



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022**

HOME ECONOMICS



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



STUDENTS' ITEM RESPONSE ANALYSIS REPORT
ON THE FORM TWO NATIONAL ASSESSMENT
(FTNA) 2022

050 HOME ECONOMICS

Published by

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

© The National Examinations Council of Tanzania, 2023

All rights reserved.

TABLE OF CONTENTS

LIST OF FIGURES	iv
FOREWORD.....	v
1.0 INTRODUCTION	1
2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION	2
2.1 Section A: Objective Questions	2
2.1.1 Question 1: Multiple Choice Items.....	2
2.1.2 Question 2: Matching Items.....	9
2.2 Section B: Short Answer Questions	13
2.2.1 Question 3: An Ideal House.....	13
2.2.2 Question 4: Basic Sewing Stitches	18
2.2.3 Question 5: Cooking Food.....	23
2.2.4 Question 6: Food and Nutrition	27
2.2.5 Question 7: Introduction to Sewing.....	32
2.2.6 Question 8: Sanitation.....	37
2.2.7 Question 9: Laundry	42
2.3 Section C: Essay Question.....	47
2.3.1 Question 10: The Kitchen.....	47
3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC	52
4.0 CONCLUSION.....	54
5.0 RECOMMENDATIONS.....	54
Appendix A: Summary of Students' Performance on Each Topic.....	56
Appendix B: Comparison of Students' Performance per Topic between 2022 and 2021	57
Appendix C: Students' General Performance in the FTNA 2022	58
Appendix D: Comparison of Students' Performance in the FTNA 2021 and 2022	59

LIST OF FIGURES

Figure 1: <i>Students' Performance on Question 1</i>	2
Figure 2: <i>Students' Performance on Question 2</i>	10
Figure 3: <i>Students' Performance on Question 3</i>	13
Figure 4: <i>Students' Performance on Question 4</i>	18
Figure 5: <i>Students' Performance on Question 5</i>	23
Figure 6: <i>Students' Performance on Question 6</i>	27
Figure 7: <i>Students' Performance on Question 7</i>	32
Figure 8: <i>Students' Performance on Question 8</i>	38
Figure 9: <i>Students' Performance on Question 9</i>	43
Figure 10: <i>Students' Performance on Question 10</i>	48

FOREWORD

This report presents Students' Items Response Analysis (SIRA) on Form Two Home Economics National Assessment which was conducted in November 2022. The report aims to provide feedback to all educational stakeholders on the factors that contributed to the students' performance in Home Economics.

The Form Two National Assessment (FTNA) is a formative evaluation which intends to monitor students' learning, to provide feedback that teachers, students and other educational stakeholders can use to improve teaching and learning. This analysis shows justification for the students' performance in the Home Economics subject. The students who attained high scores had adequate knowledge of and skills in the subject content and ability to understand correctly the demands of the questions. However, the students who scored low marks had inadequate knowledge of the topics tested, inability to understand the demands of the questions and poor proficiency in the English language.

This report will help students to identify strengths and weaknesses for them to improve learning before sitting for their Certificate of Secondary Education Examination (CSEE). It will help teachers to identify the challenging areas and take appropriate measures during teaching and learning.

The National Examinations Council of Tanzania (NECTA) expects that the feedback provided in this report will highlight the challenges which education stakeholders should take proper measures to improve teaching and learning the Home Economics subject. Consequently, students will acquire knowledge, skills and competencies indicated in the syllabus for better performance in future assessments and examinations.

The Council appreciates the contribution of all those who prepared this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of students who sat for the Form Two National Assessment (FTNA) in the Home Economics subject in November 2022. The Home Economics paper was set in accordance with the NECTA format issued in 2021. The questions aimed to assess the competencies stipulated in the Form One and Form Two Home Economics syllabus of 2019.

The performance is analysed based on five grades, namely A, B, C, D and F at the following intervals: 75 – 100 (Excellent), 65 – 74 (Very Good), 45 – 64 (Good), 30 – 44 (Satisfactory) and 0 – 29 (Fail) respectively. The pass grade is 30 per cent or above; which is grades A to D.

The data indicate that 5877 students were registered for the FTNA 2022. However, 5610 sat for the assessment; of whom, 3211 (57.26%) passed. The analysis indicates that the general performance in this subject is average. The students' performance in grades is as follows: A - 19 (0.35%), B - 146 (2.60%), C - 1340 (23.89%), D - 1706 (30.42%) and F - 2397 (42.74%). In comparison to the year 2021, the performance shows that, in the year 2021, 2403 (44.34%) students had passed, while in 2022, the 3211 (57.26%) students passed. This implies that there is an increase of 12.92 per cent in 2022 compared to the 2021.

This report analyses the students' responses to ten questions that were divided into Sections A, B and C. It begins by explaining what the questions required the students to do and proceeds to analyse the students' performance. In this report, the students' responses to a particular question are considered to be *good*, *average* or *weak* if the students who scored 30 per cent or above of the marks allocated to the question fell within the range of 65 to 100, 30 to 64 and 0 to 29 per cent, respectively. It also highlights the challenges that the students faced in responding to the questions and highlights the possible reasons. Extracts of the students' responses are presented to show how the students addressed the demand of each question. Furthermore, charts and graphs are used to illustrate the students' performance on each question. The *green*, *yellow* and *red* colours in charts and appendices represent *good*, *average* and *weak* performance, respectively.

2.0 ANALYSIS OF STUDENTS' PERFORMANCE ON EACH QUESTION

The Home Economics paper had Sections A, B, and C, with a total of 10 questions. Section A had two (2) objective questions (Multiple Choice Items and Matching Items), section B had seven (7) short answer questions, and section C had one (1) essay question.

2.1 Section A: Objective Questions

This section consisted of two questions. Question 1 comprised 10 multiple choice items, and Question 2 had five matching items. Each item in question 1 and 2 was allotted 1 mark. Therefore, the section carried 15 marks. The analysis of their responses is as follows:

2.1.1 Question 1: Multiple Choice Items

This question required the students to choose the correct answer from the given alternatives and write its letter in the box provided. The question consisted of 10 items set from ten topics, namely *Good Manners and Good Grooming, Sanitation, An Ideal House, The Kitchen, Laundry, Introduction to Sewing, Maternal and Child Health, Food and Nutrition, Cooking Food and Basic Sewing Stitches*.

This question was attempted by 5610 (100%) students who sat for this paper. Their scores were as follows: 709 (12.6%) students scored from 0 to 2 marks, 3943 (70.3%) scored from 3 to 6 marks, and 958 (17.1%) scored from 7 to 10 marks. Figure 1 illustrates this performance.

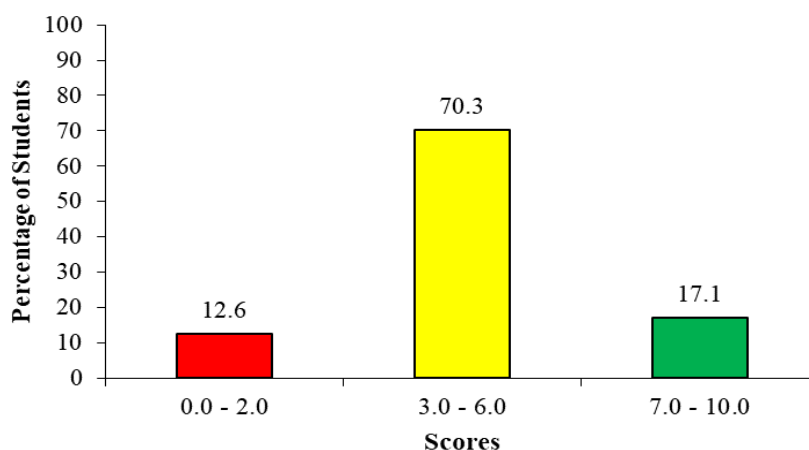


Figure 1: Students' Performance on Question 1

Figure 1 shows that the general performance on this question was good because 87.4 per cent of the students had average performance or above. These students chose the correct responses to almost all the items. This implies that they had adequate knowledge of the content covered in these items. Despite the good performance on this question, 12.6 per cent of the students had weak performance. These students failed to choose the correct answers in almost all items. This indicates that they had inadequate knowledge of the subject contents covered by these items. The following part analyses students' responses to each item from (i) to (x):

- (i) *An adolescent must be clean, smart and in good health in order to maintain acceptable standards of personal hygiene. Which roles should be applied to enhance such condition?*
- A Eating a balanced diet, doing simple exercise and resting.*
 - B Eating energy giving foods, walking a while and resting.*
 - C Eating balance diet, visiting hospitals regularly and resting.*
 - D Eating food rich in vitamins, doing simple exercise and resting.*

The correct answer was *A - Eating a balanced diet, doing simple exercise and resting*. The students who chose the correct answer understood that a balance diet consists of different types of food and provides adequate amounts of the necessary nutrients for good health. They also understood that physical exercise combats poor health conditions and diseases, while resting improves body metabolism and the immune system. Those who chose incorrect answers *B - Eating energy giving foods, walking a while and resting*, and *D - Eating food rich in vitamins, doing simple exercise and resting*; did not understand that a balanced diet is a combination of all nutrient in the correct proportions. Therefore, eating energy giving foods or food rich in vitamins will not fulfil the balanced diet requirements. The students who chose *C - Eating balance diet, visiting hospitals regularly and resting* did not understand that many diseases and conditions can be prevented or controlled through following appropriate personal hygiene standards rather than visiting hospitals regularly.

- (ii) *Food vendors should be trained on proper disposal of waste and be emphasized to keep all utensils and surfaces clean. What will happen if they will successfully utilise the knowledge obtained in their area?*

- A *Pests will breed on those surfaces.*
- B *Rodents will disturb the consumers.*
- C *Pests will eat left overs on dirt utensils.*
- D *Flies and vermin will be controlled.*

The correct answer was *D - Flies and Vermin will be controlled*. The students who chose the correct response had sufficient knowledge of the importance of proper waste disposal in the area they sell food. The students who chose *A - Pests will breed on those surfaces*, *B - Rodents will disturb the consumers* and *C - Pests will eat left overs on dirt utensils* misunderstood the demand of the question. Instead of successfully utilising the knowledge about proper waste disposal, the students chose the responses which indicate the effect of improper disposal of waste.

(iii) *Your friend wants to decorate his living room. Which type of soft furnishings would you recommend?*

- | | |
|-------------------------------|------------------------------------|
| A <i>Cushions and sofa</i> | B <i>Lines and bean bag</i> |
| C <i>Carpets and curtains</i> | D <i>Sofa set and loose covers</i> |

The correct answer was *C - Carpets and curtains*. The students who chose the correct answer understood that soft furnishings are household items made from soft materials such as carpets, curtains and furniture covering. Those who chose *A – Cushion and sofa*, *B – Linens and bean bags* and *D – sofa set and loose covers* did not understand that sofa and beanbags are hard furnishing made from upholstery fabric. These students were not aware that all furnishings can be classified as soft and hard. Soft furnishings are soothing and comfortable such as bed sheets, curtains, carpets, rugs, cushions and furniture cover. Conversely, hard furnishings perform functions beyond the comfort of the human body like beds, dinning-table, chairs, sofa-sets, beanbag, sofas/chairs, television sets, radio-sets, refrigerators and other household appliances.

(iv) *Why are stainless steel knives mostly recommended to be used in the kitchen?*

- | | |
|------------------------------------|--|
| A <i>They do not discolour.</i> | B <i>They have good cutting edges.</i> |
| C <i>They have strong handles.</i> | D <i>They are easy to clean.</i> |

The correct answer was A - *They do not discolour*. The students who chose the correct answer understood that stainless steel knives have good corrosive resistance and would not rust. Therefore, they are useful for moist or wet food, salty foods or acidic foods such as fruits. The students who chose B - *They have good cutting edges*, C - *They have strong handles* and D - *They are easy to clean* were not aware that all kitchen knives should have good cutting edges and strong handles. They should also be easy to clean. Furthermore, they did not understand that stainless steel knives do not rust or stain easily; therefore, they last longer than the other knives.

- (v) *Your colleague burnt a new silk garment during ironing due to inadequate knowledge on the symbols indicating ironing instructions. Which ironing symbol represents the correct temperature he would have used?*



The correct answer was C - *the ironing symbol with one dot*. The students who chose the correct answer were aware that iron symbols depict ironing. The dots inside the ironing symbol represent the maximum temperature that one should use to iron the garment. The ironing symbol with one dot represent low temperature, which is suitable for ironing silk garment. Those who chose A, were not aware that the *ironing symbol with two dots* indicates medium temperature, which is suitable for synthetics fabrics. The student who chose B, did not understand that an *iron diagram without any dot* indicates ironing instruction. Moreover, those who chose D - *ironing symbol with three dots* did not understood that the three dots represent high temperature, which is suitable for cotton and linen. These students demonstrated inadequate knowledge of laundry care symbols, specifically ironing symbols.

(vi) *Why is it advised to place a piece of cloth under the presser foot after oiling the sewing machine?*

- A To collect the oil in the shuttle case*
- B To show the amount of oil used*
- C To absorb excess oil from the machine*
- D To lubricate the parts of machine*

The correct response was *C - To absorb excess oil from the machine*. The students who chose the correct answer were aware that after oiling the sewing machine, a small piece of cloth should be placed under the presser foot to absorb excess oil from the machine to avoid staining clothes during sewing. Conversely, those who chose incorrect response *A - To collect the oil in the shuttle case* did not understand that the shuttle case is located below the machine bed into which the bobbin case and the bobbin are inserted. The presser foot is the small attachment that is found below the needle. Therefore, a piece of cloth under the presser foot has nothing to do with the oil from the shuttle case. The students who chose *B - To show the amount of oil used* did not understand that there is no part of sewing machine plays the role of showing the amount of oil used. Others chose *D - To lubricate the part of machine*; these students misunderstood the demand of the question. Hence, they chose the reason for oiling the sewing machine instead of the reasons for placing the piece of cloth under the presser foot after oiling the machine.

(vii) *Pregnancy is a stage accompanied by several signs which may develop throughout the period. Which is the early sign to occur?*

- A Difficult to sleep comfortably*
- B Cessation of the menstrual period*
- C Enlargement of the abdomen*
- D Frequent passing of urine*

The correct response was *B - Cessation of the menstrual period*. The students who chose the correct answer understood that the earliest sign of pregnancy is a missed menstrual period, especially for women with regular monthly menstrual cycles. The students who chose *A - Difficult to sleep comfortably*, were not aware that obstructive sleep is a common sign of pregnancy in the first trimester and the third but is not an inevitably early

sign of pregnancy. Those who chose *C – Enlargement of the abdomen* did not understand that, as the pregnancy proceeds, the growing baby progressively stretches the abdominal muscles; hence, the womb expands. Usually, the mother experiences a noticeable belly expansion between 12 and 16 weeks. The students who chose *D - Frequent passing of urine* were not aware that, although frequent urination is an early sign of pregnancy, it usually begins between 10 and 13 weeks, when the uterus begins to push on the bladder.

(viii) *Vegetables contain water soluble vitamins that are easily destroyed during food preparation and cooking. You are asked to chat with expectant mothers at RCH centre on how to conserve such nutrients during cooking. Which one are the best practices?*

- (a) *Cover the pan with a lid during cooking.*
- (b) *Excess cooking liquid should be served as sauces and grades.*
- (c) *Extra cooking liquids should be discarded.*
- (d) *Soak before washing and use plenty of water to wash.*
- (e) *Use a minimum quantity of water.*

A (a), (c) and (d)

B (a), (b), and (d)

C (c), (d) and (e)

D (a), (b) and (e)

The correct answer was *D - (a) Cover the pan within a lid during cooking, (b) Excess cooking liquid should be served as sauces or gravies and (e) Use a minimum quantity of water.* The students who chose the correct response had adequate knowledge about methods of preparing and cooking vegetables to prevent losing water soluble vitamins. The students who chose *A, B and C*, did not understand that *soaking vegetables before washing* leaches out water soluble vitamins and minerals. Likewise, they did not understand that cooking vegetables in plenty of water allows water soluble vitamins like vitamin C, B₁ and folate to leach into the water. Therefore, the remaining water should not be discarded as it contains leached nutrients from the vegetables. Instead, the remaining water can be used as vegetable stock. It can also be used to prepare stew, soups and gravies.

- (ix) *Your home economics teacher advised you to use a heavy-based pan during frying. Why is it advised to use it?*
- A It retains heat and allows slow cooking.*
 - B It prevents cooking oil from splitting.*
 - C It allows the food to cook quickly.*
 - D It allows even distribution of heat.*

The correct answer was *D - It allows even distribution of heat*. The students who chose the correct answer understood that heavy bottom pans conduct heat properly and spread it evenly. The students who chose *A - It retains heat and allows slow cooking* and those who chose *C - It allows the food to cook quickly* were not aware that the thick base surface gives better heat diffusion, spreads heat well and ensures a constant temperature. The students who chose *B - It prevents cooking oil from splitting* did not understand that this happens when water or food containing water is dropped in hot oil, then the rapid vaporising water pushes out the surrounding fat from the frying pan to other places. This has no correlation with a *heavy-based pan during frying*.

- (x) *Your friend is asked to make a bottom hem on a flannel skirt and has requested for assistance from you on the appropriate use for tacking stitch. Which type would you recommend to be used to hold such hem in position?*
- A Long and short tacking*
 - B Tailors tacking*
 - C Diagonal tacking*
 - D Even tacking*

The correct response was *A - Long and short tacking*. The students who chose the correct answer were aware that flannel fabric has napped, fuzzy, finish on one or both sides. Hence long and short tacking is suitable for holding the hem firmly. The students who chose *B – Tailor's tacking*, did not understand that Tailor's tacking is used for marking positions of notches, darts and other important details shown on the patterns. Those who chose *C - Diagonal tacking* were not aware that diagonal tacking is used to hold two or more layers of fabric to prevent them from slipping out

of position until they are finally fixed. Furthermore, the students who chose *D - even tacking* did not understand that the napped finish on flannel fabric either comes from brushing or from its characteristic loose weave. Hence, even tacking is not suitable for holding hems in position on the flannel fabric.

2.1.2 Question 2: Matching Items

This question was set from the topic of *Maternal and Child Health*. It required the students to match the symptoms of children ailments in **List A** with the name of disease in **List B** by writing the letter of the correct answer below the item number in the table provided.

<i>List A</i>	<i>List B</i>
(i) <i>The disease characterized by coughing, weight loss, fever, night sweat and weakness.</i>	A <i>Diphtheria</i> B <i>Measles</i>
(ii) <i>An infection that start off with severe cold accompanied by coughing, sneezing and later rashes appear.</i>	C <i>Pertussis</i> D <i>Pneumonia</i> E <i>Poliomyelitis</i>
(iii) <i>A disease that starts with a cold and feverish feeling and later in paralysis.</i>	F <i>Scabies</i> G <i>Tetanus</i> H <i>Tuberculosis</i>
(iv) <i>An infection of the respiratory track that starts off with feverish cold and hoarse cough.</i>	
(v) <i>An infection characterized by rapid cough, vomiting during or after coughing and exhaustion.</i>	

Answers

<i>List A</i>	(i)	(ii)	(iii)	(iv)	(v)
<i>List B</i>					

This question was attempted by all 5610 (100%) students who sat for this paper. The data shows that 3522 (62.8%) of the students scored from 0 to 1 mark; among them, 1361 (24.1%) scored zero. Moreover, 1968 (35.1%) of the students scored from 2 to 3 marks and 120 (2.1%) scored from 4 to 5 marks as illustrated in Figure 2.

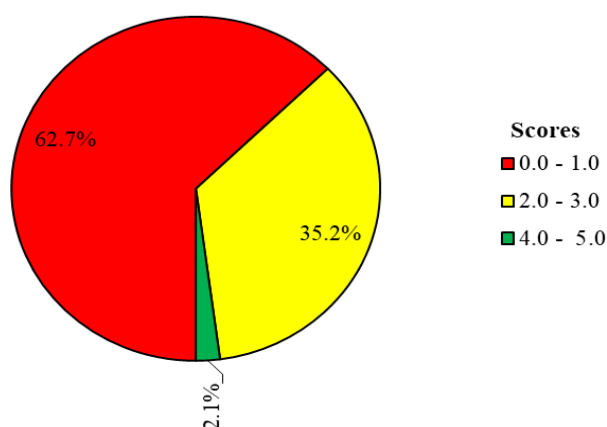


Figure 2: *Students' Performance on Question 2*

Figure 2 indicates that their general performance on this question was average because 37.3 per cent had average performance or above. These students had adequate knowledge of the common children ailment. The analysis of students' response to each item is as follows:

Item (i) stated: *The disease characterized by coughing, weight loss, fever, night sweat and weakness.* The correct answer was *H – Tuberculosis*. The students who matched the item correctly understood the symptoms of tuberculosis which is accompanied with night sweat. The students who incorrectly matched it with *D – Pneumonia* mixed up the symptoms of tuberculosis and pneumonia because both are respiratory tract diseases. They were not aware that night sweat is a predominant symptom of tuberculosis which is different from pneumonia.

Item (ii) stated: *An infection starts off with severe cold accompanied by coughing, sneezing and later rashes appear.* The correct response was *B- Measles*. The students who matched the item correctly understood the symptoms of measles: rashes appear later after the first symptoms. The students who matched it incorrectly with *F – Scabies* were not aware that scabies is characterised by intense itching and rashes which look like tiny red lumps, little blisters or pimples. It differs from measles as it is not accompanied by coughing or sneezing.

Item (iii) stated: *A disease that starts with a cold and feverish feeling and later in paralysis.* The correct response was *E - Poliomyelitis*. The students who matched it correctly were aware that poliomyelitis may cause

paralysis. Students who matched the item incorrectly with *G – Tetanus* were not aware that tetanus may cause muscle spasms and stiffness but not paralysis.

Item (iv) stated: *An infection of the respiratory tract that starts off with feverish, cold and hoarse cough.* The correct response was *C - Pertussis*. The students who matched the item correctly, understood that hoarse cough is one of the symptoms of pertussis. The students who matched the item incorrectly did not understand the symptoms of pertussis. Some of them matched the item with *B - Measles*. These students confused the symptoms of measles with pertussis because some of the common symptoms of measles also include fever and coughing.

Item (v) stated: *An infection characterized by rapid cough, vomiting during or after coughing and exhausting.* The correct response was *C - Pertussis*. The students who matched the item correctly managed to characterise the early symptoms of pertussis. Some of the students matched the item with *H - Tuberculosis*. They confused the symptoms of Tuberculosis with those of pertussis because both can be characterised by coughing but Tuberculosis (TB) includes night sweat.

Most of the students failed to match it correctly due to inadequate knowledge about children ailment. Hence, they mixed up the symptoms. Extract 2.1 is a sample response from a student who had weak performance on the question.

2. Match the symptoms of children ailments in **List A** with the disease name in **List B** by writing the letter of the correct answer below the item number in the table provided.

List A	List B
(i) The disease characterised by coughing, weight loss, fever, night sweat and weakness.	A Diphtheria
(ii) An infection that starts off with severe cold accompanied by coughing, sneezing and later rashes appear.	B Measles
(iii) A disease that starts with a cold and feverish feeling and later in paralysis.	C Pertussis
(iv) An infection of the respiratory tract that starts off with feverish cold and hoarse cough.	D Pneumonia
(v) An infection characterised by rapid cough, vomiting during or after coughing and exhaustion.	E Poliomyelitis
	F Scabies
	G Tetanus
	H Tuberculosis

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	D	F	G	B	H

Extract 2.1: A sample of poor responses to Question 2

In Extract 2.1, the student failed to provide the correct answers to any of the items because he/she had inadequate knowledge about children ailments.

Conversely, the students who correctly matched the symptoms with the diseases' names had adequate knowledge of children ailment. Extract 2.2 is a sample response from a script of a student with good performance on this question.

2. Match the symptoms of children ailments in **List A** with the disease name in **List B** by writing the letter of the correct answer below the item number in the table provided.

List A	List B
(i) The disease characterised by coughing, weight loss, fever, night sweat and weakness.	A Diphtheria
(ii) An infection that starts off with severe cold accompanied by coughing, sneezing and later rashes appear.	B Measles
(iii) A disease that starts with a cold and feverish feeling and later in paralysis.	C Pertussis
(iv) An infection of the respiratory tract that starts off with feverish cold and hoarse cough.	D Pneumonia
(v) An infection characterised by rapid cough, vomiting during or after coughing and exhaustion.	E Poliomyelitis
	F Scabies
	G Tetanus
	H Tuberculosis

Answers

List A	(i)	(ii)	(iii)	(iv)	(v)
List B	A	B	C	D	E

Extract 2.2: A sample of good responses to Question 2

In Extract 2.2, the student provided the correct answers to any of the items. This student had adequate knowledge about children ailment; hence, he/she managed to match correctly the symptoms with the diseases.

2.2 Section B: Short Answer Questions

This section was comprised of seven short answer questions from the topics of *Ideal House*, *Basic Sewing Stiches*, *Cooking Food*, *Food and Nutrition*, *Introduction to Sewing*, *Sanitation* and *Laundry*. Each question carried 10 marks, giving a total of 70 marks. The analysis of students' answers to each question is as follows:

2.2.1 Question 3: An Ideal House

The question measured the students' competence in furnishing the house. The question stated:

Your friend wants to buy a carpet for his living room and he has asked for assistance from you as he is not conversant with it. Advise him by:

- (a) *Briefly explaining the importance of using a carpet in room. (Give four points).*
- (b) *Explaining four factors to be considered when choosing carpets.*
- (c) *Outlining the care of carpets (Provide four points).*

The question was attempted by 5610 (100%) students. Data shows that 2369 (42.2%) of the students scored from 0 to 2.5 marks. Among them, 766 (13.7%) scored zero. Furthermore, 2962 (52.8 %) of the students scored from 3.0 to 6.0 marks, and 279 (5.0%) scored from 6.5 to 10.0 marks. This performance is summarized in Figure 3.

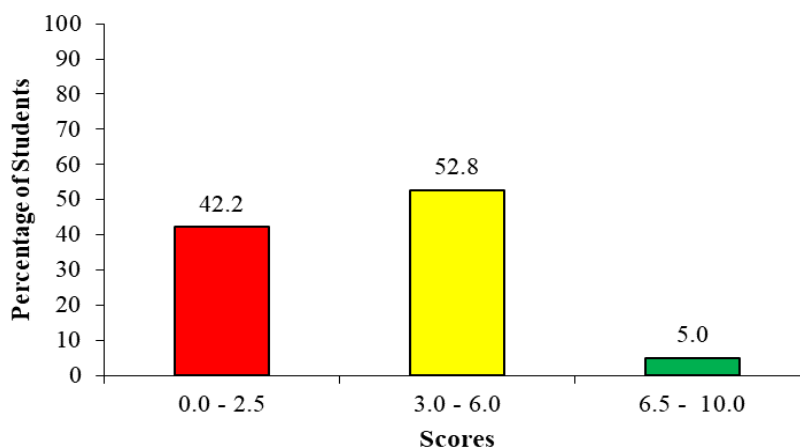


Figure 3: Students' Performance on Question 3

Figure 3 shows that the general performance on this question was average because 57.8 per cent of the students had average performance or above. The majority of these students (52.8%) scored from 3.0 – 6.0 marks. These students provided insufficient explanation, less points or incorrect points. Hence, they had average performance. The student with good performance (6.5 – 10.0 marks) were 5 per cent. These had adequate knowledge of furnishing a house. Nevertheless, 42.2 per cent demonstrated inadequate knowledge of furnishing a house, hence they provided irrelevant answers.

Analysis indicates that the majority (57.6%) of the students provided the correct answers to all parts, though some of the points were not correct. Hence, they scored from 3.0 to 9.0 marks. However, one student (0.2%) scored all 10 marks. In part (a), some of the correct answers were *to decorate the room and make it attractive, to minimize noise when someone is walking, to protect the floor from damage or stains, to cover slippery floor in order and to prevent accidents*. Similarly, in part (b), the students correctly explained factors to consider when choosing carpets. For example, one student wrote, *choose the carpet which will last longer, colour of the carpet should be chosen according to the appearance of the room, the design of the carpet should be attractive, you should consider size of the floor to keep the carpet and type of floor*. Furthermore, in part (c), the students correctly outlined the care of carpets. For example, one of the students wrote, *carpets should be cleaned in case of any dirty or stain, use soft brooms to sweep the carpet, do not leave dirty or stain on surface of carpet for a long time, avoid using solvents with very strong cleaning power as they can damage the carpet*. These students had enough knowledge of the correct procedures for taking care of carpets. A sample of the correct responses to the question is presented in Extract 3.1.

3. Your friend wants to buy a carpet for his living room and he has asked for assistance from you as he is not conversant with it. Advise him by:

(a) Briefly explaining the importance of using a carpet in a room. (Give four points).

- (i) A carpet makes the room attractive.
- (ii) Light coloured carpets are used to add light in the room.
- (iii) A carpet is used to protect the floor from damage.
- (iv) A carpet in a room brings comfort especially if made by woolen material as one can sit on it.

(b) Explaining four factors to be considered when choosing carpets.

- (i) Size of the carpets: You should know the size of the carpet before buying so as to ensure that it fits the area you wanted it to cover.
- (ii) Colour of the carpet: The carpet to be chosen, should have bright/light colour to increase the light in the room and should have the colour which suits the colour of the walls of the room.
- (iii) Material used to make the carpet: You should know the material used to make the carpet as you are choosing it so as it will suit the room well.
- (iv) Cost of the carpet: Before buying a carpet, you should know your financial status and the cost of the carpet so as to know whether you can afford buying it or not.

(c) Outlining the care of carpets. (Provide four points).

- (i) If the carpet is woolen, it should be dusted everyday.
- (ii) Do not pull different things on top of the carpet as they may tear it.
- (iii) If the carpet is made of up of washable materials, it should be washed regularly.
- (iv) Remove grease/oils on top of the carpet as they may destroy its appearance.

Extract 3.1: A sample of the correct responses to Question 3

Extract 3.1 shows a sample response from the student who correctly provided the importance of using a carpet in a room and the factors to be considered when choosing carpets. The student also correctly outlined important consideration in caring for carpets.

Conversely, 13.7 per cent of the students scored zero. In part (a), some of these students misunderstood the demand of the question. Hence, they provided the points to consider when renting a house. For example, one student wrote, *the room should be big and good, to look if there is water, to look if there is electric, to look if there good people*. Others provided irrelevant answers, such as *it help to give information, it help to get money, it help to serve life and it build the infrastructure*. Another student wrote, *special cleaning, weekly cleaning, daily cleaning and eating food rich in vitamins*. Instead of the correct importance of using carpets such as *it provides warmth to the feet, it maintains warm air in the room, it adds character to a room/change the appearance of the room, it provides beauty as it adds colour, it provides comfortable place to sit and it reduces sounds when walking*.

In part (b) some of the students misunderstood the demand of the question. For example, one student wrote the importance of curtains such as *for privacy, for decorate, for protection and for comfortable* instead of factor to be considered when choosing carpets. Others provided irrelevant answers, such as *diagonal tacking, slip basting, tailor's tacking and short and long tacking*. All these are types of temporary stitches.

Likewise, in part (c), some of these students provided irrelevant answers. For example, one student wrote the methods for removing dirty such as *sweeping, dusting, mopping and scrubbing*. Another one wrote cleaning equipment/agents such as *soap, water, brush/hard brush or soft brush and dustbin*. Another student wrote, *easily carpet, small carpet, room carpet and kitchen carpet* which were not relevant. These answers indicate that the students had inadequate knowledge about carpets. They also demonstrated poor command of the English language. A sample of the incorrect answers is shown in Extract 3.2.

3. Your friend wants to buy a carpet for his living room and he has asked for assistance from you as he is not conversant with it. Advise him by:

(a) Briefly explaining the importance of using a carpet in a room. (Give four points).

- (i) It help to conserve envirement of the room
- (ii) It help to simplify work of cleaning a room
- (iii) It help to promote our living work
- (iv) It help to escape diseases

(b) Explaining four factors to be considered when choosing carpets.

- (i) Broom - are used to clean a carpets to and to remove soft dirt
- (ii) Soft brush - used to brush the carpets and removal all stain in the carpets
- (iii) mop - is used to disappare water from a carpet up to ground
- (iv) soap - is used to cleaning give a carpet good air

(c) Outlining the care of carpets. (Provide four points).

- (i) cleaning
- (ii) Brushing
- (iii) removing of dirt
- (iv) storing

Extract 3.2: A sample of the poor responses to Question 3

In Extract 3.2, the student provided irrelevant answers to all parts of the question. In part (a), he/she explained the importance of cleaning a room in some points instead of caring for carpets. In part (b), he/she explained the uses of cleaning equipment (broom, soft brush and mop) and cleaning agent (soap) instead of the factors to consider when choosing carpets. Similarly, in part (c), he/she listed methods of removing dirt instead of caring for carpets.

2.2.2 Question 4: Basic Sewing Stitches

This question measured the students' competence in uses of basic sewing stitches. The question stated:

After submitting the samples of stitches prepared in the class, the teacher observed that you are the only one who did the work correctly. Advise your fellow students on:

- (a) *The rules to be observed in order to obtain good stitches. (Provide five rules).*
- (b) *The use of the following stitches during garment making.*
 - (i) *Diagonal tackling*
 - (ii) *Slip basting*
 - (iii) *Tailor's tacking*
- (c) *The differences between temporary stitches and permanent stitches.*

The question was attempted by 5610 (100%) students. Data shows that 4318 (77.0%) of the students scored from 0 to 2.5 marks, among them 48.9 per cent scored zero. Moreover, 990 (17.6%) of the students scored from 3.0 to 6.0 marks, and 302 (5.4%) scored from 6.5 to 10.0 marks. Figure 4 illustrates this performance.

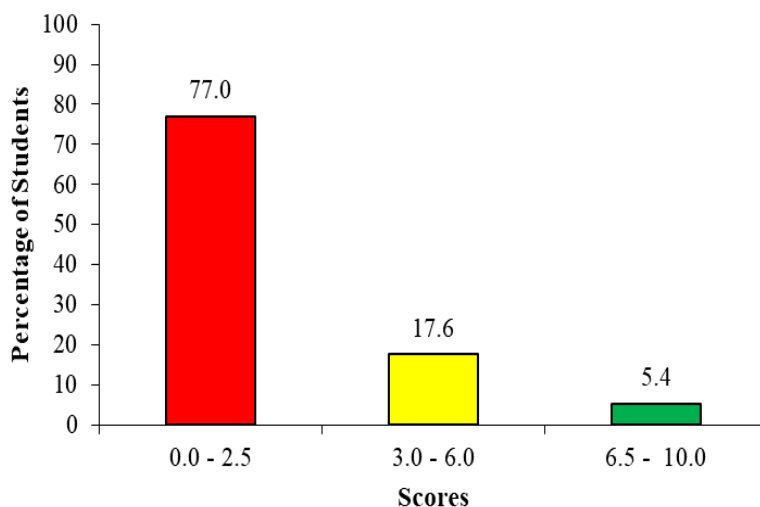


Figure 4: *Students' Performance on Question 4*

As Figure 4 illustrates, the general performance on this question was weak because 77.0 per cent performed below average. This performance indicates that the students had insufficient knowledge about basic sewing stitches. Despite the observed weak performance on this question, data indicates that 5.4 per cent has good performance and 17.6 per cent had average performance.

Among the students (77.0%) who performed below average, 2745 (48.9%) scored zero. These students provided irrelevant answers to all parts of the question. In part (a), some of the students listed sewing equipment instead of the rules to be observed to obtain good stitches. For example, one student wrote, *needles, threads, scissors, sewing machine, piece of chalk*. Others listed the types of stitches; for example, one student wrote, *permanent stitches, joining stitches, embroidery stitch, temporary stitches and even tacking*. Others outlined the characteristics of a sewing room. For example, one student wrote, *it should be large enough, it should be well ventilated, it should be arranged of equipment, it should be large room and it should be any equipment are kept*.

In part (b), the students demonstrated inadequate knowledge of the use of tacking stitches. Hence, they provided irrelevant answers. For example, one student wrote, *Diagonal tacking - for drawing the tacking which are diagonal in the cloth, slip basting deals with basting forward the cloth and Tailor's tacking - this deal with tacking clothes*. Another student wrote, *diagonal tacking is the stitch that used to tacking diagonal, slip basting is an instrument in sewing machine that are used to basting the slip and tailor's tacking is an instrument in sewing machine that are used to tacking the tailor's in sewing room*. All these answers were not relevant. The students demonstrated inadequate knowledge about the use of these stitches, and they failed to express themselves in correct language.

Actually, all these are temporary stitches. The students did not understand that diagonal tacking stiches are used to hold together two or more layers of fabric to prevent them from slipping out of position. Slip basting are used to hold pieces of fabric together and match the pattern exactly. Tailor's

tacks are used to mark darts, pattern markings, and to transfer details from a paper pattern onto the fabric.

In part (c), the students had insufficient knowledge about stitches. Hence, they failed to differentiate between temporary stitches and permanent stitches. Most of them provided irrelevant answers. For example, one student wrote, *temporary stitches are stitches which are easy but permanent stitches are stitches which are not easy*. Another student wrote, *temporary stitches is the type of stitches which involve joining stitches and neatening stitches while permanent stitches is the type of stitch which involve long and short tacking*. Moreover, the language used was also poor. Besides, some of the students left this question unanswered. These students did not understand that temporary stitches are used to hold pieces of fabric together before permanent stitches and are usually removed after the permanent stitches are worked. In contrast, permanent stitches are used to join, neaten or decorate the fabric and are not like temporary stitches. A sample of the incorrect responses is shown in Extract 4.1

4. After submitting the samples of stitches prepared in the class, the teacher observed that you are the only one who did the work correctly. Advise your fellow students on:

(a) The rules to be observed in order to obtain good stitches. (Provide five rules).

- (i) to Use the needle well
- (ii) To Use the original thread
- (iii) To be buying the sewing machine original
- (iv) To store the needle and thread in their the box of equipment
- (v) To store the all equipment that used in the stitcher activities

(b) The use of the following stitches during garment making:

- (i) Diagonal tacking
..... It Used to tacking diagonal

- (ii) Slip basting
It used in a basting method
- (iii) Tailor's tacking
It used to tacking an a clothes
- (c) The differences between temporary stitches and permanent stitches.
Temporary stitches is the stitches that used to double of layer in a fabric which during stitch while permanent stitches is the stitch which use to double of fabric where in a stitch

Extract 4.1: A sample of incorrect responses to Question 4

In Extract 4.1, the student provided irrelevant answers to all parts of the question. Moreover, the language used was poor.

Despite the weak performance on this question, very few students (0.2%) scored all the 10 allotted marks. Analysis indicates that these students correctly provided the rules to be observed to obtain good stitches in part (a). Some of their correct answers were *Use the right type of stitch for work to be done, never use French knots to fasten the stitch, work on one stitch at a time, use the right needle and thread so as to avoid thread breaking and to fasten on and off securely*. In part (b), the students explained the use of diagonal tacking, slip basting and tailor's tacking. In part (c), they understood that temporary stitches are used for temporary purposes, and permanent stitches are used for permanent purposes on garment/household articles. Extract 4.2 is a sample of the correct responses.

4. After submitting the samples of stitches prepared in the class, the teacher observed that you are the only one who did the work correctly. Advise your fellow students on:

(a) The rules to be observed in order to obtain good stitches. (Provide five rules).

(i) Choose the right type of stitch for the work to be done.

(ii) Never use a knot when fastening on and off, because knot can cause thread break.

(iii) Fasten on and off securely.

(iv) Use the right type of thread and size of the needle for the work to be done.

(v) Work one stitch at a time so as to make the fabric correct.

(b) The use of the following stitches during garment making:

(i) Diagonal tacking
is used to hold layer of fabric to prevent from splitting out of position.

(ii) Slip basting
used to hold the fabric temporarily in order to match the pattern exactly.

(iii) Tailor's tacking
used to mark the position of notches, darts and pleat lines.

(c) The differences between temporary stitches and permanent stitches.

Temporary stitches are stitches which work temporary on a fabric and should be removed as soon as when permanent stitches are used.

while
Permanent stitches are stitches which used permanently on a fabric during construction of a fabric.

Extract 4.2: A sample of the correct responses to Question 4

In Extract 4.2, the student provided correct answers to all parts of the question. He/she demonstrated adequate knowledge of basic sewing stitches.

2.2.3 Question 5: Cooking Food

The question measured the students' competences in cooking food. The question stated:

You have a new housemaid who feels lazy to cook and is not even aware of various cooking methods. She prefers to prepare raw food like salads and eating cold foods. Advise her on:

- (a) *The importance of cooking food (Give five points).*
- (b) *Five factors to be considered when choosing the cooking method for preparing various foods.*

The question was attempted by 5610 (100%) of the students. Data shows that 2464 (43.9%) scored from 0 – 2.5 marks, of whom 1215 (21.7%) scored zero. Moreover 1884 (33.6%) students scored from 3.0 to 6.0 marks and 1262 (22.5%) scored from 6.5 to 10 marks. Among them 164 (2.9%) scored all the 10 allotted marks. Figure 5 summarizes this performance:

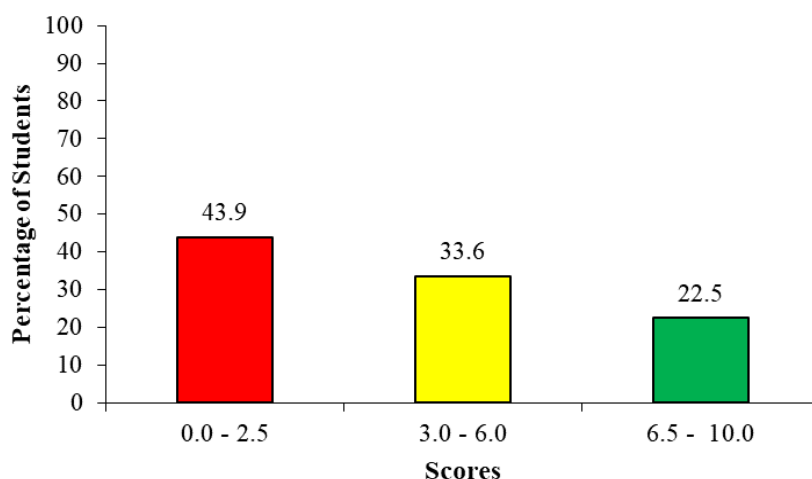


Figure 5: Students' Performance on Question 5

Figure 5 shows that the general performance on this question was average because 56.1 per cent of the students scored from 3.0 to 10.0 marks. This indicates that the students had sufficient knowledge about cooking food.

The analysis shows that, among the 22.5 per cent of the students who had good performance, 164 (2.9%) scored all the 10 allotted marks. These students correctly explained the importance of cooking food rather than eating raw food in part (a). Some of the correct answers provided were *It kills germs that may be found in food, it softens the fibres in foods, it makes the perishable food last longer, it increases the flavour of food, it makes the food more appetizing and attractive*. These students understood that, although it is true that the housemaid should be eating salads, she needs other foods that require cooking such as carbohydrates and protein, to get the full range of nutrients for good health. Furthermore, cooking food is important as it kills the harmful micro-organisms present in raw food and it provides more nutrients as certain vitamins and minerals. Similarly, cooking makes food safe to eat as cold food may contain harmful microorganisms. Cooking also prevents food poisoning.

In part (b), they correctly provided factors to consider when choosing a cooking method for preparing various foods. Some of the answers provided were *to know the nature of food as some foods lose their nutrients, utensils, equipment and tools available, know the group of people, and know the number of people*. These students understood that using appropriate cooking method is a major part of the cookery art. Extract 5.1 is a sample of the correct responses to this question.

5. You have a new housemaid who feels lazy to cook and is not even aware of various cooking methods. She prefers to prepare raw foods like salads and eating cold foods. Advise her on:

(a) The importance of cooking food. (Give five points).

- (i) It help to kill germs and other micro-organisms which may present in food.
- (ii) Cooking help to soften plant fibres and kill plant cell wall.
- (iii) Cooking make food edible and appetizing to eat.
- (iv) Cooking creates varieties of menu as food may be cooked with varieties methods.
- (v) Cooking improve the appearance of food and make it attractive and stay long.

- (b) Five factors to be considered when choosing the cooking method for preparing various foods.

- (i) Health condition : You should consider health condition of people who will eat the food after cooking. example elders, children or sick people.
- (ii) Time consuming : A person should consider the amount of time that can be used when cooking a particular type of food.
- (iii) Type of fuel available : Before deciding the method of cooking, you should consider the amount of fuel available.
- (iv) Cooking equipments : Various methods of cooking require different kitchen equipments such as oven, pressure cooker.
- (v) Cost : When choosing method of cooking a person should consider cost of using such method of cooking in case of financial status.

Extract 5.1: A sample of the correct responses to Question 5

In Extract 5.1, the student managed to provide correct answers to all parts of the question. The student understood that the cooking methods has a direct impact on the taste, texture, appearance, and flavour of the resulting food product, as well as to avoid food poisoning. He/she also demonstrated adequate knowledge about the factors to consider when choosing a cooking method.

Conversely, analysis indicates that 48.9 per cent of the students who scored zero had insufficient knowledge about cooking food. Some of them misinterpreted the demand of the question. For example, in part (a), some of these students provided functions of food in the body instead of the importance of cooking food. For example, one student wrote, *it helps to maintain health in your body, it helps to get energy in your body, it helps to provide good health, it helps the body to fight against disease, it helps to make your body constant and provide energy*. Others provided irrelevant answers. For example, one student wrote, *it helps to steel hungry, it helps to eating balanced diet, food should be tined on proper disposal of waste, they have good food and give health, and excess cooking liquid should be*

served. All these answers are not relevant, and they contain many grammatical errors. Hence, they demonstrated poor command of the English language.

Furthermore, in part (b), the students misinterpreted the demand of the question. Most of these students provided methods of cooking instead of the factors to consider when choosing a cooking method. For example, one student wrote, *Boiling, stewing, baking, steaming and dry method*. Others provided irrelevant answers such as *ugali, rice, pilau, biriani* and *pizza hot* which are the types of cooked food. Some skipped the question. This implies that these students had insufficient knowledge of the methods of cooking. A sample of the incorrect responses is shown in Extract 5.2.

5. You have a new housemaid who feels lazy to cook and is not even aware of various cooking methods. She prefers to prepare raw foods like salads and eating cold foods. Advise her on:

(a) The importance of cooking food. (Give five points).

- (i) ..food...give...our...body...health.....
- (ii) ..If...you...can...eat...you...can...be...aware...to...do...any.....
kind...of...work...because...your...body...will...be...strong.....
- (iii) ..You...will...not...be...able...to...get...diseases...because...
..Your...body...will...be...strong...enough.....
- (iv) ..If...you...will...eat...food...your...body...will...have...bad...
need...diet.....
- (v) ..food...give...our...body...energy.....

(b) Five factors to be considered when choosing the cooking method for preparing various foods.

- (i) ..we...should...choose...the...food...which...is...good...for...our...he
alth...because...there...are...some...food...which...are...not
good...for...our...health.....
- (ii) ..we...should...choose...the...food...which...is...easy...to...cook
it...because...there...are...some...food...which...are...not
easy...when...you...are...cooking...it.....
- (iii) ..we...should...choose...the...food...which...doesn't...bring...dise
ases...like...cooking...the...food...which...have...too...much
fats...this...it...can...cause...blood...pressure...and...heart...problems.....
- (iv) ..Boiling...this...is...the...process...of...cooking...food...by...using
water...like...eggs...and...beans.....
- (v) ..Frying...this...is...the...process...of...cooking...food...by...using...
oil...like...chips...and...frying...eggs.....

Extract 5.2: A sample of the incorrect responses to Question 5

In Extract 5.2, the student misinterpreted the demand of the question. In part (a), he/she wrote the functions of food instead of the importance of cooking food. In part (b), he/she wrote about the choice of food instead of the methods of cooking. This demonstrated his/her inadequate knowledge about cooking food.

2.2.4 Question 6: Food and Nutrition

The question measured the students' knowledge of food nutrients. The question stated:

Your young brother has obesity and the doctor advised him to reduce eating food rich in fats and increase the intake of dietary fibre. Explain to him:

- (a) *The importance of dietary fibres*
- (b) *The function of fat in the body*
- (c) *Food sources for:*
 - (i) *Fat (Give two sources)*
 - (ii) *Dietary fibres (Give two sources)*

The question was attempted by 5610 (100%) of the students who sat for this paper. A total of 2672 (47.6%) students scored from 0 to 2.5 marks and 2588 (46.2%) scored from 3.0 to 6.0 marks. Moreover, 350 (6.2%) of the students scored from 6.5 to 9.5 marks, as shown in Figure 6.

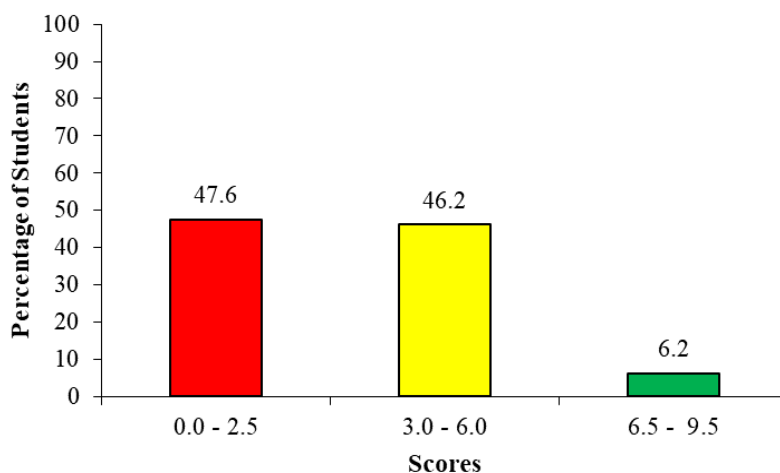


Figure 6: Students' Performance on Question 6

Figure 6 shows that the general performance on this question was average because 52.4 per cent had average performance or above. These students had enough knowledge about the importance of dietary fibre as it helps to reduce the absorption of carbohydrates and lipids. However, the majority (46.2%) provided less points or insufficient explanation; hence, they attained average score. The students (6.2%) with good performance demonstrated adequate knowledge about fats and dietary fibres. The rest (47.6%) had inadequate knowledge of fats and dietary fibre.

Analysis indicates that the students with good performance were 350 (6.2%). These students correctly explained the importance of dietary fibre in part (a). They also explained the importance in three out of four that were required by the question. Some of the correct responses provided were *prevent constipation*, *prevent colon or stomach cancer*, and *regulating the body weight*. A high-fibre diet is protective against weight gain. High-fibre foods tend to have a lower energy density, which means they provide fewer calories per gram of food. Hence, a person on a high-fibre diet can consume the same amount of food, but with fewer calories.

In part (b), the students correctly explained the functions of fat in the body. Some of the correct answers provided were *Fats regulate the body temperature*, *prevent delicate parts of the body*, *provide energy*, *keeps skin soft*, and *act as insulator in the body*. These students demonstrated adequate knowledge about the functions of fat. In fact, reducing high-fat foods can help keep the body weight under control and the heart healthy. Staying at a healthy weight can reduce the risk of developing diabetes, heart disease, and other health problems.

Furthermore, in part (c) (i), the students correctly provided foods which contain fat. Some of the correct answers were *sunflower oil*, *milk*, *coconut* and *groundnuts*. In part (c) (ii), the students correctly provided sources for dietary fibre such as *cabbage*, *green leafy vegetables* and *fruits*. Actually, dietary fibre is an essential component of a healthy diet. It can easily be obtained from plant foods, such as cereals, pulses, fruits and vegetables. These kinds of food have indigestible parts or plant compounds which pass relatively unchanged through the stomach and the intestines. These students demonstrated adequate knowledge. However, they provided insufficient

explanation and some provided fewer points than the points required by the question, hence they failed to score full marks. A sample of their responses is illustrated in Extract 6.1.

6. Your young brother has obesity and the doctor advised him to reduce eating food rich in fats and increase the intake of dietary fibres. Explain to him on:

(a) The importance of dietary fibres. (Provide four points).

- (i) It simplifies the movement of bolus through alimentary canal to the stomach eg. of dietary fibres is cabbage, mangoes
- (ii) It enables one to not feel hungry, as it absorbs fluid which makes the bolus to expand in the stomach
- (iii) It regulates body weight.
- Dietary fibres is very complex to be digested by humans therefore it's not digested by it is very important as it helps in digestion.
- (iv) It prevents Constipation.
- Constipation is the process where by a person removes / excrete a very hard stool (faeces) because he/she lacks dietary fibres

(b) The function of fat in the body. (Give four functions).

- (i) Fat covers the body organs to get the right temperature
- (ii) Fat acts as an insulator in the body
- (iii) Fats regulates the body temperature
- (iv) Fats makes the stomach feels full and prevents one from being hungry.

(c) Food sources for:

- (i) Fat (Give two sources)
 - Sunflower oil
 - Ground nuts
- (ii) Dietary fibres (Give two sources)
 - Mangoes
 - Cabbages

Extract 6.1: A sample of the good responses to Question 6

In Extract 6.1, the student correctly provided the answers; however, in some context, the answers were partially correct, hence failing to score full marks. For example, in part (a) (i) the student insufficiently explained how dietary fibre simplifies the movement of bolus. Actually, dietary fibre binds food components and transports them further down the intestine. Likewise, in part (a) (iv), the insoluble dietary fibre adds bulk to the stool, thus preventing constipation. Furthermore, in part (b) (i), the fat deposits that surround vital organs such as the kidney and heart, hold them in position and protect them from physical shock and injury. However, too much fat is not good for health.

Further, the analysis indicates that, among the 46.2 per cent of the students who had weak performance, 9.0 per cent of the students scored zero. These students demonstrated insufficient knowledge about the importance of dietary fibre in part (a) and the functions of fat in part (b). In part (a), some of the students explained the functions of protein and vitamin instead of the importance of dietary fibre, such as *it regulates bowel movement as it adds bulk to the stool and soften it; helps maintain bowel health as it lowers the risk of developing haemorrhoids and small pouches in the colon; aids in achieving healthy weight as they have fewer calories; it lowers blood cholesterol level and helps to control blood sugar level*. Others provided irrelevant answers; for example, one student wrote, *it helps to get energy in the body, prevent strong bones and muscles, help to get nutrients in the body, help development of children*. Another student wrote, *eating food rich in vitamin, eating balanced diet, eating energy giving food and eating food giving power*. These answers did not address the demand of the question.

In part (b), the students also provided irrelevant answers; for example, one student wrote, *it causes diseases, softens and tissue, attack from pathogens, it decreases the body immunity*. Another student wrote, parts of the body, such as *the stomach, chest, tongue, and nose*, instead of the functions of fat in the body such as *a source of energy and energy reserve, contribute to the feeling of satiety after a meal, help in the absorption of fat-soluble vitamins like A, D, E and K, serve as insulating material for the body and protecting vital organs such as heart and kidney*. In part (c) (i), the students failed to provide the sources of fat. Some of the incorrect answer were *vegetables*,

maize, salads, bananas, cassava, potatoes, protein and minerals. Similarly, in part (c) (ii), the students provided incorrect answers like *vitamin, rice, ugali, beef, vitamin A, roughage, sunflower, and nuts*. These answers indicate that the students had insufficient knowledge of food sources. Hence, they wrote anything to fill the gaps. A sample of the incorrect responses is shown in Extract 6.2.

6. Your young brother has obesity and the doctor advised him to reduce eating food rich in fats and increase the intake of dietary fibres. Explain to him on:

(a) The importance of dietary fibres. (Provide four points).

- (i) Protects the body:
- (ii) Helps in growth, development and movement.
- (iii) Repairs worn out tissues.
- (iv) Prevents people from diseases.

(b) The function of fat in the body. (Give four functions).

- (i) It causes diseases eg obesity
- (ii) It softens the tissues
- (iii) Attack from pathogens.
- (iv) It decrease the body immunity.

(c) Food sources for:

- (i) Fat (Give two sources)
 - Plant source
 - Animal source
- (ii) Dietary fibres (Give two sources)
 - butters.
 - Oils

Extract 6.2: A sample of the incorrect responses to Question 6

In Extract 6.2 the students provided the functions of food instead of importance of dietary fibre in part (a). In part (b), he/she provided irrelevant answers, and in part (c), they demonstrated inadequate knowledge about food sources.

2.2.5 Question 7: Introduction to Sewing

The question measured the student's competency in using sewing machine. The question stated:

Your aunt attended a short course on tailoring but she failed to perform some procedure for using the sewing machine and asked you for assistance, Explain to her:

- (a) *Four steps to be followed when threading sewing machine before you start working.*
- (b) *How to solve the thread breaking while sewing.*
- (c) *How to turn corner when sewing.*

The question was attempted by 5610 (100%) of the students who sat for this paper. A total of 5024 (89.6%) students scored from 0 to 2.5 marks. Among them, 3501 (62.4%) scored zero. Moreover, 500 (8.9%) of the students scored from 3.0 to 6.0 marks, and 86 (1.5%) scored from 6.5 to 10 marks. Figure 7 illustrates this performance.

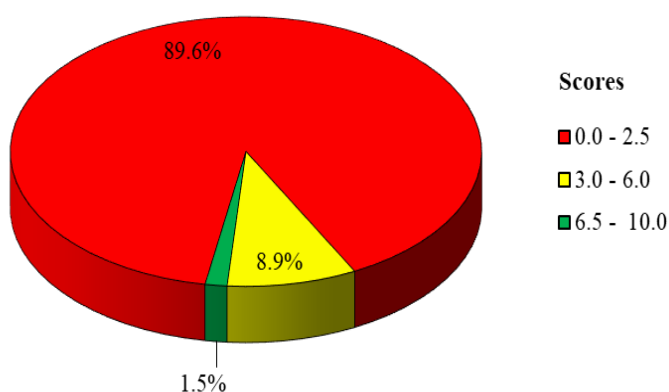


Figure 7: Students' Performance on Question 7

Figure 7 indicates that the general performance on this question was weak because 89.6 per cent scored below average.

Analysis shows that 89.6 per cent of the students had weak performance; among them 62.4 per cent scored zero. These students had inadequate knowledge about the procedure for using the sewing machine. In part (a) some of the students misinterpreted the demand of the question. Instead of giving steps in threading the sewing machine, the students wrote about the general rules for using the sewing machine. For example, one student wrote, *ensure that all parts of the sewing machine are working, ensure that the sewing machine is secured with its parts e.g., the needle on the needle clamp, ensure that the sewing machine is oiled before use to facilitate easy working*. Others provided unrelated steps, for example one student wrote, *keep thread in the small hole of the needle, keep the thread in the sewing machine, keep the cloth and you start to sewing and keep going on till you finish sewing*. Another student wrote, *apply oil to the respective parts of the sewing machine, make sure all parts of the sewing machine are working including the presser foot, spool pin and hand wheel, insert the appropriate thread in the spool pin so as can join the machine needle and when the thread is ready in the machine needle and the garment on the feed dog the activity of sewing can proceed*. These answers reveal that these students had inadequate knowledge of threading the sewing machine.

In part (b), the student provided irrelevant answers. For example, one student wrote, *remove or lift up the presser foot, remove the thread in the machine needle, remove the thread from the spool pin and oil the machine if there is a problem*. Another student wrote, *move the broken thread from the machine needle, redirect the thread from the spool pin to the thread guide again, do not use the same broke thread to continue with the work and then insert the thread to the hole a needle*. These students were not familiar with the causes of thread breaking; hence they failed to show how the problem could be solved. Thread breaking is usually caused by *incorrect threading, needle blunt of bent, tension too tight, needle size incorrect for the thread used or spool too full and jamming the bobbin race*. However, these problems can be solved by *re-threading correctly, replacing needle with a new one, loosen the tension screw, replace the needle, remove the bobbin and unwind some of the thread*, respectively.

In part (c), the students demonstrated inadequate knowledge of how to turn a corner when sewing. For example, one student wrote, *we sometimes use stitch regulator to turn a corner or we use the bobbin winder to wind the bobbin to enable to turn a corner when sewing*. This student was not knowledgeable about the sewing machine parts, as the function of stitch regulator is to adjust the length of stitches, and the bobbin winder is used to wind the thread on to the bobbin. Another student wrote, *we can use L-square/a French curve to turn a corner so that we can know the measurement to be measured*. This student did not understand that the L-square and the French curve are measuring tools, which are not related to the sewing machine. The analysis reveals that these students had inadequate skill in using the sewing machine. If the students had enough practice on using the sewing machine, they would remember the procedures for using the sewing machine because practise improves learning, aids in long-term retention and facilitates recalling. A sample of the incorrect responses to this question is shown in Extract 7.1.

7. Your aunt attended a short course on tailoring but she failed to perform some procedures for using the sewing machine and asked you for assistance. Explain to her:

(a) Four steps to be followed when threading a sewing machine before you start working.

(i) Put oil in order to lubricate the parts of machine

(ii) Put the thread which is suitable for the cloth which you are going to sewing

(iii) Try the machine if it is working

(iv) Then, start sewing and be carefully

(b) How to solve the thread breaking problem while sewing. (Give four points).

- (i) While sewing you notice that the thread has break you should stop sewing.
- (ii) You remove the thread slowly.
- (iii) Then you take another thread and replace it and start trying and see if it is working.
- (iv) You continue sewing.

(c) How to turn a corner when sewing.

When you want to turn a corner while sewing you should stop sewing the cloth in order to reduce confusion. After you stop it start turning the corner slowly. Or while sewing you can turn it. If you reach the end & you turn the cloth then you continue sewing.

Extract 7.1: A sample of the incorrect answers to Question 7

In Extract 7.1, the student provided incorrect answers to all parts of the question. These answers prove that he/she had inadequate knowledge of how to use the sewing machine.

Despite the weak performance on this question, 86 (1.5%) of the students had good performance. These students had adequate knowledge of using the sewing machine. However, some of them provided insufficient explanation or less points than the question required. Analysis indicates that only 6 (0.1%) scored all the 10 marks. In part (a) some of them correctly explained the steps to follow in threading a sewing machine before starting to work. For example, one student wrote, *place the thread to the spool pin and pass it to the first thread guide, pass the thread from the first thread guider to the tension disk, pass the thread from the tension disk to the eyelets or second thread guide and then pass the thread to the take*

up lever direct to the needle. In part (b), the students correctly explained how to solve the thread breaking problem while sewing. For example, one student wrote *If it is caused by improper threading re thread the upper thread, it can be caused by high upper tension and so you should loosen the upper tension, it can be caused by the garment being too thick so reduce or replace the garment. It can be that the thread is too thin so you should choose the thread with the same texture as the garment.*

Furthermore, in part (c), the students managed to explain how to turn a corner when sewing. For example, one student wrote, *when turning a corner, lower the needle, rise the presser foot using presser foot lifter, turn a corner, lower the presser foot and continue sewing.* These answers demonstrated that the students in this category had enough practice-based learning. Hence, they managed to recall what they had learned. Extract 7.2 shows a sample of the correct responses to Question 7.

7. Your aunt attended a short course on tailoring but she failed to perform some procedures for using the sewing machine and asked you for assistance. Explain to her:

(a) Four steps to be followed when threading a sewing machine before you start working.

- (i) *Keep the reel of thread on the spool pin then pull out some thread and pass it through the first thread guide*
- (ii) *Gently pulling the thread, pass the thread through the tension disks then again through the eyelet-*
- (iii) *Keep pulling the thread allowing you to pass it through the take-up-lever then down through the second thread guide*
- (iv) *lastly pull the thread the pass it through the needle hole itself then pull the thread back atleast 7.5cm from the machine*

- (b) How to solve the thread breaking problem while sewing. (Give four points).
- (i) It is caused by improper threading, rethread the upper thread
 - (ii) It can be caused by high upper tension and so you should loosen the upper tension
 - (iii) It can be caused by the garment being too thick so reduce or replace the garment
 - (iv) It can be that the thread is too thin so you should choose the thread with the same texture as the garment
- (c) How to turn a corner when sewing.
- When making a corner you should stop the needle by using the stop motion screw then raise or lift up the presser foot lever but make sure the needle is lowered while the needle is still lowered make a turn by moving the garment then after making sure its straight lower the presser foot then continue stitching (sewing).

Extract 7.2: A sample of the correct answer to Question 7

In Extract 7.2, the student provided correct answers to all parts of the question. He/she had enough knowledge of threading the sewing machine, solving the thread breaking problem and turning a corner when sewing. Hence, he/she scored high marks.

2.2.6 Question 8: Sanitation

The question measured the students' competence in sanitation. The question stated:

Members in your community are complaining that, "it is wastage of time to involve them in ensuring sanitation."

- (a) *Briefly explain the importance of maintaining sanitation. (Use five points).*
- (b) *Outline five ideas on how the community, will overcome the outbreak of diseases resulting from poor sanitation.*

The question was attempted by 5610 (100%) of the students who sat for this paper. A total of 2010 (35.8%) students scored from 0 to 2.5 marks. Among them 911 (16.2%) scored zero. Moreover, 2313 (41.2%) scored from 3.0 to 6.0 marks, and 1287 (23%) scored from 6.5 to 10 marks. Figure 8 illustrates this performance.

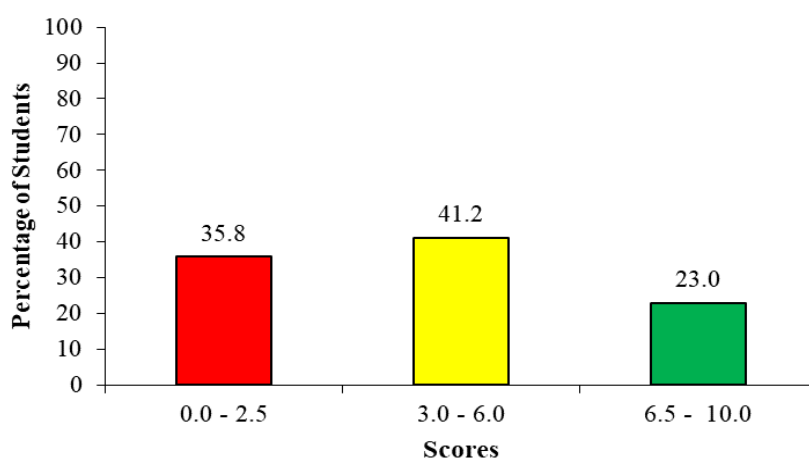


Figure 8: *Students' Performance on Question 8*

Figure 8 shows that the general performance on this question was average because 64.2 per cent of the students attained from 3.0 to 10.0 marks. These students had adequate knowledge of sanitation. Hence, they correctly explained the importance of maintaining sanitation and outlined the ideas of how the community will overcome the outbreak of diseases resulting from poor sanitation. However, 41.3 per cent of the students provided few points or insufficient explanations. Therefore, they attained average scores. Moreover, 23.0 percent of the students with good scores from 6.5 to 10.0 marks demonstrated adequate knowledge about sanitation, but 35.8 per cent who scored low marks from 0.0 to 2.5 marks had inadequate knowledge of sanitation.

Analysis shows that, in part (a), some of the students correctly explained the importance of maintaining sanitation. For example, one student wrote, *sanitation prevents the occurrence of infections and diseases, ensures proper waste disposal to avoid the occurrence of accidents, prevents the occurrence of breeding sites of pests, encourages proper urban planning for presence of good drainage system, and promotes a clean environment for all living organisms*. Another student wrote, *it helps to prevent the spread of diseases, it helps to prevent the contamination of underground water, it helps to avoid household pests, it helps to maintain good health and it helps to avoid air and environmental pollution*. These students understood that sanitation means preventing people from coming into contact with wastes by providing facilities and services for safe water as well as the treatment and disposal of human excreta and other liquid wastes produced in homes and other places in the community.

In part (b), the students correctly outlined ideas on how the community would overcome the outbreak of diseases resulting from poor sanitation. For example, one student wrote, *educating people on the effect of poor waste disposal, ensuring cleanliness on the surrounding, regulating and implementing laws about proper sanitation, providing sanitation facilities like latrines and toilets*. Another student wrote, *by providing clean water, the availability of latrines and toilets, cleaning all the surroundings, by eradicating their breeding sites and ensuring proper drainage systems*. These students understood that maintaining proper sanitation prevents the spread of diseases and provides a healthy living environment for everyone. Extract 8.1 illustrates a good response to the question.

8. Members in your community are complaining that, “it is wastage of time to involve them in ensuring sanitation.”

(a) Briefly explain the importance of maintaining sanitation. (Use five points).

- (i) *Improving and maintaining sanitation prevents diseases such as cholera.*

- (ii) Maintenance of sanitation prevents accident caused by improper dumping of waste.
 - (iii) It help to prevent growth of pest and insect in the environment such as flies.
 - (iv) It protects natural resources such as trees and animals.
 - (v) It improve health condition of the society.
- (b) Outline five ideas on how the community will overcome the outbreak of diseases resulting from poor sanitation.
- (i) People should be educated on the importance of maintaing sanitation.
 - (ii) Pit latrine should be dug away from the waterbodies such as rivers and lake.
 - (iii) Improper dumping of waste should be discouraged.
 - (iv) Dumping areas should be located far away from residential areas.
 - (v) Local authorities should implement policy that emphasizes maintainance of sanitation.

Extract 8.1: A Sample of correct answer to Question 8

In Extract 8.1, the student demonstrated adequate knowledge about sanitation. He/she understood that sanitation include all the effective measures and actions that help in keeping the environment clean, and proper sanitation is important in preventing diseases outbreak.

Conversely, 35.8 per cent of the students had weak performance; these failed to explain the importance of maintaining sanitation in part (a). The majority provided irrelevant responses. For example, one student wrote, *it help provide of the money, it help provide of the community, it help to provide of the organ, it help to long time of the energy and it help to the serve energy*. Another one wrote, *to get good life in the house, it help to prevent ignorance, it help to control poor micro organisms and it help to*

increase good grooming. These students did not understand that maintaining proper sanitation is important in preventing the spread of diseases, providing a healthy living environment for everyone, protecting natural resources (such as surface water, ground water, soil), and providing safety, security and self-respect for people when they defecate or urinate.

In part (b), the students failed to outline ideas on how the community would overcome the outbreak of diseases resulting from poor sanitation. Instead some of them wrote ways of disposing of refuse. For example, one student wrote *burning, land filling, burying, composting and incineration.* Furthermore, some students wrote the effects of poor sanitation, such as *a bad smell in the environment, spread of diseases, increase of health risks, poor economic production and death of people.* Others provided irrelevant answers to the question such as *ignorance, lack of poverty, urban planning and poor policy.* Moreover, others skipped the question. These answers imply that the students had inadequate knowledge of sanitation or misunderstood the demand of the question. Extract 8.2 is a illustrative.

8. Members in your community are complaining that, “it is wastage of time to involve them in ensuring sanitation.”

(a) Briefly explain the importance of maintaining sanitation. (Use five points).

- (i) It help to promote life.....
- (ii) It help to promote personal hygiene.....
- (iii) It help to ~~not~~ promote outbreak of disease.....
- (iv) It help to promote ideas of hygien community.....
- (v) It help to involve them in ensuring.....

- (b) Outline five ideas on how the community will overcome the outbreak of diseases resulting from poor sanitation.

- (i) Bilharzia.....
.....
(ii) Malaria.....
.....
(iii) Typhoid.....
.....
(iv) cholera.....
.....
(v) Tuberculosis.....
.....

Extract 8.2: A Sample of incorrect answer to Question 8

In Extract 8.2, the student provided incorrect answers to part (a) and (b). This student had inadequate knowledge of sanitation.

2.2.7 Question 9: Laundry

This question measured the students' competency in stain removal. The question stated:

Your sister cut her finger and stained her cloth while preparing meals for her family. She requested for assistance on how to wash her cloth as she knows nothing about how to remove stains in clothes.

- (a) Briefly explain the procedure for removing blood stains on a cloth.
(b) Briefly explain the effect of using hot water when removing blood stain.
(c) State rules to be observed when removing stains.

The question was attempted by 5610 (100%) of the students who sat for this paper. Data shows that 4049 (72.2%) of the students scored from 0 to 2.5 marks. Of whom 1968 (35.1%) scored zero. Moreover, 1417 (25.2%) students scored from 3.0 to 6.0 marks, and 144 (2.6%) scored from 6.5 to 10 marks. Figure 9 summarizes this performance.

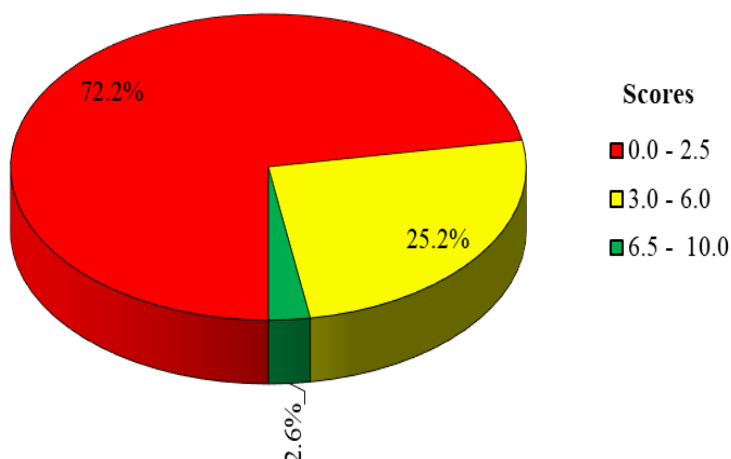


Figure 9: Students' Performance on Question 9

Figure 9 shows that the general performance on this question was weak because 4049 (72.2%) of the students performed below average. These students demonstrated inadequate knowledge about removing stain. Despite the weak performance observed on this question, 2.6 per cent attained good scores (6.5 to 10.0 marks). Moreover, 25.3 per cent of the student scored from 3.0 to 6.0 marks. These students had adequate knowledge about removing stain though they provided fewer points, insufficient explanations and incorrect answers in some contexts.

Analysis reveals that the students (72.2%) with weak performance, failed to explain the procedure for removing stains on a cloth in part (a). The majority provided incorrect procedures; for example, one student wrote, *soak the cloth in a cold water, wash the cloth by using water and soap, use a lime solution to wash it and if it is not removed use a borax solution or you can use detergent*. Another student wrote, *soak in cold water and rub it thorough until the colour is released, take soap and wash it repeatedly until the stain gets faded, leave it in soaked water and soap for some hours, then wash it again and rinse it thoroughly*. These students provided incorrect procedures because they did not understand that a procedure is a series of actions conducted in a certain order to accomplish a particular task. Hence, they scored low marks. In fact, for the fresh blood stain the first step was to run immediately the stained fabric under a stream of cold water. This

would help get as much of the blood as possible out of the fabric before following other steps. The second step is to soak it in cold salty water. The third step is to wash it using detergent that contains enzyme because enzyme detergent provides a higher degree of stain removal. The fourth step is to rinse and dry the cloth according to the type of fabric.

In part (b) the students were not knowledgeable about the effect of using hot water when removing a blood stain; hence, they provided irrelevant explanation. For example, one student wrote, *using hot water in the removal of blood stain is not good because hot water does not remove the mark on the piece of cloth it can't wash away the plasma fluid because it can't freeze it to be easily washed*. Another student wrote, *when someone uses hot water the blood will continue to split in the cloth and the cloth colour will fade*. These students did not understand that hot water is not recommended for removing blood, because hot water heats the stain and causes the blood to seep into the fabric.

In part (c), some of the students misunderstood the demand of the question. Therefore, they wrote about laundry procedures. For example, one student wrote, *Sort and separate the cloth, repair the clothes, choose good laundering agent, and avoid keeping a stained cloth for a long time*. Another student wrote, *separate the clothes according to their types, the clothes should be repaired before the process of removing stain, follow the washing instruction, and soak after rinsing it in a clean water*. These answers indicate that students lacked adequate knowledge or misinterpreted the demand of question, as illustrated in Extract 9.1.

9. Your sister cut her finger and stained her cloth while preparing meals for her family. She requested for assistance on how to wash her cloth as she knows nothing about how to remove stains in clothes.

(a) Briefly explain the procedure for removing blood stains on a cloth.

- (i) *using of cold water*
- (ii) *Soaking with cold water and detergents*
- (iii) *after that put in cold water and after five minutes the stain will dissolve*

- (iv) after that hang it the stain will be over, so ha
 going it in order to dry.
- (b) Briefly explain the effect of using hot water when removing blood stain.
 The cloth will shrink and it may cause the blood to
 not to move on the cloth so instead of using hot water
 cold water is used and also hot water may cause the cloth
 to tear it self and being different from other cloth.

- (c) State rules to be observed when removing stains. (Give four rules).
- (i) Take the cloth with stain and put it different
 from other cloth.

- (ii) Use good method of removing such stain correct witho
 ut mixing with other clothes.

- (iii) Soaking after that rising it in a good water
 and clean.

- (iv) And after that dry it the stain will not be found
 their again.

Extract 9.1: A sample of the incorrect responses to Question 9.

In Extract 9.1, the student provided incorrect answers to all parts of the question. The answers provided prove that he/she lacked adequate knowledge about stains.

Further the analysis indicates that 2.6 per cent of the students with good performance correctly explained the procedures for removing blood stains from a cloth in part (a). For example, one student wrote, *rinse the stained area in clean cold water, soak it in a cold salty water, wash it in a detergent, and rinse and dry*. These students understood that salt is good at drawing blood out of fabrics, and cold water helps lift the stain without

setting it. In part (b), the students correctly explained the effect of using hot water when removing blood stain. For example, one student wrote, *hot water hardens or coagulate the blood stain, hence it makes the stain to stick*. These students understood that the blood stain is an animal protein which coagulates and seeps in the fibres when heated it; hence, making it difficult to remove.

In part (c), the students demonstrated adequate knowledge of the rules to be observed when removing stains. For example, one student wrote, *remove the stain while it is still fresh, it is important to know the nature of stain, start with a simple method, test a small piece of the hem or an inside seam*. These responses demonstrate their adequate knowledge about stain and stain removal. A sample of the correct responses is shown in Extract 9.2.

9. Your sister cut her finger and stained her cloth while preparing meals for her family. She requested for assistance on how to wash her cloth as she knows nothing about how to remove stains in clothes.

(a) Briefly explain the procedure for removing blood stains on a cloth.

- (i) *Rinse the stained cloth in a clean cold water.*
- (ii) *Soak it in a cold salty water ready for washing.*
- (iii) *Wash it in a detergent that contain enzymes that will digest the stain of protein nature eg. blood.*
- (iv) *Rinse and dry the cloth according to the type of fabric used.*

(b) Briefly explain the effect of using hot water when removing blood stain.

Hot water is not used when removing blood stain because blood is protein in nature therefore hot water hardens or coagulate the blood stain, hence it makes the stain to stick and it will be complicated during washing.

(c) State rules to be observed when removing stains. (Give four rules).

- (i) Remove the stain while it is still fresh. Do not allow the stain to dry or be exposed to light and heat.
- (ii) It is important to know the nature of the stain and type of fabric before deciding on type of stain remover to use.
- (iii) Start with simplest method such as washing in cold water, then water and detergent.
- (iv) Always test a small piece of the hem or an inside seam to make sure that the solution prepared for removing stains does not damage the material.

Extract 9.2: A sample of the correct answers to Question 9

In Extract 9.2, the student provided correct answers to all parts of the question, hence scoring high marks. He/she demonstrated adequate knowledge about stain and stain removal.

2.3 Section C: Essay Question

This section consisted of one essay question set from *The Kitchen* topic. The question carried 15 marks.

2.3.1 Question 10: The Kitchen

This Question measured the students' knowledge about safety in the kitchen. The question stated:

Kitchen is a place where if hygiene is not adhered to well cause several accidents. Justify this statement by:

- (a) *Explaining four causes of accidents in a kitchen.*
- (b) *Describing four measures to be taken to minimize accidents in the kitchen.*

A total of 5610 (100%) of the students who sat for this paper attempted the question. Data show that 2949 (52.6%) of the students scored from 0 to 4.0 marks; of whom, 741 (13.2%) scored zero. In addition, 2237 (39.8%)

scored from 4.5 to 9.5 marks and 424 (7.9%) scored from 9.5 to 15 marks. Figure 10 summarizes their performance.

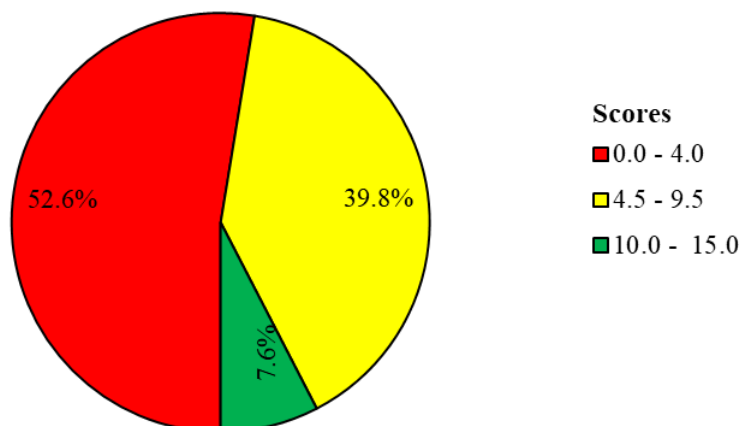


Figure 10: Students' Performance on Question 10

Figure 10 shows that the general performance on this question was average because 2661 (47.4%) of the students had average performance. Among them, 424 (7.6%) had good performance. These students demonstrated adequate knowledge of safety in the kitchen. However, 52.6 per cent had weak performance (0.0 – 4.0 marks). These students lacked sufficient knowledge of safety in the kitchen.

Analysis indicates that 7.6 per cent of the students had good performance. These students correctly explained the causes of accidents in the kitchen in part (a). For example, one student wrote, *poor arrangement, improper waste disposal, careless on using sharp objects, and improper ventilation*. Another student wrote, *lack of knowledge, gas leakages, and dirt floor which may cause slippery, incorrect handling of kitchen equipment*. These answers prove that these students were knowledgeable about the causes of accidents in the kitchen. In part (b), the students correctly described measures to minimize accidents in the kitchen. For example, one student wrote, *switch off all gas taps after use, proper arrangement of kitchen equipment, proper waste disposal, drying hands before touching any electrical devices*. Another one wrote, *proper use of sharp objects, use kitchen gloves to take pans from the cooker, wipe off spills on the floor*

immediately, and proper disposal of broken bottles. These students organized their essays logically by providing introductions and explaining well their points in the main body and conclusion. Extract 10.1 is a sample of the correct responses to the question.

Kitchen is the place where meal is prepared, cooked and served. The kitchen should be well sized, well planned and kept clean all the time. If some hygienic measure won't be taken in the kitchen various accidents may occur. The following are the causes of accidents in the kitchen.

Unplanned kitchen: Bad arrangement of kitchen equipments may keep a person in the risk of getting accident. Example a person may fall down because he/she has kicked the bucket which left on the floor.

Dirty kitchen: If cleanliness won't be observed in the kitchen some accidents such as falls may occur. Example if spilled water left on the floor without mopped may cause someone to fall, or peels of the banana left on the floor also may cause someone to fall.

Poor Ventilation: Insufficient supply of fresh air in the kitchen may cause someone to suffer from suffocation. Suffocation is the condition whereby the lungs do not get enough oxygen, so it lead to shortens of breath.

Leave cookers on when not in use: The tendency of leaving cookers on when not in use may cause fire accidents. For example gas cooker and electrical cooker if left on without supervision fire may catch on nearby items and spread in the kitchen.

Accidents in the kitchen can be prevented through the following ways: -

Good planning of the kitchen: Good arrangement of kitchen equipments such as utensils, cookers and other equipments will help to minimise accidents in the kitchen such as falls and cuts. Examples of kitchen plans is U-kitchen plan, L-kitchen plan, G-kitchen plan and island kitchen plan.

Keep the kitchen clean: All dirty and stains in the kitchen should be removed immediately when they occur. Example spilled water should be removed immediately to avoid someone to fall when walking in the kitchen.

The kitchen should have large windows to ensure proper ventilation. Enough circulation of air from outside should be ensured in the kitchen so as to prevent people in the kitchen from getting suffocation.

Knowledge on how to use kitchen equipments: Before using any kitchen equipment such as pressure cooker, electrical cooker or knives a person must have a knowledge on how to use them. Example if a person do not have a knowledge on how to use gas or electrical cooker he/she may cause fire accident in the kitchen.

Therefore, people who use the kitchen should be very careful and should observe all kitchen hygiene rules such as cleanliness in order to protect themselves from accidents such as cuts, scalds, falling and fire.

Extract 10.1: A sample of the correct answer to Question 10

In Extract 10.1, the student correctly explained the causes of accidents in the kitchen and described the measures to take in order to minimize accidents in the kitchen. This implies that the student had adequate knowledge of safety in the kitchen.

In contrast, a half of the students (52.6%) had weak performance (0.0 - 4.0 marks). Among them, 13.2 per cent scored zero; some of these students misinterpreted the requirement of the question. For example, in part (a), some of them explained about accidents that may occur in the kitchen, instead of the causes of accidents in the kitchen such as *fire outbreak*, *bone fracture*, *burns*, and *food poisoning*. Other students wrote things that may cause accident such as *hot oil*, *hot water*, *electricity*, and *knives*. Furthermore, most of them demonstrated poor command of the English language.

In part (b), some of the students misinterpreted the demand of the question. For example, one student wrote the types of cookers such as *fire wood stove*, *kerosene stove*, *charcoal stove* and *gas stove* instead of the measures to take to minimize accidents in the kitchen. Some of the students wrote irrelevant answers. For example, one student wrote, *to be a punctual, cooperation between family and neighbour, they are kitchen pan, they have strong hands, are easy to clean*. These answers are not relevant to the question, and the language used was also poor. This implies that the students had inadequate knowledge of the safety in kitchen. Most of these students also failed to express themselves fluently in English. Besides, these students failed to organize their responses in an essay form. Their essays were not comprised of the introductory parts, main bodies and conclusions. Extract 10.2 shows an example of the poor responses to the question.

Accidents in a kitchen is the process by which acceptable
 in a shape of a kitchen types of kitchen
 L-shape is the kitchen of the L shape in our
 think plate of kitchen
 Triangular shape a kitchen of triangular shape
 G-shape is the kitchen of provide kitchen askend
 and using to combine sink and cooker which of
 the following cooker of G-shape
 Rectangular shape is the kitchen of rectangular shape
 It reduce to combine cooker sink table and water
 Measuring to be taken to mine minimis accidents in
 the kitchen
 L-shape is the kitchen of cooker of food preservation
 and to combine or kitchen cooker sink table
 G-shape

Extract 10.2: A sample of the incorrect answers to Question 10

In Extract 10.2, the student misinterpreted the demand of the question. He/she wrote about kitchen plans instead of accidents in the kitchen. The explanations provided were wrong, and the language used was poor. This implies that he/she had inadequate knowledge of safety in the kitchen. The student also failed to organise the essay into the introduction, main body and conclusion.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The 050 Home Economics assessment comprised 10 questions from various topics, namely *Good Manners and Good Grooming, Sanitation, An Ideal House, The Kitchen, Laundry, Introduction to Sewing, Maternal and Child Health, Food and Nutrition, Cooking Food and Basic Sewing Stitches*. These were included in all 10 questions.

The analysis of students' performance on each topic indicates that the students performed well on Question 1 which was set from *Various Topics*. The students' general performance on these topics was good (87.4%). The good performance was contributed by students' adequate knowledge of the concepts tested.

Besides, analysis indicates average performance on the topics of *Sanitation in the House* (64.2%), *An Ideal House* (57.8%), *Cooking Food* 56.1%),

Food and Nutrition 52.4%), *The Kitchen* (47.4%) and *Maternal and Child Health* (37.2%) from Questions 8, 3, 5, 6, 10 and 2 respectively. The students' average performance was due to provision of correct answers, less points or insufficient explanation, hence performed average.

Further, analysis indicates weak performance on the topics of *Laundry* (27.8%), *Basic Sewing Stitches* (23.0%) and *Introduction to Sewing* (10.4%) from Questions 9, 4 and 7, respectively. The weak performance on these topics stemmed from students' inadequate knowledge of the concepts tested and misconceptions about the requirements of the questions. In addition, the students demonstrated inadequate knowledge of the procedures demanded in the questions. Apparently, they lacked practical learning to observe things by themselves and retain the learned concepts. Moreover, their poor command of the English language hindered them from understanding the demands of questions and explaining their ideas correctly. Appendix A summarises the students' performance on each topic.

The topic-wise comparison of students' performance in the year 2021 and 2022 indicates that in FTNA 2022, the students' performance on some topics remained the same; on other topics, it increased; but on yet other topics, it decreased. The analysis indicates that the students maintained average performance on two topics, namely *Sanitation* and *An Ideal House* and weak performance on the topics of *Basic Sewing Stitches* and *Introduction to Sewing*. In addition, the students' performance improved from average to good on the topics of *Food and Nutrition* and *The Kitchen* and from weak to average on the *Cooking Food* and *Maternal and Child Health* topics. Furthermore, the performance on the *Laundry* topic has decreased from average to weak (refer Appendix B). This suggests that both students and teachers should make more effort to improve student' performance on the topics of *Basic Sewing Stitches*, *Introduction to Sewing*, *Cooking Food* and *laundry*. This is because teacher performance and student outcomes are closely related. What the teacher does or does not do in the classrooms impact hugely how effectively students advance in their learning process. Therefore, teaching and learning techniques must be enhanced to provide students with the best learning experience and help them to achieve good performance.

4.0 CONCLUSION

Based on the analysis on this report, the students' general performance in the Home Economics subject FTNA 2022 was average because 57.26 per cent passed. It was also observed that the students' performance in this year has increased by 12.92 per cent compared to the performance in the FTNA 2021. The general performance in the 2022 Home Economics FTNA and a comparison of the 2022 students' performance with that of 2021 are summarised in Appendices C and D respectively.

The analysis of the students' performance on each question shows that the good performance observed resulted from the students' adequate knowledge of the subject content and ability to understand the demand of the questions. Conversely, the weak performance on some of the questions resulted from students' insufficient knowledge of the concepts included in the examination, failure to understand the requirements of the questions, and poor proficiency in English.

5.0 RECOMMENDATIONS

To improve performance in Home Economics subject, this report recommends the following:

- (a) Teachers should involve students in hands on activities. Learning by doing will allow students to practice the skills that they have learned. This also encourages multi-tasking through listening, speaking, and touching. This practice will help them retain what they have learned for longer than learning through lecture, teacher talk and reading alone. This may improve students' performance on the topics which were poorly performed, such as *Introduction to Sewing*, *Basic Sewing Stitches* and *Laundry*.
- (b) Since students have different learning abilities, style and preferences, teachers should use varieties of teaching and learning techniques. This may ensure that all students can learn effectively. Similarly, teaching various topics may also require different teaching and learning approaches to be effectively understood and retained by students.

- (c) Teachers should provide tests, exercises, assignments and other assessment tools' techniques regularly to improve students' ability to understand the requirements of the questions. Various active measurable verbs should be used as they help to describe and classify students' observable knowledge, skills and abilities.
- (d) Teachers and students should use English in all aspects of teaching and learning. Students should also be encouraged to read various English books to increase their English vocabulary, understand the language and use it fluently.

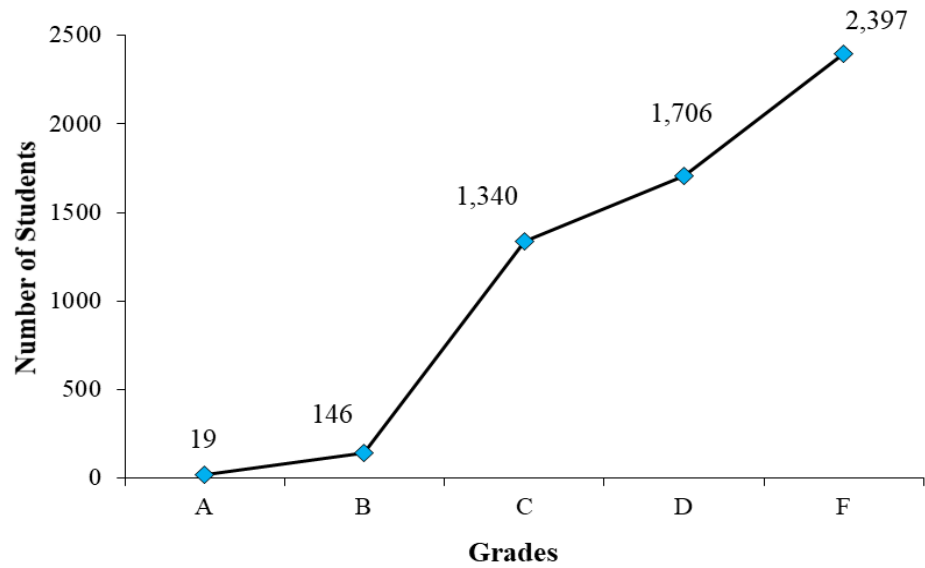
Summary of Students' Performance on Each Topic

S/N	Topic	Questions Number	The percentage of students who scored 30% or above	Remarks
1.	Good Manners and Good Grooming, Sanitation, An Ideal House, The Kitchen, Laundry, Introduction to Sewing, Maternal and Child Health, Food and Nutrition, Cooking Food and Basic Sewing Stitches	1	87.4	Good
2.	Sanitation	8	64.2	Average
3.	An Ideal House	3	57.8	Average
4.	Cooking Food	5	56.1	Average
5.	Food and Nutrition	6	52.4	Average
6.	The Kitchen	10	47.4	Average
7.	Maternal and Child Health	2	37.2	Average
8.	Laundry	9	27.8	Weak
9.	Basic Sewing Stitches	4	23.0	Weak
10.	Introduction to Sewing	7	10.4	Weak

Comparison of Students' Performance per Topic between 2022 and 2021

S/N	Topic	2022			2021		
		Questions Number	The percentage of students who scored 30% or above	Remarks	Questions Number	The percentage of students who scored 30% or above	Remarks
1.	Good Manners and Good Grooming, Sanitation, An Ideal House, The Kitchen, Laundry, Introduction to Sewing, Maternal and Child Health, Food and Nutrition, Cooking Food and Basic Sewing Stitches	1	87.4	Good	1	87.8	Good
2.	Sanitation	8	64.2	Average	4	57.7	Average
3.	An Ideal House	3	57.8	Average	10	48.6	Average
4.	Cooking Food	5	56.1	Average	7	25.7	Weak
5.	Food and Nutrition	6	52.4	Average	9	63.5	Good
6.	The Kitchen	10	47.4	Average	3	75.5	Good
7.	Maternal and Child Health	2	37.2	Average	8	11	Weak
8.	Laundry	9	27.8	Weak	5	34.2	Average
9.	Basic Sewing Stitches	4	23	Weak	2	21.1	Weak
10.	Introduction to Sewing	7	10.4	Weak	6	13.6	Weak

Students' General Performance in the FTNA 2022



Comparison of Students' Performance in the FTNA 2021 and 2022

