

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

752

**HOME ECONOMICS**

**Time: 3 Hour.**

**ANSWERS**

**Year: 2007**

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**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 “household budget” and state two reasons why budgeting is important for families.**

A household budget is a financial plan that outlines the expected income and expenditure of a family over a specific period, usually monthly or weekly, to help manage resources effectively.

One reason budgeting is important is that it helps families prioritize spending according to their needs and income, ensuring essentials like food, shelter, education, and health are covered before luxuries.

Another reason is that it helps avoid unnecessary debt by guiding families to spend within their means and save for emergencies or future expenses.

**2. List four safety rules to observe when planning and conducting a cooking lesson in class.**

Ensure all students tie back long hair and wear protective clothing like aprons to prevent accidents such as hair catching fire or clothes getting stained.

Check and test all cooking appliances and tools for proper functioning before the lesson to avoid malfunctions that might cause injuries.

Keep flammable materials like cloths and paper away from open flames and hot surfaces to prevent fires in the classroom.

Provide clear safety instructions and demonstrations on handling hot utensils, sharp knives, and electrical equipment before starting practical activities.

**3. Mention four key nutrients found in green leafy vegetables.**

Iron, which is essential for the formation of hemoglobin in the blood and prevention of anemia.

Vitamin C, which boosts immunity and helps the body absorb iron more efficiently from plant-based sources.

Folate (Vitamin B9), necessary for cell division and especially important for pregnant women to prevent birth defects.

Calcium, which contributes to strong bones and teeth and supports proper muscle function.

**4. Define “food contamination” and name two common sources in the home.**

Food contamination is the presence of harmful substances such as bacteria, viruses, chemicals, or foreign objects in food, making it unsafe for consumption.

One common source in the home is dirty utensils and kitchen surfaces that transfer germs to food during preparation.

Another source is contaminated water used for washing, cooking, or drinking, which can introduce disease-causing organisms into food.

**5. State four roles of the family in socializing children.**

The family teaches children social norms, values, and acceptable behavior, helping them understand how to relate with others in the community.

It provides emotional support and guidance, helping children develop self-esteem, confidence, and coping skills.

The family acts as the first model of behavior, with children learning attitudes and habits by observing and imitating family members.

It introduces children to their cultural traditions, language, and religious practices, shaping their identity and sense of belonging.

**6. Give four benefits of using story-telling as a teaching method in Home Economics.**

Storytelling captures learners' attention and makes lessons enjoyable, improving concentration and engagement in class.

It simplifies complex concepts by relating them to real-life experiences, making it easier for learners to understand and remember.

Storytelling promotes critical thinking by encouraging learners to analyze situations, identify problems, and suggest solutions based on the story.

It enhances creativity and communication skills as learners discuss, retell, or create their own stories related to the lesson content.

**7. List four signs of protein-energy malnutrition in children.**

Swollen abdomen, commonly seen in cases of kwashiorkor due to fluid retention in the body.

Thin, wasted muscles and visible bones, a sign of marasmus caused by severe lack of both protein and calories.

Delayed growth and stunted height for age, as proteins are essential for body development.

Pale, thin, brittle hair that may lose its color, indicating a lack of nutrients needed for healthy hair.

**8. State four precautions when using a pressure cooker in food preparation.**

Always check the rubber gasket and safety valve for wear or blockages before using the pressure cooker to ensure proper sealing and pressure release.

Do not fill the pressure cooker more than two-thirds full to prevent food from blocking the steam vent and causing excessive pressure.

Avoid opening the pressure cooker while it is still pressurized; always release the pressure safely before unlocking the lid.

Keep hands and face away from the steam release valve when releasing pressure to prevent burns and scalds.

**9. Mention four cultural factors that influence clothing choices.**

Religious beliefs often dictate dress codes, such as head coverings or modest attire required by certain faiths.

Traditional customs influence clothing for specific ceremonies like weddings, funerals, or initiation rites where particular outfits are worn.

Social status and roles within the community may determine clothing types, where leaders or elders wear garments that signify their authority.

Beliefs about gender roles influence the style and type of clothing considered appropriate for men, women, and children.

**10. Give four advantages of using peer teaching in Home Economics.**

It encourages active participation and engagement as learners feel comfortable interacting with their peers.

Peer teaching promotes teamwork and social interaction, improving class cohesion and mutual understanding.

It simplifies learning since peers may explain concepts in familiar language and relatable examples.

It builds confidence in learners, especially those leading sessions, enhancing their presentation and leadership skills.

**SECTION B (30 Marks)**

Answer two questions from this section.

**11. Describe six factors to consider when designing a nutrition education program for mothers in rural communities.**

The first factor is the nutritional problems prevalent in the community. The program should address specific issues like anemia, vitamin A deficiency, or malnutrition that affect local families.

The second factor is the literacy level of the mothers. The program should use simple language, visual aids, and demonstrations to accommodate participants who may have limited formal education.

The third factor is cultural beliefs and food taboos. It's important to design messages that respect traditions while correcting harmful practices affecting child and maternal nutrition.

The fourth factor is availability and accessibility of foods. Recommended diets should be based on locally available, affordable, and seasonal foods to ensure the advice is practical and sustainable.

The fifth factor is the time constraints of mothers. Sessions should be short, flexible, and scheduled at convenient times to encourage participation without interfering with daily responsibilities.

The sixth factor is involving community leaders and health workers in planning and delivering the program. This builds trust, promotes acceptance, and increases the impact of the nutrition messages.

**12. Explain six steps involved in planning and executing a practical sewing project with learners.**

The first step is selecting a suitable project based on the learners' skill level, curriculum requirements, and available resources, such as making an apron or a simple skirt.

The second step is preparing a list of necessary materials, tools, and equipment like fabric, thread, needles, scissors, and measuring tapes to ensure everything is ready before the practical begins.

The third step is briefing learners on the project objectives, procedures, safety measures, and expected outcomes to guide them throughout the task.

The fourth step is demonstrating essential techniques such as measuring, cutting, and stitching to help learners understand and replicate correct procedures.

The fifth step involves supervising learners as they work on their projects, offering assistance where needed, checking for mistakes, and ensuring adherence to safety rules.

The sixth step is evaluating the finished projects against a checklist or marking guide, providing constructive feedback on strengths and areas for improvement to help learners develop their skills.

### **13. Discuss six ways that adolescent reproductive health education can reduce teenage pregnancies.**

The first way is by providing accurate information about human reproduction, contraception, and the risks of early pregnancy, enabling adolescents to make informed decisions.

The second way is teaching life skills such as assertiveness, decision-making, and negotiation, empowering young people to resist peer pressure and risky sexual behavior.

The third way is creating awareness about the health risks associated with teenage pregnancy, such as complications during childbirth, school dropout, and social stigma.

The fourth way is promoting the importance of abstinence and delayed sexual debut, encouraging adolescents to prioritize education and personal development over early relationships.

The fifth way is involving parents, teachers, and health professionals in open discussions to create a supportive environment for adolescents to seek guidance without fear or shame.

The sixth way is improving access to youth-friendly reproductive health services, including counseling, contraceptives, and antenatal care, reducing barriers that lead to unplanned pregnancies.

## **SECTION C (30 Marks)**

Answer two questions from this section.

### **14. Explain in detail six procedures for constructing a reliable and valid practical assessment task in Home Economics.**

The first procedure is clearly defining the objectives of the assessment. This ensures that the task is aligned with what learners are expected to know and be able to do by the end of the lesson or course.

The second procedure is selecting a practical task that represents the skills and knowledge being assessed. It should be relevant, manageable within the available time and resources, and reflect real-life applications.

The third procedure is determining clear instructions and criteria for the task. The instructions should be simple, direct, and unambiguous, while the criteria should cover both the process and the final product.

The fourth procedure is preparing a detailed marking scheme or checklist that includes points for preparation, skill application, safety, time management, and quality of the final work to ensure fair and consistent grading.

The fifth procedure is piloting the task with a small group of learners to check for clarity, appropriateness, and timing, making adjustments where necessary before conducting it with the whole class.

The sixth procedure is ensuring consistency in administration by providing the same materials, equipment, and conditions to all learners to guarantee fairness and reliability in the results.

#### **15. Describe six methods of extending the shelf life of staple foods in households without electricity.**

The first method is sun drying, which removes moisture from foods like maize, millet, or beans, making them less prone to spoilage by bacteria and fungi.

The second method is smoking, often used for fish, meat, and some cereals, where exposure to smoke both dries and coats the food with preservatives found in the smoke.

The third method is salting, where salt is applied to foods like meat or vegetables to draw out moisture and inhibit the growth of spoilage organisms.

The fourth method is burying food items like yams or cassava in dry, ventilated pits lined with leaves to protect them from pests and excessive heat.

The fifth method is using airtight containers or traditional storage structures like granaries for cereals and legumes, protecting them from moisture, insects, and rodents.

The sixth method is fermentation, where foods like milk, cassava, or vegetables are preserved by allowing beneficial bacteria to convert sugars into acids, which prevent spoilage.

#### **16. Explain six factors to consider when selecting and arranging teaching and learning resources in a Home Economics laboratory.**

The first factor is the safety of the resources. Materials and equipment must be free from hazards and arranged to minimize risks during use, especially sharp tools or hot appliances.

The second factor is accessibility, ensuring that all resources are easy for both teachers and learners to reach without causing disruptions or accidents.

The third factor is the appropriateness of the resources in relation to the lesson objectives. Every item selected should directly support the skill or concept being taught.

The fourth factor is durability and quality. Resources should be strong and able to withstand repeated use, particularly in practical lessons where handling is frequent.

The fifth factor is ease of storage and maintenance. Resources should be easy to clean, repair, and store in a way that preserves their condition and makes them readily available for future use.

The sixth factor is space utilization, where resources are arranged to allow free movement, proper workstations, and efficient organization of both theory and practical sessions.