

HOME ECONOMICS

6155
Paper 1

1. GENERAL COMMENTS

The academic year 2021 was as well as being a difficult year to teach during the coronavirus pandemic! We would like to thank all the teachers who still did their best for the benefit of the Namibian child.

The marks of the candidates ranged between a large number of candidates. The majority performed on average, a few performed poorly and a few performed well.

Candidates must take time to read through the question paper thoroughly. Some questions were not read properly which led to misinterpretation.

The terms, “describe” and “identify” still remain a huge problem. Learners only list or name and, therefore, no marks were allocated.

Candidates still find it difficult to apply practical knowledge to theoretical questions, so during practical lesson teachers should link the theory to the dish the candidates are preparing. For example cooking methods, mixing techniques and the recipe terms should be carefully explained.

Section C must always be written in an essay format: **heading** that is not written in the question form, the **body**, where candidates answer the question and conclusion that sums up the essay.

The **introduction** as well as the **conclusion** of the essay must be linked to the discussion of the topic and must make sense.

The body of the essay should be in paragraph form and not bulleted or numbered.

Some parts of the syllabus were poorly covered by most centres. Teachers must pay more attention to:

- Recipe terms
- Housing and Management
- Food spoilage
- Wardrobe Planning
- Function of nutrients
- Family Life Education
- Clothing and management

2. COMMENTS ON INDIVIDUAL QUESTIONS

SECTION A

- 1 Fairly well answered, as most candidates were able to analyse the food groups. However, a few candidates stated the portions recommended for each food group instead of stating nutrient indicators for each food group.

The correct answers were:

- (i) Protein
- (ii) Calcium
- (iii) Essential fatty acids/fatty acids
- (iv) Vitamin A and C

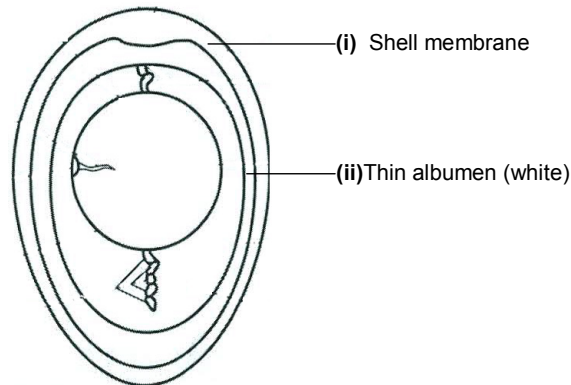
- (v) Carbohydrates/starch/fibre [5]
- 2 Fairly well answered by most candidates, though not all candidates were able to name the nutrient needed to prevent the diseases especially (ii) pellagra.
- The correct answers were:**
- (a) (i) Vitamin C [1]
- (ii) Vitamin B3 (niacin) [1]
- (iii) Iron [1]
- (b) Well answered. Most candidates were able to classify Vitamin D as either water soluble or fat soluble vitamin.
- The correct answer was:**
= Fat soluble vitamin [1]
- 3 Well answered by most candidates, who were able to identify the high sources of fibre from the table. This content is well known and understood since grade 8.
- The correct answers were:**
- (a) Brown rice
Samp [2]
- (b) - Fibre supplies mass to faeces making the elimination of waste easier
- When enough fibre is consumed, the stool is larger and soft because the plant fibre attracts water
- Fibre helps to regulate the glucose level in the blood
- For a healthy digestive system
- For a regular bowel movement
- It helps one to feel fuller for longer, which may help with weight loss
- It lower the blood cholesterol level
- It assists in prevention of diseases e.g. heart disease and diabetes
- It helps to prevent colon cancer any three [3]
- 4 Fairly well answered by most candidates; however, candidates could not clearly indicate kitchen scale or mass meter but they instead mentioned only measuring scale.
- The correct answers were:**
- (a) Spatula [1]
- (b) Egg beater/whisk [1]
- (c) Kitchen scale [1]
- 5 Fairly well answered by most candidates, for 5(a) some candidates were not familiar with this type of fat used in preparation of traditional English Pastry while 5(b) most candidates got it correct, because they are familiar with creaming method that mostly happen when making cakes.
- The correct answers were:**
- (a) Suet [1]
- (b) Butter [1]
- Use advertising for the information you need, i.e. where the products can be obtained, what the prices are and what the product will do.
- Question claims of “best” , “the only solution” or “ a must”. Not all products can be the best or the only solution and neither must one have everything.
- 6 Poorly answered, as most candidates could not understand the question, and in fact explanations should be given during practicals for candidates to understand these terms / their functions.
- (a) (i) Coagulation [1]

(ii) Emulsification [1]

(iii) Foaming [1]

(b) Poorly answered by most candidates, who could not draw and label the parts correctly. It seems candidates only know the parts when they are asked to identify them.

The correct answers were:



7 Well answered. Most candidates were able to outline the characteristics of a mature person, because they referred this question to their own self.

The correct answers were:

(a) - See yourself and know yourself positively

(d) - Deal with your problems according to your values [2]

8 Well answered. Most candidates were able to easily identify the types of communication; this content is taught as from grade 5 and most candidates had this choice of subject as from primary level.

The correct answers were:

A Verbal communication [1]

B Non-verbal communication [1]

9 Poorly answered by most candidates, only a few candidates were able to describe the steps of budgeting for a family correctly but most could not even attempt it nor write the steps in order

The correct answers were:

- Determine your needs
- Work out your priorities
- Investigate the prices
- Decide the best way to buy
- Plan your shopping

Or

- Identify and prioritise goals
- Analyse the estimated income
- Determine expected expenditure
- Add and make adjustment until income and expenditure balance
- Implement and evaluate the budget

10 Poorly answered. Most candidates could not identify the hidden costs involved when buying a house. However, most candidates relate the question to the housing needs of senior citizens.

The correct answers were:

- Bond registration/ attorney fees
- Building society fees
- Interim rates
- Property rates
- Occupational interest
- Home owner's insurance policy
- Miscellaneous expenses
- Transfer fees
- Conveyance fees

- 11 Fairly well answered although a few candidates could not clearly list the characteristics of a well-planned wardrobe, and they confused the question with factors that influence wardrobe planning.

The correct answers were:

- Planned with discretion
- Contains garments for each occasion and activity in which the wearer takes part
- All the garments should be worn and not merely take up space in the wardrobe
- At least 50% of your clothes should be in a classic style so as not to date
- Your wardrobe should contain accessories and small fashion articles to reflect the fashion
- The wardrobe should reflect quality and not quantity
- Colours, texture and accessories should be co-ordinated so that they can be mixed and matched

- 12 Poorly answered, candidates could not explain how the lines enhance the appearance of the body. Most candidates gave the answers as figure types suitable for the lines given as they are the most commonly asked previously.

The correct answers were:

- (a) Add width and make the body appear shorter as it directs the eyes from side to side
(b) Makes the body appear narrower/taller/slimmer/more slender by leading the eye up and down the body

SECTION B

- 13 (a) Well answered; most candidates were able to explain the food types with their examples from the menu. A few candidates just wrote food groups with no examples from the menu.

The correct answers were:

- (i) Food with low water content and high in carbon atoms/ food which is high in fat and sugar and normally with low water content e.g. fried boerewors/ koeksisters
(ii) They have high water content and few carbon atoms/ food with high water content and low in sugar and fat e.g. fruit salad

- (b) Poorly answered. Most candidates struggled with evaluating the given menu according to the basic food groups of Namibia.

The correct answers were:

- The menu has a lot of cereal products that supply energy such as carbohydrates
- Is not balanced in terms of nutrition
- Is not balanced according to 5 basic food groups

- (c) Well answered. Most candidates were able to state the guidelines for reducing fat in the diet. Few candidates could not answer it correctly as they focused more on the disadvantages of too much fat in the diet.

- Avoid fried food
- Avoid eating food containing a lot of oils/fat
- Use low fat milk instead of full cream
- Apply margarine/butter thinly when spreading it on bread
- Avoid eating chicken skin
- Avoid eating cakes and biscuits which contain invisible fat.
- Remove visible fat from meat when cooking or use lean meat

- 14 (a) Well answered. Most candidates were able to define food spoilage though a few candidates gave explanations instead of the definition.

The correct answer was:

Food spoilage is when foods deteriorates due to the activity of micro-organisms and is no longer fit for consumption.

- (b) Fairly well answered. Candidates could not clearly state the possible cause of food spoilage in Penny's case as some only stated the refrigerator as the cause. They only concentrated on the scenario instead of understanding the question.

The correct answer was:

Contamination by micro-organisms/natural decay within the food itself/the action of enzymes

- (c) Well answered by most candidates, who were able to list the general symptoms of food infection. Only a few candidates could not answer this question and they gave answers such as bacteria, moulds and yeast.

The correct answers were:

- Stomach ache/cramps
- Fever
- Vomiting/nausea
- Nausea
- Diarrhoea
- Headache

- 15 (a) Well answered. Most candidates could answer this question correctly; they were able to state the safety measures to follow when frying food.

The correct answers were:

- Use a pan with a thick base
- Use clean oil of food quality
- Heat oil until hot before food is put in. The oil must not smoke
- Food must be dry otherwise the oil will splutter
- Turn the food over regularly to fry on both sides
- Fry food until cooked
- Drain the oil on absorbent paper
- Serve immediately

- (b) Well answered by most candidates. Candidates could identify the method of heat transfer during deep frying.

The correct answers were:

Conduction/convection

- 16 (a) Poorly answered, as few candidates were able to describe the effect of refinement on cereals. Instead of the effect of refinement on cereals, they gave the effect of heat on cereals.

The correct answers were:

When whole grains are milled, the tougher outer coating is removed. Rollers break the grain open and remove the endosperm from the bran. A refined meal of flour is produced by sifting out the bran particles, the aleuronic layer and germ fibre, Vitamin B and protein is reduced by the refinement. Refining can reduce the nutritional value of cereal as colour change is the result. [3]

- (b) Poorly answered by most candidates, who could not describe the nutritional value of cereals in the diet. Most candidates left this question unanswered.

The correct answers were:

- Cereal contains starch which is a good source of energy for the body
- They are good sources of dietary fibre
- They provide some low biological value protein
- Cereals contain carbohydrates in the form of cellulose (fibre) and starch, incomplete plant proteins and vitamins from the B-group
- Cereals reduces the need for proteins, as the body uses carbohydrates as a source of energy rather than proteins which should be used for building new tissues
- A certain amount of starch in the diet is necessary for the normal oxidation of lipids
- Whole grain cereals have a greater variety of nutrients but are valuable chiefly for their iron, phosphorus and thiamine
- In part of the oil of the germ, a phosphorus compound is found in the bran
- The removal of the bran will, therefore, also mean the removal of these minerals (calcium, iron and phosphorus)

- 17 (a) Poorly answered by most candidates, who could not explain the physical demands caused when managing a home and a career. It seems candidates could not clearly focus on the idea of the scenario to help them to answer the question.

The correct answers were:

- Fatigue
- Physical discomfort of the body, the backbone, muscles and the neck
- Headache
- Stress
- Depression

- (b) Well answered as most candidates were able to attempt to describe ways in which Mr Siteketa can cope with the physical demand caused when managing a home and a career.

The correct answers were:

- Hire a domestic worker to help out
 - Seek help from family members
 - Buy modern appliances to use e.g. washing machine, lawn mower
 - Prioritise activities and have time table for doing chores
- any two [2]

- 18 (a) Well answered by most candidates. They were able to differentiate between needs and desires.

The correct answers were:

- (i) - Needs are basic necessities that one cannot live without, as it would be detrimental to life
- Desires are what satisfy our ego but are not necessary to life as we can live without them. [2]

(ii) Human resources

- Knowledge and mental abilities
- Enthusiasm, motivation
- Work capacity, energy
- Skills
- Time

Non-human resources

- Money and material
- possessions (equipment), furniture, car, house
- School, libraries, streets, parks
- Stores, cleaning services, manufacturing goods
- Water, minerals, plants, animals

- (b) Poorly answered by most candidates. They could not discuss the intellectual demands of performing household tasks.

The correct answers were:

- When it comes to the performance of tasks at home, it requires intellectual demands, such as planning, time, knowledge and skills to do the work.
- The amount of work/tasks to be done by each family member must be decided within the individual family.
- Tasks may be allocated to each member or a round table discussion may be held.

- (c) Poorly answered by most candidates, who could not describe the housing type and instead of describing the house they listed.

The correct answers were:

A detached house is a residential unit that shows no common walls with another house/dwelling, usually set on a separate lot and includes ownership

- 19 (a) Well answered by most candidates, who were able to list the rights of consumers.

The correct answers were:

- Right to safety
- Right to information
- Right to choose
- The right to good services at realistic price
- Right to complain
- The right to protection

- (b) Poorly answered by most candidates, who could not describe how social factors influence consumer behaviour but they focused more on economic factors rather than social factors.

The correct answers were:

The consumer's small groups, family, social roles and status can strongly affect consumer's responses. Companies must take them into account when designing their marketing strategies. Reference groups serve as points of comparison for an individual in the form of value, attitude and behaviours. People try to imitate one another.

SECTION C

- 20 Section C was fairly well answered, as candidates were able to describe ways to ensure that food, equipment as well as the environment are clean and there is safe handling of food.

It was noticed that candidates have improved on writing the essay as it was better than in the past. However, few candidates could not use the correct format of writing the essay.

The correct answers should include:

- There should be a title that is not in a question format, underlined or in capital/block letters
- Followed by sound introduction relating to the question asked (awareness on cleanliness/hygiene on food)
- The body or the content should contain 16 points in paragraphed form to stress the need for cleanliness of food, equipment, environment and safe handling
- The conclusion of the discussion should sum up relating information. [20]

* Topic – 1 mark

* Introduction – 1 mark

* Paragraphing – 1 mark

* Conclusion – 1 mark

* Content – 16 marks (± 4 marks per component)

* Clean food

- Keep food surfaces clean
- Separate raw food from cooked food/do not use the same knife for raw and cooked food
- Cook food thoroughly
- Use separate cutting boards for preparing raw meats, cooked meat and vegetables to avoid the risk of cross contamination
- Always wash hands with warm water and soap before and after handling food (any personal hygiene rules)
- Wash fruits and vegetable before cooking

* Clean equipment

- Wash cutting boards, utensils and countertops with hot soapy water after cutting raw meats
- Use correct cleaning processes to reduce the risk of pests e.g. flies and cockroaches
- Disinfect food preparation areas as well as machinery and equipment used
- Do not store cooked food in the same container as raw food or fresh food with stale food
- Provide clean and appropriate containers/equipment for serving or storage
- Clean the sinks with clean, hot, soapy water and disinfectant

* Clean environment

- Store food, covered, in clean and cool places
- Do not leave food uncovered on work surfaces
- Keep food at safe temperatures, both for serving and storage
- Use safe water and raw materials
- Clean and disinfect garbage can regularly
- Clean up after each meal

* Safe handling of food

- Wear a clean apron to cover clothes and protect the food from micro organisms
- Tie your hair back/wear a plastic cap to keep it from falling into the food
- Your hands must be spotlessly clean when you handle food
- Do not lick your fingers when preparing food. Instead use a clean spoon for testing
- Do not cough/sneeze over food/cover your mouth with the back of your hand and wash your hands afterwards
- Always check the expiry date
- Thaw high-risk food before cooking

NOTES TO TEACHERS

Teachers should make sure that most of the syllabus content is covered in grade 10 and the first term of grade 11. In grade 11, term 2 and 3 should be used for revision and practical exercises in order to put theory into practice.

Centres that performed well have worked through the whole syllabus to cover all aspects of the content. Teachers are thanked very much for their effort! They are highly appreciated.

Centres that did not perform well must use the syllabus to direct their studies to ensure that all aspects of the content are fully covered.

Learners should be given a copy of the syllabus in order to acquaint themselves with the learning objectives.

Despite the pandemic of covid 19, teachers are encouraged to exert more effort to ensure that the syllabus is fully covered and learners are prepared before the examination.

On a positive note, all the teachers, learners and all stakeholders are wished a successful and wonderful 2022.