

The Home Science examination for the year 2021 aimed at establishing the achievement of the learning outcomes. A theoretical approach was used to assess one paper while two papers were assessed through practicals. The two practical papers assessed the performance levels of students by giving tasks and requiring the candidates to display their competences in Clothing construction, and Foods and Nutrition respectively. The theory paper required candidates to respond to questions ranging from low order thinking skills to high order thinking skills in all the units of the Home Science curriculum.

The questions tested the candidates' ability to:

- a) recall facts and information;
- b) understand concepts, principles;
- c) apply the previously learnt knowledge in new situations;
- d) analyze information in order to come up with solutions of issues affecting the society;
- e) create new items.
- f) make judgements on meal management, food choices, health and home issues.

The report analyses the expected responses, the weaknesses of the candidates in the poorly performed items. It goes further to give recommendation to the teachers on how to improve the teaching and learning process.

Paper 1 (441/1) Home Science Theory

This is a theory paper which covers all the five units of the syllabus namely: Foods and Nutrition; Clothing and Textiles; Laundry; Home Management (Home Care and Health Education); and Consumer Education.

The paper comprised three sections worth **100 marks** as follows:

Section A: Comprised short, structured questions worth **40 marks**.

Section B: Comprised one compulsory essay question worth **20 marks**. It tested mastery of practical skills in home management with emphasis on laundry, cleaning different surfaces in the home and cleaning items used at home made from different materials.

Section C: Comprised three essay questions worth **20 marks each**. Candidates were required to answer any **two** out of the three questions.

Paper 2 (441/2) Clothing Construction Practical

This is a practical paper that assesses the extent to which candidates have acquired the skills in clothing construction. The task required the candidates to use the provided pattern pieces to lay, cut out and construct the garment using the specified processes. The paper is worth **45 marks**.

Paper 3 (441/3) Foods and Nutrition Practical

This is a practical paper that assesses the extent to which candidates have acquired the skills in making appropriate food choices that adhere to the principles of nutrition and individual food requirements. Candidates were required to prepare, cook and serve food and drink from the given ingredients. Assessment is done by the Home Science teachers at the school. The paper is worth **25 marks**.

3.7.1 Candidates General Performance

The table below shows the candidature and the overall performance in the KCSE Home Science examination for the last four years.

Table 13: Candidates' Performance in the last four years

	Paper	Candidature	Maximum Score	Mean Score	Standard Deviation
2018	1	16,612	100	60.02	13.45
	2		45	27.43	8.6
	3		25	14.76	2.7
	Overall		170	102.21	24.75
2019	1	19,154	100	52.00	11.97
	2		45	30.00	6.88
	3		25	12.00	2.50
	Overall		170	94.00	20.35
2020	1	21,355	100	52.00	
	2		45		
	3		25		
	Overall		170	93.98	20.16
2021	1	26,496	100	58.42	15.24
	2		45	30.15	8.72
	3		25	14.36	3.05
	Overall		170	102.93	27.01

Candidates' overall performance in Home Science in the years 2018, 2019, 2020 and 2021.

Observations from the above table:

- (i) Performance of paper 1 (Theory) presents a normal performance with a mean of 58.42 and a standard deviation of 15.24. This shows that this year's cohort performed above average in the theory paper, a good indication of mastery of the content in Home Science. The standard deviation indicates a good spread of the candidates' ability, a good indication that the paper discriminated well among the candidates.
- (ii) The Clothing Construction practical paper presents a good mean (30.15) and a moderate standard deviation (8.72), an indication that most of the students have a good mastery of clothing construction skills.
- (iii) The school-based Foods and Nutrition practical posted a very good mean of 14.36 with a very low standard deviation (3.05) showing that almost all the candidates have the same ability in the practical.
- (iv) For computation of this year's final score, all the three papers were graded separately and then combined to give a final grade for the subject.

3.7.2 Home Science Paper 1 (441/1)

SECTION A

Question 2

Identify **two** functions of fats and oils in the body.

Requirement

To identify **two** functions of fats and oils in the body.

Weaknesses

Most of the candidates discussed the function of sebum oil in the body.

Expected responses

- They provide the body with energy
- Protect the body's internal organs from physical injury.
- Act as body insulator

Advice to teachers

Encourage candidates to read and understand questions well.

Question 3

Highlight **two** reasons why reheating food is discouraged.

Requirement

To show an understanding of why reheating food is not good.

Weaknesses

Some of the candidates gave results of poor storage of food.

Expected responses

- When not properly stored, it gets contaminated.
- It destroys the nutrients in the food
- They lose their flavour
- Some of the foods may be rendered indigestible

Advice to teachers

Encourage candidates to read and understand questions well.

Question 4

State one use of the following kitchen utensils:

- a) sauce pots (b) casseroles

Requirement

To show an understanding of the use of kitchen utensils.

Weaknesses

The candidates did not seem to demonstrate familiarity with the two utensils.

- a) Sauce pots- hollow utensils used for surface cooking such as boiling, frying, stewing and steaming.
- b) Casseroles- A covered dish that is used for cooking. Baking or serving food.

Advice to teachers

Teachers should try and show candidates/students pictures or real utensils and discuss their uses.

Question 5

State two advantages of blanching vegetables.

Requirement

To show an understanding of the benefits of blanching vegetables.

Weaknesses

Some candidates did not show knowledge of the term blanching.

Expected responses

- To reduce bulk.
- Colour retention
- To deactivate micro-organisms

Advice to teachers

Clarify various terms as used in cooking.

Question 6

Define the term cosmetics.

Requirement

To define the term cosmetics.

Weaknesses

Some candidates felt cosmetic was an equipment used to enhance beauty.

Expected responses

- Cosmetics are substances used to enhance a person's appearance.

Advice to teachers

Teach the topic of enhancing personal appearance well.

Question 8

State two reasons why weaning a baby too early is discouraged.

Requirement

To show an understanding of why weaning a baby too early is not good.

Weaknesses

Candidates gave answers for general reasons for weaning a baby.

- Expected responses**
- The baby's digestive system is not able to process the new foods.
 - Denies the bay bonding with the mother.
 - Weaning foods may not be well balanced and thus the baby will not get adequate nutrients for proper growth.
- Encourage candidates to read and understand questions well.

Question 9

Name **two** types of brushes used to remove dirt from surfaces in the home.

Requirement

To show an understanding of the types of brushes used to remove dirt from surfaces in the home.

Weaknesses

Candidates could not give names of brushes. Most of them gave hard and soft brushes.

Expected responses

- Scrubbing brush.
- Cobweb brush.
- Carpet brush.
- Toilet brush

Advice to teachers

Remind students about the examples of brushes.

Question 10

State **two** causes of poor sanitation.

Requirement

To show an understanding of the **two** causes of poor sanitation.

Weaknesses

Some candidates gave the effect of poor sanitation

Expected responses

- Ignorance of the dangers of poor disposal of waste.
- Poor urban planning
- Overpopulation/ congested and crowded living conditions leading to inadequate facilities such as toilets and bathrooms

Advice to teachers

Ask students to read the sub unit on sanitation well, and to read questions well.

Question 11

Highlight the importance of pouring hot detergent water into a kitchen sink after cleaning it.

Requirement

To highlight the importance of pouring hot detergent water into a kitchen sink after cleaning it.

Weaknesses

Some candidates missed a proper reason for pouring hot detergent water after cleaning the sink, instead they gave reasons for cleaning the sink.

Expected responses

- To remove grease/dislodge or melt fats
- To kill germs/disinfect and to kill pests

Advice to teachers

Advise candidates to read questions up-to the end well.

Question 12

Identify **two** points to consider when buying land for a family house.

Requirement

To show an understanding of points to consider when buying land for a family house.

Weaknesses

Some candidates gave points to consider when buying a house

Expected responses

- Land soil that drains well/good drainage/free flow of water.
- Safety and security of the neighbourhood.
- Legal requirements from the local authorities.
- Nearness to social amenities like roads, water, shopping centres and hospitals
- Should be within the family's financial means/cost.

Advice to teachers

Train students to read questions well.

Question 13

Define the term goods.

Requirement

To define the term goods.

Weaknesses

Some candidates could not define the term well.

Expected responses

- Goods are tangible items such as food and clothes that can be sold or bought and used to satisfy a human need or want.

Advice to teachers

Stress on the proper definition of terms.

Question 16

Identify **two** laundry processes that may be carried out before washing a cotton shirt.

Requirement

To identify two laundry processes that may be carried out before washing a cotton shirt.

Weaknesses

Some candidates gave some other processes done not necessarily before washing.

Expected responses

- Removing stains
- Soaking/steeping/disinfecting clothes for the sick
- Mending/repair

Advice to teachers

Guide students to differentiate the various laundry processes and show their placement in their rightful places during laundry work.

Question 17

Name **two** balance marks used on patterns in clothing construction.

Requirement

To identify two balance marks used on patterns in clothing construction.

Weaknesses

Fitting line was wrongly identified as a balance mark by some candidates.

Expected responses

- Notches
- Dots

Advice to teachers

Show students the balance marks and clarify that the fitting line is not a balance mark.

Question 18

Give one use of each of the following stitches:

- a) oversewing (b) overcasting

Requirement

To show an understanding of the uses of various stitches in needlework.

Weaknesses

Many candidates did not give the use of the two stitches.

Expected responses

- a) oversewing- used for joining two folded edges together.
- b) overcasting- used for neatening raw edges together

Advice to teachers

Teacher should guide the students to make the stitches practically.

Question 19

State **one** function of the following parts of a sewing machine:

- a) pressor foot (b) tension disc (c) spool pin

Requirement

To show an understanding of the functions of the parts of a sewing machine.

Weaknesses

Most of the candidates were not sure of the parts of the sewing machine and their functions.

Expected responses

- a) pressor foot- Holds the fabric in place during stitching.
b) tension disc – To control the tightness of the thread during sewing.
c) spool pin – Used to hold the reel of thread while sewing.

Advice to teachers

Guide the students to familiarize with the sewing machine; its part and their functions.

Question 20

Identify **two** types of pockets used in a boy's trouser.

Requirement

To demonstrate an understanding of the various types of pockets used in trousers.

Weaknesses

Some candidates gave shapes of patch pockets.

Expected responses

- Patch pocket
- In-seam pocket
- Bound pocket
- Welt pocket

Advice to teachers

Encourage candidates to read the questions well.

Question 21

Differentiate between natural and man-made fibres.

Requirement

To show an understanding of the difference between natural and man-made fibres

Weaknesses

Some candidates gave examples of natural and man-made fibres.

Expected responses

-Natural fibres are those obtained naturally from plant cellulose, animal protein or minerals while man-made fibres are made manufactured from chemicals and other substances.

Advice to teachers

Teach the proper difference between natural and man-made fibres.

Question 22

Your parents are away on a trip and you have been left in charge of the home. Outline the procedure to follow when:

- a) cleaning a concrete floor of the verandah thoroughly.
- b) Cleaning a discoloured melamine plate thoroughly.
- c) Dry cleaning your father's acrylic neck tie.

Requirement

To show an understanding of the procedure to follow when;

- a) thorough cleaning a concrete floor of the verandah,
- b) thorough cleaning a discoloured melamine plate,
- c) dry cleaning an acrylic neck tie.

Weaknesses

- a) None
- b) None
- c) Some candidates discussed normal procedure for washing the acrylic tie.

Expected responses**a) Thorough cleaning a concrete floor**

- Collect all cleaning materials
- Close windows and sweep from the furthest corner of the room towards the door.
- Collect the rubbish and deposit in dustbin.
- Open the windows to air the room
- Use warm soapy water and a scrubbing brush to scrub the floor.
- Start from the furthest end of the room
- Scrub the skirting board and the floor overlapping small sections at a time using warm soapy water.
- Use circular motion when cleaning
- Wipe with a clean cloth/mop wrung out of warm soapy water.
- Rinse with a clean cloth wrung out of warm water.
- Dry the floor thoroughly using a floor cloth/mop.
- Clean the equipment used and store appropriately.

b) Thorough cleaning a discoloured melamine plate

- Collect/assemble the cleaning materials
- Soak the plate in diluted household bleach
- Clean in hot soapy water and rub gently with a mild abrasive
- Rinse thoroughly in warm water
- Final rinse in cold water.
- Drain to dry
- Wipe with a dry clean non-fluffy cloth
- Store appropriately

c) Dry cleaning an acrylic neck tie

- Put the dry cleaning solvent into a basin
- Shake the tie to remove loose dirt

- Dip the tie into the solvent

- Knead a squeeze gently between hands
- Rinse in another basin of clean solvent to remove all dirt
- Hang in open air to dry
- Press with a warm iron.

Advice to teachers

For (c), teachers are advised to teach dry cleaning of the acrylic tie practically.

Question 23

- a) Explain five advantages of making a family budget.
- b) Describe five factors that may lead to malnutrition.

Requirement

- a) To show an understanding of the advantages of making a family budget.
- b) To show an understanding of the factors that may lead to malnutrition.

Weaknesses

- a) Some students confused making a family budget with meal planning and shopping.
- b) None

Expected responses

a) Advantages of making a family budget

- Acts as a guide to wise buying/purchasing
- Enables one to give priority to essential items thereby avoiding impulse buying
- Enables an individual or family to live within their means.
- Enables the family to set priorities on their present and future needs.
- Provides an organised method of accounting for family savings
- Provides a basis of analysing the needs of the family
- Gives psychological satisfaction to the family members because their needs are catered for.
- Enables the family to estimate all their financial needs and sources for other methods of supplementing their income.

b) Causes of malnutrition

- Poverty

This may be as a result of lack of resources to obtain food. People who lack resources to obtain adequate food supplies end up suffering from various nutritional deficiency diseases.

- Parasites

Infestation with worm and malarial parasites reduces the amounts of nutrients available to the body such as iron and vitamin B12 leading to anaemia.

- Ignorance

Lack of information on healthy foods can lead to consumption of less nutritious foods such as juices, biscuits and sodas.

- Poor health

The body's inability to absorb and utilise certain nutrients.

- Natural calamities.

Calamities such as floods, drought and war affect production and availability of food. Pandemics such as HIV/AIDS also affect the productive age group which leads to reduction in food production.

- Lifestyle

Modern changes in lifestyles such as inactivity and poor eating habits, may lead to diseases such as obesity, gout, diabetes and hypertension.

- Food taboos

Food taboos, superstitions and religious beliefs may lead to the prohibition of eating certain foods.

Advice to teachers

- Teach the sub topic on making a budget well.
- Keep up the good work.

Question 24

- Explain three factors that determine the type of seam to use on garments.
- Explain three points to consider when choosing an ironing board.
- Explain four properties of polyester that make it suitable for making school uniforms.

Requirement

- To show an understanding of the factors that determine the type of seam to use on garments.
- To show an understanding of the points to consider when choosing an ironing board.
- To show an understanding of the properties of polyester that make it suitable for making school uniforms.

Weaknesses

- The points were just listed with no explanation.
- Candidates gave points on ironing surfaces instead of the ironing board.
- Many candidates did not demonstrate an understanding of the properties of polyester.

Expected responses

a) Factors that determine the type of seam to use on garments

- Type of garment.

Outer and inner garments require different types of seams according to their use

- Type of fabric.

Fraying fabrics require self-neatening seams. Heavy fabrics require seams that reduce bulk.

- Effect desired.

You may intend the seam to be conspicuous or inconspicuous to give a particular effect

- Position of the seam on the garment.

Whether on an armhole, side seam etc. Some positions will require stronger seams.

b) Points to consider when choosing an ironing board

- It should be firm and stable to ensure it stands on its own with pressure.

- It should have a heat proof mat on one end to provide a placement area for the hot iron during ironing.

- Choose a ironing board that can be adjusted to ensure a comfortable working height.

- Choose a ironing board with a sleeve board for easier ironing of sleeves.

c) Properties of polyester that make it suitable for making school uniforms

- It is strong.

Polyester is suitable for making school uniform because it is strong and therefore can withstand frequent laundering.

- It takes dyes easily.

Polyester can easily be dyed and printed to produce different colours required to make uniforms.

- Polyester can withstand mild alkalis, washing detergents and stain removing agents. It is suitable for making school uniform because it is easily laundered.
- Stains and dirt are easily removed and therefore easy to maintain.
- User friendly because it is resistant to shrinking, creasing and stretching.

Advice to teachers

- a) Guide candidates to explain points.
- b) Encourage candidates to read questions properly.
- c) Teach the properties of polyester adequately.

Question 25

- a) Explain three different ways of providing family shelter.
- b) Explain four ways of meeting social needs of a patient recovering at home.
- c) Giving a reason in each case, describe three activities carried out on the mother at the ante-natal clinic.

Requirement

- a) To show an understanding of different ways of providing family shelter.
- b) To show an understanding of ways of meeting social needs of a patient recovering at home.
- c) To describe activities carried out on the mother at the ante-natal clinic, and to give a reason for each activity.

Weaknesses

- a) Explaining the ways of providing family shelter was a problem for many candidates.
- b) Some candidates discussed emotional and nutritional needs.
- c) None.

Expected responses

a)Ways of providing family shelter

- Buying

This is where a family purchase/buys a house that is already built

- Building

This is where a family builds/constructs a house in their own land

- Renting

This is where a family lives in a house and then they rent at the end of the month

- Living in an employer's house

This is where a family live in a house provided by their employer.

b)Ways of meeting social needs of a patient recovering at home

- The patient should be visited often and talked to for reassurance purposes.

- The loved ones and close friends should be present as it makes them happy.

- Avoid isolating the sick to avoid sadness and depression

- Those that the sick would hate to see should not be kept away to enhance quick recovery

c) Activities carried out on the mother at the ante-natal clinic

- Checking the blood pressure to ensure it is normal
- Checking sugar and protein in urine to ensure the uterus gets normal blood flow
- Monitoring the mother's weight to ensure the foetus is growing and the mother is not gaining excess weight
- Checking the level of haemoglobin in case of blood transfusion during delivery
- Checking the foetus heartbeat to ascertain that the foetus is alive.

Advice to teachers

- a) Guide students to explain the different ways of providing family shelter.
- b) Clearly show students the difference between the various needs.
- c) Keep up the good work.

3.7.2.1 General Comments On Paper 441/1 - Home Science Theory

This paper tests all units in the syllabus.

To effectively apply Home Science in the real world contexts, students need to be exposed to experiences that arouse their creativity and imagination, giving them opportunities to solve problems every day at home and in the society. Home Science being a practical subject requires a lot of practice in order to acquire competencies. Further there is need to vary the pedagogical approaches so that students can get maximum benefit; this includes using realia, digital and print media, field visits and resource persons. From the responses given by students in some questions, it is evident that students are not given adequate exposure to practical lessons, since most of the questions that required them to apply their practical skills were poorly performed. It was also observed that students have challenges in applying knowledge and skills in different contexts. There is need to balance the teaching so as to emphasize all units in the syllabus in order to produce candidates who have competencies in the subject and are able to progress well with their careers in Home Science related careers in future.

It is also important to advise students to read the questions carefully and take note of the key terms so that they can respond to the questions appropriately.

This is a practical paper where candidates are required to demonstrate their competencies in clothing construction by making a sample of a garment as per the instructions. Patterns, garment views and a layout which is not drawn to scale are provided to the candidates for use in the examination.

BOY'S SHIRT

A pattern of a boy's shirt is provided. You are advised to study the sketches, instructions and layout carefully before you begin the test.

MATERIALS PROVIDED

1. **Pattern Pieces**

- A. Shirt back
- B. Shirt front
- C. Sleeve
- D. Collar

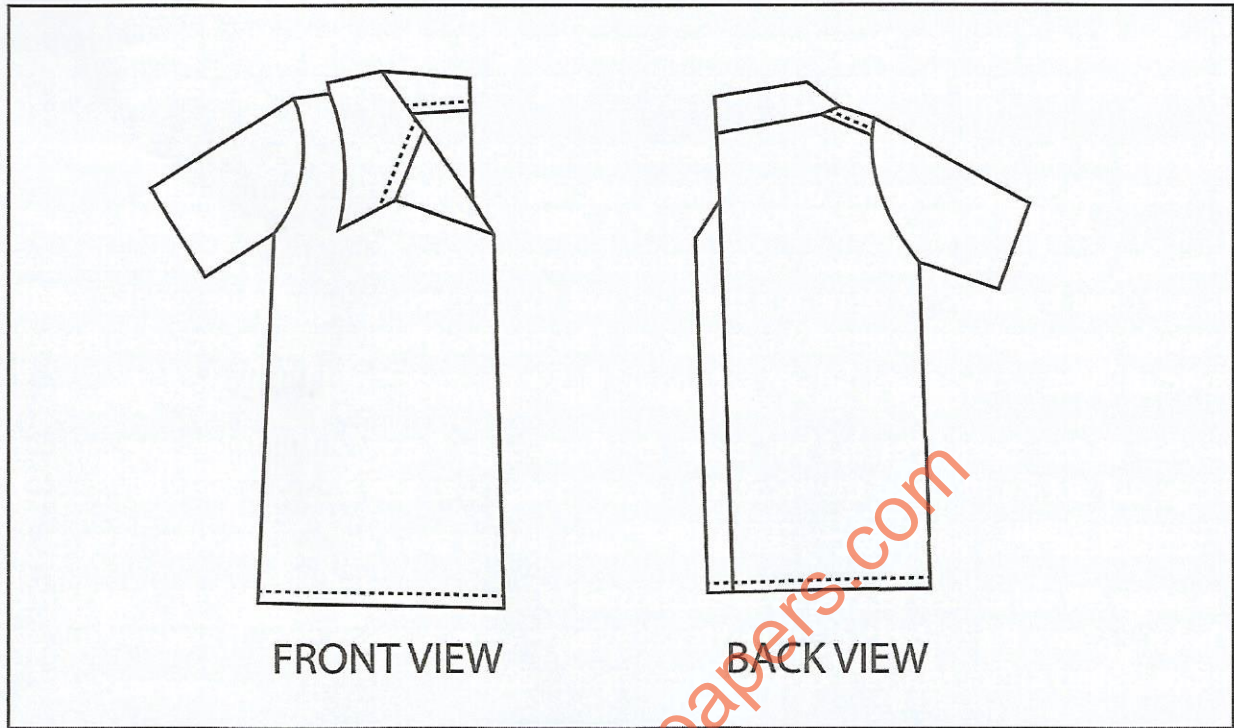
- 2. Plain lightweight, light coloured cotton fabric 50 cm long and 90 cm wide.
- 3. Cotton sewing thread to match the fabric.
- 4. One large envelope.

THE TEST

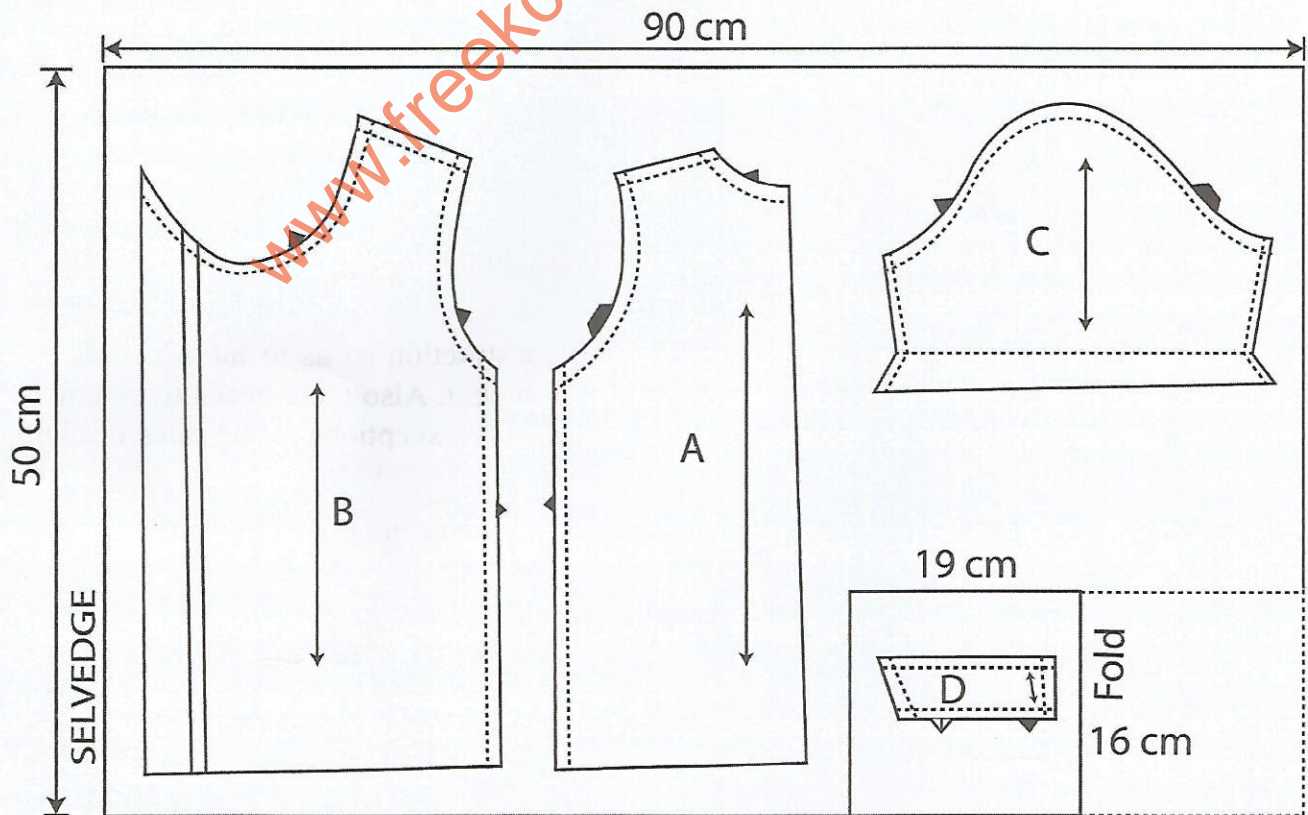
Using the materials provided, lay, cut out and make **one side** of a boy's shirt to show the following processes:

- (a) Cutting out; (12 marks)
- (b) Working of the shoulder seam using a double stitched seam. (8½ marks)
- (c) Working of the side seam using an open seam. (12 marks)
- (d) Preparing and attaching the sleeve. **Do not trim the armhole seam and do not finish the sleeve hem.** (14 marks)
- (e) Working of the front edge facing. (6 marks)
- (f) Preparing and attaching the collar and finishing with even tacking stitches (19 marks)
- (g) Finishing the lower shirt hem using machine stitching. (13 marks)
- (h) Overall presentation. (5½ marks)

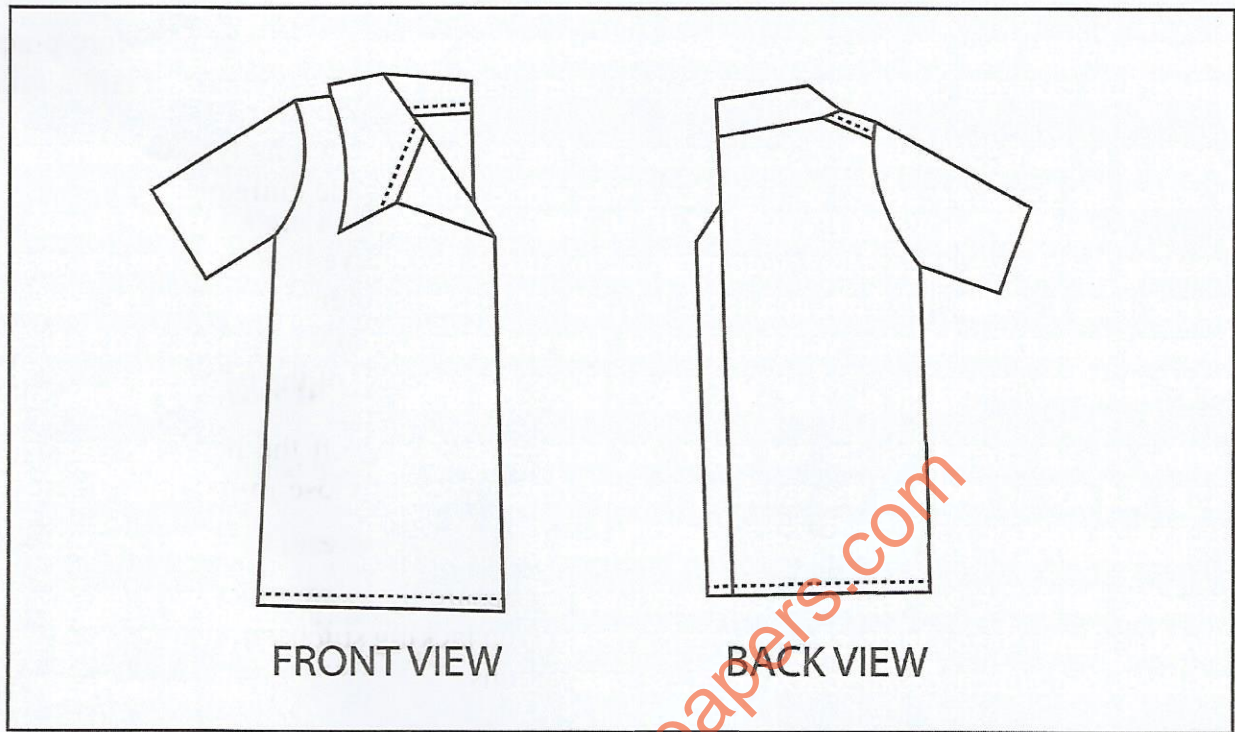
SHIRT VIEWS



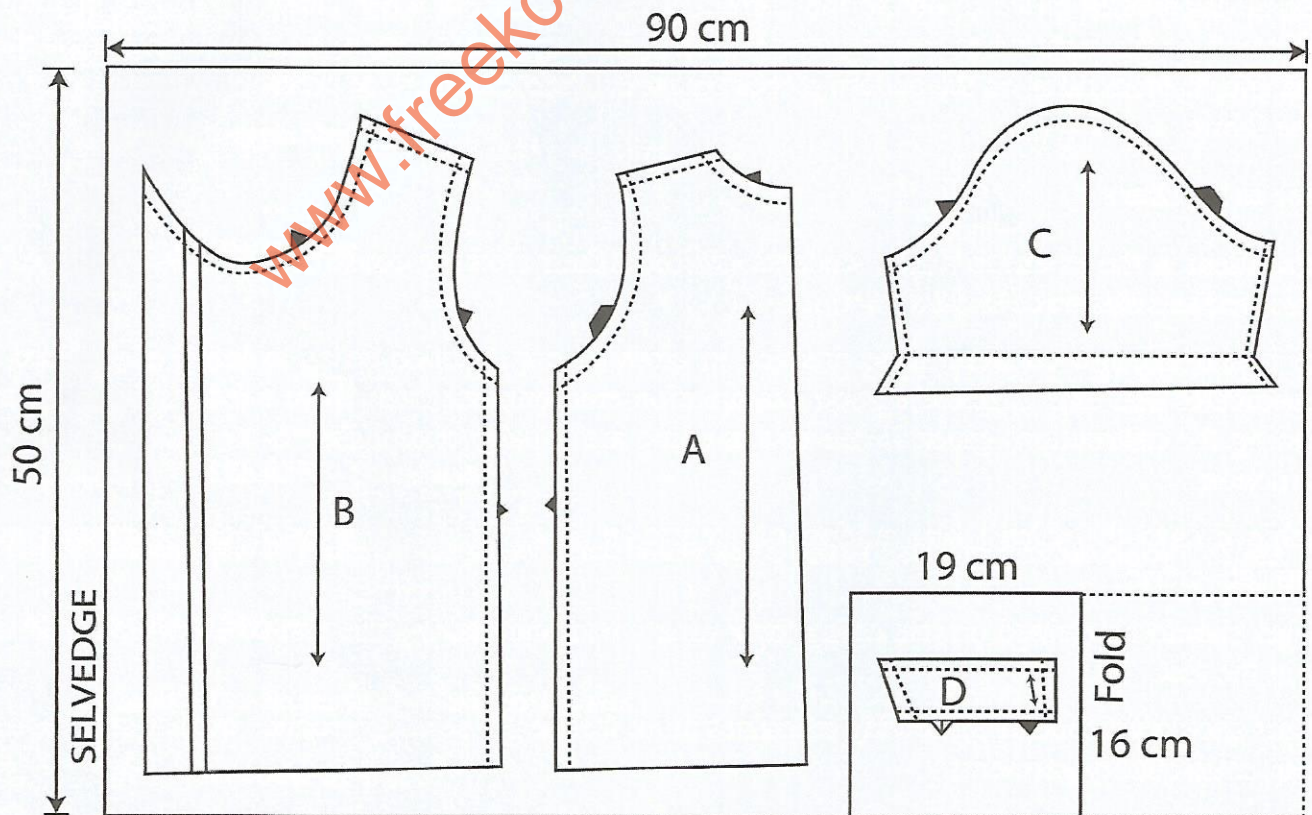
LAYOUT (NOT DRAWN TO SCALE)



SHIRT VIEWS



LAYOUT (NOT DRAWN TO SCALE)



Weaknesses

- A few candidates lacked mastery of skills in clothing construction and time management, therefore failed to attempt some of the processes.
- Some candidates had challenges in cutting smooth edges and on straight grain. More practice is required and ensuring that there is provision of sharp cutting out scissors.
- In making of the double stitched seam, some candidates made the wrong type of seam and could not obtain the flatness required on the wrong side while others made knife pleats.
- In making the sleeve, candidates were required to ensure the sleeve head was evenly eased. This was not done by many of them and there is need for teachers to emphasise on the need to ease allowance appropriately when making sleeves. The underarm seam was expected to flash with the side seam. Many candidates did not get a good fit for the meeting of the two seams.
- Majority of the candidates did not make the front edge facing on the neckline correctly. The facings did not lie flat, and the stitchery (where done) was not close to the fold. There is need therefore to practice working facings correctly.
- In making the collar, the test required candidates to prepare by joining the two pieces and attach by holding down the collar in place and finish using even tacking stitches. It was evident that some candidates had difficulties in following these instructions.
- In finishing the lower hem, candidates were required to use machine stitches to neaten both the front and the back. Some of the candidates did not finish the hem, while others only finished a small part of it. A few did not turn the turnings to the wrong side, and the raw edges were not well concealed as was expected.
- Some candidates failed to obtain the correct pieces of garment when cutting and thus matching of some of the parts when joining was a challenge. Candidates should be more accurate as they transfer the markings on the pattern pieces onto the fabric and exercise precision when cutting out the fabric.

Advice to teachers

Improvement in the extent to which students exhibited their clothing construction skills continues to be observed and this trend should continue.

There is still need to conduct more practice in clothing construction so as to build confidence in the candidates and thus enhance a good examination environment. Also there needs to be emphasis in reading the instructions given in the test as some are usually exceptions to the rules of clothing construction.

To achieve smooth edges when cutting out fabric, it is advisable to provide sharp scissors and appropriate fabric.

Students should be trained on managing their time when undertaking the test so as to finish all the tasks in the test.

Students should practice using sewing machines more frequently so as to produce quality stitches and consequently quality garments.

More practice of making different types of seams is required and making the correct choice for the different materials and type of garment.

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Home Science teachers should advocate for adequate equipment and materials in the schools to ensure the students have more practice and thus improve their competencies in clothing construction. Lack of enough equipment and tools makes the candidates to panic and also waste time and this could contribute to poor performance.

Using a contrasting colour of thread to the fabric would be a good practice that can enhance the visibility during marking.

3.7.4 Home Science Paper 3 (441/3) FOODS AND NUTRITION PRACTICAL

THE TEST

You are staying with your 10 year old brother who is recovering from an illness.

Using the ingredients listed below:

1. Prepare, cook and present a **one course meal** for **him**, using at least **two** cooking methods.
2. Include a nutritious drink.
3. Use **tray** service.

Ingredients:

- Beef/chicken/green peas
- Carrots
- Onions
- Potatoes/rice
- Milk
- Margarine
- Green leafy vegetables
- Tomatoes
- Dhania
- Green pepper/capsicum
- Oil/fat
- Salt
- Fruits in season
- Sugar

PLANNING SESSION – 30 minutes

Use separate sheets of paper for each task listed below and a carbon paper to make duplicate copies.

Then proceed as follows:

1. Identify the dishes and write their recipes.
2. Write your order of work.
3. Make a list of the foodstuff and equipment you will require.

Schools should follow the instructions that require them to start the first practical session on the first day as scheduled in the timetable. Also the practical sessions should be spread out in the 3 days for those schools with big candidature. This will ensure reliability of scores by not conducting too many sessions in one day which is a strain to the Home Science teacher assessing and also denying the students adequate time to prepare between shifts.

Weaknesses

- Some candidates did not write good plans that would guide them during the actual practical. They lacked the logical sequence of events.
- Failure to write accurate food estimates for the portions being cooked for. Most ingredients were ordered in excess.
- Choosing the appropriate menus for the individual requirements as per the question.
- Failing to follow the correct procedures during the preparation and cooking of identified dishes.
- Failure to preserve nutrients in the preparation of foods and nutritious drinks.
- The table setting was not well done; some of the cutlery, flatware and glassware were not placed in the right positions. Some of the centre pieces were not appropriate.
- Food, kitchen and personal hygiene was not entirely observed throughout the practical.
- There was wastage of resources (fuel, water, ingredients) during the preparation and cooking of food and drink.
- Poor time management caused some of the candidates not to clear up properly.

Advice to teachers

- Put more emphasis in the writing of plans to ensure that learners write a logical sequence of events, accurate food estimates, appropriate menu choices for the individual requirements, correct procedures for the preparation of food and drink.
- Emphasize the importance of hygiene (Personal, Food and Kitchen).
- Guide students in appreciating proper use of all resources.
- Practice the writing of plans, preparation and cooking of food and drink more frequently for the students to acquire the required competencies.
- Organize field visits to hotels, restaurants and food chain stores/ food outlets in order to get mentorship from the practicing food industry personnel. Organization skills can easily be observed in the functional food outlets.
- Invite resource persons to talk/ demonstrate to students on the culinary art skills.
- Emphasize on proper time management to ensure students complete writing the plans and carrying out the practical.