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MINISTRY OF EDUCATION

**FIJI SCHOOL LEAVING CERTIFICATE
EXAMINATION**

2011

HOME ECONOMICS

MINISTRY OF EDUCATION**FJI SCHOOL LEAVING CERTIFICATE EXAMINATION – 2011****EXAMINER'S REPORT****HOME ECONOMICS****INTRODUCTION**

This report is the synopsis of the FSLC Markers Reports of 2011. It highlights the strengths, weaknesses and offers recommendations that will be useful for revision and remedial work for teachers and students.

A total of 1057 candidates sat for this paper. From the onset, the paper was designed to be a student-friendly one which featured issues that are currently of interest in our society. This was the first time the students sat for Home Economics paper in Form 6. Previously it was either Clothing and Textiles or Food and Nutrition.

Some candidates may have found the paper relatively easy while others may have struggled. One of the major weaknesses found was that the candidates were not answering the questions in the order they were given.

Finally, appreciation is extended to all Home Economics teachers for their commitment and hard work in teaching this subject amidst the modernization and changing culture experienced today.

SECTION A **MULTIPLE – CHOICE QUESTIONS**

The multiple choice analysis from a random sample of 100 scripts is given below. The multiple – choice questions were well answered however, the clothing section needs improvement.

No	Correct Response	Percentage Pass	Remarks
1	B	95%	Very well done.
2	A	100%	Excellent response. Students were well versed with the types of family.
3	C	35%	Very poorly done.
4	A	65%	Fairly done.
5	C	75%	Fairly well done.
6	D	35%	Very poorly done.
7	C	85%	Well done.
8	A	90%	Very well done.
9	C	100%	Excellent response.
10	A	80%	Well done.

11	B	80%	Well done.
12	D	75%	Fairly well done.
13	A	75%	Fairly well done
14	B	45%	Poorly done. Popular choice was D.
15	C	100%	Excellent response.
16	C	80%	Well done.
17	B	20%	Very poorly done. Confusion shown in choice of answers.
18	C	30%	Very poorly done. Stages of growth not understood well.
19	C	45%	Poorly done. Popular choice was D.
20	C	30%	Very poorly done.
21	D	65%	Fairly done.
22	B	75%	Fairly well done.
23	C	60%	Fairly done.
24	C	45%	Poorly done.
25	A	55%	Poorly done.
26	B	50%	Not well done. Many got confused with pinking shear.
27	C	60%	Fairly done.
28	B	65%	Fairly done.
29	C	30%	Very poorly done. Students had no idea of the name and its use.
30	D	55%	Poorly done. Many chose D.

- Questions 3,6,17,18,20 and 29 were very poorly done.

SECTION B

QUESTION 1

This question was well attempted by candidates, however, part (e) (ii – I) was quite confusing to them as they lacked the ability to comprehend the extract correctly. Majority of the answers were given was: *If they were financially supported, they would be able to pay the school fees and look for a better accommodation.*

QUESTION 2

- Both parts of this question were poorly answered. Candidates were not able to differentiate between nutrient, nutrition and nutritious.
- Well attempted.
- Most of the candidates were able to identify the appliances. However, there was confusion on the suitable cooking method. Most answers given were deep frying, shallow frying and stewing.
- Was answered satisfactorily, however, candidates need to be taught to know the differences between hygiene practice and kitchen safety.
- Well answered.

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QUESTION 3

- (a) This question was answered appropriately by the majority of the candidates. Many were not able to suggest correct examples of snacks such as roti/curry, vegetable palau etc. snacks would include sandwiches, bara, sausage roll.
- (b) Fairly attempted.
- (c) Poorly attempted as many candidates could not differentiate the two concepts.
- (d) Very well attempted.

QUESTION 4

- (a) Quite well attempted. However, teachers need to elaborate more on the importance of local fashion designers in our society.
- (b) Very well attempted.
- (c) (c) & (d) were also very well attempted.
- (e) Candidates lacked the knowledge of the two basic needs of clothing. Most answered physical needs correctly while psychological needs were poorly attempted.

QUESTION 5

The whole question was very poorly attempted as majority of the candidates got very less marks when compared to other questions.

- (a) Very few candidates answered this question correctly.
- (b) Many candidates were unable to explain functional finishes correctly.
- (c) Very poorly done. Most of the scripts had: *design carved in a piece of wood dipped into the dye and press on the fabric as their answers.*
- (d) Majority of the candidates had correctly answered part (i) however, the suitable fabric construction and its properties was not well attempted. Most answers from the students were: *weaving.*
- (e) Very poorly done. Teachers are reminded to elaborate more on fabric cutting during the practical classes.

ESSAY

There was no popular choice as all questions were of equal interest to the students. However, teachers need to take note of the following recommendations.

- Students should be encouraged to write neatly and legibly.
- Margins should be ruled when writing an essay.
- One paragraph on one idea with relevant examples to support the idea.
- Students to be discouraged from making generalizations.
- Students are to be encouraged to leave a line when beginning a new paragraph.
- When writing Introductions- candidates should not rewrite the statements given in the question. They should create their own introduction which is relevant and worth the marks allocated.
- In the conclusion, students need to write on what they have learnt from the essay they have written.
- Avoid usage of short forms

THE END

FSLC
HOME ECONOMICS - 2011
ANSWER SCHEME

SECTION B
QUESTION 1

(a)

- Are able to judge other people correctly.
- Accept themselves and their own nature without complaint.
- Accept others of what they are.
- Are self disciplined and independent of the physical and social environment.
- Have deep feelings of affection and compassion.
- Are strongly ethical and have very definite moral standards.
- Are creative, original and inventive in their own individual way.

(b)(i) **Intellectual Needs**

- Providing a stimulating environment to encourage family members to think reason and learn.
- Giving access to educational opportunities to family members.
- Allowing family members to work towards reaching their full potential.

(ii) **Social and Emotional Needs**

- Giving love and affection to their members and allowing members to express love and affection in return.
- Providing a secure and stable environment within the family.
- Giving praise and recognition to allow family members to develop a positive self concept and self esteem.
- Providing a stimulating environment.
- Giving freedom when appropriate and encouragement to allow family members to develop independence to gain control over their own lives.

(c)

- Set up closer to parents and family members.
- Proximity to work places.
- Accessible to public amenities.
- Able to live with same ethnic and religious groups.
- Housing lots available for hire, rent or self owned.
- Safety

(d) (i)

- Introduces new products to the market and makes people aware of them.
- Distinguishes a product by highlighting its uniqueness/difference.
- People may feel compelled to buy products they cannot afford.

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- (ii)
 - Money available for spending.
 - Easier access to borrowed money and social pressure leading to debt.
 - Teenagers may have part time employment contributing to household income.

(e) (i) **Single/solo parent family**

- Mother living together with children.

- (ii) Financially: - strict budget plan.
 - find employment.
 - self employment.

- (iii) Socially – involve children in housework and in decision making.
 - act as a companion or main source of emotional support.
 - maintain good relationship → discipline the children at the right time.

- (iv) - Share the running of the household.
 - Participate in the making of the day to day decisions.
 - To be responsible and help in housework.

QUESTION 2

- (a) (i) Nutritional status – the state of an individuals well-being in terms of health status.
- (ii) Basal metabolism- this is the energy required to maintain the life processes – cell metabolism, nerve activities, heart /lung functioning, maintains constant body temperature.
- (b) (i) Esteem Needs: through the preparation and presentation of a meal for family or friend can lead to feelings of self esteem.
 - The sense of satisfaction and pride of doing a task well and the appreciation will result in an individuals esteem needs.
 - Example: children should be allowed to feed themselves → attain independence, praise and recognition of family members → Child will develop a positive self concept.
- (ii) **Love and belonging needs** – these needs relate to the giving and receiving of affection and acceptance by others.
 - **Formation of an attachment**
 - Our first experience with food that a loving and trusting relationship develops between the n caregiver and the infant.

Group Acceptance

- food is constantly being used to satisfy the need to belong and be accepted by a group.
- displays friendship and hospitality (social gathering)
- Indicate membership of a cultural or religious group.

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- (c) (i) Electric fry pan
- (ii) - Baking
 - Roasting
 - Grilling
 - Steaming
 - Poaching
- (iii) - If pan is left unattended accidents can occur
 - Expensive
 - Fuel consumption
- (d) - Wash hands before touching any food.
 - Wash all the utensils before food preparation.
- (e) (i)
 - Diwali
 - Eid
 - Christmas
 - Easter
 - Holi
 - Birthdays
 - Wedding/ Religious Occasion
- (ii) - Birthday /Anniversary
 - Easter

QUESTION 3

- (a) (i) – Obesity /CHD/Anaemia – a shortage of lack of iron in diet.
 - Osteoporosis – a lack of calcium.
 - Diverticulosis- lack of fibre.
 - Dental caries
 - Constipation
 - Weak bones and teeth
- (ii) - Sandwich (cheese/tuna) –meat pies.
 - Fruits (vitamins) –yoghurt –low fat.
 - Bhajia / Bara.
- (iii) Food contains essential nutrients for proper growth and development.
- (iv)
 - Level of activity/ gender/ economic factors.
 - Health status.
 - Availability of certain foods.
 - Advertising.
 - Religious reasons
 - Nutritional awareness.
 - Ignorance

- Preference
 - Time availability
- (b) (i) - provides all essential nutrients
- prevents health problems.
- (ii) Reduces the risk of developing heart diseases, obesity etc.
- (c) (i) Generally people become less active and have a sedentary lifestyle-availability of transport and other easier modes of living. This results in very low energy burn. It accumulates in the body and will result in health problems like disease.
- (ii) People consume a lot of convenience foods due to its availability. These foods are rich in fat salt and sugar. Fats accumulate in the system which results in heart problem. Input # to output.
- (d) (i) steaming
(ii) Stewing
(iii) Boiling
(iv) Stir-frying.

Stewing: is a long slow process of cooking food in liquid and retains most of the nutrients.

Steaming: food is cooked by the steam which comes from boiling water to cover the food. Food is light, easy to digest and is nutritious.

Boiling: food is cooked in just enough boiling water to cover the food. Food to be simmered and maintains most of its nutritive value.

Stir Frying: is done in a wok or deep frying pan. Food is cooked in a small amount of very hot fat. Very healthy method of cooking because very little oil is used and the short cooking time helps to conserve nutrients.

QUESTION 4

- (a) (i) Climate conditions
- The weather influences the type of clothing wear.
- Cool climate:** people mostly wear clothes made from skins to provide warmth and protection against wind, rain and snow.
- Hot climate:** people mostly wear clothes from cotton or cotton blends which is more absorbent and comfortable to wear.
- (ii) **Local fashion designers:** these are the people who create the new fashions and introduce their new ideas on clothing. They spend many hours planning, drawing and trying out different ideas with fabrics to suit the lifestyle and aims to be one step ahead of fashion in their designs based on the peoples likes and dislikes cultural values etc.
- (b) Media advertisements use persuasive words or celebrities through radio, television, newspapers and magazines reach many people and are extremely effective in promoting sales. It makes people:

- To be popular.
 - To be attractive to the opposite sex.
 - To appear wealthy.
 - To be up to date with fashion trends.
 - To have the latest in technology.
- (c) - Decision to buy.
- Time available.
 - Personal likes and dislikes.
 - Unavailability of resources.
 - Finance
- (d) (i) **Cultural influences:** each group of people within society has its own way of carrying basic activities to meet its needs. In selecting clothes they are directed and guided by their own and society's beliefs, values, traditions and customs which provides guidelines for individual clothing and textile.
- (ii) **Economic Influence:** the amount of money people have available to spend on clothes is crucial to businesses. In times of economic recession, clothes are likely to be one area where people will not back their budget.
- (e) (i) - physical needs – protection, warmth
- Psychological – self- expression, identity
- (ii) Physical Needs- clothing meets the physical needs of protection. This includes protection from hot and cold days.
- Environmental hazards
 - Injury
 - Human enemies
- (iii) Psychological needs – meets our needs for self expression, to belong to a group and to cover our bodies from the eyes of others. (modesty/ propriety)

QUESTION 5

- (a) (i) Mordant- a chemical used to fix the dye to the fabric.
- (ii) Because synthetic fibres have lower absorbency rate– the dye will penetrate into the fibre (needs synthetic dyes).
- (b) (i) Crease resistance- this finish is applied to aid resistance of, and recovery from wrinkles and creases in normal wear.
- (ii) Mercerising- special finish applied to cellulose yarns and fabrics to improve their strength and lustre and to increase their affinity to dyes.
- (c) Block Method- is one of the latest methods for creating patterns which involves moving a template to change the position of darting, add extra fullness, take fullness out and change the shape of the basic block.

- The basic principle is to move original basic pattern on certain pivot points to gain new styles.

- (d) (i) Wool, acrylic double knits, cotton knits, lycra/ blends.
 (ii) Knitting - a process of making fabric by interlocking loops or machine.
 (iii) - Stretches more - more crease resistant
 - is made of loops - does not fray
 - has bigger gaps between yarns - strength
- (e) - the fabric has been pre-shrunk
 - the fabric has been pressed to remove wrinkles
 - the fabric has been folded as per layout
 - all pattern pieces pinned correctly
 - grain lines are parallel to the selvedge
- (f) Technological factors- the introduction of new machines has resulted in new fabrics and new ways of making clothes.
 - Ability to provide large quantities of fabrics.
 - Travel also influences the clothing we wear.
 - Cheaper clothes

SECTION C

QUESTION 1

Food hygiene

- aware of food hygiene at every stage of buying, storing, preparing, and cooking food.

Buying – perishable foods to have a use-by date.

- shops to be clean, where refrigerated and frozen food is really cold. Cooked and raw meat should not be kept together.

Assistant should not touch meat without washing their hands in between.

Storing foods at home - freezer at right temperature.

- do not put warm food into fridge.
- do not let meat drip down onto other foods

Hygiene in the kitchen - wash hands before handling any food.

- kitchen cloth to be clean and changed often.

Kitchen safety

- never allow pan handles to stick out.
- small children not to play with cooker controls.
- mop away any spills immediately.
- curtains not be closer to the cooking area.
- keep sharp objects away from children.

Personal hygiene

- Personal cleanliness - clean clothes to be worn at all time.
- keep fingernails short, wash hands with soap and water before handling any food.

Hygiene food handling

- wash hands before handling any food.
- use clean utensils

QUESTION 2**THE FAMILY**

- Provides the initial link between the child and society.
- Adolescents emotionally need the family to help them interpret the wider community, provide a relief from the constant pressures of their peers, and lay down a framework of ground rules by which to operate.
- Provides encouragement to discover their potential and secure the loving environment.
- Provides financial and legal needs.

Peer Group

- Is considered to have a major influence on the socialization process of an individual
- Is a social group consisting of individuals who have one or more characteristics in common such as age or social background.
- Provides the opportunity to develop social skills learnt within the family for dealing with equals.
- Provides support and understanding when it seems that parents just do not understand.
- Helps in the development of a positive self concept.

School

- Influence the development and thus the socialization of children and adolescents.
- Act as a means to teach certain knowledge, skills and attitudes for developing identity and for reinforcing values.
- Introduce students to their experiences and people not ordinarily available in the family context- provides a cultural view of society as a whole.
- Gain a broader range of attitudes, values, knowledge and skills enabling them to become less dependent on their families.

Mass Media

- Are the main ways in which news, opinions, entertainment and information are dispersed to society.
- Gives individuals a wider range of role models than is ordinarily found within the family, neighbourhood and school.
- Very influential in presentation of values, attitudes and role models and has the power to manipulate the ideas of people.
- Influence people to buy their products.

QUESTION 3

As people grow gradually from birth to old age they go through a series of stages which are referred to as the life cycle.

- Each stage of the life cycle specific clothing needs should be met in order to satisfy the physical and psychological needs of individuals.

Infancy (babies 0-1)

- Babies have tender and sensitive skin- fabrics should be soft, pliable, light, non -irritating in texture and must withstand constant washing.
- Sensitive to temperature-clothes must be cool in hot weather and warm in cold weather.
- Simplicity in style for easy dressing and undressing

Childhood (toddlers 1-1.5 yrs)

- Are very active –clothes should not be restrictive but must be protective in case of falls and other accidents.
- Rapid growth- clothes should not be too small.
- Fabric needs to be very strong but pliable-stretch fabrics are best.
- Buttons and other adornments should be secure and designs should allow freedom of movement.

Pre- schoolers (3-6 yrs)

- Children more independent-personal preferences in clothing.
- Children express colour, design and texture preferences.
- Fabric should be strong and easy to wash.
- Comfort- dressing and undressing-simplified with easy buttoning so that the child can dress himself or herself.

School age (6-12 yrs)

- Growth rate is stable-clothes fit for longer periods of time.
- Children have wide social contacts-involved in more activities.
- Require a variety of clothes.
- Need conform in order to belong to a group.
- Due to great peer pressure –children reject clothing which is not accepted by their peers.
- Garments should be attractive, made from strong fabric and be easy to care for.
- Comfortable clothes –easy movement.

Adolescence (school and beyond- 12-19 yrs)

- Age of rapid growth –major body changes.
- Peer pressure-stronger-desire to be seen wearing clothes is very strong.
- Fashion is copied-from hairstyles, to clothing, to shoes.
- Experimental periods of clothing- like to try various types of clothes, fabrics, colours, textures, designs.
- need for strength of fabric.

Adulthood

- Individuality is expressed
- Clothing needs change due to the changes in lifestyle.
- High interest in personal appearance-decision for selection is difficult.
- Clothes to versatile, well constructed, easy to look after fabrics, designed to suit the lifestyle of individuals

Middle age

- General interest in clothing and appearance is maintained – clothes to be well styled, constructed and made from durable fibres which withstand wear.

QUESTION 4

Planning family meals is a management skill which involves an understanding of individual food needs as well as the needs of the family unit.

Family Influences

Resource availability – the resource level of a family will affect a family's food supplies and how they use them.

- The resources of money, time, skills, knowledge and technology affect a family's planning of meals and eating routines.
- Money
- Time
- Skills and knowledge
- Equipment
- Religious practises

▪ **Individual Influences**

- Food preferences – likes and dislikes need to be considered.
- Food associated with experiences will continue to be liked.
- Health problems.
- Activity levels.

▪ **Community Influences**

- Availability of food.
- Cultural background-food habits that include what food is acceptable to eat, how it should be cooked and served.

▪ **Nutritional Requirements**

- Each family member has a definite physiological need for nourishment which is met by the food eaten.
- Stage of life span.
- Conception to twelve month.
- Twelve months to late childhood.
- Growth spurt until the final height.

THE END