

**THE UNITED REPUBLIC OF TANZANIA
NATIONAL EXAMINATION COUNCIL
DIPLOMA IN SECONDARY EDUCATION EXAMINATION**

752

HOME ECONOMICS

Time: 3 Hour.

ANSWERS

Year: 2006

Instructions

1. This paper has Section A, B and C with a total of Sixteen (16) questions.
2. Answer all questions from Section A and two (2) questions from Section B and C each.
3. Section A carries forty (40) marks and Section B and C carries thirty (30) marks each.
4. Mobile phones are not allowed inside the examination room.
5. Write your Examination Number on every page of your answer booklet.

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SECTION A (40 Marks)

Answer all questions from this section.

1. Define the term “table of specification” and state two purposes it serves in test construction.

A table of specification is a chart or matrix that outlines the distribution of test items according to different content areas and levels of cognitive skills to be assessed in an examination or test. It ensures that the test is balanced and covers the necessary areas intended by the curriculum.

One purpose it serves is to guide test constructors in allocating an appropriate number of questions to each topic or content area based on its importance and time allocated during teaching. This ensures fair representation of all topics.

Another purpose is to help maintain a balance between different cognitive levels such as knowledge, comprehension, and application, preventing the test from being too simple or too difficult by ensuring a proper mix of question types.

2. List four safety measures to observe when conducting a demonstration in a Home Economics classroom.

Ensure all learners are positioned at a safe distance from dangerous equipment or hot surfaces to avoid accidents like burns or cuts.

Check all tools and equipment beforehand to confirm they are in good working condition, reducing the risk of malfunction during the demonstration.

Provide clear, step-by-step instructions and warnings about potential hazards before and during the demonstration so that learners are aware of safety precautions.

Keep a first aid kit easily accessible within the classroom in case of emergencies, such as minor cuts, burns, or other injuries.

3. Mention four functions of fats in human nutrition.

Fats provide a concentrated source of energy, supplying more than double the energy provided by carbohydrates or proteins.

They help in the absorption of fat-soluble vitamins such as vitamins A, D, E, and K, which require fat for proper absorption and utilization in the body.

Fats contribute to the formation of cell membranes and serve as a protective cushion for vital organs such as the heart and kidneys.

They act as an insulator, helping to maintain body temperature by providing a layer of warmth under the skin.

4. State four factors that influence the adoption of clothing styles in different cultures.

Climate greatly influences clothing styles, with people in hot areas preferring light, loose clothing while those in cold areas adopt heavier, layered outfits for warmth.

Religion plays a significant role, as some religious beliefs prescribe specific ways of dressing, including covering particular parts of the body or wearing certain colors.

Social status and occupation also influence clothing choices, where certain professions or social classes adopt distinctive styles to reflect their roles or rank in society.

Tradition and customs shape clothing styles, as cultural ceremonies and rites of passage often require specific attire unique to a community.

5. Give four reasons for integrating practical activities into Home Economics lessons.

Practical activities enable learners to acquire hands-on skills that are directly applicable to everyday life, such as cooking, sewing, and budgeting.

They help to reinforce theoretical knowledge by allowing learners to apply concepts practically, improving understanding and retention.

Practical sessions promote creativity and problem-solving as learners encounter real-life scenarios and find suitable solutions.

They also boost learners' confidence and interest in the subject by making lessons engaging, interactive, and relevant to personal and community needs.

6. Identify four common symptoms of protein deficiency in children.

Kwashiorkor, characterized by a swollen abdomen, irritability, and skin conditions, is a direct result of severe protein deficiency.

Poor growth and stunted height for age occur because proteins are essential for tissue and muscle development in children.

Children may exhibit thin, brittle hair that loses its natural color, due to inadequate intake of proteins necessary for hair health.

They may develop weakened immunity, becoming more prone to infections and illnesses, as proteins are critical in forming antibodies and immune cells.

7. List four types of needles used in hand sewing and their specific uses.

Sharps needles are commonly used for general hand sewing tasks, suitable for most types of fabrics.

Embroidery needles, which have larger eyes, are used for threading thicker embroidery threads and for decorative stitching.

Beading needles are thin and long, designed to pass through small beads for beadwork and embellishments.

Darning needles, which are thicker with larger eyes, are ideal for mending holes in socks or garments by weaving threads over gaps.

8. State four principles to follow when disposing of fullness in garment construction.

Fullness should be disposed of in areas that do not interfere with the garment's overall fit and comfort, ensuring functionality and ease of movement.

The method chosen to dispose of fullness, whether through darts, gathers, or pleats, should suit the fabric type to avoid unnecessary bulk or distortion.

Fullness disposal should enhance the design and appearance of the garment, maintaining balance and style according to fashion trends.

It should be positioned to flatter the wearer's figure, strategically distributing extra fabric to areas where it complements body shape.

9. Mention four methods of preserving fruits at home.

Drying involves removing moisture from fruits to prevent microbial growth, commonly done with mangoes, pineapples, and bananas.

Jam making involves cooking fruits with sugar and sometimes pectin to produce a thick, sweet spread that preserves fruit flavor for long periods.

Canning involves sealing fruits in airtight jars after heating them to destroy spoilage organisms, suitable for peaches and plums.

Freezing preserves fruits by lowering their temperature, slowing down enzyme activity and bacterial growth, ideal for berries and mangoes.

10. Give four advantages of using peer teaching as a learning strategy in Home Economics.

Peer teaching encourages active participation, making learners more engaged and attentive as they both teach and learn from one another.

It fosters teamwork and cooperation, improving interpersonal relationships and mutual respect among learners.

The method allows for simplified explanations as students often use language and examples that are more relatable to their peers.

It builds confidence in learners, especially those selected to lead sessions, enhancing their communication, organization, and leadership skills.

SECTION B (30 Marks)

Answer two questions from this section.

11. Describe six steps you would take to plan and manage a Home Economics practical examination, from setting objectives to grading.

The first step is to set clear, measurable objectives outlining the specific skills and knowledge the examination should assess. This ensures that both practical and theoretical aspects of the syllabus are properly evaluated.

The second step is to design practical tasks that align with the set objectives. The tasks should be realistic, suitable for the available resources, and cover essential skills such as food preparation, clothing construction, or interior decoration.

The third step is to prepare and organize the required materials, tools, and equipment in advance. This involves listing all necessary items, sourcing them, and arranging them in the examination venue for easy access and safety.

The fourth step is to brief students on the examination procedures, including safety rules, time management, and expected outcomes. This ensures they understand what is required of them and reduces anxiety.

The fifth step is to supervise the examination session closely, observing students' skills, accuracy, time management, and adherence to safety practices while offering guidance where necessary without influencing their performance.

The sixth and final step is to assess and grade the practical work using a prepared marking guide or checklist. This should cover both the process and the final product to give a fair and comprehensive evaluation of each learner's performance.

12. Explain six reasons why diet diversification is important in preventing micronutrient deficiencies in communities.

Diet diversification ensures that individuals consume a variety of foods, increasing their chances of obtaining all the essential micronutrients needed for growth, immunity, and overall health.

It helps to reduce reliance on a single staple food, which might lack some vital vitamins and minerals. A varied diet balances nutrients, preventing deficiencies like anemia or rickets.

Incorporating different food groups such as fruits, vegetables, legumes, and animal products enhances the intake of complementary nutrients that work together to improve absorption and body function.

Diet diversification introduces different colors, flavors, and textures into meals, making them more appealing and encouraging better eating habits, especially among children and elderly people.

It supports local agriculture and biodiversity by promoting the cultivation and consumption of various indigenous foods, contributing to food security and sustainable farming.

By including a variety of nutrient-rich foods, communities can prevent deficiency-related diseases like night blindness, goitre, and pellagra, which are common in areas where diets are monotonous and unbalanced.

13. Discuss six challenges and corresponding solutions for teaching Home Economics to learners with visual impairments.

One challenge is difficulty in accessing printed instructional materials. The solution is to provide alternative formats such as braille, audio recordings, or tactile diagrams to aid understanding.

Another challenge is the risk of accidents during practical activities like cooking or sewing. Teachers can address this by offering individualized instruction, using adaptive tools, and ensuring a safe, hazard-free workspace.

Learners with visual impairments may struggle to participate in demonstrations that rely heavily on visual cues. Teachers should incorporate verbal descriptions, tactile aids, and hands-on exploration to make learning more inclusive.

Limited availability of adapted equipment such as talking timers or braille-labeled measuring cups can hinder learning. Schools should invest in appropriate assistive devices to enable equal participation in practical tasks.

Social exclusion from peer groups is another challenge, as learners may be left out of group tasks. Teachers should foster an inclusive classroom culture, organizing cooperative activities that encourage teamwork and peer support.

Lastly, inadequate teacher training on special needs education affects effective instruction. Continuous professional development programs on inclusive teaching strategies should be organized to equip Home Economics teachers with relevant skills.

SECTION C (30 Marks)

Answer two questions from this section.

14. Explain in detail six criteria for selecting effective teaching and learning resources in Home Economics.

The first criterion is relevance to the lesson objectives. Resources chosen should directly support the content and skills being taught, ensuring that they help achieve the intended learning outcomes.

The second criterion is suitability for the learners' age, abilities, and educational level. Materials must be appropriate in terms of language, complexity, and usability so all learners can understand and engage with them effectively.

The third criterion is availability and accessibility. Effective resources should be easily obtainable within the school or community and not depend on rare or expensive materials, making practical lessons feasible for teachers and students.

The fourth criterion is safety, especially for practical resources involving equipment, tools, or ingredients. Materials must meet health and safety standards to protect learners from accidents or harm during use.

The fifth criterion is durability and ease of maintenance. Resources should be strong enough to withstand repeated use and simple to clean, repair, or store, especially for equipment and practical tools used in demonstrations.

The sixth criterion is cost-effectiveness. When selecting resources, teachers should consider the budget and opt for materials that provide maximum educational value without excessive expense, making teaching sustainable.

15. Describe six effects of food contamination on public health and outline measures to control them.

One effect is foodborne illnesses such as diarrhea, typhoid, and cholera, which result from consuming contaminated food. Control measures include enforcing hygiene during food preparation and storage.

Another effect is malnutrition, where contaminated food leads to loss of appetite or poor nutrient absorption. This can be controlled by ensuring food safety through proper cooking, storage, and avoiding spoiled items.

Food contamination can cause poisoning from toxic substances like chemicals or poisonous plants. Control involves proper food selection, avoiding harmful additives, and educating the public on food hazards.

It may result in death, especially among vulnerable groups like children and the elderly, if severe food poisoning or infection occurs. Public health campaigns on safe food handling practices help reduce such cases.

Economic losses occur when businesses face closures or medical expenses rise due to foodborne disease outbreaks. Governments should establish food safety regulations and conduct regular inspections of food premises.

Another effect is damage to the reputation of food vendors or establishments implicated in contamination cases. Control measures include strict licensing, monitoring, and consumer awareness on choosing safe eating places.

16. Explain six steps involved in preparing and conducting a peer demonstration session in class.

The first step is selecting a topic or skill suitable for demonstration, ensuring it aligns with the syllabus and is manageable for a peer to present effectively.

The second step is choosing and briefing the peer demonstrator, clarifying the purpose, expectations, and how to safely handle materials, equipment, and questions from classmates.

The third step involves preparing necessary materials and equipment, ensuring everything required for the demonstration is available, functional, and safely arranged.

The fourth step is developing a clear demonstration plan or sequence of activities, including an introduction, explanation of each step, and a conclusion summarizing the key points.

The fifth step is conducting the demonstration, where the peer performs the task while explaining the procedures, engaging the class through questions and inviting observations.

The sixth and final step is evaluating the session through feedback from both the teacher and classmates, assessing the demonstrator's clarity, accuracy, and effectiveness, followed by a teacher's summary to reinforce the lesson.