but failed to pose them as questions. It was noted that some candidates used terms like ‘*environment*’, ‘*neighbourhood*’ and ‘*location*’ as three different questions to ask of the realtor, although they referred to the same concept. Expected responses should have included:

- What is the cost of the house?
- When was the house built?

Some of the reasons given, however, were not aligned with the questions asked. Part (c) of the question required candidates to: Give two reasons why the credit union may be a better source of financing to purchase the home than a mortgage company.

This part of the question posed a great deal of difficulty for the majority of the candidates. They were unable to negotiate the reasons why the credit union may be better than the mortgage company and as a result gave responses such as:

- The credit union will not take away your house if you do not pay
- You can take as long as you want to pay back the credit union
- The credit union does not add interest to the loan.

They should have given:

- Interest rates are usually lower
- Interests is calculated on the reducing balance
- Less administrative hassle in receiving a loan.

Most candidates demonstrated limited knowledge about credit unions. The quality of the candidates’ responses were reasonable in some instances but mediocre to weak in too many areas critical to the core knowledge of the subject area.

The following recommendations are intended to address the pedagogical imperatives of the discipline in the schools, inclusive of teacher competence and relevance of course material.

Recommendations

1. The syllabus specifically outlines that this Module – Work and Work Ethics - is mandatory in Part A of Paper 02. Hence in preparation, teachers are to pay close attention to providing students with adequate knowledge and practice to ensure they are able to respond to the questions appropriately, based on this module.
2. Strategic measures need to be taken by the teachers, in preparation for examination, to provide the candidates with guidelines that will allow them to be more knowledgeable of the terminologies used in the questions such as “*discuss*”, “*describe*”, “*list*”, “*state*”, “*benefits*”, “*effects*”, “*characteristics*”, among others.
3. Adequate time should also be used for practice in answering essay-type questions.
4. More hands-on experiences required by the students so that they can have “tangible” knowledge of particular areas of the syllabus. This includes taking the students on field trips, use of resource persons, DVDs and reliable internet sources as references in the learning experience.
5. More attention could be paid to the objectives on financial institutions such as the credit union.

6. There is the need to ensure students move from cultural (colloquial) terms to the more general terms in the subject area, for example, use of the term 'rooms' to describe the rooms in a house instead of the term 'apartments'.
7. Candidates need to build competencies in the fundamentals of expressing themselves in basic English Language, including using non-slang or street language in answering examination questions.
8. Candidates need to learn the basics of answering questions after carefully reading and interpreting the sought after task.
9. Finally, students need to be encouraged to broaden their knowledge and scope by reading and engaging in meaningful study and practice so that they can perform at a higher standard on these examinations.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
SECONDARY EDUCATION CERTIFICATE EXAMINATION**

MAY/JUNE 2011

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The 30th examination of Home Economics was administered in May 2011. The examination includes three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based-Assessment. Approximately 89 per cent of candidates who sat the examination achieved acceptable grades, I–III.

Paper 01 – Multiple Choice

Paper 01 comprised 60 compulsory multiple-choice questions. The mean score on this paper was 35.75 or 59.58 per cent of the total mark.

Paper 02 – Structured Essays Questions

Paper 02 consisted of two parts — Part A and Part B. Part A comprised three compulsory questions while Part B comprised four questions from which candidates were required to choose two. Candidates were required to answer a total of five questions. Each question was awarded a total of 16 marks, 6 marks were awarded for the Knowledge profile and 10 marks for the Use of Knowledge profile. Out of the maximum possible mark of 80, the mean was 35.75 or 44.87 per cent.

GENERAL COMMENTS

PART A

The compulsory questions on Paper 02 have historically revolved around Objectives 5, 7 and 10. Over the years this known fact has had little impact on the quality of candidates' responses. This years' performance reflected some improvement in the overall grasp of the subject matter tested. Even when candidates used their everyday language to present their responses, the examination team noticed an improvement in the application component of the concepts being tested. Candidates gave fuller answers, showed improvement in their use of language and displayed greater awareness of the subject which is good evidence that they see the relevance of the subject to their everyday lives. There was some improvement in the organization of responses but there is still much more room for growth. While many candidates gave detailed responses which showed a good command of the content, their responses continue to be disorganized.

Content organisation terms such as *principles, features, effects, factors and guidelines* are concepts and constructs that are not well understood by the candidates. These are part of the vocabulary in the syllabus and textbooks and teachers should ensure that students understand the language of the subject. This is important because candidates often give examples of core ideas in relation to the subject matter that are unrelated to the concept being tested. A case in point is that when asked to state principles, candidates instead gave examples of principles. This resulted in the loss of marks.

Candidates continue to misinterpret tasks which required them to *describe* and *explain*.

There are continuing concerns that candidates show poor mastery of the *Management Principles*. The foundation of Home Economics: Management revolves around the management concept and its clear relationship to family activities. This was one of the weakest areas reflected in candidates' responses.

Candidates continue to regurgitate words in a nonsensical manner which suggests that they have heard these words but need help to attach them to the concepts and then apply them appropriately. For example, planning, organizing, evaluating, and so on, are words that candidates repeat in their responses but with inaccurate definitions, descriptions and applications.

There continues to be the need for greater evidence of subject mastery and at least reasonable exposure to the standard knowledge by the majority of candidates across the region. It is important that regions and schools do more to improve understanding of the content, mastery of important areas in the curriculum, and seek to revise and update the texts and other resources used in the teaching of the topics. What is clear is that teachers need to take active steps to improve the academic value of the Home Economics: Management curriculum.

Candidates continue to demonstrate weakness in answering questions. There has been a tendency for them to answer all seven questions instead of focusing on the five questions required and thus compose responses that would earn them maximum marks for each question.

It is important to again stress that teachers should make a concerted effort to help students to read and interpret the essay questions and thus be more likely to provide reasonable responses that will earn higher marks. The low scores of some candidates suggest that they did not study the subject or at best did not prepare well.

DETAILED COMMENTS

Question 1

This was a compulsory question which tested candidates' understanding of work and work ethic.

Part (a) required candidates to state four reasons why people work. This section was generally well done; however, a few candidates duplicated responses in stating the reasons why people work. For example, "To provide basic needs" and "To provide food, clothing and shelter" were given as separate reasons.

Part (b) required candidates to explain the expression 'a proper work ethic'. This section was not well handled by some candidates. They gave a definition for 'work' or 'work ethic' instead of explaining the meaning of 'proper work ethic.'

Some candidates also focused on the word 'expression' instead of giving a definition for the term. For example, a poor response was, "Having a good job and working in a clean environment." A good response was: *Showing positive attitudes to work, having a proper demeanour and doing one's best to achieve company goals.*

Part (c) (i) required candidates to identify four features which demonstrated poor work ethic and to suggest the proper practices for the features identified. This section was generally well done by most candidates who performed well in listing features of poor work ethic. Some candidates, however, listed the proper practices without the features while some gave the features without the practices. Some candidates listed the features but failed to link the correct practices to the responses. Examples of incorrect responses included:

- The insects and rodents will be attracted to the office.
- She was drinking alcohol.
- Absolutely no work was being done.

In addition, some candidates sketched the drawing and used words like 'jaws', 'jars' instead of 'drawers'.

Examples of correct responses:

- *Feature: The fan was on high speed blowing documents all over the office.*
- *Correct Practice: Lower the fan speed and place a paper weight on the documents.*
- *Feature: Food and drink should not be on the work station.*
- *Correct practice: No eating/drinking should be done at the work station and the employee should make use of the lunchroom.*

Part (c) (ii) required candidates to explain how the behaviour of the employee could affect the company's finances.

Some candidates linked their responses to the features given in (c) (i). Some candidates simply stated "that the company would lose customers" but did not give an explanation. Other candidates linked the loss to the documents being blown away. Some candidates gave suggestions about what should be done rather than saying how it would affect the company's finances. Some candidates responded that the company would be 'closed down' by the Public Health Inspector due to the untidiness of the office. Most candidates showed some awareness of acceptable workplace behaviour.

Question 2

This was another compulsory question. It tested candidates' knowledge on money management. Approximately 99 per cent of the candidates attempted the question. Part (a) tested candidates' ability to recall reasons for preparing a budget. Part (b) required candidates to list three factors that should be considered when preparing a budget. Part (c) tested candidates' understanding of how to analyse the information given in the scenario and to explain two important money management guidelines that the family did not follow and to give one example from the case to show how each guideline was not followed. They were also asked to state two guidelines for money management that should be used to meet the outstanding payments for the rent, while correcting the spending habits of the family.

Part (a) in particular, was fairly well done. Most candidates were able to correctly state at least two of the three reasons for preparing a budget. However, a number of overlapping responses were given by candidates for the same question. Some of these responses included:

- To prevent overspending
- To avoid impulsive spending
- To prevent spending unnecessary money

Part (b) was generally well done as the majority of candidates were able to give the correct responses. However, it was noted that some candidates gave reasons for preparing a budget and guidelines to follow instead of factors. Some of these responses included:

- Plan budget wisely
- Do not over-spend/impulsive
- Health of the individual

It was also observed that the following unacceptable responses were quite popular:

- Gender
- Age
- Size of family
- Management process-planning, organizing and evaluation

In instances where the reason was named in Part (a), it was repeated in this section. This indicated that some candidates did not know the factors to consider when preparing a budget.

Part (c) (i) was generally fairly done. Some candidates did not attempt this section and many of those who did encountered difficulty with the interpretation of the stem. The stem was stated in the negative but in a number of cases candidates responded in the positive. For example:

- They should do comparative shopping
- They could have bought a cheaper phone
- They should spend their money wisely
- They should plan

Candidates must be more aware so that they can recognize exactly what is being asked whether the question is stated in the negative or positive. Nevertheless, many candidates were able to give correct examples to the case.

Although Part (c) (ii) was also fairly done; most candidates did not give sufficient guidelines so as to earn full marks. It was also found that in some cases the guidelines given lacked adequate explanation. Overall, candidates' performance on this question was average. Most candidates scored between the ranges 11–9 and 8–6 out of a total score of sixteen.

Question 3

This question tested Module 1 – Specific Objectives 3 and 5 and Module 2 – Specific Objectives 2 and 12. This question consisted of five parts: Parts (a) and (b) were the knowledge questions while Parts (c) (i), (c) (ii) and (c) (iii) represented the use of knowledge profile.

Part (a) asked candidates to identify three accidents that can occur in the bathroom. Some of the expected answers were:

- *Slips and falls on loose mats and falls from tripping on the floor in the bath*
- *Electrocution from handling live electrical appliances while handling water*
- *Cuts from razor blades*
- *Drowning*
- *Injury from falling objects*
- *Taking medicines which leads to accidentally poisoning*
- *Misuse of chemicals*

The majority of candidates were able to answer this section correctly and were able to score full marks. Other candidates gave the causes of accidents but made no mention of the accidents themselves. Many candidates listed accidents that were not personal in nature, for example, mobile phone falling into the toilet, mirror breaking and the overflowing of toilets.

For Part (b), candidates were required to describe three ways in which accidents in the garden could be prevented. This section was not answered as well as expected but it was well done with a fair number of participants scoring full marks. The answers expected included:

- *Use tools for the purpose intended*
- *Store all tools and equipment in a safe place after use*
- *Label all chemical supplies clearly and visibly*
- *Store dangerous substances out of the reach of children*
- *Wear protective gear and clothing when working in the garden*
- *Fill up holes and ditches in the garden*
- *Dispose of cuttings and other debris properly*
- *Ensure poisonous/dangerous plants are secured from children*

Instead of focusing on the preventative measures in their responses, candidates named accidents which could occur in the garden. Answers such as *'slip and fall'*, *'being bitten by insects'*, *'poisoning'*, *'misuse of chemical'*, *'cuts from sticks and stones'*, were given. Other candidates gave answers to protect the garden from outsiders. Responses like *'fence the garden'*, *'put a dog at the gate'* and *'keep people out of the garden'* are among such answers. Some candidates had responses such as wear protective wear/gear using each gear, as an answer and so scored only one mark out of a possible three.

Example of responses which would have earned full marks are:

- *wear masks when using chemicals*
- *wear gloves when working in the soil to protect hands*
- *wear appropriate clothing and wear boots when working in the garden*

The most popular correct answers were: *wear protective gear, put away tools and equipment and put away pesticides and insecticides.*

In Part (c) (i), a family scenario which included physical and age challenges, was given. This section required that candidates describe two safety features that must be put in place in the new house to protect the toddler twins as they move about inside the house. This section was poorly done as candidates gave safety guidelines instead of safety features. From responses given, it was obvious that many candidates were unaware of safety features. Expected responses include

- *Non-skid floors, no loose mats*
- *Use portable gates/barriers to barricade steps to prevent twins from climbing*
- *Children play area should be in clearly visible areas away from work areas/kitchen and laundry areas*
- *Install features that will prevent doors from slamming on children's fingers and toes*
- *Keep kitchen cupboards locked and child proofed*

Most candidates gave answers based on their experience in caring for children. Some unacceptable responses were:

- *Keep knives and chemicals away from them (instead of install child safe locks)*
- *Install surveillance camera, hire a baby sitter (instead of put away toys when not in use)*
- *Let the children play safely (this is a meaningful response)*

Many candidates alternated the answer for (c) (i) with that for (c) (ii). Other candidates stated how Jonas and the twins should relate in the house. For example, "the twins should be out of Jonas' way" or "Jonas should not let the twins play with his wheelchair."

In Part (c) (ii), candidates were required to describe two features that must be in place to allow Jonas to comfortably move around, inside and outside the house. Similar to (c) (i), candidates stated guidelines instead of features.

Expected answers in response to access to the house included:

- *Doors and passageways should be wide enough to allow the wheelchair to move between, inside and outside the house*
- *Ramps should be installed to allow for wheelchairs to navigate stairway access*
- *Handrails to facilitate access or any feature that facilitate access*

Some incorrect responses were:

- Clean up the house and yard
- Wipe up spills immediately
- Buy a house that has no steps/a one-storey house
- Move toys and objects out of the way

Some candidates even mentioned changing floor coverings and paving the yard. Many of them had no description at all, others placed emphasis on proper lighting as a feature and placing things where Jonas could reach.

For Part (c) (iii), candidates were required to describe two procedures that should be performed when applying first aid to treat Molly's injury. The responses to this section were poor. Many candidates gave treatments suitable for cuts and burns instead of scald. Some of these examples are:

- apply pressure to stop bleeding
- clean using hydrogen peroxide, mentholated spirits or alcohol
- *put scald under warm/hot water*
- *add band aid or bandage tightly*

Many candidates stated that ointment, Vaseline, milk and butter should be used.

The expected responses included:

- *Determine the severity of the scald*
- *Cool down affected area by running cold water for relief of pain or cover with clean ice*
- *Apply a paste of baking soda and clean water to the scalded area/apply scald or burn medication*
- *Cover affected area with a clean gauze*
- *If skin is broken, seek medical attention immediately*
- *Remove encumbrances (watch, ring, bracelets etc)*

Attention should be given to the following concepts:

- Safety features
- Scalds
- Accidents as they relate to specific rooms in the house
- Temporary and permanent injuries

Candidates should be made aware of the needs of persons with disabilities and the use of appliances and mobility aids like wheelchairs, crutches etc. Such concepts should be taught using role play, pictorial studies, discussions, case studies and scenarios which will allow for critical thinking. These are content areas that are not only on the syllabus for testing but they are also concerns and issues that impact the everyday lives of individuals and families for which candidates need to be prepared to handle effectively.

PART B

Part B consists of the optional questions. Candidates were required to do two of the four questions given.

Question 4

This question tested Modules 1 and 2, Specific Objectives 5 and 3, 2 and 12 respectively. The question consisted of three parts. Part (a) tested candidates' knowledge and Part (b) their use of knowledge.

In Part (a), candidates were asked to describe two roles that each member of a modern-day family namely father, mother and teenage children may assume. Most candidates responded excellently to the question; however, a few of them stated that the roles of the children were to:

- respect parents
- uphold or carry on the family name
- display love and respect to siblings
- respect elders or parents

The expected responses were:

- *contribution to family income*
- *housekeeping*
- *running errands*
- *purchasing groceries*
- *student*
- *baby sitting*
- *advisor*
- *caretaker of pets and plants*

A few candidates listed the function of family members rather than the roles. Some responses cited were:

- procreation
- provide food for the family
- doing chores
- taking care of family
- being man of the house

For Part (b) (i), candidates were expected to describe three possible effects the global economic recession can have on the financial stability of Ravindra's family. This section was fairly well done. However, candidates focused on the *social* aspects of the global economic recession rather than the *economic* aspects as was required. Some responses included: "not enough space", "moving into higher houses", "expanding the house", "cooking", "buying food", "he has to take care of his mother" and "more money will be spent".

Correct responses for this section were:

- *Inability to meet financial commitments*
- *May become impossible to support mother and sister so sister will be required to seek employment*
- *May need to seek government for financial support for ill grandmother*
- *Wife and children may be required to seek employment*
- *Children may have to delay further studies*
- *Conflict may arise over financial decisions and inability to meet financial commitments*
- *Family may have to practise family planning*

In Part (b) (ii), candidates were asked to name one family value and explain how it can influence any conflict that could occur as a result of changes in the family outlined at (b) (i).

This section was poorly done. Most candidates displayed little understanding of the concept 'values'. Some candidates did not attempt this section. In addition, those who attempted it failed to explain how values influence conflicts that could occur as a result of changes in the family.

The expected responses for values were *family togetherness, love, commitment, responsibility, honesty, loyalty, education, family, relation, respect, privacy*. Some incorrect responses for values given were 'socialization', 'evaluation', 'income', 'money', 'the decision making processes', 'family council'. In responses where correct values were named, the explanation did not link to the value. It is strongly recommended that teachers

1. Reinforce the following concepts:

- values
- conflict resolution
- family values as they affect conflicts
- the effects of an economic recession on the financial stability of the family
- the difference among family roles, responsibilities and functions

2. Implement teaching techniques that will encourage students to develop analytical skills. Scenarios and case studies should be used for this purpose.

Question 5

This question tested candidates on Module 3, Objectives 2 and 3. It was attempted by approximately 60 per cent of the candidates and 55 per cent gave satisfactory responses.

For Part (a), candidates were required to write the definition of migration and emigration. This section was poorly done. Most candidates were unable to differentiate between the two concepts. In addition, many of them gave the same response for both terminologies. Most of the definitions given were incomplete, for example, candidates wrote: "Migration is leaving from one place to go to another and emigration is coming into a country". Some candidates even gave definitions that were related to deportation for emigration. They missed the key point – *leaving from one place to go to another to reside or live* and not just the fact of moving from one place to another.

Part (b) asked candidates to give adjustments that immigrants must make in their new setting. This was generally done well by candidates. However, some of them failed to write complete sentences, for example, 'house', 'job', and listed requirements of immigrants such as passports and green cards.

In Part (c), candidates were required to explain the benefits that residents could expect from the construction of a computer assembly plant, and the community resources that would be needed for it to be successful. This posed a great deal of difficulty for candidates. In responding to this part of the question, a large number of candidates placed emphasis on the use of computers and referred to the computer plant as an agricultural/botanical plant, as well as a computer centre. Some of the responses given were: "persons would benefit by getting computers, becoming more computer literate, completing assignments and surfing the net etc".

The community resources were clearly identified and described and most candidates were able to complete this task adequately.

Question 6

This question was designed to test candidates' ability to:

- Explain three management processes
- Describe two actions to be taken when organizing care for a grandmother
- Name two methods of work simplification and explain how one of these methods could assist in completing chores while caring for a grandmother
- Suggest two ways of evaluating performance at the end of the day

Part (a) of the question was fairly done. The weaker candidates confused organizing with implementing. They also focused on event planning, for example, weddings and birthday parties instead of defining the terms.

Part (b) (i) seemed to pose a challenge to candidates as they answered the question as if the grandmother was already in their care. They gave examples such as 'bathing her', 'feeding her', and 'playing games with her' instead of organizing these activities before her arrival. The process of 'organizing' was referred to as organizing in the colloquial sense and not as used in management. Possible answers are:

- *Check to make sure that grandma has her medication supplies and ensure that she has enough medication for the day*
- *Prepare a pleasant room for grandma to rest in and/or do simple tasks like reading a colourful magazine.*

Part (b) (ii) was fairly done. The majority of candidates were able to name the work simplification methods and showed how the named method would be able to assist them in taking care of the grandmother. However, weaker candidates named the management processes as well as labour-saving devices for the work simplification methods.

Part (b) (iii) was generally well done by most candidates who answered this question. While some candidates were able to suggest two correct ways of evaluating their performance at the end of the day others gave unrelated responses.

Question 7

This question was the final optional question on the examination and was the least popular. It tested candidates' understanding of consumer education.

Part (a) required candidates to **define** the terms 'impulse buying' and 'hire purchase'. The term *impulse buying* was poorly defined while *hire purchase* was interpreted in many cases as *lay-away*.

In Part (b), candidates were asked to give two examples of 'consumer rights' and 'consumer responsibilities'. Most candidates gave the correct response for consumer rights but confused consumer rights with consumer responsibilities.

Part (c) (i) required candidates to give reasons and concerns for their choice of earthenware as a wedding gift. Candidates were not sure about the difference between earthenware and disposables as their responses frequently indicated this confusion. Also, the reason for choosing earthenware was reflected in their responses. Many candidates also gave cost of the earthenware as an answer for concern.

Responses for Part (c) (ii) were mostly ambiguous. The opinion of the wedding guest purchasing the gift was considered, rather than that of the friend for whom the gift was intended.

Part (d) required candidates to name pieces of silverware cutlery used to serve a given three course meal. Candidates misinterpreted cutlery for serving dishes and most of them did not give the correct use of each piece named and its relevance to the menu. Examples of responses were 'eating fork', 'small fork', 'salad basin', 'serving platter'.

Conclusion and Recommendation

While some of the continuing issues of inadequate mastery, inaccurate interpretations and expressions were present in the 2011 responses, some improvements have been noted in terms of candidates' expressions and language usage. Answers were more coherent. Candidates gave many real-life examples as requested, indicating the movement towards the appropriate application of the knowledge and skills taught in the Home Economics: Management programme in schools. There is still a way to go to raise the academic value of the programme and teachers are urged to continue to read more widely and to update the reading list for students as they prepare for this important examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2012

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

GENERAL COMMENTS

The Home Economics: Management Examination comprises three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based-Assessment. Approximately 6,252 candidates sat for this examination. Of this number, approximately 85 per cent achieved Grades I–III. This figure represents a decrease over 2011 when 89 per cent of candidates received similar grades.

For the examination this year, there were noticeable areas of strength and some areas which continued to show less than acceptable performance. It was evident that some candidates gave fuller answers, showing improved language usage and embracing more of the essence of the themes and content being examined. They showed greater awareness of the subject matter and there is evidence that they are integrating the concepts with personal experiences. This is good evidence that the subject is showing relevance to the everyday lives of the students. Although candidates sometimes used the Creole to present their responses, there was evidence that there was improvement in the application component of the concepts being tested.

The areas of weakness which were evident in candidates' responses are for the most part recurring ones. Too many responses continue to be disorganised and not logically laid out. Such responses do not allow for the award of high scores to candidates.

Candidates still do not understand content organisation terms like 'guidelines', 'procedures/ steps', 'roles', 'effects', 'features', 'actions' and 'factors'. These are part of the vocabulary of the syllabus and the textbooks. A consequence of this weakness is that candidates often give examples which may be relevant to the subject matter but are often unrelated to the specific concept being tested. A case in point is that they gave 'precautions' instead of stating 'guidelines' as was asked of them in Question 3 part (c) (ii). Another example is in part (c) (i) where candidates were asked, 'What steps should Mrs Simpson take to deal with the situation?' Expected answers were

- *Try to stop the bleeding by applying pressure or tying the off area of the cut*
- *When the bleeding stops, clean the cut with antiseptic to remove bacteria and other anti-bodies/germs.*
- *Bandage the cut with clean cloth or gauze to protect from germs/anti-bodies.*
- *If the cut is deep, go to the hospital if it is beyond first aid.*

Candidates failed to list the steps in the order they should be done. In addition, in almost every instance the candidates wrote that the cut should be put under running water, claiming, erroneously, that this would stop the bleeding or that dressing or ointment should be applied to the cut.

Responses continue to show candidates' misinterpretation of the key action words used in a question, such as 'describe', 'suggest' and 'explain'.

Candidates continue to show poor mastery of management principles. The core concepts of the Home Economics Management revolve around the management principles and their clear relationship to family activities. This was one of the weakest areas reflected in the candidates' responses. It was also noticeable that the question testing this principle was not attempted by a large number of candidates. Hence, it was the least popular among the optional questions. Many candidates who opted to respond to the question used words and phrases related to the concept but used them inappropriately or out of context which suggests that they were exposed to the associated concepts but did not fully understand them and would need more time to develop a fuller understanding and an ability to apply what they have learned. For example, 'planning', 'organising', 'evaluating' are words that many candidates repeated in their responses but with inaccurate definitions, descriptions and applications.

DETAILED COMMENTS

Paper 01 - Multiple Choice

This paper consisted of 60 multiple choice items which tested all sections of the syllabus and Profiles 1 and 2. The mean on this paper was 55 per cent, a decline from 60 per cent in 2011.

Paper 02 - Structured Essay Questions

The Paper 02 consisted of two parts. Part A and Part B. Part A comprised three compulsory questions while Part B consisted of four questions from which candidates were required to respond to two of them. Hence, candidates were required to answer a total of five questions. Each question was awarded a total of sixteen marks, six marks for the Knowledge profile and ten marks for Use of Knowledge. The mean mark on this paper was approximately 45 per cent.

Part A

These questions assessed Modules 5, 7 and 10 of the syllabus. Although the syllabus specifically states that each year these question will be based on the stated modules, candidates' performance was below the acceptable standard in previous years. This year's performances, however, reflected some improvement in the overall grasp of the subject matter

Question 1

This question tested candidates' knowledge in the areas of 'Work and Work Ethics', and 'Career'. In particular, it assessed

- (i) Importance of career exploration with reference to job search and career choices
- (ii) Desirable attitudes to work.

Part (a) tested candidates' knowledge of ways to prepare for work other than attending career seminars. This part was fairly well done, as most candidates were able to list at least two ways of preparing for the world of work. However, a number of overlapping responses were given by candidates as separate points. For example they would give each of the following sets as separate points:

- Going on summer job/ Going on work experience. Working in family business
- Gathering information on career / Reading books on career / Surfing the internet
- Talking to parents/ guidance counsellor/ friends

The following are some expected responses:

- *Send out job application*
- *Study and pass examinations*
- *Explore advertisement in the media*
- *Seek to gain work experience via on the job training programme*

Part (b) required candidates to state two desirable work attitudes. This part was generally well done, as a majority of the candidates were able to give the correct responses to qualities /attitudes employers look for in employees. However, some incorrect responses that were quite popular included:

- Dress code
- Proper work ethics
- Good work attitudes
- Communication skills
- To make you have a good record
- Behaviour in the workplace
- Arrival of the employees.

Some favourable expected responses were

- *Sense of responsibility*
- *Honesty*
- *Integrity*
- *Regularity*
- *Willingness to learn/work*
- *Respectful*
- *Ability to take initiative*
- *Polite*
- *Tolerance of views of others*
- *Working in groups*

Part (c) tested candidates' understanding or application of their knowledge of the topic. Candidates were expected, at (c) (i), to identify questions that could be asked when seeking further information about a vacancy (other than relating to salary). Additionally, they were asked to give a reason for each question proposed. This part of the question was poorly done. Some candidates did not attempt this section, while most responses indicated that candidates misinterpreted the question. Most candidates instead of writing a question wrote phrases or statements. For example,

- Location/ the location,
- Vacancy place / the location of the vacancies, instead of, "Where is the hotel located?"
- Subjects needed for vacancies, instead of, "What are the requirements, qualifications, skills, physical and personal attributes of the position?"
- Work shifts and days of work, instead of, what are the work hours?

Or responses which were stated in the form of questions but were not acceptable answers, such as

- Will I be able to live at the hotel?
- When can I come for the interview?

In Part (c) (ii), candidates were asked to state two qualifications prospective applicants should possess before responding to an application and to give reasons for their answer. This part was also poorly done as most candidates misinterpreted the question. Their responses included;

- Police record
- References
- Qualification for the vacancies
- Having the right type of clothes
- Resume`
- Application letter

- Home Management
- Home Economics
- English

Expected responses were:

- *CSEC English Language or Communication Skills*
- *Certificate in House Keeping*
- *CSEC Home Economics: Management*
- *Ability to speak a foreign language*

Overall the candidates' performance on this question was not up to the acceptable standard. Most of the candidates scored between the ranges of 0-8.

Question 2

This question was designed to test candidates' ability to:

- (a) recall information on how money is legally earned and some of the guidelines for spending money wisely
- (b) Apply knowledge of spending wisely to the preparation of a budget

The quality of candidates' responses was generally quite good as the majority of candidates scored between 10 and 14 marks out of a possible 16 marks.

In Part (a), the majority of candidates gave correct responses. The few candidates who gave incorrect responses misinterpreted the word 'legally' for 'illegally', and gave incorrect responses such as

- Selling drugs
- Prostituting
- Black market
- Money laundering
- Picking pockets
- Stealing
- Scamming

Some candidates wrote the same responses twice such as: "employed and self-employed".

The weaker candidates listed names of professions/jobs and reasons why people work instead of stating ways in which money is legally earned.

In Part (b), the respondents were asked to state three guidelines for spending money wisely. The majority of candidates were able to state the salient points for the guidelines. However, for some this part of the question seemed to have posed some challenges. For example, some candidates gave benefits of shopping wisely rather than guidelines for spending money wisely. Others listed two responses that were synonymous or one was inclusive of the other. For example, 'Use good judgment when making consumer choices' would include points such as- 'avoid impulsive buying', 'do comparative shopping, getting value for money', and 'buying goods in season'.

Part (c) (i) was generally well done. The majority of the candidates were able to complete the table accurately. Candidates demonstrated a good grasp of fixed and variable expenses in budgeting and were therefore able to fit items into the appropriate columns.

Those who did not score full marks did the following:

- Copied the table without filling in the information.
- Copied the question including the list of income and expenditure to their answer booklet but did not use the information to complete the table.
- Divided the income and expenditure over a yearly period instead of monthly.
- Added the totals incorrectly.
- Made a shopping list.
- Transferred some fixed expenses to the variable expenses column and vice versa.

Overall, the responses to Part (c) (ii) were poorly done. Most candidates scored either zero or one mark out of a possible two marks. The responses showed insufficient analysis as the candidates failed to state the amount by which Jane had over-budgeted and did not adequately show how the budget could have been balanced. For example, candidates suggested a removal of movies from the budget which only accounted for \$20.00 or took the entire \$115 from the amount allocated to food. These actions, even though they balanced the budget, were not the most appropriate adjustment to make. A few candidates outlined fully that in order *to balance the budget, the adjustments were to be made to the variable expenses.*

Question 3

This question tested Module 10 – ‘Safety in the Home, Safety Features of Appliances or Equipment’. In particular questions were based on Objectives 1, 6 and 3.

Part (a) tested candidates’ knowledge of the type of accidents which can happen while doing activities around the home. This section was fairly well done as many candidates gave satisfactory responses. Some expected responses for accidents which may occur when carrying out repairs around the house were

- *falls/slips/slides*
- *electrocution/shock/electric shock*
- *inhaling noxious fumes from paints/thinners/solvents*
- *poisoning*
- *cuts and bruises from tools*

Some expected responses for accidents which may occur when gardening were:

- *falls*
- *insect stings and bites*
- *poisoning from herbicides and insecticides(garden chemicals)*
- *cuts and bruises from tools*
- *Grazes and scratches from twigs and branches*

A few candidates wrote the same accident for both activities without paying attention to the use of the word ‘different’. Some confused accidents with safety hazards and gave responses like ‘leaving things in the wrong places’ and ‘not connecting things correctly’. Quite a number of them gave their responses in the vernacular, supplying answers such as ‘jook’, ‘chook’, ‘stab’, ‘dig’. Others wrote the results of accidents for example ‘sprains’, ‘broken limbs’ and ‘pain’.

Part (b) tested candidates' knowledge of safety measures which could help to prevent accidents. Although many candidates scored full marks in this section, some listed items that are needed for setting up emergency kits for example flashlights, important documents, food items and cell phones. Others completely misinterpreted the question as they listed items such as 'televisions', 'refrigerators' and other household items. There were others who mentioned items such as 'black', 'red/ purple ointments/dressings' 'spirits', 'first aid manuals' and the use of brand names instead of product names. Yet other candidates were unsure of the different types of antiseptics, so named many examples in their response for example 'iodine', 'mercuochrome', etc. Still others listed the ailments that the first aid kit is used to address; 'cuts', 'bruises', 'burns' rather than what the contents should be.

Part (c) (i) targeted application of the knowledge of First Aid procedures. A scenario about an accident that occurred in a kitchen was presented and candidates were required to suggest the appropriate steps to be taken to deal with the situation.

This part was generally very poorly done as more than 80 per cent of the candidates seemed unaware of the correct steps/sequence to be followed when administering first aid to a cut. Even though some answers were accurate, candidates failed to list the steps in the order in which they should be done. In addition, in almost every instance, they stated that the cut should be put under running water, claiming that this would stop the bleeding.

Expected answers:

- *Try to stop the bleeding by applying pressure or tying off the area of the cut*
- *When the bleeding stops, clean the cut with antiseptic to remove bacteria and other anti-bodies/germs.*
- *Bandage the cut with clean cloth or gauze to protect from germs/anti-bodies.*
- *If the cut is deep, go to the hospital if it is beyond first aid.*
- *Call a nurse, doctor or professional first aider.*

Although candidates were asked to give a reason for the step, only a few candidates gave plausible reasons, while some totally ignored that part of the question.

Part (c) (ii) required that candidates suggest safety precautions that a father should take in protecting the child in the situation described in the scenario. Many candidates did not give this section of the question the attention it required. Most of them gave the following responses:

- He should get someone to watch the child either relative or neighbour
- He should put him to sleep, to watch television
- Lock him away in another part of the house.

Candidates overlooked the key words 'safety precautions' and 'protecting' in this instance. Most candidates answered the question by stating things to bear in mind for a safe environment, not necessarily for a toddler. Incorrect responses included: lock away knives, spoons, dangerous utensils, assuming the child is in the kitchen. Others felt that pot handles should be turned in so baby cannot pull down pot and burn himself.

Correct responses include:

- *Arrange for the toddler to be placed in a play pen, crib, lock chair away from the stove, the sink and electrical appliances.*
- *Keep the baby in full sight while he is working in the kitchen.*

- *Wash hands thoroughly with soapy water and dry hands completely before picking up baby to avoid transferring spices etc to baby's clothing and skin.*

Generally, there seemed to be a lack of depth and knowledge of the correct sequencing in the responses of the candidates for this question.

Part B

Question 4

This question tested candidates' knowledge of the roles of the family members and the effects of migration on the family. It also tested their understanding of the effects of an economic downturn on the economic stability of the family and of how the community could support families during this time. This question was the most popular optional question with approximating 73 per cent of candidates responding to it.

In Part (a), candidates were required to state roles of different members of the family. This section was generally well done. Some respondents confused the roles with the functions and responsibilities. For instance, candidates gave answer like, "mother cooks and cleans", instead of stating the role "housekeeper".

Part (b) required candidates to explain ways in which migration of the father could affect the family. It was also generally well done but some candidates were not able to provide clear explanations. The expected responses include:

- *Father remains a breadwinner*
- *Older siblings' role as nurturer increases*
- *Mother becomes sole nurturer, breadwinner, disciplinarian,*
- *Family may experience financial difficulties*
- *Psychological and emotional effects*

Incorrect response given include

- Crime
- Death of a bread winner can cause drastic downturn
- Family conflict
- Divorce

Part (c) (i) required candidates to suggest three possible effects of the economic downturn on the economic stability of the family. This question posed a great deal of difficulty for most candidates since they misinterpreted the concept of "economic downturn" to be occurrences like accident, death, misfortune, or neglect of parental responsibility in the family.

The acceptable responses include

- *Family income could be reduced or lost*
- *Mrs. Emson could lose her job*
- *Both parents could have a reduction in income*
- *Debt can accrue since payments may not be made on time*

In some cases candidates gave responses such as:

- No time for kids
- Mr. Emson can fall while building and injure himself
- They are having a lot of children which is helping to overpopulate the society
- Children will not get enough attention

Part (c) (ii) required candidates to discuss ways in which a community could provide support to a family during times of economic downturn. This was well done by most candidates. Some acceptable responses were:

- *Provide opportunities for family members to acquire a skill so they can become more marketable*
- *Re-training for persons who lose their job*
- *Provide welfare support*
- *Families can give assistance to other families*

Some of the candidates' correct responses were;

- *Pool resources to provide basic needs*
- *Donate food and clothing to families in need*
- *Shopkeepers may give credit until the family is back on their feet*
- *Provide free transportation of children to school*

Some incorrect responses given were

- They should practise proper family planning methods
- They must love each other
- Construct community centres for children and parents to relieve stress

The majority of the candidates scored 3-8 out of a maximum of 16 marks for this question. Generally, candidates presented their responses in an organized manner following the numbering system of the question. A few candidates failed to 'discuss' as required by the question. Instead they wrote short phrases or words with no explanation or discussion.

Incomplete explanation, poor expression and grammatical errors restricted the range of marks awarded for the question.

Question 5

This question was based on Module 2 and tested candidates' knowledge of values, goal setting and decision making. Approximately 52 per cent of candidates attempted this question.

Part (a) required candidates to define values, needs and goals.

In general, this part was fairly well done. The main weakness was with the definition of values. A large number of candidates misunderstood this term and provide incorrect definitions such as

- values are objects that are important to a person
- the behaviour, attitude and moral well-being of an individual which was taught or adapted
- these are things that mean something to us

A few candidates in defining 'needs' stated that 'it is something you can do without' or 'not necessary' instead of 'CANNOT do without'.

Expected Responses:

- *Values- important beliefs or ideals shared by members of a culture, of what is good or bad, desirable or undesirable.*
- *Needs- are the things that are necessary for organisms to live a healthy life*

Part (b) which was further sub-divided into three parts, tested candidates' understanding of how to analyse the information given in a scenario in which a young person had to make a choice. This question also required candidates to explain how the young person's values could have affected the decision.

For Part (b) (i) some candidates incorrectly used the management processes as the steps to arrive at the decision. While some candidates just restated the information as given in the stem. Some candidates gave responses such as 'planning, evaluating', 'acting, prizing' and 'resource'.

Candidates' responses to Part (b) (ii) indicated that many of them misunderstood the question. They responded by repeating what was given in the stem such as 'Joyce decides to pay for the course and postponed the car purchase for another year,' instead of stating how values guided her choice. Other incorrect responses given included;

- She would go after her desire in buying the car instead of getting better job.
- Getting the car was more important than getting a further education which would have enhanced her ways of getting a promotion.

Some of the personal qualities that were given by the candidates in Part (b) iii were not appropriate for example, respect, responsibility, consideration and industrious. Those qualities that were appropriate were either not discussed or incorrectly discussed. These included *determination, discipline, commitment* and *initiative*.

Overall the candidates' performance on this question was, however, satisfactory.

Question 6

This question tested candidates' knowledge and understanding of the reasons for home ownership and suitability of furnishing for different sections of a house. Approximately 47 per cent of candidates did this question.

Part (a) was fairly well done with most candidates giving valid points to support a family's decision to buy or rent a house. Some appropriate responses included

- *the need for families to have an asset that may be handed down in generations;*
- *to have the freedom to do what they want with the house without a landlord's interference*
- *to have a feeling of ownership.*

Some candidates misinterpreted the question and based their responses on the need to save (not spend money) as a reason for buying a house. Other reasons given were based on factors that should be taken into consideration when buying a house, for example, suitable location and neighbourhood.

Part (b) was very well done by the majority of candidates. They were able to name two institutions from which a family could obtain money to buy a house and popular responses included banks, *National Housing Trust and credit unions*. Poor responses, however, included church, police stations, Western Union and family and friends. In some cases, candidates identified institutions that do not give loans for

purchasing a house. Worthy of note is that some candidates gave the abbreviations for loan institutions which proved difficult to decipher in some cases.

Part (c) gave a scenario about a spacious living room that is used for various purposes and the candidates were to suggest activities that the family could carry out in that room. Part (c) i was fairly well done as many candidates were able to suggest activities that were appropriate for the living room even though some of the activities given were related and could not have been awarded maximum marks. One example of this was the candidates giving responses such as parties, games and 'get togethers' as separate activities which they are all considered as entertainment. In addition, some candidates gave responses that were inappropriate activities for the living room such as camping, playing tennis, having a picnic, washing and cooking.

Part (c) (ii) required candidates to apply knowledge of furnishings and soft furnishings to decorating the living room based on selected activities. This question posed some difficulty for many candidates. In many cases, the candidates gave responses which suggested that they were not familiar with the terms 'furniture' and 'soft furnishings'. Incorrect responses included the use of stainless steel carpets, books, sharpeners, rubbers, flowers and light as furniture or soft furnishings. In some cases, furniture and soft furnishings given by many of the candidates were not linked to the activities named in (c) i as required by the question. Overall, however, the candidates answered this question fairly well.

Question 7

This question was focussed on management processes and entertainment. It tested the candidate's knowledge, understanding and application of content related to the management process. It was the least popular question on the paper, and was attempted by approximately 11 per cent of candidates. Despite this, however, most of those who attempted the question, scored between six and eleven marks of the maximum 16 marks.

For Part (a), candidates were required to define terms related to the management processes. This section was generally well done. The weaker candidates were unable to give the standard definitions of the terms. Some candidates limited their definition to money management. Of the three terms, the candidates were able to define evaluation most accurately.

Part (b) required candidates to provide suitable examples of the task to be performed in the different processes involved in planning a formal birthday party. Most candidates were able to gain maximum marks in this section. Candidates understood the terms 'planning' and 'controlling' very well and as a result this was reflected in the appropriate tasks they wrote. Examples of task given for planning were '*making a guest list*' and '*making a budget*'.

For Part (c), candidates were required to complete a formal invitation. Although some candidates were able to score maximum marks, most were unable to use the correct format for writing a formal invitation. The weaker candidates wrote an invitation letter instead. Too many candidates thought that the word 'cordially' was the name of the host and did not know what a formal dress code meant.

Expected responses - Dress Code – *Formal wear*

Candidates' response

- Dress code – casual wear
- Dress code – wear pink and white

Most candidates knew that R.S.V.P was required on the invitation but did not provide a contact number or an email address where contact could be made. In instances where an address was given too many candidates failed to give a proper address for the venue of the party.

Generally, candidates answered the questions according to the sub sections and followed the numbering system in the organization of the responses. However, the responses were replete with grammatical and spelling errors. For example, the term 'overlook' was used instead of 'look over' in a sentence which changed the accuracy of the response.

School Based Assessment

This component is done at the school level. Candidates were required to complete three practical assignments. These assignments tested the skills of planning and preparation, manipulation and evaluation and presentation. Candidates could score a maximum of 60 marks. The performance on this component was commendable and fairly consistent with that of 2011. The mean mark for both years was 47. More than 60 per cent of the candidates scored above 50.

Conclusions

While some of the continuing issues of inadequate mastery, inaccurate interpretations and expressions were present in the 2012 responses, some improvements have been noted in terms of candidates' expression and language usage. Answers were more coherent. Candidates gave many real-life examples as requested, indicating the movement towards the appropriate application of the knowledge and skills taught in the Home Economics: Management programme in schools. More still needs to be done to raise prestige of the programme and teachers are urged to read more widely and provide up-to-date material and reading lists for students as they prepare for this important examination in the future.

Recommendations

1. It is important to stress again that there must be concerted efforts for teachers to help candidates learn how to read and interpret the essay questions and provide reasonable responses that will earn the assigned marks. The low scores of some candidates who took this examination suggest that some candidates did not study the subject with the attention required or did not prepare as well as they should. If this observation is correct, then action should be taken by teachers and school administrators to preserve the reputation and integrity of the Home Economics Management curriculum in schools.
2. Some attention must be given in the classroom to candidates' interpretation of key verbs used in questions such as 'list', 'analyze', 'suggest', 'state', 'explain', and 'describe' in an effort to make their responses more complete and appropriate. Attention should be paid to correct grammar, usage and spelling.

C A R I B B E A N E X A M I N A T I O N S C O U N C I L

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2013

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Home Economics: Management examination comprises three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School-Based Assessment. Six thousand two hundred fifty-two candidates sat this examination in 2013, a figure which is very close to the number who sat in 2012. For this year, approximately 83 per cent of candidates achieved Grades I–III, representing a slight decrease compared to 2012 when 85 per cent of candidates received similar grades.

It was evident from the marking this year that there continues to be an observable improvement in the quality of some responses particularly, to the compulsory questions. Some responses were more comprehensive and focused on the subject content rather than on ‘street science’ as was the case in the past. However, there were still too many scripts where the responses indicated that the candidates were unprepared for the examination. It was evident from these responses that there was a general lack of knowledge among some candidates. The number of candidates obtaining scores ranging from 0 to 5 and the lack of coherence in some of the responses remain as serious concerns.

DETAILED COMMENTS

Paper 01- Multiple Choice

This paper consisted of 60 multiple choice items. The paper was set to cover a wide range of objectives from the syllabus while at the same time measuring the profile level of Knowledge and Comprehension and Use of Knowledge. For this, year the mean on this paper was 33 out of 60 or 55 per cent.

Paper 02-Structured Essays Questions

The Paper 02 consisted of two parts – Parts A and B. Part A comprised three compulsory questions while Part B consisted of four questions from which candidates were required to respond to two. Each question was awarded a total of sixteen marks, six marks for the Knowledge and Comprehension profile and ten for the Use of Knowledge profile. The mean mark was 33 out of the maximum possible 80 marks or 42 per cent. Candidates’ marks ranged from 0 to 71.

PART A

This part consisted of three compulsory questions. The questions assessed Modules 5, 7 and 10 of the syllabus. Although the syllabus specifically states that each year these questions will be based on the stated modules, candidates’ performance continues to be below the acceptable standard. Performance this year, however, reflected some improvement in the overall grasp of the subject matter.

Question 1

This question tested candidate’s knowledge of what is meant by the term ‘career’ and how to prepare for ‘career choices’. The mean on this question was 6.51 out of 16 or 41 per cent. Marks ranged from 0 to 16.

Part (a) (i) tested candidate’s knowledge of the definition of the term ‘career’. This part was poorly done as most candidates referred to ‘career’ as ‘a job, a task, a goal, something you want to achieve in life/future’. Most candidates did not associate careers with deliberate academic or experiential preparation. Few saw the relationship to lifelong goals and fewer still related this quest or achievement to professional action. Where these ideas were present even in simpler language, in candidates’ responses, they were given credit.

In Part (a) (ii) the candidates were required to state two actions which could help them to prepare for their career choices from as early as secondary school and to give two reasons for each action. This part was fairly well done as most candidates were able to list two actions. However, some of the reasons given for the actions were not appropriate. They were more focused on how to get a highly paid job rather than preparing for a career. Some candidates misinterpreted the question and instead gave responses relating to

the 'Values Triangle' and the 'Management Processes'. Examples of inappropriate responses are setting goals, planning, organizing and implementing.

Some of the expected responses included:

- *Select the subjects required by the career*
- *Begin exploring the career: visiting work places, talking to persons in the same career*
- *Researching the requirements: qualifications, demands of the career*
- *Volunteering*
- *Think about possible career options*

Some acceptable responses included:

- *Researching, for example, on Internet and in magazines, books*
- *Going on field trips*
- *Speaking to Guidance Counselor/Teacher/Parents*
- *Attending Career Seminars/Workshops*

Part (b) (i) tested candidates' understanding of actions to be taken by those who are 'unsure' of their career choices, and reasons for such actions.

In answering this part of the question, several candidates incorrectly repeated responses which were given for Part (a) (ii). These included:

- *Researching*
- *Speaking with Guidance Counselor/Teacher/Parents/Persons in the field*
- *Attending Career Seminars/Workshops etc*

Some acceptable responses were:

- *Going back to school, for example, community college, six form, training centers*
- *Job attachment*
- *Researching*
- *Work experience*
- *Volunteering*

Part (b) (ii) required candidates to state two actions that candidates who are confident about their career choices should take in preparation for their career and to give one reason to show how this action is likely to make them better prepared. This section proved to be the most challenging as many candidates misinterpreted the question and gave responses related to (a) (i) and (b) (i). Included in these responses were:

- *Having the relevant subjects for career*
- *Planning goals and sticking to it*
- *Writing resume and application letter*
- *Having the right type of clothes and attitude for the job*

Acceptable responses included:

- *Collect relevant information on the career of one's choice, for example, requirements, conditions of work*
- *Apply to begin further study if that is necessary*
- *Enter an apprenticeship programme*

Question 2

The question covered a section of the money management topic including the definition of some terms related to the area, means of acquiring money other than work, with emphasis on legality (ethics), and balancing of income and expenditure. The mean was 7.55 or 47 per cent. Marks ranged from a low of 0 to the maximum possible 16.

In Part (a), the majority of the candidates were able to correctly define the terms ‘net income’ and ‘flexible expense’. However, a few candidates gave incorrect responses such as:

- Net income – money earned on the Internet, income that is broadcast over the net, bottom line of a business.
- Flexible income – money used for anything you want, money used to purchase your wants, money you can get from a flexi-card.

In Part (b), candidates were asked to state two means other than work by which money is *legally* earned. Some candidates seemed to misinterpret the word ‘legal’ for ‘illegal’ and gave responses such as:

- Lottery scam
- Stealing
- Selling drugs
- Killing
- Black market

Others seemed to have broadened their understanding of the expression “earned money” and gave answers that reflected a range of economic activities that are pursued by individuals. The responses indicated that they drew heavily from the occupational activities that take place around them. These included responses that reflected income from self-employment or entrepreneurial ventures like working for themselves trading.

Some unexpected but credible responses included:

- Selling goods and services
- Loans/ credit cards from bank
- Working for someone
- Farming

Overall, Part (c) was poorly done. The question required candidates to identify items such as income or expenditure and to calculate a balanced budget for an income and expenditure statement.

In (c) (i) the majority of candidates were able to place the figures correctly in each column therefore gaining maximum marks.

In (c) (ii) candidates were required to calculate the outstanding sum to be raised in order to balance the statement and then place the figure in the correct position on the table. Candidates seemed to be unsure of which items were classified as income and which as expenditure. This task was poorly executed. While the majority of candidates did not attempt this part of the question, those who did could not calculate the figure correctly. A small percentage calculated the outstanding figure correctly but did not place it in the right column of the statement.

Part (c) (iii) asked candidates to calculate and insert the total for each column in its correct place in the table. As many candidates responded poorly to Parts (c) (i) and (c) (ii) they were not able to accurately calculate the totals for each column.

Question 3

This question assessed knowledge of ‘safety in the kitchen and safety features of appliances or equipment’. The mean on this question was 6.80 or 43 per cent. Marks ranged from 0 to 16.

Part (a) assessed candidates’ ability to recall the types and causes of injuries that could result from accidents in the kitchen. This section was fairly well done as most candidates were able to give at least one satisfactory response.

Some acceptable responses were:

- *broken bones from spills and falls*
- *burns from stove, open flame or hot oil*
- *cuts from improper handling of knives and other cutting implements*
- *poisoning from ingestion of harmful substances*

Some candidates stated the cause of the injury without stating the type of injury and gave responses that stopped, for example, at ‘fall’, ‘spill’ and ‘slide’ and did not say what type of injury would result from these actions. Many candidates correctly identified a cut as an injury; however, some gave the incorrect response ‘knife in water or in sink of water’.

Part (b) required candidates to identify two safety features on a labelled diagram of a domestic iron. This part was generally very poorly done as many candidates gave the use of the safety features rather than identifying or *naming* the part correctly.

Part (c) assessed candidates’ understanding of hurricane preparedness. Candidates were expected to suggest five tasks to be carried out in preparation for the hurricane season by (i) families and (ii) community officials.

This part was fairly well done. However, it was noted that many of the candidates misinterpreted the question by suggesting tasks to be done *during* a hurricane rather than in *preparation for the hurricane season*.

It was observed that the following unfavourable responses were quite popular:

(i) *Family*

- *batten down windows and doors*
- *put furniture on blocks*
- *charging cell phones*
- *filling gas tanks of cars*

(ii) *Community officials*

- *handing out food to people*
- *evacuating people from flood-prone areas*
- *putting sand bags in place*
- *taking the elderly to a shelter*

The following are some responses which were considered acceptable.

(i) Families:

- secure the roof of the house
- stock up on non-perishable foods
- secure clean water
- secure first aid kit

(ii) Community officials:

- get shelters in good condition
- clean gullies and drains
- identify and assist the vulnerable groups in the community
- inform residents of safety measures to adopt in preparation for hurricanes.

Part B

This part comprised four questions of which candidates were required to answer two. The questions in this section were based on the modules which were not tested in Part A.

Question 4

This question tested candidates' knowledge and understanding of the family, the effects of the changing family structure, and how family and community can help to mitigate the negative effects of social changes that members of the family might undergo. The mean on this question was 7.52 or 47 per cent. This was the highest mean among the optional questions. The marks on these questions ranged from a low of 0 to a high of 15.

Part (a) examined candidates' knowledge of the negative effects of a changing family structure on two different age groups, namely (i) preschoolers and (ii) adolescents. This part of the question posed some challenge for some candidates as they tended to focus on what caused the change in family structure and how it affected the parents, rather than on the changes experienced by preschoolers and adolescents. Some inappropriate responses were:

- has to work outside the home
- they may be neglected by parents

However, candidates were credited for responses such as *feeling lonely*.

Part (b) tested candidates' knowledge of the roles of an adolescent as a member of the family. Most of the candidates gave responses related to *responsibilities* of the adolescent as well as *functions of the family* instead of their roles. Some of the more popular responses were:

- Taking care of their younger siblings.
- Helping with household chores.
- Working to take care of the home

Part (c) (i) required candidates' understanding of immediate actions parents might take in an effort to locate a missing child. Most candidates interpreted and responded to this part of the question quite well and obtained maximum marks for this part. Some good responses were:

- *Immediately call the police.*
- *Inform family members and parents requesting assistance.*
- *Alert community members to form a search team.*

Some responses for which no credit was given included *demonstrate and block the street*.

Part (c) (ii) tested candidates' understanding of activities that a community can take to prevent adolescent boys from joining gangs. This section seems to be well understood by most candidates and their responses were awarded maximum marks for this part. Some exemplary responses included:

- *Start sports clubs like cricket and football*
- *Encourage them to join service clubs*
- *Provide mentors and role models for them*
- *Get them to join the Boys Scout or the Cadets*
- *Put on evening schools for them to learn skills*

Question 5

This question assessed candidates' understanding of the impact of values and goals on family decisions and how family members relate to each other. A scenario was given which formed the basis on which candidates should respond. Candidates were tested on knowledge and understanding of values and goals and application of these in the family setting. This was the most popular question in Part B. The mean was 6.32 or 40 per cent.

Part (a) (i) required candidates to identify goals of a given family member from the scenario. In general, this part was fairly well done by most candidates. The main weakness is that some candidates identified the different types of goals generally, rather than selecting the goals from the scenario given. For instance, many candidates responded by giving long-term and short-term goals, rather than giving the expected responses such as:

Shana's goals are to:

- *become a fashion designer*
- *own her own boutique*
- *achieve an associate degree*

For part (a) (ii) most candidates provided incomplete or inaccurate responses for the definition of the term 'values'. They provided definitions such as:

- Values are things we hold dear
- Things we use to achieve our goal
- What you work for, your payment and your income
- Things like your attributes and resources you cherished

Some acceptable responses included the following:

- *Values are learnt beliefs and attitudes that are chosen freely, prized and acted upon*
- *The personal guidelines that are used to establish what is useful or desirable*
- *Those cherished beliefs that influence behaviour*

Part (a) (iii) required candidates to identify two values from the scenario given. Most candidates attempted this part of the question. However, some candidates were not able to adequately identify the values. Some of their answers included:

- Her ambition
- Her confidence
- Set the standards
- Collecting the facts

Acceptable responses included the following:

- *Commitment to education*
- *Belief in work*
- *Independence*
- *Perseverance*

Part (b) of the question was subdivided into three parts and required candidates' to interpret and analyse the information given in the scenario and to apply their knowledge the understanding of the perspectives from the persons involved.

Part (b) (i) required candidates to state qualities that the individual in the scenario should have demonstrated in order to achieve goals while giving support at home. Most candidates were not able to give the two qualities that were required. The responses given most often were unrelated to the scenario provided. Some candidates gave incorrect responses such as:

- Good working quality
- Should also be respectful
- Good organizational skill
- Should be responsible
- Paying the bills and being on time for classes

Acceptable responses included the following:

- *Perseverance*
- *Commitment*
- *Patience*
- *Caring*
- *Discipline*
- *Time management*
- *Thriftiness*

In Part (b) (ii) candidates were required to give two reasons why the suggestions made by the father in the scenario were reasonable. The responses to this question indicated that some candidates did not understand how to interpret the information. Some candidates re-stated the information given instead of saying why the suggestions were reasonable. Many candidates misunderstood the mother's state of pregnancy as being a hindrance to her performing duties in the home. They also misunderstood the respective roles of the father, the daughter and the family in general.

Some of the incorrect responses included:

- The mother is unable to cope for she is pregnant
- The family was experiencing hardship because of the baby that was on the way
- The father is the one paying all the bills
- Mother would not have any more time to waste
- Mother needs bed rest

Expected responses included:

- *Need for financial contributions from all working members of the family*
- *Good training in being a responsible adult*
- *A sense of equity and fairness*
- *Shanna must learn to multi-task*
- *All persons who live in the home should contribute to completing house chores*

In Part (b) (iii), candidates were required to give two important steps that Shana should take to fulfill her father's request to assist with the household bills and the chores as her mother was expecting a baby. Most of the steps given were inappropriate. The steps that were appropriate were either not discussed or were inadequately discussed. Examples of these included:

- Implement the request and then evaluate the alternatives
- Ease her mother from stressing herself
- Focus
- Obey

Among the acceptable responses were:

- *Invite her family to have a family meeting or family council*
- *To discuss family management in light of the changing status of Shanna and mother to work out the details of her contribution to the house hold*
- *Make a plan: take some time to examine her situation and determine how much she can contribute to the family's expenses and activities*
- *Align work, study and work schedules to avoid conflict*

Question 6

This question assessed candidates' knowledge and understanding of consumerism. The mean of 3.95 on this question or approximately 25 per cent was the lowest mean on the paper. This question was one of the two questions which had approximately twenty-two per cent of the candidates giving a response.

Part (a) required candidates to state the main difference between the terms:

- (i) Consumer rights and consumer responsibilities
- (ii) Debit card and credit card
- (iii) Commercial bank and credit union

Many candidates could not explain the difference between consumer rights and responsibilities. They instead stated what consumers have a right to do and for what they are responsible. Most of the candidates were, however, able to state that *money is withdrawn immediately from your account when a debit card is used*, and that a *credit card is used to get items on credit*.

The majority of candidates found it challenging to differentiate between a commercial bank and a credit union. They stated that "the bank is for salary and savings, while the credit union is for loans". Although this part of the question was poorly done, there were some very good responses. These included:

- *Consumer rights are things the consumer are entitled to while consumer responsibilities are what they are expected to carry out.*
- *A debit card is used to pay for goods and services, but the money comes out from your bank account, however, when a credit card is used, the money has to be repaid to the bank. It is not your money it is a loan from the bank.*
- *A commercial bank is an institution where anyone can open an account while a credit union is an organization that persons join to become members.*

Part (b) of the question gave a scenario of a family that saved some money to acquire a set of living room furniture.

In (b) (i), candidates were required to state two important factors, with a different reason for each, which the family should consider when purchasing the living room furniture. Most candidates were able to answer correctly. Some of the popular acceptable responses were:

- *Size of the furniture. Reason: Furniture should be able to fit into the living room space and not be too big or too small.*
- *Colour. Reason: The colour should match with the living room and not get dirty easily because they have young children.*
- *Material. Reason: The furniture should be made from a material that is easy to clean because they have young children.*
- *Durability. Reason: The furniture should be able to last for a long time because they may not be able to buy another one soon.*

In (b) (ii), candidates were required to use the circumstances outlined in the scenario to give two points to support both cash and hire purchase payments. In most instances, candidates responded by stating the *difference* between cash payment and hire purchase, or gave points to support either method of payment. There were, however, some good responses for each as outlined below.

1. Points to support cash were:

- *They will not have to pay interest so they will save some money*
- *They will not have a monthly payment to make*
- *They will own the furniture as soon as they pay for it*
- *It would be cheaper because they may get a discount for paying cash*

2. Points to support hire purchase were:

- *A smaller amount of money could be paid each month and they would be able to save for other items*
- *They will get the set immediately and use it while they are still paying.*
- *They could use some of the money for some other business*

There is still need for more attention to be paid to helping students to differentiate between these concepts as such knowledge will definitely influence their behaviour as consumers. Perhaps field trips and professional talks from service organizations and financial entities on the use of related items like bank cards and cheques, could be used in the teaching of these concepts.

Question 7

This question focused on the family and housing. This was one of the two questions which had twenty-two per cent of candidates responding. The mean was 4.65 or approximately 30 per cent. The marks ranged from 0 to 15.

For Part (a), candidates were required to identify two social and two economic effects of overpopulation on families. This section was fairly well done. However, some candidates were unable to differentiate between social and economic effects of overpopulation on families.

Part (b) required candidates to describe one effect of under population on the economy. This section was not well done. Many of the candidates gave the meaning of under population instead of the *effect* of under population on the economy. One popular inappropriate response was ‘not many people are living in the area; therefore resources are plentiful and will eventually go to waste’.

Part (c) (i) gave drawings of a single-storey building (cottage) and an apartment building (multi-storey) building. Candidates were required to state two advantages and two disadvantages of each building. This section was generally not well done. Many candidates listed advantages and disadvantages but failed to identify the type of housing to which they referred. Some candidates used the “busy market street”, given as part of the question as the focal point instead of the types of housing identified. These did not differentiate between the housing types. They included responses such as:

- The odour/stench will affect families
- Easy to purchase fresh fruit and vegetables
- Regular stealing and crime

Part (c) (ii) request candidates to describe one community-based activity in which the residents of the newly built houses could be involved to ensure the protection of their homes from rats and other pests. This part was well done and most of the candidates were able to gain full marks for this part.

Paper 03 – School-Based Assessment

This component is done at the school level. Candidates were required to complete three practical assignments. These assignments tested the skills of planning and preparation, manipulation, and evaluation and presentation. Candidates could score a maximum of 60 marks. The performance on this component was commendable and fairly consistent with that of 2012. The mean mark for each year was 47. More than 60 per cent of the candidates scored above 50.

General Comments

The current syllabus requires that the compulsory questions on Paper 02, be based on objectives 5, 7 and 10. Although this has been the practice for the life of this syllabus, it has had little impact on the quality of the candidates’ responses. This year’s performances, however, reflected some moderate improvement in the grasp of the subject matter tested. Although candidates continue to use non-standard English to present their responses, there was evidence that some concepts were better understood than previously.

Some candidates were able to identify closely with some of the concepts being tested, especially in Questions 2 and 5 and they relied heavily on their everyday experiences in responding to the questions.

The popularity of Question 5 as an optional question confirms the notion that Home Economics: Management is a subject that helps the candidates to better understand themselves in the context of everyday living while at the same time, they learn to make critical decisions for the improvement of home and family life.

While the language usage proffered by candidates was academically weak, for the most part, their creativity in expressing their responses indicated their clear understanding of the objectives being tested and the content and context of the question. The extended responses captured key words and concepts that revealed their deliberate encounter with the subject matter.

Candidates who gave excessively lengthy responses to show their command of the content were often disorganised and often confused categories in the organisation of their responses. Responses were often not logically laid out and therefore posed a challenge for the examining team.

Some candidates continued to confuse the appropriate language for capturing concepts such as roles, functions, rights, responsibilities, guidelines, effects and factors. These errors were generally reflected in short-answer responses in Paper 02. While the candidate may be able to show awareness of the subject matter by use of the appropriate words or phrases, their inability to clearly articulate responses in a reasonably simple but accurate manner greatly affects the quality of their responses. This problem has been perennial in this subject and schools should make every effort to help students to improve the quality of expression.

There is need to reiterate a comment from the last subject report regarding the need to provide greater academic support to candidates who are being prepared for this examination. It is important to stress again and again that there must be concerted efforts by teachers to help candidates learn how to read and interpret the essay questions and provide reasonable responses that will earn the maximum marks. The low scores of some candidates who took this examination suggests that some candidates did not study the subject or at best did not prepare well.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2014

HOME ECONOMICS: MANAGEMENT

GENERAL COMMENTS

The Caribbean Examinations Council administered the 32nd examination of the Caribbean Secondary Education Certificate in Home Economics: Management at the General Proficiency in May 2014. The examination consisted of three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School-Based Assessment.

Paper 01 — Multiple Choice

This paper comprised 60 questions designed to test all areas of the syllabus and tested knowledge (Profile 1) and Use of Knowledge (Profile 2) in equal proportions. Candidate performance on this paper improved over the period 2012 to 2014. The mean score this year was 36.27 compared with 32.82 in 2013 and 33.03 in 2012. The maximum score obtained was 57 marks and the lowest score was 8.

Paper 02 — Structured Essay Questions

Paper 02 consisted of two sections. Section (A) comprised three compulsory questions while Section (B) consisted of four questions from which candidates were required to choose two. Each question was allocated a total of 16 marks, 6 marks for Knowledge and 10 marks for Use of Knowledge. The mean mark was 35.67 out of a maximum mark of 80; the highest score obtained was 71, and the lowest score was 0. Approximately 62 per cent of candidates achieved Grades I–III.

DETAILED COMMENTS

The current syllabus requires that the compulsory questions on Paper 02 be based on Modules 5, 7 and 10. Although this is the norm, which provides guidance and transparency to support candidates' examination preparation, it has had little impact on the quality of the candidates' responses. Performance this year indicated that candidates generally possessed a moderate grasp of the subject matter tested. However, there was evidence that some concepts were better understood than others.

It was apparent that candidates identified closely with some of the concepts being tested, for example, in Question 4. The popularity of this optional question confirms the notion that Home Economics: Management is a subject that helps students to better understand themselves in the context of everyday living and learn to make critical decisions for the improvement of family life. While many candidates demonstrated a weak command of appropriate language to be used in the context of responding to examination questions, their creativity in expressing their responses indicated their clear understanding of the objectives being tested and the content and context of the question.

Candidates showed awareness of the subject matter tested, much of which they appeared able to relate to their personal experiences. This is good evidence of the relevance of the subject in their everyday lives. However, where candidates gave fulsome responses showing a good command of the content, they often continued to be disorganized in the presentation of their answers. Responses for the most part were not logically laid out and therefore posed a challenge for the examining team as they often had to seek out relevant content amidst irrelevancy and lack of coherence.

Content organization terms like “guidelines”, “procedures/ steps”, “roles”, “effects” and “factors” are terms that are not well understood. However, these are part of the vocabulary in the syllabus and the textbooks. Teachers have a responsibility to develop a good repertoire of the language of the subject and to communicate this to candidates. The use of colloquial language to express technical concepts and content specific to the subject simply diminishes its value as a verifiable body of knowledge on the school curriculum. A consequence of this weakness is that candidates often give examples of core ideas in relation to the subject matter that are often unrelated to the specific concept being tested. A case in point is that some candidates wrote on **precautions** instead of stating the **guidelines** as was asked of them in Question 2.

Candidates continue to misinterpret key action words in the examination questions such as “describe”, “suggest” and “explain”. They also show lack of discrimination in their interpretation of terms like “list factors” or “list steps”. These terms should be used by teachers in coursework tasks to give the candidates the necessary familiarity with their meanings and should be checked by teachers for accuracy of interpretation before the examination is attempted.

There continues to be the need for greater evidence of mastery of the subject by a greater number of candidates and at least reasonable competence by the majority of the candidates across the region. It is desirable that regions and schools again take note of these limitations, and collaborate to plan workshops and other activities, in an effort to facilitate a greater understanding of the content among the candidates. There is an urgent need for mastery of the important areas of the curriculum. As a consequence, teachers need to make greater use of activities such as cases, scenarios, simulations and role plays. These strategies help to concretize key concepts. In addition, practitioners should seek opportunities to participate in revising and updating the texts and other resources used in the teaching of the topics. What is clear is that teachers need to take active steps to improve the academic value of the Home Economics: Management curriculum.

Candidates continue to demonstrate a lack of knowledge of test-taking strategies and often write two or three lines of information on a single page of the answer booklet, with incorrect responses, and as result present answer booklets with a significant amount of wasted space. There has been a very visible tendency for candidates to answer all seven questions, thus earning very little marks, if any, for some questions, instead on focusing on the five questions required and maximizing the marks earned for each question.

It is important to stress again that there must be concerted efforts for teachers to help candidates learn how to read and interpret the essay questions and provide reasonable responses that will earn the assigned marks. The low scores of some candidates who took this examination suggested that some candidates did not study the subject, or at best did not prepare well. If this observation is correct, and some teachers can identify with this phenomenon, then action should be taken by school administrators to preserve the reputation and integrity of the Home Economics: Management curriculum in schools.

Question 1

Question 1 was compulsory. It consisted of three parts.

Part (a) required candidates to list three benefits of work. All candidates attempted this part of the question and most of them were able to give accurate responses. However, some candidates provided responses that overlapped with each other, for example:

- “Providing needs and wants”
- “Paying bills”
- “Providing family needs”
- “Paying expenses”

The correct responses for this question included:

- *Providing basic needs and wants*
- *Providing income*
- *To confer status*
- *Providing work experiences*

One mark was given for each of the three correct answers.

Part (b) of this question required candidates to state three different factors that can influence a person’s level of preparation for a career.

This part was poorly done, since most candidates misinterpreted the word “factor”. They stated actions that can influence a person’s level of preparation rather than factors, for example:

- “Getting a knowledge of the career choice”
- “Having money to pursue the career”
- “Having work experiences”

The correct responses for this section included

- *Economic factors*
- *Time in terms of academic preparation*
- *Peer influence*
- *Personal and family goals*

Only a few candidates were able to score maximum marks in this part of the question.

Part (c) required candidates to recommend five actions that Form 5 (Grade 11) students should take to prepare themselves for these careers. This section was fairly well done. However, some candidates gave responses which were very vague, such as:

- “Study hard”
- “Go to college”
- “Ask questions”
- “Socialize with friends and interact with other people”
- “Get experience”

In addition, some candidates reproduced key terms provided in the question as their answers, for example:

- “Work experience”
- “Computer skills”
- “Social skills”

In many instances, candidates used the management and decision-making processes as responses to the questions. In addition, they misinterpreted the scenario, which required them to recommend actions to be taken to prepare themselves for careers for which requirements were given. Instead, candidates gave responses such as, “Get recommendations from teachers for

- work experiences
- classes, incorporated skills and social skills
- going to university”

Some required responses were:

- *Find out where the desired degree is being offered and the requirements for entry into the programme*
- *Seek a holiday job to gain relevant work experiences*
- *Get involved in groups where social skills may be developed, for example, Red Cross, religious youth groups, 4-H clubs.*

Most candidates wrote “choose relevant subjects for the career”. However, it should be noted that the Grade 11 students would have already chosen the required subjects.

Two marks were given for each correct action.

The mean mark obtained on this question was 7.09, and marks ranged from 0 to 16.

Question 2

This question tested candidates' knowledge of money management and budgeting. This was a compulsory question.

Part (a) (i) of the question required the candidates to outline three ways in which they could earn money legally without asking their parents. The majority of the candidates were able to answer this part correctly. However, there was still a significant portion who misinterpreted the term "legal" and wrote on illegal means of obtaining money without working, such as scamming, stealing, prostitution, killing and begging.

Part (a) (ii) was very well handled by the candidates. The candidates were able to supply the correct reasons for making a budget.

Part (b) asked the students to read a scenario about Herbert who would be starting college. His tuition and text books would be paid for by his parents but he would have to get a part time job that covered all his daily expenses.

Part (b) (i) required candidates to outline four items that Herbert would include on his budget. This section was generally well done. The majority of the candidates gave suitable answers for this section.

Part (b) (ii) posed a significant challenge, as this section required candidates to analyse the scenario and explain important guidelines for Herbert to consider in prioritizing a list of items for a monthly budget for his first year in university. Most candidates misinterpreted the question and instead outlined guidelines for shopping, for example, "compare prices of items", "make a shopping list", "buy in bulk", "buy the cheapest items", as well as "know the amount of income to be able to decide on how to spend it". The minority of candidates who attempted to give the correct responses were more inclined to list the points without providing an explanation as required.

Candidates who scored highly on this section of the question displayed an ability to write clear guidelines with their appropriate explanations, for example:

1. *Include savings on your budget. This is necessary as it provides a source of income in case of emergency.*
2. *Determine his values - he is able to decide on what is more important so he will direct most of his attention to that particular aspect of the budget.*

In summary, most of the candidates scored within the range of 6 to 11 marks. The mean mark obtained on this question was 7.93.

Question 3

This question was designed to test candidates' knowledge and understanding of disaster preparedness, safety and first aid. It was a compulsory question. The mean mark obtained on this question was 5.49, and marks ranged from 0 to 15.

Part (a) was fairly well done. Most candidates had a clear understanding of the steps that should be taken in the event of a flood. However, many had difficulty differentiating between the general disaster preparedness steps and steps to be taken after the flood warning. Many candidates, therefore, gave answers indicating what should be done before an expected hurricane or after the hurricane or flood had passed, even though the question clearly stated that the flood warning was during the hurricane.

The misunderstanding of the question was evidenced in responses as candidates wrote steps to prepare for a hurricane or rainstorm. Some responses were as follows:

- "Stock up food, batteries and water"
- "Buy and store things"
- "Secure roof"

- “Do not go outside”
- “Drains to be cleared”
- “Batten/strap down roofs”
- “Cutting down trees”
- “Water purification”

The expected responses were:

- *Evacuate to a ‘safe place’ or ‘higher ground’*
- *Package important documents in plastic bags*
- *Listen to news for updates/instructions*
- *Have an evacuation plan if there is need to move to a new location*
- *Cover furniture and appliances with plastic and put on blocks/higher ground*

Part (b) posed a great deal of challenge for candidates. Candidates did not know the steps required to treat a fractured leg. None of them were able to score the maximum points in this part. Candidates clearly lacked the knowledge of dealing with a fracture and, as such, addressed issues such as cuts, bruises, sprains and unconsciousness.

Some correct responses given were:

- *Keep her calm and comfortable*
- *Use two pieces of flat board on either side of the leg to straighten it*
- *Stay with her until the ambulance arrives*
- *Write a report to be given upon arrival of the ambulance*
- *Do not move her*

Some incorrect responses given were:

- “Use RICE method (R-rest, I-ice, C-compression, E-elevation)”
- “Elevate and bandage”
- “Give pain killers”
- “Massage and wrap leg”
- “Lift patient and stretch out leg”
- “Put pillow under the foot”
- “Use alcohol”
- “Wrap with gauze”
- “Give injection”
- “Fix bone back in place”

Part (c) was fairly well done. It required candidates to explain safety precautions to be taken to avoid similar accidents as referenced in part (b). Candidates demonstrated relative competence in this section; however, repetition of responses prevented many from receiving the maximum six points allocated. In addition, some misinterpreted the computer cable to mean raw electrical wire. Likewise, some focused on the computer rather than the computer cable.

Some correct responses were as follows:

- *Do not stretch cables across pathway*
- *Tidy/bundle cord under the computer*
- *Pass cord under computers, furniture or tape or tack on the wall*
- *Make signs alerting visitors of the danger*
- *Remove objects, toys and water from floor*
- *Use mats with non-skid backing*

Incorrect responses were as follows:

- “Remove wire so that it does not cause electrocution”
- “Look where you are walking”
- “Don’t carry objects that block your vision”
- “Put rails on steps”
- “Never put rugs or mats on the floor”
- “Do not study in the computer lab”

Many candidates who understood the question stated that the cable should be taken from the walkway but failed to indicate some possible options for placement to prevent trips and falls.

Question 4

This was an optional question that tested candidates’ knowledge and understanding based on Module 1, Objectives 4 and 5, and Module 4, Objective 13 of the syllabus.

This question was the most popular optional question. The mean mark obtained was 10.22, and marks ranged from 0 to 16.

Part (a) of the question required candidates to list three functions of the family. This part was well done by most candidates. However, some candidates misinterpreted the question and gave responses which included inappropriate elements such as:

- Definition of the family
- Management processes
- Types of family
- Stages of the family life cycle
- Educational function
- Recreational function
- Writing one function in three parts; for example, providing food, providing shelter, providing clothing.

Expected responses from candidates included the following examples:

- *Procreation/reproduction*
- *Providing basic needs*
- *Socialization*
- *Conferring status*
- *Nurturing*
- *Preventing incest*
- *Transmitting culture*

Part (b) of the question required candidates to list one role to be performed by the following members of the family:

- Mother
- Father
- Adolescent teenagers

Some candidates provided inappropriate responses to this section. They provided answers that spoke to the needs of the toddler rather than the general roles usually performed by individual family members. Some of these responses included:

- “Breastfeeding the baby/toddler”
- “Bathing the toddler”
- “Disciplining the toddler”

- “Working for the toddler”
- “Watch the baby”
- “Wash the toddler’s clothes”

In addition, some candidates did not differentiate individual roles performed by mother, father and adolescent teenager, but gave a general list of roles performed by all family members.

Other candidates did well in responding and gave the expected answers. Some of these responses included:

- *Mother: caregiver, nurturer*
- *Father: provider, caregiver, breadwinner, role model, protector*
- *Adolescent teenagers: companion, helper, caregiver, learner*

Part (c) (i) of the question required candidates to describe different roles that could be performed by each of the three family members listed at (b) while caring for a 90-year-old grandmother. Most candidates attempted this part of the question. However, some candidates did not describe the roles of the family members, but gave one-word answers. Some candidates gave inappropriate responses such as:

- “Breadwinner”
- “Caregiver”
- “Chores”
- “Disciplinarian”
- “Work”
- “Helper”
- “Housekeeper”
- “Mother washes”
- “Mother cleans”
- “Cook”
- “Protection/security”

Candidates gave a similar response in answering this part of the question as they did for part (b). They did not describe the roles that the mother, father and adolescent were expected to perform for the diabetic grandmother. They gave general roles that might be performed by the mother, father and adolescent teenager.

The responses the candidates were expected to give were, for example:

- *Mother: caregiver, ensures that she eats and takes medication*
- *Father: helps with mobility needs of grandmother*
- *Adolescent teenager: provides companionship and helps grandmother to take her medication on time.*
- *Mother: Plans and prepares nutritious, well balanced meals for grandmother*
- *Father: Provides financial support to make sure her medication is available*

Part (c) (ii) of the question required candidates to describe two roles that the 90-year-old grandmother could perform in the daily activities of the family. Some candidates did not attempt this section at all, while others responded poorly. Many candidates made inaccurate recommendations for the grandmother’s diet and some made it appear as though the grandmother was the mother figure in the home. Some of the responses given were:

- “Grandmother should show appreciation”
- “Grandmother should not complain and eat what she gets”
- “Grandmother should clean”
- “Grandmother should cook”
- “Grandmother should wash”
- “Grandmother should water the garden”
- “Grandmother should shell peas”

- “Grandmother should use her pension and help out financially”
- “Grandmother should take her medication”
- “Grandmother should make cushion for the home”
- “Grandmother should work to provide for the family”

Responses that candidates were expected to give included the following:

- *Grandmother could play the role of being a babysitter for short periods*
- *Grandmother could share stories or family history and past events.*
- *Grandmother could be a conflict mediator*
- *Grandmother could be a counsellor*
- *Grandmother should be a role model and mentor*

Some candidates made it appear as though the grandmother was a paraplegic rather than a diabetic as indicated in the question.

Question 5

This question was designed to test candidates’ knowledge of goals and values.

Part (a) tested candidates’ ability to define the terms: ‘values’, ‘management’ and ‘goal’.

Part (b) tested candidates’ understanding of how to analyse the information given in a scenario. Candidates were expected to:

- (b) (i) state one goal and one value of the family,
- (b) (ii) outline two important steps the family should take to achieve its goals, and
- (b) (iii) state two important qualities the children need to demonstrate in order to achieve their goals and give one reason why each quality is important.

Part (a), in particular, was fairly well done, as most candidates were able to accurately define the terms. However, some of candidates gave incorrect or partially correct responses to the terms ‘values’ and ‘management’. Most candidates gave appropriate responses for the term ‘goal’. Some of the incorrect responses included:

- “Values are desires and plans that you would hope to achieve.”
- “Management is the process of controlling money or a business.”
- “Goal is a want or value.”

Part (b) (i) was generally well done as the majority of candidates were able to give the correct responses. It was found that most candidates were able to state an appropriate goal. However, it was noted that many candidates also provided the same response for the goal as they did for the value, which prevented maximum scores from being awarded. Values were identified incorrectly as:

- “Children going to university after completing secondary school”
- “Mother obtaining a nursing degree”
- “Burying the dead father”

Even in instances where the goal was stated correctly, it was repeated as a value in this part of the question. This indicated that some candidates were not able to distinguish between goals and values.

Part (b) (ii) was poorly done. Candidates encountered difficulty with the interpretation of the stem as indicated in some of the responses given. In a number of cases, candidates’ responses focused on the ‘death of the father’ instead of outlining the steps to achieve the family goals. Thus they provided inappropriate responses such as:

- “Mother should get over husband’s death.”

- “Not allowing the husband death to stress them out.”
- “Concentrate on achieving goals and not the husband’s death.”

Nevertheless some candidates were able to give partially correct responses.

Part (b) (iii) was poorly done as most candidates could not explain the importance of the qualities stated, as was required to earn full marks. The qualities for most part were not highlighted, and when given, a weak explanation of the importance of the qualities was supplied.

Expected responses were:

- *Perseverance: necessary sticking to the goal and the plans to achieve it as there are usually challenges that tend to act as deterrents.*
- *Patience: it may NOT be always possible or feasible for everyone to embark on their plans at the same time – need to wait their turn as decided by the family.*
- *Cooperation: all need to work together to pool resources so that all the family members can complete their education. Members need to help each other after achieving goals.*

Overall the candidates’ performance on this question was unsatisfactory. The mean mark obtained on this question was 5.56, and marks ranged from 0 to 15.

Question 6

This question, which tested candidates’ knowledge of the factors that affect the population of a country, was moderately popular.

The question also tested their knowledge of the effects that the death of two industries would have on a community, and the actions that could be taken to reduce the negative impact of the situation.

In Part (a) of the question, candidates were required to explain three factors that could affect the size of the population of a country. Most candidates handled this section well but some of the candidates gave the definition of the factors instead of an explanation. In some instances one- or two-word answers were given, for example:

- “Birth rate”
- “Death rate”
- “Migration”

Some candidates, on the other hand, showed no knowledge of the factors. They offered incorrect responses such as overgrown trees, deforestation, and garbage disposal as factors that could affect the size of a population.

Part (b) (i) required candidates to explain three effects the death of the sugar and coconut industries and resulting migration, especially by males in the 17–30 age group, to search for job opportunities would have on the community if the industries were not revived.

This part of the question was poorly handled. The majority of the candidates repeated what was in the stem of the question as their responses. This part was also linked to Part (a), with candidates giving answers on the population of the country. Candidates’ responses focused on the country instead of the community that was affected.

Incorrect responses included:

- “The community will be under populated”
- “People will migrate to other places”
- “Sugar will be scarce”
- “People are going to die of hunger and starvation”
- “The community will become non-existent”
- “The community will become a ghost town”

Candidates were required in Part (b) (ii) to state two possible actions the community could take to reduce the negative impact of the death of the sugar and coconut industries. Most of the candidates’ responses referred to reviving the industries but they did not say how. Others wrote that new industries should be started. This section was fairly well done by most candidates.

The majority of the candidates scored between 3 and 9 marks of the maximum 16 marks. The mean mark obtained was 5.44 and no candidate gained full marks.

Question 7

This question tested candidates’ knowledge and use of knowledge in the following areas:

- ways of legally acquiring housing in one’s country
- methods of obtaining potable water for use in the home
- safety concerns and related precautionary measures for families with young children

Part (a) of the question was generally well done by the candidates.

The more popular responses were:

- *Purchasing/buying*
- *Renting*
- *Inheritance*
- *Leasing*

However, some candidates misinterpreted “legally acquiring” to mean mortgage, title from the lawyer, loans from financial institutions, assistance from the government (housing development) as well as from winning a lottery.

Part (b) of the question was fairly well done, as some candidates correctly responded by answering:

- *Pipeline from the local water company*
- *Buying bottled water from supermarkets*
- *Collecting rain water*
- *Collecting water from rivers, streams, springs, wells and reservoirs*

The uses of water as well as water treatment were also given as methods of obtaining water. For example, bathing, cooking and washing; the use of chlorine/bleach, boiling, filtration and sterilization were among the inappropriate responses provided.

Part (c) (i) required candidates’ use of knowledge of safety concerns of a family with small children as they relate to an advertised property for rent.

A few candidates responded correctly by stating:

- *Children may fall off the balcony*
- *Children wandering off to the nearby beach and drowning*
- *Children running off to the highway and getting knocked down*

- *The type of entertainment is not child-friendly*

However, most candidates responded by re-writing the description of the advertised property as the safety concerns.

Part (c) (ii) required candidates to describe steps in making the property safe for young children. Most of the candidates correctly described the steps and gave accurate responses such as:

- *Rail/bar/grill on the balcony to prevent children climbing and falling over*
- *Lock all doors leading to the balcony to prevent children entering without adult supervision*
- *Fencing property to prevent easy access to the highway so that children would not be knocked down.*
- *Teach children safety rules and to practise them*
- *Ensure that life guards are on the beach to prevent children drowning*
- *Install security/alarm system to monitor children's safety.*
- *Install child-proof locks to prevent easy access from the property*

The mean mark obtained on this question was 6.25 and marks ranged from 0 to 15.

Paper 03 — School-Based Assessment

This component was done at the school level and moderated on site. Candidates were required to complete three practical assignments. These assignments tested the skills of planning and preparation, manipulation, evaluation and presentation. Candidates could score a maximum of 60 marks.

Candidate performance on the SBA was consistent with the performance over the previous two years. This year 96 per cent of candidates gained grades I–III compared to 94 per cent in 2013 and 93 per cent in 2012.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2015

HOME ECONOMICS: MANAGEMENT

GENERAL COMMENTS

The Caribbean Examinations Council administered its 33rd examination of the CSEC Home Economics: Management in May 2015. As a result of the general elections in Guyana, a parallel Paper 02 had to be created for the candidates in Guyana. These candidates sat the paper four days later than the date originally scheduled.

The General Proficiency examination included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essays and Paper 03 – School Based-Assessment.

The Paper 02 comprised 60 multiple choice questions designed to test all areas of the syllabus and tested Knowledge (Profile 1) and Use of Knowledge (Profile 2) in equal proportions. Candidate performance on this paper improved over the period 2013 to 2015. The mean score this year was 37.57 compared with 36.27 in 2014 and 32.82 in 2015. The maximum score obtained was 59 marks and the lowest score was 8.

Paper 02 consisted of two sections. Section A comprised three compulsory questions while Section B consisted of four questions from which candidates were required to choose two. Hence, candidates were required to answer a total of five questions. Each question was allocated a total of 16 marks, 6 marks for the Knowledge profile and 10 marks for the Use of Knowledge profile. The mean score was 34.07 out of a maximum mark of 80, while the mean score for the Guyana Paper 02 was 32.55 out of a maximum mark of 80.

DETAILED COMMENTS

The current syllabus requires that the compulsory questions on Paper 02 be based on Modules 5, 7, 10. Although this is the norm, it has had little impact on the quality of candidates' responses over the years. Performance on both the original and parallel papers continues to reflect moderate to mediocre grasp of the subject matter tested. Although candidates often used Creole to present their responses, there was evidence that some concepts were better understood than others. Vagueness, generalities and repetition of the actual wording of the questions in shaping the responses to test items are evidence of the negative mastery of the main concepts being tested. Despite these observations, some candidates continue to identify closely with some of the concepts being tested, for example, in Questions 3 and 7.

The popularity of each optional question raises concerns about the thoroughness of candidates' preparation for the examination and about the full coverage of the curriculum in preparation for the examination. Even when the test item was drawn from ordinary and everyday living situations that lead to safe and improved family life, candidates struggled to articulate themselves. This continues to be a disappointment with Paper 02. More effort needs to be directed towards subject mastery with less dependency on candidates' personal experiences. Greater use of different texts and current learning material would also reinforce the practical as well as the academic value of the subject. Candidates need to demonstrate greater intellectual depth on the written portion of the examination. However, while candidates use of language was academically weak, their creativity in expressing their responses to the questions they knew well indicated their clear understanding of some of the objectives being tested as well as the content and context of the question.

Where candidates gave detailed responses showing a good command of the content, responses continued to be disorganized. Responses were, for the most part, underdeveloped and, therefore, posed a challenge for the examining team to interpret and assign the appropriate credit, especially where only one mark was assigned for the correct response.

It is noteworthy that content organization terms like *guidelines*, *procedures/steps*, *roles*, *effects* and *factors* are some concepts and constructs that were not well understood. These are part of the vocabulary in the syllabus and the textbooks and, therefore, teachers have a responsibility to develop a good repertoire of the language of the subject and to pass this on to students. Candidates' informal language use and limited

knowledge of the subject was evident as they often gave examples of core ideas unrelated to the concepts being tested. A case in point is that they wrote precautions instead of stating the guidelines as required. In such instances, they lost marks for sections of the affected questions.

Candidates continued to misinterpret the examination tasks required such as *describe, suggest and explain*. They also showed lack of discrimination in the interpretation of instructional terms like *list factors* or *list steps*. These instructions should be used in coursework tasks and written exercises, which would give students the necessary familiarity with their meanings, and should be checked by teachers for accuracy of interpretation before the examination is attempted.

Question 1

This compulsory question tested candidates' knowledge on the topics work and work ethics. Part (a) asked candidates to define the terms *work* and *career* and to list four reasons why people work, while Part (b) solicited responses from candidates about actions to be taken to begin serious preparation for a career and to describe two desirable attitudes towards work.

For Part (a), while the majority of candidates was able to give clear reasons why people work, they were unable to accurately define the terms work and career.

This part of the question was attempted by most candidates.

Some of the most popular responses for the definition of *work* were as follows:

- What you do to get money
- A place you go every day
- Physical activity or task

A few candidates were able to give the more desired correct responses such as:

- Productive use of time and energy to improve the quality of life
- Legal activity in exchange for money

The definitions given for *career* were very poor and the responses lacked depth.

Some responses included:

- An occupation for earning money
- A field of work
- A future path or aspiration
- A goal to earn a living

Part (b) required candidates to

- outline three actions to be taken to begin serious preparation for a career in childcare
- describe two desirable attitudes that should be developed while preparing for a career in childcare.

Part b (i) posed great difficulty for candidates since most of them were unable to accurately interpret *action in preparation for a career in childcare*. Candidates' responses were not focused on actions in preparation for a career in childcare. They stated actions that may be used in preparation for a job.

Some incorrect responses included:

- Writing a resume
- Preparing for an interview
- Know how to answer questions

In some cases, incomplete responses were given. For example:

- Get experience
- Research the different types of career.

A few candidates were able to give correct responses, which included:

- Researching the careers in the field of childcare, on the internet, in newspapers
- Seeking information from career counsellors
- Investigating the subjects to study to qualify for a career in childcare
- Ensuring that the appropriate subjects are pursued for the next level of certification

Part (b) (ii) was generally well done and, in most cases, candidates were able to score at least half of the marks allotted. Attempts were made to identify desirable attitudes for work. However in some cases, responses were not linked to childcare.

For example, most candidates gave answers such as

- Being punctual
- Being patient
- Caring, loving, and understanding

In addition, candidates failed to show the relationship between these attitudes and a career in childcare.

Candidates who scored highly on this section gave correct responses such as:

- Love for children, warm and loving, understanding, speaking lovingly, supportive, among other qualities
- A sense of responsibility for others
- Patience and tolerance with different aptitudes in children

Overall, the performance of candidates on this question was satisfactory, however, improvements may be made through effective teaching methods and techniques especially in regard to actions to be taken in preparing for a career.

Question 2

This question based on Module 7, tested candidates' understanding of money management and budgeting.

Part (a) required candidates to explain the term *money management*. Approximately 25 per cent of candidates gained full marks while the remaining 75 per cent gave the meaning of home management and the functions of money as the definition.

Part (b) was generally well done by candidates. However, some confused ways in which a budget could help a family with wise consumer practices. Some responses given were:

- Help them to separate fixed and flexible expenditure.
- Have a shopping list.
- Buy goods in bulk.
- Save time and energy.

Part (c) (i) posed a great deal of difficulty for candidates as they misinterpreted the question based on the given scenario which showed the budget of a family and required candidates to analyse it. In most cases, candidates indicated that Sara's and Tommy's salary should be changed and that the total should also be changed but these were not evident in the case. Such responses included:

- Sara needs to ask for a raise.
- Tommy needs to get a better paying job.
- Tommy's and Sara's salary need to increase.
- Sara's salary.
- Total income.

Part (c) (ii) was fairly well done by candidates. The weaker candidates listed the items in the budget where changes were to be made without stating what the changes were. While other candidates indicated new allocations, some were too vague, for example:

- Rent
- Daycare
- Since Sara staying home there will be no need for the daycare
- Include medical, education and transportation
- Look for cheaper daycare
- Ask a relative to stay with the children

Part (c) (iii) was generally well done as most candidates responded by justifying the elimination of the day care fees. However, where candidates did not gain total marks for the responses in the section, it was because they failed to provide the additional justification requested.

Question 2 (Parallel)

This also was a compulsory question that tested candidates' knowledge and understanding of the principles of money management and budgeting, taken from Module 7 of the syllabus.

In Part (a), candidates were asked to define the term *flexible expenditure*. The majority of candidates was able to clearly define what a flexible expenditure was and many went on to differentiate between a fixed and flexible expenditure, giving examples. This question was worth two marks and most candidates were able to gain full marks.

Part (b) required candidates to state four reasons why the family should prepare a budget. Approximately 50 per cent of the candidates scored full marks. Some of the incorrect responses included:

- Wise saving of money
- To have a wealthy lifestyle
- To help them in bad days
- To avoid having low funds
- To help the family to function

The expected responses were:

- Helps the family set and attain important financial goals
- Allows the family to track its spending so as to really see where and how it is parting with money
- Helps the family live within the limits of its present earnings
- Prevents or reduces arguments/conflicts over finances
- Helps to plan for the major bills and seasonal spending

Part (c) involved a scenario in which candidates were expected to examine a budget and then make interpretations from the information provided.

In Part (c) (i), candidates were required to state four changes that could be made to the income side of the family budget. Approximately 40 per cent of the candidates scored full marks on this part of the question. Some incorrect responses given by candidates were:

- Father should receive death insurance or NIS
- Income should be decreased due to funeral expenses
- Less savings from income
- Minus the tuition fee from Chub's salary before adding to the income side of the budget

The correct responses that should have been given by candidates, having analysed the budget, were:

- *Remove Terrance's salary*
- *Insert Terry's salary, US\$2800.00*
- *Insert Chub's salary, US \$500.00*
- *Change the total to reflect the new total, US\$3300.00*

In Part (c), candidates were asked to state three changes to be made to the expenditure side of the budget. Candidates had difficulty with this part of the question, as approximately 20 per cent of them were able to give two to three correct responses. Eighty per cent of candidate responses scored between zero and one mark. In many instances, candidates did not even respond to this section of the question and many of those who did failed to give a complete response. These incomplete responses took the form of one word answers and although the one word given was not an incorrect response, it failed to establish a decisive answer. Some examples of single word answers given were as follows:

- Food
- Savings
- Utilities

In addition, some candidates interpreted the death of the father to mean the family consuming less food, using fewer utilities and having no need for transportation. Some incorrect responses were as follows:

- Transportation money should be less
- Food should be less
- Utilities should be less
- Terrance's death means less savings

The correct responses should have been:

- Insert tuition US\$200.00
- Increase savings and/or miscellaneous by US\$100.00
- Change total to US\$3300.00
- Increase transportation costs

Based on the fact that candidates misinterpreted Part (c) (ii), most were unable to give correct responses to Part (c) (iii), as only approximately 30 per cent of them gave two or three of the expected responses. Hence, the majority of candidates scored zero and one mark for this part of the question.

Some of the incorrect responses the candidates gave to justify their answer to Part (c) (ii) were:

- Since the father is deceased, there are less persons in the home, so less food should be bought and less utilities will be used.
- There would be no need for car insurance or transportation since the father is dead.
- No need to continue payment of the mortgage since the father is dead.
- Because there is a car there is no need for transportation.

The correct responses to justify the answers given in Part (c) (ii) were:

- Chub was not attending university before now, so tuition has to be included.
- Terry's and Chub's salary together is more than the expenses, so there is an extra (US\$100.00) which should be saved or added to miscellaneous.
- The total will be changed with the new additions in order to balance the budget.

Question 3

This compulsory question was designed to test candidates' knowledge and understanding of precautions, safety features and basic first aid treatment of burns. Approximately 20 per cent of the candidates attained satisfactory scores.

The majority of candidates were able to give satisfactory responses to Part (a) and, thus, were able to list three safety precautions that families should take to ensure electrical safety in the home.

In Part (b), candidates were asked to describe one safety feature present on named household electrical appliances: vacuum cleaner, microwave oven and a cooker. The majority of candidates was aware of what the safety features were, however, some candidates wrote safety guidelines for the use of the appliances listed.

In Part (c), a scenario was presented where Jane was blending boiled pumpkin and the cover of the blender flew off and hot pulp spilled onto her hand. In Part (c) (i), candidates were asked to suggest three precautionary measures that should have been taken by Jane to avoid the accident and to state the reason for each measure suggested. The majority of candidates was able to suggest all three precautionary measures that Jane should have taken but some candidates failed to provide a reason for each measure that was suggested. Many candidates were of the opinion that it is a precautionary measure to test your hand on the cover while operating the blender.

In Part (c) (ii), candidates were asked to state two reasons why Jane's mother's treatment of Jane's injured hand was not suitable. Approximately 90 per cent of the candidates wrote that the baby oil was unsuitable as it retains heat. Some candidates, however, were unaware that rubbing the burn was inappropriate.

Part (c) required candidates to state an appropriate method of treatment Jane's mother should have used to care for the injured hand. More than half of the candidates knew the appropriate treatment for burns. There were some candidates who stated incorrect methods of treating burns, which included:

- Toothpaste
- Alcohol
- Flour
- Baking powder
- Lime juice
- Sugar
- Warm water

Correct responses included:

- Douse the burn immediately with cold water until the skin returns to room temperature
- Apply a cold compress but no ice.
- Cover the burn with sterile, non-adhesive gauze if the skin is broken.

Question 3 (Parallel)

This compulsory question tested candidates' knowledge of precautionary measures to be taken when a hurricane warning is issued, to ensure safety of the home and family.

Part (a) was misinterpreted by about half of the candidates. They gave precautions that should take place as if the hurricane was in effect, while the remainder were able to give measures in preparation for the hurricane.

Part (b) was handled quite well by the majority of candidates. They were able to identify the function of each of the safety features on electrical appliances given, specifically the thermostat control, insulated handles and insulated cords.

Part (c) presented candidates with a scenario relating to the improper use of an electric iron. In Part (c) (i), most candidates were able to identify the rules to be placed on the poster to assist family members with using the iron safely with the majority of candidates gaining full marks. In Part (c) (ii), candidates were able to give suitable reasons for each rule that was to be placed on the poster.

Part (c) (iii) indicated that the family in the scenario decided to purchase a new iron. Candidates were asked to identify two safety features that should be present to prevent the accidents outlined in the scenario from occurring. This part was not well done by candidates. Some candidates used the same features identified in Part (b) for their responses. In Part (c) (iv), because the majority of candidates misinterpreted Part (c) (iii), they were unable to state the reasons for each feature stated in Part (c) (iii) they therefore lost marks in this part of the question.

Question 4

This was an optional question that tested candidates' knowledge and understanding of the family. Approximately 58 per cent of candidates attempted this question. Overall, this question was done fairly well by candidates.

In Part (a) (i), candidates were required to name three types of families found in the Caribbean. Overall, this part of the question was well done by most candidates. However, a few candidates gave responses such as:

- Expanding
- Common-law union
- Beginning
- Contracting
- Gay union
- Compassionate
- Disingenerate
- Patriarchal
- Law family

They were required to give responses such as:

- Nuclear
- Extended
- Single parent
- Blended/combined
- Sibling

In Part (a) (ii), candidates were asked to list three functions of the family. Just over half of the candidates answered this question correctly. Some of the incorrect responses given were as follows:

- Inbound
- Outbound
- Descriptions of family types
- Repetition of answers
- Stages in the family life cycle

The correct responses required were:

- Procreation
- Conferring status
- Nurturing
- Pooling resources
- Provider — meeting family needs, love, security, emotional support
- Assuming supportive roles for one another
- Socialization — helping to establish values, customs, mores etc.

In Part (b), candidates were required to analyse a scenario and respond to two questions. In Part (b) (i), they were asked to state two challenges that the family would experience as a result of the new living arrangements and to suggest one solution for each of these challenges. This part of the question was the most difficult part as only about 40 per cent of the candidates answered this section correctly. Some of the candidates confused the challenges with the solutions. In some instances, it was evident that they did not know the meaning of these words as some of the responses were general or vague and, hence, full marks were not gained.

Candidates gave incorrect challenges which included stating that although there was a bathroom upstairs, Grandma would have to go downstairs to use toilet facilities. They also suggested that the family would have to do additions to the existing building although they were existing on a low income, for example, adding a bedroom, bathroom. The generation gap was also stated as a problem. Candidates claimed grandma would have to go downstairs to use the bathroom, which was already upstairs.

Some incorrect solutions given were:

- Additional bathroom upstairs.
- Providing grandma chimney to use since toilet is downstairs and she is upstairs.
- Ramps should be added to the stairs for the children to assist her to go upstairs.
- Although the family was living on a small income, candidates indicated that Grandma should be sent to a home for the aged or that her daughter should hire someone to take care of her or send her home. They also stated that the pension should be used to help send the children to school, used for their lunch money or used to extend the house. A few of the candidates interpreted the term *knee surgery* as a sickness and, therefore, suggested the grandmother needed some special diet. They also stated that the teenaged children should be sent to work

They were required to give responses in relation to challenges and solutions to these as follows:

- Mobility challenge: Grandma cannot climb the stairs to have a shower.
Solution: Make provisions for her to bathe downstairs or make provisions for her to stay upstairs while the children are relocated to sleep downstairs.

- Privacy may become an issue for both.
Solution: Make provision for privacy, for example, installing a screen or curtains.
- There may be little space for grandma's furniture.
Solution: Arrange furniture appropriately but consider including items of comfort and the bed.
- Grandma may be alone in a new environment
Solution: Provide entertainment for her and have someone check in on her occasionally.

Part (c) (ii) required candidates to suggest two benefits that the family could gain from grandma's moving in. The majority of candidates answered this section correctly. However, there were a few incorrect responses such as:

- Grandma's pension should be used to extend the house, buy furniture, and provide them with lunch money and pocket money.
- Grandma's furniture could be used for the benefit of other family members.
- The family would gain experience in caring for grandma.

Responses that candidates were expected to give included the following:

- Grandma's daughter may welcome the adult companionship and additional adult guidance for her children.
- Grandma will assist with the socialization of the teenagers by teaching etiquette and instilling values.
- The transmission of culture through storytelling and sharing is a definite outcome of mixing three generations in the same home.
- Provide adult supervision for the grandchildren if parents are out.
- Grandma would be able to share in the family chores that are appropriate for her physical condition.

Question 4 (Parallel)

This optional question was designed to test candidates' knowledge and understanding of the family. This question was somewhat popular and was done fairly well.

In Part (a) (i), candidates were asked to list three ways in which a family can be formed. The majority of candidates answered this part of the question correctly stating expected responses such as:

- By blood
- By adoption
- By marriage
- By common-law union

Part (a) (ii) asked candidates to state one different function that can be carried out by members in an extended family, specifically a grandmother, aunt and an adult son. Most candidates answered this part of the question correctly; however, in some cases, the functions stated for each family member overlapped.

Part (b) gave a scenario about a couple and their three young children who lived with their in-laws. Another daughter, her husband and two adolescent children joined the family due to long-term household renovations. In Part (b) (i), some candidates were able to state two challenges the family would experience as a result of the new living arrangement. However, some were unable to provide plausible solutions.

Some expected responses were:

- Problem — shortage of space, cramped conditions.
Solution — children can share bedrooms to free up bedroom space.
- Problem — competition for resources such as bathroom, television.
Solution — Prepare a schedule for usage to accommodate everyone and vary times of usage.

In Part (b) (ii), most candidates were able to suggest two benefits gained by the family from the daughter and her family moving in. Expected responses included:

- They may be able to contribute to the financial upkeep of the home.
- The adolescent children could help take care of the younger children.
- They can assist with the general housekeeping duties, for example, cleaning the yard, running errands.

Question 5

This optional question was designed to test candidates' knowledge and understanding of the relationship between values, goals, behaviour and the decision-making process. This was not a popular question and was attempted by only 22 per cent of the candidates.

Part (a) of the question tested candidates' ability to define the term *values*. This part of the question was done fairly well. Most candidates were able to accurately define the term. However, a number of candidates gave incorrect or partially correct responses. Some of the common incorrect responses included:

- Values is the cost of the equipment.
- Value is how much things are worth.
- A value is a goal which is desirable and of worth to be achieved.
- Values are your possessions.

Expected responses were:

- Values are the beliefs, attitudes and purposes that are chosen freely, prized and acted upon.
- Values are cherished beliefs or ideals shared by the members of a family/culture.

Part (b) tested candidates' knowledge of the relationship between (i) values and goals and (ii) values and behaviour. Part (b) was poorly done as the majority of candidates defined the terms instead of showing the relationship between them. It was also noted that some of the candidates' responses were structured incorrectly, and as a result were incorrect. For example,

- One's values are determined by goals to achieve.
- Person's behaviour influenced their values.

Expected responses were:

- An individual's goals and priorities and the approach to achieving them are determined/influenced by his/her values.
- An individual's beliefs influences his/her behaviour. An individual's values are reflected in his/her everyday behaviour.

Part (c) tested candidates' understanding on how to analyse the information given in the scenario about the Mills family who had purchased a new home to be furnished and decorated.

In Part (c) (i), candidates were asked to name two values that influenced Mrs Mills' decision to reuse her existing curtains. This part of the question was generally poorly done. Some candidates did not attempt this section, while most candidates' encountered difficulty relating to the scenario. In a number of cases,

candidates were unable to name values from the given scenario correctly and as such responded incorrectly. Some of the incorrect responses included:

- To save on moving on cost.
- She value her curtains which were in good condition.
- She value recycling her curtains.
- Appearance of the house.

Expected responses were:

- Contentment
- Simplicity
- Practicality
- Patience
- Prudence

Candidates were expected in Part (c) (ii) to briefly explain how any one value named in Part (c) (i) caused Mrs Mills to make the decision to reuse the curtains. This part of the question was fairly done. However, in some responses the explanations given were insufficient, and did not earn full marks. Candidates gained a mark for stating the support.

Some expected responses were:

- Contentment/patience — Because Mrs Mills values contentment and patience, she is willing to make do with the older curtains she has for the time being until she can afford new ones.
- Practicality — As the older curtains were still in good condition, Mrs Mills could use the money to meet other needs.

Candidates were asked in Part (c) (iii) to name two values that influenced Mrs Mills' daughter's feelings about reusing the existing curtains. Part (c) (iii) was also fairly done. However, in a number of cases candidates were unable to correctly name values based on the given scenario and as such, responded incorrectly. Some of the incorrect responses included:

- Entertaining friends
- Pride

Expected responses were:

- Pleasing others
- Material possessions
- Appearance

Part (c) (iv) required candidates to briefly explain how any one of the values named in Part (c) (iii) influenced Mrs Mills' daughter's feelings about reusing the existing curtains. This part of the question was fairly done. However, the explanations most candidates gave were not sufficient to earn full marks. As with Part (c) (ii), most candidates gained a mark for stating the support cited from the scenario. In some cases the candidates gave their feelings instead of what was inferred in the scenario. Some of the incorrect responses included:

- The mother is selfish because she does not want her daughter to use new curtains.
- The mother did not care about the daughter's friends.

Some expected responses were:

- Pleasing others: Influences her unwillingness to comply with her mother's decision because she wants to gain the approval of and impress her friends.
- Appearance/material possessions: Because she values appearance and material possessions she is willing to make new curtains a priority to have the house looking beautiful even though there are other important financial commitments

Overall, candidates' performance on this question was poor. Most candidates scored between 0 and 6 marks out of a total of 16 marks.

Question 5 (Parallel)

This question also tested candidates' knowledge and understanding of the relationship between values, goals, behaviour and the decision-making process. This question was attempted by approximately 45 per cent of the candidates.

Part (a) was generally well done as most candidates were able to correctly explain the difference between needs and wants. Only the weakest candidates confused the relationship.

In Part (b), candidates were asked to explain how values influenced goals and behaviour. This part of the question was poorly done by candidates as they were defining each of the terms, *goals* and *behaviour* and relating them to Part (a). In addition, some of them failed to discuss the influence of values on goals and behaviour. In a number of cases candidates defined goals and behaviour, instead of how values influenced goals and how values influenced behaviour.

Part (c) presented a scenario which candidates were to analyse which involved an employee of the year who was awarded an all-expenses-paid cruise for two. Instead of taking the prize, the employee asked for the cash value of the cruise to pay outstanding university fees for his son.

Parts (c) (i) and (ii) posed a challenge for candidates. The majority of candidates was not able to identify specific values the employee would have demonstrated to win the award. Candidates also had difficulties identifying additional values, other than those stated in Part (c) (i).

Part (c) (iii) a) was generally well done by candidates. However, some candidates rewrote parts of the scenario in their responses.

Part (c) (iii) b) was misinterpreted by candidates and they made assumptions that the wife of the employee was selfish and inconsiderate because she preferred to go on the cruise.

Question 6

This optional question was taken from Module 6 of the syllabus and tested candidates' knowledge and understanding of the principles of management. It was attempted by 34 per cent of the candidates.

Part (a) (i) required candidates to list any four processes of management. Overall, it was well done by most candidates. However, there were a few that gave incorrect responses such as:

- Family planning
- Values and goals
- Dovetailing
- Double-crossing
- Organization
- Chores
- Developing
- Time management

Candidates were required to give responses such as:

- Planning
- Organizing
- Implementing
- Controlling
- Evaluating

Part (a) (ii) required candidates to state the importance of management in pursuing family/individual goals. Approximately 50 per cent of the candidates were able to score one out of the two marks allotted to this part of the question. However, some candidates provided incorrect responses to this section and scored zero. These included responses such as:

- Definition of the family
- Management processes
- Skills and interests
- Achieving goals and values
- Personal characteristics
- Personal likes

Other candidates did well in answering this section of the question and gave appropriate responses which included:

- Management will help families/individuals to achieve their goals effectively through using resources wisely, avoiding waste, reducing cost and giving direction and order to an activity.
- It will help to mobilize and direct the family efforts towards the goal.

In Part (b), candidates were given a scenario about a teenager, Andrew, who had just graduated from high school and was planning to share a rented apartment with a classmate. Candidates were required to explain how Andrew could use the management process to achieve this goal.

Almost all the candidates attempted this part of the question. The responses, however, were very poor, for the most part. Most candidates scored less than half the marks for this part of the question. Many candidates were not able to use/interpret the scenario to explain how Andrew could use the management process to accomplish his goal. They were only able to repeat the management processes listed in Part (a) (i) and added Andrew's name to the response.

Many candidates gave responses in which they defined each of the management processes. They also stated that Andrew should buy a house rather than rent an apartment/seek a job to help with the rent. Some candidates listed the processes in a jumbled manner while others stated that Andrew should save for a down payment for the apartment.

Responses that the candidates were expected to give included the following or any similar response:

- Plan — Make a plan that includes location, cost, size, transportation, responsibilities and money management.
- Organize — Save for a down payment or apply for a loan to pay for the flat and its furnishings.
- Implement — Rent the apartment and move in.
- Control — Ensure that everything goes according to plan.
- Evaluate — Review the activities periodically to see if the plan needs to be continued, adjusted or abandoned.

Question 6 (Parallel)

This was a popular optional question. It also tested candidates' knowledge and understanding of the principles of management from Module 6 of the syllabus.

In Part (a) (i), candidates were required to describe each of the following management processes:

- Planning
- Organizing

Candidates made a fair attempt at describing the terms *planning* and *organizing*. However, the maximum four marks were not scored. Approximately 50 per cent of the candidates were able to score two out of the four marks allotted for this section. This was due to the omission of key points from the definitions of planning and organizing. Some incorrect responses given by candidates were:

- Planning is the first step on the management process where the task has to be carried out.
- Planning is where someone is planning to do something or an event at an early date.

The required responses were:

- Planning involves creating a detailed action plan aimed at achieving a goal. It involves setting goals and identifying available resources.
- Organizing requires one to determine how one will distribute resources and organize workers according to the plan.

In Part (a) (ii), candidates were required to outline one reason why the management process *controlling* was necessary when a family is executing a plan. Approximately 40 per cent of the candidates scored the maximum two marks while another 40 per cent scored one of the allotted two marks. The remaining 20 per cent were unable to score any marks.

Incorrect responses given by candidates in this section were:

- Controlling aids in the management process.
- Controlling is necessary because the family needs some order of control and to check to see how it has been used.
- If you do not have any control over the person or whatever you are doing, everything will go wrong and you will not succeed.

Expected candidate responses were:

- Ensure that everything goes according to plan making adjustments if necessary.
- Ensure that deviations are rectified and corrected immediately rather than making the discovery at the end when it is too late or too costly to make corrections.
- Saves time and money and contributes to the efficient execution of the plan.

For Part (b) candidates were asked to explain how each of the management processes could be applied to the hosting of a family reunion that they were coordinating. This part of the question was not well done. The highest mark gained was four out of a maximum of ten marks.

Although many candidates were able to identify all five of the management processes, the majority of them failed to use the management processes effectively in staging the family reunion. They gave the definition of the management processes and examples that were not related to the scenario.

Some incorrect responses were:

- Planning: Because by planning everything will execute smoothly.
- Organizing: Placing things into act that have been planned.
- Implementing: The family makes further adjustments needed for the plan to be achieved.
- Controlling: Manage your access by not having much or less of anything.

Expected responses were:

- Planning: Make a plan that includes date and time, venue, family members to invite, cost, responsibilities, rules, money management etc.
- Organizing: Getting everything ready for the reunion — sending out invitations, contacting persons with responsibilities, making appointments/reservations, ordering furniture, preparing venue etc.
- Implementing: Hosting the reunion according to the agreed plan
- Controlling: Ensuring that everything goes according to plan and making adjustments where necessary.
- Evaluating: Reviewing the activity periodically to see if the plan needs to be continued, adjusted or abandoned.

Question 7

This optional question was designed to test candidates' level of awareness of the following topics:

- Consumer rights
- Consumer responsibilities
- Violation of consumer laws and rights

Question 7 was attempted by 40 per cent of the candidates and many of the responses given were satisfactory.

Parts (a) (i) and (ii) were designed to test candidates at the knowledge level and required candidates to state, with reference to the consumer, three rights and three responsibilities.

In Part (a) (i), most candidates were able to state correctly three rights of the consumer.

Popular and correct responses given were:

- Right to be heard
- Right to choose
- Right to redress
- Right to be informed

In Part (a) (ii), candidates gave responses which spoke to the same responsibility, for example, honesty.

Popular responses given were:

- Do not shoplift.
- Do not steal.
- Do not switch price tags or remove labels from products.
- Return excess change.

Some candidates, however, gave other correct responses such as:

- Obey rules such as non-smoking and eating in stores.
- Do not damage goods in store.
- Know the price of goods before buying.
- Check goods for expiry date and damages.
- Compare prices and get value for money.

In some cases candidates listed some rights as responsibilities, for example, the right to a safe environment.

Other responses given as responsibilities were:

- Make sure you get a receipt.
- Save or keep receipts.
- Check goods/items before leaving store.
- Compare prices.

Part (b) posed a challenge for most candidates. This section tested candidates' ability to apply knowledge in reference to violation of consumer laws and rights based on the advertisement posted.

Part (b) (i) asked candidates to state the consumer law that was violated by the store when Janice was charged the full price for the blouse. Most candidates stated the right that was violated instead of the law. Popular responses given were:

- Right to correct information
- Right to refund or exchange

The correct responses required were:

- Do not mislead the customer.
- Be honest and truthful when advertising.
- Information must not be misleading.

Part (b) (ii) tested candidates' ability to identify the phrase in the advertisement which supported the answer given in Part (b) (i). Some candidates wrote all the phrases instead of selecting the correct one, *No Exception*. The most popular phrase identified was, *50% discount*.

In Part (b) (iii), candidates were asked to explain the consumer right that was violated by the expression *No refund, No exchange*. Most candidates responded correctly by stating the consumer right to redress as the right that was violated, however, they omitted the explanation, *Janice has the right to receive a fair settlement for the cost of the blouse as advertised*.

Part (b) (iv) was designed to test candidates' ability to discuss two courses of action Janice, as a responsible consumer, should take to get compensation. Most candidates did not fully discuss the course of action that should be taken in order to get compensation, but rather stated the following:

- Report to the police
- Take them to court

The correct responses required were:

- *Refuse to pay the full amount — do not buy the blouse.*
- *Complain to the store manager — point out what was stated in the advertisement, the law that was violated and request the blouse at a discounted price.*
- *If no redress, place a complaint with the relevant government/regulatory authority.*

Question 7 (Parallel)

This optional question tested candidates' understanding of the importance of consumer practices focusing on their rights and responsibilities. It was attempted by about 30 per cent of the candidates of which approximately 20 per cent gave satisfactory responses.

Part (a) was generally well done. However, the weaker candidates confused *Reading and following the manufacturer's instructions* with *Reading food labels*.

Part (b) was generally well done by candidates and those who scored well in Part (a) also did well on this part of the question. There were instances, on the other hand, where some candidates failed to differentiate between the consumer rights and the consumer responsibilities from the scenario given. Most of the candidates had difficulty discussing the two actions the buyer should demonstrate as a responsible consumer.

In addition, candidates did not realize that consumers have vital roles to play when making purchases. This resulted in a lack of depth in their solutions to the problem presented. In some cases, candidates recognized the effect that resulted from consumers' lack of knowledge of their responsibilities which led to their rights being violated.

Further Comments

The results of the 2015 examinations were not impressive. However, there were pockets of excellence evident among the candidates and for some schools. The lack of full mastery of the core content areas of the Home Economics: Management subject matter continues to reinforce the need for the continuous education of the teachers of this syllabus. This could revolve around refresher courses or workshops around content or pedagogy. As a consequence, teachers need to make greater use of case studies, scenarios, simulations and role plays etc. These strategies help to concretize key value concepts. In addition, practitioners should seek opportunities to participate in revising and updating the texts and other resource materials used in preparation for teaching of topics. What is clear is that teachers need to take active steps to improve the academic value of the Home Economics: Management curriculum. The subject leader in the schools, should actively encourage the forward movement of this subject in school if for no reason other than for its relatedness to the quality of the everyday lives of the students.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE® EXAMINATION**

MAY/JUNE 2016

**HOME ECONOMICS: MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Caribbean Examinations Council® administered its 35th examination of the Caribbean Secondary Certificate in Home Economics: Management in May/June 2016. The General Proficiency examinations included three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essay and Paper 03 – School-Based Assessment.

Paper 01 – Multiple Choice

This paper comprised 60 items which tested Profile 1 (Knowledge) and Profile 2 (Use of Knowledge) evenly and covered the syllabus for Home Economics: Management. The mean score was 36.3 compared with 37.6 in 2015.

Paper 02 – Structured Essay

Paper 02 comprised two parts: Part A, which consisted of three compulsory questions, and Part B, which consisted of four questions from which candidates were required to choose any two. Candidates were required to answer a total of five questions.

Each question was worth a total of 16 marks allocated as follows: six marks for the Knowledge profile and ten marks for the Use of Knowledge profile.

The mean mark obtained was 27.3 and the highest mark gained was 69 out of a total of 80 marks.

The questions posed scenarios to allow candidates to reflect on the normal family experiences and required them to apply appropriate principles taught in the Home Economics content area, suitable for the resolution of these problems. While most candidates achieved this goal in varying degrees, there were far too many candidates who apparently had not studied the subject in school and their responses reflected inadequate teaching and learning experiences. Consequently, the following resulted:

- Several candidates attempted to answer all seven questions without noticing that **three** were compulsory and only **two** of the other four questions were to be chosen to complete the five questions required for the examination.
- A number of candidates guessed the answers to the questions and the responses provided were often illogical and bore no relationship to the subject matter being tested.
- It was not uncommon for candidates to earn zero marks for as many as four of the five attempted questions.
- There seems to be a tendency for some candidates to attempt the Home Economics: Management examination without the necessary preparation and they, therefore, are unable to meet the General Proficiency standards expected for the examination. The typical candidates' responses to each question are outlined in the remainder of this report.

Question 1

This compulsory question was designed to test concepts of work and work preparation.

Part (a) of the question seemed to be most challenging for candidates. In Parts (a) (i), (ii) and (iii), candidates were required to state the meaning of the terms 'work', 'work ethic' and 'career'.

Some candidates had difficulty providing accurate definitions for the terms. This was especially so for the terms 'work ethic' and 'career'. Some of the candidates' responses to the definition of 'work ethic' were more appropriate as definitions of work.

Example of inaccurate responses to 'work ethic' included

- a simple and easy way to complete a task
- a part-time job
- how well to manage a given task
- a group or society towards work.

Responses provided for the definition of 'career' were not comprehensive. In many instances, candidates likened a career to a job.

Examples of inaccurate responses to 'career' included

- a job a person pursues
- care about family, self and work
- any job you do or work for a long period of time
- anything you do and get paid
- any ambition or anything you choose to become in the future.

The expected responses were:

- *Work: The gainful and productive employment which provides valuable and enjoyable activities that enrich our lives*
- *Work ethic: The desirable, positive attitudes and habits that an individual develops as he or she matures into a competent worker*
- *Career: The long-term occupational choice an individual makes that is informed by his or her goals, values and attitudes and for which disciplined preparation is required*

Other responses that covered similar ideas expressed in a variety of ways were accepted.

In Part (b) (i) of the question, candidates were asked to choose one of two home-based activities in which family members work together and explain two ways in which the involvement of the children can prepare them for the world of work. The majority of candidates responded satisfactorily. However, there were some vague responses. Some candidates rewrote the question as the response. Some candidates also responded to both activities instead of choosing one.

Some weak responses included

- educating children how to garden
- clean up after they work
- children would learn to be punctual
- children will learn to paint so when they become adults they can paint their own houses
- children will become carpenters and gardeners.

Some expected responses were

- *reinforcing good work habits as they perform the activity*
- *establishing a sense of responsibility and accountability for assigned chores, as these qualities are valued in the work place*
- *improving communication among family members as they work together*
- *learning to follow instructions as they would be required to do in the workplace.*

In Part (b) (ii) of the question, candidates were given a scenario of a student who completed six weeks of work experience in a restaurant. They were asked to describe desirable characteristics of a good worker. The majority of candidates responded well to this part of the question. However, there were some who did not gain satisfactory marks. This was a result of some of them only listing the characteristics of a good worker, but failing to explain these characteristics. Some candidates also made the error of repeating the responses given to (b) (i) though they were instructed not to do so.

Some expected responses were

- *development of technical skills and knowledge for employability*
- *well-groomed look for work*
- *personal qualities, like friendliness and helpfulness.*

Question 2

This compulsory question tested candidates' knowledge and understanding of the topics, budgeting and money management. This question was attempted by a majority of the candidates sitting the examination.

Part (a) asked candidates to list three guidelines for wise spending of money. Some candidates exhibited limited knowledge of the guidelines for spending wisely and gave responses that were more relevant to general shopping practices.

Some incorrect responses given were

- write a shopping list
- do comparative shopping
- buy more needs rather than wants.

Some expected responses were

- *set priorities for spending*
- *make a budget and stick to it*
- *pay major bills first*
- *review your budget periodically*
- *avoid impulsive buying*
- *keep a record for wise spending.*

The majority of the candidates stated that a budget should be made, but did not indicate that sticking to it was important. Many were able to supply responses indicating the need to avoid impulsive buying.

Part (b) required candidates to state three reasons why families should prepare a budget. Candidates, in some instances, provided guidelines for preparing a budget instead of giving specific reasons for doing so as demanded by the question.

Correct responses for this part of the question were

- *will keep expenditures under control if it is followed*
- *will show where overspending occurs*
- *can ensure that important bills get paid*
- *may reduce impulsive buying*
- *may ensure money is appropriately allocated*
- *will expose children, if included in the budget planning, to money management.*

A significant number of candidates supplied inappropriate responses such as

- to save money
- to practise how to spend money wisely
- to help choose a better standard of living.

Popular appropriate responses given by candidates were

- *to show where overspending occurs*
- *to reduce impulsive buying*
- *to keep expenditures under control.*

Part (c) provided an incomplete table for a young university student's (named Perry) monthly budget. In Part c (i) candidates were asked to provide appropriate names for Column 1 and Column 2 of the table.

An alarmingly high number of candidates indicated the following names for Columns 1 and 2 respectively as:

- | | | |
|----------------------|---|--------------------------------|
| - Earnings | — | Spendings |
| - Fixed Expenditures | — | Flexible/Variable Expenditures |
| - Income | — | Outcome |
| - Work | — | Home |
| - Gross income | — | Net income |

The appropriate expected responses were Column 1 - *Income* and Column 2 - *Expenditure or Expenses*.

Part (c) (ii) required candidates to identify TWO items that Perry should have included in his budget and write these items in the appropriate space in EACH column in the table copied.

A large number of candidates provided the correct responses by placing "*allowance*" and "*transportation*" in the correct columns.

However, in some instances candidates had the correct responses, but they were placed in the incorrect column. Some candidates also gave incorrect responses such as "clothes", "insurance", "utilities" and "medical expenses".

Part c (iii) required candidates to use the principles of budgeting to outline two adjustments that Perry will have to make to balance his budget.

Most candidates misinterpreted the principles of budgeting to mean the principles of management. Hence, candidates provided inappropriate responses, such as planning, implementing and controlling. Candidates also gave other incorrect responses, such as finding another job to increase income, visiting parents once per week, doing his own laundry and finding a cheaper place to rent.

Additionally, candidates, instead of relating the responses to the adjustments that Perry was to make to his budget, provided adjustments with regard to everyday life activities not referred to in the question. The expected responses were

- *add the allowance of \$100 to the 'Income' side of the budget, to now total \$300*
- *adjust 'Miscellaneous' on the 'Expenditure' side of the budget to accommodate the transportation costs not previously considered.*

Overall, this question was poorly answered.

Question 3

This compulsory question focused on the section of the syllabus on "Consumer Education." The question was designed to test candidates' level of awareness of the following

- definition and examples of safety
- definition and examples of traffic areas in the home
- causes of electric shock
- signs and symptoms exhibited by a victim as a result of an accident
- actions that the person rendering assistance to the victim should take in order to protect himself and prevent further injury to the victim.

In Part (a) (i), most candidates were able to define the term 'safety' correctly and give a correct example. Popular correct responses given were

- management and prevention of situations that cause hurt, loss or injury to person or property
- prevention of accidents
- freedom from accidents and harm
- protection from hazards and danger
- taking precautions to avoid accidents.

In Part (a) (ii), most candidates gave unfavorable responses to the meaning of traffic areas in the home; in some cases, candidates interpreted the word "traffic" to mean, traffic on the road.

Popular incorrect responses given included

- busiest area in the house where family members meet
- area where a lot of activities take place
- place where a lot of people meet
- congested area in the house with a lot of furniture
- place where traffic runs often
- areas in the home that are blocked and congested with objects.

Some incorrect examples given were the hall, playground, garden, living room and congested passageway.

Part (b) posed a challenge for some candidates. This section tested candidates' ability to apply knowledge relevant to causes of the accident in a case of electrical shock shown in an illustration.

In Part (b) (i), candidates were asked to identify two possible causes of the accident shown in the illustration. This part was not well done and most candidates gave responses related to the warning sign shown in the illustration.

Some incorrect responses given were

- victim did not obey the warning sign and slipped and fell
- victim did not see the warning sign and went and plugged in the kettle
- the man fell over the cord on the wet floor
- the kettle was plugged into a wet socket.

Expected responses were

- *the victim inserted or tried to remove the plug with wet hands*
- *the electrical cord attached to the kettle was broken*
- *the victim stood barefooted in the water on the floor while plugging in or unplugging the kettle.*

In Part (b) (ii), candidates were asked to state two signs or symptoms that the victim might have exhibited as a result of the accident. For the most part this section was fairly well answered. Most candidates were able to give one or two correct responses.

However, some common incorrect responses included

- electric shock
- frothing at the mouth
- paleness of the skin
- cardiac arrest
- nervousness.

Part b (iii) tested candidates' ability to explain immediate actions that the person rendering assistance in the illustration should take in order to protect himself and prevent further injury to the victim. This section was poorly answered as most candidates did not fully explain the immediate course of action that should be taken.

Common incorrect responses included

- move the victim out of the water
- mop up the water
- beat the victim with a wooden stick
- cover the victim with blanket and keep him warm until help comes.

The correct responses included

- *turn off the electricity at the main switch*
- *remove the plug from the socket to stop the flow of electricity*
- *push the victim's body away from the source of the power with a wooden object like a broomstick or a chair, to prevent the transfer of current to himself*
- *if the victim is not breathing apply artificial respiration to restore breathing*
- *shout for help to attract other people who might be able to get further assistance, by calling, for example, a doctor or ambulance.*

Overall, the candidates' performance on this question was satisfactory. However, no candidate gained the maximum possible score of 16 marks.

Question 4

This was an optional question. In Part (a) of the question, candidates were asked to name and describe the second and third stages of the family life cycle of the nuclear family. A small percentage of candidates were able to identify the stages of the family life cycle but were unable to describe them. Approximately 35 per cent of the candidates provided incorrect spelling of key words or the wrong word. For example, contrasting stage, construct stage, extend/extending stages. The majority of candidates were unable to give the correct description of contracting as "*when the first child leaves to the last child*".

In Part (b) (i) of the question, the majority of candidates were able to correctly identify the contracting stage in the scenario given even if they had it incorrectly listed in Part (a). However, they were unable to give a reason for their choice.

For Part (b) (ii), the majority of candidates gained marks because they were able to correctly outline the challenges faced by Mrs Singh.

For Part (b) (iii), approximately 70 per cent of candidates gave responses that would benefit one or the other party rather than both parties. For example, Mrs Singh could invite the community over to her home or the community members could invite her over to theirs or to church. A small percentage of candidates gave reasons whereby Mrs Singh could be part of a neighbourhood watch or be involved in taking care of the environment (planting). Some candidates suggested that Mrs Singh should take in children or babysit the children of the community.

In general, candidates performed fairly well on this question.

Question 5

This was the most popular optional question. It tested candidates' understanding of the terms 'values', 'behaviour' and 'conflict' as well as the use of the family council in solving family problems. In addition, the question tested the candidates' abilities to integrate their knowledge of soft furnishings to creatively solving a problem in the home.

In Part (a) (i), many of the candidates defined values as material possessions or things to cherish rather than innate feelings and beliefs.

The expected response was that *values are: the beliefs, attitudes and purposes that are chosen freely, prized and acted upon.*

In Part (a) (ii), many candidates defined behaviour as an 'attitude' or something bad. The expected response was that *behaviour is the action taken by an individual that leads to the accomplishment of an outcome.*

In Part (a) (iii), candidates' attempts to define 'conflict' were generally well done. Most candidates were able to define it as a disagreement or argument between two or more persons. A few candidates said that it was a 'problem', 'beef', 'issue' or 'fight' depending on their social situations/culture.

Part (b) posed some difficulty to many candidates. Part (b) (i) required candidates to apply their knowledge of the family council as a means of solving a given problem in the home. The candidates' interpretations were varied and some supplied correct responses. The weaker candidates interpreted the family council to mean an external, professional person/ counselor, chairing a meeting with the family. Other candidates focused on the functions of the family council in general, rather than how it would be effective in solving the problem identified.

Part (b) (ii) required candidates to suggest ways in which soft furnishings might be used creatively to solve the problem of sharing space in the home. It appeared that most candidates did not know the meaning of the term 'soft furnishings' and this was evident when they gave 'plywood' and 'boards' as examples of soft furnishings. While they addressed the issues of privacy and different personalities of the twins in their responses, they failed to show how soft furnishings could be used creatively to solve the problem of the twin's sharing a room.

Expected responses included:

- *use of curtains or blinds a portable room divider*
- *use of throw pillows, bedspreads, or chair covers in fabrics colours and textures reflecting each twin's personality.*

This question was not well done by candidates.

Question 6

This question was the least popular of the all optional questions. It was also difficult and had the lowest mean. Parts (a) and (b) proved to be most challenging for the candidates who attempted this question.

In Part (a), candidates were required to describe two factors which help to determine family wants and needs. Most candidates were unable to describe the factors which help to determine family wants and needs. Some candidates provided incorrect one-word responses such as motivation, food, wants, needs, budget and income.

Some descriptions for factors that were incorrect included

- needs – what you don't have and which you have to buy.
- they need a budget and want certain appliances and furniture.
- wants – what you have and give away.
- comfort – in any individuals' lives they need the sense of comfort.

The majority of the candidates scored zero marks in this part of the question. Expected responses included:

- *goals – the thing that a family wants to achieve over a period of time*
- *values – the beliefs and attitudes held by the family that will influence their decisions as to what is priority*
- *lifestyle – the way in which the family lives and behaves will determine what they consider to be a want or need*
- *peer pressure – the behaviour of peers can exert a heavy influence on the family's lifestyle choices.*

In Part (b) of the question, most candidates also had difficulty providing examples of the factors they described in (a) and thus scored zero marks.

Some incorrect examples given included:

- wants – a big house
- needs – money, to have sex to get fulfillment, to have family meeting
- comfort – wanting or needing a television.

Expected responses included

- *goals – buying a house, going to university, family vacation*
- *lifestyle – conservative living, flamboyant living*
- *values – health, education, family togetherness.*
- *Peer pressure – children wanting brand name clothing, wanting to finish one's education because another friend /family member is doing it.*

In Part (c) of the question, candidates were given a scenario of a family who always paid their water bill on time, but without notice their community was without tap water for a week which resulted in them having to utilize collected rainwater.

In Part (c) (i), candidates were asked to identify the consumer rights which had been violated in the case. The majority of the candidates were able to provide at least one consumer right that was violated. However, some candidates did not know the rights of the consumer at all. Other candidates gave consumer rights which were not based on the scenario given.

Some of the incorrect responses given were

- the right to fair treatment
- right to talk about the situation
- the right to be heard
- the right to fix the pipe
- the right to rainwater
- the right to freedom of speech
- the right to a comfortable lifestyle when we pay for it
- they have the right to go and argue the point that they were not given notice.

Such responses indicated clearly that candidates had difficulty with problem-solving scenarios and applying their knowledge to the specific situation or context. Expected responses included

- *the right to basic food and services which guarantee survival*
- *the right to be informed (to be told in advance that there will not be water for a period).*

Part (c) (ii) required candidates to suggest two actions the family should take as responsible consumers to rectify their problem.

Again, candidates had difficulty applying their knowledge of the responsibility of the consumer. They were also unaware of the proper procedures and the relevant organizations in their communities that are involved in helping consumers to resolve problems.

Incorrect responses included going to the media, contacting the Bureau of Standards, writing to the member of parliament or area leader, calling the radio station, demonstrating, protesting and rioting, as the means by which a complaint of dissatisfaction is voiced.

Expected responses included

- *complain to the water authority via telephone and if necessary go in person*
- *ask the authority to at least send truck-borne water to the community in the interim*
- *if no redress, escalate by lodging a complaint with the relevant government or regulatory authority.*

In Part (c) (iii), candidates were required to describe the processes the family could carry out to make the rainwater they stored safe for drinking.

Most candidates knew that boiling and adding bleach to rainwater would make it safe to drink. However, they were unable to earn maximum points as they were not aware of the entire processes involved in each treatment. For bleaching, candidates did not know the proportion of bleach to water and that it should stand for a while before drinking. With respect to boiling, candidates did not know that the water was to be cooled, covered and stored in a sterilized container after boiling.

Such incorrect responses were:

- boil the water to ensure all bacteria is gone
- filter the water to ensure that it is safe
- store in a clean container and lock tightly to keep out mosquitoes
- throw plenty bleach in the water to kill germs.

Expected responses were:

- *Boil the water for five minutes. Keep it covered when it cools and store in sterilized container.*
- *Use chlorine bleach. Add bleach to the water in the following proportions and shake well and leave to stand for half hour before use: 2 drops of bleach to 1 litre of water or 8 drops of bleach to 1 gallon of water.*

Question 7

This was a fairly popular question.

Parts (a) (i) and (ii) of the question were generally well done and required the candidates to define the terms 'management' and 'resources of management'.

Part (b) of the question required candidates to state one difference between the management processes of controlling and evaluating. This part of the question was also generally well done, but the weaker candidates confused the two processes.

Some incorrect responses included that

- controlling is the means by which resources are in order whilst evaluating is getting rid of unwanted resources
- controlling is telling others what to do and evaluating is when you check to see if it is done
- controlling is when you are ready to take control and evaluating is when you are determined to achieve the plan.

Part (c) (i) posed difficulty for some candidates. They were required to apply the management processes of planning and organizing in arranging a successful anniversary party.

Some popular incorrect responses for planning were

- plan what you are going to do
- giving everyone a task
- planning all the resources and putting it into a sequence.

For organizing, incorrect responses included

- putting everything in order
- organizing what they are doing.

However, while most candidates were unable to suggest how the management processes of planning and organizing could be used to ensure that the dinner was successful, they were able to state one suitable task that must be carried out at each process.

In Part c (ii), candidates were required to prepare a formal invitation to a party using a template of a formal invitation provided. This part of the question was well done and most of the candidates completed the template for the invitation.

However, one common omission was 'Mr and Mrs John Allen'. In addition, figures were used instead of words for the number of years of the anniversary and the time of the dinner. It appeared that some candidates were not familiar with a formal invitation, neither in theory nor practice.

Recommendations

From the manner in which some candidates responded to the questions, it would appear that they have limited experience in handling scenario-based activities which require the application of knowledge in the examination. Subject teachers are encouraged to include real-life scenarios and case studies for students in the teaching and learning experience. Some home-based cases generated by students themselves are good places to begin. Students should be actively engaged in practising responses to questions that require the application of knowledge so as to develop their critical thinking skills and ability to solve simple problems as they emerge in the home.

It is also imperative that candidates be at a certain level of competence, in terms of the knowledge and skills demanded by the syllabus, before the teacher makes the recommendation for candidates to sit the external examination. In other words, if the students did not pursue the course in Home Economics: Management, they should be allowed to write the examination.

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE®
EXAMINATION**

MAY/JUNE 2017

**FAMILY AND RESOURCE MANAGEMENT
GENERAL PROFICIENCY EXAMINATION**

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GENERAL COMMENTS

The Caribbean Examinations Council® administered its 36th examination of the Caribbean Secondary Education Certificate in Family and Resource Management (formerly known as Home Economics: Management) in May/June 2017. The General Proficiency examinations continue to include three components: Paper 01 – Multiple Choice, Paper 02 – Structured Essay and Paper 03 – School-Based Assessment.

Paper 01 — Multiple Choice

This paper comprised 60 items, which tested Profile 1 (Knowledge) and Profile 2 (Use of Knowledge) evenly, and covered the syllabus for Family and Resource Management. The mean score was 36.9 compared with 36.3 in 2016.

Candidates performed well in the areas relating to the following topics:

- Definition and types of family
- The Family Life Cycle
- Process involved in setting goals
- Caring for special groups in the family
- Guidelines when selecting careers
- Types and use of resources
- Money management
- Consumerism
- Types of invitations

However, candidates performed poorly in areas relating to the following topics:

- Management processes
- Reasons for preparing a budget
- Housing factors for the physical, emotional and aesthetic well-being of the family
- Acceptable social graces at the dining table

Paper 02 — Structured Essay

Paper 02 comprised six compulsory questions. Each question was worth 16 marks allocated as follows: six marks for the Knowledge profile and ten marks for the Use of Knowledge profile. The mean mark was 30.3 and the highest mark gained was 63 out of a total of 80 marks.

New areas of the syllabus were assessed in the examination this year, and some candidates' unfamiliarity with the new content areas was problematic. For example, the topics on Leisure, Environment, Consumer Credit and Features of Management showed a lack of deep understanding in the application of the principles. It may take some time for the revised syllabus to be mastered by all; nevertheless, all objectives in the syllabus will be tested at some time by the examination body. Therefore, each objective should be taught over the learning period.

The questions on the examination were based on selected objectives, which integrated the content of the revised syllabus into simple family-based issues or problems to which the candidates were required to make informed responses. Candidates were to reflect on normal family experiences and apply appropriate principles taught in the Family and Resource Management content area to resolve these problems. While most candidates achieved this goal in varying degrees, too many had challenges and resorted to what appears to be personal experiences rather than the established body of knowledge for the discipline.

Consequently, the following resulted:

- Many responses were an obvious rewording of the question asked rather than a relevant response to the examination task. The earned scores for such responses ranged from 0-5 out of a maximum score of 16.
- A number of candidates guessed the answers to the questions and the responses provided were often illogical and bore no relationship to the subject matter being tested.
- It was common for candidates to earn zero marks for up to five of six attempted questions. In addition, there were sections of some questions that were not attempted and thus earned no mark.

Question 1

This compulsory question tested candidates' understanding of the terms *nuclear family* and *extended family* and the *guidelines for creating a safe play area in the home for a two-year old toddler, with a reason for the answer given*. In addition, the question tested the candidates' abilities to apply their knowledge of meeting the needs of members of the family by asking them to respond to a scenario relating to the safety needs of a baby, the health needs of an arthritic aunt and the ways in which the family can meet those needs.

Part (a) required candidates to define two family types, which are explicitly stated in the Family and Resource Management syllabus.

In Part (a) (i), for nuclear family, most candidates gave the correct definition but a few gave definitions which stated that the nuclear family is *a family with parents and no children*.

For Part (a) (ii), for extended family, many candidates gave the correct definition but there were some who gave incorrect definitions such as *a family with all family members living together* rather than *members of the nuclear family and other relatives living together*. Some candidates were not realistic in the number of relatives named in the definition, giving the impression that every family member wherever they lived were part of this family. It is important that family members sharing a household be recognised as the definition for a family type in Family and Resource Management.

Part (b) (i) required candidates to state one guideline for creating a safe play area in the home for a two-year-old toddler and to give a reason for the answer. Some candidates answered correctly and gave answers that were appropriate for the situation. In some instances, however, candidates gave the guideline and no reason.

Part (c) (i) required the candidates to apply their knowledge in identifying safety needs of the baby in the given scenario. Candidates' understanding of the term *needs* were varied and the majority answered this part of the question incorrectly. Many candidates did not write their responses as needs but rather as actions or guidelines. Candidates responded by stating what can be done to make the baby safe and as a result gave actions or rules such as *ensure that the baby does not climb the stairs* or *cover the electrical sockets*, rather than the safety needs of the baby to include *prevention from falling* or *supervision while at play*.

Some candidates also misinterpreted safety needs to mean the general needs of the baby and gave incorrect responses such as *provide breastmilk for the baby* or *ensure that the baby has clean clothes*.

Part (c) (ii) required candidates to describe one way in which the family could meet any one of the needs given in (c) (i). Some candidates were able to provide the correct responses but others did not realize that the response must indicate how the family would meet a safety need of the baby given in (c) (i). Consequently, candidates gave incorrect responses such as *take the baby to the day care*, or *have a neighbour check in on Aunt Harriet and the baby* or *prepare the baby bottle*.

Part (c) (iii) required the candidates to state three health needs of the arthritic aunt that must be considered when making arrangements for her to live with the family. This section was poorly done since the majority of candidates did not respond by indicating needs as required. Candidates responded by giving advice to Aunt Harriet about what she could do to be healthy instead of stating needs such as *time off to visit the doctor* or *rest time*.

In addition, some candidates' perception of Aunt Harriet was that of an invalid with signs of dementia and as a result gave responses such as *jot down notes and leave memory cards for Aunt Harriet*.

Part (c) (iv) asked candidates to describe one way in which the family could meet any one of the needs identified in (c) (iii). Some candidates were able to score maximum marks for this part of the question but other candidates gave responses that were very unrealistic to the situation, for example, *add on a room downstairs for Aunt Harriet*, or *prepare a healthy meal* or *hire a baby sitter*. Marks for this question ranged from 0-15.

Question 2

This compulsory question tested candidates' understanding of management and how the process could be applied to achieve goals.

In Part (a), candidates were required to provide a definition of the terms *management* and *decision-making*. For the most part, candidates struggled to write a comprehensive definition of the terms. Only a few were able to write the correct definition and so gained full marks and thus partial marks were awarded in most cases. Many candidates wrote the steps in the decision-making process rather than the definition.

Part (b) required candidates to state two features of management. This part was poorly done. Some candidates gave the steps in the management process, and in many instances, no response was given. Just a few candidates scored two marks for this section. It appears that candidates were not familiar with this topic.

Examples of correct answers should have included:

- The art of getting work done through people.
- It is a continuous process from planning to task completion and evaluation.

In Part (c), candidates were given a scenario relating to a group of five students who were selected to represent their school at a consumerism quiz in Miami. Candidates were expected to provide answers based on the case.

In Part c (i), candidates were asked to state two goals related to the case. A large percentage of candidates responded by repeating words/phrases from the case such as:

- Shopping
- Sightseeing
- Representing the school

In several cases, candidates wrote their answers in a question format.

Expected responses included:

- To win the quiz.
- To purchase items.
- To visit places of interest.

In Part c (ii), having identified the goals in c (i), candidates were required to identify one action that would help to achieve each of the stated goals.

In general, candidates did not do very well on this section. Several of the actions were inconsistent with the stated goals. Additionally, a vast majority of the candidates only stated one action instead of two. This error on their part resulted in the loss of valuable marks.

Expected responses included:

- Schedule practice time in order to win the quiz.
- Make a list of the items to be purchased.

In Part c (iii), candidates were required to list three actions that should be undertaken as part of the organizing process before travelling overseas. Several candidates wrote actions that would have been the teachers' responsibility rather than the students'. Responses that were frequently given as part of the organizing process were:

- Booking the flight
- Securing accommodation
- Arranging to go to the airport

Expected responses included:

- Secure travel documents.
- Pack items of clothing and other personal items.
- Include medical items where necessary.
- Pack computer gadgets such as laptops, tablets.

In Part (c) (iv), candidates were given three actions from which they were to choose the one that should be given priority, and to give a reason for the answer:

- Sightseeing
- Preparing for the quiz
- Shopping

Most candidates answered this part of the question correctly and received full marks. They identified that preparing for the quiz was priority since that was the reason for travelling to Miami. In a few instances, candidates listed all three activities and explained each one. Others gave the incorrect activities, shopping and sightseeing. Marks for this question ranged from 0-14.

Question 3

This question focused on work simplification. The majority of candidates handled this question poorly. Most candidates achieved less than 60 per cent of the marks. However, marks for this question ranged from 0-15.

Part (a) required candidates to give the definitions of the terms *division of labour*, *personal resource* and *work simplification*. Surprisingly, many candidates did not give a response to this part of the question. They did not seem to associate this concept with the management of the home.

In Part (a) (i), most candidates provided responses that related to business operations, to include *division of the work force in the workplace to achieve a goal*. Many interpreted division of labour as an agency where persons report matters related to work.

Few candidates received partial marks, as they did not indicate the basis for allocating tasks to family members, for example, age, ability and gender.

In Part (a) (ii), most candidates did not receive any marks as they gave definitions that referred to tangibles, for example, *things/resources which belong to individuals, things you own/like without borrowing it from someone, for example, money, cell phone, house, personal items, for your own use*.

Part (a) (iii) was well done and most candidates received full marks for this section. The correct response given was *the conscious seeking of the quickest, easiest and simplest way to get work done*.

Part (b) required candidates to explain two actions of the family to manage daily maintenance of the home. Most candidates received full marks for this part of the question.

Part (c) required candidates to provide guidelines when planning the birthday party for a specific group with reference to each of the following:

- (i) Menu – Most candidates did not receive any marks, because the majority of responses stated what a menu was, that is, a list of dishes to be served, appropriate for the occasion, while some candidates did not give a response. Most responses lacked specificity, for example, what to include or avoid. Few candidates received partial marks.
- (ii) Invitation – most candidates stated the contents of the invitation, for example, date, time, venue, RSVP, while some did not give any response.
- (iii) Venue – generally, most candidates received partial marks as responses given were *spacious for children to play and/or having a safe/danger-free place*.

Question 4

This compulsory question was designed to test the candidates' level of awareness on the following concepts:

- Definition of a responsible consumer
- Characteristic behaviours of a responsible consumer
- Using the hire purchase method to acquire goods
- Benefits of using a credit card to purchase goods

Generally, candidates did not perform well on this question.

Part (a) tested the candidates' ability to define the term *responsible consumer*. Most candidates found this section challenging. Some candidates used a general interpretation the word *responsible* and seemed unfamiliar with the jargon '*responsible consumer*'.

Examples of incorrect responses were:

- A responsible consumer is one who knows the role that they should play as a consumer.
- A responsible consumer is a person who has manners and respect.
- A responsible consumer is a consumer who is responsible for goods and services.

The expected responses included:

- A person who understands consumer laws, rights and responsibilities, and practises them in his/her daily life.

- A person who practises appropriate behaviour when purchasing and using goods and services.

Part (b) tested candidates' ability to give a description of two characteristic behaviours of a responsible consumer. Candidates responded satisfactorily to this section.

Some incorrect responses were:

- Choose goods carefully.
- Ensure that you make wise decisions.
- Be courteous and respectful.
- Buy goods in season.
- Make a shopping list to buy only what you need.

Some expected responses were:

- Gather and evaluate available information, even if it is scarce, before making the decision to purchase.
- Read relevant information relating to purchases and use of goods and services, such as labels, manufacturers' instructions, safety precautions, and use and care guidelines.
- Examine goods and services before purchase to ensure proper functioning.
- Be honest in business transactions.

Part (c) was based on a scenario in which a family purchased a washing machine on hire purchase from a popular store. The store was offering 25 per cent discount on all cash purchases.

Part (c) (i) tested candidates' ability to explain one advantage and one disadvantage of purchasing the washing machine on hire purchase. Most candidates could give either the correct advantage or correct disadvantage.

Some expected responses for advantages included:

- The machine will be purchased and can be used while paying for it.
- The family does not have all the money to purchase the machine, so the hire purchase will help them to get the machine and pay the instalments.

However, some candidates missed the statement (25% discount on cash purchase) and responded as if the discount was given to customers who were making hire purchases and they therefore gave incorrect advantages such as:

- The cost will be less due to the 25 per cent discount they received.
- The family will pay even less now that they will get the 25 per cent discount.

Some correct responses for explanations of disadvantages included:

- The family will pay more than the original price of the machine because of the interest added.
- If you are unable to pay the installments, the company will take back the washing machine and you will not be refunded the money you paid.

Part (c) (ii) was designed to test candidates' ability to outline one benefit of using a credit card to purchase the washing machine.

Many candidates did not relate their responses to the scenario in responding and therefore gave responses that applied to the regular use of credit cards instead of the benefits to be gained from using it to purchase the washing machine.

Some incorrect responses were:

- The money will come off the credit card.
- The card is likely to have the amount needed for the washing machine.
- The credit card allows you to use the product while you are paying for it later.
- It not safe to walk around with a large amount of cash because you can be robbed.

Some expected responses included:

- The customer will receive the washing machine immediately.
- If the credit card will accrue rewards, the customer will receive a large reward because the washing machine is a great expense.
- Although the family is using credit, they are likely to get all the benefits of cash purchases at the store such as the 25 per cent discount.

Part (c) (iii) tested candidates' ability to give a description of two actions that the family could take to demonstrate responsible consumer behaviour when finalizing the purchase agreement for the washing machine.

This part also proved to be challenging to candidates, as they seemed to have misinterpreted the meaning of the key phrase in the sentence—*finalizing the purchase*. Most candidates responded in the past tense and gave responses that referred to after the purchase instead of finalizing actions for the purchase agreement of the washing machine.

Common incorrect responses given were:

- Keep receipts used to pay monthly installment.
- Keep the warranty and agreement in a safe place.

Expected responses included:

- Make sure to receive the warranty and read the terms and conditions in the document.
- Make sure to sign the agreement and get a copy of the agreement and the receipt.

- Carefully study the terms of the hire purchase agreement before signing the contract. Read all the fine print before signing.

Some candidates also did not consider that, in finalizing the agreement, the decision would have already been taken to purchase the machine and therefore, it would no longer be necessary to:

- Check the brand, colour and size of the machine.
- Ensure that it can fit in the space.
- Come together and decide if the machine is necessary for the family.
- Decide on the amount to be spent on the machine.

Marks for this question ranged from 0-16.

Question 5

This compulsory question tested the concepts of work and leisure in the syllabus.

Part (a) (i) required candidates to list three reasons why individuals work. Many candidates were able to give correct responses; however, most of them did not gain the full three marks because the three responses were related to the same point. For example, individuals work to

- earn a living
- make money
- provide for their basic needs

Part (a) (ii) required candidates to state three ways in which a family can incorporate leisure in its everyday activities. This part was poorly done. Many candidates associated leisure with work and thus gave incorrect responses such as:

- Make work fun.
- Play games out of chores.
- Play music and dance while cleaning the house.
- Prepare meals together.

Many candidates also seemed not to know the concept of leisure. Either they did not respond to the question or their response was based on cursory knowledge with no relation to leisure. Some expected responses included:

- Having movie nights at home with fun-food like popcorn
- Exercising together
- Going out for dinner
- Going on family vacations
- Having day picnics at the beach or other venues suitable for the whole family

Part (b) presented the following scenario on which selected tasks were based:

“You are drafting an informal invitation for your teacher to attend your graduation party to be held in the school’s auditorium...”

Part (b) (i) required candidates to list six appropriate details to be included on the invitation. Most candidates were able to get the full six marks. Some of them, however, wrote details for a graduation ceremony instead of a graduation party.

Part (b) (ii) indicated that the deejay was late in starting the music and the guests were becoming restless. Candidates were asked to suggest four activities that the host could take to reduce the frustration of the guests and make them comfortable. Candidates gave appropriate responses and many gained the full four marks for this section of the question. Marks for this question ranged from 0-16.

Question 6

The general focus of this question was on family housing and family safety, with some emphasis on environmental hazards.

In Part (a), candidates were required to state two benefits of housing to the family. Most candidates answered this section fairly well and scored at least one mark.

Some correct responses were:

- Provides privacy, shelter
- Sense of safety and security
- Provides a place for family gatherings and activities

A few candidates provided responses that were not in line with the expected responses but were related to advantages of owning a house such as: *you can fix it up; you don’t have to pay rent again.*

In Part (b), candidates were required to define the term *environmental hazards*.

Most students did not provide a correct definition of the term. The key words and phrases that were required to make the definition correct were omitted. The correct response was: *Conditions/situations that cause a threat or damage to humans, property or animals and the environment.*

For the most part, candidates only mentioned harm to humans but did not extend the definition to include property, animals, or the environment generally. Hence, many candidates earned partial marks.

Part (c) required candidates to state two environmental hazards that may be present inside the house. Some candidates gave *accidents* instead of *hazards*.

Common incorrect responses included *electrocutions, burn, cuts, garbage, roach nest in the roof, bleach, gas, and household chemicals*.

Examples of expected responses were:

Exposed electrical wires, broken or open sockets, improper storage or use of chemicals, slippery floors, infestation of pests, unlit staircases, unhygienic practices, unsecured surfaces, open flames.

Part (d) (i) presented a scenario about a farmer and his family living on a farm in an old wooden house. Candidates were asked to identify two hazards, other than those stated in Part (c), that could endanger the house and/or the life of the family members.

A few candidates repeated at least one of the hazards listed in Part (c), and some listed other activities that were not hazards. For example, they simply mentioned farm tools, gas and chemicals. These items are not hazards in themselves but become such when they are inappropriately stored or used.

Expected responses included:

- Termites
- Weakened wood or boards
- Improper storage of farm chemicals
- Improper storage of farm tools among others
- Harmful insects/animals in and outside the house
- Drums, buckets, large containers, bathtubs, pools, ponds or any unsecured body of water
- Natural hazards such as storms, hurricanes, fire or floods

Part (d) (ii) required candidates to outline one measure the family could take to prevent accidents from occurring among the children.

A fair number of candidates stated the accidents correctly. Few gave preventative measures that were plausible even though they gave incorrect hazards in the previous section. They were, however, awarded the marks. This section was poorly done.

Expected responses included:

1. Faulty electrical wires and wiring:
 - Get a qualified electrician to check the wiring and repair or replace faulty wires and correct all threats.
2. Uncovered sockets:
 - Replace the covers for the sockets.
3. Weak or broken wooden floors:
 - Repair floors by replacing broken wood
 - Reinforce weak areas of the flooring.

4. Broken tiles

- Replace broken tiles.

In Part d (iii), candidates were required to state two precautions the family must observe when children are at play outside the house. For each precaution, a reason was to be given.

Generally, candidates wrote guidelines instead of precautions for this section. For example, some incorrect responses were:

- Ensure that the children were not playing with the tools.
- Ensure that they are wearing shoes.
- Ensure that they are not playing with the plants.
- Make sure that chemicals are kept away from the children.

The expected responses were:

- Restrict playing to within parents view and/or reach.

Reason – children may put poisonous plants in their mouth or may interfere with farm tools that are lying around.

- Check on them frequently.

Reason – children tend to slip out of sight.

- Dress children appropriately for outside play.

Reason – to prevent injury, insect bites, stings or cuts.

Marks for this question ranged from 0-16.

Paper 03 – School-Based Assessment

The School-Based Assessment, Paper 03, comprised three practical assignments designed to test the practical garment construction skills of candidates. Each of the assignments was worth 20 marks. The assignments were set and assessed by the class teachers, using the criteria outlined in the syllabus. The class teacher and an external examiner assessed the second of the three assignments jointly.

This year, the School-Based Assessment provided candidates with the opportunity to integrate specific Caribbean Vocational Qualification (CVQ) units of competency aligned to the content of the syllabus.

There was an improvement in candidate performance over the previous year, with a mean score of 50 out of 60 compared with a mean score of 47 in 2016.

Recommendations

1. Candidates have improved in the clarity of their responses, even when the responses were not always correct.
2. The new syllabus must be re-examined by the teachers and students and the new concepts adequately researched. The Internet is an excellent source of current

information but this information must be validated. It is, however, an exciting place for teachers and students to improve on their knowledge base and prepare for future examinations.

3. Students can help themselves learn new topics through research and in-class sharing. New ideas are emerging daily in the discipline of Family and Resource Management. This could be an enjoyable way to cover the syllabus with the teacher, to apply new knowledge, not only to the examination but also to making meaningful contributions to their own family lives.
4. More attention should be given to learning the language of Family and Resource Management. This is especially so in that the common usage of words are not always the same as in the discipline. The subject has a body of knowledge that is testable and this is not always the same as colloquial usage or practices. This does have an impact on the Use of Knowledge component of the questions. Candidates often revert to common and incomplete understanding of concepts or terms such as *priority*, *resources*, *credit*, *environment*, *needs*, *practices*, *guidelines*, when analysing and responding to questions relating to scenarios on the examination.
5. Candidates must be encouraged to attempt all parts of questions rather than leave sections blank. Many candidates had no response for whole sections of questions, that, if attempted, could have earned them partial marks.