



**CARIBBEAN
EXAMINATIONS
COUNCIL**

**CSEC[®] FAMILY AND RESOURCE
MANAGEMENT**



Subject Report

May–June 2025

CARIBBEAN EXAMINATIONS COUNCIL

**REPORT ON CANDIDATES' WORK IN THE
CARIBBEAN SECONDARY EDUCATION CERTIFICATE[®]
EXAMINATION**

MAY–JUNE 2025

**FAMILY AND RESOURCE MANAGEMENT
TECHNICAL PROFICIENCY**

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Table of Contents

INTRODUCTION	1
PAPER 01 — MULTIPLE CHOICE	2
PAPER 02 — STRUCTURED ESSAY	3
Question 1	3
Question 2	6
Question 3	9
Question 4	12
Question 5	16
Question 6	19
Recommendations.....	24

INTRODUCTION

This guide has been compiled using candidates' responses to the May–June 2025 sitting of the CSEC Family and Resource Management examination. The number of candidates entered for the examination declined slightly, moving from 4989 in 2023 and 5019 in 2024 to 4852 in 2025.

In 2025, approximately 87.3 per cent of candidates achieved acceptable grades (Grades I–III). This represents a decrease from 92.0 per cent in 2024 but reflects a slight improvement over the 86.1 per cent recorded in 2023.

The examination included three components.

- Paper 01 — Multiple Choice
- Paper 02 — Structured Essay
- Paper 03 — School-Based Assessment (SBA)

Candidate performance declined on Profile 1 (Knowledge) and Profile 2 (Use of Knowledge), while performance on Profile 3 (Practical Skills) remained consistent with that of 2024.

PAPER 01 — MULTIPLE CHOICE

This paper consisted of 60 multiple-choice items that assessed candidates evenly across Profile 1 (Knowledge) and Profile 2 (Use of Knowledge). Overall, candidates performed well, achieving a mean score of 40.47 out of 60.

PAPER 02 — STRUCTURED ESSAY

This paper comprised six compulsory questions, each worth 16 marks; six marks were allocated to the Knowledge profile and ten marks to the Use of Knowledge profile. Some candidates experienced challenges with specific topics, indicating limited depth in their understanding of the concepts and principles being assessed.

Each question was aligned to a specific section of the syllabus and its objectives. Candidates' ability to respond to simple, family-related issues or problems was assessed. Candidates were required to apply appropriate family and resource management principles to these situations; however, this was achieved with varying degrees of success. Several candidates relied more on personal experiences than on the established theoretical knowledge of the discipline.

Overall, candidates' performance was fair. Some candidates gave responses that were generalized rather than precise and context-specific and others had difficulty interpreting the questions accurately, including misunderstanding key terms and phrases. Additionally, the legibility of some scripts presented difficulties for markers, which further impacted the assessment process.

The mean score was 29.20 and the highest score achieved was 66 out of a total of 80 marks.

Question 1

This question assessed Section 1 of the syllabus, specific objectives 1.2, 1.3 (b), 1.4, and 1.9. Overall, candidates performed reasonably well. The question consisted of three parts.

Part (a)

Candidates were required to state two factors that contribute to physical well-being and two factors that contribute to mental well-being. Candidates were awarded one mark for each correct response.

With respect to physical well-being, most candidates provided accurate responses. However, some offered incomplete or incorrect responses and therefore did not earn full marks. Examples of incorrect responses included 'diet' and 'not feeling good about yourself' while correct responses included *eating a balanced diet* and *regular exercise*.

Expected responses for physical well-being included

- proper diet and nutrition
- physical activity
- practising good hygiene
- getting adequate sleep and rest
- limiting or reducing alcohol intake.

When asked to identify two factors that contribute to mental well-being, most candidates provided appropriate responses such *having a supportive family and living household, listening to positive and calming music, and taking vacations*. However, some candidates offered incorrect responses such as ‘stress’ and ‘not feeling love’ and as a result did not earn full marks.

Expected responses for mental well-being included

- getting adequate sleep and rest
- practicing self-care
- mental exercise
- socializing or spending time with family and friends
- maintaining a good work-life balance.

Part (b)

For this part, candidates were required to state two safety practices that families should observe to prevent poisoning in the home. This part was worth two marks. Most candidates provided appropriate and accurate responses and so performed well.

Common correct responses included the following.

- Do not mix household chemicals.
- Keep chemicals and cleaning supplies out of the reach of children.
- Wash hands thoroughly with soap and water after handling poisonous substances.

Part (c)

Candidates were expected to respond to the questions using the information provided in the scenario for Family A and Family B. Part (c) (i) required them to identify the family form and the stage of the family life cycle for Family A. Most candidates performed well, correctly identifying both elements and earning full marks.

The correct responses were as follows.

- Family form — nuclear family
- Family lifecycle stage — expanding stage

In Part (c) (ii), candidates were then required to identify two different functions of each of the families described in the case. Most candidates provided accurate responses, such as the following.

- Family A
 - socialization
 - providing basic needs or economic function
- Family B
 - preventing incest
 - cultural transmission

For Part (c) (iii), candidates were asked to suggest two ways in which members of each family could benefit from their respective family situations. This part was worth four marks. While many candidates earned partial marks, some were unable to provide appropriate responses and therefore did not earn marks.

Expected responses included the following.

- Family A: Pooling their earnings
 - lessen the financial burden of the family
 - save and invest their money and have their needs met
 - building financial discipline
 - greater purchasing power
 - family goals are achieved faster
- Family B: Working collaboratively
 - promote teamwork and problem-solving skills
 - better understanding and communication between each other
 - increased productivity thus completing the task on time
 - develop responsibility and good work ethics

Most candidates who earned full marks for Part (c) (ii) also received full or partial marks for Part (c) (iii).

Question 2

This question assessed Section 2: Principles of Management of the syllabus, addressing specific objectives 2.3, 2.4, 2.5 and 2.8. Overall, candidates performed well. The question consisted of two parts.

Part (a)

Candidates were required to respond to three questions related to values. In Part (a) (i), candidates were required to define the term *value*. Many candidates were able to provide correct definitions, demonstrating a sound understanding of the concept of values. Those who earned full marks clearly stated that *values are what persons hold dear to them that govern their daily actions in life, they are norms and morals*.

However, some candidates earned only partial marks for responses such as the following.

- Values are beliefs and principles.
- Values are things that a person holds dear to then.
- Values are somethings that a person cherish in life.

A few candidates provided no response or gave vague or inaccurate definitions such ‘values are goals’ or ‘thing’s people have’. Despite these weaker responses, most candidates demonstrated that they were familiar with this foundational concept.

The expected responses were as follows.

- Values are principles or beliefs that serve as the basis or source for our goals.
- Values guide your attitude and behaviour. They are strong beliefs about what is right and wrong, in the world or life.
- Values are those principles, ideals and beliefs that an individual or institution holds dear and are used to guide actions or behaviour and influence goals.
- Values are those beliefs, attitudes and purposes that are chosen freely. They are prized and acted upon.

In Part (a) (ii), candidates were required to state two factors that contribute to the development of values. Most candidates responded correctly, demonstrating a fair understanding of how values are shaped over time. Many of them identified factors such as

- family upbringing
- religion
- peer influence
- cultural background
- media.

However, a few candidates gave incorrect responses. This indicated that such candidates misunderstood what was required. Examples of incorrect answers included 'attitude', 'skills', and 'knowledge'. Although these terms are related to personal development, they do not directly contribute to the formation of values.

For Part (a) (iii), candidates were asked to identify two reasons why values change. Most candidates performed well, providing accurate responses such as the following.

- Life experiences.
- Exposure to new environment.
- Exposure to new culture.
- Values change when persons grow older and mature.
- Values change because they are not static.

These candidates showed a sound understanding of how values are not fixed but evolve over time. However, some weaker candidates provided vague or unrelated responses such as 'lack of money', 'change goals' and 'lack of planning'.

Part (b)

Candidates were presented with a scenario involving Dana and a situation that could influence her values. In Part (b) (i), they were required to outline two value conflicts that Dana experienced. Many candidates performed fairly well and correctly identified conflicts such as *a clash between honesty and loyalty or between honesty and peer pressure*.

Examples of correct responses provided by candidates include the following.

- Dana wanted to achieve success in her exams through honesty.
- Her honest values succeeded in the end and she chose to do her exam on her own.

Some candidates provided statements taken directly from the scenario and therefore earned no marks. Examples included the following.

- Dana suffered stress and anxiety.
- Dana had trust issues with her friend.

Expected responses included the following.

- Dana's value of honesty would conflict with that of wanting to be certified by cheating in the exam.
- Dana values both education and honesty hence cheating in order to be certified would be in conflict with her core values.
- Dana's friend views her as an honest person and respects her, there would be a conflict if she accepts the answers from her friend.
- If the quest to be certified causes her to accept help from her friend, that would conflict with being honest.

Part (b) (ii) required candidates to suggest two considerations that could have influenced Dana in using the decision-making process in terms of identifying the problem, considering alternatives and consequences, and selecting the most appropriate course of action.

Some candidates provided accurate and relevant responses such as the following.

- Identifying the problem
 - Dana was struggling with the questions during the exam.
 - Dana could not write the paper.
- Considering the alternative and consequences
 - Dana can accept the friends' help and be caught cheating and viewed as a dishonest person.
 - Don't complete the paper and redo the exam when she is more prepared.
- Selecting the most appropriate course of action
 - to decline her friends' help
 - complete the paper on her own despite the difficulty

However, weaker responses reflected misconceptions or included irrelevant details. Examples of incorrect responses included the following.

- Identifying the problem
 - Dana did not study for the test
- Considering the alternative and consequences
 - Dana would not make her parents proud.
 - Put her head down and continue answering the questions.
- Selecting the most appropriate course of action
 - accepts the help from her friend to get a good grade or marks

Question 3

This question tested candidates' understanding of the section of the syllabus related to career choices (Section 6: Work, Careers, Employment Opportunities and Leisure) and focused on Specific Objectives 6.3, 6.4, and 6.6. Generally, candidates performed satisfactorily on this three-part question.

Part (a)

In Part (a) (i), most candidates were able to identify two family-related careers that students may pursue when studying Family and Resource Management. These candidates were awarded full marks.

Examples of expected responses included the following.

- Caregiver or caretaker
- Counsellor or family therapist
- Housekeeper
- Event planner
- Family and Resource Management (FRM) teacher

Some incorrect responses included the following.

- Waitress
- Chef or cook
- Manager
- Therapist
- Doctor

In Part (a) (ii), candidates were required to state two places of employment for individuals pursuing family-related careers. Most candidates provided appropriate answers and earned the two available marks.

Examples of accurate responses included the following.

- Pre-school or nursery
- Schools or churches
- Own business
- Private homes, hotels or resorts

The following are some of the incorrect responses provided by candidates.

- Restaurants
- Airplane or aircraft
- Funeral homes
- Banks

Some candidates did not provide a response.

Part (b)

Candidates were asked to provide two soft or employability skills that would enhance effectiveness and productivity in the workplace. This part was worth two marks. Overall, responses were generally appropriate; however, some candidates provided broad or vague statements that did not align with the expected responses.

Popular correct responses provided by candidates include the following.

- Punctuality
- Respect
- Teamwork
- Communication and listening skills
- Time management

Common incorrect responses include the following.

- Honesty
- Multitasking
- Literacy and numeracy skills
- Hardworking

Part (c)

In this part, candidates were required to respond to questions based on a scenario about Thomas, a final-year secondary school student considering a career in marketing and advertising. For Part (c) (i), candidates were asked to suggest two questions Thomas should consider when planning for his career. Most candidates responded correctly and many of them earned at least one of the two available marks.

Correct responses provided by candidates included the following.

- Will I enjoy doing this long term?
- Do I have the funds to pursue the career path?
- What qualification will I need to pursue this career?
- Do I have the right attitude to follow this career path?

However, some candidates offered general or repetitive questions that did not align with the expected depth of career-planning considerations. Examples of these incorrect responses included the following.

- Will I enjoy this job?
- Are there any jobs I will enjoy more?

Examples of the expected responses were as follows.

- What are his strengths and weaknesses?

- What career or job would align to his personal values?
- What are his skills and abilities?
- Are my career goals achievable?
- Will I be able to finance my studies?
- Will I be successful in my studies?

In Part (c) (ii), candidates were required to describe four steps that Thomas should follow when preparing his career plan after completing his self-assessment. This section was worth eight marks. Candidates' performance on this part was weaker than expected. Many candidates focused too heavily on the broad processes of management rather than applying the specific steps relevant to career planning as required by the scenario. Although some candidates provided acceptable ideas, only a few earned full marks.

The following are some popular responses provided by candidates.

- Start to set goals
- Assessing his funds to attend university
- Research on the period/ requirement necessary
- Make a budget that shows all needed resources

Some popular incorrect responses provided by candidates included steps such as the following.

- Organizing all his ideas and putting them together.
- Thomas will put things in place.
- Thomas should start to choose his career.

Expected responses include the following.

- Goal setting
 - Create a career action plan.
 - Set clear career goals that would allow him to work in marketing and advertising.
- Research and exploration
 - Conduct research to understand the various roles in the industry.
 - Identify universities that align with his values and interests.
 - Consider tuition payment options.
- Guidance from professionals or experience personnel
 - Broaden his understanding of the career.
 - Explore potential career options.
- Choosing a path to develop relevant skills
 - Enroll in online related career courses to acquire additional skills.
 - Volunteer in the field of marketing and advertising.
 - Participate in apprenticeship/job shadowing.
- Resume building
 - Create a resume to include student profile summary.
 - Seek guidance in reviewing his resume to make sure it is attractive.

Question 4

This question assessed Section 1: Consumer Education of the syllabus, addressing specific objectives 4.4 and 4.9. Generally, candidates performed fairly well. The question was divided into four parts.

Part (a)

In Part (a) (i), candidates were required to identify two methods of online advertising used for marketing events. One mark was awarded for each correct response. In several cases, candidates listed advantages of online advertising rather than methods, and these responses were not awarded marks.

Examples of incorrect responses included

- using videos and bandwagon to advertise
- advertising online helps the event to attract more people
- using celebrities to advertise it

Some expected responses included the following.

- Social media (for example, Instagram, Facebook, Tik Tok and WhatsApp)
- YouTube videos
- Pop-up ads
- Email blast
- Websites (for example, flyers, digital posters and virtual posters)

In Part (a) (ii), candidates were asked to state two advantages of using online advertising. One mark was awarded for each correct response. Most candidates earned full marks; however, those who provided incomplete or vague responses did not.

Examples of partial responses included the following.

- More people are online and will buy your products.
- You will make money faster.
- It can gain popularity.

Some expected responses were as follows.

- Global reach — Products can be marketed worldwide.
- It can be cost effective or inexpensive.
- It allows for creativity and access to a variety of tools such as video ads, banners, influencers and digital advertising.
- It is quick, easy, instant and less time consuming.
- You can target your audience based on the product being advertised.

Part (b)

For this part, candidates were required to state two types of special shops designed to influence a consumer's desire to make purchases. This question was worth two marks. Only a few candidates were able to correctly identify two special shops.

Examples of incorrect responses included

- supermarkets or malls
- shops designed to influence consumer desire to purchase
- buy one get one free

The expected responses included

- specialized shops (for example, kids wear, brand or niche and restaurants)
- discount shops
- online shops (for example, Shein, Amazon and Temu)
- open or flea/market street vendors/pop-up shops
- door-to-door sellers

Part (c)

In Part (c), candidates were required to respond to questions based on a scenario. In Part (c) (i), candidates were asked to suggest two actions that a responsible consumer should demonstrate at each stage of the purchasing process (Selection and Consumption) when buying electronic items during a pre-Christmas sale. This part was worth four marks (two for each stage). Most candidates provided at least one correct answer for the selection stage but performed poorly on the consumption stage.

Some incorrect responses for the selection stage were as follows.

- Ensure that you get the warranty or receipt for the phone.
- Customers have the right to choose.
- Speak respectfully to the person in the store.

The expected responses for the selection stage included the following.

- Check the quality or brand of the electronic items before selection.
- Make sure the device is working before purchasing.
- Consider whether the item is within the budget.
- Ensure the electronic items are appropriate for the needs of the individual (age, gender, special groups).

Some incorrect responses for the consumption stage were as follows.

- The right to redress.
- Check for any problems or damage to the product.
- Before the sale is finished you can carry it back if anything goes wrong with it.

Expected responses for the consumption stage included the following.

- Read and observe instructions in manuals and labels.
- Use or care for electronic items as intended.
- Store electronic items as recommended by the manufacturer.
- Plug electronic device into an appropriate or matching power source to prevent damage.

For Part (c) (ii), candidates were required to state three guidelines that Steve and his son should consider when choosing a smartphone at the pre-Christmas sale. This part was worth three marks. Most candidates performed well and earned full marks.

The following are some incorrect responses provided by candidates.

- Check the label and packaging very carefully.
- Make sure the phone has no virus.
- Steve should know all about the store owner.

Expected responses included the following.

- Ask or seek additional information (reviews) about the sale or phone before purchasing the product.
- Inquire about payment options available to purchase the phone (card or cash).
- Check for warranty on the smart phone.
- Enquire about quality or brand of phone (new or refurbished) (unlocked or locked to provider)/whether the phone is working properly.

Part (d)

Candidates were given a scenario in which Sarah is planning to attend her friend's wedding and decides to purchase her outfit online. They were required to recommend three guidelines that Sarah should follow when making her online purchase. This question was worth three marks and most candidates received full marks.

Some incorrect guidelines provided by candidates included the following.

- They don't remove all your money, so make sure you meet them in person.
- Get a picture that the right product is mailed then send the money to the supplier.
- Get your own experience

Expected responses included the following.

- Compare her body measurements with the manufactures size chart to ensure accurate sizing before purchasing.
- Check the authenticity of the online store or confirm order before purchasing to avoid fraud or loss of funds. Remove card information to avoid being scammed.
- Read the return policy for the item in the event of incorrect order or damaged item.

- Check shipping information for cost and estimated delivery time or check value for money or is it worth the purchase.

Question 5

This question assessed Section 5: Management of Special Events of the syllabus and addressed specific objectives 5.1, 5.2, 5.3, and 5.4. Overall, candidates performed fairly well. The question was divided into two parts.

Part (a)

Candidates were required to list three types of large special events that families attend together, excluding anniversaries, weddings and reunions. This section was worth three marks; one mark was awarded for each correct response.

Examples of expected responses included the following.

- Graduation
- Milestone birthdays
- Christmas dinners and banquets
- Retirement functions and send-offs

Common incorrect responses included the following.

- Baby showers
- Gender reveal events
- Wakes or set-ups
- A celebratory party such as a Sweet Sixteen

While many candidates were able to identify appropriate events such as graduations, funerals and birthdays, some candidates used examples that did not meet the criteria; therefore, they were awarded partial scores.

Part (b)

For this part, candidates were expected to respond to questions based on a scenario involving a high school hosting an event to celebrate its 50th anniversary.

In Part (b) (i) candidates were asked to identify three elements that are critical to making the event a success and should therefore be included in the proposal. This part was worth three marks; one mark was awarded for each correct response.

Most candidates performed at an average level. They correctly listed elements such as *the venue, budget, purpose of the event and invitations*. However, some candidates confused event proposal elements with steps from the management process and so they listed responses such as 'time', 'date' and 'planning' which were not accepted.

Expected responses included the following.

- Purpose of the event
- Budget and its source
- Schedule
- Target audience
- Venue
- Evaluation

For Part (b) (ii), candidates were required to outline three steps the management team should consider when planning the 50th anniversary event. This section was worth six marks (one mark for the step and one mark for describing the associated action). Most candidates received partial marks. While they identified appropriate planning steps, they often failed to describe the associated actions.

Some sample responses included the following.

- Decide on theme/décor/dress code.
- Set up committees.
- Decide on location.
- Identify special guests or target groups.

Candidates earned partial marks when they gave these responses because they lacked descriptions of the action required within the step.

The following are the expected responses.

- Decide on an appropriate theme or dress code aligned with the anniversary.
- Choose a suitable date and time, considering the school calendar.
- Select a venue that meets logistics, safety, and security requirements.
- Identify invitees (for example, alumni, staff, students and board members).
- Form planning committees with clear roles and responsibilities.

In Part (b) (iii) candidates were required to outline four actions the management team could take to ensure that guests are well treated. This part was worth four marks. Candidates were awarded one mark for each valid action. The performance of candidates varied. Some candidates repeated responses from Part (b) (i) and Part (b) (ii) such as inform guests of the venue or share dress code. Candidates who gave such answers were awarded part of the mark.

Stronger responses included the following.

- Greet guests appropriately and politely upon arrival.
- Seat guests according to the guest list and seating plan.
- Ensure guests are properly catered to (for example, food and refreshments).

Some expected responses were as follows.

- Provide guests with a clean and comfortable environment and clearly indicate where the bathrooms are located.
- Provide first-aid equipment, medical plan or personnel in the event of an emergency.
- Provide precise instructions for food and beverage service/manage food and beverage service to ensure all guests are served.
- Have ushers or waiters available to assist guests throughout the event. Arrange for ushers to assist the elderly and physically challenge persons.

Candidates demonstrated that they had a fair understanding of event planning principles; however, they would benefit from being able to differentiate between proposal elements, planning steps and the specific actions required at each stage. Additionally, strengthening candidates' ability to describe actions clearly and completely would improve performance.

Question 6

This question assessed Section 7: Housing and the Environment of the syllabus and addressed specific objectives 57.6, 7.7, 7.10 and 7.11. Generally, this question posed challenges to most candidates. The question was divided into four parts.

Part (a)

Candidates were required to define the term *sustainable development*. This part was worth two marks for a complete and accurate definition. Most candidates provided incomplete definitions of the term and therefore did not earn full marks.

The following are examples of incomplete responses.

- Providing resources for future generations.
- It is a continued improvement of the environment.
- It is the correct way of ensuring that the environment is clean and safe for people.
- It is the action of treating and ensuring that natural resources are maintained.

Some incorrect responses for defining sustainable development were

- being able to be independent or dependent
- the things you acknowledge and when you develop you stay that way
- ways to cut down and save on the things we use.

Expected responses for sustainable development were as follows.

- Economic development that is conducted without depletion of natural resources
- Development that meets the needs of the present without compromising the ability of future generation to meet their needs
- Traces the development of human resources in the form of extreme poverty reduction, global gender equity and wealth distribution

Part (b)

In this part, candidates were required to outline one practice for any two of the sustainable development measures that families and communities should implement. Candidates were also expected to state the benefit of each practice. This question was worth four marks (one mark for each correctly outlined practice under two different measures). While most candidates were able to outline at least one accurate sustainable development practice, they frequently omitted the associated benefits and therefore did not receive full marks.

The sustainable development practices were

- waste management
- energy conservation
- water conservation.

Waste Management Practices

The following are some of the correct responses provided by candidates.

- Use peelings from vegetables and fruits to make manure for plants.
- Create compost bins for organic waste and recycle the rest. This helps the environment.
- Make compost heap from leftovers food and plant materials which are used as organic manure on farms.

Examples of partial responses include the following.

- Recycle, reuse, reduce.
- Recycle household items instead of disposing of them.
- Reuse things like plastic bags.

The following are examples of incorrect responses.

- Dispose of garbage properly.
- Put garbage in a covered bin.
- Keep recycling bins in the community for everyone to use.

Energy Conservation Practices

The following are some of the correct responses provided by candidates.

- Turn off lights and plug out electronics to prolong life and save energy consumption.
- Invest in solar panels so that the use of electricity in the home is reduced and conserved.
- Use energy saving bulbs and appliances to reduce energy consumption.

Examples of partial responses were as follows.

- Turn off lights when not in use.
- Use safe and reliable energy such as solar energy or wind power.
- Houses can use solar panels, resulting in more families using it also.

Some incorrect responses include the following.

- Do not use electrical appliances.
- Don't waste energy on things, when you can manage it.

Water Conservation Practices

Correct responses provided by candidates were as follows.

- Close taps tightly when not in use to avoid leakage and water wastage.
- Store rainwater in tanks to save water from the tap.
- Reuse water from rinsing clothes for soaking door mats to conserve on water.

Partial responses given were as follows.

- Ensure that pipes are turned when not in use.
- Reuse water from washing.
- Call the plumber to fix the leaking taps.

The following are some of the incorrect responses provided by candidates.

- Do not wash all the dishes at once.
- Fill tanks with tap water.
- Fill buckets and bottles with water for later use.

Part (c)

This part required candidates to respond to a scenario in which Mateo, a member of his secondary school's reunion planning team, was responsible for decorating the banquet hall.

For Part (c) (i), candidates were given pictures of two floral arrangements and were required to identify the elements or principles of design shown and provide a justification for each response.

This part proved challenging for many candidates. While several of them tried to identify the elements or principles, many of them failed to give a correct element or principle of design and the justification for the elements or principles used in the given floral arrangement. As a result, most candidates were unable to score marks. In addition, a notable number of candidates did not attempt this section.

Floral Arrangement 1

Examples of correct responses given by candidates included the following.

- Balance — Identical materials are placed on each side of the design or the arrangement is similar on both sides.
- Shape — The shape is a crescent.

Examples of some incorrect responses are provided below.

- Symmetric — The vase contains the same size of flowers on each size.
- The flowers form a rectangle shape — It is a centre piece for the centre table.

Expected responses for this part are provided below.

- Balance
 - Using identical materials and placement on each side of design.
 - Achieved by placing equal visual or actual weight on opposite sides.
 - This design is symmetrical balance because the arrangements are similar on both sides.
- Shape or form
 - The crescent creates graceful curves (the arrangement of the stems).

Floral Arrangement 2

Examples of correct responses given by candidates were as follows.

- Lines — The flowers are designed to form vertical lines.
- Shape — It is a triangle design.

Examples of some incorrect responses are provided below.

- Contemporary — It is a basic brand and not eye catching.
- Tall floor piece — The design of the arrangement by length.
- The flowers are long — The flowers are on the same line with each other.
- Circle — Flowers bundle together.

The following are the expected responses for this part.

- Rhythm
 - A dominant visual path throughout a design. It is achieved by the use of gradation and repetition in a linear direction.
 - This design shows both repetition and gradation. The length of the sticks increases in size and on the other side the arrangement shows repetition of the fanlike design.
- Lines
 - The lines create harmony with both vertical and curved lines in the arrangement.
 - The vertical lines (stems) create an illusion of height and formality. The curved lines (leaves) create softness, fluidity and shape.
- Shape or Form
 - The stems create a triangle.
 - The leaves form a circle or fan shape which gives visual appeal.

In Part (c) (ii), a diagram of the floral arrangement which was selected for use in the banquet hall was presented. Candidates were required to recommend a suitable location for the arrangement and justify the placement choice. This part was much less challenging and most candidates responded correctly.

Examples of correct responses provided by candidates include the following.

- At the entrance table — when one enters, they will notice it.
- On the reception table — the decorations give attractiveness to the place.

- On a stand — creates an elegant atmosphere.

Some examples of incorrect responses provided by candidates included the following.

- On the ground in the centre of the hall — it can stand on its own and does not need a structure.
- In the banquet hall — it is tall.

Expected responses were as follows.

- Head table — It serves as a focal point.
- Side or corner tables — It creates balance in the room.
- Reception table — It is a welcome statement that adds to the ambience.
- Columns/rails/stands — creates an area for photo opportunity.

Part (d)

Part (d) presented a situation linked to Part (c), where the serving staff informed the planning team that the glassware was discoloured and needed to be cleaned. Candidates were asked to suggest how the team could remove the discolouration and clean the glassware without using a dishwasher. Most candidates provided satisfactory responses that included appropriate cleaning materials; however, many of them failed to explain how the discolouration would be removed, resulting in incomplete answers.

The following are the expected responses for removing discolouration from glassware.

- Soak glassware in a vinegar or lime juice solution for 10 to 15 minutes to remove build up or discolouration.
- Make a paste with baking soda and water and apply it to discoloured area.
- Apply toothpaste to discoloured area and clean with a soft cloth.

Some candidates provided partially correct responses such as the following.

- Use baking soda or lime juice to remove the discolouration from the glassware.
- By using baking soda.
- Use vinegar or lime or lemon juice.

Examples of incorrect responses are as follows

- Use a rag and soft cloth to remove discolouration.
- Use chlorine to soak the glass.
- Soak the glassware in bleach.

The following are the expected responses for cleaning glassware.

- Clean the glass in warm soapy water with a sponge or soft cloth.
- Rinse the glass in clean water to remove extra traces of residue or detergent.
- Air dry glasses then buff with a soft dry lint free cloth.

Some correct responses provided by candidates included the following.

- Soak with soapy water. Wash the glassware, rinse then, turn down to dry and shine with a lint- free towel.
- Wash the glassware with soap and water, rinse and dry with a lint- free cloth.

The following are examples of some incorrect responses provided by candidates.

- Clean the glassware gently. Wash with a sponge and dry.
- You can scrub with a sponge and use dish soap with water.
- Use dishwash liquid with bleach to make it clean and smell good.

Recommendations

- Students should receive structured coaching and guidance on how to effectively interpret and respond to different question types in the exam. This practice will improve their ability to produce precise, accurate and measurable answers.
- Teachers should teach students critical thinking and problem-solving strategies that link classroom learning to real-world situations. Additionally, targeted training in language skills, both understanding and expression, should be included. Grammar remediation must be prioritized where needed to improve overall student competence.
- Teachers and students should actively engage with available past exam papers as a key part of exam preparation. Regular practice with past questions will help students become familiar with the exam format and expectations, leading to better performance.
- Educators should conduct ongoing reviews of the current syllabus to ensure that all newly introduced topics are delivered accurately and effectively while maintaining relevance and quality of instruction.