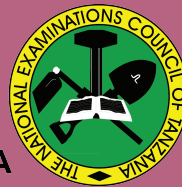




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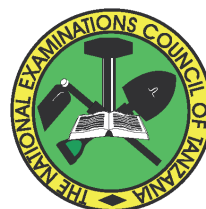


**STUDENTS' ITEM RESPONSE ANALYSIS
REPORT ON THE FORM TWO NATIONAL
ASSESSMENT (FTNA) 2024**

HOME ECONOMICS



**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
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050 HOME ECONOMICS

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FOREWORD

The National Examinations Council of Tanzania is pleased to issue the 2024 Form Two National Assessment (FTNA) report on the Students' Item Responses Analysis (SIRA) in Home Economics subject. This report has been prepared so as to provide a feedback to students, teachers, school managers and administrators on the performance of students in this subject and the challenges they encountered in attempting the questions.

The analysis of each item has been done to show the strength and weakness of the students in answering the assessment questions. This report highlights some of the factors that contributed to students' failure to answer the questions correctly. Such factors include insufficient knowledge about the subject content, failure to understand the requirements of the tasks given, and misinterpretation of the question requirement. In contrast, the students who performed well had adequate knowledge about various concepts of Home Economics, which enabled them to understand the demands of the questions and present relevant responses in all items of the assessment.

The Council hopes that, the information provided will be used by all stakeholders to make informed decisions to better address the challenges faced by students, leading to improved performance in the future assessments.

Finally, the National Examinations Council of Tanzania would like to thank everyone who participated in the preparation of this report.



Dr. Said Ally Mohamed
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the students' performance in the Home Economics Form Two National Assessment (FTNA) which was done in November 2024. The assessment measured the competences acquired by the form two students as per the Home Economics syllabus for Secondary School of 2019.

The results graded A, B, C, D and F were based on the score intervals ranging from 75 to 100 (Excellent), 65 to 74 (Very Good), 45 to 64 (Good), 30 to 44 (Satisfactory) and 0 to 29 (Failed) respectively. The students were required to answer all ten (10) questions in this paper. A total of 6,052 students sat for this assessment. Among them 3,811 (62.97%) passed. The result indicates that 17 (0.28%) students scored A, 168 (2.78%) scored B, 1,749 (28.90%) scored C, 1,877 (31.01%) scored D and 2,241 (37.03%) failed by scoring F. The general students' performance in this subject in 2024 was average.

In this report, the performance of students on each question was regarded as *good* if the scores ranged from 65 to 100 percent, *average* if the score ranged from 30 to 64 percent and *weak* if the scores ranged from 0 to 29 percent. These three categories of performance are indicated using green, yellow and red colours which denoted good, average and weak performance levels respectively.

The report also analyses the student response to each question by explaining the requirement of the question and percentage of the student who attempted the question with their scores and reasons for such performance. Extracts from the students' scripts, charts and tables were inserted to illustrate the reported information. Furthermore, the analysis of the students' performance per topic and recommendations for improving students' performance in future are also presented.

2.0 ANALYSIS OF THE STUDENTS' PERFORMANCE ON EACH QUESTION

The Home Economics paper had three sections A, B, and C, with a total of 10 questions. Section A had two objective questions, where by question one was a multiple-choice with ten items and question two was a matching item. Section B comprised seven short answer questions and section C had one essay question.

2.1 Section A: Objective Questions

Section A consisted of two (2) questions. Question 1 comprised 10 multiple choice items and question 2 consisted of five matching items. One mark was allotted to each item in both questions, making the total for the section 15 marks.

2.2 Question 1: Multiple Choice Items

This question demanded students to choose the correct answer from the four given alternatives and write its letter in the box provided. The items set from various topics which are *Good Manners and Good Grooming, Maternal and Child Health, An Ideal House, Basic Sewing Stitches, Cooking Food, The Kitchen, Sanitation in The House, and Laundry.*

All 6,052 (100%) students attempted this question. Among them, 255 (4.21%) scored from 7 to 10 marks, 4,747 (78.49%) scored from 3 to 6 marks and 1,050 (17.30%) scored from 0 to 2 marks. Figure 1 shows the performance of the students on question 1.

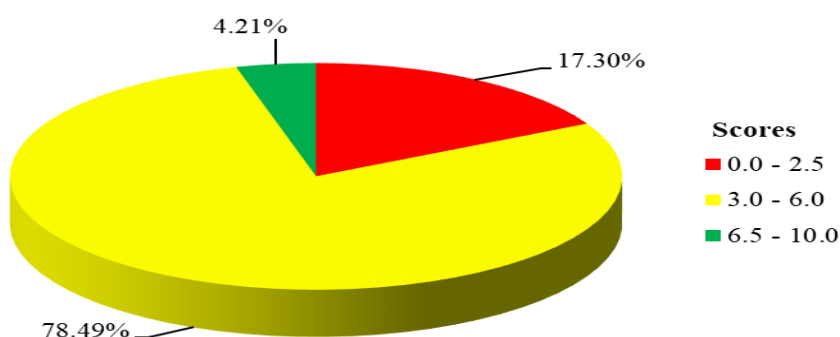


Figure 1: *Students' Performance on Question 1*

Figure 1 indicates that the general performance on this question was good since 5,002 (82.70%) students had average performance or above. This implies that the students had sufficient knowledge about the content covered in these items.

Despite of performance observed in this question 17.30 per cent of the students attained weak performance. These students failed to choose the correct answers in almost all items. The analysis of students' responses in each item (i) to (x) is presented hereunder:

Item (i) The form one student skipped bath due to the cold condition which they were not familiar with. Which one will be the outcome of their poor body hygiene?

- A They will be exposed to infections and diseases*
- B They will be involved in irresponsible behaviour*
- C They will be vulnerable to communicable diseases*
- D They will be exposed to non-communicable diseases*

The correct answer was A - *They will be exposed to infections and diseases*. Those who chose this response were aware that if a person is not well groomed, he/she may be at risk of getting infections and diseases. Those who chose B - *they will be involved in irresponsible behaviour* were not aware that the response was concern with the bad manners. Those who chose C - *vulnerable to communicable diseases* were not aware that communicable diseases are easily spread through physical contact with an infected person, breathing in some airborne bacteria, drinking/eating contaminated water and food. Likewise, those who chose D - *they will be exposed to non-communicable diseases*, did not understand that these diseases are not caused by poor body hygiene but environmental factors and genetic traits. These students who chose incorrect answers demonstrated insufficient knowledge about the outcomes of poor body hygiene, which led to their inability to select the correct response.

Item (ii) The health worker in Reproductive and Child Health (RCH) clinic complains that many expectant mothers do not take folic acid despite its significance to the foetus. What is the function of this vitamin?

- A It prevents neural tube defects*
- B It prevents coronary heart diseases*
- C It reduces risk of pre-eclampsia*
- D It helps in absorption of calcium*

The correct answer was *A - It prevents neural tube defect*. The students who chose the correct response understood that the significance of folic acid to the foetus is preventing birth defect of the baby's brain and spine, a condition known as neural tube defect. The students who chose *B - it prevents coronary heart disease*, did not understand that coronary heart disease can be prevented by healthy eating, keeping to a healthy weight, be more active and give up smoking. Hence, cannot be prevented by taking folic acid. Moreover, those who chose *C - it reduces risk of pre-eclampsia*, did not understand that pre-eclampsia is high blood pressure problem disorder (hypertension) during pregnancy and folic acid does not prevent it. The correct preventive measures for pre-eclampsia include regular check-ups to monitor blood pressure, eating a healthy diet and less salt, maintaining a healthy weight, doing light exercise, avoiding smoking and alcohol. Furthermore, the student who chose *D - it helps in absorption of calcium* did not understand that vitamin D is the one that helps in absorption of calcium.

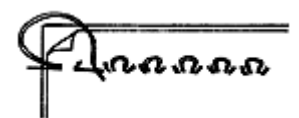
Item (iii) During school cleaning inspection you notice that toilets are dirt and smell bad. Which cleaning agent will you advise your fellow students to use for successful cleanliness?

- A Water, abrasives and disinfectants*
- B Polish, stain remover and soap*
- C Stain remover, soap and bleaches*
- D Water, bleaches and polishes*

The correct answer was *A – Water, abrasive and disinfectants*. The students who chose the correct response understood that water, abrasive and disinfectant are the cleaning agent suitable for cleaning toilets as they easily remove dirt and smell. The student who chose *B - polish, stain remover and soap* and *D – water, bleaches and polishes* failed to understand that the main function of polish is to make the surface of the toilet shine, and

bleaches is used to brighten articles/surfaces. However, those who chose *C - stain removers, soap and bleaches* were not aware that soap cannot be used by itself as it cannot work effectively in the absence of water. Therefore, the absence of water during cleaning makes cleaning agent ineffective.

Item (iv) What does this kind of stitch used for?



- A To prevent fabric from slipping out of position*
- B To mark fitting line, pleat line and hem line*
- C To hold layers of fabrics in place before stitching*
- D To mark position of notches, darts and stitching*

The correct answer was *D - to mark position of notch, dart and tuck*. The students who chose the correct response understood that the type of stitch which is loose, looped and hand sewn is used for marking position of notches, darts and other important markings. The students who chose *A - to prevent fabric from slipping out of position* were not aware that the stitches used to prevent fabric from slipping usually looks like series of parallel, horizontal stitches that provide diagonal floats of threads on the top layer of fabric. The students who chose *B - to mark fitting line, pleat line and hemline*, were not aware that the stitches should look like loose stitches sewn along a specific line to outline these areas. Moreover, the students who chose *C - to hold layers of fabrics in place before stitching* failed to understand that the stitches should be even on both sides and sewn by hand using long running stitches. These students who chose incorrect responses demonstrated insufficient knowledge of temporary stitches.

Item (v) You have been asked to demonstrate to your housemaid how to grill meat. Which practices would you advise her to do in order to make the meat tender?

- A Wrapping in a foil* *B Cooking it in an open fire*
- C Marinating it with vinegar* *D Cooking using rotating spit*

The correct answer was *C - Marinating it with vinegar*. The student who chose the correct response understood that marinating adds flavour to the meat and also makes it tender. The students who chose *A - Wrapping it in*

foil were aware that wrapping meat in foil helps to retain moisture and keeps the meat tender. However, the practice is not ideal because acidic seasonings may react with aluminium and make the meat unhealthy for consumers. The students who chose *B - cooking it in an open fire* failed to understand that grilling is a method of cooking food over an open fire and that marinating the meat beforehand improves its flavour and texture. Furthermore, the students who chose *D - cooking using rotating spit* failed to understand that this method helps cook the meat evenly on both sides but does not necessarily make it tender. The students who choose the incorrect responses failed to understand the proper rules for grilling meat or the practices that help make the meat tender.

Item (vi) Which features make the back stitches and stem stitch relating?

- A Stem stitches resemble back stitches on the wrong side*
- B Both back and stem stitches are joining stitches*
- C Back stitches resemble stem stitches on right side*
- D Both back and stem are embroidery stitches*

The correct answer was *A - Stem stitches resemble back stitches on the wrong side*. The students who chose the correct answer demonstrated sufficient knowledge about basic sewing stitches, particularly joining and embroidery stitches. They understood that the wrong side of a back stitch resembles the stem stitch and the wrong side of a stem stitch resembles a back stitch. The student who chose incorrect response *B - both back and stem stitches are joining stitches* failed to recognize that stem stitches are embroidery stitch. Moreover, the students who chose *C - back stitches resemble stem stitches on right side* did not understand that stem stitches resemble back stitches on wrong side and not right side. Furthermore, the students who opted for *D - both back and stem are embroidery stitches* did not understand that back stitches are joining stitches and not embroidery stitches. These students had inadequate knowledge about the types of basic sewing stitches.

Item (vii) What is the function of the following kitchen equipment?



- | | |
|---------------------------|------------------------------|
| <i>A Cooling cakes</i> | <i>B Draining vegetables</i> |
| <i>C Steaming pudding</i> | <i>D Lifting fried foods</i> |

The correct answer was *B - Draining vegetables*. The students who chose the correct response understood that the equipment shown is a colander which is used for draining vegetables. Those who chose *A - cooling cakes*, were not aware that a cooling rack is a wire rack designed to allow air to circulate around baked cakes, helping them cool evenly and maintain the perfect texture. Furthermore, the students who chose *C - Steaming puddings* did not understand that the equipment used for steaming is a container or a pan with holes in the bottom, that is put over boiling water in order to cook food in steam. Those who chose *D - Lifting fried food*, did not understand that the perforated spoon is used to lift fried food from the frying pan. This implies that these students had inadequate knowledge of kitchen equipment and its proper uses.

Item (viii) Your Head of School complain to you about poor disposal of sanitary pads in the school compound. Which method is proper for disposing them?

- A Incinerating or burning*
- B Burying or using garbage bin*
- C Giving animals or burying*
- D Composting or burning*

The correct answer was *A - Incinerating or burning*. The students who chose the correct response demonstrated adequate knowledge about waste disposal, especially for non-decomposable items like sanitary towels/pads. They were aware that this kind of waste should be disposed of by burning in an incinerator. Those who chose incorrect answer *B - burying or using garbage bin* failed to understand that sanitary towels/pads should not be buried because they do not decompose, therefore, after being collected in garbage bin should be burned in an incinerator. Furthermore, those who chose *C - giving animal or burying* did not understand that sanitary pads are not edible and are not derived from food scraps or peelings. Those who opted for *D - composting or burning* did not understand that sanitary pads cannot decompose to form composite manure because they are made of solid materials that include both organic and inorganic components. This implies that these students had inadequate knowledge about appropriate methods of disposing waste.

Item (ix) During laundering household articles, your aunt insisted on outdoor drying for white cotton bed sheets. Why is this practice recommended?

- A It helps to improve colour B It helps to prevent moth
C It helps to prevent creases D It helps to sterilize clothes*

The correct answer was *A - It helps to improve colour*. The students who chose this answer had sufficient knowledge about laundry work and drying suitable clothes outdoors can improve their colour and prevent discoloration that is likely to occur to all white cotton articles including bed sheets. Those who chose *B - it helps to prevent moth*, were unaware that white cotton bed sheet need sunlight for proper drying and colour improvement and not to prevent moth. Moths are prevented by proper storage of clothes and the use of repellents. Additionally, those who chose *C - it helps to prevent creases* did not understand that creases are removed by ironing and pressing bed sheets and other articles, not by outdoor drying. Lastly, the students who chose *D - it helps to sterilize clothes*, were not aware that the clothes can be sterilized by washing in hot water or using bleach, laundry sanitizers, borax or white vinegar, rather than outdoor drying.

Item (x) Your sister failed to breastfeed due to the unhealthy condition which she had. The doctor advised her to feed her baby using a cup. Why is this recommended as the best practice?

- A It requires intensive sterilization
B It assists the misalignment of teeth
C It prevents underfeeding of babies
D It avoids nipple confusion in babies*

The correct response was *D - it avoids nipple confusion in babies*. The students who chose the correct response had sufficient knowledge of feeding practices especially breast feeding and bottle feeding. They were aware that cup feeding is the preferred alternative for breastfed babies because it does not interfere with breast feeding and prevents nipple confusion.

Those who chose *A - it requires intensive sterilization* failed to recognise that all baby feeding equipment, not just feeding cup must be properly sterilised to prevent infectious diseases. Moreover, some of the students opted *B - it assists the misalignment of teeth*. These students failed to

understand that misalignment of teeth is typically caused by factors such as differences in the sizes of upper and lower jaw, variations in teeth size and gum size, not the method of feeding. Those who chose *C - it prevents underfeeding of babies*. These students failed to understand that cup feeding can provide enough milk because these cups are marked with measurements indicating amount of milk contained in a cup. Therefore, the correct amount can be provided to the baby.

2.2.1 Question 2 Matching Items

This question consisted of five (5) items in List A and eight (8) responses in List B, constructed from the topic '*Introduction to Sewing*'. The students were required to match the explanations of the types of needles in List A with their corresponding names in List B. they were instructed to write the letter of the correct response below the item number in the table provided. Each item was worth 1 mark, making a total of 05 marks.

List A	List B
(i) <i>The strong needles with a round eye and a triangular point used for piercing plastic fabrics.</i>	A Ball point
(ii) <i>Short needles with bevelled eyes that enable fine sewing on delicate fabrics.</i>	B Betweens
(iii) <i>A thick blunted needle useful for threading ribbons, elastic and cording through lacing – hole or hems.</i>	C Bodkin
(iv) <i>Needle with a smoothed point for penetrating the knit of the yarn.</i>	D Crewel
(v) <i>Strong needles with blunted point suitable for needles point projects.</i>	E Darner
	F Glovers
	G Sharps
	H Tapestry

The analysis indicated that out of 6,052 (100%) students who attempted this question, 4,895 (80.88%) students scored from 0 to 1 mark, among them 2,674 (44.18%) scored zero. Furthermore, the analysis shows that 1,141 (18.86%) students scored from 2 to 3 marks, and only 16 (0.26%) scored 4 to 5. Table 1 illustrates this performance.

Table 1: Students' Performance on Question 2

Scores	Percentage
0.0 - 1.0	80.88
2.0 - 3.0	18.86
4.0 – 5.0	0.26

Table 1 shows that the students' performance for this question was weak since 4,895 (80.88%) students scored from 0 to 1 out of the 5 allotted marks. This performance indicates that the students had inadequate knowledge about the concept of introduction to sewing, particularly the types of needles and their corresponding names. The majority of students (80.88%) who scored low marks (0 to 1) failed to match correctly most of the items. The analysis of the students' responses for each item (i) – (v) is as follows:

Item (i) required students to match the name of the strong needles with a round eye and a triangular point used for piercing plastic fabrics. The correct response was *F - Glovers*. Students who managed to provide the correct response, demonstrated knowledge on different types of needles and their uses, which enabled them to identify glovers as needles, used for piercing leather and plastic fabrics. On the other hand, the majority opted *H – Tapestry*. These students mixed up the two types of needles, likely because both are used on heavy materials. These students did not understand that tapestry needles are used on canvas while glovers are used for sewing leather.

Item (ii) required the students to match the name of the short needles with bevelled eyes that enable fine sewing on delicate fabrics. The correct response was *B - Betweens*. Students who managed to provide the correct answer demonstrated enough knowledge of the uses of betweens, recognising that they are specifically used for fine sewing on delicate fabrics. The majority opted *G – Sharps*. These students mixed up the two types of needles, likely because both have sharp points. However, they differ in length, as sharps are longer than betweens. Others failed to understand the uses and characteristics of betweens needles.

Item (iii) required the students to match the name of a thick blunted needle useful for threading ribbons, elastics and cording through lacing – hole or hems. The correct answer was *C - Bodkin*. The students who chose the

correct response had knowledge of the size, shape and purpose of the Bodkin, which is specifically used for threading cords, ribbons, tapes elastics, through lacing – holes or herms. However, most of the students chose *E – Darners*. These students confused the two types of needles because both have long threading eyes but differ in uses. While a Bodkin is used for threading cords, a Darner is used for mending holes through darning. Others who matched incorrectly failed to understand the uses of Bodkin.

Item (iv) required the students to match the name of needles with smoothed point for penetrating the knit of the yarn. The correct response was *A - Ball point*. Students who answered correctly demonstrated adequate knowledge of Ball Point needles and their use in penetrating the knit of yarn fibres without damaging the fabric. However, some of the students opted *H – Tapestry*. These students chose this type because it also has a blunt point but is used for counting cross stitches. Other students did not understand the specific characteristics and uses of Ball Point needles.

Item (v) required the students to match the name of the strong needles with blunted point suitable for needle point projects. The correct response was *H - Tapestry*. The students who chose the correct response had enough knowledge of needlepoint projects, recognizing that Tapestry needles are used to ensure the needle passes between the weave of the material without damaging it. On the other hand, some of the students opted *D – Crewel*. These students confusing the two types of needles. They did not understand that Crewel needles are mostly used in embroidery work. Others failed to match the correct answer due to inadequate knowledge of Tapestry needles and their uses.

2.3 Section B: Short Answer Questions

This section consisted of seven (7) compulsory short answer questions from the topic of: *An Ideal House, Sanitation in the House, The Kitchen, Cooking Food, Laundry, Introduction to Sewing and Food and Nutrition*. Each question carries 10 marks. The analysis of each question is as follows.

2.3.1 Question 3: An Ideal House

The question measured the students' competence on factors to be considered when buying an ideal house, the question stated;

Your father wants to buy an ideal house for the family. He asked assistance from you on how to select the house. Assist him by:

- (a) *Briefly explaining five factors to be considered when buying an ideal house.*
- (b) *Briefly describing five suitable features to be contained inside and outside the house.*

A total of 6,052 (100%) students attempted this question. Among them, 1,509 (24.93%) scored from 6.5 to 10 marks, 2,705 (44.70%) scored from 3 to 6 and 1,838 (30.37%) scored from 0 to 2.5 marks. Figure 2 summarizes their performances.

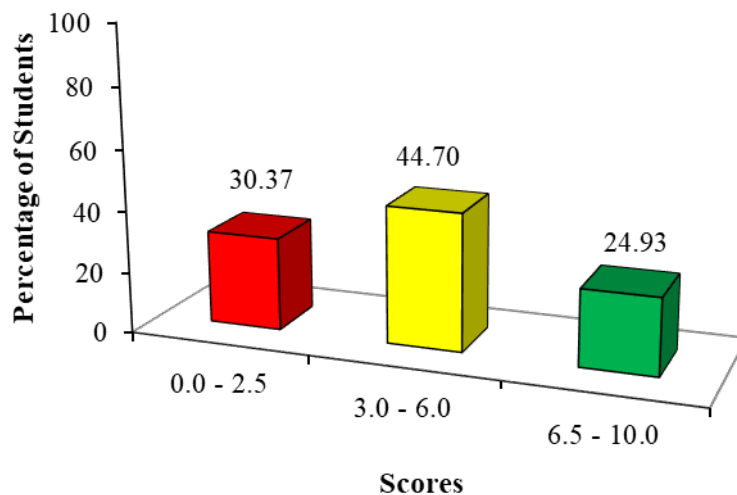


Figure 2: *Students' Performance on Question 3*

Figure 2 shows that the overall performance on this question was good with 4,214 (69.63%) students attained an average performance or above. This indicates that the students possessed understanding of what constitutes an ideal house.

The analysis of the students' performance shows that most of the students (24.93%) managed to briefly explain the factors to consider when buying

an ideal house. Some of the responses included the *durability of the house, availability of social services, neighbouring of the area, security of the place, financial status/cost, the size of the house, style of the house, good infrastructure, and the site/place*. Similarly, in part (b) students correctly and briefly described suitable features to be contained inside and outside the house. For example, one student wrote; *should have a large playground, should have not too large or too small rooms in order to meet individual's needs, should have a garden area for fruits and vegetables, should have large windows and doors for proper air circulation, the kitchen must be near the dining room* others wrote *the kitchen can be found inside or outside the main house, it should be well ventilated*. Extract 3.1 provides an example of a correct response from one of the students' script.

3. Your father wants to buy an ideal house for the family. He asked assistance from you on how to select the house. Assist him by:

(a) Briefly explaining five factors to be considered when buying an ideal house.

- (i) Financial status or cost: When a person want to build or buy an ideal house, he/she must be aware with the cost of that house.
- (ii) Size of the family: A person must also look about the size of the family in order to know how many rooms are needed.
- (iii) The site for the house: It is also required to choose the best site for building a house in order to meet social services.
- (iv) Materials used for building: It is so important to know that the materials used are durable or not in order for the house to stay strong.
- (v) The style of the house: A person who want to buy or build an ideal house, he or she must choose the best style for the house in order to live comfortably.

(b) Briefly describing five suitable features to be contained inside and outside the house.

- (i) The rooms in the house must be neither too big nor too small in order to maintain an enough space for different activities.
- (ii) A house must meet both physical and social needs for the family.
- (iii) The windows in the house must be large enough for proper ventilation and enough light required in the house.
- (iv) The house should have a proper sufficient supply of water for different uses like drinking, cleaning and washing clothes.
- (v) The kitchen must be near to the dining room in order for the family to be easy preparing and eat meals.

Extract 3.1: A sample of students' correct responses to question 3.

In Extract 3.1 the students managed to provide factors to consider when buying an ideal house in part (a). Moreover, he/she managed to describe five suitable features to be included inside and outside the house in part (b) hence, scored high marks.

Further analysis indicates that 1838 (30.37%) students who scored low marks provided unrelated responses to all parts of the question indicating inadequate knowledge about the concept of an ideal house. Others misinterpreted the demands of the parts of the question. For example, in part (a), one student provided features of an ideal house instead of factors to consider when buying an ideal house such as, *it should have large windows and doors, it should have two or more rooms, it should have toilet and bathroom, there should be a kitchen and dining area, and there should be a large sitting room*. Another student wrote; *The house should have both natural and artificial sources of light, it should have strong windows and doors for security purposes, the ideal house should be painted in bright colour to enhance light, and the walls of the house should be built with smooth material*.

Furthermore, some students provided the requirements of the house instead of factors to consider when buying one. For example, one student wrote; *the house should have all the equipment needed in the housesuch as chairs, beds, tables, stools, cupboards and wardrobes should have doors and windows, the colour of the house should be painted white, and have walls to prevent air*. These responses imply that some students did not understand the demand of the question while others lacked an understanding of the factors to consider when buying an ideal house hence provided unrelated responses.

In part (b), some students misunderstood the demand of the question. For examples, one student provided the rooms of the house instead of describing features inside and outside the house such as *it should have a sitting room, it should have dining room, bedrooms/sleeping rooms, it should kitchen area, it should have a toilet and bathroom*. Another student mentioned foods stuffs and other things which could be found in the house as he/she wrote; *maize, rice, cooking oil, beans, coaches, chair, light, and tables*. Nevertheless, some students left this part unanswered indicating lack of knowledge about the concept of an ideal house. Extract 3.2 provides a sample of incorrect responses from the script of one of the students.

3. Your father wants to buy an ideal house for the family. He asked assistance from you on how to select the house. Assist him by:

(a) Briefly explaining five factors to be considered when buying an ideal house.

- (i) Buying an ideal house is the pumping in the composition of the house and the availability.
- (ii) Buying an ideal house is the availability — to attending house and the considered.
- (iii) Buying house and the ideal consider and according to attending in the decomposition.
- (iv) Buying house to attending in ideal consider and the consider to communication.
- (v) Buying in the composition and the considered to the house.

(b) Briefly describing five suitable features to be contained inside and outside the house.

- (i) The contained inside and outside in the house.
- (ii) It is produce and communication ^{factor} house to attending in the house.
- (iii) The composition and the availability to produce in the house to the composition.
- (iv) Building in the house and the attending to the development in the available.
- (v) To produce and the communication to the house.

Extract 3.2: A sample of the students' incorrect responses question 3.

In Extract 3.2 the student provided irrelevant responses to all parts of the question. This indicates inadequate knowledge about the concept of an ideal house, particularly on the factors to consider when choosing a house and suitable feature to be included inside and outside the house. Moreover, the responses demonstrated poor command of English language which contributed to the low marks scored.

2.3.2 Question 4: The Kitchen

This question assessed students' knowledge and competence about health problems related to poor kitchen hygiene. The question stated;

During the school cleaning inspection, you noticed unhygienic condition in the school kitchen which may cause an outbreak of foodborne diseases. Create awareness to them by:

- (a) *Describing four types of food borne disease that may result from such a condition.*
- (b) *Explaining six kitchen practices suitable for maintaining kitchen hygiene.*

A total of 6,052 (100%) students attempted this question. Among them, 323 (5.34%) students scored from 6.5 to 10 marks, 3,023 (49.95%) scored from 3 to 6 marks and 2,706 (44.71%) students scored from 0 to 2.5 marks. This performance is summarized in figure 3.

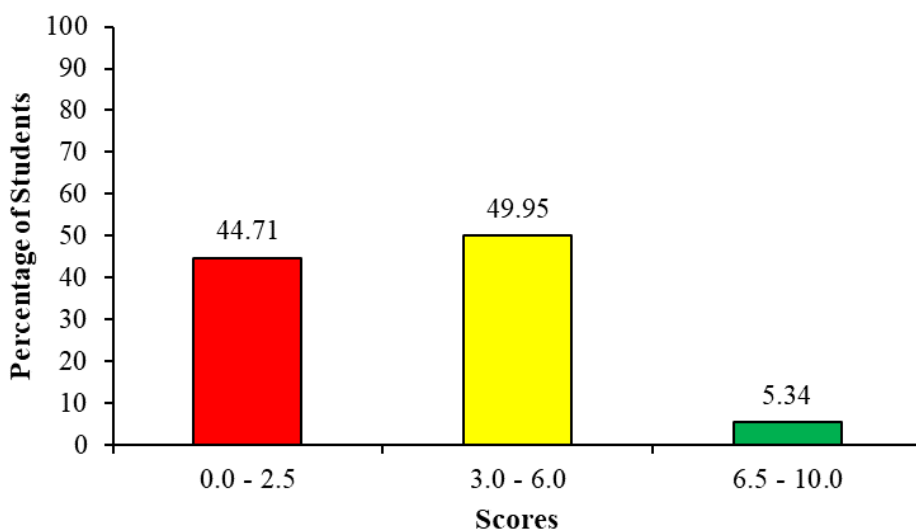


Figure 3: *Students' Performance on Question 4*

Based on the analysis from Figure 3, the general performance on this question was average because 55.29 per cent of the students attained average or above score. These students demonstrated sufficient knowledge about health problems related to the poor kitchen hygiene.

The analysis indicates that 3,346 (55.29%) students with good performance managed to describe four types of food borne diseases in part (a). Some of the correct responses included diseases such as, *cholera, typhoid, amoebic dysentery, worm infections* and *E. coli infection*. These students understood that poor kitchen hygiene can result to food borne diseases because, as the kitchen encourage pests and microorganisms which might contaminate food in the kitchen, consequently consuming contaminated food can cause food borne diseases.

Moreover, most of these students explained correctly the kitchen practices suitable for maintaining kitchen hygiene in part (b). They recognised importance of kitchen hygiene in preventing food borne diseases and other food infection. For example, one student wrote; *wash all utensils immediately after use, wash the kitchen clothes and iron them regularly, kitchen floor should be swept and mopped as it gets dirt, wrap all wastes to be thrown in the kitchen garbage bin, clean the kitchen surface frequently and after cooking.*

Other correct responses provided were such as, *all the solid wastes should be wrapped and disposed in a dust bin, kitchen should have well drainage system to avoid blockage of liquid waste, covering and keeping foods in the kitchen properly, use clean and safe water for cooking and other kitchen activities*. These responses indicate that the students had a strong understanding of health problems related to poor kitchen hygiene. Extract 4.1 provides a sample of correct responses from one of the student scripts.

4. During the school cleaning inspection, you noticed unhygienic condition in the school kitchen which may cause an outbreak of foodborne diseases. Create awareness to them by:
- (a) Describing four types of food borne diseases that may result from such a condition.
- (i) Cholera; Poor kitchen hygiene can lead to cholera since the food prepared are exposed to contamination from the housefly carrying the bacteria.
 - (ii) Typhoid; Due to poor hygienic condition in the kitchen such as poor cleaning, the *Salmonella typhi* bacteria can easily contaminate food and cause typhoid when eaten.
 - (iii) Amoebic dysentery; Food contamination from the vectors carrying amoeba cysts. Amoebic dysentery can be easily spread.
 - (iv) Worm infestation; Worms such as tape worms can enter in food can cause infections in the body when the contaminated food is eaten. This can be symbolised by diarrhoea.
- (b) Explaining six kitchen practises suitable for maintaining kitchen hygiene.
- (i) Wash all utensils immediately after use.
 - (ii) Ensure proper lighting in the kitchen to prevent darkness.
 - (iii) Wash the kitchen cloths and iron them regularly.
 - (iv) The kitchen floor should be swept and mopped as it gets dirt.
 - (v) Wrap all wastes to be thrown in the kitchen garbage bin.
 - (vi) Clean the kitchen surfaces frequently and after cooking.

Extract 4.1: A sample of the students' correct responses to question 4.

In Extract 4.1 the student managed to describe four types of foodborne diseases that may result from unhygienic condition in the kitchen. Additionally, the student was able to explain kitchen practices suitable for maintaining kitchen hygiene hence scored high marks.

Further analysis shows that 2,706 (44.71%) students scored below average. These students failed to understand the demand of the question as they provided responses related to nutritional disorders instead of types of foodborne diseases in part (a). For example, one student wrote; *constipation, kwashiorkor, malnutrition, marasmus*. Another student provided nutrient such as *protein, carbohydrate, vitamin B, and vitamin C*. Moreover, others gave food stuff such as *vegetables, food water, fruits, meat, ugali, cabbage, beans, and rice* while others provided the airborne diseases such as *tuberculosis and colds*.

In part (b), most of the students misinterpreted the requirement of the question. Some of them provided the kitchen layout/plans instead of kitchen practices for maintaining hygiene. For example, one student wrote; *U –shaped kitchen, L- shaped kitchen, G-shaped kitchen, wall kitchen, island – kitchen, parallel kitchen*. Another student listed kitchen utensil instead of hygiene practices such as *spoon, bowl, plate, pots, knife*. Others wrote types of cooker such as *electric cooker, pressure cooker, rice cooker, gas cooker, charcoal cooker, paraffin cooker*. These responses were incorrect due to misinterpretation of the question and insufficient knowledge about the content been asked. Extract 4.2 provides a sample of incorrect responses from the script of one of the students.

4.	During the school cleaning inspection, you noticed unhygienic condition in the school kitchen which may cause an outbreak of foodborne diseases. Create awareness to them by:
(a)	Describing four types of food borne diseases that may result from such a condition.
(i)	 <i>Carbohydrate</i>
(ii)	 <i>protein</i>
(iii)	 <i>Vegetable</i>
(iv)	 <i>fat</i>
(b)	Explaining six kitchen practises suitable for maintaining kitchen hygiene.
(i)	 <i>U-shaped Kitchen</i>
(ii)	 <i>L- shaped Kitchen</i>
(iii)	 <i>G- shaped Kitchen</i>
(iv)	 <i>Wall Kitchen</i>
(v)	 <i>Island Kitchen</i>
(vi)	 <i>Paralle Kitchen</i>

Extract 4.2: A sample of the students' incorrect responses to question 4

In Extract 4.2 the student provided incorrect responses to both parts (a) and (b). This indicates that the student had inadequate knowledge of the health problems related to poor kitchen hygiene and the kitchen practices essential for maintaining hygiene. Hence scored low marks.

2.3.3 Question 5: Sanitation in the House

The question assessed students' competence in identifying health problems related to poor sanitation. The question stated;

You visited your grandfather at Msichoke village and observed that, many people failed to adhere to proper sanitation due to inadequate knowledge on the importance of using latrines. Advise them on:

- (a) *The dangers which might occur if they will not use latrines. (Give two points)*
- (b) *The things to remember when building a pit latrine. (Give four points)*
- (c) *Ways of cleaning pit latrines (Provide four steps)*

A total of 6,052 (100%) students attempted this question. Among them, 526 (8.69%) students scored from 6.5 to 10 marks, 2,502 (41.34%) scored from 3 to 6 and 3,024 (49.97%) scored from 0 to 2.5 marks. Figure 4 provides a summary of this performance.

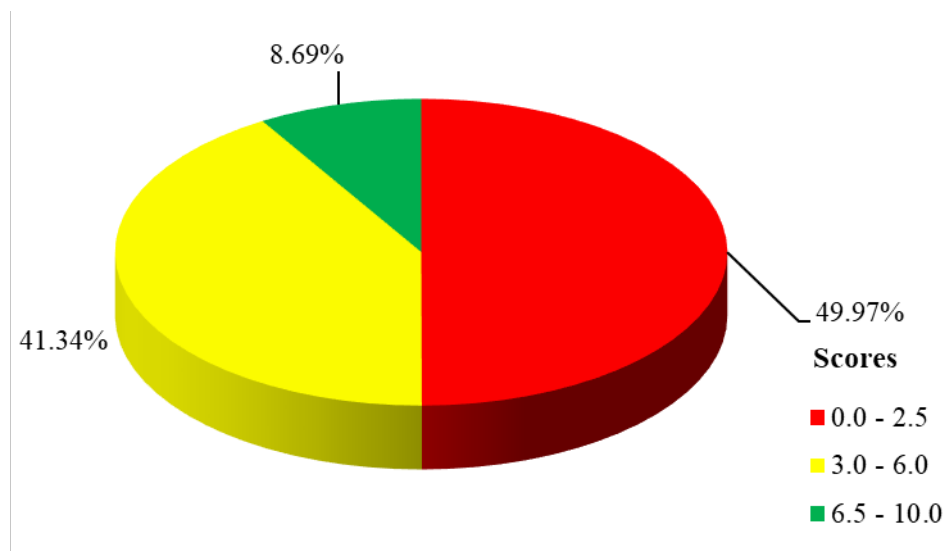


Figure 4: Students' Performance on Question 5

Figure 4 shows that the overall performance on this question was average because 3,028 (50.03%) students had average performance or above. This shows that the students had sufficient knowledge about sanitation in the house.

The analysis indicates that 50.03 per cent of the students with good performance had adequate knowledge about sanitation in the house

especially on the concept of excreta disposal using latrine facility. These students correctly provided the dangers associated with not using latrines. For example, in part (a) one student wrote; *eruption of diseases, spread of household pets*. Another student wrote; *resulting of bad odour*. Moreover, other responses provided were *environmental destruction, pollution in the environment, air pollution, water pollution*. These responses indicate that the students were aware that poor sanitation can lead to significant health problems.

Furthermore, the analysis shows that some of the students were aware about things to remember when building the pit latrine, hence provided correct responses in part (b). For example, one student wrote; *should be built far from the kitchen, should be covered by a fitting lid, should be built deep from the surface and should have windows to allow proper ventilation*. Another student wrote; *should be metres away from the house, should have strong roof, wall and door, the pit latrine should be built away from water sources and the toilet should have the floor which can be easily cleaned*.

In part (c), many students managed to provide the correct ways of cleaning pit latrines, showing awareness of the necessary steps to follow for proper cleanliness. For example, one student wrote; *open the lid of the pit latrine sprinkle some ashes inside and outside the pit to reduce the smell, use of disinfectant and soapy water, clean the lid of the pit latrine and dry it well, then cover the latrine*. Another student wrote; *scrub the cemented floor with disinfectant water to kill germs on the pit, open the door of the pit latrine and leave widely open, rinse the pit latrine with clean water and dry it well, with the help of the broom scrub the area to remove excess dirt with water, dry the floor using squeezer and leave the door open in order to allow fresh air into the toilet*. However, the majority of students did not score full marks in this question because some of the responses in all parts of the question were incorrect or lacked sufficient details. Extract 5.1 provides a sample of the correct responses from the script of one of the students.

5. You visited your grandfather at Msichoke village and observed that, many people failed to adhere to proper sanitation due to inadequate knowledge on the importance of using latrines. Advise them on:
- (a) The dangers which might occur if they will not use latrines. (Give two points).
- (i) ...spread of diseases... poor management of human waste may lead to diseases like cholera.
 - (ii) ...Environmental pollution: it may lead to emission of bad odour and may pollute water sources
- (b) The things to remember when building a pit latrine. (Give four points).
- (i) Build far from the house to avoid bad odour.
 - (ii) It should be built with materials that are easy to clean.
 - (iii) it should be covered with a lid to prevent bad odour from coming out.
 - (iv) It should be built away from water sources to avoid water contamination.
- (c) Ways of cleaning pit latrines. (Provide four steps).
- (i) Use a brush to scrub the floor.
 - (ii) wash the lid with a brush and let it dry.
 - (iii) sprinkle ashes to reduce or remove bad odour.
 - (iv) Open the door to allow air circulation.

Extract 5.1: A sample of the students' correct responses to question 5.

In Extract 5.1 the student managed to explain the dangers of not using a latrine, the things to consider when building a pit latrine and correct ways to clean a pit latrine.

In contrast, 3,024 (49.97%) students exhibited weak performance. These students demonstrated insufficient knowledge about sanitary facilities used to dispose excreta especially pit latrine. In part (a), some provided irrelevant responses such as, copying points from the distracters in question 1 (viii). For example, one student wrote; *incinerator or burning, burying or using garbage bin*. Others misunderstood the question. For example, one student listed the causes of poor sanitation such as *poor urban planning, congestion in living area* instead of identifying the danger that might result

from not using a pit latrine. Another student wrote; *Ignorance and poverty*. This student did not understand that ignorance and poverty are not the outcomes of poor sanitation but are infact factors that can contribute to poor sanitation.

Moreover, in part (b) some of the students misunderstood the demand of the question. For example, one of the students gave the points to consider when planning to buy/build a house as he/she wrote; *consider the amount of money you have, material used to build, size of the family and quality of it*. Another student discussed the characteristics of a kitchen such as *should have enough light for both artificial and natural sources, should have enough space to allow movements, the sink should be near the window and should not be far from the living room* instead of things to remember when building a pit latrine.

In part (c) many students failed to understand the demand of the question, hence provided incorrect responses regarding the ways to clean a pit latrine. For example, one student listed effects of poor sanitation such as *it spread of diseases, it cause bad smell, it attract flies, and it cause environmental pollution*. Others provided the daily cleaning of the kitchen writing; *close the window and door, sweep the floor, dust the surface area and remove dust with a pan*. Another student provided irrelevant responses such as *the people should come to remove the waste in the chamber, after using the toilet you must cover with a lid, reduce the amount of waste every day*. These irrelevant responses indicate that these students had inadequate knowledge about the importance of using latrines, how how to build them, and how to clean them properly. Moreover, the students demonstrated poor command of the English language. Extract 5.2 shows a sample of incorrect responses from the script of one of the students.

5. You visited your grandfather at Msichoke village and observed that, many people failed to adhere to proper sanitation due to inadequate knowledge on the importance of using latrines. Advise them on:

(a) The dangers which might occur if they will not use latrines. (Give two points).

- (i) poor urban planning
It can cause dangerous of might in latrine of poor urban planning.
- (ii) Congestion in living area
It can cause dangerous of might in latrine of Congestion in living area.

(b) The things to remember when building a pit latrine. (Give four points).

- (i) Cost
The pit latrine is the cost to the people.
- (ii) durability
The pit latrine is the durability of the people.
- (iii) Availability
The pit latrine is the availability to the people.
- (iv) Comfortable
The pit latrine is the Comfortable of the people.

(c) Ways of cleaning pit latrines. (Provide four steps).

- (i) It prevent spread of disease.
The cleaning of pit latrine to prevent spread of disease.
- (ii) It prevent accident.
The cleaning of pit latrine to prevent accident.
- (iii) It prevent eruption of disease.
The cleaning of pit latrine to prevent eruption of disease.
- (iv) It prevent dangerous sign of animal and insect.
The cleaning of pit latrine to prevent dangerous of disease animal and insect.

Extract 5.2: A sample of the students' incorrect responses to question 5.

In Extract 5.2 the student provided irrelevant responses in all parts of the question. In part (a), the student listed the causes of poor sanitation instead of identifying the dangers that might arise from not using latrines. In part (b), the students gave points to consider when planning to build a house rather than providing things to remember when constructing a pit latrine. In part (c), the students mentioned the importance of using latrines instead of outlining ways to clean a pit latrine. Hence scored low marks.

2.3.4 Question 6: Cooking Food

The question measured knowledge of the students on the steaming method of cooking. The question stated;

Your mother has inadequate knowledge on the steaming method of cooking and is eager to know the method. Support her by:

- (a) *Briefly explaining thing to be considered when using the method (Give five things)*
- (b) *Briefly clarifying the significance of using the steaming method. (Give four points)*
- (c) *Outlining two types of food suitable for steaming method of cooking.*

A total of 6,052 (100%) students attempted this question. Among them, 4,589 (75.83%) students scored from 0 to 2.5 marks, among them 1,164 (19.23%) scored zero. Moreover, 1,263 (20.87%) scored from 3 to 6 and only 200 (3.30%) students scored from 6.5 to 10 marks. Figure 5 is a summary of this performance.

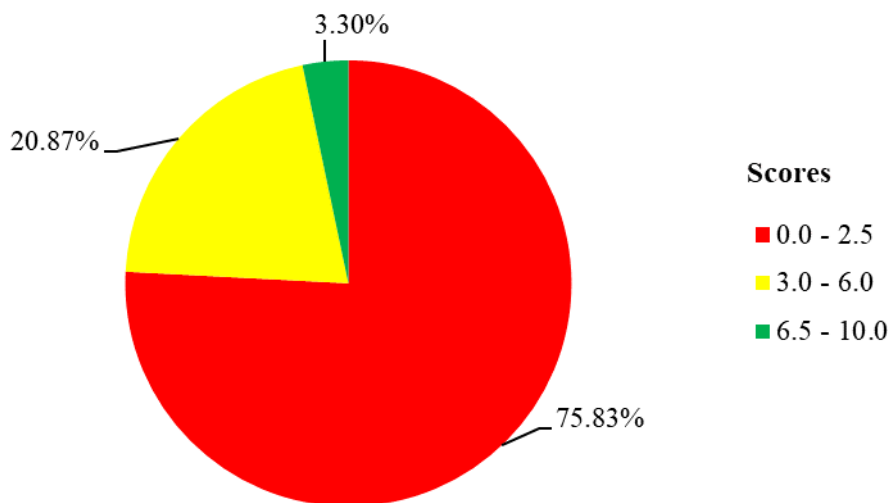


Figure 5: *Students' Performance on Question 6*

Figure 5 shows that the general performance on this question was weak because 4,589 (75.83%) students attained below average performance. These students exhibited inadequate knowledge about cooking food using the steaming method.

The analysis indicates that 75.83 per cent of the student who performed below average marks had insufficient knowledge about methods of cooking, some students failed to understand the demand of the question while others misinterpreted it.

In part (a), some of these students provided procedure for steaming food when using steamer. For example, one of the students wrote; *steaming method should provide the plate, bowl, steamer in order to cook, put water in the steamer, wait for water to boil, put the plate of food and cover it, wait for the food to be ready.* Other students provided methods of cooking instead of things to consider when using the steaming method. For example, one student wrote; *boiling, stewing, steaming, pressure cooking, frying.* Another student wrote; *I will support my mother to have comfortable of cooking, I will support my mother to be clean in kitchen, I will support my mother to cook very properly, I will support my mother by proper food cooked very good, I will support my mother she know to cooked very food good and the clear in the kitchen.* This student misinterpreted requirements of the question, interpreting the phrase ‘support her by’ as helping with kitchen chores rather than proving an explanation of the steaming method.

In part (b), some of the students failed to clarify the significance of using steaming method and instead provided advantages of frying foods. For example, one of the students wrote; *to provide good colour of food, to make good texture and crunchy, the taste is improved and no water is needed.* Another student gave the requirements for steaming foods such as *steamer, bowl, plate and water.* These responses indicate that the student did not understand the demand of the question. Other students provided cooking methods instead of explaining the significance of using the steaming method.

In part (c), students failed to outline types of food suitable for the steaming method of cooking. Some of them provided the food nutrients. For example, one student wrote *carbohydrates and proteins.* Another student wrote *fat and oil.* Others provided incorrect response such as *rice and beans*, which are not typically steamed. Other students skipped this part of the question. This proves that they had inadequate knowledge about the method of cooking food particularly steaming method. Extract 6.1 is a sample of incorrect responses from the script of one of the students.

6. Your mother has inadequate knowledge on the steaming method of cooking and is eager to know the method. Support her by:

(a) Briefly explaining things to be considered when using the method. (Give five things)

- (i) Boiling: Is the method of cooking used by water or liquid
- (ii) Stewing: Is the method of cooking used by small quantity of water
- (iii) Steaming: Is the method of cooking used by steam and boiling of water
- (iv) Pressure cooking: Is the method of cooking used by high high pressure of water
- (v) Frying: Is the method of cooking used by oil or fat in the frying

(b) Briefly clarifying the significance of using the steaming method. (Give four points).

- (i) Boiling of water in the steaming method
- (ii) Steaming method of cooking preparation of cooking which involve used heat
- (iii) Steaming method of cooking most of method using to drying, washing and ironing
- (iv) Steaming method of cooking vessel of the cooking preparation of cooking

(c) Outlining two types of food suitable for steaming method of cooking.

- (i) Protein
- (ii) Vitamin

Extract 6.1 A sample of the students' incorrect responses to question 6.

In Extract 6.1, the student misunderstood the demand of the question since he/she, provided incorrect responses to all parts. In part (a), the student listed types of cooking methods instead of things to consider when using the steaming method. In part (b), the student provided irrelevant responses. Likewise, in part (c), the students listed types of food nutrients instead of types of food suitable for steaming method. This indicates that the student had inadequate knowledge about the steaming method.

On the other hand, the analysis of the students' response shows that only 200 (3.30%) students attained average performance or above. These students had sufficient knowledge about cooking methods especially the

steaming method. In part (a), some of them correctly explained the things to consider when using the steaming method. For example, one of the students wrote; *Water should be boiled before the food kept into steamer, the steamer or pot should have a tight-fitting lid to avoid loss of steam, there should be constant supply of steam, when opening the lid direct away from you in order to avoid the steam that can cause scalds, and to maintain temperature boiled water should be added when needed.*

Furthermore, some of the students managed to clarify the significance of using steaming method in part (b). For example, one of the students wrote; *there is no loss of nutrient, it requires little attention, one can cook several dishes at the same time and it requires little attention during the preparation so it saves time.* Other correct responses included, *there is no loss of nutrients, it is an economical method of cooking.* These students were aware that cooking multiple dishes in the same pot saves time, fuel and energy. In part (c), most students managed to outline the types of food suitable for steaming). The correct responses included *fish fillet, pudding, vegetables, meat, fish, yams, spinach, cassava, Irish potatoes, and sweet potatoes.* These students understood that the foods suitable for steaming should not be too hard to cook such as beans. Extract 6.2 provides a sample of the correct responses from one of the students.

6. Your mother has inadequate knowledge on the steaming method of cooking and is eager to know the method. Support her by:

(a) Briefly explaining things to be considered when using the method. (Give five things).

- (i) The water should be boiled or heated first before starting to cook by steaming method.
- (ii) Add enough water when needed to ensure that the steam is produced constantly.
- (iii) Direct the steam away from you when opening so as to avoid scalds.
- (iv) The lid of the steamer should be tightly closed when steaming so as to avoid loss of heat by evaporation.
- (v) Follow the manufacturer's instructions when using electric steamers.

(b) Briefly clarifying the significance of using the steaming method. (Give four points).

- (i) It helps to avoid the loss of nutrient when the food is cooked by steaming method.
- (ii) It helps the food to retain its flavor and smell when cooking using steam method.
- (iii) It requires a little attention during its preparation so, it saves time.
- (iv) It softens the fibres and plant cell and enable the food to be digested easily.

(c) Outlining two types of food suitable for steaming method of cooking.

- (i) vegetable
- (ii) meat

Extract 6.2: A sample of the students' correct responses to question 6.

In Extract 6.2 the student provided correct responses for all parts (a), (b) and (c). This student demonstrated adequate knowledge of the steaming method, its significance and the types of food suitable for steaming, hence scored high marks.

2.3.5 Question 7: Laundry

The question assessed the student's ability to describe the laundry codes of garments before washing and how they are presented. The question stated;

- (a) Briefly explain the importance of reading laundry codes before washing garments
- (b) Draw the laundry symbols that could be indicated in the care labels.

A total of 6,052 (100%) students attempted this question. Among them, 1,496 (24.72%) students scored from 6.5 to 10 marks. Moreover, 3,174

(52.44%) scored from 3 to 6 and 1,382 (22.84%) scored from 0 to 2.5 marks, among them 235 (3.88%) scored zero. Figure 6 illustrates this performance.

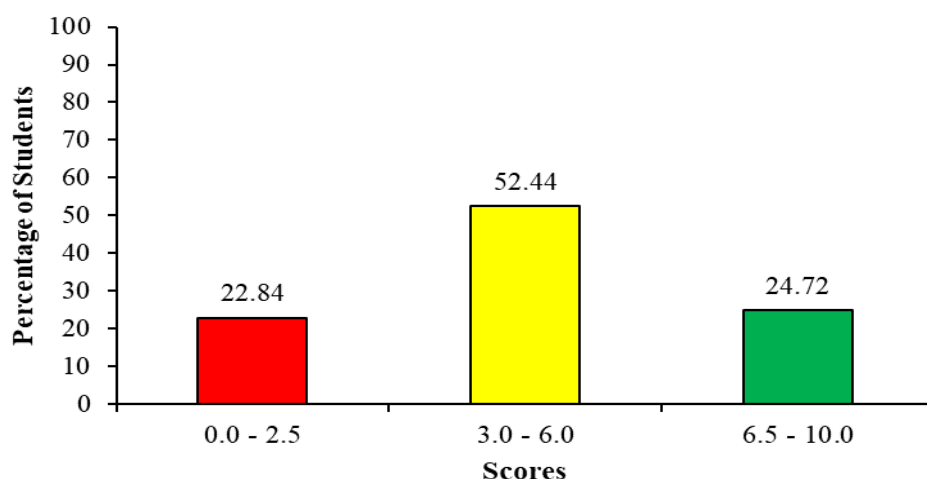


Figure 6: *Students' Performance on Question 7*

Figure 6 shows that the general performance on this question was good since 4,670 (77.16%) students scored average or above. This implies that the students had adequate knowledge about laundry specifically laundry codes on garment.

The analysis of the students' responses shows that 77.16 per cent of the student with good performance correctly answered all parts of the question. In part (a), most of the students correctly explained the importance of reading laundry codes before washing garments. For example, one student wrote; *it helps us in taking care of our clothes and it helps them to last longer as it gives the garments good appearance and so look very attractive when wearing them.* Another student wrote; *it enables one to know how to wash the articles or garment. In case of stains it enables one to the recommended treatment on how to treat the garment, it also gives instruction on how to dry the garment without destroying its colour and appearance.* Other responses were, *it helps to know how to care for the garment if it is supposed to be pressed or ironed with an iron; it helps to know the instructions to be used before doing laundering so as to avoid damages in the cloth after being washed.*

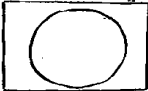
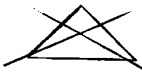
Moreover, in part (b), most students successfully drew the laundry symbols that could appear on care labels. This part seemed familiar to the students because most of the garments have care labels as the students demonstrated good knowledge about care label codes and their meanings. These responses indicate their adequate understanding of laundry codes. Extract 7.1 presents a sample of the correct responses from one students' script.

7. (a) Briefly explain the importance of reading laundry codes before washing garments.

1) laundry codes help us to know the right method of washing, ironing, bleaching and drying cloth and gives specific instructions on how to wash the cloth for this case.

2) laundry codes also indicate fibre content if its either silk or cotton so as to know the right way to wash the garment.

(b) Draw the laundry symbols that could be included in the care labels.

S/N	Description	Symbol
(i)	Tumble dry	
(ii)	Line dry	
(iii)	Dry clean	
(iv)	Normal Machine wash	
(v)	Hand wash	
(vi)	Do not bleach	
(vii)	Do not wring	
(viii)	Ironing	

Extract 7.1: A sample of the students' correct responses to question 7

In Extract 7.1 the student managed to explain the importance of reading laundry codes before washing garments. Likewise, the student correctly drew the laundry symbols that could be included on care labels, hence scoring high marks. This demonstrates the student's adequate knowledge on laundry codes.

On the other hand, 1,382 (22.82%) students had weak performance, with 235 (3.88%) scoring zero. In part (a) some of these students exhibited insufficient knowledge about laundry codes and provided incorrect explanations on their importance. For example, one student wrote; *help to method of washing, help to produce in laundry before washing garments*. Another student copied explanations from question 2, referring to types of needles: *it is strong needles with or round eyes that enables the sewing on delicate fabric and it is a triangular point used for piecing plastic fabric*. Other students failed to understand the demand of the question. For example, one student wrote; *it helps to know the step to follow when washing, that we have to repair the garment before washing if it has hole when washed the hole will become large*. However, laundry codes do not address when to repair a garment.

Furthermore, some students incorrectly drew laundry symbols for care labels in part (b). Other students mixed up the symbols that were described. These students demonstrated inadequate knowledge about laundry codes. Extract 7.2 provides a sample of incorrect responses.

7. (a) Briefly explain the importance of reading laundry codes before washing garments.

It used of small laundry trading codes washing clothes
garments

It used of large laundry washing clothes garments

(b) Draw the laundry symbols that could be included in the care labels.

S/N	Description	Symbol
(i)	Tumble dry	
(ii)	Line dry	
(iii)	Dry clean	
(iv)	Normal Machine wash	
(v)	Hand wash	
(vi)	Do not bleach	
(vii)	Do not wring	
(viii)	Ironing	

Extract 7.2: A sample of the students' incorrect responses to question 7.

In Extract 7.2, the student provided wrong importance of reading laundry codes before washing garments in part (a). Moreover, the students drew incorrect symbols for the given description that could be included in the care labels in part (b). As a result, the students scored low marks.

2.3.6 Question 8: Introduction to Sewing

The question assessed the students' competence using a sewing machine. The question stated;

Your friend bought a sewing machine but while using it he experienced a thread breaking problem which was caused by incorrect threading. Assist him to rectifying the problem by:

- (a) Labelling the parts shown on the diagram which indicate the correct sequence of upper threading*
- (b) Briefly describing the function of each part labelled in part 8 (a) (i) – (vi)*
- (c) Identify two other causes of thread breaking during sewing*

A total of 6,052 (100%) students attempted this question. Among them, 399 (6.59%) students scored from 6.5 to 10 marks, 1,459 (24.11%) 3 to 6 and 4,194 (69.30%) scored from 0 to 2.5 marks, among them 2,378 (39.29%) scored zero. Figure 7 provides a summary of this performance.

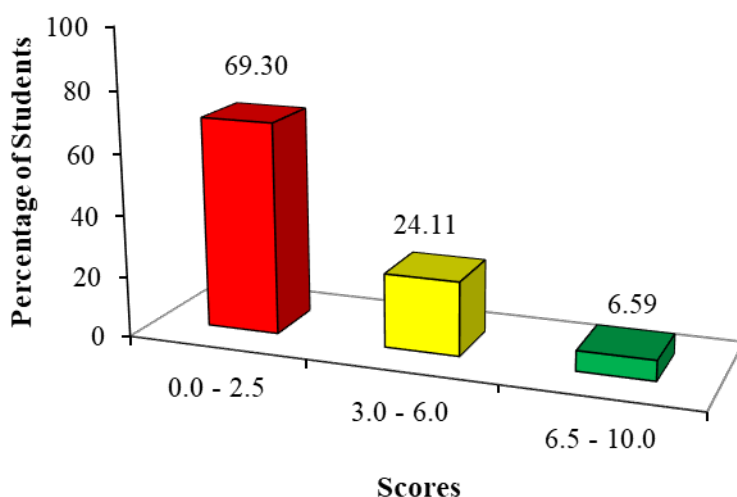


Figure 7: Students' Performance on Question 8

Figure 7 shows that the general performance on this question was average because 1,858 (30.70%) students scored average and above. This implies that the students had sufficient knowledge about the sewing machine, especially threading procedure.

The analysis indicates that 30.70 per cent of the students with good performance had adequate knowledge about the sewing machine and how to thread it. In part (a), the students understood the parts shown on the diagram indicating the correct sequence of upper threading and labelled correctly. Some students managed to correctly label the parts of the sewing

machine indicated on the diagram in part (a) (i) – (vi). For example, one of the students wrote; (i) *spool pin*, (ii) *thread guide*, (iii) *tension disc*, (iv) *take- up- lever*, (v) *thread guide*, (vi) *needle thread guide*.

Furthermore, in part (b), the students were able to briefly describe the function of each part labelled in part (a) (i-vi). The correct responses were such as,

spool pin – used to hold the reel of thread the part of putting reel of thread

thread guide –used to guide the thread from the spool pin to the tension disc

tension disc –used to tighten the upper thread and help in one direction during stitching

take up lever –used to take up thread up and down so as to pull the thread

thread guide - used thread in the correct direction from the take up lever to the needle

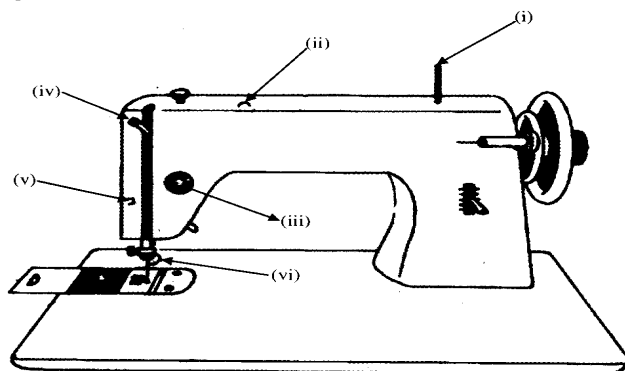
needle thread guider – used to guide thread to the needle.

These responses indicate that the students were familiar with the sewing machine and its components.

Further analysis shows that some of the students managed to correctly identify other causes of thread breaking during sewing in part (c). For example, one of the students wrote; *poor quality of thread, the tension disc is too tight*. Another student wrote; *the upper tension is too tight, incorrect threading*. Other responses were *using a blunt needle, using incorrect needle for the thread, when the wheel go backward*. These students demonstrated sufficient knowledge about the sewing machine, its parts and their functions. Additionally, they were familiar with the causes of thread breaking during sewing. However, more students did not score full marks because they either mixed correct and incorrect points or the explanations provided were unsatisfactory. Extract 8.1 shows the sample of the correct responses from one of the students.

8. Your friend bought a sewing machine but while using it he experienced a thread breaking problem which was caused by incorrect threading. Assist him to rectifying the problem by:

- (a) Labelling the parts shown on the diagram which indicate the correct sequence for upper threading.



- (i) Spool pin.
 (ii) First thread guide.
 (iii) Tension disc.
 (iv) Take up Lever.
 (v) Second thread guide.
 (vi) Wire guide.

- (b) Briefly describing the function of each part labelled in part 8 (a) (i) – (vi).

- (i) Spool pin to place the reel of thread.
 (ii) First thread guide to direct the thread from the spool pin to the tension disc.
 (iii) Tension disc to regulate the upper tension by either loosen or tighten it.

- (iv) Take up lever to allow the upper movement of the thread to make the proper stitch formation.
 (v) Second thread guide to direct the thread to the needle.
 (vi) Wire guide - direct the thread movement.

- (c) Identifying two other causes of thread breaking during sewing.

- (i) Upper tension too tight.
 (ii) Dull and bent needle.

Extract 8.1: A sample of the students' correct responses to question 8.

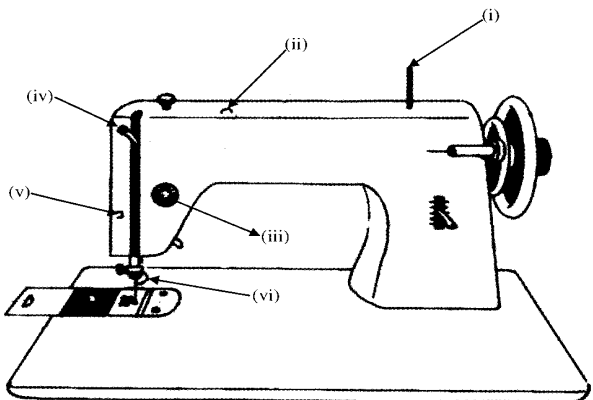
In Extract 8.1, the student successfully labeled the parts shown on the diagram indicating the correct sequence for upper threading in part (a), describe the function of each part labelled in part (a) (i - vi), in part (b) and correctly identify other cause of thread breaking during sewing.

Further analysis shows that 4,194 (69.30%) students who had weak performance had inadequate knowledge about the sewing machine and some of them failed to understand the need of the question. In part (a), these students failed to label the parts shown on the diagram which indicate the correct sequence for threading instead they just mention the general parts of the sewing machine. For example, one student wrote; *bobbin, arm, stitch regulator, balance wheel, bodkin, thread*. Some of the responses such as ‘bodkin’ and ‘thread’ were sewing equipment but not parts of the sewing machine. Another student incorrectly listed corresponding niddle names from question 2. List B such as *ball point, bodkin, betweens, crewel, glovers, and Tapestry*. Furthermore, some of the students mixed the parts, hence labelled incorrectly. For example, one of the students wrote; *thread guide, take up lever, spool pin, thread guide and tension disc*. The sequence was not correct for upper threading.

Additionally, in part (b), most of the students failed to briefly describe the functions of the labelled parts in (a) (i) - (vi). Some of the students picked alternatives from multiple choice items (iv) and correctly associates them with the functions of the parts of the machine. For example, one student wrote; *to mark fitting line, pleat line and hemline, to mark position of notches darts and tuck, to prevent fabric from slipping out of position, it used to cutting the fabric, it used to iron clothes, it is used to look smart*. Another student wrote the incorrect functions of the wrong labelled parts of the sewing machine (i) – (vi) *bobbin - used for keep thread during sewing; arm - it control all sewing machine parts; stitch regulator - used in stitching; balance regulator - it balance other parts; bodkin - used in sewing activities; thread - used to repair clothes*. These students were not familiar with the sewing machine parts hence failed to describe their functions accurately.

In part (c), students failed to identify two other causes of thread breaking during sewing with the majority wrote irrelevant responses. For example, one student wrote; *when the cloth is too hard, lack of oil within the machine*. These responses refer to needle breaking, not thread breaking. Another student wrote; *by not consider the needle when start sewing, by not consider the oil machine during sewing*. These students did not understand that lack of oil in the sewing machine can cause the needle breaking and

not thread breaking. Others skipped the question altogether. Extract 8.2 provides a sample of incorrect responses from one student script.



(i) Arm

(ii) Cover

(iii) Joining

(iv) Spins

(v) Thread

(vi) Needle

(b) Briefly describing the function of each part labelled in part 8 (a) (i) – (vi).

(i) For holding the machine in a right position

(ii) To protect the machine from being destroyed

(iii) A part of a machine that is used in joining of clothes during tailoring

(iv)

(v) Used in tightening of clothes together

(vi) Used to make small holes on clothes so as to ease tailoring

(c) Identifying two other causes of thread breaking during sewing.

(i) When the cloth is too hard

(ii) Lack of oil within the machine

Extract 8.2: A sample of the students' incorrect responses to question 8.

Extract 8.2 shows that the student had inadequate knowledge. In part (a), the student provided incorrect parts of the sewing machine and sewing tools such as needle and thread. In part (b), the student provided irrelevant responses instead of describing the functions of each part labelled in part (a). Moreover, the student provided the causes of needle breaking instead of thread breaking in part (c). Hence scored low marks.

2.3.7 Question 9: Food and Nutrition

This question assessed the students' competence in enumerating the points to consider when planning a balance meal for pupils. The question stated;

The Director at a nearby school reported to your Head of School about meal planning problem at her school which resulted to poor health among pupils. Your Head of School asked you to assist them

- (a) *Explain four things to consider when planning a balance meal.*
- (b) *Suggest two kinds of food to be eaten in small amounts. Give a reason for each.*
- (c) *Propose four suitable foods for health eating among pupils.*

A total of 6,052 (100%) attempted this question. Among them 115 (1.90%) students scored from 6.5 to 10 marks, 3,443 (56.89%) scored from 3 to 6 and 2,494 (41.21%) students scored from 0 to 2.5 marks, among them 555 (9.17%) scored zero. Figure 8 illustrates this performance.

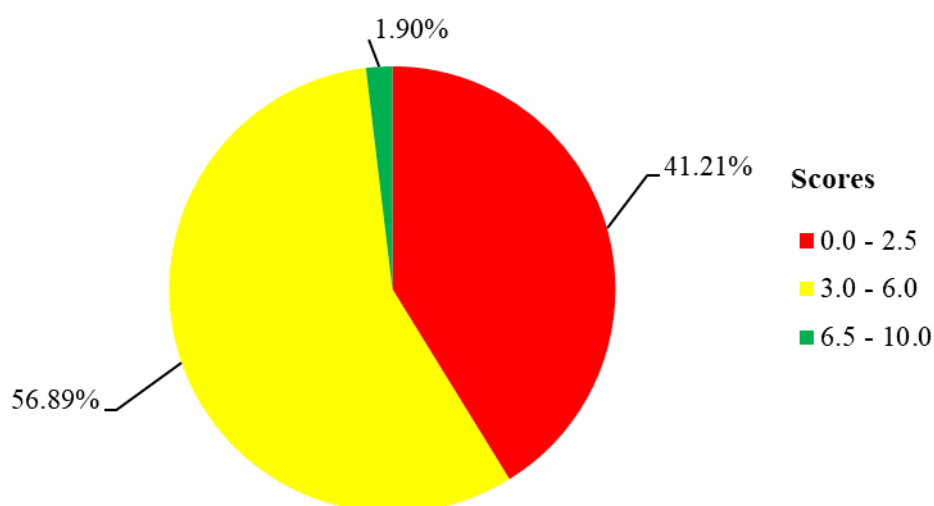


Figure 8: Students' Performance on Question 9

Figure 8 indicates that the general performance on this question was average since 3,558 (58.79%) students had average performance or above. This signifies that the students had sufficient knowledge about meal planning especially for pupils.

The analysis indicates that most of the students with good performance were able to explain four things to consider when planning a balance meal in part (a). They understood that in order to improve pupils' health, meals should be planned properly. For example, one of the students wrote; *the meal should consist of foods from different foods groups, the meal food should be in correct amounts, the meal food should consist of all necessary nutrients, the meal should consist of roughage and water*. Other responses were, *you should consider the age, presence of all the food nutrient required, the meal should have roughages and water*. Moreover, in part (b), some of the students managed to suggest two types of food to be eaten in small amount and provided reason for each. For example, one student wrote; *lipids because it may lead to obesity due to too much fats and oils, sugary foods – because too much sugar can lead to weight gain and dental problems*. Other student wrote; *sugar and honey because contain a lot of glucose which will lead to obesity, fats foods, may cause obesity, sugary food may cause diabetes*. These students demonstrated an understanding of the effect of excessive consumption of sugar, fats and oil.

Furthermore, in part (c), the student's correctly proposed suitable foods for health eating among pupils. Some of the correct responses were *protein – to repair worn out cells and proper growth example of food meat, fish, milk and beans; vitamins - produce antibodies that fight against diseases examples of food cabbage, mangoes, oranges and Chinese; carbohydrate – to produce the body with energy example of food potatoes, cassava, yams and maize; fats and oils – to regulate body temperature examples of food nuts, avocado and milk (cheese)*. Others wrote; *food from cereals grains, roots, tubers and green bananas for energy; Food from animal product and legumes and pulses for building the body example meat liver, fish, beans, lentils; food rich in vitamin and mineral for protecting the body against diseases and body maintenance E.g. spinach, watermelons, lettuce, oranges; food that provide dietary fibre to prevent constipation e.g. pumpkins, whole grain cereal*. These responses indicate that the students

had sufficient knowledge about meal planning. Extract 9.1 is a sample of the correct responses from the script of one of the students.

9. The Director at a nearby school reported to your Head of School about meals planning problem at her school which resulted to poor health among pupils. Your Head of School asked you to assist them.

(a) Explain four things to consider when planning a balance meal.

- The meal should consist of different foods from different food groups eg. the five groups of food.
- The meal's foods should be in correct amounts and proportions as per function in the body.
- The meal should consist of all necessary nutrients that make up a balanced meal eg. Carbohydrates, proteins.
- The meal should consist of roughages and water, although they are not nutrition but they are very important.

(b) Suggest two kinds of food to be eaten in small amounts. Give a reason for each.

- Sugars and carbohydrates; this is to prevent the growth and development of illnesses like diabetes.
- Fats and oil-based foods, this is to prevent problems like obesity, high blood pressure and arterial blockage.

(c) Propose four suitable food for health eating among pupils.

- Foods from cereals, grains, root tubers and green bananas for provision of energy for studying eg. Rice, Ugali, Cassava, Yams, Bananas (Green).
- Food that are from animal based products, legumes and pulses for building the body eg. Meat, liver, fish.
- Foods that are rich in vitamins and minerals for protecting against diseases and body maintenance eg. Spinach, watermelons, lettuce, oranges.
- Foods that provide dietary fibres to the meal for simplified digestion and constipation prevention eg. Pumpkins, whole-grain cereal.

Extract 9.1: A sample of the students' correct responses to question 9.

In Extract 9.1 the students managed to answer all parts (a), (b) and (c) correctly. However, a lack explanation for a specific point caused the student to fail to score full marks.

Contrary, the analysis revealed that 2,492 (41.21%) scored below average because they had inadequate knowledge about meal planning. Their

responses show that some of them misunderstood the demand of the question while others lacked basic knowledge about meal planning.

In part (a), some of them provided points to consider when planning meals for the family instead of pupils. For example, one student wrote; *checking the size of the family, checking type of food to cooking, checking availability of a fuel, checking availability of cooking equipment*. Another student listed nutritional deficiency diseases such as goitre, marasmus, anaemia and rickets instead of addressing the considerations for planning a balanced meal. Others simply listed food nutrients like *protein, vitamin, carbohydrate, iron without any explanation*. Furthermore, some of the students copied content from the alternatives for question 1. For example, one of the students gave the concept of needle work from the multiple choice options such as *make position of notches, hold layers of fabrics in the place before stitching, stem stitches are on the right side and thread ribbon*.

Moreover, in part (b), some students provided incorrect responses for the kind of food to be taken in small amounts. For example, one student wrote; *legumes and animal protein*, while another wrote; *spinach and cassava*. Many students mistakenly identified *vitamins and minerals as the foods to be consumed in small amounts*. This confusion likely arises from the term ‘small amount’ since vitamins and minerals are micronutrients required by the body in minimal quantities.

Additionally, in part (c), the students failed to propose suitable foods for health eating among pupils, instead some only provided carbohydrate rich foods. For example, one student wrote; *cassava, banana, Irish potatoes, maize*. Another student mentioned general functions of food in the human body such as *used for growing of people, used as the source of energy, it protects against diseases, it helps children to have good health, it helps to reduce and disease*. Some students skipped this part entirely. This implies that, the students had inadequate knowledge about health eating. Extract 9.2 provides a sample of incorrect responses from the script of one student.

9. The Director at a nearby school reported to your Head of School about meals planning problem at her school which resulted to poor health among pupils. Your Head of School asked you to assist them.

(a) Explain four things to consider when planning a balance meal.

- (i) Kwashiorkor
- (ii) pneumonia
- (iii) Typhoid
- (iv) Amoebic dysentery

(b) Suggest two kinds of food to be eaten in small amounts. Give a reason for each.

- (i) Spinach
- (ii) Carrots

(c) Propose four suitable food for health eating among pupils.

- (i) promote health eating balance meal
- (ii) It preserve to get antibodies in the body eating balance meal
- (iii) It prevent spread of diseases in the body eating balance meal
- (iv) growth of the body and strengthened

Extract 9.2: A sample of the students' incorrect responses to question 9.

In Extract 9.2 the student provided different diseases in part (a), provided incorrect types of foods to be taken in a small amount in part (b) and gave irrelevant responses in part (c). This indicates that the student had insufficient knowledge about meal planning for pupils.

2.4 Section C: Essay Question

This section consisted of only one essay question derived from the topic of *Maternal Child Health*.

2.4.1 Question 10: Maternal and Child Health

This question assessed students' competence in explaining the basic requirements for child health. The question stated:

You have been invited to Songambele Reproductive and Child Health (RCH) Unit to talk to the nursing mothers about child health to under five years children. Describe five basic requirements for the children to grow healthy.

A total of 6,052 (100%) attempted this question. Among them 2,005 (33.13%) students scored from 10.0 to 15.0 marks, 2,023 (33.43%) scored from 4.5 to 9.5 marks and 2,024 (33.44%) scored from 0 to 4.0 marks, among them 852 (14.08%) scored zero. Figure 9 summarizes this performance.

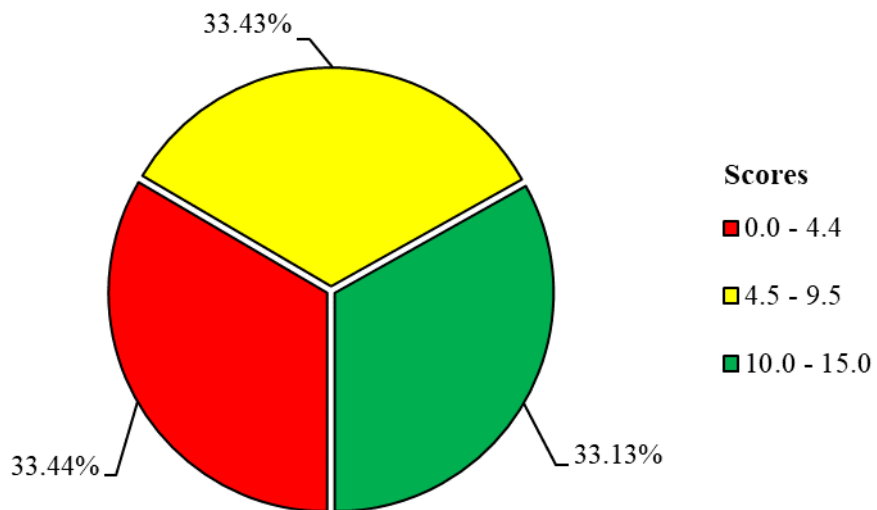


Figure 9: *Students' Performance on Question 10*

Figure 9 shows that the general performance on this question was good since 4,028 (66.56%) students had average performance or above. This indicates that these students had an adequate knowledge about the basic requirement for the children to grow well.

The analysis indicates that most of the students had sufficient knowledge about child health. Moreover, these students demonstrated good essay writing skills, organized their essay logically providing clear introductions, well explained points in the main body and correct conclusions.

The students understood that for children to grow well they need good care and protection from illness and injury as they explore the world around them. Majority of the students provided the correct responses including *Adequate Nutrition, Immunization, Shelter and Security, Hygiene and Sanitation, Early Childhood Stimulation*. Extract 10.1 provides a sample of the correct responses from one of the students'

10. You have been invited to Songambele Reproductive and Child Health (RCH) unit to talk to nursing mothers about child health to under 5 years children. Describe five basic requirements for the children to grow healthy.

BASIC REQUIREMENTS FOR CHILDREN:

Basic requirements: These are necessary condition needed by a person or something in order to fulfill something else. Basic requirements to children are the necessary conditions needed by children for their proper health. There are different requirements needed by the body but there are main basic requirements required in the body of a child. These requirements they are essential in the child's body for the proper growth of the body and regulation of body energy. Lack of some these basic requirements can cause ill health condition to the body of the child and make him/her weak, that's why we say they are very essential as we see how they are important. These basic requirements include:-

10) Adequate nutrition: A young child requires enough and adequate nutrition inside his/her body for proper health condition. The youngest child gains his/her nutrients from the milk of the mother but a child ageing 5 years gains his/her adequate nutrients from various types of nutrients such as carbohydrate, protein, vitamin, mineral and water as they have importance in child's body, search or provision of energy, production of body tissues through ~~at~~ fat and oils etc.

Immunisation: A young child's body can contain natural or artificial immunity and sometimes both. To gain natural immunity from the mother since when in the stomach. Artificial immunisation it can be done through giving of vaccines. Thus vaccines they get when they are young where by it helps them to prevent themselves ~~at~~ from dangerous diseases that can't be cured but have vaccines such as polio. Therefore it is important for a child to acquire immunisation.

Shelter and security: A young child should be given a nice shelter and security. Shelter is a place where someone can live. Security is a state of being free from danger or accident. Young child requires shelter where to live and should under the carelessness of parents where a place should be well equipped with all important necessities required by a young child. Also young child requires security, the parents or guidance should set an environment for a child to be safe and free from accidents.

Hygiene and sanitation: A young child should be observed with high standard hygiene. The parents and guidance should make sure that the child and his/her belongings are clean and in a proper hygiene as well as sanitation. This will enable to prevent the child to get involved in various dangerous infections and diseases which will destroy his/her health condition. Therefore we should ensure hygiene for them to ensure good health condition.

10) Early childhood stimulation (ECS) : Early childhood stimulation is given when the baby is still young in order for the baby to get used. Early childhood stimulation involves acts like teaching a child how to play different games, how to read, how to catch things as well as how to socialize with different people. This enables the child to get used to different things and people who surround her. And it keeps a sense of love and happiness to a child to his/her parents or any other people.

Generally, All the above basic requirements for a young child are necessary for the well being of the child. Therefore parents and guardians should make sure children acquire all the basic requirements for the proper health of the child since some of these when lacked they will bring poor condition and well being of the child. Each parent should make sure his/her child gets all basic requirements for the well being of the child especially that of shelter and security as we all know that shelter is very important as it protects people from rain, cold and dangerous animals as well as security to ensure the baby is more safely.

Extract 10.1: A sample of the students' correct responses to question 10.

In Extract 10.1 the student managed to describe correctly the five basic requirements for the children to grow healthy. This implies that the student had adequate knowledge about child health. The points well organised and explanations were clear, hence, scored high marks.

In contrast, the analysis shows that 2,024 (33.44%) of students performed poorly with 852 (14.08%) scoring zero. Some of these students misunderstood the question requirements, hence provided incorrect responses. For example, one student provided healthy guidelines for pregnancy mothers instead of the basic requirements for child health such as *The mother should visit clinic regularly, the mother should eat balance diet, the mother should drink enough water, she should take folic acid for the body, the mother should do the physical exercise, the mother should wear comfortable dresses.*

Furthermore, another student wrote food nutrients such as *carbohydrate, vitamin, more proteins, fats, and water.* However, the student failed to contextualise these nutrients as part of adequate nutrition which is one of

the basic requirements. Some students managed to give two to three correct points but failed to offer satisfactory explanations. Others provided irrelevant responses or failed structure their answers in essay form, neglecting to include an introduction, main body and conclusion. Others skipped this question altogether or misunderstood its requirement, resulting in correct answers. This implies that the students had inadequate knowledge of the basic requirements for child health. Extract 10.2 presents a sample of the incorrect responses from one of the student's script.

10. You have been invited to Songambele Reproductive and Child Health (RCH) unit to talk to nursing mothers about child health to under 5 years children. Describe five basic requirements for the children to grow healthy.

ESSAY

OF

CHILD HEALTH

Child health is the process of clinic of reproductive and child health (RCH) unit to talk to nursing mother about child health to under 5 five years children.

The following of the been invited to songambele reproductive and child health (RCH) unit to talk to nursing mothers about child health to under 5 years children. describe five basic requirement for the children to grow healthy.

It prevents neural tube defects. This is the function of reproductive and child health (RCH) unit to talk to nursing mothers about child health to under 5 years children.

It increase disease. This is the function of the health child reproductive and child health (RCH) unit to talk to nursing mother to the about child health to under 5 years children. This is the function of the child health and reproductive improving. It increase disease.

It used for children. This is the function of the health child reproductive and child health (RCH) unit to talk to nursing mother these house for child and save time. This is the function or describe of the child health and reproductive. It used for children.

It reduce risk of pre-eclampsia. This is the function of the child health and reproductive. It the process of organism of nutrition improving. It save time of pressure cooker. This is the function of the child health and reproductive. It is. It reduce risk of pre-eclampsia.

It help in absorption of calcium. This is the function of the health child reproductive and child health (RCH) unit to talk to nursing mother to the about child health to under 5 years children. This is the function of the child health and reproductive. Improving. It help in absorption of calcium.

It prevent coronary heart disease. This is the function of the health child reproductive and child health (RCH) unit to talk to nursing mother. Improving. It save time of pressure cooker. This is the function of the child health and reproductive. It is. It reduce risk of pre-eclampsia. health child reproductive and child health (RCH) unit to talk child about child health and reproductive. It help in absorption of calcium. This is the. It prevent coronary heart disease.

Extract 10.2: A sample of the students' incorrect responses to Question 10.

In Extract 10.2 the student failed to understand the demand of the question. He/she provided irrelevant responses. Hence scored low marks.

3.0 ANALYSIS OF STUDENTS' PERFORMANCE PER TOPIC

The analysis of students' performance per topic shows that the students 'performed well in Question 1, which was derived from several topics. This question had the highest performance at 82.70%, followed by Question 7, derived from the topic of Laundry (77.16%), Question 3 from the topic of An Ideal House (69.63%), and Question 10 from the topic of Maternal and Child Health (66.56%). The good performance on these topics was principally due to the students' sufficient knowledge of the concepts assessed in these topics. Furthermore, the students' ability to understand the demands of the questions.

Average performance was observed in three topics; *Food and Nutrition* (58.79%), tested in Question 9; *The Kitchen* (55.29%), tested in Question 4, and *Sanitation in the House* (50.03%) tested in Questions 5. In responding to the respective questions, many students provided partial or incomplete responses indicating that the students had partial understanding of these topics.

On the other hand, weak performance was observed in the topic of *Cooking Food* (24.17%) tested in Question 6 and *Introduction to Sewing* (22.91%) tested in Questions 8 and 2. The weak performance in these topics was attributed to insufficient knowledge in the mentioned topics, misinterpretation of the requirements of the questions and poor English Language proficiency. A summary of the performance on each topic is shown in the *appendix A*.

The comparison of performance of the students between the year 2024 and 2023 indicates that while some topics maintained their performance levels, others either dropped or improved. For instance, question 1 derived from various topics maintained its good performance level from 2023 (92.63%) but showed a decrease in performance in 2024 (82.70%). Similarly, the performance of the topic *Sanitation in the House* dropped to average (50.05%) in 2024 compared to good performance in the year 2023.

On the other hand, the topics of *An Ideal House*, *Laundry*, and *Maternal and Child Health* which had an average performance of 64.20%, 58.34% and 51.34% in the year 2023 improved to good performance level of 69.63%, 77.17% and 66.56 respectively, in the year 2024. Furthermore, the

topics; *The Kitchen* and *Food and Nutrition* maintained the average performance, but showed improvement from 46.10% and 34.21 in the year 2023 to 55.29 and 58.79 in the year 2024 respectively. Additionally, the topic of *Introduction to Sewing* maintained the weak performance with a slight increase from 21.80% in 2023 to 22.91% in 2024. A summary of the comparison of topic-wise performance is shown in *Appendix B*.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

The analysis of the Home Economics FTNA 2024 results indicated that the students' overall performance was average with 62.97% of students passing the assessment. The data indicated that 0.28% scored grade A; 2.78% scored grade B; 28.90% scored grade C and 31.01% score grade D. Students performance analysis per topic indicates that students attained good and average performance in seven out of ten topics. The good performance was largely contributed by the students' adequate knowledge of the subject matter and their ability to understand the demand of the questions. However, weak performance was observed on two topics; *Cooking Food* and *Introduction to Sewing*, primarily due to insufficient knowledge about the subject content and challenges in English language proficiency.

The analysis of the students' performance by topic indicated that the topics *Cooking Food* and *Introduction to Sewing* need greater emphasis in teaching and learning as they were poorly performed. Enhancing focus on these areas will help improve future outcomes.

4.2 Recommendations

In order to improve students' performance in future assessments, it is recommended that:

- (a) Teachers and students should thoroughly review the Students' items Response Analysis Report (SIRA) to identify areas of weakness and implement appropriate measures during teaching and learning.
- (b) Teachers should provide frequent exercises and tests to enhance students' mastery of assessment techniques, ensuring they read and thoroughly understand the question before attempting them.

- (c) Teachers should make sure that all topics are well covered and revised before the assessment to strengthen students understanding.
- (d) Students should practice English through writing, speaking and reading to improve their language proficiency.
- (e) Reference books should be used together with text books as they provide broader information about the subject.
- (f) Teachers should employ a variety of teaching aid and learning materials to provide concrete examples and enhance understand and improved students grasp of complex concepts.

APPENDICES

Appendix A

Summary of Students' Performance per Topic

S/N	Topic/Sub Topic	Question Number	The Percentage of Students who Scored 30% or Above	The Percentage of Students who Scored an Average of 30% or Above	Remarks
1.	Good Manners and Good Grooming, Maternal and Child Health, An Ideal House, Basic Sewing Stitches, Cooking Food, The Kitchen, Sanitation in The House, and Laundry (Multiple Choice items)	1	82.70	82.70	Good
2.	Laundry	7	77.16	77.16	Good
3.	An Ideal House	3	69.63	69.63	Good
4.	Maternal and Child Health	10	66.56	66.56	Good
5.	Food and Nutrition	9	58.79	58.79	Average
6.	The Kitchen	4	55.29	55.29	Average
7.	Sanitation in the Home	5	50.03	50.03	Average
8.	Cooking Food	6	24.17	24.17	Weak
9.	Introduction to Sewing	8	30.70	22.91	Weak
		2	19.12		

The Comparison of the Students' Performance Topic-Wise in 2024 and 2023

S/N	Topic	FTNA 2023			FTNA 2024		
		Number of Question	The Percentage of the Students who Scored 30 or Above	Remarks	Number of Question	The Percentage of the Students who Scored 30 or Above	Remarks
1.	Good Manners and Good Grooming, Food and Nutrition, Basic Sewing Stitches, An Ideal House, Cooking Food, The Kitchen, Sanitation in The House, Laundry, and Maternal and Child Health (Multiple Choice items)	1	92.63	Good	1	82.70	Good
2.	Sanitation in the Home	6	78.95	Good	5	50.03	Average
3.	An Ideal House (Matching Items)	2	64.20	Average	3	69.63	Good
4.	Laundry	9	58.34	Average	7	77.16	Good
5.	Maternal and Child Health	5	51.34	Average	10	66.56	Good
6.	The Kitchen	3 & 4	46.10	Average	4	55.29	Average
7.	Food and Nutrition	10	34.21	Average	9	58.79	Average
8.	Basic Sewing Stitches	7	53.90	Average			
9.	Introduction to Sewing	1	21.80	Weak	8 & 2	22.91	Weak
10.	Cooking Food				6	24.17	Weak

