

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT FOR
DIPLOMA IN SECONDARY EDUCATION EXAMINATION
(DSEE) 2018**

753 HOME ECONOMICS

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753 HOME ECONOMICS

Published by

The National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam, Tanzania.

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TABLE OF CONTENTS

List of Abbreviations	iv
FOREWORD	v
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION	2
2.1 Section A: Short Answer Questions	2
2.1.1 Question 1: Lesson Assessment, Evaluation and Testing	2
2.1.2 Question 2: Dressmaking Processes	4
2.1.3 Question 3: Sewing Machine	6
2.1.4 Question 4: Lesson Assessment, Evaluation and Testing	8
2.1.5 Question 5: Planning Balanced Meal	11
2.1.6 Question 6: Teaching Materials	13
2.1.7 Question 7: The Family	14
2.1.8 Question 8: Food and Nutrition	16
2.1.9 Question 9: Planning Balanced Meal	19
2.1.10 Question 10: Malnutrition	21
2.2 Section B: Essay Questions	22
2.2.1 Question 11: Dressmaking Processes	23
2.2.2 Question 12: Food Preservation	25
2.2.3 Question 13: Adolescent and Early Marriage	28
2.3 Section C: Essay Questions	33
2.3.1 Question 14: Teaching and Learning Strategies and Techniques	34
2.3.2 Question 15: Teaching and Learning Strategy and Techniques	34
2.3.3 Question 16: Lesson Assessment, Evaluation and Testing	38
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC	41
4.0 CONCLUSION AND RECOMMENDATIONS	42
4.1 Conclusion	42
4.2 Recommendations	42
<i>Appendix A</i>	44
<i>Appendix B</i>	45

List of Abbreviations

CIRA	-	Candidates' Items Response Analysis
DSEE	-	Diploma in Secondary Education Examination
NECTA	-	National Examinations Council of Tanzania
TIE	-	Tanzania Institute of Education

FOREWORD

The National Examinations Council of Tanzania (NECTA) is pleased to issue the Candidates' Items Response Analysis (CIRA) report for the Diploma in Secondary Education Examination (DSEE), 2018 in Home Economics subject. The report has been prepared to provide feedback to tutors, student teachers, parents, policy makers and the public in general on the performance of the candidates in the subject and to identify proper measures to be taken in order to improve the candidates' performance in future examinations which administered by the Council.

The analysis presented is intended to contribute towards the understanding some of the reasons for the performance of the candidates in Home Economics subject. It gives emphasis mainly on the analysis of students' performance in every question, thus the sample responses from students' scripts and the statistical data are used for wide elaboration. Furthermore, the report focuses on identifying the strengths and weaknesses of the candidates' responses in different examined topics. The report also highlights some of the factors which made the candidates fail to score high marks in the questions. The factors observed including, insufficient knowledge of basic concepts of Home Economics and teaching methods and techniques, and failure to identify the demand of the questions that led them to provide incorrect and incomplete responses, and skipping some of the questions.

The National Examinations Council of Tanzania will appreciate to receive constructive suggestions, advice and recommendations from the tutors, student teachers and other education stakeholders which will be valuable in enriching the analysis reports in future. Furthermore, NECTA would like to express its sincere gratitude to everyone who participated in the preparation of this report up to the completion stage.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the candidates' performance in Home Economics Theory Paper of Diploma in Secondary Education Examination (DSEE) conducted in May, 2018. The examination measured competences according to the 1999 Home Economics Teaching Methods syllabus.

The paper comprised of sixteen (16) questions which were distributed in three sections, namely A, B and C. Section A was compulsory and consisted of ten (10) short answer questions which carried 4 marks each. Sections B and C each consisted of three (3) essay questions and each question carried 15 marks. The candidates were required to answer any two questions from each of these sections.

According to the DSEE 2018 results, a total of 5 (100%) candidates sat for this paper of which all 5 (100%) candidates passed the examination with the following grades: A = 0 (0%), B = 1 (20%), C = 4 (80%) and D = 0 (0%). On the other hand, none of the candidates failed. This implies that the overall candidates' performance was good.

The analysis of candidates' performance in each question is regarded as *good* if the scores range from 70 to 100 percent, *average* if the scores range from 40 to 69 percent and *weak* if the scores range from 0 to 39 percent. These three categories of performance are indicated by using colours that is *green*, *yellow* and *red* colours which denote the *good*, *average* and *weak* performance, respectively.

The report also presents the requirement of each question, the percentage of the candidates who attempted the question with their scores and the possible reasons for such performance. Some extracts obtained from the candidates' examination scripts and graphs that indicate distribution of candidates' scores are inserted in this report to illustrate the stated information.

It is expected that, this report will be useful to tutors, student teachers and other education stakeholders to enable them to locate areas where the candidates face learning difficulties so as to make improvement in teaching and learning process.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 Section A: Short Answer Questions

This section comprised of 10 compulsory short answer questions from various topics, namely *Sewing Machine*; *Dressmaking Processes*; *Rationale for Lesson Assessment, Evaluation and Testing*; *Instruments/Devices for Assessing, Evaluating and Testing in Home Economics*; *Teaching Materials*; *The Family*; *Planning Balanced Meal*; *Food and Nutrition*; *Malnutrition*. In this section each question carries 4 marks, making a total of 40 marks. The performance in a particular question is regarded as *weak*, *average* or *good* if the candidates' scores are in ranges of 0 – 1.5, 2 – 2.5 and 3 – 4 marks respectively as illustrated in Table 1.

Table 1 Shows the Score Ranges with Performance Description

Score Ranges	Description
0 – 1.5	Weak
2 – 2.5	Average
3 – 4	Good

2.1.1 Question 1: Lesson Assessment, Evaluation and Testing

This question was constructed from the topic of *Lesson Assessment, Evaluation and Testing*. The candidates were required to (a) give the meaning of educational evaluation and (b) explain briefly three importance of educational evaluation in Home Economics.

The question was attempted by five candidates (100%) who sat for this paper. The general performance of this question was good since 100 percent of the candidates who sat for this paper scored average and above, that is 2 marks and above. Their scores were as follows: four candidates (80%) scored from 3 to 4 marks and one candidate (20%) scored from 2 to 2.5 marks. However, none of the candidates scored below 2 marks. Figure 1 gives a summary of this performance.

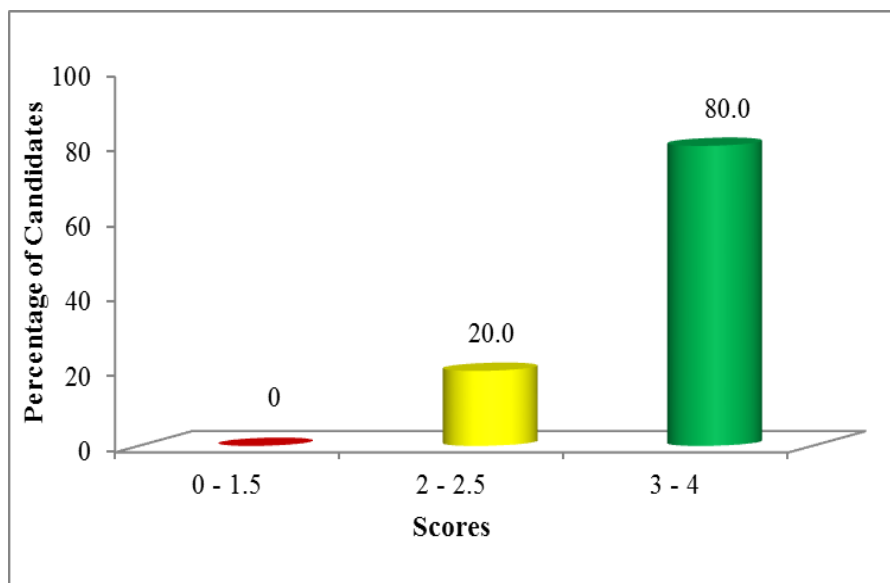


Figure 1: Candidates' Performance in Question 1.

The analysis of candidates' responses shows that the candidates who performed well had adequate knowledge of the educational evaluation concept. In part (a) some of the candidates were able to give the meaning of the term educational evaluation. These candidates understood that *educational evaluation is the process of making value judgement in order to reach meaningful decisions about the education programme*. In part (b), the candidates were able to explain briefly the importance of educational evaluation. Despite the fact that the performance of this question is good, some of the candidates failed to explain briefly one or two importance of educational evaluation, hence failed to score all 4 marks. For example, some of them responded that, educational evaluation *helps in improvement of teaching and learning resources/process*. This shows that the candidates did not understand that educational evaluation cannot improve teaching and learning process but it *helps to identify areas of improvement* in education process or programme. The candidates also showed poor understanding of English Language. Extract 1 is a sample answer from a script of a candidate who performed well.

Extract 1

1	(a) is the process of making judgement, analysis and comparison of achievement of education.
	(b)(i) Help to diagnose the strength and weakness of the learner, this enhance + to know where students was not understand or understand to the performance.
	(ii) Help to grade the learner according to the performance and score, is that you make an assessment system to evaluate their ability.
	(iii) Help to diagnose teacher, due to the teaching and learning strategy used to approach the learner knowledge, either he or she use good method or not and that determined by students performance.

Extract 1 indicates the response from the candidate who managed to give the meaning of educational evaluation and explained briefly the importance of educational evaluation.

2.1.2 Question 2: Dressmaking Processes

This question was constructed from the topic of *Dressmaking Processes* under the sub topic, namely *Disposal of Fullness*. The candidates were required to (a) state two general rules for making darts and (b) name four positions where darts can be sewn.

The question was attempted by five candidates (100%) who sat for this paper. The data analysis indicates that the candidates' performance on this question was poor, since all candidates scored from 0 to 1.5 marks. Among them, 80 percent scored 0 and 20 percent scored 0.5 marks. Figure 2 gives a summary of this performance.

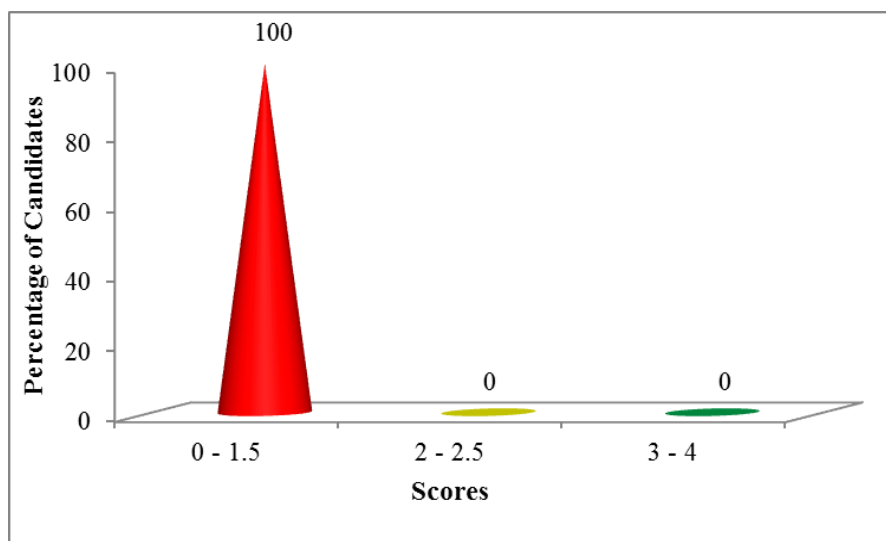


Figure 2: Candidates' Performance in Question 2.

The analysis of candidates' responses shows that, the candidates who performed poorly failed to state two rules for making darts in part (a). For example, some of the candidates gave rules for making seams instead of darts, others provided irrelevant response. In part (b) the candidates failed to name four positions where darts can be sewn. Some of them named parts of the garment such as *front part* and *back part* instead of positions such as at the *shoulder*, *underarm*, *elbow* and *waist*. Others misunderstood the question as a result they provided irrelevant response. This indicates that candidates had inadequate knowledge of darts. Extract 2 is a sample answer from a script of a candidate who performed poorly.

Extract 2

2.	General rules for making darts
(i)	The measurement of darts should be considered.
(ii)	The types of darts use for a certain garment for example open darts or closed.
(iii)	The position of the darts in the garments should be considered.
(iv)	Ironing of the darts after sewing makes to have good looking in the cloth.

2	(b) Four position where darts can be sewn
	(i) In the front part of the blouse.
	(ii) In the back part of the blouse or gown.
	(iii) In the front part of the trousers.
	(iv) In the back part of the trousers.

Extract 2 shows the responses from the candidate who provided irrelevant response in part (a). Moreover, in part (b) the candidate wrote the parts of the garment instead of positions where darts can be sewn, hence performed poorly.

2.1.3 Question 3: Sewing Machine

This question was constructed from the topic of *Sewing Machine*. The candidates were required to (a) name two types of sewing machine and (b) give the function of each of the following parts of the sewing machine: (i) Stop motion screw, (ii) Tension control and (iii) Presser bar.

The question was attempted by five candidates (100%) who sat for this paper. The data analysis shows that the performance of this question was average, since 40 percent of the candidates performed averagely. Furthermore, the analysis indicates that, 60 percent of the candidates scored from 0 to 1.5 marks and none of the candidates scored above 2.5 marks. Figure 3 illustrates a summary of this performance.

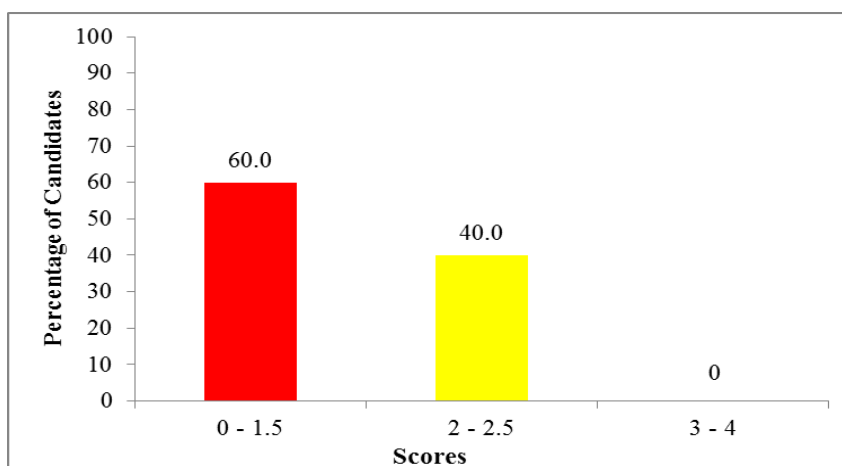


Figure 3: Candidates' Performance in Question 3.

The analysis of candidates' response indicates that, two candidates (40%) who performed averagely, managed to name two types of sewing machine that are, *treadle*, *electric* or *hand sewing machine* in part (a). However, in part (b) the candidates were able to give function of some parts of the sewing machine and failed the other parts because they mixed up the functions. For example, one candidate wrote the function of a *balance wheel* instead of that of *stop motion screw*. The candidate seemed to mix up the function of stop motion screw with that of the balance wheel because the parts are closely located on the sewing machine. Moreover, the candidates wrote the function of a *stitch regulator* instead of a *tension control*, and the function of a *presser foot* instead of a *pressure bar*. Hence, they failed to score above average. Extract 3.1 illustrate a sample answer from a script of a candidate who performed averagely.

Extract 3.1

3'	(a) (i) electric sewing machine
	(ii) Treadle sewing machine
	(b) (i) enhance to control the motion of the machine when sewing
	(ii) enhance to regulate and balance the tension of the thread
	(iii) Help to press or to compress the garments to the feed dog in order to move forward for sewing

Extract 3.1 shows the response from the candidate who managed to answer part (a). However in part (b) some of the functions were incorrect hence failed to score all 4 marks, hence performed averagely

The analysis further indicates that, three candidates (60%) who performed poorly managed to name two types of sewing machines in part (a). But in part (b), they failed to explain the functions of the sewing machine parts: stop motion screw, tension control and presser bar. This implies that the candidates had inadequate knowledge of the function of the parts of the sewing machine. Extract 3.2 is a sample answer from a script of a candidate who performed poorly.

Extract 3.2

3	(a) Types of sewing Machine.
	(i) Hand operated machine
	(ii) Electrical sewing machine.
	(b) Function of the following.
	(i) Stop motion screw – This used to regulate the speed of stitches
	(ii) Tension Control – This used to press material / cloth with the presser bar.
	(iii) Presser bar – It used to press the material on the machine / sewing machine.

Extract 3.2 shows the response from a candidate who managed to name two types of sewing machine in part (a) but failed to explain the functions of sewing machine parts, hence performed poorly.

2.1.4 Question 4: Lesson Assessment, Evaluation and Testing

This question was constructed from the topic of *Lesson Assessment, Evaluation and Testing* under the sub topic, namely *Instruments for Assessing*. The candidates were required to (a) differentiate measurement from test as used in Home Economics and (b) explain briefly three things that can ensure high validity of the Home Economics test.

The question was attempted by five candidates (100%) who sat for the examination. The data analysis shows that the performance of this question was poor since 80 percent of all candidates who sat for this paper performed below average that is, from 0 to 1.5 out of 4 allotted marks. Moreover, 20 percent of the candidates scored from 2 to 2.5 marks and none of the candidates scored above 2.5 marks. Figure 4 shows a summary of this performance.

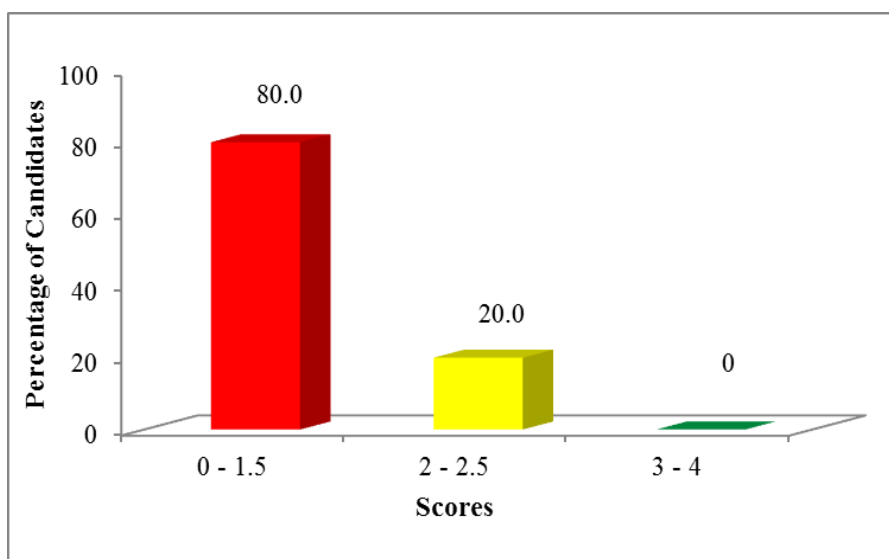


Figure 4: Candidates' Performance in Question 4.

The candidates' response analysis indicates that, four candidates (80%) who performed poorly failed to differentiate measurement from test as used in Home Economics. The candidates were required to ascertain what makes measurement and test different. Instead they gave differences through definitions which were not correct. In part (b), the candidates failed to explain briefly the three important things that can ensure high validity of the home economics test. Some of them mixed up the factors that affect validity with that affecting reliability, and others wrote the ways of analysing test items. Extract 4.1 is a sample answer from a script of a candidate who performed poorly.

Extract 4.1

4 (a)	Measurement is the process of assigning number to an individual. It can be direct measurement and indirect measurement while
	Test is an assessment tools used to identify student achievement during home teaching and learning home economics.

Extract 4.1 continues.....

	(b) Things that can ensure high validity of home economics test.
	(i) The test should be reliable means test give the same result under different condition.
	It is Discriminatory, the test must be discriminate those with higher score and those who have low score.
	It is Level of difficulties, the valid test should have level of difficulties

Extract 4.1 shows the answer from the candidate who failed to differentiate measurement and test in part (a). Moreover in part (b), the candidate provided some of the ways of analysing items such as *difficulty level* and *item discrimination*.

The analysis further indicates that, one candidate (20%) performed averagely. In part (a) the candidate was able to differentiate measurement from test as used in Home Economics. However, in part (b), the candidates managed to explain briefly one thing that can ensure high validity of the Home economics test instead of three things. Extract 4.2 illustrates a sample response from a script of a candidate with average performance.

Extract 4.2

4 a)	Measurement refer to the process of assigning numbers to an individual characteristics or performance while test is an assessment tool that is used to determine the extent in which a student master a particular cognitive domain.

Extract 4.2 continues.....

b)	
i) The content to be measured should be covered to all students.	
ii) The purpose of the test.	
iii) The length of the test to be used to assess the students.	

Extract 4.2 shows the answer from the candidate who managed to differentiate measurement from test but the candidate provided incorrect response in part (b) (i) and (ii), hence performed averagely.

2.1.5 Question 5: Planning Balanced Meal

The question was constructed from the topic of *Planning Balance Meal*. The candidates were required to (a) give the meaning of a breast milk substitute and (b) outline three important things to observe when feeding babies the infant formula.

The question was attempted by five candidates (100%) who sat for the examination. The data analysis shows that the general performance of this question was average since 60 percent of the candidates who attempted the question scored from 2 to 2.5. Moreover, 40 percent scored from 0 to 1.5 marks out of 4 allotted marks as illustrated in Figure 5.

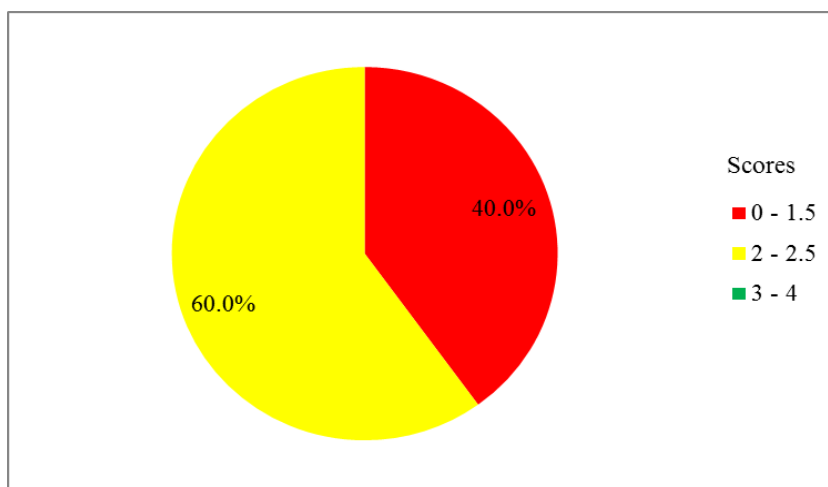


Figure 5: Candidates' Performance in Question 5.

The candidates' response analysis indicates that, in part (a), three candidates (60%) who performed averagely were able to give the meaning of a breast milk substitute. In part (b) some of them managed to provide one important thing instead of three important things to observe when feeding babies the infants formula, hence failed to score all 4 marks. Failure of providing the correct response was due to repetition of some correct points, partial responses and inadequate knowledge of infants' formula that led them to provide incorrect response. Extract 5 is a sample answer from a script of a candidate who performed averagely.

Extract: 5

5	a) Breast milk substitute refers to the use of alternative milk to feed a young baby instead of mother milk. This breast milk substitute can be processed milk that is stored in the cans. The purpose of breast milk substitute is to provide the young baby all nutrients when the time her mother are not present in the home or she is in the job area.
	b) i) The age of the infant before you start to feed the infant formula milk.
	ii) The instruction from the health worker as well as per instruction from the can-milk on how to use and dilute it.
5	b)
	iii) The time interval when you have finish to feed the baby in order to avoid malnutrition disorder that can happen to the baby.

Extract 5 illustrates the response from the candidate who managed to give the meaning of breast milk substitute in part (a). However, in part (b) some of the points were incorrect, such as (i) and (iii).

On the other hand, the analysis indicates that two candidates (40%) who performed poorly understood the meaning of a milk substitute but some of them were not aware that infant formula is one of the

milk substitute used for feeding babies. Hence, they failed to outline the important things to observe when feeding babies the infant formula. Some of the incorrect responses provided were; *food available for feeding, balanced meal, like and dislike of the child or baby* and *nutritive value of the infants formula*. The candidates demonstrated inadequate knowledge of infant formula as a milk substitute for babies.

2.1.6 Question 6: Teaching Materials

The question was constructed form the topic of *Teaching Materials*. In this question the candidates were required to outline four importance of using teaching and learning materials in teaching Home Economics subject.

The question was attempted by five candidates (100%) who sat for this paper. Their scores were as follows: 40 percent scored from 2 to 2.5 marks and 60 percent scored from 3 to 4 marks. None of the candidates scored below 2 marks. The data analysis shows that the general performance of this question was good since 100 percent of the candidates performed averagely and above as illustrated in Figure 6.

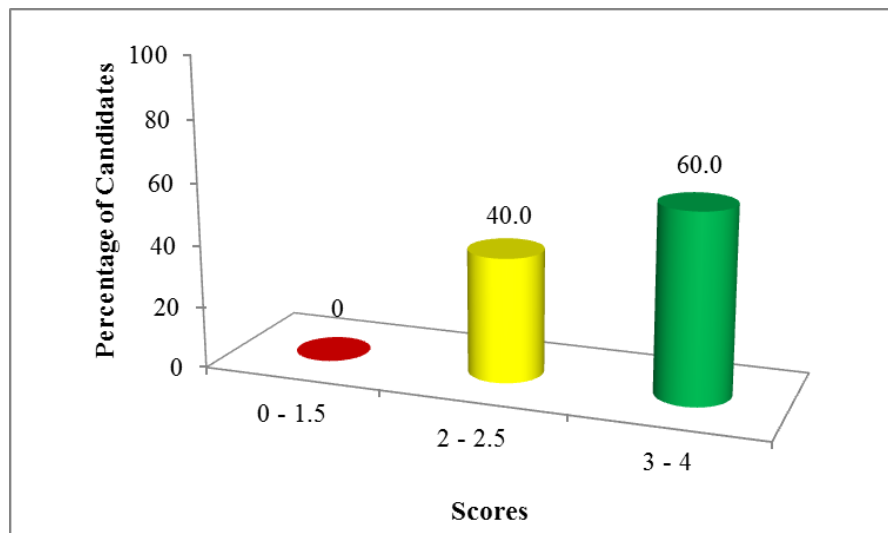


Figure 6: Candidates' Performance in Question 6.

The analysis of candidates' response shows that, the candidates who performed well, managed to outline either two or three importance of

using teaching and learning materials in teaching Home Economics, thus failed to score all 4 marks. One of the reasons for failure was inadequate knowledge of the importance of using teaching aids. Some of the incorrect responses were; *it helps to solve language barriers which exist during teaching, it helps teachers to cover the specific objectives and it helps teachers to prepare questions to be asked during the lesson*. This indicates that the candidates had insufficient knowledge of the importance of using teaching aids. Other reasons were partial responses and repetition of the correct points. Extracts 6 is a sample response from a script of a candidate who performed well.

Extracts 6

6	(i) Enhance motivation to the learner during teaching and learning.
	(ii) Enhance active participation of during a lesson
	(iii) Help to rise the interests of the learner learners.
	(iv) Enhance attention of the class during teaching and learning.

Extract 6 illustrates the response from the candidate who managed to outline correctly three importance of using teaching and learning material, hence failed to score all 4 marks because (iv) “enhance attention....” and (iii) “enhance interest.....” have the same meaning.

2.1.7 Question 7: The Family

This question was constructed from *The Family* topic. The candidates were required to (a) define the term “family” and (b) write down three things to observe in order to enhance family relationship.

The question was attempted by five candidates (100%) who sat for the examination. Their scores were as follows: 60 percent scored from 3 to 4 marks, 20 percent scored from 2 to 2.5 marks and 20 percent scored from 0 to 1.5 marks. The analysis shows that the general performance of this question was good since 80 percent scored above average. Figure 7 illustrates a summary of this performance.

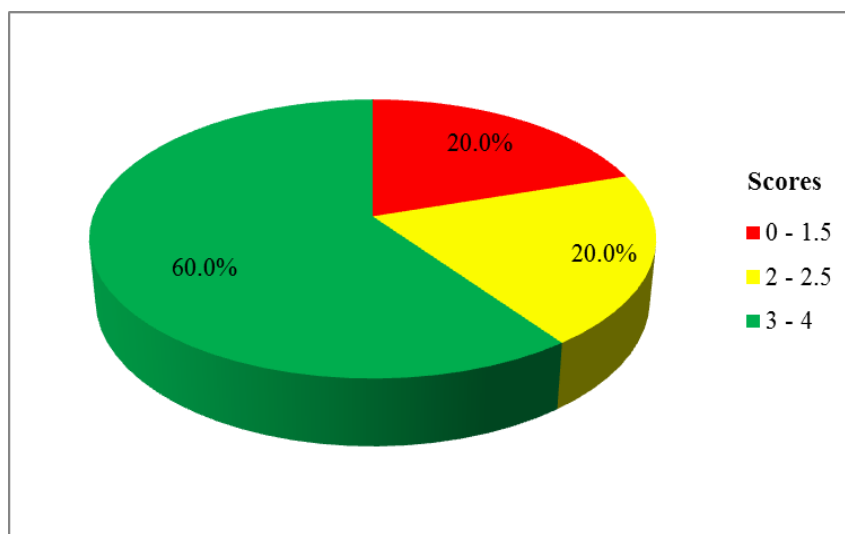


Figure 7: Candidates' Performance in Question 7.

The analysis of candidates' responses shows that, in part (a) four candidates (80%) who performed well managed to give the meaning of the family. In part (b) the candidates were able to write things to observe in order to enhance family relationship such as *unity, cooperation, peace, security and love*. Extract 7:1 is a sample answer from a script of a candidate with good performance.

Extract 7.1

7. Q	Family: Is the group of people living together in a particular area either by married or birth.
(b)	Things to observe in order to enhance family relationship is
	i. To provide equal decision making.
	ii. To show love and security to each member
	iii. Equal division of labour or work in the family member

Extract 7.1 shows the response from the candidate who performed well. The candidate managed to define the term family and outline the things to observe in order to enhance family relationship.

Furthermore, the analysis indicates that one candidate (20%) with poor performance managed to define the term family partially in part

(a). In part (b) the candidate mixed up the things that enhance family relationship with the things that may affect family economy. This shows that the candidate had insufficient knowledge of ways of enhancing family relationship. Extract 7.2 is a sample answer from a script of a candidate who performed poorly.

Extract 7.2

7	(a) Family is the group of people who are blood closely together.
	(b) (i): Decision making, should decide decision in the family due plan together.
	(ii): Family planning, which enhance to plan the size of the chi family.
	(iii): Budget, should look the budget at all in order to use resources accordingly to individual needs.

Extract 7.2 shows the response from the candidate who provided partial definition of a family in part (a) and irrelevant answers in part (b) (ii) and (iii). The language used was also poor.

2.1.8 Question 8: Food and Nutrition

This question was constructed from the topic of *Food and Nutrition* under the sub topic namely *Food Nutrients*. The candidates were required to outline four functions of vitamin C.

This question was attempted by five candidates (100%) who sat for this paper. Their scores were as follows: 40 percent scored from 3 to 4 marks, 40 percent of them scored from 2 to 2.5 marks and 20 percent scored from 0 to 1.5 marks. None of the candidates scored all 4 marks. The analysis shows that the general performance of this question was good since 80 percent scored average and above. Figure 8 shows a summary of this performance.

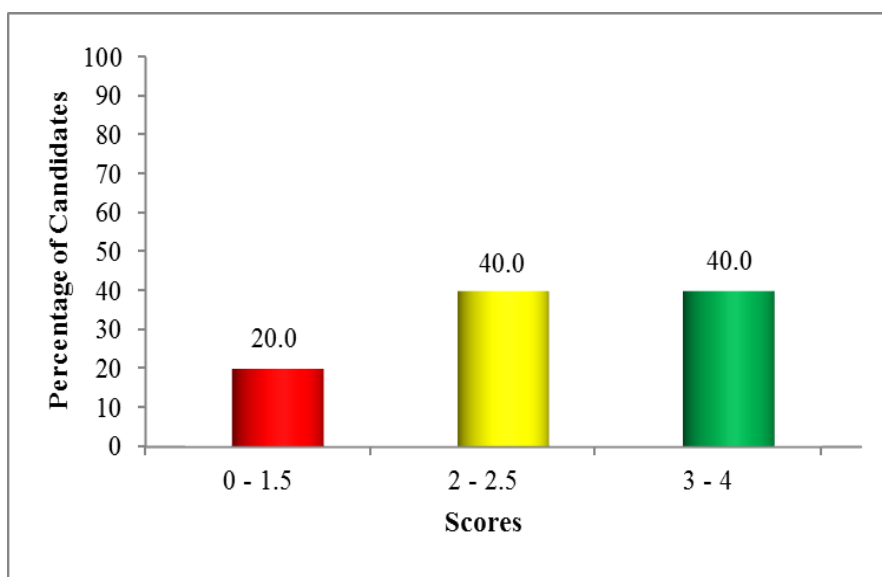


Figure 8: *Candidates' Performance in Question 8.*

The candidates' responses analysis shows that, four candidates (80%) who performed well in this question had adequate knowledge on the functions of vitamin C. Among them, three candidates were able to outline two to three functions of vitamins C instead of four functions and one candidate mixed up the functions of vitamin C with the functions of vitamin D, hence failed to score all 4 marks. Some of the incorrect responses provided include the following:

....it helps in formation of digestive vessels. This candidate was not aware that vitamin C *helps to make connective tissue which binds the body cells together.*

.....it helps to regulate the female menstruation cycle. The candidate did not understand that vitamin C has no relation with female menstruation cycle but *enhance iron absorption*, an element that is essential for blood production.

Extract 8:1 is a sample answer from a script of a candidate who performed well.

Extract 8:1

8	Function of Vitamin C is:-
	i. It help to strengthen bones and blood vessel
	ii. It assist in absorption of Sulfur and phosphorus
	iii. It act as anti-scurvy
	iv. It assist in the absorption of Calcium in the body.

Extract 8.1 shows the response from the candidate who performed well. The candidate managed to outline correctly some of the functions of vitamin C but he/she did not understand that the absorption of phosphorus is enhanced by vitamin D and not vitamin C.

The analysis further indicates that, one candidate (20%) who performed poorly, failed to outline correctly the functions of vitamin C. The candidate had inadequate knowledge of vitamin C, therefore provided irrelevant response. Extract 8:2 illustrate a sample answer of a candidate who performed poorly.

Extract 8:2

8	Function of Vitamin C.
	i) used to provide / increase appetite of eating.
	ii) provide and aid digestion of food because contain fiber.
	iii) it helps in Absorption of Cholesterol in the body due to presence of soluble fiber.
	iv) it help used to prevent constipation.

Extract 8:2 is the answer from the candidate who provided the functions of roughage instead of the functions of vitamin C, hence performed poorly.

2.1.9 Question 9: Planning Balanced Meal

This question was constructed from the *Meal Balanced Planning* topic. The candidates were required to explain three points to consider when planning meals for the invalid.

This question was attempted by five candidates (100%) who sat for this paper. The scores were as follows: 20 percent scored from 3 to 4 marks, 60 percent scored from 2 to 2.5 marks and 20 percent scored from 0 to 1.5 marks. The analysis shows that the general performance of this question was good since 80 percent scored average and above. Figure 9 shows a summary of this performance.

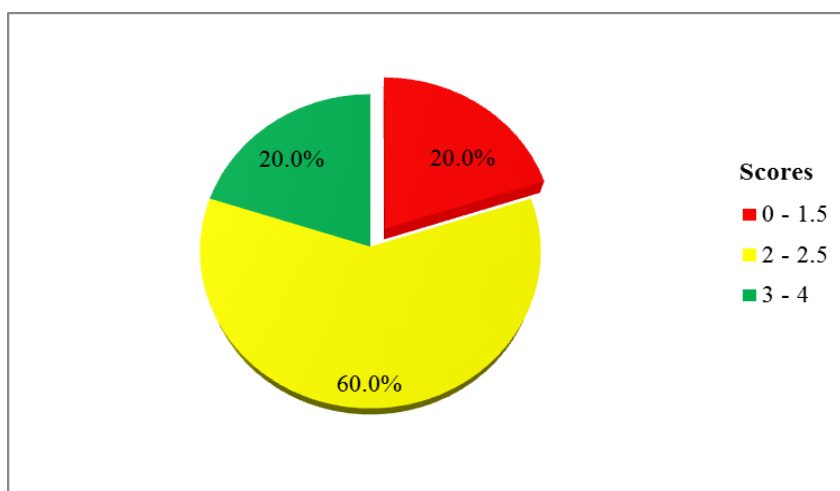


Figure 9: Candidates' Performance in Question 9.

The analysis of candidates' responses shows that, four candidates (80%) who performed well were able to provide correctly the points to consider when planning meals for the invalid. Some of the correct responses were; *the food should be easy to eat and digest, the food should tempt the patients' appetite, the food must contain all nutrients so as to be balanced and consider like and dislikes of the patient.* Extract 9:1 shows a sample response from a script of a good performed candidate.

Extract 9:1

9	Points to consider when planning meals for the invalid is:
	1. Consider nutritive value of the food

Extract 9:1 continues.....

9.	The food should contain all nutrient so as to balance the meal.
	ii. Consider the flavour and texture of the food.
	iii. Consider like and dislike of the invalid people

Extract 9.1 shows the response from the candidate who performed well. The candidate managed to explain briefly three points to consider when planning meals for the invalid.

Furthermore, the analysis indicates that one candidate (20%) with poor performance mixed up the points to consider when planning meals for the invalid with the factors to consider in menu planning, such as *availability of foods*, *amount of time available* and *amount of money available*. The candidate did not understand that invalids are persons who need to be cared for because they have illness or weakness, therefore the meal should be planned with consideration to their illness. Extract 9:2 shows a sample response from a script of a candidate who performed poorly.

Extract 9:2

9.	(i) Availability of the food, should look which food is available and can help the invalid not plan to meal but the food is not available she should consider as seasonary food available.
	(ii). Time of preparation of the box food, should look time taken of the food to be ready for eaten, not to cook the food which take long time.

Extract 9:2 is the answer from the candidate who wrote incorrect factors to consider when planning menu.

2.1.10 Question 10: Malnutrition

This question was constructed from the topic of *Malnutrition*. The candidates were required to (a) give the meaning of the concept of undernutrition, and (b) describe two causes of rickets.

This question was attempted by five candidates (100%) who sat for this paper. The data analysis shows that the general performance of this question was good since 80 percent scored 2 marks and above. The candidates' scores were as follows: 40 percent scored from 3 to 4 marks, 40 percent scored from 2 to 2.5 marks and 20 percent scored from 0 to 1.5 marks out of 4 allotted marks. None of the candidates scored zero. Figure 10 shows a summary of this performance.

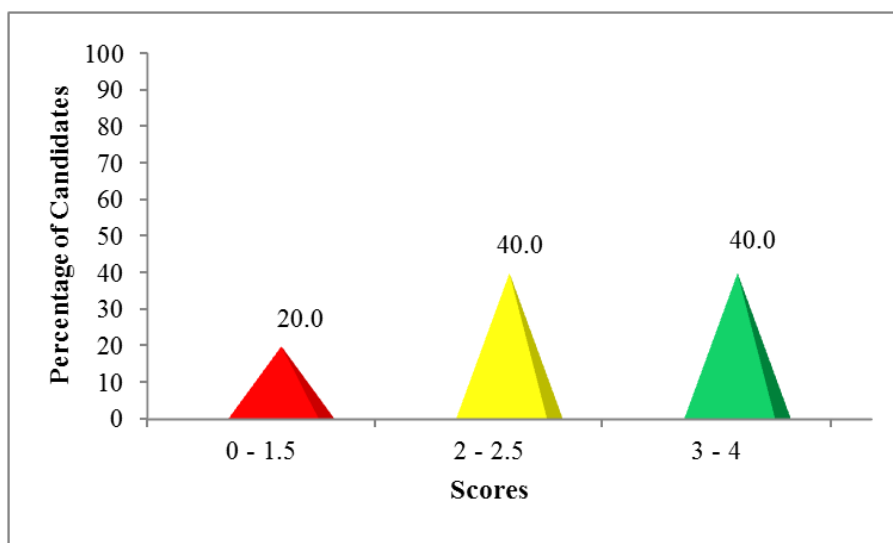


Figure 10: *Candidates' Performance in Question 10.*

The analysis of candidates' responses shows that, four candidates (80%) who performed well had adequate knowledge of undernutrition. The candidates managed to give the meaning of undernutrition in part (a), and in part (b) the candidates were able to describe two causes of rickets, which are *lack of calcium* and *vitamin D*. These candidates understood that vitamin D enhance the absorption of calcium and phosphorus from the gastrointestinal tract, thus a deficiency of vitamin D makes it difficult to maintain proper calcium and phosphorus levels in bones and cause rickets. Extract 10 shows a sample response from a candidate who performance well.

Extract 10

10.	Concept of undernutrition Undernutrition is the failure to eat well balance diet which lead the disease such as Marasmus, kwashiorkor, and rickets. This mostly occur in developing country where there are poverty.
(b)	Causes of rickets (5) Lack of vitamin D in the body which help in the formation of strong bone & teeth.
	Lack of calcium and phosphorus minerals in the body, which help in strong formation of bone. This mineral can be absorbed in the body under the influence of vitamin D.

Extract 10 shows the response from the candidate who managed to give correct meaning of undernutrition and describe two causes of rickets, hence performed well.

Despite the fact that the question was performed well, one candidate (20%) provided incomplete meaning of a term undernutrition in part (a). Moreover, in part (b) the candidate indicated insufficient knowledge of rickets as a result he/she mixed up the meaning of term obesity and causes of rickets, hence scored low marks. For example, the candidate wrote, “Obesity is the effect of overweight lead to bend of the borne especially to the child.” This candidate did not understand that vitamin D enhance absorption of calcium and promote bone growth. Thus the deficiency of vitamin D result in soft bones in children that cause knocked or bowed legs, the disease known as rickets.

2.2 Section B: Essay Questions

This section consisted of three (3) optional essay questions from the topic of *Dressmaking processes, Food Preservation, The Family, Adolescent and Early Marriage*. The candidates were required to answer only two questions of which each question carried 15 marks, making a total of 30 marks. The performance in a particular question is regarded as *weak, average* or *good* if the candidates’ scores are in ranges of 0 – 5.5, 6 – 10 and 10.5 – 15 marks respectively as illustrated in Table 2.

Table 2 Shows the Score Ranges with Performance Description

Score Ranges	Description
0 – 5.5	Weak
6 – 10	Average
10.5 – 15	Good

2.2.1 Question 11: Dressmaking Processes

This question was constructed from the topic of *Dressmaking Processes* under the sub topic, namely *Disposal of Fullness*. The question required the candidates to describe six methods of arranging fullness commonly used on garments.

The question was attempted by only one candidate (20%) out of five candidates who sat for this paper. The data analysis shows that the general performance of this question was poor since the candidate scored below average that is 4.5 out of 15 allotted marks. Figure 11 demonstrates a summary of this performance.

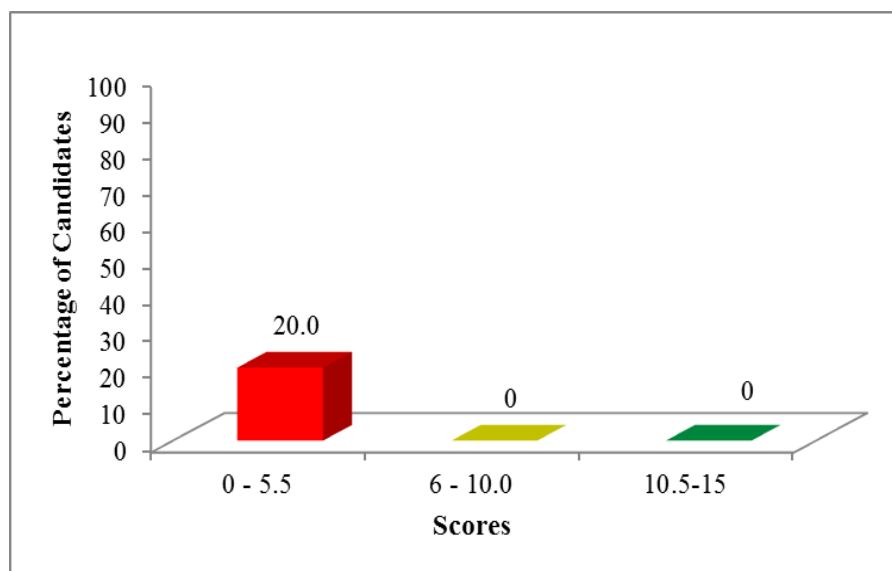


Figure 11: Candidates' Performance in Question 11.

The analysis of candidates' responses indicates that the candidate who attempted this question had insufficient knowledge of different methods of arranging fullness. This candidate managed to describe partially three methods of arranging fullness commonly used on garments out of six methods. The other responses provided were the

methods of repairing clothes, i.e. *darning*, method of neatening raw edges, i.e. *facing*, and *fastening*. Furthermore, the analysis reveals that four candidates (80%) skipped this question perhaps because they had inadequate knowledge of dressmaking concepts hence decided to opt for the other questions under the food and nutrition and home management concepts. Extract 11 is a sample answer from the script of a candidate who performed poorly.

Extract 11

11	<p>Fullness is the process of making garments free and comfortable to wear by adjusting those unwanted areas in the garment.</p> <p>The following are the six methods of arranging fullness commonly used on garment.</p> <p>Darts is the first common method which is used to control fullness when a cloth is too large a tailor can use darts to control fullness.</p>
11	<p>Gathers is the another common method of reducing and controlling fullness in a garment especially in a skirt and gown blouse.</p> <p>Pleats is another method of controlling fullness in a garment where by the used choose what kind of pleat for example box pleat and inverted pleat and mostly used in a skirt.</p> <p>Facing method of controlling fullness by using crossway strip to put facing in a garment.</p> <p>Darning is this method a tailor use embroidery stitch such as zigzag to control fullness in a garment.</p> <p>Fasten Fastening is the last method of controlling fullness in a garment sample of fastenings used such as Zip, hook and bar, hook and eye.</p> <p>Therefore method of arranging fullness depend on the position where there is a problem on a garment.</p>

Extract 11 shows the answer from the candidate who attempted this question. The candidate performed poorly since he/she mixed up the methods of arranging fullness with other dressmaking processes such as *fastenings*, *mending* and *edge finishing*.

2.2.2 Question 12: Food Preservation

This question was constructed from *Food Preservation* topic. The candidates were required to explain in detail six causes of food spoilage.

The question was attempted by five candidates (100%) who sat for this paper. The data analysis shows that, the candidates' performance was average since 60 percent of the candidates who attempted the question scored averagely. Their scores distributed as follows: 40 percent of the candidates scored from 0 to 5.5 marks, 60 percent scored from 6 to 10 marks and none of the candidates scored from 10.5 to 15 marks. Figure 12 shows a summary of this performance.

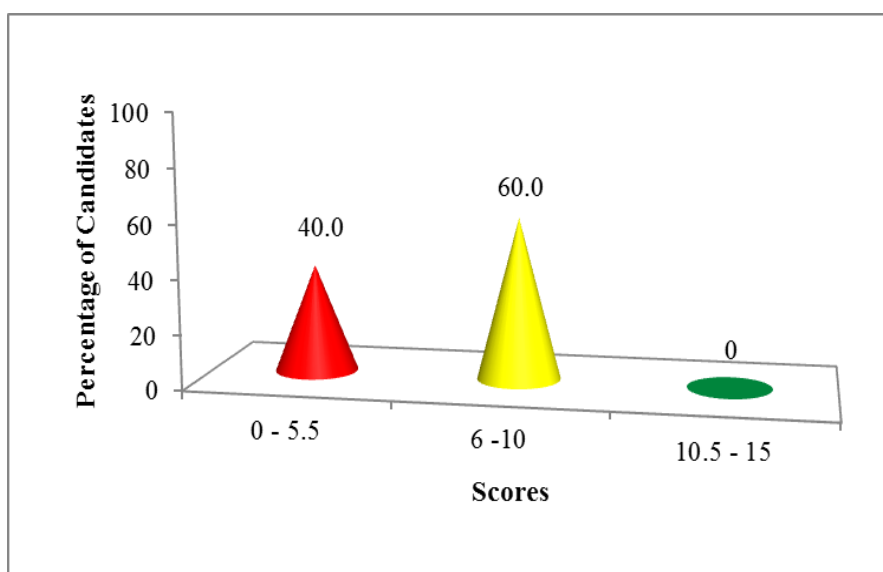


Figure 12: *Candidates' Performance in Question 12.*

The candidates' response analysis indicates that three candidates (60%) who performed average were able to explain in detail the causes of food spoilage. However, they failed to perform above average score since some of them provided partial explanation and others provided few causes. The correct causes for food spoilage are *moulds, bacteria, insects, yeast, air, chemical changes* and *action of enzymes*. Extract 12:1 illustrates a sample answer from a candidate who performed well.

Extract 12:1

12	<p>Food spoilage is the condition where by the food become unsafe for human consumption because it loss some nutrients or it contain bacterial that cause food to become unuseful for human consumption.</p> <p>The following are the six causes of food spoilage.</p> <p>Loss of moisture; this is more common to the vegetable and fruits when we kept it in a dry condition water from the vegetable start to evaporate and hence cause the bad appearance of vegetable or fruit for example carrots, spinach and cabbages.</p> <p>Enzymes activities; enzymes play the great role on ripening of fruits so as to ripening it, but if the fruit is ripen the enzymes activities will continue hence cause bad appearance and loss of texture and sweetness of the fruit. A fruit start from green then yellow when ripen and then blackbrown when it is over ripen.</p> <p>Presence of bacteria; if the food are not well packed the bacteria may start to spoil that food. Bacteria most spoil food contain protein especially meat and fish, if use not well packed they may get spoil for few hours.</p> <p>Presence of mould; this spoil most food contain starch, if they are left for more time it will be easy spoiled by and mould. Mould spoil food as which contain dry starch especially maize and bread where by in bread they grow faster and cause the food to be unsafe to eat.</p> <p>Yeast; this spoil food which contain sugar by fermenting a pure sugar that is contained in food and make it to be unsafe to use. Example of goods which are spoiled by yeast are fruits.</p> <p>Chemicals; the spraying chemicals in food especially crops and animal may cause the food to be unsafe for to eat by human. If the animal injected with medicine</p>
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Extract 12:1 continues.....

12.	that is used to cure certain disease therefore if we prepare meat before the medicine life span. It will cause spoilage of food.
	Therefore in order to avoid food spoilage, we are supposed to use drying method of preserving food, salting food as well as placing food in refrigerator as well as freezer so as to avoid the growth of bacteria.

Extract 12.1 shows the response from the candidate with the average performance. The candidate managed to explain five causes of food spoilage instead of six. Furthermore, the explanation provided was also either incomplete or incorrect.

On the other hand, the candidates who performed poorly mixed up the two concepts, *food spoilage* with *food contaminations*, thus they explained on the cause of food contamination such as *poor attention when handling food*, *careless storage of food*, *dirty serving utensils*, *prolonged storage* and *poor kitchen hygiene* instead of the causes of food spoilage. Extract 12:2 shows a sample answer from a script of a candidates who performed poorly.

Extract 12:2

12.	Food spoilage is the process where by the food becomes unfit for consumption by human being due to many reasons such as natural reasons and chemicals.
	The following are causes of food spoilage. Keeping food for a long time cause food spoilage example when you keep perishable food such as tomatoes, carrots etc spoiled.
	Serving in a dirty utensils example when you serve the food in the dirty utensils become contaminated and unfit for consumption which lead to the disease when eaten.

Extract 12:2 continues.....

	Improper storage of food in a required place for example when you keep a food which contains high protein it tends to be spoiled since the enzymic activities take place and the result is spoiled for example meat and fish.
	Reheating of left overs when reheated the left over two by times it becomes deteriorate since it activate the bacteria present in that food.
12.	Poor hygiene during preparation of food when preparing food there must be hygiene such as to cover all cuts and wounds, to keep ^{keep} in a clean place and clean utensils in order to avoid spoilage.
	Expiry of food especially convenience food, when buy the food which is expired there must be a spoiled since expiry date are already occur.
	Therefore in order to prevent food spoilage the following must be considered. Proper storage of food, do not reheat food more than one times, and prepare food in a clean kitchen and consider hygiene practice.

Extract 12:2 shows the answers from the candidate who provided causes of food contamination instead of causes of food spoilage.

2.2.3 Question 13: Adolescent and Early Marriage

This question was constructed from the topic, namely *Adolescent and Early Marriage*. The question required the candidates to explain four factors that contributed to teenage pregnancies and give four problems which an adolescent boy face.

This question was attempted by four (80%) out of five candidates who sat for this paper. The data analysis shows that the candidates' performance was average because 75 percent of the candidates who attempted the question performed averagely that is, from 6 to 10

marks. Moreover, 25 percent scored from 0 to 5.5 marks and none of them scored above 10 marks as illustrated in Figure 13.

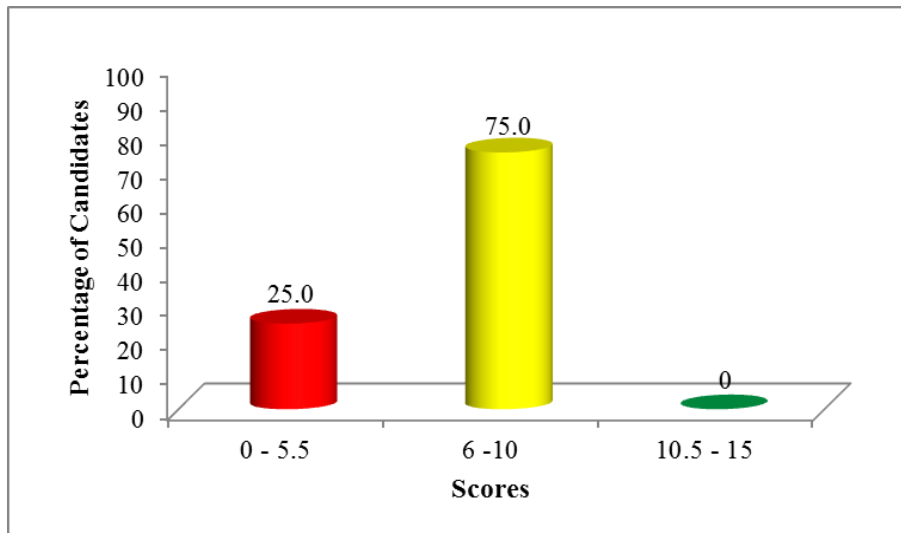


Figure 13: *Candidates' Performance in Question 13.*

The analysis of candidates' responses indicates that the candidates with average performance were able to explain some of the factors that contribute to teenage pregnancies in part (a). Furthermore, in part (b) the candidates provided two to three problems which adolescent boy faced out of four required by the question. Failure to score good marks (10.5 – 15 marks) was due to the partial, incorrect and repeated responses. Extract 13.1 illustrate a sample answer from a script of a candidate who performed averagely.

Extract 13.1

13 To explain four factors that contribute to the teenage pregnancies and give their problem that may be faced by adolescent.

Adolescent is the transition age between childhood and adult hood in which a young develops secondary character such as Broaden voice for boy, deeper voice for women, menstruation. During adolescent boy and girls are faced to many challenges.

The following are four (4) factors that contribute to teenage pregnancies.

Effect and influence of peer groups;

During teenage there is high influence that stimulate and convince women to engage in relation / sexual relation in which may get unplanned pregnancies. Example Most of men they convince women to engage in sexual relation that may lead to pregnancy.

Sexual desire; During adolescent and teenage there is high accumulation of hormone that influence and convince an individual to engage in sexual relation. This are body mechanism that influence an individual to engage in sexual relation and this may lead to teenage pregnancies. Example are follicle stimulating hormone (FSH) and Oestrogen hormones (OH).

Poverty and economic problems;

This factor may encourage an individual to engage in sexual relation so that can get a money that could help to buy

Extract 13.1 continues.....

13	Different basic needs such as chips, smartphones, clothes. This let may lead to get pregnant when are in the relation.
	Lack of education about family planning. During teenage most of women they don't know way of preventing pregnancy like the uses of Condom, hormone, they day during menstrual cycle and this may practice sexual intercourse in the day that can get pregnant (ovulation day).
	The following are four (4) problem which adolescent boy face.
	Mis-understanding and Family conflict; Adolescent boy faced by the challenge of family conflict because he did not like to follow the parent's instruction and ethical values and norm of the society. Example. A boy may want to engage in sexual relation while their parent didn't want their child to engage in that bad behaviour.
	Fail to control their stress and emotion; Adolescent they are more difficult to control their emotion and this may lead to engage in bad activities such as drug abuse, thefts and sexual.
	Fail to make accurate and rational judgement about their life in general. Most of adolescent boy fail to make decision on how to take judgement on which is good or bad.
	Poverty and economic problem. Adolescent boy they want to have

Extract 13.1 continues.....

	good and plenty things such as good car,
	houses, good clothes and to have a good
	relation with a beautiful girl/partner but
	they don't have make plan on how
13	to achieve goal rather than want to
	be clean and smart all the time.
	The Generally teenage pregnancies and
	problem face adolescent boy may be one
	come through keep and provide high activi-
	ties to them, give them advice about
	sexual education about family planni-
	ng and emphasize them to do exercise
	regularly.

Extract 13.1 shows the response from the candidate who managed to explain the factors that contributing to teenage pregnancies and give four problems which adolescent boy faced. But some of them were incorrect and others were repeated, hence failed to score above average.

The analysis further indicates that, one candidate (25%) who performed poorly had inadequate knowledge of the concepts of teenage pregnancies and adolescent problems. The candidate misunderstood the question, thus provided health rules for ensuring good health to expectant mothers, instead of the factors that contributed to teenage pregnancies and give four problems which an adolescent boy face. Extract 13.2 is a sample response from a script of a candidate who performed poorly.

Extract 13.2

13.	<p>pregn Teenage pregnancies refers to the abnormal condition of the women have babies in the womb, which enhance physiological change accordit according to.</p> <p>The following are the factors that contribute to teenage pregnancies which are-</p> <p>co-operation for avoid stress, should co-operate most of time in order to avoid with stress which can cause abortion, so should co-operate to different things and show love to live other not to isolate.</p> <p>provide nutrients food and balanced, should provide food which is balanced in order to make good health to her and to the child, which enhance good health to both and feel happy.</p> <p>Give advanage an counselling and guidance on how to care the pregnancy. Due to physiological change of the body an she can feel bad and decide to make things which is not good. so should give counselling on it is its pregnancy, on how to do exercise not to sit any the time.</p> <p>provide love, peace and harmone, due to love the provide feel good avoid stress and enjoy your pregnancy like a normal. not harath use comand and harsh to the pregnancy people.</p>
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Extract 13.2 shows the response from the candidate who misunderstood the question and provided irrelevant response.

2.3 Section C: Essay Questions

This section consisted of three optional essay questions from two topics, namely *Teaching and Learning Strategies and Techniques*; and *Lesson Assessment, Evaluation and Testing*. The candidates were required to answer

only two questions in which each question carried 15 marks, making a total of 30 marks. The performance in each particular question is regarded as *weak*, *average* or *good* if the candidates' scores are in the ranges of 0 – 5.5, 6 – 10 and 10.5 – 15 marks respectively as shown in Table 3.

Table 3 Shows the Score Ranges with Performance Description

Score Ranges	Description
0 – 5.5	Weak
6 – 10	Average
10.5 – 15	Good

2.3.1 Question 14: Teaching and Learning Strategies and Techniques

This question was constructed from the topic of *Teaching and Learning Strategies and Techniques*. The candidates were required to support the statement which stated that; future's wheel is a strategy suitable to illustrate the complexity of factors that contribute to a specific situation; by

- (i) explaining five procedures of using future's wheel when conducting a lesson on the cause of malnutrition.
- (ii) using future's wheel teaching strategy to illustrate basic, underlying and immediate causes of malnutrition and their effects.

None of the candidates attempted this question. This might be due to inadequate knowledge of future wheel teaching and learning strategy, hence failed to explain the procedure of using future wheel when conducting a lesson. The candidates also might have inadequate knowledge on the causes (basic, underlying and immediate) of malnutrition and their effects, hence failed to attempt the question. Furthermore, since this section was comprised with optional questions, the candidates had a chance of choosing other two questions that they thought to be easier. Also it has been observed that, this question might be the most difficult to them, and therefore opted for other two questions.

2.3.2 Question 15: Teaching and Learning Strategy and Techniques

The topic was constructed from the topic of *Teaching and Learning Strategies and Techniques*. The candidates were required to (a)

analyse how they would effectively plan and organize a field visit by giving nine points and (b) explain three advantages and disadvantages of field visit.

This question was attempted by five candidates (100%) who sat for this paper. The data analysis shows that the general performance in this question was good, since 80 percent of the candidates who attempted the question performed average and above. Their scores were as follows: 20 percent of the candidates scored from 0 to 5.5 marks and 60 percent scored from 6 to 10 marks and 20 percent scored from 10.5 to 15 marks as shown in Table 4.

Table 4 Shows the Candidates' performance in question 15

Score Ranges	No. of Candidates	Performance in Percentage
0 – 5.5	1	20
6 – 10	3	60
10.5 - 15	1	20

The analysis further indicates that, the candidates who performed well were able to analyse how to plan and organize a field trip, though some of the points analysed were incorrect or incomplete. Furthermore, the candidates managed to explain one to two advantages and disadvantages of field trip out of three required by the question. Extract 15 illustrates a sample answer from a candidate's script with good performance.

Extract 15

15	<p>field visit is a one of teaching method where by the teacher select the topic to be teer taught to the students when they went to let learn in the area out of school compounds.</p> <p>The following are the nine points to consider for effectively plan and organization of a field visit.</p> <p>Consult the school administration and management; This is the first procedure when the teacher plan plan for the field visit in order to inform the school administrators that he want to conduct the field let visit somewhere.</p> <p>Inform the institution where he needs to conduct a field visit; through this he should receive the permission of conducting the field to visit with the group of students.</p> <p>Time; this is important thing to be considered when we want to plan the field visit due to different public holid holidays as well as institution timetable so as to get the workers that can direct the field visitors when they will be free.</p> <p>Content; the teacher should select the content to be taught or learnt when they are in the field visit and the worker of that institution will be able to cooperate with them through content to be discussed.</p> <p>Distance; the teacher should select the institute or organization that are not located far away from the school in order to help them to go on time without causing delaying of time.</p> <p>Infrastructure; the teacher should look on the infrastructure, if the areas he need to conduct a field visit has no common road, it will be difficult for him to send the students for the purpose of the conducting the field visit.</p> <p>Transport cost; the teacher should make sure that the</p>
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Extract 15 continues.....

15	cost of transport will be affordable by each student, regardless of their economic status so as to allow each student to engage in the field visit.
	Teacher should prepare students for field trip; a teacher should direct the student to have show the good manner in the area in which the field visit is going to take place and also the students should wear a full school uniform in order to be identified easily.
	Teacher should prepare the set of questions to be asked by students; when they want to go for field visit the teacher should provide the set of questions to the student that can make them to participate full in the field visit as well as to enjoy and get the explanation from the worker of that institution.
	The following are three advantages of field visit.
	It makes the students to understand the lesson; this is because they are able to study in the environment that is different from the school.
	It helps the students to be motivated; the student will be motivated to study hard so as one day he or she will be among members that will work at that institution.
	It helps the students to learn on different environment; the students will be able to learn effectively when they are in the field visit because they are able to observe different activities.
	The following are the three disadvantages of conducting a field visit.
	It is time consuming; because it needs a time where the teacher and student went to the field trip.
	It causes interference in school timetable; the school timetable will not followed well when the teacher and students went to the field visit.

Extract 15 continues.....

15	If not well managed it cause loss of attention; this is because the students act as observer and listeners only they can not concentrate on the field visit lesson.
	Therefore in order to conduct the field visit, the teacher should inform both school authority as well as the place where he need to conduct a field visit.

Extract 15 shows the answer from the candidate who performed well, but he/she failed to score all 15 marks because some of the points were repeated (e.g. Time) or incorrect (e.g. distance) and most of the correct points provided were partially analysed.

Furthermore, inadequate explanation, repetition of some correct point and incorrect responses were some reasons for shortfalls to those who performed poorly.

2.3.3 Question 16: Lesson Assessment, Evaluation and Testing

This question was derived from the topic of *Lesson Assessment, Evaluation and Testing*. The candidates were required to (a) explain in detail four steps in planning a Home Economics test and give two qualities of a good test; (b) describe two qualities of a good test.

This question was attempted by all candidates (100%) who sat for this paper. The data analysis shows that the candidates' performance was good since 100 percent of the candidates who attempted this question scored from 6 to 10 marks. None of the candidates scored 0 to 5.5 marks and 10.5 to 15 marks. Figure 14 illustrates this performance.

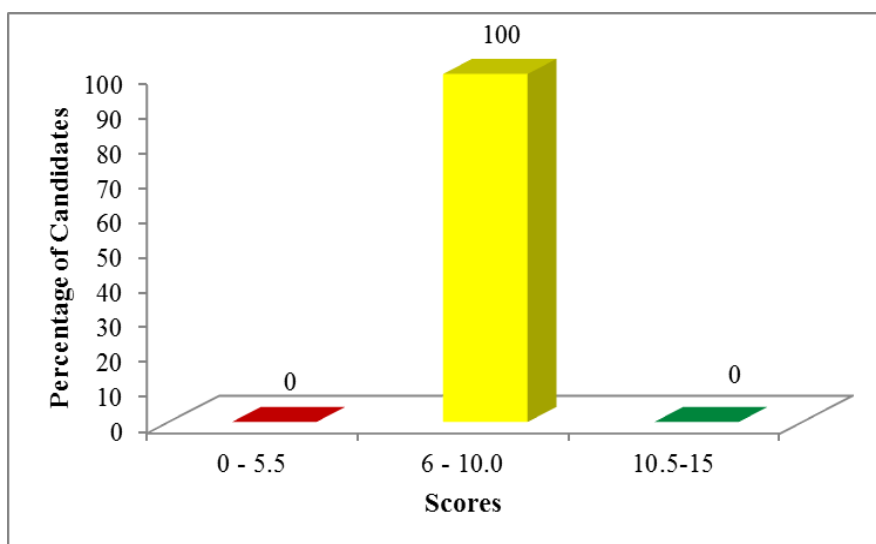


Figure 14: *Candidates' Performance in Question 16.*

The candidates' response analysis reveals that, the candidates performed well because they had adequate knowledge of planning a test and qualities of a good test. The candidates managed to explain steps of planning a Home Economics test such as *determining the purpose of the test, identifying and defining the intended learning outcome, preparing a table of specification and constructing test items*. Moreover, the candidates managed to describe two qualities of a good test which are; *a good test should be valid and should also be reliable*. Despite the fact that the performance of this question was good, the candidates failed to score above 10 marks due to various reasons, including incomplete explanation and non-sequential steps on planning a test. Extract 16 is a sample response from a script of a candidate who performed well.

Extract 16

16	<p>Test is an assessment tool that is used to determine the student outcome toward the lesson or toward the cognitive development of the learner.</p> <p>The following are the four steps in planning a Home Economics test.</p> <p>Identify the purpose of the test; a teacher should prepare the test by looking the the need of the test, if it is to measure student abilities or student speed toward answering the examination.</p> <p>Content to be tested; a teacher should select the content where the students are going to be tested so as to provide the test which is validly to the students.</p> <p>Prepare the table of specifications; a teacher should construct a table of specifications in order to understand the topic to be tested as well as the cognitive domain to be measured and the number of questions provided on the test.</p> <p>The length of the test; a teacher should construct the test which contain many questions in order to increase the validity as well as reliability of the test. If the test is too short hence the reliability will be low.</p> <p>The following are the two qualities of a good test.</p> <p>It should be valid; a good test should be validly in order to measure the content in the area different areas of the content is supposed to be tested. Therefore the teacher should construct the test in which the content have been taught to the students.</p> <p>It should be reliable; a good test should provide the similar result when it is measured at different but comparable conditions. When the teacher provide the first test to the learner, when a time has passed and he repeat that test to the learner, the learners' score should be</p>
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Extract 16 continues.....

16.	similar to the first test score .
	Therefore in order to construct a good test, the teacher
	should use simple language, should consider the time when
	the test is being covered as well as the content covered by
	students .

Extract 16 shows the answer from the candidate who performed well, but, he/she failed to score all 15 marks because some of the steps were partially explained, incorrect and repeated.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The analysis of candidates' performance was also done basing on the topics by analysing weak, average and good performed topics. In Home Economics examination 10 topics were tested, namely *Lesson Assessment, Evaluation and Testing; The Family; Malnutrition; Food Preservation; Adolescent and Early Marriage; Teaching and Learning Methods, Strategies and Techniques; Teaching Material; Sewing Machine, Planning Balanced Meals; Food and Nutrition; and Dressmaking Processes* were measured. The analysis helped to identify the reasons which made the candidates to perform weak, average or good in each topic.

The analysis of candidates' performance in each topic shows that the following topics in percentage had good performance: *Teaching Materials (100%), Teaching and learning Strategies and Techniques (80%), The Family (80%), Food and Nutrition (80%), Malnutrition (80%), Adolescent and Early Marriages (75%), Lesson Assessment, Evaluation and Testing (73%) and Planning Balanced Meals (70%)*. The good performance on these topics were probably due to the reasons that the candidates were taught intensively on the topics/sub topics measured, hence understood well the contents or the candidates were prepared well for the examination.

The averagely performed topics were; *Food preservation (60%) and Sewing Machine (40%)*. The analysis revealed that this average performance was contributed by the lack of the basic knowledge of food preservation, hence the candidates faced difficulties to explain causes of food spoilage. Furthermore, from the topic of *sewing machine*, the analysis

revealed that the candidates had inadequate knowledge of the functions of various parts of the sewing machine.

On the other hand the analysis also revealed that, the poor performance observed in the topic of *Dressmaking Processes* was a result of inadequate knowledge on basic skills in dressmaking processes. It has been observed that, possibly this was due to the poor coverage of the topic of Dressmaking Processes since the topic is too broad, the candidates had inadequate preparation for the examination and lack of practical skills of *Methods of Arranging Fullness*. If the candidates had enough practical lessons on the methods of arranging fullness they have could remembered much more the learnt concepts related to the question. *Appendix A* illustrates the analysis of candidates' performance per topic in each question.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

Generally the conclusion was made on the basis of the question and topics analysed. The candidates' performance in Home Economics subject in DSEE, 2018 was good since 100 percent of the candidates who sat for the examination passed with the following grades: A (0), B (1), C (4) and D (0) and none of them failed as illustrated in *Appendix B*.

The analysis of the candidates' performance in each question indicates that the good and average performance was a result of adequate knowledge of the basic concepts of *Food and Nutrition*, *Teaching Materials*, *Lesson Assessment*, *Evaluation* and *Testing* concepts measured. Whereas, the poor performance was a results of the lack of the basic knowledge of *Dressmaking Processes* concepts, that led the candidates to provide irrelevant answers, unanswered questions and incomplete answers.

4.2 Recommendations

Basing on the analysis of the candidates' performance in each question and topics in Home Economics examination, it is recommended that:

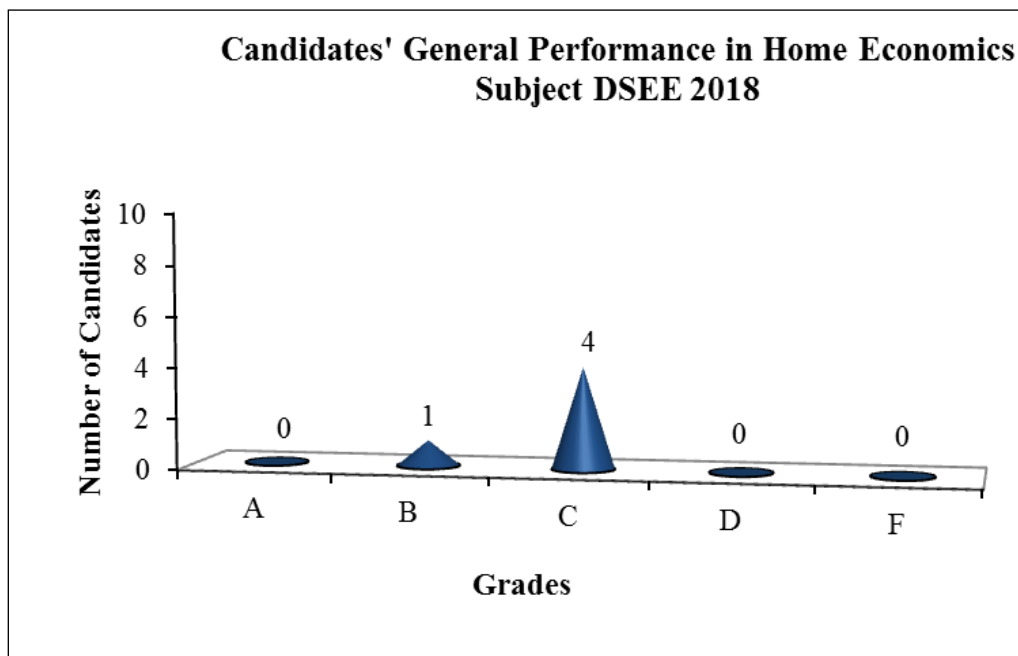
- College Principals should provide enough facilities for practical work in dressmaking processes in order to improve the candidates' skills aiming to have competent teachers.

- Tutors should provide enough practical lessons in form of homework since Home Economics is a practical oriented subject. This will enhance student teachers to familiarise themselves in practical work.
- The tutors should apply different teaching and learning strategies/techniques to the student teachers in order to enrich them with various teaching and learning techniques. Other techniques which are not very much common to the students such as future's wheel and visit study techniques should be applied too.
- The Tanzania Institute of Education (TIE) should revise the Home Economics teaching methods syllabus for Diploma in Secondary Education in order to cover enough subject content which will enable student teachers to be competent in the subject matter.

Appendix A

The Analysis of Candidates' Performance per Topic in Each Question

S/n	Topic	Question No.	The Percentage of Candidates with Score of 30 percent and Above	Remarks
1.	Teaching Materials	6	100	Good
2.	The Family	7	80	Good
3.	Food and Nutrition	8	80	Good
4.	Malnutrition	10	80	Good
5.	Teaching and Learning Strategies and Techniques	15	80	Good
6.	Adolescent and Early Marriages	13	75	Good
7.	Lesson Assessment, Evaluation and Testing	1, 4 & 16	73	Good
8.	Planning Balanced meals	5 & 9	70	Good
9.	Food Preservation	12	60	Average
10.	Sewing Machine	3	40	Average
11.	Dressmaking processes	2 & 11	0	Poor



N=5

