THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

NATIONAL EXAMINATIONS COUNCIL OF TANZANIA

CANDIDATES' ITEM RESPONSE ANALYSIS REPORT ON THE CERTIFICATE OF SECONDARY EDUCATION EXAMINATION (CSEE) 2023
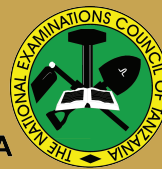
FOOD AND HUMAN NUTRITION

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051 FOOD AND HUMAN NUTRITION

TABLE OF CONTENTS

FOREWORD

The National Examination Council of Tanzania is pleased to issue a report on Candidates' Item Response Analysis (CIRA) for Certificate of Secondary Education Examination (CSEE) 2024in Food and Human Nutrition. This report has been prepared to offer insights into the candidates' performance and the challenges they experienced in attempting the examination. Its purpose is to provide feedback to educators, candidates, parents, policy makers, and the public in general.

The Certificate of Secondary Education Examination is a four-year summative evaluation, which among other things, shows the effectiveness of the education system in general and the education delivery system, in particular. Essentially, candidates' responses to the examination questions is a strong indicator of what the education system was able or unable to offer to the candidates in their four years of secondary education.

The analysis presented in this report provides some insights into the performance of the candidates in Food and Human Nutrition Examination. The analysis reveals that the candidates' performance was good. Good performance was caused by the candidates' adequate knowledge on the subject matter and ability to understand the demand of the questions.

The insights offered in this report will enable education administrators, school managers, teachers, and candidates to identify proper measures to be taken to improve candidates' performance in future examinations administered by the Council.

The National Examinations Council of Tanzania acknowledges the valuable contribution of all individuals who participated in the preparation of this report in various capacities.

Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0   INTRODUCTION

This report is based on the analysis of candidates' performance in 051 Food and Human Nutrition on the Certificate of Secondary Education Examination in the year 2023. The analysis highlights the candidates' responses to each question as well as the strengths and weaknesses that were observed when the candidates were responding to the questions.

The Food and Human Nutrition Examination had two papers; 051/1 Food and Human Nutrition 1 (Theory) and 051/2 Food and Human Nutrition 2 (Practical). Each paper carried a total of 100 marks.

Food and Human Nutrition paper 1 comprised three sections: A, B and C with a total of eleven (11) questions. Section A consisted of two (2) objective questions carrying 16 marks, Section B consisted of six (6) short answer questions with 09 marks each. The candidates were required to answer all questions in all sections. Section C had three questions carrying 15 marks each. The candidates were required to answer only two questions from this section. The paper weighed 100 marks. Food and Human Nutrition paper 2 comprised three questions whereby the candidates were supposed to attempt one question.

The statistics indicates that all candidates (100%) who sat for Food and Human Nutrition subject in the year 2023 passed. This performance has increased by 0.17 per cent compared to the performance achieved in the year 2022 in which 99.83 per cent of the candidates passed.

In this report, the performance in the question is regarded as good if the students scored from 65 to 100 per cent and is indicated by *green* colour. Furthermore, the performance is considered as average if the candidates scored from 30 to 64 per cent, and is indicated by *yellow* colour, and the performance is termed as poor (weak) if the score is from 0 to 29 per cent, and is indicated by *red* colour.

The following section analyses the performance of the candidates per question.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 1

This part analyses the candidates' responses to each question by explaining the requirement of the question and the percentage of the candidates who attempted the question with their scores. Furthermore, the report highlights the strengths and weaknesses observed in candidates' responses and identify some possible reasons for such strengths and weaknesses. The samples of responses extracted from the candidates' scripts have been inserted in order to support explanations/observations. Graphs and charts have been inserted to illustrate the reported information.

2.1 Section A: Objective Questions

This section consisted of two (2) questions of which question one (1) comprised ten (10) multiple-choice items, each carrying one (01) mark and question two (2) comprised of six (6) matching items, each carrying one (01) mark. Making a total of 16 marks for the whole section.

2.1.1 Question 1: Multiple Choice Items on Various Topics

This question consisted of multiple choice items (i) to (x) set from the following topics; *Food and Nutrition, Meal Planning, Eggs, Milk and Milk Products, Vegetables and Fruits, Raising Agents and Food Contamination.*

The question instructed the candidates to choose a correct answer among the given alternatives and write its letter beside the item number in the answer booklet provided.

The question was attempted by 2,257 (100%) candidates. The analysis of the performance indicates that 174 (7.71%) candidates scored from 7 to 9 marks which is high, 1,368 (60.61%) scored average marks ranging from 3 to 6 and 715 (31.68 %) candidates scored low ranging from 00 to 02 marks. The performance for this question is illustrated in Figure 1.
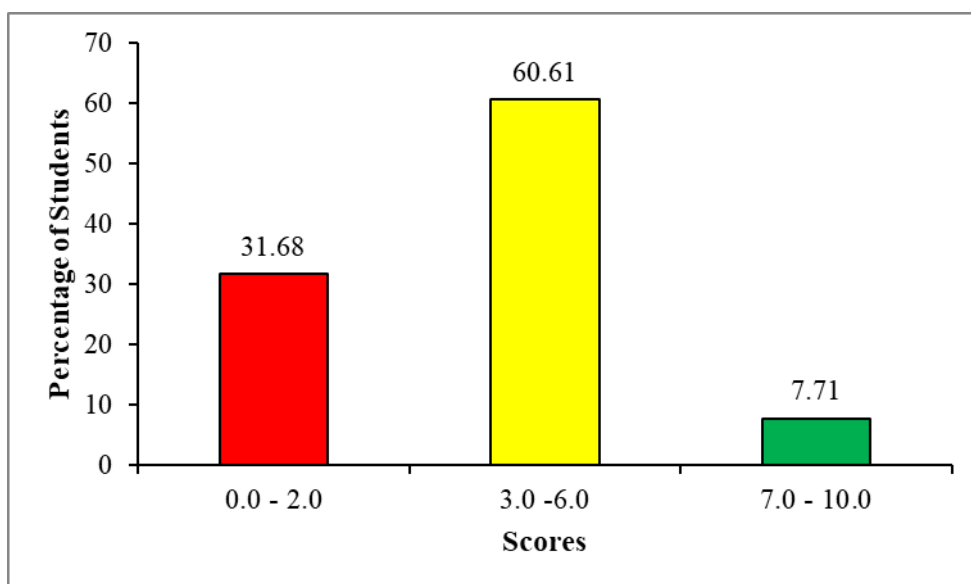
Figure 1: *Percentage of Candidate s' Performance on Question 1*

Figure 1 shows that majority of candidates scored average and few scored high while a significant proportion (31.68%) scored low. This implies that the candidates had adequate knowledge on the content covered in these items.

The general performance for this question was good since 68.32 per cent candidates scored from average or above. Despite good performance observed in this question, 31.68 per cent of the candidates scored below average marks. The following is the analysis of candidates' response in items (i) – (x):

(i) *Mr. Nguvumali has been experiencing stomach pain to the extent that he cannot eat well. The doctor told him that he had constipation due to inappropriate eating habit. Which types of foods were missing in his meal?*
   A Fatty foods   B Processed foods   C Fibre foods
   D Sweet foods   E Spiced foods

The correct answer was *C - fibre foods*. The candidates who opted for the correct response were aware that constipation can be caused by inadequate intake of dietary fibers which promote normal bowel function. However, some candidates opted *A - fatty foods and* others opted *D - sweet food*s, indicating that they failed to understand that these are energy giving foods and do not contain dietary fibers. Those who opted *B - processed foods,*

failed to understand that these foods are high in calories due to the high amounts of added sugar or fat during processing and may contain less fibre. The preliminary steps in food processing is dehusking/removal of outer coat hence removing fibres, when someone consumes excess of these foods may become more susceptible to it will not rectify constipation. Candidate who opted *E spiced food*, failed to understand that spiced food interferes the digestion of food and do not reduce the problem of constipation.

(ii) You have been asked to prepare a beverage for a convalescent person. Which type of beverage will be suitable for him/her?
A Nourishing beverage   *B Thirsty quenching beverage*
C Stimulating beverage   *D Refreshing beverage*
E Non-alcoholic beverage

The correct answer was *A - nourishing beverage*. The candidates who chose the correct response understood that nourishing beverage contained some nutrients responsible for boosting body immunity and energy hence, can be suitable for convalescent person. Those who chose *B - thirsty quenching beverage and D - refreshing beverage* failed to understand that these beverages are responsible for refreshing and quench the thirsty during hot season and may contain less nutrients. For those who chose C - *Stimulating beverage*, failed to understand this kind of beverage contain some chemical such as caffeine and tannin which are responsible for stimulating nervous system of the body and tend to bind absorption of some nutrients. Those who opted *E - non-alcoholic beverage*, they failed to understand that these are group of several kind of beverages of different functions, some being nutritious while others offering no nutrients.

(iii) You are holding an egg, studying its structure and observe that the outer shell has tiny holes. What effect do the pores on egg shell have during storage of an egg?
(i)   Carbon dioxide escape through the pores
(ii) Carbon dioxide enters the egg
(iii) Egg white loses in thickness
(iv) Oxygen escape through the pores
(v)   Egg white becomes watery
    A (i), (iii) and (v)   *B (ii), (iv) and (v)*   *C (i), (ii) and (iii)*
    D (iii), (iv) and (v)   *E (iii), (iv) and (i)*

The correct answer was *D - (iii), (iv) and (v), Egg white loses in thickness, Oxygen escape through the pores, Egg white became watery.* The candidates who opted the correct response were aware of functions of each part of the egg including egg shell which controls loss of moisture and exchange of gases. They understood that most intensive processes occurring inside the egg is about the loss of water and gases. The evaporation of water leads to a reduction in the volume of the albumen, resulting in an increase in the size of the air space, while the release of dissolved carbon dioxide leads to alkalization of the albumen. The pH of the albumen increases during advanced ageing of the egg. As a consequence, the thick albumen changes from a jellylike, stable form into a thin liquid form. Those candidates who chose incorrect responses A, B, C and E they had insufficient knowledge about the structure and function of parts of an egg and the characteristics of stored egg.

(iv) *Vegetables can be classified according to the part of plant from which they are picked. Which set of vegetables represents the correct classification.*
   (i) *Leaves, fruits and roots*
   (ii) *Bulbs, tubers and flower*
   (iii) *Stems, seeds and pods*
   (iv) *Bulbs, leaves and roots*
   (v) *Tubers, flower and pods*
   A (i), (ii), (iii) and (v)   B (i), (ii), (iv) and (v)
   C (i), (ii), (iii) and (iv)   D (i), (iii), (iv) and (v)
   E (ii), (iii), (iv) and (v)

The correct answer was *B - leaves, fruits and roots, bulb, tubers and flower, and pod.* The candidates who chose the correct answer were aware of the parts of plants which are edible and can be picked as vegetables. Those who chose incorrect responses A, C, D and E failed to understand that seeds are not a part of plant from which vegetables can be picked.

(v) *Why are soya beans valuable ingredients in vegan's diet?*
   A *They contain low biological value protein*
   B *They are rich source of fat-soluble vitamins*
   C *They are good source of fat and protein*
   D *They contain high biological value protein*

E They contain both saturated and unsaturated fat

The correct answer was *D - They contain high biological value protein*. The candidates who opted correct answer were aware that soya beans are a source of quality protein obtained from plant-based foods. Unlike other plant proteins, soya beans are higher in protein than carbohydrates, making them an ideal balanced source of protein. They are the only protein containing all amino acids, therefore, they are good for vegan's diet. For those who opted *C - They are rich source of fat and protein.* The one who opted *E - They contain both saturated and unsaturated fat* failed to understand that fat can be obtained from other plant foods sources rather than all essential amino acids. Those who opted *A - They contain low biological value protein* did not understand that soya beans contain high biological value protein and those who chose *B - They are rich source of fat-soluble vitamins* was not aware that soya beans contain water soluble vitamins.

(vi) Form four students were on a study tour of Machaku town and they decided to pass by a hotel for lunch. At the hotel, various foods were displayed ready for the students to serve for themselves. Why this type of service was preferable to be used?
    A   It reduces the waste of left-over foods on plates
    B   It serves time as the food ordered is collected from the counter
    C   It creates a closer and more welcoming atmosphere to customers
    D   It provides the great variety of food options in a fixed price
    E   It can be provided at the service counter or in a room

The correct answer was *D - It provides the great variety of food option in a fixed price.* The candidates who chose this response was aware about buffet service of meal where people can serve for themselves to get varieties of food options in a fixed price. Those who chose other incorrect responses such as A, B, C and E had inadequate knowledge on catering meal services especially buffet meal service.

(vii) A child has shown a sign of vitamin D deficiency. Which set of nutrients should be provided for treatment and prevention of that disorder?

A Sunlight, carrots, tomatoes and milk

B Fish, wheat, carrots and sunlight

C Liver, carrots, spinach and tomatoes

D Liver, oily fish, egg yolk and milk

E Wheat, sunlight, liver and cabbage

The correct answer was *D - Liver, oily fish, egg yolk and milk.* The candidates who chose the correct response had enough knowledge on the food rich in vitamin D. Other candidates chose wrong responses A, B, C and E due to the lack of sufficient knowledge on the foods rich in vitamin D.

(viii) You are prepared bread for the family but during slicing it, you realized that bread had a heavy closed texture. What could be the cause of such texture

A The dough was over fermented

B Too much raising agent was used

C Too much mixture for the size of tin

D Over kneading after adding a liquid

E Insufficient fermentation and proving

The correct answer was *E - Insufficient fermentation and proving.* The candidates who chose the correct response had sufficient knowledge and skills on bread making knowing that good fermentation and proving will prevent the bread from a heavy closed texture. For those who opted *A - The dough was over fermented* failed to understand that when your dough is over-fermented, the scores will not open up during baking, instead they will flatten and melt into the dough linking it to difficult slicing. Those who opted *B - Too much raising agent was used* failed to understand that use of too much raising agent can cause over- risen product that might collapse giving a sunken effect linking it with slicing. Those who opted *C - Too much mixture for the size of tin* they failed to understand that this will cause the bread to crack on the top, but those who chose *D - Over kneading after adding a liquid* failed to understand that over-kneaded dough commonly ends up with a hard crust and dry interior. Often upon cutting, slices will crumble but not heavy closed texture.

(ix) *Your friend finds it difficult to distinguish stale from fresh meat when buying meat from the butcher. What are the characteristics of fresh meat you would advise him to observe during purchasing?*

    A *Fresh smell, dripping and slightly spring to the touch*
    B *Fresh smell, brown colour and slightly spring to the touch*
    C *Fresh smell, moist and slightly spring to the touch*
    D *Fresh smell, green colour and slightly spring to the touch*
    E *Fresh smell, dripping and slightly hard to the touch*

The correct answer was C - *Fresh smell, moist and slightly spring to the touch.* The candidates who chose this response had sufficient knowledge about the characteristics of fresh meat such as desirable color, firm texture, less drip, and moderate visible fat and fresh meat odor. These candidates who chose wrong responses A, B, D and E failed to understand that dripping, brown colour, green colour and slightly hard to touch are characteristics of stale meat.

(x) *Which symptoms are the result of food poisoning caused by clostridium botulinum?*

    A *Sever vomiting, diarrhoea, exhaustion headache and dizziness.*
    B *Diarrhea, abdominal pain, headache, dizziness, exhaustion and fatigue.*
    C *Double vision, difficult with breathing, talking and swallowing.*
    D *Headache, fever, vomiting, double vision, trembling and chill.*
    E *Vomiting, diarrhea, abdominal pain and extremely high fever.*

The correct answer was *C - Double vision, difficult with breathing, talking and swallowing.* The candidates who chose the correct response had adequate knowledge about food poisoning caused by bacteria known as clostridium botulinum. Other candidates who chose incorrect responses A, B, D and E were unaware of the symptoms caused by clostridium botulinum. They provided the symptoms of other bacterial food poisoning such as staphylococcus aureus, salmonella typhimurium, clostridium typhi and campylobacter jejune instead of clostridium botulinum.

2.1.2 Question 2 Matching Items

This question consisted of six matching items derived from the topic of *cooking food*. The candidates were required to match descriptions of cooking methods in List A with their corresponding terms in List B by

8

writing the letter of the correct response beside the item number in answer booklet.

List A	List B
(i) Cooking food using hot dry air in an enclosed chamber.	A Roasting
(ii) Cooking method that involves applying dry heat directly to the surface of the food.	B Stewing
(iii) Cooking method which involves cooking food in an oven or an open fire.	C Poaching
(iv) Cooking food in small quantity of water under low heat.	D Steaming
(v) Cooking food in a required amount of water at just below boiling temperature.	E Pressure cooking
(vi) Partial cooking of foods which are then cooked by another method.	F Parboiling
	G Grilling
	H baking

The question was attempted by 2,257 (100%) candidates. The data indicates that 747 (33.10%) candidates scored from 0 to 1 mark, 884 (39.16%) candidates scored from 2 to 3 marks, and 626 (27.74%) candidates scored from 4 to 6 marks. Figure 2 illustrates this performance.
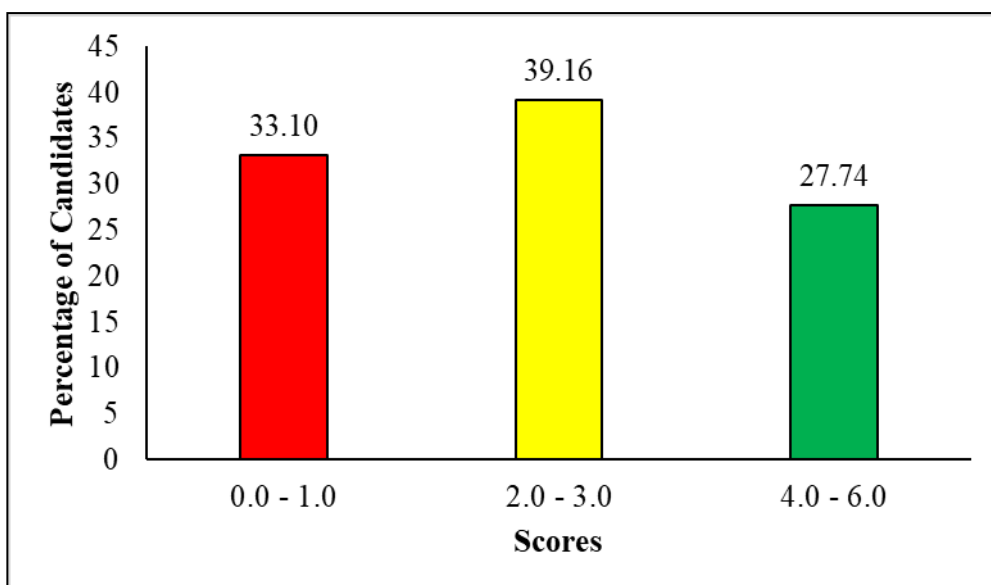

Figure 2: *Percentage of Candidates' Performance on Question 2*

Data in Figure 2, shows that the candidates' general performance on this question was good as 1,510 (66.90 %) candidates scored from 2 to 6 marks. This is due to their adequate knowledge about cooking of food.

The analysis shows that item (i) stated *Cooking food using hot dry air in an enclosed chamber*, the correct response was *H - baking*. The student who matched the item correctly understood that baking is a dry heat method of cooking in an enclosed chamber called oven. The candidate who incorrectly matched them failed to understand that all other methods provided were moist heat method of cooking except for roasting and grilling which can be done in an open fire.

Item (ii) stated that *Cooking method that involves applying dry heat directly to the surface of the food,* the correct answer was *G - Grilling*. The candidates who matched correctly had sufficient knowledge of method of cooking that involved dry heat direct to the surface of food. Therefore, they were able to differentiate from the methods which involved moist heat provided in list B. Those who matched incorrectly had in sufficient knowledge on the two method of cooking namely *dry and moist heat.*

Item (iii) stated *Cooking method which involves cooking food in an oven or an open fire,* the correct response was *A – Roasting*. The candidates who correctly matched, understood that roasting is dry heat method of cooking food that can be done in an oven or on an open fire. Those who matched incorrectly failed to understand that roasting is the only cooking method that can be done in an oven and open fire among the given Reponses in list B

Item (iv) stated that, *Cooking food in small quantity of water under low heat*, the correct response was *B – Stewing*. The candidates who matched the response correctly had sufficient knowledge about moist heat method of cooking which involve sufficient amount of liquid to obtain enough stew. On the other hand, candidates who matched incorrectly had insufficient knowledge about methods of cooking food.

Item (v) stated that, *Cooking food in a required amount water at just below boiling temperature,* the correct answer was *C – Poaching*. The candidates who correctly responded to the question had sufficient knowledge and skill

about poaching as a method of cooking foods, including its application. Unlike the candidates who failed to match correctly had in sufficient knowledge about poaching as a method of cooking foods, including its application.

Item (vi) stated that, *Partial cooking of food which are then cooked by another method,* the correct response was *F – Parboiling.* The candidates who wrote the correct response were aware about parboiling method which tend to soften the outside of the food in order reduce time for cooking food using another method. Furthermore, the candidates who incorrectly matched the items had insufficient knowledge and skill about the partial method of cooking which required another method of cooking that food.

2.2   Section B: Short Answer Questions

The section consisted six short answer questions from six topics namely; *Eggs, Milk and Milk Products, Catering, The Kitchen, Cereals, Pulses and Nuts, Vegetables and Fruits* and *Meat and Fish.* Each question had 09 marks, making a total of 54 marks.

2.2.1   Question 3: The Eggs, Milk and Milk Products

The question evaluated the candidates' competence in identifying types and uses of milk. The question stated that;
Your friend in school does not drink milk because of lack of knowledge about the importance of milk in diet.
(a) *Briefly explain to her on the importance of milk in the diet. Give four points.*
(b) *Distinguish between condensed milk and skimmed milk for her good understanding.*
(c) *Outline three uses of milk in food preparation.*

The question was attempted by 2,257 (100%) candidates among them 544 (24.10%) candidates scored from 0 to 2.5 marks, 1,460 (64.69%) candidates scored from 3 to 5.5 marks and 253 (11.21%) scored from 6 to 9 marks. This performance is summarized in Figure 3.
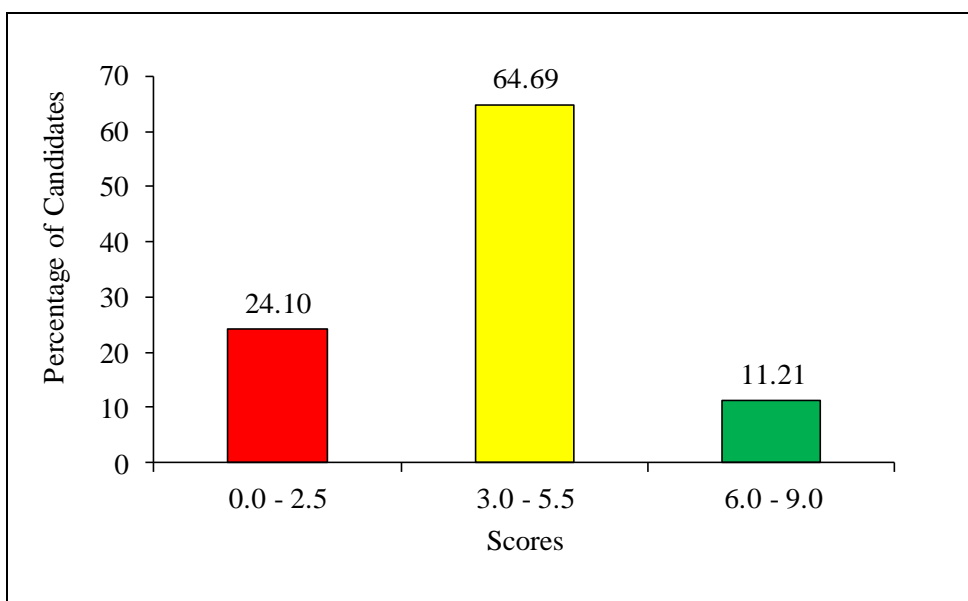
Figure 3: *Percentage of Candidates' Performance on Question 3*

Figure 3 shows that the general performance in this question was good because 1,713 (75.90%) candidates attained between average and good performance. This indicated that the candidates had adequate knowledge on the importance, types and uses of milk.

In part (a), the candidates who performed well managed to explain the importance of milk in the diet, which implies that they have practical experience and the knowledge attained in the class. For example, one of the candidates wrote, *provides first class protein, provide minerals, act as nourishing beverage.* Other candidates provided correct importance such as *milk provide fat, milk provide energy to the body.*

In part (b), the candidates distinguished correctly between condensed milk and skimmed milk, this shows that these candidates had adequate knowledge on the types of milk. For example, one of the candidates wrote *condensed milk has been removed liquid content through evaporation and added sugar while in skimmed milk fat have been removed.* Another candidate wrote, *condensed milk is dried and sugar is added while skimmed milk as the milk whose fat is removed.*

In part c, the candidate outlined correctly the three uses of milk in food preparation, an indication of adequate knowledge on the uses of milk. Some

of their responses were, *milk can be used as nourishing, used in making butter, can be used in bread*, used as ingredients in cake making and juices, *used as main meal to provide protein*, *used as thickening agents.* These candidates had sufficient knowledge on the uses of milk. A sample of the correct responses to question 3 is shown in Extract 1.1.

3a i) Provide first class protein	
ii) Provide essential minerals e.g B vitamins.	
iii) Act as nourishing beverage.	
iv) Aid easy digestion as it contains 87% of water.	
b. Condensed milk is the type of milk that has been renoved with liquid content through evaporation and sweetened WHILE skimmed milk is the type of milk that is free from fat meaning that it does not contain fat at all.	
c i) Can be used as nourishing/enriching agent.eg porridge	
ii) Used as liquid in making mixtures e.g batter	
iii) Can be used as glazing agent in bread.	

Extract 1.1: A Sample of Candidates' Correct Responses to Question 3

In Extract 1.1, the candidate managed correctly to provide the importance of milk in the diet in part (a), likewise in part (b), distinguished correctly between condensed milk and skimmed milk. The candidate also outlined correctly the three uses of milk in food preparation.

Further analysis shows that 24.10 per cent candidates performed poorly in this question among which 0.62 per cent scored zero. In part (a), majority of the candidates who performed poorly misunderstood the demand of the question hence provided irrelevant responses. For example, some of them wrote advantages of protein in the body instead of importance of milk in the diet, their responses were, *regulate body processes to maintain fluid balance, help in body growth, spare function of carbohydrate, it facilitates the digestion of food, to avoid disease especial for people every day, it facilitates the digestion system.* Others wrote characteristics of milk for

13

example one of the candidates wrote; *they contain low amount of fat, Low sugar, enough amount of water and protein.*

In part b, majority of the candidates failed to distinguish between condensed milk and skimmed milk due to the insufficient knowledge on the types of milk, hence provided incorrect responses. For example, one of the candidates wrote; *condensed milk containing another product like yoghurt and fat while skimmed milk they are not produce product this type they are containing liquid milk.* Another candidate wrote; *condensed milk is the naturally that produced by animal e.g cows while skimmed milk is the milk or artificial milk that produced by human being e.g fresh milk.* However, *f*ew of them left this part un attempted indicating that they had insufficient knowledge on the difference between condensed and skimmed milk.

Likewise, in part c, some of the candidates provided irrelevant responses due to inadequate knowledge on the uses of milk. For example, one of the candidates wrote, *used as food by children, used as food by sick people.* Another candidate wrote; *to add flavor and colour, to support mixer of raising agent* and others wrote unclear responses. For example, one of the candidates provided some procedures on preparation of a certain drink, he/she wrote; *boiling of the milk, adding sugar to the mixture, adding enough amount of water.* A sample of incorrect responses to question 3 is shown in Extract 1.2.

3 (a)- It help children to dissolve the disease	
- It help people to increase the spread of disease	
- It help people to take milk for other movement	
b) Milk- It help to provide amount of water which the natural from animals like cow.	
ii) skimmed milk	
- Is the type of milk can not contain high amount of water, and abolished in industry like cow bery, powder milk	
c) i. To boiling the meolis	
ii. To add the one tea spoon of sugar	
iii. It used to make stew	

In Extract 1.2, the candidate provided incorrect responses to the question in all parts (a), (b) and (c). This indicates that the candidate had inadequate knowledge on the tested matter.

2.2.2 Question 4: Catering

This question measured candidates' ability on the competence of menu planning, the question states that;
A team of experts from the Tanzania Tourism Board visited a recently opened tourist hotel and were less satisfied with the meal served to customers. Briefly describe six factors you would advise the hotel management to consider in order to develop well planned menus

The question was attempted by 2,257 (100%) candidates. The analysis shows that 747 (33.10%) candidates scored from 0 to 2.5 marks, 902 (39.96%) candidates scored from 3 to 5.5 marks and 608 (26.94%) candidates scored from 6 to 9 marks. This performance is graphically presented in figure 4.
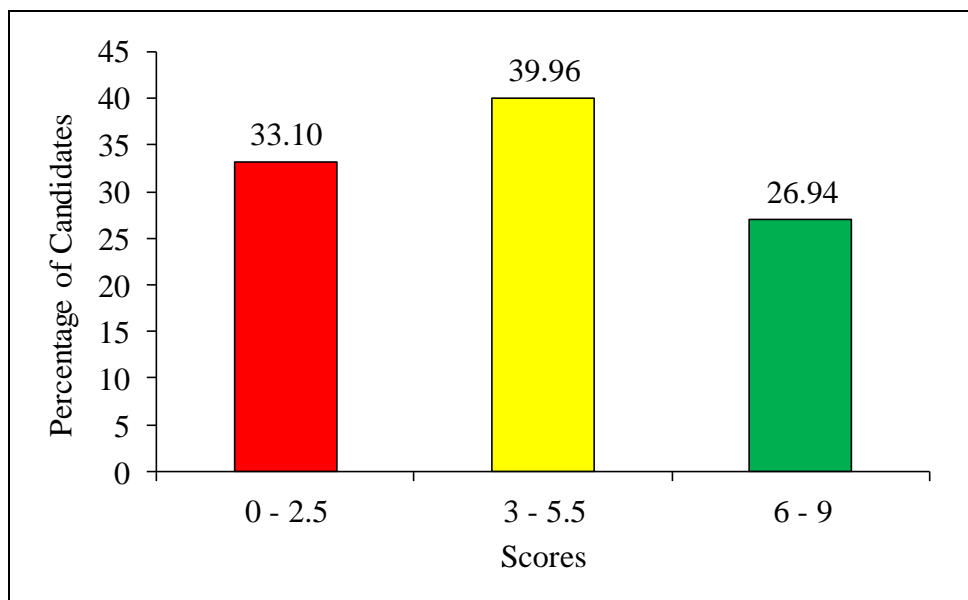

Figure 4: *Percentage of Candidates' Performance on Question 4*

According to analysis from Figure 4, the general performance on this question was good because 66.90 per cent candidates were able to score

average and high marks. These candidates may have had sufficient knowledge on menu planning.

Analysis shows that 26.94 per cent candidates who scored above 6 marks managed to answer this question correctly. For example, one candidate wrote factors such as *balance diet, availability of ingredient, availability of cooking equipment, time availability, weather condition and availability of money*. Other candidates provided correct factors such as *purchasing power, food varieties, season of the year, food cost.* These responses show that candidates had sufficient knowledge about menu development. A sample of the correct responses to question 4 is shown in Extract 2.1.

4 i)	We should consider the balanced diet ; The menu prepared should be balanced in order to prevent risk of getting malnutrition and other kind of diseases which might be due to lack of sufficient nutrients in the body.	
ii)	We should consider food variety ; Food should be of different varieties to avoid monotomy and also lack of choice of food to be eaten which is prefered by the consumer or the customer eating.	

4	iii)	we should consider the ingredients available; The ingredients available should also be considered as they are the ones which enable us to cook any type of food which a person has to cook.	
	iv)	we should consider the purchasing power of the customer; The Purchasing power of the customers means in what extent do the people living in a certain area buying a certain kind of food which is cooked.	
	v)	we should consider the climatic condition; During hot conditions they should be availability of cold drinks and even icecreams should be available. And during cold conditions foods like soups should be available to provide the body with warmth.	
	vi)	We should consider the time available; Time available must limit us on the kind of food to be prepared and also the food that is to be prepared should not consume much time for other foods to be prepared and therefore time should be consider in planning a menu.	

Extract 2.1: A Sample of Candidates' Correct Responses to Question 4

In Extract 2.1, the candidate correctly provided the factors that can be used to develop well planned menus. Hence scored all the marks allotted for this question.

On the other hand, the analysis indicates that 5.36 per cent of the candidates scored zero. These candidates misinterpreted the demand of the question hence provided irrelevant responses. Some of them provided points to consider when planning a meal. For example, one of the candidates wrote; *consider the number of people, consider the age of the people either child or elderly, consider the expectant mother, consider people living with HIV, consider types of appetizer, consider leftovers, consider like and dislike of the consumer.* Another candidate wrote; *consider the number of people, consider the age of the people, consider food varieties, consider sex of the people.* A sample of incorrect responses to question 4 is shown in Extract 2.2.

4. The factors I would advise the hotel management to consider in order to develop well planned menus such as;

v. The table should be thoroughly cleaned and covered with a net table, when people's we take the food or served in the table we should have net because of to puting the bacteria so they have a net in the hotel management.

iv. Dinners plate should be placed in the middle, some peoples we get the good served food then we take the plate must be placed in the middle for the dinner plate so they have good cleanless in the area and other served to the food.

iii. The dinner plate should be placed in between the fork and the table knife, would be supported in the servered in the food and then we should have placed for prepare good dinner to the plate.

iv. place the knife use to cut and on right side of the plate with with it's blade pointing; their some knife when their to the blade pointing when to the hotel management

v. The teaspoon or coffeespoons should be placed on the sauce behind cup handle; when their some people's we should the sauce of the placed in the spoon to the coffee to the cup handle.

Extract 2.2: A Sample of Candidates' incorrect Responses to Question 4.

In Extract 2.2, the candidates failed to understand the demand of the question and provided the incorrect answers which are the rules to follow when setting a table for a meal. This show that the candidate had insufficient knowledge of menu planning in catering industry.

2.2.3 Question 5: The Kitchen

The question measured candidates' competence on the characteristics of good kitchen the question stated that;
Your sister is planning a new kitchen in her house. She invited you to advise her on designing a good kitchen.
(a) Outline five characteristics of a good kitchen you would present to her.
(b) Why do you think she found it important to plan a kitchen? Give four points.

The question was attempted by 2,257 (100%) candidates, among them a small proportion 57 (2.53%) scored 0 to 2.5 marks, 573 (25.38%) scored 3 to 5.5 marks and majority 1,625 (72.09%) scored above 6 marks. Figure 5 summarizes this data.
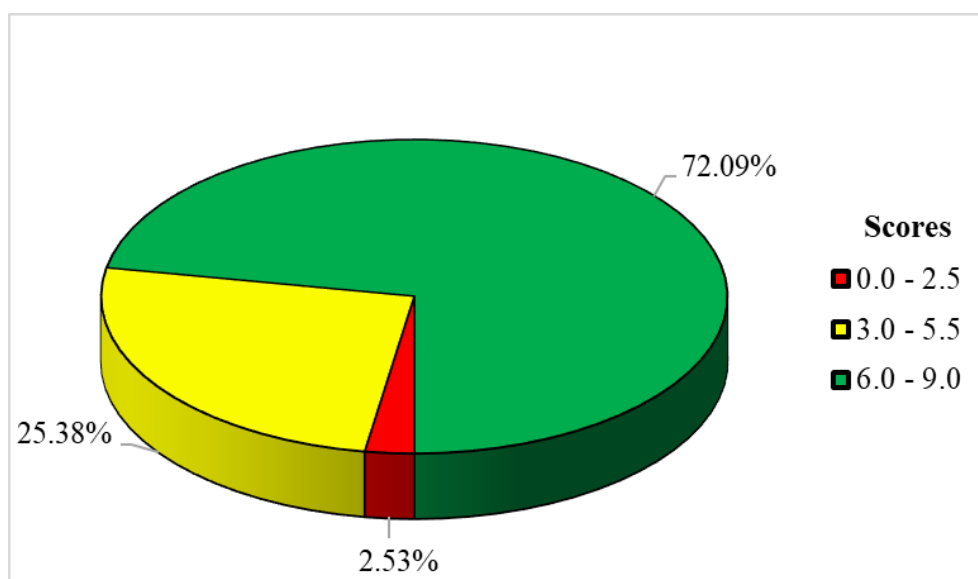
Figure 5: *Percentage of Candidates' Performance on Question 5*

Figure 5 shows that the general performance of this question was good because majority of candidates (97.47%) scored above average. This shows that the candidates had sufficient knowledge about the kitchen.

The analysis of the responses shows that majority of the candidates who performed well understood the question and provide relevant responses. In part (a), they managed to outline five characteristics of good kitchen. For example, one of the candidates wrote; *a good kitchen should have large*

windows in order to allow air and light to penetrate, a good have large space and well ventilated to allow movement, a good kitchen should be built near the dining room in order to save time during saving food, a good kitchen should have all kitchen equipment equipped when preparing food, a good kitchen should be clean before and after preparing food. Another candidate wrote; *it should have source of water to be used in the kitchen, it should be colored with shining colour, it should have source of light for lighting purpose in the kitchen.* These responses indicate that these candidates were aware of characteristics of a good kitchen.

In part (b), majority of candidates were able to give importance of planning kitchen for example, one of the candidates wrote; *to save time when preparing and serving, to reduce accidents occurring in the kitchen, in order the kitchen to look smart and attractive, to prevent diseases caused by poor hygiene of the kitchen*. Another candidate wrote; *help to give a house its value, it makes easy to clean, it provides and promote the cook comfortability of food preparation.* These candidates understood importance of planning a kitchen. A sample of the correct responses to question 5 is shown in Extract 3.1.

5. * A good kitchen should have large windows inorder to allow air and light to penetrate.

* A good kitchen should have large space and well ventillated to allow movement.

* A good kitchen should be built built near the dinning room inorder to save time during serving the food.

* A good kitchen should have all the equipment equiped when preparing food.

* A good kitchen should be clean every after and before preparing food.

5.b> * To save time when preparing and serving the room.

* Inorder to reduce accidents occuring in the kitchen.

* Inorder the kitchen to look smart and attractive.

* To prevent diseases he caused by poor hygiene of the kitchen.

Extract 3.1: A Sample of Candidates' Correct Responses to Question 5

In Extract 3.1, the candidate managed to provide correct responses to all parts of the question this is due to sufficient knowledge on characteristics of a good kitchen and importance of planning a good kitchen.

More ever, analysis shows that 2.53 per cent of the candidates had weak performance, among them 0.35 per cent scored zero. Most of the candidates who scored below average misinterpreted the demand of the question hence

provided irrelevant responses. In part (a), most of the candidates provided functions of a kitchen instead of characteristics of a kitchen. For example, one of the candidates wrote *it helps us cooking food, it helps to store food, it helps to prepare the meal, it protects the food at cooking.* Another candidate wrote, *kitchen should be used for cooking activities, the kitchen should be for food preparation, the kitchen should be good quality for cooking, the kitchen may be used as dinning, the kitchen may be used for washing utensils.* Some of them provided types of kitchen for example, one of the candidates wrote *experimental kitchen, fast food kitchen, main kitchen, display kitchen*.

In part (b), some candidates misunderstood the demand of the question hence provided the types of kitchen plans instead of importance of planning a kitchen. For example, one of the candidates wrote; *for getting the L – shaped plan, for using the U - shaped plan, for using the island shaped plan, for using the all shaped of kitchen plan.* Another candidate provided irrelevant answers such as *it provides the meal, it provides the protection, it serves time*. A sample of incorrect responses to question 5 is shown in Extract 3.2.

Extract 3.2: A Sample of Candidates' Incorrect Responses on Question 5

In Extract 3.2, the candidate wrote irrelevant responses in part (a), while in part (b) the candidate misunderstood the demand of the question by proving the types of kitchen plan instead of importance of planning a kitchen.

22

2.2.4 Question 6: Cereals, Pulses and Nuts

The question measured candidates' competence on legumes. The question stated that,

You have been asked to categorize legumes according to their types.

(a) Give two types with three examples in each.

(b) Why are they important in the diet? Briefly explain by giving five points.

The question was attempted by all 2,257 (100%) candidates. A total of 1,129 (50.02%) candidates scored 0 to 2.5 marks. Among them 192 (8.51%) scored zero, 933 (41.34 %) scored from 3 to 5.5 marks and 195 (8.64%) scored from 6 to 9 marks. Figure 6 illustrate this performance.
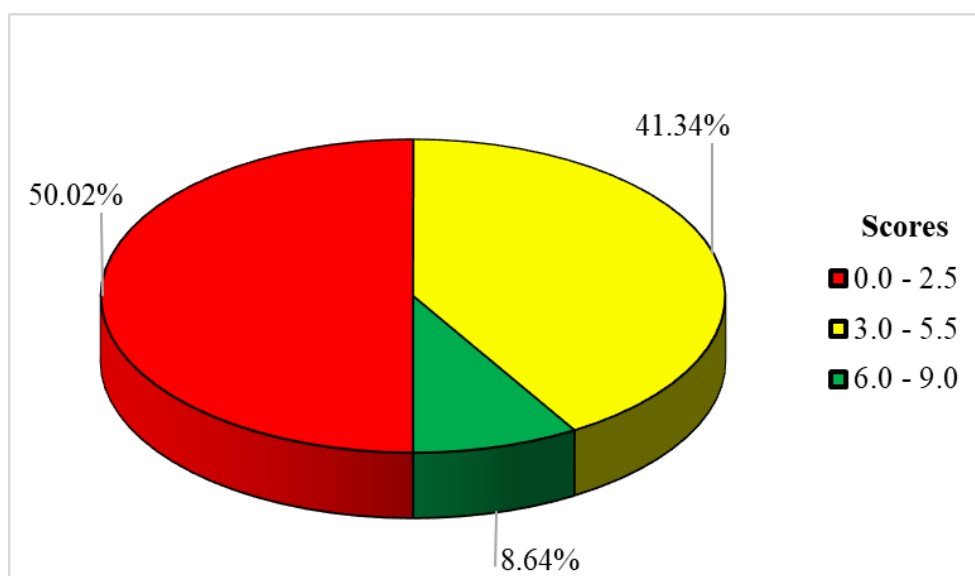
Figure 6: *Percentage of Candidates' Performance on Question 6*

Figure 6, shows that the general performance on this question was average because nearly half (49.98%) of the candidates scored above 3 marks. This implies that these candidates had adequate knowledge about legumes, especially in categories and importance in diet.

Furthermore, the analysis indicates that 8.64 per cent of the candidates scored between 6 to 9 marks. In part (a), the candidates who correctly provided two types of legumes with three examples in each type of the question had sufficient knowledge about legumes. For example, one of the

23

candidates wrote, *fresh legumes examples fresh beans, fresh pigeon peas, fresh peas, dry legumes example dried bean, dried cowpeas and pigeon peas.* Another candidate wrote, *nuts contain oil examples groundnuts and bambara nuts pulses does not contain oil examples beans, peas and lentils.*

Likewise, in part (b), the candidates who managed to explain briefly the importance of legumes in the diet, they had sufficient knowledge on importance of legume in the diet. For example, one of the candidates wrote, *it helps to provide first class protein for example soya beans, it helps to provide fibre that control body weight and prevent constipation, it helps to provide some minerals such calcium and phosphorus, it helps to provide energy in their cotyledon contain the carbohydrate, help to provide vitamins.* Another candidate wrote, *they are good source of protein which help to build up the body and to repair the worn-out cells, they are good source of minerals which help in strengthening of bones and teeth, they are good source of fat which help to protect delicate organs such as heart, liver and kidney, they are second source of carbohydrate which help to provide energy in the body.*

In contrast 50.02 per cent of candidates attained weak performance, among them 8.51 per cent scored zero, some of those who got zero misinterpret the demand of the question hence provided irrelevant responses. In part (a), some of the candidates provided the types of cereals instead of the types of legume. For example, one of the candidates wrote, *cereals and parsley, oats and barley.* Another candidate wrote the solubility of legume example, *soluble legume and insoluble legume.*

In part (b), the candidates were not aware that importance of legume in the diet can base in nutritive value hence they provided irrelevant responses, thus some candidates wrote '*it is cheap, since used as staple food, it can act as appetizer in the diet, to prevent against infections and diseases, it promote balance diet, it provide good quality and quantity of the food, they complete meal when well cooked, they are available at any place, easy to be cultivate and harvest lather than other food staff, they accompaniment the other dishes to complete the meal to be eaten*' this implies that they were not knowledgeable about the types of legumes and importance of legumes in the diet. A sample of incorrect responses to question 6 is shown in Extract 4.1.

Extract 4.1: A Sample of Candidates' Incorrect Responses to Question 6

In Extract 4.1, the candidate misinterpreted the demand of the question in part (a), hence provided types of meal courses instead of types of legumes. In part (b), the candidate provided benefit of health eating instead of importance of legume in the diet.

2.2.5 Question 7: Vegetables and Fruits

The question measured candidates' competence on fruits. The question stated that,
You are planning to go to the market to buy varieties of fruits for the whole week consumption.
(a) Briefly explain five important things you will observe when buying them.
(b) Outline four ways by which fruits can be stored at home.

A total of 2,257 candidates (100%) attempted the question. Among them 589 (26.10%) scored 0 to 2.5 marks, 1,489 (65.97%) scored from 3 to 5.5. marks and 179 (7.93%) scored from 6 to 9 marks. Figure 7 illustrates this performance.
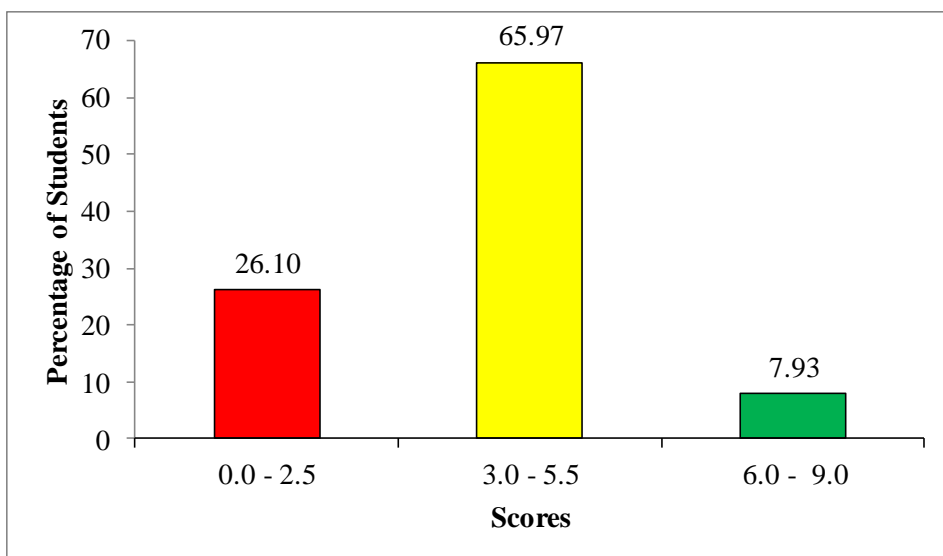
Figure 7: *Percentage of candidates' Performance on Question 7*

Figure 7, shows that the general performance on this question was good as 73.90 per cent of the candidates had performed well. This implies that the candidates had adequate knowledge on the tested matter.

In part (a), the candidates provided correct responses because had sufficient knowledge about what to observe when buying fruits. For example, one of the candidates wrote, *avoid fruits with injured and broken skins, avoid fruits that has been kept on ice containers, Fruits such as mangoes, pineapples, apricots, and peaches should smell sweet, Fruits are more seasonal buy at that time.* Another candidate wrote, *fruits should not overripe, be aware of the colour of the fruit, should have a good fruit texture depending on the type.*

In part (b), the candidates managed to outline ways in which fruits can be stored, for example, one of the candidates wrote, '*Many fruits should be stored at room temperature until they are cut, to prevent moisture loss store fruits separately in a paper bag, store all cut fruits and vegetables in the refrigerator.* A sample of the correct responses to question 7 is shown in Extract 5.1.

a)

i Dried fruit should be clean and removed Stalk

Also this is the Important thing to consider when buying the fruit. So dried fruit should be clean and without Stalk

ii Avoid buying bruised Fruit

So due to this when by buying the fruit you should Consider this Important thing that avoid buying bruised fruit because it is easy to spoil.

iii Pay attention for the Smell

Also this is the Important thing to consider when buying the fruit. So we should pay attention for the smell In order to know that if the fruit it is well and good without spoil

iv Buy the X Fruit in seasonal because are cheap and fresh

Also due to this is one among the thing to Consider when buying the fruit we should buy the fruit in seasonal since the fruit are cheap and fresh

v Skin of the fruit should be Smooth

Also due to this is the Important thing to observe when buying Fruit so the Skin of the fruit should be Smooth Example Apple, bananas, and Mangoes

7b)

i) Can be Stored in refrigerator

Also due to this fruit can be Stored in the frige but when Storing the fruit in the frige we should avoid prolonged Storage example bananas.

ii) Stored in Clean airy room

Also due to this fruit can be Stored in the Clean airy room where by it allow oxygen to enter and getting out which enable fruit to Store for a long time

iii) Can be Stored in the Shelf

This is one among the way by which fruit can be Stored at home some of fruit can be Stored in the Shelf example guavas and Oranges.

iv) Can be Stored by using plastic paper

Also due to this the fruit can be Stored by using the plastic paper example Watermelon must of people who do not have frige they we watermelon to Store by using plastic paper to avoid getting Contaminated.

Extract 5.1: A Sample of Candidates' Correct Responses to Question *7*

In Extract 5.1, the candidate correctly addressed all parts of the question hence scored high marks. This candidate demonstrated adequate knowledge about important things to observed when buying fruits and ways of storing them at home.

Furthermore, the analysis shows that 26.10 per cent candidates performed poorly on this question. This was partly contributed by the misconceptions and inadequate knowledge about the tested matter. In part (a), some candidates provided importance of eating fruits. For example, one of the candidates wrote, *they are a good source of dietary fibre, they are naturally good and contain vitamins and minerals that can help to keep you healthy, fruit contain antioxidants and phytochemicals, or plant chemicals.* Others wrote source of nutrients instead of importance things to consider when buying fruits, for example one of the candidates wrote, *improve heart health, they control blood pressure, they control blood sugar, they control body weight.* Another candidate wrote, *it is source of carbohydrate, it is a*

source of mineral, it is a source of vitamin, it is higher fibre, it is higher amount of water example water melon.

In part (b), some candidates provided places where fruit can be stored instead of ways in which fruit can be stored for example, one of the candidates wrote, *stored in the kitchen, stored in the basin, stored in the box.* A sample of incorrect responses to question 7 is shown in Extract 5.2.

Extract 5.2: A Sample of Candidates' Incorrect Responses to Question 7

In Extract 5.2, the candidate misunderstood the demand of the question in all parts of the question hence, in part (a) she/he wrote the importance of eating fruits instead of importance thing to observe when buying fruits. Moreover, in part (b), she/he outlined the methods of preserving fruits instead of ways of storing fruits.

2.2.6 Question 8: Meat and Fish

The question measured candidates' knowledge about fish. The question stated that,

a) *Briefly describe the three types of fish you expect to find in the market giving one example from each type.*

b) *Which six considerations will you observe when you decide to buy the fish?*

The question was attempted by 2,257 (100%) candidates. A total of 590 (26.14%) candidates scored 0 to 2.5 marks. Among them 70 (3.10%) scored zero. About a half of candidates 1,150 (50.95%) scored 3 to 5.5. marks which is average and 517 (22.91%) scored 6 to 9 marks which is considered as a high performance. This performance is summarized in Figure 8.
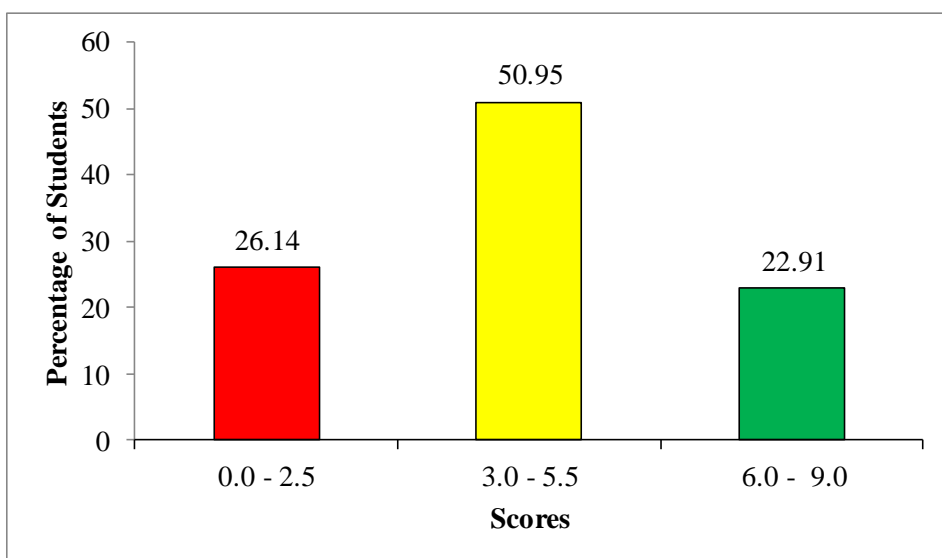
Figure 8: *Percentage of Candidates' Performance on Question 8*

Figure 8 shows that the general performance on this question was good because 73.86 per cent of the candidates attained above average. This indicates that candidates had adequate knowledge about fish types and qualities of fresh fish.

However, some of them provided insufficient description or less points than the required. In part (a), some of them correctly described types of fish. For

example, one of the candidates wrote, *white fish example tilapia, shell fish example crabs, oil fish,* others wrote *oil fish, white fish, and shell fish.*

In part (b), the candidates managed to provide points to observe when buying fish for example, one of the candidates wrote, *it should have plenty scales, it should not have sunken eyes, it should be moisty, it should have good smell.* Another candidate wrote, *a fish must be a firm to touch, should have pleasant smell, should have bright red gills, should have bright and prominent eyes.* Others wrote that '*should have fresh sea smell, it should have bright eyes and not sunken, moisty skin, should have bright scales.* A sample of the correct responses to question 8 is shown in Extract 6.1.

8	a) Types of Fish	
	i) Fish according to fat content, there are two types of Fish which are described according the the fat content which are white fish for **example** tilapia and oil Fish for **example** Cod.fish	
	ii) Fish according to the origin, Fish are found in two origins which are Fresh water and salt water For **example** Nile perch are Found in Fresh water and Mackerel are Found in Salt water.	
	iii) Fish according to the presence OF Fins and absence OF Fins, in this type Fish are divided into two which are Fins Fish For **example** Tilapia and non Fins Fish For **example** crabs	
	b) Points to consider when buying a Fish	
	i) A Fish must be Firm to touch	
	ii) Should have pleasant smell	
	iii) should have bright red gills.	
	(iv) should have bright and prominent eyes	
	(v) It should be moist and not dry.	
	vi) It should have sufficient supply oF scales	

Extract 6:1. A Sample of Candidates' Correct Responses to Question

In Extract 6.1, the candidate managed to describe briefly the types of fish and provided four points to observe when buying fish.

Furthermore, the analysis reveals that 26.14 per cent candidates scored below average since they failed to provide correct responses. In part (a), majority of the candidates had inadequate knowledge about types of fish hence, provided irrelevant responses. For example, one of the candidates wrote types of fish such as *flat fish (fresh fish) example tilapia, pound fish (mud fish) example kambare, taterials fish (salt fish) example outpus, stary*

fish. Another candidate wrote, *omega fish, salt fish and fresh fish,* others wrote *occasion fish, pweza, small fish e.g dagaa, large fish e.g sato.*

Likewise, in part (b), some candidates also provided incorrect points to observe when buying fish for example, one of the candidates provided methods of cooking such *baking, roasting and frying as points to consider when buying fish.* Few candidates misinterpreted the question hence provided points to consider when planning a meal for a family instead of what to observe when buying fish. For example, one of the candidates wrote, *choose according to the money you have, choose according to the family member, find place in which fish are kept, choose type of fish according to their age, choose according to the status of the family.* Others mentioned foods such as *fish, liver, oily fish, milk and egg, it should be cold, it should be removing some blood*. A sample of incorrect responses to question 8 is shown in Extract 6:2.

Extract 6.2*: A Sample of Candidates' Incorrect Responses to Question 8*

In Extract 6.2, the candidate provided incorrect responses to all parts of the question. This indicates that the candidate had insufficient knowledge about types of fish and point to observe when buying them.

2.3   Section C: Essay Question

This section consisted of three essay questions composed from the topics of *Meal Planning, Malnutrition* and *Raising Agents*. The candidates were required to answer two questions only, each carrying 15 marks.

2.3.1 Question 9: Meal Planning

This question measured candidates' competence on reheated food. The question states that,

After the party, there was a lot of food left. However, your aunt was hesitating if the food could be eaten again. Explain six rules she will observe when preparing reheated food.

A total of 1,669 (100%) candidates opted this question. Data shows that 399 (23.91%) candidate scored 0 to 4 marks, in which 110 (6.59%) candidates scored zero. 750 (44.93%) of candidates scored high ranging from 4.5 to 9.5 marks and 520 (31.16%) scored from 10 to 14.5 marks. This performance is presented in Figure 9.
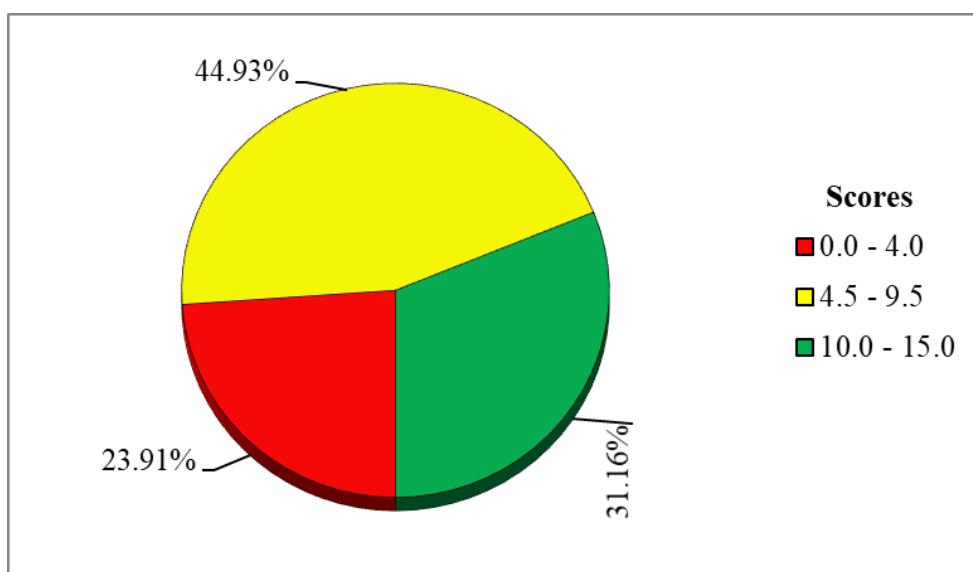
Figure 9*: Percentage of Candidates' Performance on Question* 9

Figure 9, shows that the general performance in this question was good since 1,270 (76.09%) candidates attained a score of 4.5 and above. This indicates that the candidates had adequate knowledge on rules to observed when preparing reheated food.

The analysis indicates that 31.16 per cent of the candidates attained good performance because they explained correctly the rules to observed when preparing the reheated food which can be attributable to adequate knowledge and experience they had from their home on the use of leftover

food. Their responses were, *left over must be reheated but not recooked, avoid over heating by coating a food with bread crumbs and eggs, add fresh ingredient to modify texture, flavor also adding of seasonings, all fresh ingredient must have cooked before adding on left over, cut a left over into small pieces, serve the reheated food immediate after reheat* another candidate wrote *'serve reheated dishes with crisps food such as salad, reheated food should be properly garnished.* A sample of the correct responses to question 9 is shown in Extract 7.1.

	REHEATED FOOD.	
9.	Reheated food is the food which do not eaten during the meal but its prepared again for the reasons other than over cooking. Also can be left over food which remained after being the food eaten. Example of foods that can be reheated are the meat, Rice, Ugali and other foods. The following are the rules to observe when preparing reheated foods; As follows is as follows:	
	The food should be reheated and not recooked; The foods to be reheated should be reheated by changing the method of cooking, or either to make another food and not to over cook the meal, because it will lose all many nutrients especially vitamins which are easy to escape through the steam.	
	The food to be reheated should be coated. Coating in avoid the disintegration of food because at first the food was cooked so during reheating the food can cause the disintegration in order to avoid that the food should be coated. Either by using eggs or butter by considered the colour of the food so as to make suitable coat.	

35

9. Reheating food must be combined with flavoured Ingredients. In order to make the food appertizing and attractive the food should be combined with flavoured Ingredients also to Improve its flavour, through that Ingredients. Because some of food may lose its flavour after a time.

Ingredients should be cooked before mixing. The Ingredient to be mixed should be cooked first because was raw and reheated food are not raw, they requires a little time for reheated it Ingredients not cooked it will be uncooked when combined with reheating foods.

Reheating food must be combined with some vegetable for vitamins. Most of vegetable can not be reheated so the meal will to be reahating will lack vitamins so the vegetables and also fruits should be combined to provide all nutrents.

Reheated food should be well served and garnished. In order for the food to look more attrache and appertizing should be garnish by using vegetables or fruits for the supplying of other nutrents to the food In order to maintain the general healthy of people.

9.	Generally: Reheating food it	
	it important because it avoids	
	the spoilage of food, It kills	
	microorganisms like bacteria, It reduces	
	the cost cost of buying new food	
	and, also it makes hot food in	
	cold, It changes the method of	
	cooking also it makes the	
	food attractive and appertising	
	by adding the flavour to the food.	

Extract 7.1: A Sample of Candidates' Correct Responses to Question 9

In Extract 7.1, the candidate managed to provide rules used when preparing reheated foods this is due to adequate knowledge and experience of the use of left-over foods from their home.

Further analysis shows that 23.91 per cent candidates score low marks. Their responses show that these candidates did not understand well the question hence provided irrelevant responses. Some of them provided incorrect rules for removing stain during laundry processes instead of the rules to observe when preparing the reheated food for example, one of the candidates wrote, *to treat no stain use appropriate identified soap, keep all stain remove agent away from children, wash and rinse the fabric immediate after stain, it possible stain remove agent should be fabric, work from the inside, for unidentified remove first then depend the stain.* Others provided incorrect rules to follow when making pastry such for example, one of the candidates wrote, *keep all ingredient and utensil as possible, introduce much air as possible during sponging, use enough liquid when making pastry dough, always stretching the dough when rolling pastry.* Another example is from the candidate who provided points to consider when planning meal for the family instead of the rules to observe when preparing the reheated food such as, *balance diet, time available, availability of ingredient, seasonal foods, food cost, number of guests, need of guest, money available.* Other wrote food hygiene rules such as, *wash the pun, spoon, hotpot and other before the cooking, cover the hair before the cooking, washing your hand before the take food, cover the food after the cooking.* A sample of incorrect responses to question 9 is shown in Extract 7.2.

09. Food left However, This are food which is be cooked or preapared before one day of before eaten.

The following are rules she will observe when preparing reheated food.

Balance diet, This point can be true because if you can be avoided to use balance diet it can be consider to give the promotion of different place and how can be connection of people to help the promotion of different and to improve the food of left however.

Time available, This also can be true because if you can lead the food or you can cook or prepare food and you know that it is left however food you support to put in different place inorder to collect all promotion of given and know how can given to collect the human and know all connection of people in different group and food to be time available.

Availability of ingredient, this point it can be true because if you can lead all promotion and how can be avored to colled all proving of cooking food and how people to show how can be avoreding to collect all people and it show all people to give the left over food and it can be like cate bread samosa and other thing which can be available of ingredient.

Seasonal fuel, This can be true because if you can show how people it can show how prepared the connection of food which are cooking method of food that can involves applying dry heat directly to the surface of the food and it lead the promotion of all people in making of different food which can be the left However food It show how they can give their body energy and how can show all ingredient in season of fuel.

09.	Food cost; This food It can be true because If you can give all promotion of people to protect the body and also to give the body energy and how people can lead the promotion of doing all promotion and it show all to know how can be food cost and how to collet all food in the body.
	In conculusion, This are the rule of she will obser ve when preparing reheated food in the food left However which can be balance diet, time available, availabilit y of ingredient, seasonal fuel and cost food in food let + However.

Extract 7.2: A Sample of Candidates' Incorrect Responses to Question 9

In Extract 7.2, the candidate misinterpreted the demand of the question hence provided rules to follow during menu planning instead of rules used when preparing reheated foods hence, scored low marks.

2.3.2 Question 10: Malnutrition

This question measured candidates' competence on Malnutrition. The question stated that;

Poor family economy is associated with poor nutritional status of the family and vice versa. Support this statement by:
(a) describing on how poverty affects nutritional status of the family. Give four point
(b) explaining the effect of poor nutritional status in the family economy. Give two points.

The question was opted by 1,957 (100%) of candidates. Data shows that 518 (26.47%) candidate scored from 0 to 4 marks, with 22 (1.12%) candidates scored zero. In addition, 1,192 (60.91%) candidate scored from 4.5 to 9.5 marks and 247 (12.62%) scored from 10 to 14.5 marks. This performance is presented in Figure 10.
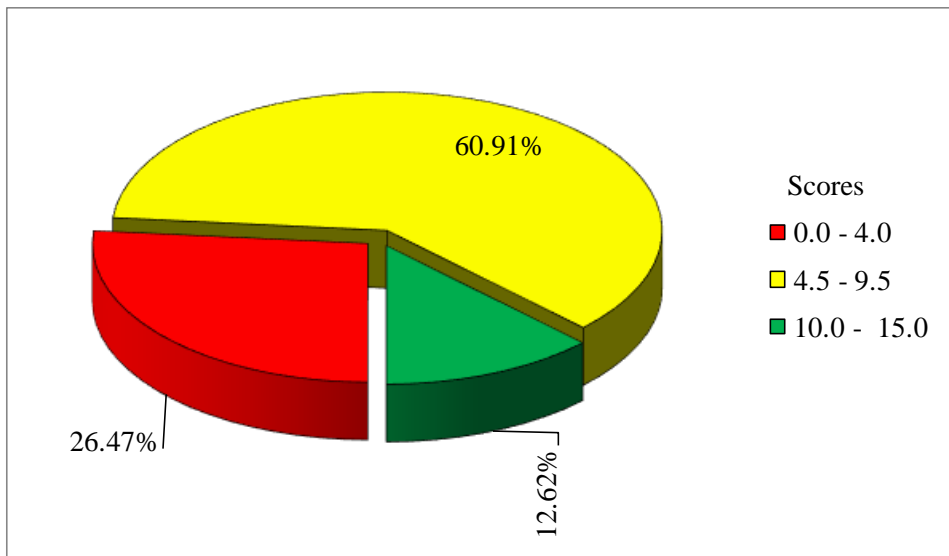
Figure 10: *Percentage of Candidates' Performance on Question* 10

Figure 10, shows that the general performance on this question was good since 1,439 (73.53%) candidates attained 4.5 and above marks. These candidates had sufficient knowledge on the tested matter.

The analysis indicates that 12.62 per cent of the candidates attained good performance. In part (a), they managed to describe correctly how poverty affect the nutritional status of the family. They understood that poverty can affect nutrition status when the family had limited food supply, poor purchasing power and inadequate money to cover basic needs. For example, one of the candidates wrote, *a poor family is un able to acquire the basic needs, ignorance, low production and easy to be attacked by disease.* Another candidate wrote, *poor control and healing of the diseases, poor provision of nutrition education to family members and lack of money causing inadequate facilities for food preparation.* In part (b), the candidate correctly explained the effect of poor nutritional status in family economy. They were aware that malnourished people cannot be involved in productive works due to their health status, the family member will take much time taking care of him/her and a lot of money will be spent. Their responses were, *financial instability, low productivity, emergency of various disease among the family members, decline of labour force in the family, drop of the family income, prolonged poverty.* These responses indicate that these candidates have sufficient knowledge on the tested

matter. A sample of the correct responses to question 10 is shown in Extract 8.1.

		SECTION : C	
		POOR NUTRITION:	
10.		Poor nutrition is the situation where by	
		the food intake by the body is not well balanced	
		and well planned. this is cause due to lack	
		of important nutrients needed by the body in the	
		food. example protein, vitamins carbohydrates, minerals	
		fats and water. this may be due to various	

10 | factors where by poverty in the family seems to be a very serious cause of poor nutrition. this is because the family which is poor would not be able to afford the expenses for proper nutrition the following is how poverty causes poor nutrition in the family.

Lack of money causing inadequate education in planning meals. Since that a family lacks money it wont be able to get food planning skill on how to balance the meals and how to supply the foods to various groups of people. As this would lead to poor planning of food hence causing poor nutrition to that family as the food prepared is not well balanced.

Lack of money leading to shortage of food in the family. since that the poor family would not have enough money to afford buying foods there would be the problem of food shortage. hence causing problems of under nutrition to the family members. as this is poor nutrition as the family does not acquire all the nutrients needed by their bodies

Lack of money causing inadequate facilities and equipments for food preparation. these tools are important to ensure variety type of foods as well as different methods of cooking to be involved in cooking. So the poor family would not be able to manage to buy these tools to be used hence leading to the use of the same method of cooking leading to poor nutrition. example for baking method there should be an oven etc

10	Poor living standards leading to food contamination. Due to poverty, the family would have poor housing and dirty environments characterised by dirty kitchen, poor drainage systems, poor storage facilities and so on, as this leads to food contamination hence leading to various food poisoning hence termed as poor nutrition.	
	Also there are various effects that occurs as the result of poor nutrition in our families and society in general including the following:	
	Emergence of various diseases among the family members. example of nutritional disease are kwashiorkor, marasmus, Goitre, Obesity, Rickets and so on. as this would lead to too much costs on treating such diseases hence affecting the family's economic status. insted of conducting othe developmental activities to rise the living standard.	
	Decline of labour Force in the family. Due to diseases that a family may be facing or due to personal weaknesses that occurs as the result of poor nutrition that is lack of enough food to satisfy the family, there would be shourtage of labour force that could be used in reproduction of wealth for the family. hence affecting the economic status of the family.	
	There Fore; Poor nutrition should be avoided among the family and societal members. this can be achieved through various ways including home gardening, controlling number of family members, proper personal and environmental hygiene, involving	
10	in various productive works to alleviate poverty and rsing standard of living, controlling the cost of goods and services and so on. Also the government of Tanzania should work hand in hand with Non government organisation in providing nutrition education to community members.	

Extract 8.1: A Sample of Candidates' Correct Responses to Question 10

43

In Extract 8.1, the candidate managed to provide correct responses to all parts (a) and (b) hence scored high marks allotted for this question. This indicates that he/she had adequate knowledge on malnutrition.

On the other hand, the analysis shows that 26.47 per cent of the candidates performed poorly. Their responses show that these candidates did not understand the requirement of the question hence, provided irrelevant responses. In part (a), majority of the candidates provided causes of malnutrition. Their responses were, *low intake of food*, *diseases*, *inadequate access to land for production, conflict between members, poor sanitation system, lack of social needs, poor maternal and child care, inability to access safe water, nutrients malabsorption.* Few of them provided irrelevant responses due to inadequate knowledge. For example, one of the candidates wrote; *development of disabilities*, *large number of family members*, *poor health*, *inability to maintain personal hygiene*.

Likewise, in part (b), some of the candidates provided effects of malnutrition instead of the effect of poor nutritional status in family economy. Their responses were, *delaying wound healing*, *reduce muscle strength, impair immune system, delay development (stunting), impaired physical and mental development, underweight, reduce language development.* Others provided irrelevant responses due to inadequate knowledge. For example, one of the candidates wrote, *cause crime or violence of the society, lack of basic needs such as shelter and food, reduce the family income, failure to provide basic needs, under development of the family, poor performance of work.* A sample of incorrect responses to question 10 is shown in Extract 8.2.

10. Poor family economy is associated with poor nutritional status of the family and vice versa. And the following are the point on how poverty affect nutritional status of the family.

Poor living condition: it lead to the social and political this it is the one of the point which are very important in our daily life and it protect against the situation so every one must be care about it and protection to the whole place and convert so it important to know it well.

Can affect by separation of people in the family: This means in the family they can separate and causes nutritional status in the environment and in the society so it can cause many effect and to disappoint about several issues to the good and services to the people and community.

It affected by being poor in the family so this statement it can causes dangerous in the family because of the poor living condition and health status and to be proud of what they want and needed to the purification and to be maintained and be specific at the same time to be going and to to disappoint me.

It can affected by being complicate so it can causes nutritional status: this means there are some place and it can causes health and political stability in the environment and it can engage and protect the several issues so it can lead to the babys and to be controlled by peoples.

The following are the effect of poor nutritional status in a family economy.

It can causes diseases: this means there are some place or issue which it can causes diseases and that you can not control well and to be served to another movement in the family and report about several issues which it can ignore the place and the solution so it can pay the place of the fighting.

It can causes death: there are many situation in which it can promote these poor nutritional status and thus

it can causes death in the family so every one must know and control to the several issues which will began and to be congregation about several issues.

Therefore these are the how point on how poverty affects nutritional status of the family and effect of poor nutritional status in a family economy there are many that or this points are few of them.

Extract 8.2: A Sample of Candidates' Incorrect Responses to Question 10

45

In Extract 8.2, the candidate provided irrelevant responses to both parts of the question (a) and (b). The responses indicate that the candidate had inadequate knowledge about malnutrition hence scored low marks.

2.3.3   Question 11: Raising Agent

This question assessed candidates' competence and skills on cake making. The question stated that,

During a practical session, the Form Four students baked four cakes and obtained the following results: the first cake sunk at the middle, the second cracked at the top, the third was burnt crust and the fourth was badly shaped. Give one reason for each result and suggest a way to resolve it.

A total of 888 (100%) candidates opted this question. Data shows that 159 (17.91%) candidates scored 0 to 4 marks, with 17 (1.91%) scored zero. More than a half of candidates 525 (59.12%) scored an average score of 4.5 to 9.5 marks and 204 (22.97%) scored above 10 marks. This performance is presented in Figure 11.
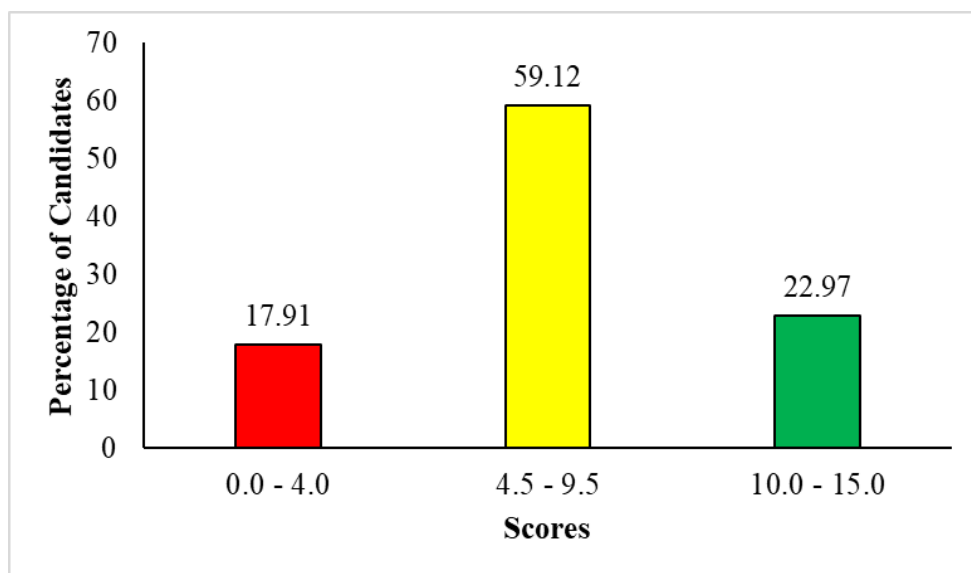

Figure 11: *Percentage of Candidates' Performance on Question* 11

Figure 11, shows that the general performance in this question was good since 729 (82.09%) candidates scored average and high performance. This is an indication that these candidates had sufficient knowledge on the tested matter.

The analysis indicates that 22.97 per cent of the candidates attained good performance. The candidates provided correctly the reasons for faults which occur during cakes making and suggested appropriate solutions. For example, one of the candidates wrote; *cake sunk at the middle caused by regular and un necessary opening of the oven during baking, the way to solve it is to avoid opening of the oven during baking. Cake cracked at the top this is caused by too much raising agent used, to solve it is to use appropriate and sufficient raising agent. Cake bunt crust caused by too much or high oven temperature, to solve it by using on appropriate baking temperature and placing cake in the middle shelves. Cake is badly shaped caused by un appropriate liquid used during preparation, to solve use appropriate and sufficient liquid.* Another candidate wrote; *badly shaped caused by improper placing of mixer in baking tin, way to solve it is correct pouring of the mixer in the baking tin.* A sample of the correct responses to question 11 is shown in Extract 9.1.

11.	Cakes. Is a sweet baked food which can be make by flour, fat, sugar and raising agents. the cake while you want to prepare there are different rules that can be followed in order to have a good results. the following are the faults that are happen and its reason why it is happen.
	First the cake sunk at the middle. this faults are happen when a person close and open the oven frequently. a person should avoid to open and to close the oven in most of the time.
	Second the cake cracked at the top. also the cake can be cracked at the top if a person can used too much raising agent a cake can raise and cause crack at the top of the cake.
	Third, the cake was burnt crust. this faults may be resulted if a temperature used per baking are high compared with a normal temperature cake can burn.

11.	fourth cake was badly shaped. this condition may resulted due to the bad placing of baking tin in a oven so we should place well your mixture so as to avoid badly shaped of a cake.	.
	Lastly. A person should observe the rule while she or he wants to prepare the cake so as to avoid different faults which may resulted to happen.	

Extract 9.1: A Sample of Candidates' Correct Responses to Question 11

In Extract 9.1, the candidate correctly provided reasons of various cake making faults given and identified effective ways to resolve them. This indicate that the candidate had adequate knowledge in cake making.

Moreover, the analysis indicates that 17.91 per cent of candidates scored low marks. This shows that the candidate had insufficient knowledge in cake making specifically on the understanding of faults that may happen during cake making and their remedies. They provided incorrect responses. For example, one of the candidates wrote, *the cake sunk in the middle due to the lacked of raising agent, the cake gets cracked due to the lacked of the fat, the cake was bunt crust due to the hardness of the pastry, the cake was badly shape due to the lack of care during cooking the cake.* Another candidate wrote, *cake sunk at the middle reason use law temperature when baked cake way to solve consider the constant temperature. Cracked at the top reason the use of a lot of bicarbonate of soda, way to solve the cooker should be use the instruction for measurement of bicarbonate of soda of recipe. Bunt crust reason the use of little fat way to solve the cooker should be use the fat to the very properly. Bad shaped reason uses a lot of raising agent to the cake way to solve consider the measurement of raising agent.* These candidates demonstrated inadequate knowledge of the concept of cake making as they failed to provide explanations for the faults that occurred and their remedies. A sample of incorrect responses to question 11 is shown in Extract 9.2.

11. Baking is the process of heating a mixture of things you made. In baking many faults might appear of you will not consider the rules and the steps esspecially in cakes, Before you make a cake first you must consider the Ingridients are all ingridients present and all of the ingridients are in & its special propotion or size then you might made a cake by following their steps. The followings are the faults which appear in cakes and their way to resolve of

If the cake sunk at the middle this mean that the & Mixture of the cake was having alot of insufficient of a baking powder, If a cake has a small proportion of a baking powder then the cake will sunk at the middle so There should be be a good amount and size of rising agent which is needed and which was been written in the Ingridients , because when you add more, or you put less rising agent then it will not give you a good result that you will need so its better that you put in its proportion accordingly.

If the cake cracked at the top then it means that during the mixture of the cake the cream was too many this mean the additition of the cream was too much so it makes

11	the cake to be cooled and the cream to appear at the middle thats why the cake crake at the top, so the size of the cake should be having its ingridients effectively no adding more of ingridients or no add adding less of ingridients. Then its better that all ingridients are been added proportionaly.	
	If the cake is burnt crust thi s mean that the oven was been used and after been used it doest does not been leaved for the oven to cool down so the cake was putted and this make the result of the cake to be burnt crust , so before going to heat the cake then you must check y the oven is cooled down, by cross check with your hand then if the oven temperature is been cooled down then you might put your cake and gives you a good result, so we must look for the oven befor the baking of the cake.	
	If the cake is badly shaped the n this mean that the ingridients of the cake was not well as been planned or the Ingridients of the cakes was not been added proportionaly so there should be a good addition of Ingridients In the food	
	Therefore those where the faults of cake and their way to Jesolve the faults which appear in cake making.	

Extract 9.2: A Sample of Candidates' Incorrect Responses to Question 11

In Extract 9.2, the candidates provided incorrect responses due to insufficient knowledge and skills in cake making resulting in their inability to provide reasons for the given faults and the way to resolve it.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH QUESTION IN PAPER 2

This paper comprised of three (3) practical questions. The candidates were required to answer only one question chosen from the secret ballots. Each question carried 100 marks. The questions were constructed from the following topics. Question 1 from *Raising Agent*, question 2 from *Meat and Fish* and question 3 from *Meal Planning*. Each question comprised of eight tasks of which the candidates were required to perform. The tasks included choice of dishes, order of work, shopping list, tidiness and washing, general impression, appearance and serving, skills and quality.

3.1 Question 1: Raising Agent

The question measured the candidates' competence and skills on meal planning. The question stated that;

(a) Your aunt has a large stock of bread in her kitchen store, she needs to use all as they are about to expire. Demonstrate its uses as an ingredient in food preparation, by preparing, cooking and serving two different dishes.

(b) Apart from bread, prepare other two dishes and a hot beverage for the breakfast.

The question was attempted by 771 (100%) candidates. Among them, 97 (12.60%) scored from 38.0 to 64.0 marks and majority 674 (87.40%) of candidates scored from 65.0 to 98.0 marks which is a high score. Figure 12 illustrate this performance.
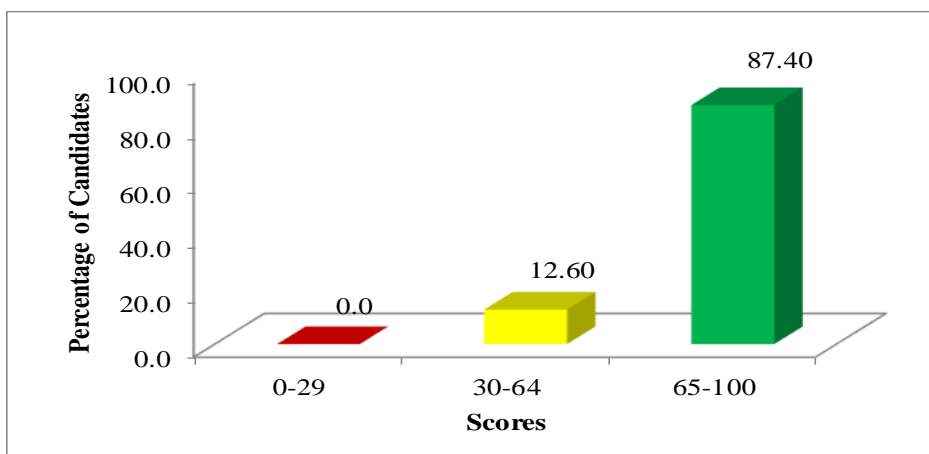
Figure 12: *Percentage of Candidates' Performance on Question* 1

Figure 12 indicates that the candidates' general performance in this question was good, because all candidates (100%) attained average and above scores. These candidates demonstrated sufficient knowledge on the uses of bread and stimulating/nourishing beverages. In part (a), most of them managed to demonstrate the uses of bread in the preparation of various dishes. The candidates also correctly chose, prepared and served the breakfast. The following is the analysis of candidates' responses to each task.

3.1.1 Task 1: Choice of Dishes

In this task the candidates were required to choose dishes to be prepared based on the question requirements. The analysis from candidates' responses indicate that, majority of the candidates (71.20%) managed to choose the correct dishes prepared from bread in part (a). For example, one candidate correctly chose *bread sandwich* and *fried coated fish.* The candidate used bread as a main ingredient for making bread sandwich, and bread crumbs for making coated fish. Another candidate chose *minced meat cutlets* and *vegetable sandwiches.* In these dishes bread crumbs were used as an ingredient for making minced meat cutlets, and bread was used as one of the key ingredients for making vegetable sandwiches. These candidates were aware that bread can be used as an ingredient or be transformed into bread crumbs for coating other foods.

On the other hand, 26.6 per cent of the candidates misinterpreted the demand of the question by not choosing bread dishes. For example, one of the candidates chose *scotched eggs* and *doughnuts*, Therefore, scored an

average performance. The candidate was aware that bread can be used as an ingredient in making scotch eggs, but he/she failed to understand that bread cannot be used in making doughnut.

In part (b), most of the candidates provided the correct response in choosing the dishes for breakfast. For example, one of the candidates chose *pancakes*, *fruit salad* and *cocoa*. Another candidate chose *pancakes*, *fruit salad* and *tea.* However, other candidates chose unsuitable dishes for breakfast, resulted in an average performance. For example, one of the candidates chose *vegetable bagia*, *sauted mchicha* and *cocoa milk drink*. A sample of the correct responses to this task is shown in Extract 10.

<u>CHOICE OF DISHES.</u>

1 (a) Bread is used as binding Agent by using bread crumbs.

~~SCOTCH EGG - Deep frying.~~
- Meat balls - Deep frying.

Bread is used in Making main meal by using breadcrumb
- Scotch Egg - Deep frying.

(b) ~~Sausage rolls~~ - ~~Baking~~   Vegetable salad - Mixing.
- Banana fritters - Deep Frying.
- Tea - Boiling.

CHOICE OF DISHES	INGREDIENTS	METHOD OF COOKING / PREPARATION	TIME FOR PREPARATION.
SCOTCH EGG	- 4 boiled Eggs - 3 oz minced meat - Bread crumbs - A loaf of bread - A pinch of salt - 1 Ginger - Garlic powder 1 teaspoon.	Deep Frying	25 Mins.
MEAT BALLS.	- 3oz minced meat - 1 table spoon salt - 1 table spoon garlic - Slice of bread - Egg - Bread crumbs.	Deep Frying.	20 Mins.

BANANA FRITTERS	250g flour 2 Eggs 2g of salt 4g baking powder ½ Litre cooking oil 150 Ml water 6 ripe banana	DEEP FRYING	25 Mins.
TEA	- Boiled water - Cinnamon - 1 Tea bag - 2 teaspoon sugar	BOILING.	15 Mins.
VEGETABLE SALAD.	- 1 carrot - 1 Medium tomato - 1 green pepper - 2g salt - 1 small cucumber - 2ml Lemon juice - 1 onion - 1 boiled Egg - Mayonnaise.	MIXING	10Mins.

Extract 10: A Sample of Candidates' Correct Responses to Task 1

In Extract 10, the candidate correctly chose the dishes that uses bread as among the ingredients. This indicated adequate knowledge on meal planning and hence scored high marks.

3.1.2 Task 2: Shopping List

In this task, the candidates were required to list all the items needed for the practical examination. The candidates' response analysis indicates that majority (82.9%) of the candidates correctly listed the items to be purchased under the correct headings namely, butchery, market, green grocery, poultry and/or dairy. The candidates successfully listed the total

quantities with accurate measuring units. For example, one of the candidates correctly listed the items under *green grocer, butcher*, *grocer*, *dairy*, another wrote *shop*, *market*, *fish monger*, *butchery*. Another candidate listed *shop, green grocery, butchery, fish monger,* and *dairy*. Furthermore, these candidates understood that preparation beforehand or previous preparation should be placed below the shopping list. Hence majority included it under the shopping list section. For example, one of the candidates wrote previous preparation such *making bread crumbs another wrote peeling and grinding of garlic, peeling fresh beans.*

Conversely, 17.10 per cent of the candidates failed to correctly organise the shopping list hence got average scores. These candidates listed some ingredient in wrong places and failed to indicate correct measurements (units) and amount. For example, *onions*, *carrots*, *potatoes*, *chicken*, *sugar*, *salt*, *bananas*. A sample of the correct responses to this task is shown in Extract 11.

SHOPPING LIST

01.	Glocary	Green glocary	Butchery/fish Monger	Diary,
	2 bread Loafs.	1 cucumber	6 oz mixed meat	
	~~6 oz~~	6 Mzuzu banana		
	7 Eggs.	1 lemon		
	2 table spoon garlic powder	1 Ginger		
	Tea set	1 buck ot charcoal.		
	2 table spoon Sugar.	Cinammon.		
	1 litre cooking oil.	1 carrot		
	5 teaspoon salt	1 green pepper		
	1 tea bag	2 onions.		
	2 table spoon	2 lettuce leaves		
	Mayonnaise (2 tea spoon)	2 tomato.		
	250g wheat flour.			
	2 table spoon baking powder,			

Ingredients for previous preparation.

Breadcrumbs from breads loafs

- 2 bread loaf

Extract 11: A Sample of Candidates' Correct Responses to Task 2

In Extract 11, the candidate correctly listed the ingredients required for preparing the chosen dishes. This indicates adequate knowledge on meal planning hence scored high marks.

3.1.3 Task 3: Order of Work

This task involved organising all activities and the time required for each activity, from preparation, cooking to serving the food. The analysis indicates that 544 (70.6%) of the candidates correctly wrote the order of work. They gave a logical sequence of work from the beginning to the end.

They indicated time for each activity and preparation method for each dish. These candidates were aware that dishes to be eaten hot should be prepared at the end. Likewise, foods that require chilling should be prepared at the beginning of the examination to allow chilling process. Furthermore, the candidates correctly indicated previous preparation for breadcrumbs. On the other hand, the 3.9 per cent of the candidates who scored low in this task failed to allocate time for some activities such as cleaning and dish washing. They also failed to write the cooking method for chosen dish. A sample of the correct responses to this task is shown in Extract 12.

ORDER OF WORK.

Previous preparation

- Breadcrumbs (24 hrs previous preparation or 1 day).

Time 2:00pm - 4:30pm.

01.

Time	Things to prepare/to do	Important points.
2:00pm - 2:05pm	collect all Ingredients on the table	All Ingredients should be covered.
2:05 - 2:30pm.	**preparation of scotch Egg.** - Eggs should be boiled - After boiling shells the Egg and roll in flour. - Mix Meat, onion, bread and Egg to Make force Meat. - cover the floured boiled Eggs with Meat - coat with Egg and breadcrumbs and deep fry - Drain the scotch Egg. - Serve the scotch Egg. - Collect dirty utensils	. The oil used during deep frying should cover the frying pan 3/4 and should be clean and safe.
2:30pm - 3:00pm.	**preparation of Meatballs.** - Meat should be Marinated - The Make 5 balls of Meat - Roll a meat into a flour - Then bind it with bread crumbs and Eggs - Deep frying the Meatballs until golden colour , Meat balls should be served. - Collect dirty utensils.	. The fats used should be clean . Hygiene should be observed.

59

	Time	Things to do	Important points.
01.	3:00PM – 3:25PM	preparation of banana fritters. . Making a thick butter from flour Egg, Milk and Salt and baking powder . Peel bananas and cut half Length . Coated the bananas with butter ∘ Heat until unfairly hot . fry them until golden . Drain to remove excess oil. . Serve them on a plate And dredge Icing sugar.	. The fats used should be clean . Avoid over throwing of food because it can cause Accidents.
	3:25PM – 3:40PM	preparation of Mixed Vegetable salad. - All Ingredients should be washed - All Ingredients should be cut on medium size - All Ingredients should be Mixed on a bowl. - A mixed Vegetable salad should be washed.	. All Ingredients should be washed with clean and safe water
	3:40PM – 3:55PM	preparation of tea. - fill the Kettle with cold water - Infuse the small tea for 3 mins in boiling water - Serve the tea.	. Safe and clean water should be used.

60

Time	Things to do	Important point
3:55pm - 4:10	Serving of food All food should be served and garnished for Appropriate dishes	All foods should be covered to Avoid food contamination.
4:10 - 4:20pm	Washing of utensils. • All dirty utensils should be washed and table Surface should be clean	• All utensils should well Arranged in a cupboard.
4:20 - 4:30pm	Mopping of floor - A surface of a floor should be cleaned.	• All dirts should be empty in a dustbin.

Extract 12: A Sample of Candidates' Correct Responses to Task 3

In Extract 12, the candidate correctly planned how the tasks would accomplish. This indicated adequate knowledge on meal planning hence scored high marks.

3.1.4 Task 4: Tidness and Washing

In this task candidates were required to show hygienic procedures throughout the practical examination. The analysis indicates that 682 (88.8%) candidates demonstrated hygienic procedure throughout. All equipment was organised well, dirty items were washed frequently, and peels were disposed of well. The candidates in this category managed to finish the examination with a clean working place and equipment.

Further the analysis shows that 0.3 per cent candidates with low scores failed to clean the working table at the end of every activity. Therefore, the examination session ended with a dirty working place and some utensils were left uncleaned.

3.1.5 Task 5: General Impression

During examination the candidate was supposed to display steady and confidence. Majority of the candidates (90.70%) demonstrated confidence and calm throughout the examination. This shows that these candidates had sufficient knowledge and skills on what they were supposed to do. However, few 72 (9.30%) candidates appeared worried and unconfident hence demonstrated incorrect methods. This indicated that these candidates lacked adequate knowledge and skills on conducting practical tasks based on the tested area.

3.1.6 Task 6: Apperance and Serving

In this task the candidate was required to serve dishes as per question requirement. They were required to use appropriate serving plates and decorations/garnishes. The candidates' response analysis indicates that 1521 (97.30%) had adequate knowledge on serving skills. Most of them served the dishes using appropriate serving plates. Furthermore, the laying procedure was done effectively. For example, one of the candidates indicated skills on serving the chosen dish as follows; minced meat cutlets were served on an oval plate on the bed of salad and garnished with other vegetables; sandwich was arranged nicely on an oval plate on the bed of salad and the pancakes were well garnished with green vegetables. Furthermore, fruit salad was served with dressing in a bowl with combination of colours while cocoa drink was well served on a tea tray.

On the other hand, very few candidates (1.70%) had weak performance. Some of them served dishes in inappropriate utensils, without decoration or garnishing. Additionally, some of them served tea without a tray.

3.1.7 Task 7: Skill

In this task the candidates were required to demonstrate varieties of skills and processes. The candidates were also required to show economy in the use of ingredients, water and fuel. The candidates' response indicates that 438 (91.00%) of the candidates had good performance. These candidates demonstrated adequate knowledge on the methods of cooking, the use kitchen equipment such as chopping board, blender, pans and spoons. Moreover, they showed correct manipulation of preparation processes for each dish as mixing ingredients, preparation of vegetables, and bread crumbs. Most of the candidates demonstrated skills on the use of bread for

making various dishes. Furthermore, they managed to prepare other dishes apart from bread to provide a balanced breakfast.

3.1.8 Task 8: Quality

In this task the candidates were required to prepare dishes that taste, with good texture and attractive/appetising.

The candidates' response analysis shows that 587 (76.10%) had good performance. These candidates successfully prepared edible dishes with appetising taste, and good appearance.

Besides, the candidates (23.50%) with average performance demonstrated inadequate skills using some kitchen equipment. Some failed to prepare bread crumbs, while others demonstrated incorrect procedures for preparing tea and some of them failed to shred vegetables evenly.

3.2 Question 2: Meat and Fish

The question measured the candidates' competence and skills on meat.
The question stated that;
(a) You are planning a lunch for two elder visitors who do not use red meat. Prepare, cook and serve a lunch for them.
(b) Prepare and serve a suitable drink to be taken after the meal.

The question was attempted by 749 (100%) candidates among them, 43 (5.70%) scored from 48.0 to 64.0 marks and 706 (94.30%) scored from 65 to 99 marks. Figure 13 summarizes this data.
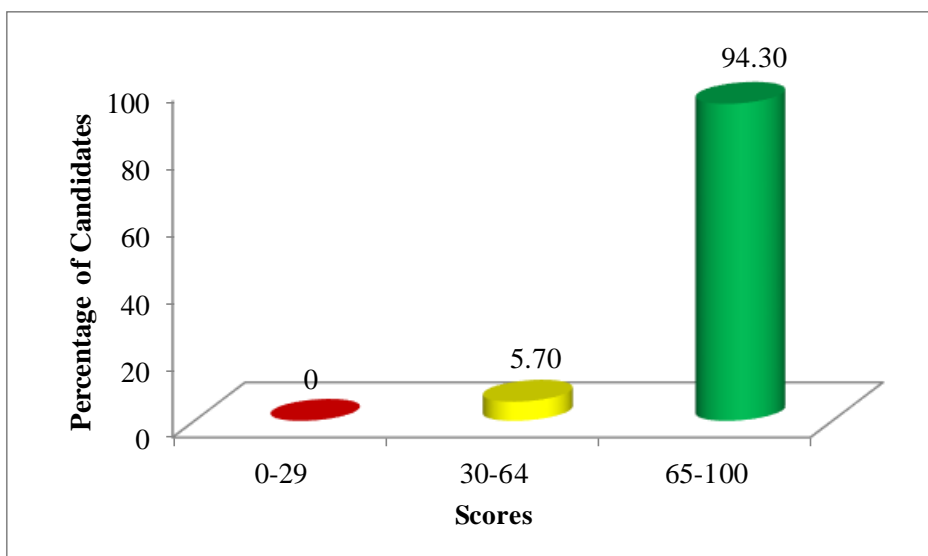
Figure 13: *Percentage of Candidates' Performance on Question* 2

As indicated in figure 13, all the candidates had good performance as they performed average and above. These candidates demonstrated sufficient knowledge about meat, how to plan and prepare dishes suitable for elderly people and suitable beverage to be taken after lunch.

3.2.1 Task 1: Choice of Dishes

In this task the candidates were required to propose suitable dishes for elder visitors who do not use red meat. The analysis from candidates' responses in part (a) indicates that, 672 (89.70%) candidates correctly choose suitable dishes for elders. For example, one candidate correctly chose *vegetable rice, stewed fish fillet* and *vegetable salad.* The candidate managed to use other sources of protein rather than red meat to balance the meal. Another candidate chose *coconut chicken stew, peas rice, fried spinach*. In these dishes plant proteins and animal proteins from white meat such as fish were used as the main source of protein since the visitors do not use red meat. These candidates were aware with the food guideline enabling them to plan and prepare suitable dishes for elderly. In addition, they demonstrated awareness of alternative sources other than red meat.

Despite, good performance attained in this task 3 (0.4%) of the candidates misinterpreted the demand of the question. These candidates chose dishes containing red meat. For example, one of the candidates chose *fried rice, fried fish, fried spinach* and *fruit salad*. Hence scored poor performance.

64

In part (b), most of the candidates managed to choose a suitable drink to be taken after the meal. They were aware that suitable drink for elderly should be refreshing or nourishing and should not contain any alcohol. Some of their responses were, *mixed fruit juice, pineapple juice, mangoes and passion juice, orange juice*, *apple punch, banana smooth, avocado milkshake, passion sharubati*. Others failed to choose correctly suitable drink for elderly hence, lost some marks. For example, one of the candidates chose *cocktail*. A sample of the correct responses to this task is shown in Extract 13.

CHOICE OF DISHES.

Dishes choosen.

2.a) i) Mixed vegetables soup - it stimulates the appetite of consumers also will provide essential proteins and vitamis for growth and protection of body.

ii) Bananas with peas stew - it is suitable dish fo elders which provides carbohydrates and protein for large amount also do not contain red meat.

iii) Roasted chicken - is the poultry meat which is white hence is suitable for people who do not consume red meat.

iv) Sautee spinach - to supply essential vitamins and minerals for bones and tooth strengthening and protection against diseases.

b) i) Mixed fruits juice - it is suitable drink that can be taken at the end of meal.

CHOICE OF DISHES.

	DISH NAME	INGREDIENTS QUANTITIES	COOKING / PREPARATION METHOD.
1.	Mixed vegetables soup.	- 1 small onion. - 1 small carrot - 2 g salt - 5 ml cooking oil. - 1 medium size potato. - 1 clove of garlic. - 1 red pepper. - 1 yellow pepper	- BOILING.
2.	Bananas with peas stew.	- 125 g green peas. - 1 tomato - 4 g salt - 1 carrot - 4 green bananas - 1 onion. - 1 green pepper.	- STEWING.
3.	Roasted chicken	- ½ chicken. - 125 ml cooking oil - 1 tablespoon lemon juice. - 2 tablespoon soy sauce - 4 cloves garlic. - 1 teaspoon chicken masala - ½ teaspoon tumeric.	- ROASTING.

	DISH NAME	INGREDIENT QUANTITIES	COOKING/PREPARATION METHOD
4.	Saute spinach	- 1 bunch spinach. - 1 onion. - 1 carrot - 2 tablespoon cooking oil. - 1 tablespoon salt.	- SHALLOW FRYING.
5.	Mixed fruits juice	- 2 mangoes - 2 avocados - 1 passion. - 30 g sugar	- BLENDING.

Extract 13: A Sample of Candidates' Correct Responses to Task 1

In Extract 13, in part (a), the candidate correctly chose a lunch without red meat. Likewise, in part (b), he/she managed to choose suitable drink to be taken after the meal, indicating having adequate knowledge on meal planning hence scored high marks.

3.2.2 Task 2: Shopping List

In this task, the candidates were required to list all the items needed for the practical examination. The candidates' response analysis indicates that 628 (83.80%) of the candidates correctly listed the items to be purchased under the correct headings namely, butchery, market, green grocery, poultry and/or dairy. Furthermore, the candidates correctly listed the total quantities with the correct measuring units. For example, one of the candidates correctly listed the items under *green grocer, butcher*, *grocer*, *dairy*, another wrote, *shop*, *market*, *fish monger*, *butchery*. Another candidate listed *shop, green grocery, butchery, fish monger,* and *dairy*. Furthermore, these candidates understood that preparation beforehand or previous preparation should be placed below the shopping list. Hence majority wrote it under the shopping list. For example, one of the candidates wrote previous preparation such *grating of coconut. Another wrote preparation of ice cubes.*

On the other hand, few candidates (0.8%) failed to organise correctly the shopping list so scored poorly. They further misplaced some ingredient such as rice under butchery, failed to indicate correct measurements (units) and amount for some ingredients including carrots, potatoes, fillet, sugar, salt, peas. Others forgot to indicate the ingredients that was to be prepared beforehand hence, hence led to the reduction of marks. A sample of the correct responses to this task is shown in Extract 14.

SHOPPING LIST.			
GROCERY	GREEN GROCERY	POULTRY	MISCELLENEOUS
- 10 g salt. - 130 g cooking oil. - 4 tablespoon soy sauce. - 30 g sugar	- 3 onions - 3 carrots - 1 coriender lef - 1 popato. - 5 cloves garlic - 1 red pepper - 1 yellow pepper - 1 green pepper - 125 g pepper - 1 tomato - 4 green bananas - 1 lemon - 1 teaspoon chicken masala. - 1/2 teaspoon tumeric - 1 bunch spinach. - 2 mangoes - 2 avocadoes - 1 passion. - 1 mint leave.	- 1/2 chicken	- Aluminium foil.

Extract 14: A Sample of Candidates' Correct Responses to Task 2

In Extract 14, in part (a), the candidate correctly listed the ingredients to be used for preparing lunch likewise in part (b), he/she correctly listed suitable drink to be taken after the meal. This demonstrates adequate knowledge on meal planning hence scored high marks.

3.2.3 Task 3: Order of Work

This task involved organization of all activities and the time required to accomplish each activity. The analysis indicates that 577 (77.00%) the candidates correctly wrote the order of work. They gave a logical sequence of work from the beginning to the end. They indicated preparation method for each dish and the time for each activity. The candidates were aware that for the dishes to be eaten hot they should be prepared at the end. Likewise, foods that require to be chilled should be prepared at the beginning of the examination to allow chilling. On the other hand, 10 (1.30%) candidates attained low scores in this task. Some candidates failed to allocate time for certain activities such as cleaning and dish washing while others failed to indicate the appropriate time for each activity and overlooked important points to consider resulting in an unworkable. A sample of the correct responses to this task is shown in Extract 15.

ORDER OF WORK.

TIME	ACTIVITY TO BE DONE	POINTS TO CONSIDER
- 8:00 - 8:05	- Collecting all ingredients needed.	- Correct measurement of quantities to all ingredients.
- 8:05 - 8:15	- Cutting and preparation of fruits, avocado, mangoes and passion and blending them by using syrup.	- The juice must be chilled before served
- 8:15 - 8:45	- Peeling bananas, boiling peas and preparation of ingredients, stewing bananas with peas	- Correct amount of time during cooking and maintainance of heat used.
- 8:45 - 9:15	- Cleaning chicken and marination of chicken then placing chicken in the oven for roasting	- The oven temperature should be maintained also pre-heating the oven should be allowed.
- 9:15 - 9:40	- Repairing ingredients used to make vegetable soup which are carrot, onion, peppers and potatoes	- The soup must be served while hot.

ORDER OF WORK.		
TIME	ACTIVITY TO BE DONE	POINTS TO CONSIDER.
9:40 - 9:50	- Preparation of spinach, onion, carrot for cooking spinach and shallow frying the spinach.	- The lid should be used to cover the pan to avoid lost of vitamin C also should be cooked at short time and served immediately.
9:50 - 10:30	- Washing all dirt utensils, removing waste, mopping the working area and making sure the place used for cooking is clean.	- Making sure the place used for cooking and all ingredients are clean.

Extract 15: A Sample of Candidates' Correct Responses to Task 3In Extract 15, the candidate correctly indicated the time for each particular activity to be accomplished. Therefore, demonstrated adequate knowledge on meal planning, hence scored high marks.

3.2.4   Task 4: Tidness and Washing

In this task candidates were required to show hygienic procedures throughout the practical examination. The analysis indicates that 681 (90.90%) candidates demonstrated hygienic procedures during the practical session. The equipment was organised well; dirty ones were washed frequently while peels were disposed of properly. In this component the candidates managed to finish examination with a clean working place and equipment.

Further the analysis indicates that 0.5 per cent candidate with low scores failed to clean the working table at the end of every activity. Therefore, the examination session ended with a dirty working place and some utensils were left uncleaned.

3.2.5 Task 5: General Impression

During examination the candidate was supposed to display steadiness and confidence. Majority of the candidates (92.00%) demonstrated confidence and remained calm throughout the examination. This shows that the candidates had sufficient levels of self-esteem. However, few 60 (8.00%) were worried and unconfident hence demonstrated incorrect methods. This indicated that these candidates may have low self-esteem in conducting practical tasks based on the tested area.

3.2.6 Task 6: Apperance and Serving

In this task the candidate was required to serve dishes as per question requirement. They were required to use appropriate serving plates and decorations/garnishes. The candidates' response analysis indicates that 731 (97.60%) had adequate knowledge on serving skills.

Most of them served the dishes using appropriate serving plates. Furthermore, the procedure was done effectively. For example, one of the candidates indicated skills on serving the chosen dish as follows; vegetable salad was well arranged on a bed of salad in rectangular large plate making it attractive by different colours of vegetables combination. Similarly, the fried chicken was arranged nicely on an oval plate on the bed of salad. Likewise, mixed fruit juice was served on a glass jug and small amount on a cocktail glass chilled with ice cubes and decorated with a small piece of pineapple. On the other hand, very few candidates (1.60%) demonstrated weak performance. for instance, some of them served their dishes in inappropriate utensils, without any decoration or garnishing. Additionally, the juice was served hot which was not suitable for the context.

3.2.7 Task 7: Skill

Task 7 required the candidates to demonstrate varieties of skills and processes including showing economy in the use of ingredients, water and fuel. The candidates' response indicates that 679 (90.70%) candidates had good performance. These candidates demonstrated adequate knowledge on the methods of cooking and the use of kitchen equipment such as knives, wooden spoon, saucepan, lid, blender, lemon squeezer, measuring jugs and scale. Moreover, they correctly conducted preparation processes for each dish such as mixing ingredients and preparing vegetables. However, some candidates failed to appropriately use of kitchen utensils and served hot juices instead of chilled thus, scored low marks.

3.2.8   Task 8: Quality

In this task the candidates were required to prepare dishes that was tasteful, with good texture and attractiveness. The analysis of candidates' response revealed that 1412 (88.50%) had good performance. The candidates successfully prepared edible, appetising and appealing dishes.

Moreover, the candidates (11.50%) with average performance demonstrated inadequate skills on the use of some kitchen equipment. Some dishes prepared were of poor quality as the dishes were uncooked, others demonstrated incorrect procedure for preparing juice.

The candidates who opted this question demonstrated sufficient knowledge, competences and skills about meals suitable for elderly people who do not take red meat as well as refreshing beverages especially those made from fruits.

3.3   Question 3: Meal Planning

The question evaluated the candidate's competence and skills on packed meals and beverages. The question stated that,
(a) *Your two standard three sisters are going for a one-day school trip. Prepare, cook and pack four food items for them.*
(b) *Prepare and pack a suitable drink to be taken during the trip.*

The question was attempted by 736 (100%) candidates among them, 28 (3.80%) scored from 42 to 64 marks. Figure 14 illustrates this performance.
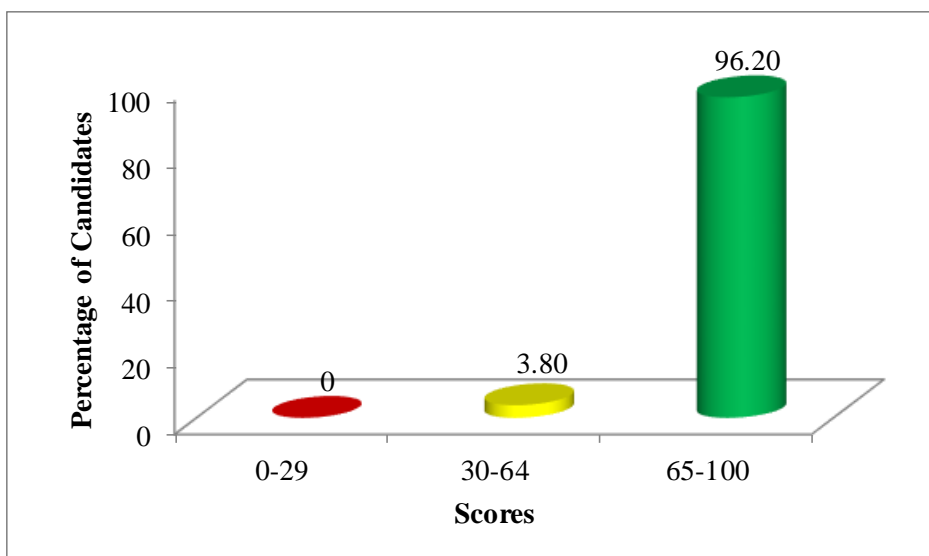
Figure 14: *Percentage of Candidates' Performance on Question* 3

Figure 14 shows that the candidates' general performance in this question was good, as 100 per cent of the candidate s attained average and good performance. These candidates demonstrated sufficient knowledge on packed meals and beverage.

3.3.1 Task 1: Choice of Dishes

Task 1 required the candidates to choose dishes suitable for packed meal and beverage. The analysis from candidates' responses in part (a), indicates that, 616 (88.70%) candidates correctly choose suitable dishes for trip. For example, one candidate correctly chose *vegetable Cornish pastry*, *coated groundnuts*, *banana fritters* and *beef barbecue*. Another candidate chose *potato chips*, *roasted chicken*, *grilled vegetable* and *fried groundnuts*. The candidates selected these dishes as they were aware that the dishes are suitable for trip.

On the other hand, 16.30 per cent of the candidates misunderstood the question hence provided irrelevant responses. These candidates did not choose the suitable dishes to be packed for trip. For example, one of the candidates chose *potato chips*, *stewed meat*, *scotch egg* and *boiled spinach.* Thus, scored average performance.

In part (b), most of the candidates provided the correct response in choosing suitable drink to be taken during the trip. For example, one of the

candidates chose *apple punch*. Another candidate chose *ginger and lemon squash.* Others failed to choose suitable drink for trip hence, lost some marks. For example, one of the candidates chose *avocado juice*. This juice needs cold environment to stay fresh so, when taken out of the controlled temperature suitable for it to be cold it loses its freshness easily and be unfit for human consumption. A sample of the correct responses to this task is shown in Extract 16.

CHOICE OF DISHES

Qn 3 a) i Bajia - Suitable for being packed and it supply carbohydrate.

ii Fried chicken - Suitable to be packed and it supplies protein.

iii Fried cabbage - It supplies vitamins and can be easily packed

iv Cheese biscuith - Suitable bite for the trip and can be easily packed.

b) Mixed Fruit juice - Suitable for being packed

DISHES CHOOSEN

DISH NAME	INGREDIENT QUANTITY	COOKING OR PREPARATION METHOD
BAJIA	150 g chickpeas flour	
	1 medium green pepper	
	3 g salt	
	2 g baking powder	
	1 medium carrot	
	40 g wheat flour	DEEP FRYING.
	170 ml water	
	1 litre cooking fat.	
	1 egg	
	Black pepper	
	4 g yeast	

DISHES CHOSEN		
DISH NAME	INGREDIENT QUANTITY	COOKING OR PREPARATION METHOD
FRIED CABBAGE	½ small cabbage (Piece) 50 mls cooking oil 1 onion 1 carrot Water 2 g salt 1 green pepper	SHALLOW FRYING.
FRIED CHICKEN	½ chicken 1 litre of cooking oil. 5 cloves of garlic ½ teaspoon salt. 1 ml vinegar Small medium tomato	DEEP FRYING.
CHEESE BISCUITS	180 g wheat flour 117 g grated cheese 125 g butter Pinch salt 100 g salt	BAKING.
MIXED FRUIT SALAD JUICE	½ pineapple 1 apple 3 medium mangoes	MIXING AND BLENDING.

Extract 16: A Sample of Candidates' Correct Responses to Task 1

In Extract 16, in part (a), the candidate correctly chose four food items to be taken during school trip. Likewise, in part (b), he/she managed to choose suitable drink to be taken for the trip indicating adequate knowledge on meal planning especially on packed food hence scored high marks.

3.3.2 Task 2: Shopping List

In this task, the candidates were required to list all the items needed for the practical examination. The candidates' response analysis indicates that 635 (86.30%) of the candidates correctly listed the items to be purchased under

the correct headings namely, butchery, market, green grocery, poultry and/or dairy. Moreover, the candidates correctly listed the total quantities with the correct measuring units. For example, one of the candidates correctly listed the items under *green grocer, butcher*, *grocer*, *dairy*, another wrote *shop*, *market*, *fish monger*, *butchery*. Another candidate listed *shop, green grocery, butchery, fish monger,* and *dairy*. Furthermore, the candidates understood that preparation beforehand or previous preparation should be placed below the shopping list. Hence majority wrote it under the shopping list. For example, one of the candidates wrote previous preparation such as, *bread crumbs, ice cube*, *granulated sugar* another wrote, *mincing meat.*

Conversely, 13.70 per cent of the candidates failed to correctly organise the shopping list thus scored average. They further misplaced some ingredients such as vegetables under butchery as well failed to indicate correct measurements (units) and amounts for some ingredients including flour, carrots, rice, chicken, sugar, salt, oranges. A sample of the correct responses to this task is shown in Extract 17.

Extract 17: A Sample of Candidates' Correct Responses to Task 2

In Extract 17, in part (a), the candidate correctly listed the ingredients to be used to prepare food items to be taken during school trip likewise in part (b). He/she correctly listed suitable beverage for trip. This demonstrated adequate knowledge on meal planning especially on packed food hence scored high marks.

3.3.3 Task 3: Order of Work

This task involves organising of all activities and the time required for each activity from preparation, cooking to serving food. The analysis indicates that 556 (75.50%) of the candidates correctly wrote the order of work. They gave a logical sequence of work from the beginning to the end. They indicated time for each activity and preparation method for each dish. These candidates were aware that dishes to be eaten hot should be prepared at the end. Likewise, dishes that require chilling should be prepared at the beginning of the examination to allow chilling. Furthermore, the candidates correctly indicated previous preparation for items that need pre-preparation.

On the other hand, the analysis shows that (2.40%) candidates who got low scores in this task failed to allocate time for certain activities such as cleaning and dish washing. They also failed to indicate the items that need previous preparation. A sample of the correct responses to this task is shown in Extract 18.

ORDER OF WORK.

TIME	ACTIVITY	POINT TO CONSIDER
08:00 AM - 08:05	Collection and measuring of ingredients	Accurate measuring of ingredients
08:05 AM - 08:20 AM	Preparation of mixed fruit juice Peel the fruits, then cut them into pieces while making syrup. Allow syrup to cool, then blend the fruits and add the syrup. Put it in refrigerator and serve while cool	Allow the syrup to cool before adding to the fruit mixture.
0:8 08:20 AM - 09:00 AM	Preparation of cheese biscuits - Sieve the flour then add pepper and salt and mix it. Rub in butter and add cheese to form a dough by mixing. Shape the dough after rolling it. Prick the surface by using fork and grease the baking tray and bake in a hot oven till brown. Allow it to cool and serve.	- If the dough is sticky add flour to it. - Grease the baking tray before put the uncooked biscuits.

ORDER OF WORK		
TIME	ACTIVITY	POINT TO CONSIDER
09:00 am - 09:30 am	**Preparation of bajra** Chop the onion, carrot garlic and then sieve the chickpeas flour and after it white flour to it. Then add water and stir it which after that add the baking powder, egg and onion, carrot and garlic and mix them together allow it to stay for short time the frying and ready to be packed	Drain well before serving.
09:30 am - 10:00 am	**Preparation of fried chicken.** Boil the chicken with spices until it ready. Then reheat the cooking oil and add the boiled spiced chicken. Drain it and serve while hot.	Fry in a well heated oil to avoid uncooked inside and cooked outside of the chicken
10:00 am - 10:15 am	**Preparation of fried cabbage** Wash and shred the cabbage, chop the onion and carrot, heat the oil and add cabbage, carrot, green pepper for 10 minutes, Then serve and pack.	Chop the small ingredients into desired shape for good looking
10:15 am - 10:30 am	Washing and drain the utensil and cleaning of working area	Drain well the utensils.

Extract 18: A Sample of Candidates' Correct Responses to Task 3

In Extract 18, the candidate correctly indicated the time for each particular activity to be accomplished. Therefore, demonstrated adequate knowledge on meal planning hence scored high marks.

80

3.3.4 Task 4: Tidness and Washing

In this task candidates were required to show hygienic procedures throughout the practical examination. The analysis indicates that 669 (90.90%) candidates, maintained cleanliness throughout the session. Dirty ones were washed frequently while peels were disposed of well. In this component the candidates managed to finish examination with a clean working place and equipment.

Further the analysis showed that 0.3 per cent of the candidates with low scores failed to clean the surrounding at the end of every activity. Therefore, the examination session ended with a dirty working place and some utensils were left uncleaned.

3.3.5 Task 5: General Impression

While conducting examination the candidate was supposed to display steadiness and confidence. Majority of the candidates (91.40%) demonstrated confidence and remained calm throughout the examination. This shows that these candidates had sufficient knowledge and skills on dishes suitable for trip. However, a few (8.60%) were worried and unconfident hence demonstrated incorrect methods. This indicated that these candidates may have inadequate knowledge and skills on conducting practical tasks based on the tested area.

3.3.6 Task 6: Apperance and Serving

In this task the candidate was required to serve dishes as per question requirement. They were required to use appropriate serving utensils and decorations/garnishes. The candidates' response analysis indicates that 649 (88.20%) had adequate knowledge on serving skills. Most of them served the dishes using appropriate serving plates. Furthermore, the serving procedure was done effectively. Most of them served the dishes using appropriate utensils for particular dish, they indicated skills on packing the chosen dish. Different packages used to pack different dishes like plastic container and ceramic containers. For example, one of the candidates demonstrated skills on packing the chosen dish as follows; meat cutlets were in a ceramic container on the bed of salad and garnished with other vegetables; apple punch was served in a plastic bottle.

On the other hand, very few (1.20%) candidates demonstrated weak performance. for instance, some of them served their dishes in inappropriate utensils, not decorated or garnished.

3.3.7 Task 7: Skill

In this task the candidates were required to demonstrate varieties of skills and processes including showing economy in the use of ingredients, water and fuel. The candidates' response indicates that 681 (92.50%) candidates had good performance. These candidates demonstrated adequate knowledge on the methods of cooking and the use kitchen equipment such as chopping board, blender, pans and spoons. Moreover, they correct conduct preparation processes for each dish such as mixing ingredients, preparing of vegetables, and suitable packaging. For example, one of the candidates served vegetable Cornish pastry in plastic container, coated groundnut served in a plastic box with a tight-fitting lid. Banana fritters well served in plastic lunch box. Beef barbecue was wrapped in a foil paper and put in the plastic lunch box, apple punch after being made they packed in a plastic bottle while chilled. All these dishes were packed in the basket for trip. However, few 55 (7.5%) candidates scored average performance demonstrated inadequate knowledge and skills on the tested area.

3.3.8 Tak 8: Quality

In this task the candidates were required to prepare dishes that was tasteful, with good texture and attractive. The analysis of candidates' response revealed that 657 (89.30%) had good performance. These candidates successfully prepared edible, appetising and good appearance dishes.
Moreover, 10.60 per cent of the candidates with average performance demonstrated inadequate skills on the use of some kitchen equipment. Others demonstrated incorrect procedure for preparing juice.

4.0   ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

The topic-wise analysis of candidates' performance shows that the candidates performed well on the following topics; *The Kitchen (97.47%), Raising Agent (82.09%), Meal Planning (76.09%), The eggs, Milk and Milk Products (75.90%), Vegetables and Fruits (73.90%), Meat and Fish (73.86%), Malnutrition (73.53%), Multiple Topics (68.32%), Cooking Food (66.90%)* and *Catering* (66.90%), which were assessed in questions

5,11,9,3,7,8,10,1,2 and 4, respectively. The performance on these topics were attributed to candidates' adequate knowledge about the topics and their clear understanding of the requirements of the respective questions.

The candidates attained average performance on the topic of *Cereals, Pulses and Nuts* (49.98%) which were assessed in questions 6. These candidates had fairly adequate knowledge about the concepts tested. They provided partial or incomplete responses. Appendix A summarises the candidates' performance on each topic.

5.0   CONCLUSION AND RECOMMENDATION

5.1   Conclusion

The analysis that was done on 051 Food and Human Nutrition indicated that, the candidates' performance was good, because all candidates (100%) passed the examination. The data indicates that 13.43 per cent of candidates scored grade A, 45.07 per cent of candidates scored grade B, 40.88 per cent candidates scored grade C and very few (0.62%) candidates scored grade D.

The analysis of the candidates' performance indicates that out of eleven questions, ten had good performance and one had average performance. Good performance was caused by the candidates' adequate knowledge on the subject matter and ability to understand the demand of the questions. But average performance is largely attributed to partial understanding of the question.

5.2   Recommendations

In order to maintain and improve the performance of this subject, it is recommended that;

(a)   Teachers should encourage students to read the questions carefully and identify their requirements. This will reduce the risk of misinterpreting the questions and prevent the errors that come from rushing or jumping to conclusions without considering all aspects of the questions.

(b)   Teachers should use simple methods of teaching and learning so as to allow the students to understand the concept of the subject. Simple methods make complex concepts easier to understand. By breaking

down information into digestible chunks, learners are more likely to grasp and retain key ideas.

(c)   Teachers should be emphasized to use learner centered methods. Learner-centered approaches encourage students to actively engage with the material, solve problems, collaborate with peers, and take responsibility for their own learning, leading to deeper understanding. Moreover, Learner-centered methods often involve activities that require students to think critically, analyze information, and solve real-world problems. Thus, the use of Learner-centered methods help the students to develop essential skills.

(d)   Teachers should make sure that all topics in syllabus are covered before the final examination. Covering the topics enables the Students to gain a holistic understanding of the subject, seeing how all the topics interconnect. This broadens their knowledge and helps them apply concepts in a more integrated way.

(e)   During learning process teachers are advised to identify students learning difficulties. This allows teachers to tailor their teaching methods to meet the specific needs of each student, thus fostering a more effective learning environment. Moreover, teachers can adjust their lessons to make them more engaging, relevant, and accessible. This will help to maintain students interest and motivation.

(f)   The school quality assurers should make close monitoring on the teaching and learning. Quality assurers ensures that processes, procedures, and outcome are consistent and reliable, reducing the likelihood of errors or inconsistencies in the delivery of education.

Appendix*:* Summary of Candidates' Performance per Topic

S/N	Topic/sub topic	Number of questions	The percentage of candidates who scored 30% or above	Remarks
1.	The Kitchen	1	97.47	Good
2.	Raising Agent (	2	91.05	Good
3.	Meal Planning	2	88.05	Good
4.	Meat and Fish	2	86.93	Good
5.	The eggs, Milk and Milk Products	1	75.90	Good
6.	Vegetables and Fruits	1	73.90	Good
7.	Malnutrition	1	73.53	Good
8.	Food and Nutrition, Meal planning, Eggs, Milk and Milk products, Vegetables and Fruits, Raising agents, Food contamination	1	68.32	Good
9.	Cooking Food	1	66.90	Good
10.	Catering	1	66.90	Good
11.	Cereals, Pulses and Nuts	1	49.98	Average