



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

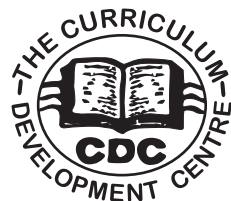
---

# HOME ECONOMICS SYLLABUS

## GRADE 10 - 12

---

---



Prepared and Published by the Curriculum Development Centre

P.O. Box 50092

LUSAKA - ZAMBIA

2013

© Curriculum Development Centre, 2013

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without prior written permission of the copyright owner.

**ISBN: 9982-00-527-8**

Printed by  
Zambia Educational Publishing House

## **VISION**

Quality, lifelong education for all which is accessible, inclusive and relevant to individual, national and global needs and value systems

## TABLE OF CONTENT

|   |      |
|---|------|
| VISION .....                                  | iii  |
| PREFACE .....                                 | v    |
| ACKNOWLEDGEMENTS.....                         | vi   |
| 1.0 INTRODUCTION .....                        | vii  |
| 2.0 RATIONALE .....                           | vii  |
| 3.0 PREAMBLE .....                            | viii |
| 4.0 AIMS .....                                | viii |
| 5.0 ASSESSMENT OUTCOMES .....                 | ix   |
| 6.0 METHODOLOGY .....                         | ix   |
| 7.0 GENERAL OUTCOMES .....                    | x    |
| GRADE 10 – Home Management .....              | 2    |
| GRADE 11 – Home Management .....              | 9    |
| GRADE 12 – Home Management .....              | 14   |
| SCHEME ASSESSMENT – HOME MANAGEMENT .....     | 18   |
| REFERENCES: .....                             | 19   |
| GRADE 10 – Fashion and Fabrics .....          | 21   |
| GRADE 11 – Fashion and Fabrics .....          | 27   |
| GRADE 12 – Fashion and Fabrics .....          | 31   |
| SCHEME ASSESSMENT – FASHION AND FABRICS ..... | 34   |
| REFERENCES: .....                             | 35   |
| GRADE 10 – Food and Nutrition .....           | 37   |
| GRADE 11 – Food and Nutrition .....           | 42   |
| GRADE 12 – Food and Nutrition .....           | 47   |
| SCHEME ASSESSMENT – FOOD AND NUTRITION .....  | 51   |
| REFERENCE BOOKS .....                         | 52   |

## **PREFACE**

The review of this Syllabus was necessitated by the need to improve the quality of education at Senior Secondary School Level as stipulated in the national policy document, “**Educating Our Future – 1996**” and to meet the demands of society at large echoed in various forums.

Quality education helps develop a sound knowledge and skills base in learners, that is capable of raising the standard of living for all as well as attain a sustainable national development. The syllabus further addresses issues of national concern such as Entrepreneurship, Hospitality, Environmental Education, Gender and Equity, Health Education and HIV/AIDS, Family Life Education, Human Rights, Democracy, Reproductive Health, Population Education, Entrepreneurship and Vocational Skills, Life and Values Education.

This syllabus also builds on the foundation laid by the Home Economics Junior Secondary School syllabus. It is meant to equip learners with knowledge, skills, positive attitudes and values to enable them easily use the acquired skills in their daily lives and to ease choice of a career both in the formal and informal sector. It has taken into consideration the recommendations from the Curriculum symposium, the indaba and the Vision 2030.

It is hoped that this syllabus will provide the users with a sound knowledge and skills base for further studies in Home Economics related fields and a strong base of positive attitudes and values on which meaningful and effective learning experiences will be developed to help learners establish sustainable entrepreneurial activities for income generation formally or informally.

At the end of the course, the learners are expected to use the acquired knowledge and skills in income generation, an activity that will total up to raising Zambia to a medium income generating nation.



**Chishimba Nkosha (Mr.)**

**PERMANENT SECRETARY**

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

**LUSAKA - ZAMBIA**

## ACKNOWLEDGEMENTS

The Home Economics syllabus review exercise would not have been accomplished without the involvement, participation, and commitment of many people. We want to thank them all. Most importantly we must thank the Home Economics Association of Zambia (HEAZ); National Food and Nutrition Commission; Natural Resources Development College, for their numerous contributions towards the curriculum review process. The Institute of Hotel and Tourism (Fairview) for providing reference materials when integrating Hospitality components.

Secondly, we wish to thank the people, Government departments, and institutions of learning who, in many varied ways, contributed towards the production of this syllabus. These include all those who found time or were able to allow their staff to attend the review process.

We are greatly indebted to all learning institutions who participated in the Home Economics Technical review workshop.

Finally, we wish to acknowledge our indebtedness to the former Director Standards and Curriculum Mrs Florence Mfula and the Chief Curriculum Specialist Ms Georgina Hamaimbo for their valuable contributions in guiding the review exercise before they retired from the service.



C.N.M. Sakala (Mrs)

Director – Standards and Curriculum

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.**

## **1.0 INTRODUCTION**

This Home Economics Syllabus has been reviewed to meet the needs of the family and society as a whole.

The syllabus incorporates the components of Fashion and Fabrics, Food and Nutrition and Home Management and each of the components form an area of specialisation and is an independent syllabus under the subject of home economics. Cross cutting issues and concepts on Environmental Education, Entrepreneurship and Hospitality, Sexually Transmitted Diseases, (STDs), HIV/AIDS, Population and Family Life Education, Reproductive Health, Gender, Human Rights, Substance Abuse and Life Skills have also been included.

To ensure that the Home Economics teacher does not provide only knowledge, the format of this new syllabus explicitly shows the knowledge to be taught under each topic, the skills, and values. Local knowledge and skills are particularly appreciated and they have been integrated. As far as possible, teachers should encourage the pupils to practice the knowledge they gain in class into the community so as to allow the modern Zambian child to take the most and give the most to our developing society.

## **2.0 RATIONALE**

Home Economics is an interdisciplinary field of study which endeavours to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society. The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Hearth Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/AIDS have been included.

Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources. The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

### **3.0 PREAMBLE**

Home Management is the area that deals with the management of the family, home, community, food and nutrition, health, safety, textiles, clothing and consumer studies.

#### **The Course:**

- 1.1 Offers a scientific approach to the handling, storage and maintenance of the equipment found in the home.
- 1.2 Takes into consideration issues of national concern such as Environmental Education, HIV/AIDS, Drugs, Gender Issues, Population and Family Education and Human Rights.
- 1.3 Prepare pupils for further studies in related professions such as, catering, housekeeping and hotel management.
- 1.4 Prepares the pupils to take up formal and informal occupations.

### **4.0 AIMS**

The aims of the syllabus are to:

- 2.1 Develop a self-reliant, productive person through knowledge and skills acquired in the study of nutrition, food preparation, fibres and fabrics, parenting, consumer education, home and community.
- 2.2 Develop pupils understanding of physical, social, emotional and intellectual needs.
- 2.3 Foster qualities needed for the management of ones health and resources at family, community and national levels.
- 2.4 Expose pupils to the knowledge and skills required in the use of appropriate technology.
- 2.5 Develop skills and abilities in efficient running of a home and institutions.
- 2.6 Promote creativity in order to achieve sustainable human development.

## **5.0 ASSESSMENT OUTCOMES**

Pupils should:

- 5.1 Produce functional items of clothing and articles for use in the home and for income generating purposes.
- 5.2 Plan, prepare, cook and serve well mixed meals.
- 5.3 Analyse the special needs of individuals.
- 5.4 Apply principles of preservation and conservation in the management of resources.
- 5.5 Following an organised sequence in carrying out day to day household chores.
- 5.6 Budget and buy wisely.
- 5.7 Choose and plan a home carefully.
- 5.8 Launder and care for household items and clothes appropriately.
- 5.9 Select and care for different surfaces and equipment.
- 5.10 Treat minor injuries and ailments.
- 5.11 Identify and appreciate the role and responsibilities of community services available.
- 5.12 Control household pests.
- 5.13 Care for invalids and convalescents.

## **6.0 METHODOLOGY**

To achieve the stated aims and objectives, the following approaches are necessary:

- 6.1 Theory and practical lessons.
- 6.2 Teacher demonstrations, followed by pupil practice.
- 6.3 Experimentation on fibres, fabrics, food and equipment.
- 6.4 Group and individual practical work.
- 6.5 Audio-visual aids.
- 6.6 Class discussions.
- 6.7 Individual and group assignments/projects.
- 6.8 Community participation.
- 6.9 Educational tours.
- 6.10 Networking with other relevant subject departments.
- 6.11 Self, peer and teacher evaluation.
- 6.12 Case studies.

## **7.0 GENERAL OUTCOMES**

- Build in learners the capacity to apply principles of home management.
- Adequately plan meals for various members of the family in different conditions
- Design and sketch suitable homes for the family
- Develop knowledge and skills in interior and exterior decoration
- Demonstrate an understanding of home management skills
- Appropriately improvise ingredients, materials, utensils and equipment used in food and nutrition to suit and utilise the local environment

# **HOME MANAGEMENT GRADE 10-12**

## GRADE 10 - HOME MANAGEMENT

| <b>Key competences:</b>  | <b>General Outcomes:</b>   |
|--|--|
| <ul style="list-style-type: none"><li>• Demonstrate basic skills of designing and laying out different types of homes.</li><li>• Show basic skills in appropriately identifying and using household utensils and equipment.</li><li>• Demonstrate practical skills and knowledge of colour schemes, home decoration, flower arrangement, indoor plant and gardening.</li></ul> | <ul style="list-style-type: none"><li>• Develop an understanding on designing and laying out different types of homes.</li><li>• Demonstrate an understanding of appropriately identifying and using household utensils and equipment.</li><li>• Demonstrate an understanding of colour schemes, home decoration, flower arrangement, indoor and outdoor plants and gardening.</li></ul> |

| THEME                          | TOPIC                   | SPECIFIC OUTCOMES   | CONTENT  |  |   |
|--------------------------------|-------------------------|---|--|--|---|
|                                |                         |   | KNOWLEDGE  | SKILLS   | VALUES  |
| <b>10.1 HOME AND COMMUNITY</b> | <b>10.1.1 The House</b> | 10.1.1.1 Explain the factors that influence the choice of a house.  | <ul style="list-style-type: none"> <li>• Locations e.g. near the road, hospital, schools etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Investigating</b> factors influencing choices of a house</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> factors and materials in house building.</li> </ul>                        |
|                                |                         | 10.1.1.2 Describe factors to help in preparing a layout of a house. | <ul style="list-style-type: none"> <li>• Factors such as: building materials, layout of rooms, sanitary and bathing arrangements and reasons for the plan.</li> </ul>      | <ul style="list-style-type: none"> <li>• <b>Communicating</b> factors in preparation of house layout.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Asking</b> questions for more understanding.</li> </ul>                                     |
|                                |                         | 10.1.1.3 Identify building materials.                               | <ul style="list-style-type: none"> <li>• Building Materials: Grass, glass, poles, cement, clay, iron sheets etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Naming</b> building materials</li> </ul>                             | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of water sources.</li> </ul>  |
|                                |                         | 10.1.1.4 Describe water sources and supply in the home.             | <ul style="list-style-type: none"> <li>• Water sources: Tap water, well, river, etc. (Methods of public and domestic purification and must be taught.)</li> </ul>          | <ul style="list-style-type: none"> <li>• <b>Classifying</b> light and ventilation sources in a home.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Applying</b> safe use of ventilation and lighting</li> </ul>                                |
|                                |                         | 10.1.1.5 Describe sources of lighting and ventilation in a home.    | <ul style="list-style-type: none"> <li>• Lighting: natural and artificial; Ventilation: windows, doors, airflow ceilings, air-conditioners and by exhaust fans.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Cleaning</b> water, lighting and ventilation sources.</li> </ul>     | <ul style="list-style-type: none"> <li>• <b>Cooperating</b> in group work.</li> </ul>   |
|                                |                         | 10.1.1.6 Clean water source, lighting and ventilation source.       | <ul style="list-style-type: none"> <li>• Clean taps, windows, and lamp.</li> </ul>   |  | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> the role of sanitation.</li> <li>• <b>Awareness</b> of toilets.</li> </ul> |

| THEME                          | TOPIC                    | SPECIFIC OUTCOMES   | CONTENT  |   |  |
|--------------------------------|--------------------------|---|--|---|--|
|                                |                          |   | KNOWLEDGE  | SKILLS  | VALUES   |
|                                | <b>10.1.1 Sanitation</b> | 10.1.2.1 Describe sanitation.<br>10.1.2.2 Identify various types of toilets.<br>10.1.2.3 Demonstrate the ability of cleaning the toilet, sink, kitchen and dust bin.<br>10.1.2.4 Explain waste disposal methods.  | <ul style="list-style-type: none"> <li>Sanitation: the protection of public Health by removing and treating waste, dirty water etc.</li> <li>Types of toilets e.g. flush, pit latrines and bucket.</li> <li>Clean a toilet, sink and dust bin by using environmentally friendly cleaning agents.</li> <li>Types of waste e.g. solid, liquid &amp; gases and can be disposed by recycling and compost. (Role of national environmental management agency.)</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> what is sanitation.</li> <li><b>Classifying</b> the types of toilets.</li> <li><b>Cleaning</b> of sink, dust bin.</li> <li><b>Communicating</b> knowledge on the types of waste.</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciation</b> the role of sanitation</li> <li><b>Awareness</b> of the types of toilets.</li> <li><b>Application</b> of the use of environmentally friendly cleaning</li> <li><b>Safety</b> consciousness in the disposal of waste.</li> </ul>   |
| <b>10.3 HOME AND COMMUNITY</b> | <b>10.3.1 Floors</b>     | 10.3.1.1 Classify floors.<br>10.3.1.2 Identify floor coverings.<br>10.3.1.3 Explain points to consider when choosing floor coverings for different rooms<br>10.3.1.4 Clean and care of floors and floor coverings | <ul style="list-style-type: none"> <li>Types of floors e.g. wood, concrete, mud, Carpets, tiles, mats-modern and traditional, ETC</li> <li>Choice of floor coverings for each room.</li> <li>Advantages and disadvantages of each type of floor covering.</li> <li>Use of environmentally friendly cleaning materials to care and clean floors and floor coverings</li> </ul>  | <ul style="list-style-type: none"> <li><b>Classifying</b> types of floors</li> <li><b>Identifying</b> floor coverings</li> <li><b>Communicating</b> how to choose floor coverings</li> <li><b>Cleaning</b> of floors and floor coverings.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of the types of floors.</li> <li><b>Appreciation</b> of floor coverings.</li> <li><b>Safety</b> consciousness when choosing floor coverings</li> <li><b>Aesthetics</b> in choice of floor coverings.</li> <li><b>Awareness</b> of difference between interior and exterior decorations</li> <li><b>Appreciating</b> colours</li> </ul> |

| THEME | TOPIC   | SPECIFIC OUTCOMES   | CONTENT   |  |   |
|-------|---|---|---|--|---|
|       |   |   | KNOWLEDGE   | SKILLS   | VALUES  |
|       | <b>10.3.2 Interior and Exterior decorations in the home and hospitality business.</b> | <p>10.3.2.1 Describe interior and exterior decoration.</p> <p>10.3.2.2 Identify primary and secondary colours.</p> <p>10.3.2.3 Describe texture and colour scheme.</p> <p>10.3.2.4 Design colour schemes for different rooms occasions.</p> <p>10.3.2.5 Choose suitable ornaments for different rooms.</p> <p>10.3.2.6 Make an interior decorative item.</p> <p>10.3.2.7 State rules for picking and arranging flowers.</p> <p>10.3.2.8 Pick and arrange flowers.</p> <p>10.3.2.9 Identify types of indoor plants.</p> <p>10.3.2.10 Plant and maintain indoor and outdoor plants.</p> | <ul style="list-style-type: none"> <li>• Interior decorations e.g. flowers, artefacts, ornaments, simple home furnishing.</li> <li>• Primary (red, yellow and blue) and secondary colours</li> <li>• Texture and colour scheme in the home (cool...)</li> <li>• Colour scheme for different rooms</li> <li>• Suitable ornaments for different rooms</li> <li>• Making of interior decorative items</li> <li>• Flower arrangement: (types of flower arrangement)</li> <li>• Rules for picking and arranging flowers, other decorations decorative accessories.</li> <li>• Types of Indoor and outdoor plants.</li> <li>• Planting seedlings in paper containers.</li> <li>• Dangers of keeping indoor plants in the bedrooms.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Observing</b> the features in interior decorations</li> <li>• <b>Identifying</b> primary and secondary colours.</li> <li>• <b>Analysis</b> of texture and colour schemes</li> <li>• <b>Gardening</b> of indoor and outdoor plants</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Innovativeness</b> in creating colour schemes</li> <li>• <b>Cooperating</b> group in work mentally, friendly when cleaning.</li> <li>• <b>Application</b> of rules in picking and arranging flowers.</li> </ul> |

| THEME                          | TOPIC  | SPECIFIC OUTCOMES  | CONTENT   |  |   |
|--------------------------------|--|--|---|--|---|
|                                |  |  | KNOWLEDGE   | SKILLS   | VALUES  |
| <b>10.4 HOME AND COMMUNITY</b> | <b>10.4.1 Household furniture</b>              | 10.4.1.1 Identify wood used for furniture.<br><br>10.4.1.2 Describe the types of wood finishes.<br><br>10.4.1.3 Explain how to choose, clean and care for household furniture. | <ul style="list-style-type: none"> <li>• Types of wood (hard and soft wood).</li> <li>• Wood finishes e.g. painted and varnished etc.</li> <li>• Choice, care and cleaning of furniture (rules to follow)</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Classifying</b> wood.</li> <li>• <b>Classifying</b> wood finishes</li> <li>• <b>Choosing</b>, and cleaning of furniture.</li> </ul>                | <ul style="list-style-type: none"> <li>• <b>Creativity</b></li> <li>• <b>Awareness</b> of type of wood.</li> <li>• <b>Appreciation</b> of wood finishes.</li> <li>• <b>Applying</b> knowledge on the choice, care and cleaning of furniture.</li> </ul> |
|                                | <b>10.4.2 Household utensils and equipment</b> | 10.4.2.1 Identify household utensils and equipment.<br><br>10.4.2.2 Clean and store household utensils and equipment.  | <ul style="list-style-type: none"> <li>• Types of household utensils and equipment e.g. clean equipment and kitchen utensils.</li> <li>• Caring, cleaning, storage of household utensils and equipment (Note: avoid Styrofoam /insulation and follow the order of washing up).</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> household utensils and equipment.</li> <li>• <b>Practising</b> how to clean and store household utensils and equipment.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of house hold utensils and equipment.</li> <li>• <b>Application</b> of safety rules when cleaning and storing utensils and equipment.</li> </ul>  |
|                                | <b>10.4.3 Labour saving devices</b>            | 10.4.3.1 Identify labour saving devices.<br><br>10.4.3.2 Care for and clean each labour saving device e.g. electric mixing bowl.   | <ul style="list-style-type: none"> <li>• Quality labour saving devices :(microwave, washing machine, hoover, etc)</li> <li>• Care and cleaning of labour saving devices</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Classifying</b> Labour Saving Devices according to use</li> <li>• <b>Taking</b> care of the labour saving devices.</li> </ul>                      | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of Labour Saving Devices</li> <li>• <b>Taking</b> proper responsibility of Labour Saving Devices</li> </ul>   |

| THEME                          | TOPIC   | SPECIFIC OUTCOMES   | CONTENT  |   |  |
|--------------------------------|---|---|--|---|--|
|                                |   |   | KNOWLEDGE  | SKILLS  | VALUES   |
|                                | <b>10.4.2 Cleaning materials</b>                            | <p>10.4.2.1 Explain the principles of cleaning materials.</p> <p>10.4.2.2 Classify cleaning materials.</p> <p>10.4.2.3 Outline the advantages and disadvantages of soaps and detergents.</p> <p>10.4.2.4 Explain environmentally friendly labelling</p> <p>10.4.2.5 State the importance of environmentally friendly cleaning agents and materials.</p> | <ul style="list-style-type: none"> <li>Principles of cleaning materials :<br/>Soiled garments how to remove loose and fixed dirt.</li> <li>Cleaning materials: Soap and soapless detergents, water, solvents, simple stain agents.</li> <li>Advantages and disadvantages of soaps and detergents.</li> <li>Environmentally friendly labels.</li> <li>Importance of environmentally friendly cleaning materials.</li> </ul> | <ul style="list-style-type: none"> <li><b>Investigating</b> the methods used in the removing dirt</li> <li><b>Classifying</b> cleaning materials.</li> <li><b>Communicating</b> information on using environmentally friendly labelling.</li> </ul> | <ul style="list-style-type: none"> <li><b>Asking</b> questions for more information</li> <li><b>Application</b> of detergents</li> <li><b>Appreciating</b> the use of environmentally friendly detergents</li> </ul> |
| <b>10.5 HOME AND COMMUNITY</b> | <b>10.5.1 Hygiene in the home and hospitality business.</b> | <p>10.5.1.1 Describe good hygiene in the home.</p> <p>10.5.1.2 Describe housekeeping.</p> <p>10.5.1.3 Describe the roles of a Housekeeper.</p> <p>10.5.1.4 Explain the importance of house keeping</p> <p>10.5.1.5 Explain the routine cleaning of the home.</p>  | <ul style="list-style-type: none"> <li>Hygiene in the home : cleaning procedures in a home</li> <li>Housekeeping</li> <li>Roles of a housekeeper</li> <li>Importance of housekeeping</li> <li>Home cleaning routine: Daily, Weekly and occasional cleaning of the home.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Observing</b> He cleanliness in the home<br/>Identifying roles done in housekeeping<br/>Cleaning the house following a said routine.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> hygiene in the environment</li> <li><b>Awareness</b> of the house keeping</li> <li><b>Cooperating</b> in group activities.</li> </ul>                     |

| THEME                          | TOPIC                               | SPECIFIC OUTCOMES  | CONTENT   |  |   |
|--------------------------------|-------------------------------------|--|---|--|---|
|                                |                                     |  | KNOWLEDGE   | SKILLS   | VALUES  |
|                                | <b>10.5.2 Household maintenance</b> | 10.5.2.1 Describe household maintenance<br><br>10.5.2.2 Demonstrate the ability to carry out simple home repairs.  | <ul style="list-style-type: none"> <li>Household maintenance: (household repairs, painting, smearing mud floors and walls; etc)</li> <li>Simple repairs: (Thatching, repairing grass roofs, unblocking sinks and mend leaking taps)</li> </ul>  | <ul style="list-style-type: none"> <li><b>Communicating</b> information on what is involved in house hold maintenance</li> <li><b>Application</b> of skills in home repairs.</li> </ul>                          | <ul style="list-style-type: none"> <li><b>Creativity</b> in doing simple repairs</li> <li><b>Safety</b> Conscious in handling repairs.</li> <li><b>Resourcefulness</b> in using locally acquired utensils.</li> </ul> |
| <b>10.6 HOME AND COMMUNITY</b> | <b>10.6.1 Household pests</b>       | 10.6.1.1 Identify household pests.<br><br>10.6.1.2 Explain the prevention and control of household pests.  | <ul style="list-style-type: none"> <li>Household pests (flies, ants, cockroaches, rats, lice, bedbugs, ticks, mites)</li> <li>Prevention and control of pests using ozone friendly chemicals.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> house hold pests</li> <li><b>Communication</b> of information on the classes and control of household pests.</li> <li><b>Classification</b></li> </ul> | <ul style="list-style-type: none"> <li><b>Safety</b> handling of chemicals in preventing pests. I</li> <li><b>Problems</b> setting ideas in preventing pests.</li> </ul>  |
| <b>10.7 HOME AND COMMUNITY</b> | <b>10.7.1 Entrepreneurship</b>      | 10.7.1.1 Identify prospecting entrepreneurial activities in home management.<br><br>10.7.1.2 Establish entrepreneurial activities individually and in groups related to home management. | <ul style="list-style-type: none"> <li>Prospecting entrepreneurial activities in home management.</li> </ul> <p>Establishing entrepreneurial activities individually and in groups e.g. household maintenance, housekeeping activities etc.</p> | <ul style="list-style-type: none"> <li><b>Identification</b> of activities</li> <li><b>Establishing</b> groups.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> the roles played by group members</li> <li><b>Cooperating</b> in group activities.</li> </ul>  |

## GRADE 11- HOME MANAGEMENT

| <b>General Outcomes:</b>   | <b>Key competences:</b>   |
|--|---|
| <ul style="list-style-type: none"><li>• Demonstrate an understanding of safety and first aid.</li><li>• Develop knowledge, skills and positive values on parenthood, child growth and development.</li><li>• Demonstrate skills of planning meals for various members of the family and the communities.</li></ul> | <ul style="list-style-type: none"><li>• Show knowledge and ability to apply safety and use of safety aid when need arises.</li><li>• Demonstrate basic skills and positive values on parenthood, child growth and development.</li><li>• Show knowledge in planning meals for family and the community.</li></ul> |

| THEME  | TOPIC                        | SPECIFIC OUTCOMES  | CONTENT   |   |  |
|--|------------------------------|--|---|---|--|
|  |                              |  | KNOWLEDGE   | SKILLS  | VALUES   |
| 11.1 HEALTH AND SAFETY IN THE HOME AND HOPITALITY INDUSTRY | 11.1.1 Safety and First Aid. | 11.1.1.1 Explain First Aid.  | <ul style="list-style-type: none"> <li>• First Aid: Simple medical treatment that is given as soon as possible to someone who is injured or who suddenly becomes ill.</li> <li>• Contents of the First Aid box Safety pins, pain killers, cotton wool, scissors, antiseptic etc.</li> <li>• Ways of applying First Aid: on falls, poisoning, cuts, drowning, burns and scalds etc.</li> <li>• Fire drill: The act of practising what people must do to leave a burning building safely</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Communication</b> of information on first Aid.</li> <li>• <b>Identifying</b> and naming contents</li> <li>• <b>Application</b> of first Aid on ailments.</li> <li>• <b>Practising</b> a fire drill</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of contents at the first aid box.</li> <li>• <b>Cooperating</b> in group activities</li> </ul>   |
|  |                              | 11.1.1.2 Identify the contents of the First Aid box.                           |   |   |  |
|  |                              | 11.1.1.3 Apply First Aid on various ailments and accidents in the home         |   |   |  |
|  |                              | 11.1.1.4 Practice a fire drill.  |   |   |  |
| 11.2 HOME AND COMMUNITY                                    | 11.2.1 Adolescence           | 11.2.1.1 Describe Adolescence.   | <ul style="list-style-type: none"> <li>• Adolescence: Period between childhood and adulthood.</li> <li>• Reproductive organs ;( male) penis, testis, scrotum etc. (female) ovary, fallopian tubes, uterus, vagina etc.</li> <li>• Changes in adolescence: In girls, breasts enlarge, hips widen, ovaries grow in size etc. In boys, shoulders broaden, regular discharges of sperms from penis, voice deepens etc.</li> <li>• Safe life styles. (HIV / AIDS, Drugs and substance abuse, Ebola; etc)</li> <li>• Effects of teenage pregnancy.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Communication</b> of information on happened during the adolescent stage.</li> <li>• <b>Identifying</b> male and female reproductive organs</li> <li>• <b>Practising</b> safe life styles</li> </ul>          | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of ones bodily changes.</li> <li>• <b>Self-control</b> during this stage</li> <li>• <b>Appreciation</b> of a clean and safe life style.</li> </ul> |
|  |                              | 11.2.1.2 Explain the male and female reproductive organs.                      |   |   |  |
|  |                              | 11.2.1.3 Describe the changes in both boys and girls during adolescence stage. |   |   |  |
|  |                              | 11.2.1.4 Describe Safe life styles   |   |   |  |
|  |                              | 11.2.1.4 Explain the Effects of teenage pregnancy.                             |   |   |  |

| THEME                  | TOPIC                               | SPECIFIC OUTCOMES  | CONTENT   |  |   |
|------------------------|-------------------------------------|--|---|--|---|
|                        |                                     |  | KNOWLEDGE   | SKILLS   | VALUES  |
| 11.3 HEALTH AND SAFETY | 11.3.1 Pregnancy and delivery       | 11.3.1.1 Explain the term pregnancy.<br>11.3.1.2 State the choice of clothes in pregnancy<br>11.3.1.3 Explain dietary needs of pregnant women.<br>11.3.1.4 Describe ante-natal and post-natal clinics<br>11.3.1.5 Describe the process of delivery<br>11.3.1.6 Explain methods of family planning.                   | <ul style="list-style-type: none"> <li>• Pregnancy : a period when a woman has an unborn baby inside a womb</li> <li>• Foetal development, signs and symptoms</li> <li>• Roomy and comfortable clothes for the mother to be</li> <li>• Eat well balanced diet.</li> <li>• Ante natal and post natal</li> <li>• Stages of child birth and labour.</li> <li>• Methods of family planning</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Investigating</b> information on the process of pregnancy and foetal development</li> <li>• <b>Observing</b> suitable clothing to wear and correct diet during pregnancy.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Asking</b> questions for more understanding</li> <li>• <b>Applying</b> knowledge on how to take care of oneself during this period</li> </ul> |
| 11.4 HEALTH AND SAFETY | 11.4.1 Child growth and development | 11.4.1.1 Identify physical developments in child<br>11.4.1.2 Explain the importance of games and exercise.<br>11.4.1.3 Explain the roles of family members in child care<br>11.4.1.4 Describe weaning.<br>11.4.1.5 Identify behavioural problems.<br>11.4.1.6 Identify causes of abnormalities in child development. | <ul style="list-style-type: none"> <li>• Stages of child development.</li> <li>• Importance of games and exercise.</li> <li>• Family child care.</li> <li>• Weaning.</li> <li>• Behavioural problems e.g. Temper tantrums , hyperactivity in children</li> <li>• Causes of abnormalities and how they can be prevented.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Observing</b> the changes taking place in children.</li> <li>• <b>Communicating</b> the importance of exercise and roles of family members during</li> </ul>                         | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of stages in child development</li> <li>• <b>Empathy</b> of children with behavioural problem.</li> </ul>                       |
| 11.5 HEALTH AND SAFETY | 11.5.1 Children's Clinics           | 11.5.1.1 Describe activities which take place at the children's clinics.<br>11.5.1.2 Describe various diseases which children are inoculated / immunised against.  | <ul style="list-style-type: none"> <li>• Activities at the children's clinics (immunisation)</li> <li>• Children's ailments and treatment e.g. high temperature, diarrhoea, vomiting, earache, coughing etc.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Communicating</b> information on the activities done at the under-five clinic</li> <li>• <b>Identifying</b> common ailments</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of the importance of food for different needs.</li> <li>• <b>Application</b> of knowledge of simple ailments</li> </ul>         |

| THEME                     | TOPIC                | SPECIFIC OUTCOMES   | CONTENT  |  |  |
|---------------------------|----------------------|---|--|--|--|
|                           |                      |   | KNOWLEDGE  | SKILLS   | VALUES   |
| 11.6 FOOD AND NUTRITION   | 11.6.1 Meal planning | 11.6.1.1 Describe meal planning.<br>11.6.1.2 Explain the principles applied in the diet of different members of the family.<br>11.6.1.3 State the importance of using environmentally friendly materials and equipment.<br>11.6.1.4 Describe ways of serving meals.<br>11.6.1.5 Discuss the economical preparation of family meals. | <ul style="list-style-type: none"> <li>Meal planning: Balanced meals planned considering individual needs.</li> <li>Diet planning principles: age and sex, health condition, daily activity, climate in which they live, likes dislikes, food customs and taboos</li> <li>Materials and equipment that help prevent health hazards.</li> <li>Types of table setting / laying: modern- presentation and tradition way of meals for different occasions.</li> <li>Time planning, Shopping and equipment listing</li> </ul> | <ul style="list-style-type: none"> <li><b>Observation</b> of meals for different individuals with different needs</li> </ul> | <ul style="list-style-type: none"> <li><b>Awareness</b> of the importance of food for different needs.</li> <li><b>Application</b> of knowledge in planning meals for members of the family</li> </ul> |
| 11.7 FAMILY AND COMMUNITY | 11. 7.1 Adulthood    | 11.7.1.1 Describe adulthood.<br>11.7.1.2 Explain the role of initiation ceremonies.<br>11.7.1.3 Demonstrate traditional ceremonies from different provinces   | <ul style="list-style-type: none"> <li>Adulthood</li> <li>Roles of initiation ceremonies e.g. teach hygiene, good behaviour</li> </ul>   | <ul style="list-style-type: none"> <li><b>Observation</b> of what happens during initiation in society</li> </ul>            | <ul style="list-style-type: none"> <li><b>Awareness</b> of what is expected of ones during Adulthood</li> </ul>  |

| THEME                            | TOPIC  | SPECIFIC OUTCOMES  | CONTENT   |   |  |
|----------------------------------|--|--|---|---|--|
|                                  |  |  | KNOWLEDGE   | SKILLS  | VALUES   |
| <b>11.8 FAMILY AND COMMUNITY</b> | <b>11.8.1 Community and social services</b>                              | 11.8.1.1 Identify community social services and their functions<br><br>11.8.1.2 Describe facilities for the provision of water and fuel<br><br>11.8.1.3 Conserve water and fuel                          | <ul style="list-style-type: none"> <li>Community schools, NGOs, clinics, early child centres, youth friendly health services, Play parks, etc. and their functions.</li> <li>Facilities for the provision of water and fuel.</li> <li>Water and fuel conservation, E.g. Economical clay stoves, Jelly stoves, sawdust stoves, wonder cooker, solar cooker.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> community social services.</li> <li><b>Communicating</b> of information on water and fuel conservation</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciating</b> of community social services.</li> <li><b>Awareness</b> of functions</li> <li><b>Applying</b> methods of water and fuel conservation</li> </ul> |
| <b>11.9 FAMILY AND COMMUNITY</b> | <b>11.9.1 Entrepreneurship in the community and hospitality industry</b> | 11.9.1.1 Describe leisure tourism<br><br>11.9.1.2 Explain the characteristics of a hotel/restaurant business<br><br>11.9.1.3 Identify sources of finance<br><br>11.9.1.4 Identify and implement projects | <ul style="list-style-type: none"> <li>Leisure tourism.</li> <li>Characteristics of a hotel/restaurant business.</li> <li>Sources of finance e.g. banks.</li> <li>Implementations of projects e.g. play parks, restaurants etc.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Communicating</b> knowledge of how hospitality industry is run.</li> <li><b>Identifying</b> business ventures</li> </ul>          | <ul style="list-style-type: none"> <li><b>Appreciating</b> leisure and tourism</li> <li><b>Cooperating</b> in group work</li> </ul>  |

## GRADE 12 – HOME MANAGEMENT

| <b>Key competences:</b>   | <b>General Outcomes:</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Demonstrate an understanding of consumer rights and entrepreneurship skill.</li><li>• Show basic skills in producing functional items in the home for income generating purposes.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate an understanding of consumer rights and entrepreneurship skills.</li><li>• Develop the ability to produce functional items of clothing and articles for use in the home and for income generating purposes.</li></ul> |

| THEME                          | TOPIC   | SPECIFIC OUTCOMES  | CONTENT  |  |  |
|--------------------------------|---|--|--|--|--|
|                                |   |  | KNOWLEDGE  | SKILLS   | VALUES   |
| <b>12.1 HEALTH AND SAFETY</b>  | <b>12.1.1 Responsible parenthood</b>                  | 12.1.1.1 Types and function of the family<br>12.1.1.2 Describe the roles of the family<br>12.1.1.3 Explain the factors influencing the size of the family<br>12.1.1.4 Explain the advantages and disadvantages of a large and small family   | <ul style="list-style-type: none"> <li>Family types and functions</li> <li>Roles of a father, mother and other members of the family.</li> <li>Factors influencing family size e.g. Biological factors, age of children, income, facilities available etc.</li> <li>Advantages and disadvantages of a large and small family.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> types of families and roles of the members</li> <li><b>Observing</b> factors influencing family</li> <li><b>Communicating</b> advantages and disadvantages of family life</li> </ul> | <ul style="list-style-type: none"> <li><b>Awareness</b> of types of families</li> <li><b>Applying</b> roles of family</li> </ul>                                 |
| <b>12.2 HOME AND COMMUNITY</b> | <b>12.2.1 Financial Management.</b>                   | 12.2.1.1 Describe financial management<br>12.2.2 2.Explain the meaning of budgeting, income, expenditure and savings in home management.<br>12.2.2.3 Explain ways of effectively applying the concepts of budgeting, generating and managing income, expenditure, and managing savings | <ul style="list-style-type: none"> <li>Financial management</li> <li>Budgeting, income expenditure and saving.</li> <li>Management of all savings</li> </ul>   | <ul style="list-style-type: none"> <li><b>Communicating</b> knowledge of financial management</li> <li><b>Performing</b> budgets</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of financial Education</li> <li><b>Applying</b> budget income expenditure and saving on goods</li> </ul> |
| <b>12.3 HOSPITALITY</b>        | <b>12.3 1. Marketing in the hospitality industry.</b> | 12.3.1 1 Identify the marketing elements in the hospitality industry.<br>12.3.1.2 Describe facilities found in the hospitality industry  | <ul style="list-style-type: none"> <li>Advertising e.g. by use of bill boards, flyers etc.</li> <li>Transportation, food and beverage operation, accommodation etc.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> marketing elements</li> <li><b>Communicating</b> knowledge in facilities in the hospitality industries.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> advertising</li> <li><b>Asking</b> more questions</li> </ul>  |

| THEME                     | TOPIC                       | SPECIFIC OUTCOMES  | CONTENT  |  |  |
|---------------------------|-----------------------------|--|--|--|--|
|                           |                             |  | KNOWLEDGE  | SKILLS   | VALUES   |
| 12.4. CONSUMER STUDIES    | 12.4.1. Consumer protection | <p>12.4.1.1 Identify organisations that protect the consumer.</p> <p>12.4.1.2 Describe consumer rights and methods of redress.</p> <p>12.4.1.3 Explain the role of advertisements to the consumer</p> <p>12.4.1.4 Explain importance of shopping.</p> <p>12.4.1.5 Describe product labelling.</p>  | <ul style="list-style-type: none"> <li>• Council Health Department, Competition and Consumer Protection Agency (CCPA) Zambia Bureau of Standards, Human Rights Commission, Ministry of Health and Public Health.</li> <li>• Consumer rights</li> <li>• Role of advertising</li> <li>• Wise shopping and reducing waste.</li> <li>• Product labelling, advertisements, be assertive in responding to adverts.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Identifying</b> consumer protection organisations</li> <li>• <b>Communicating</b> knowledge in rights and methods of redress</li> <li>• <b>Observing</b> roles of advertising.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> consumer protection organisations</li> <li>• <b>Asking</b> questions for more understanding</li> <li>• <b>Assertiveness</b> in responding to adverts.</li> </ul>  |
| 12.5 TEXTILE AND CLOTHING | 12.5.1 Fibres and Fabrics   | <p>12.5.1.1 Identify fibres and fabrics</p> <p>12.5.1.2 Explain the use and care of fabrics in the home.</p> <p>12.5.1.3 Describe hard and soft water.</p> <p>12.5.1.4 Describe laundry processes</p> <p>12.5.1.5 Demonstrate the ability of dry cleaning of clothes.</p> <p>12.5.1.6 Explain the choice and storage of laundry materials.</p> <p>12.5.1.7 Make soap</p> <p>12.5.1.8 Explain the effect of soapy water on the surrounding.</p> | <ul style="list-style-type: none"> <li>• Fibres (a mass of fibre used to make thread); Fabric (cloth).</li> <li>• Use and care of Fabrics in a home e.g. making soft furnishings.</li> <li>• Soft water and hard water: soften hard water using wood ash.</li> <li>• Laundry: washing and finishing of garments (launder a cotton blouse)</li> <li>• Process of dry cleaning garments: dry-clean a man's jacket.</li> <li>• Choice and storage of laundry materials: store laundered garments in a wardrobe.</li> <li>• Making soap jelly.</li> <li>• Effects of soap water on the soil and plants.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> fibres and fabrics</li> <li>• <b>Production</b> of items for the home</li> <li>• <b>Softening</b> hard water</li> <li>• <b>Washing</b> garments</li> <li>• <b>Dry cleaning</b> a jacket</li> <li>• <b>Storing</b> used laundry materials</li> <li>• <b>Making</b> Soap</li> <li>• <b>Investigating</b> ways soaps acts on the environment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> fibres and fabrics</li> <li>• <b>Using</b> fabrics to make home items</li> <li>• <b>Applying</b> knowledge to soften water</li> <li>• <b>Applying</b> laundry agents</li> <li>• <b>Awareness</b> on how to handle different fabrics</li> <li>• <b>Orderliness</b> in the laundry process</li> <li>• <b>Innovation</b> in the use of left over soaps</li> <li>• <b>Caring</b> for the local environment</li> </ul> |

| THEME                            | TOPIC                                       | SPECIFIC OUTCOMES   | CONTENT   |  |  |
|----------------------------------|---|---|---|--|--|
|                                  |   |   | KNOWLEDGE   | SKILLS   | VALUES   |
| <b>12.6 TEXTILE AND CLOTHING</b> | <b>12.6.1 Sewing Tools and equipment</b>    | 12.6.1.1 Identify sewing tools and equipment.<br>12.6.1.2 Care for and safe storage of tools and equipment.<br>12.6.1.3 Demonstrate ability to making simple toys.        | <ul style="list-style-type: none"> <li>• Cutting, marking, sewing and measuring tools.</li> <li>• Choice, maintenance, care and storage of tools and equipment.</li> <li>• Making of simple toys e.g. a rag doll.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Identifying</b> tools and equipment</li> <li>• <b>Sewing</b> sample toys</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of groups of tools and equipment</li> <li>• <b>Making</b> toys</li> </ul>  |
| <b>12.7 HOME AND COMMUNITY</b>   | <b>12.7 Household crafts</b>                | 12.7.1.1 Identify household crafts.<br>12.7.1.2 Describe soft furnishings.<br>12.7.1.3 Design and make a soft furnishing<br>12.7.1.4 Repair garments and household linen. | <ul style="list-style-type: none"> <li>• Household crafts: items used in the home using special skills e.g. weaving.</li> <li>• Soft furnishings e.g. Scatter pillows, curtains etc.</li> <li>• Make soft furnishing e.g. scatter pillows, curtains etc</li> <li>• Garment repairing e.g. by using patching.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> house hold crafts</li> <li>• <b>Communicating</b> information about soft furniture</li> <li>• <b>Designing</b> and making soft furnishings.</li> <li>• Patching a garment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of house hold crafts</li> <li>• <b>Appreciating</b> soft furnishing by using them in homes.</li> <li>• <b>Applying</b> knowledge in making soft furnishing.</li> <li>• <b>Applying</b> skills of patching</li> </ul> |
| <b>12.8 ENTREPRENEURSHIP</b>     | <b>12.8.1 Entrepreneurship as a career.</b> | 12.8.1.1 Form small entrepreneurship groups for small scale businesses  | <ul style="list-style-type: none"> <li>• Business ventures found in the community (Craft, flower arrangement, preparation of different meals)</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Forming</b> business groups</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Participating</b> actively in group work</li> </ul>  |

## SCHEME ASSESSMENT – HOME MANAGEMENT

|                        |                |
|------------------------|----------------|
| <b>Paper number</b>    | I              |
| <b>Nature of paper</b> | Theory/written |
| <b>Weighting</b>       | 50%            |
| <b>Marks awarded</b>   | 100            |
| <b>Time</b>            | 2 hours        |

Paper I consists of two sections. Candidates are expected to answer 5 questions. Section I consist of five questions covering various areas of home management, cookery and laundry work from which candidates must answer at least two questions. Section II consists of five questions covering parenthood. Candidates must answer at least two questions. The remaining one question can be from either Section I or Section II. Each question is worth 20 marks.

|                        |   |
|------------------------|---|
| <b>Paper number</b>    | II  |
| <b>Nature of paper</b> | Practical   |
| <b>Weighting</b>       | 50%   |
| <b>Marks awarded</b>   | 100   |
| <b>Time</b>            | - planning session 1½ hours<br>- practical examination 2½ hours |

Paper II consists of 8 tests. The examiner will allocate one test to each candidate on the day of planning. The candidate will be required within one and half hours to plan how/she will carry out the test. The candidates will also be required to prepare a shopping and equipment list.

## **REFERENCES:**

Chilele, M. C; Malambo, I; Mudenda, M. P; Phiri, K. J and Songolo, L. M. (1996) **Home Economics 5, Curriculum Development Centre, Lusaka.** ISBN: 9982-18-135-1  
Molewa, J. (2000) **Modern and Traditional Recipes**

Neal, M and James, J. (1983) **Good Homemaking,** ISBN: 0 216 91377 2

NFNC (2011) **Nutrition guidelines for care and support for people living with HIV and AIDS**

Nield, A and Hesmondhalgh, Z (1985), **Revise Home Economics: A complete revision course for O level and CSE;** ISBN: 0 850 97603 0

Tull, A. (1996) **Food and Nutrition. Oxford University Press** ISBN: 978-0-19-832766-0

# **FASHION AND FABRIC**

## **GRADE 10 - 12**

## GRADE 10 - FASHION AND FABRICS

| <b>KEY COMPETENCES:</b>   | <b>GENERAL OUTCOMES:</b>  |
|---|---|
| <ul style="list-style-type: none"><li>• Demonstrate knowledge of reconstruction procedures of natural and manufactured fibres and description of their characteristics.</li><li>• Show basic understanding in safe use of tools and equipment needed to produce textile items</li></ul> | <ul style="list-style-type: none"><li>• Build in the learners the capacity to apply principles and processes in fashion and fabrics</li><li>• Demonstrate knowledge and skills in identifying groups of stitches.</li><li>• Demonstrate an understanding of machine and needlework in fashion and fabrics</li></ul> |

| THEME                          | TOPIC                             | SPECIFIC OUTCOMES  | CONTENT   |  |  |
|--------------------------------|-----------------------------------|--|---|--|--|
|                                |                                   |  | KNOWLEDGE   | SKILLS   | VALUES   |
| <b>10.1 FIBRES AND FABRICS</b> | <b>10.1.1 Fibres</b>              | 10.1.1.1 Describe fibres<br>10.1.1.2 Classify fibres<br>10.1.1.3 Describe the characteristics / properties of fibres | <ul style="list-style-type: none"> <li>• Fibres (Basic units of matter used to make fabric )</li> <li>• Classes (natural and artificial/manmade)</li> <li>• Characteristics( feel strength, texture, absorbency, aesthetics, durability )</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Identifying</b> the basic unit of matter</li> <li>• <b>Classifying</b> where fibres can be obtained from.</li> <li>• <b>Communicating</b> knowledge on how to recognise fibres.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> fibres</li> <li>• <b>Inquisitiveness</b> on characteristics/ properties of fibres</li> <li>• <b>Applying</b> knowledge on fibre recognition.</li> </ul> |
|                                | <b>10.1.2 Yarns</b>               | 10.1.2.1 Describe yarns.<br>10.1.2.2 Explain the stages/ processes involved in the production of yarns.              | <ul style="list-style-type: none"> <li>• Yarns ( Threads made from strands of fibres of cotton, wool etc. used to make fabric)</li> <li>• Classes of yarns ( filaments/staple, types e.g. S&amp;Z twists, textured )</li> <li>• Stages in production of( Cotton, Linen, Wool, Silk, Polyester)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> what yarns are.</li> <li>• <b>Classifying</b> yarns.</li> <li>• <b>Communicating</b> Information on the stages followed when yarns are being produced</li> </ul>           | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of yarns.</li> <li>• <b>Appreciating</b> yarns</li> <li>• <b>Producing</b> yarns.</li> </ul>   |
|                                | <b>10.1.3 Fabric construction</b> | 10.1.3.1 Describe different types of fabric construction<br>10.1.3.2 Identify different fabrics.                     | <ul style="list-style-type: none"> <li>• Fabric construction ( Weaving, Knitting, Bonding, felting )</li> <li>• Identification of fabrics through(appearance and feel test, burning test, chemical test, microscopic check )</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Processes</b> used in fabric construction</li> <li>• Identifying difference between fabrics by manipulating</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Asking</b> questions for more knowledge on this.</li> <li>• <b>Appreciating</b> fabrics</li> </ul>   |

| THEME                          | TOPIC                                      | SPECIFIC OUTCOMES   | CONTENT   |  |   |
|--------------------------------|--|---|---|--|---|
|                                |  |   | KNOWLEDGE   | SKILLS   | VALUES  |
|                                | <b>10.1.1 Colour in yarns and fabrics</b>  | 10.1.1.1 Identify different types of dyes.<br>10.1.1.2 Explain the process of dyeing fabrics.<br>10.1.1.3 Dye available cotton fabrics.   | <ul style="list-style-type: none"> <li>Types of dyes: (Natural and commercial dyes.)</li> <li>Processes of dyeing fabrics (Tie &amp; dye, Batik and Printing)</li> <li>Dyeing cotton fabrics</li> </ul>   | <ul style="list-style-type: none"> <li><b>Classifying</b> dyes</li> <li><b>Communicating</b> information processes involved in producing dyes</li> <li><b>Dyeing</b> a cotton fabric</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of types and classes of dyes</li> <li><b>Asking</b> questions for more information on this</li> <li><b>Applying</b> different substances for dyeing fabric</li> </ul>   |
| <b>10.2 FIBRES AND FABRICS</b> | <b>10.2.1 Fabric finishes</b>              | 10.2.1.1 Identify classes of fabric finishes<br>10.2.1.2 Describe different fabric finishes<br>10.2.1.3 Demonstrate fabric finishing  | <ul style="list-style-type: none"> <li>Classes of fabric finishes( Temporary and permanent)</li> <li>Performance finish (water proof), Texture finish (stretch).</li> <li>Types of finishes: ( Bleaching and starching)</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> fabric finishes</li> <li>Communicating knowledge on different fabric finishes</li> <li>Finishing fabric</li> </ul>   | <ul style="list-style-type: none"> <li><b>Awareness</b> of fabric finishes</li> <li>Appreciating fabric finishes</li> <li>Applying suitable substances to finish fabric</li> </ul>  |
|                                | <b>10.2.2 Equipment used in needlework</b> | 10.2.2.1 Identify needlework tools/equipment and their uses.<br>10.2.2.2 Outline tools and equipment necessary for crafts.<br>10.2.2.3 Draw and label needlework tools/ equipment<br>10.2.2.4 Care, clean and store tools and equipment.<br>10.2.2.5 Carry out simple repairs and servicing/maintenance of tools and equipment for needlework | <ul style="list-style-type: none"> <li>Tools( Sewing, marking, measuring and cutting tools) equipment(work table, full-length mirror, ironing board and sleeve board, iron, sewing machine, full-length mirror)</li> <li>Knitting needles crocheting hook, soft wire, darning needle, loom etc.</li> <li>Drawing and labelling a sewing machine.</li> <li>Storage of tools/equipment e.g. dry places, keep small tools in a lined basket, use correct size of needle and threads</li> <li>Maintenance/service of tools/ equipment. (Oiling sewing machine, Dusting, Tightening loose screws)</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> classes of needlework tools</li> <li><b>Outlining</b> tools for crafts</li> <li><b>Drawing</b> tools/equipment</li> <li>Cleaning tools/equipment correctly</li> <li><b>Repairing/servicing</b> /manufacturing tools and equipment</li> </ul> | <ul style="list-style-type: none"> <li><b>Awareness</b> of needlework tools and equipment</li> <li><b>Appreciating</b> tools and equipment</li> <li><b>Caring</b> for the tools and equipment</li> <li><b>Showing</b> responsibility for tools and equipment</li> </ul> |

| THEME                   | TOPIC                                  | SPECIFIC OUTCOMES  | CONTENT  |  |  |
|-------------------------|--|--|--|--|--|
|                         |  |  | KNOWLEDGE  | SKILLS   | VALUES   |
| 10.3 FIBRES AND FABRICS | 10.3.1 Safety                          | 10.3.1.1 Explain safety rules and accidents that occur during the process of garment construction.<br>10.3.1.2 Describe the contents of the First Aid box and state their use.<br>10.3.1.3 Treat minor injuries.   | <ul style="list-style-type: none"> <li>• Safety rules in garment construction. (Accidents during garment construction e.g. Pricking and cuts)</li> <li>• Contents of First Aid box and their uses e.g. sterile bandages, burn dressing,</li> <li>• Treatment of minor injuries e.g. pricking, cuts and bleeding. Awareness of HIV/AIDS.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Communicating</b> knowledge on safety rules</li> <li>• <b>Identifying</b> contents of first Aid box</li> <li>• <b>Treating</b> minor injuries</li> </ul>       | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of safety rules</li> <li>• <b>Asking</b> questions for more information</li> <li>• <b>Applying</b> safety rules when treating</li> </ul> |
|                         | 10.3.2 Choice, use and care of fabrics | 10.3.2.1 Describe the choice, use and care of different fabrics.<br>10.3.2.2 Describe notions.   | <ul style="list-style-type: none"> <li>• Choice, use and care of fabrics:</li> <li>• Notions: the collective term for a variety of small objects or sewing accessories e.g. thread, buttons, bias tape, lining material etc.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Communicating</b> knowledge on different fabrics</li> <li>• <b>Identifying</b> notions</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> fabrics</li> <li>• <b>Awareness</b> of notions</li> </ul>   |
|                         | 10.3.3 Purchasing and budgeting        | 10.3.3.1 State the guidelines for budgeting<br>10.3.3.2 Explain the importance of comparing prices.<br>10.3.3.3 Compare prices and calculate sales and profits<br>10.3.3.4 Approximate amounts for making garments | <ul style="list-style-type: none"> <li>• Guidelines for budgeting</li> <li>• Importance of comparing prices</li> <li>• Comparisons of prices and calculation of sales and profits</li> <li>• Approximating quantities, prices, sales and profits.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Identifying</b> the guidelines</li> <li>• <b>Outlining</b> the importance</li> <li>• <b>Comparing</b> prices</li> <li>• <b>Approximating</b> prices</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of guidelines</li> <li>• <b>Asking</b> questions for more understanding</li> </ul>   |

| THEME  | TOPIC                  | SPECIFIC OUTCOMES  | CONTENT   |  |  |
|--|------------------------|--|---|--|--|
|  |                        |  | KNOWLEDGE   | SKILLS   | VALUES   |
| <b>10.4 FIBRES AND FABRICS</b>                       | <b>10.4.1 Patterns</b> | 10.4.1.1 Describe body measurements.                                   | <ul style="list-style-type: none"> <li>• Being familiar with body measurements bust, waist, hip and lengths.</li> <li>• Measurements of a dress, trousers, skirt etc.</li> <li>• Commercial paper patterns are factory made while homemade are made at home e.g. from newspaper.</li> <li>• Place on fold, straight grain etc. Tailor's taking, tracing wheel &amp; carbon paper.</li> <li>• Figure variations, Alterations and adaptations</li> <li>• Layout of pattern pieces on the fabric.</li> <li>• Cutting out garments e.g. child's dress.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Taking</b> body measurements</li> <li>• <b>Making</b> paper patterns</li> <li>• <b>Cutting</b> out garments according to specifications</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of body specifications</li> <li>• <b>Applying</b> body measurements</li> </ul> |
|  |                        | 10.4.1.2 Take figure measurements correctly.                           |   |  |  |
|  |                        | 10.4.1.3 Explain commercial and homemade paper patterns.               |   |  |  |
|  |                        | 10.4.1.4 Explain pattern markings                                      |   |  |  |
|  |                        | 10.4.1.5 Describe the methods of transferring pattern markings.        |   |  |  |
|  |                        | 10.4.1.5 Make simple pattern adaptations.                              |   |  |  |
|  |                        | 10.4.1.6 Prepare paper patterns and fabrics for cutting out a garment. |   |  |  |
| 10.4.1.7 Cut out garments according to instructions. |                        |  |   |  |  |
| <b>10.5 NEEDLE WORK PROCESS</b>                      | <b>10.5.1 Stitches</b> | 10.5.1.1 Describe temporary stitches                                   | <ul style="list-style-type: none"> <li>• Temporary stitches (Tacking stitch, Tailor tacking)</li> <li>• Permanent stitches( Joining stitches, Neatening stitches, Decorative/embroidery stitches)</li> <li>• Working out stitches</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Identifying</b> groups of stitches</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Safety</b> consciousness in needle handling</li> </ul>                                       |
|  |                        | 10.5.1.2 Describe groups of permanent stitches.                        |   |  |  |
|  |                        | 10.5.1.3 Work out temporary and permanent stitches.                    |   |  |  |

| THEME                                  | TOPIC   | SPECIFIC OUTCOMES   | CONTENT   |   |   |
|--|---|---|---|---|---|
|  |   |   | KNOWLEDGE   | SKILLS  | VALUES  |
| <b>10.6<br/>ENTREPRE-<br/>NEURSHIP</b> | <b>10.6.1<br/>Entrepreneurship<br/>in Fashion &amp;<br/>Fabrics</b> | <p>10.6.1.1 Identify types of businesses in fashion and fabrics.</p> <p>10.6.1.2 Outline a simplified business plan.</p> <p>10.6.1.3 Carry out a possible business projects</p> | <ul style="list-style-type: none"> <li>• Setting up an appropriate business (tailoring shop, tailoring school )</li> <li>• Simple business plans and projects (<i>project proposals</i>).</li> <li>• Possible business projects (such as making of simple articles showing the taught stitches).</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> business projects</li> <li>• Carrying out business projects</li> <li>• <b>Advertising</b> the projects</li> <li>• <b>Marketing</b> the produce</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Applying</b> knowledge on running a business</li> </ul> |

## GRADE 11 - FASHION AND FABRICS

| <b>KEY COMPETENCES:</b>  | <b>GENERAL OUTCOMES</b>   |
|--|---|
| <ul style="list-style-type: none"><li>• Demonstrate basic skills in identifying different processes in textiles construction.</li><li>• Show knowledge in describing fashion and textile – related occupation and career.</li><li>• Demonstrate various ways to recycle clothing and textiles.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate the correct handling and care of different fabrics.</li><li>• Explain and demonstrate the use of various pieces of equipment used in clothes construction</li></ul> |

| THEME                            | TOPIC                                 | SPECIFIC OUTCOMES  | CONTENT   |  |   |
|----------------------------------|---------------------------------------|--|---|--|---|
|                                  |                                       |  | KNOWLEDGE   | SKILLS   | VALUES  |
| <b>11.1 NEEDLEWORK PROCESSES</b> | <b>11.1 Seams and edge finishes</b>   | 11.1.1 Identify types of seams<br>11.1.2 Explain rules for working out seams.<br>11.1.3 Work out seams.<br>11.1.4 Identify methods of neatening edges<br>11.1.5 Work out methods of neatening edges. | <ul style="list-style-type: none"> <li>• Flat, ridged, flannel seams etc.</li> <li>• Rules for working out seams.</li> <li>• Working out seams.</li> <li>• Methods of neatening edges.</li> <li>• Sewing neatening stitches on an article.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Identifying</b> groups of seams</li> <li>• Sewing seams on given garments</li> </ul>                           | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of groups</li> <li>• <b>Applying</b> knowledge on seams</li> </ul>                    |
|                                  | <b>11.2. Yokes</b>                    | 11.2.1.1 Describe types of yokes.<br>11.2.1.2 Work out yokes according to instruction.   | <ul style="list-style-type: none"> <li>• Types of yokes e.g. front yoke and back yoke etc.</li> <li>• Sew a yoke</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Communicating</b> information on yokes</li> <li>• <b>Sewing</b> a yoke</li> </ul>                              | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of yokes</li> <li>• <b>Applying</b> of processes involved in making a yoke</li> </ul> |
|                                  | <b>11.1.3 Crossway strips</b>         | 11.1.3.1 Describe a crossway strip/bias binding.<br>11.1.3.2 Identify uses of crossway strips/ bias binding.<br>11.1.3.3 Cut and join crossway strips.   | <ul style="list-style-type: none"> <li>• Crossway strip/bias binding</li> <li>• Neatening edges, decorating, finishing of curved edges.</li> <li>• Measuring, cutting and joining.</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Cutting a</b> strip/bias binding</li> <li>• <b>Joining</b> a strip/ bias binding</li> </ul>                    | <ul style="list-style-type: none"> <li>• <b>Appreciating</b> a neatened knowledge</li> </ul>  |
|                                  | <b>11.1.4 Openings and fastenings</b> | 11.1.4.1 Describe openings<br>11.1.4.2 Work out openings.<br>11.1.4.3 Identify fastenings.<br>11.1.4.4 Work out fastenings   | <ul style="list-style-type: none"> <li>• Continuous warp bound faced, hemmed and over lapping openings.</li> <li>• Workout articles showing each opening.</li> <li>• Button and button hole, press studs, zip, Velcro etc.</li> <li>• Workout an article showing a Velcro, button &amp; button hole, press tad, zip etc.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Identifying</b> openings</li> <li>• <b>Sewing</b> openings</li> <li>• <b>Working</b> out fastenings</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Applying</b> knowledge on openings</li> </ul>   |

| THEME                            | TOPIC                                       | SPECIFIC OUTCOMES   | CONTENT   |   |  |
|----------------------------------|---|---|---|---|--|
|                                  |   |   | KNOWLEDGE   | SKILLS  | VALUES   |
|                                  | <b>11.5.1 Collars and neckline</b>          | 11.5.1.1 Identify types of collars.<br>11.5.1.2 Work out different collars<br>11.5.1.3 Identify neckline finishes.<br>11.5.1.4 Work out neckline finishes | <ul style="list-style-type: none"> <li>Types of collars e.g. flat, rolled or standing.</li> <li>Workout collars on articles.</li> <li>Binding, narrow hem, shaped facing.</li> <li>V-neckline, round, scoop, square, sweetheart or boat.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> types of collars</li> <li><b>Sewing/attaching</b> collars on garments</li> </ul>                      | <ul style="list-style-type: none"> <li><b>Applying</b> rules when making sleeves.</li> </ul>                         |
|                                  | <b>11.5.2 Sleeves</b>                       | 11.5.2.1 Identify types of sleeves.<br>11.5.2.2 Describe the type of sleeve attached to different articles.<br>11.5.2.3 Set in sleeves.                   | <ul style="list-style-type: none"> <li>Puff, bishop, fitted, bell, kimono, raglan etc.</li> <li>Children’s dresses, uniforms.</li> <li>Set in sleeves in a various articles.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> types of sleeves</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> rules when making sleeves</li> </ul>                          |
| <b>11.6 NEEDLEWORK PROCESSES</b> | <b>11.6 Waistline finishes</b>              | 11.6.1 Identify waist line finishes<br>11.6.2 Finish waistlines appropriately   | <ul style="list-style-type: none"> <li>Waist band, an elasticated fold down casing, applied, casing.</li> <li>Finish a waistline of a skirt, shorts.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> waistlines</li> <li><b>Sewing</b> a waistline</li> </ul>  | <ul style="list-style-type: none"> <li><b>Creativity</b></li> <li><b>Safety</b> consciousness when sewing</li> </ul> |
|                                  | <b>11.6.1 Controlling/Reducing fullness</b> | 11.6.1.1 Identify methods of controlling/reducing fullness.<br>11.6.1.2 Explain reasons for controlling/reducing fullness.                                | <ul style="list-style-type: none"> <li>Darts, gathers, smocking etc.</li> <li>Reasons for controlling fullness.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> methods for reducing fullness</li> <li><b>Communicating</b> knowledge on reducing fullness</li> </ul> | <ul style="list-style-type: none"> <li><b>Awareness</b> of methods for reducing fullness</li> </ul>                  |
|                                  | <b>11.6.2 Hems and finishes edges</b>       | 11.6.2.1 Describe types of hems and hem/ edge finishes.<br>11.6.2.2 Work out hem edge finishes.   | <ul style="list-style-type: none"> <li>Narrow, false, single turning and flared hem finishes.</li> <li>Workout a hems and edge finishes.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Sewing</b> hem edge finishes</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> rules when working out hem edge finishes.</li> </ul>          |
|                                  | <b>11.6.3 Pockets</b>                       | 11.6.3.1 Describe types of pockets.<br>11.6.3.2 Work out an article with a pocket.  | <ul style="list-style-type: none"> <li>Patch, bound, inside and seam pockets.</li> <li>Work out pockets.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> types of pockets</li> <li>Attaching pockets</li> </ul>  | <ul style="list-style-type: none"> <li><b>Appreciating</b> pockets</li> </ul>  |

| THEME                                  | TOPIC   | SPECIFIC OUTCOMES   | CONTENT   |   |   |
|--|---|---|---|---|---|
|  |   |   | KNOWLEDGE   | SKILLS  | VALUES  |
| <b>11.7<br/>ENTREPRENEU-<br/>RSHIP</b> | <b>11.7.1<br/>Entrepreneurship<br/>in fashion &amp;<br/>fabrics</b> | 11.7.1.1 Search for a suitable market for made items<br>11.7.1.2 Cost products and services accordingly.<br>11.7.1.3 Identify projects for income generation in fashion and fabrics.<br><br>11.7.1.4 Outline tips on packaging and labelling products for sale. | <ul style="list-style-type: none"> <li>• Search for a suitable market for made items</li> <li>• Costing products and services.</li> <li>• Projects for income generation in fashion and fabrics, e.g. children’s dresses, skirts, shirts, bags etc.</li> <li>• Packaging and labelling</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Identifying</i> suitable markets</li> <li>• <i>Costing</i> the products</li> <li>• <i>Marketing/Advertising</i> the products</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Enterprising</i></li> <li>• <i>Working</i> cooperatively in groups</li> </ul> |

## GRADE 12 - FASHION AND FABRICS

| <b>Key competences</b>   | <b>General Outcomes:</b>  |
|--|---|
| <ul style="list-style-type: none"><li>• Demonstrate basic skills in creating textile items incorporating the elements and principles of design.</li><li>• Show basic skills in making traditional handcraft.</li><li>• Demonstrate basic skills in analysing career opportunities and prerequisites related to the design, production and marketing of fashion and textiles.</li></ul> | <ul style="list-style-type: none"><li>• Make articles according to specifications</li><li>• Use available knowledge, local resources and skills to generate income</li><li>• Implement entrepreneurship project</li></ul> |

| THEME                            | TOPIC  | SPECIFIC OUTCOMES  | CONTENT   |   |   |
|----------------------------------|--|--|---|---|---|
|                                  |  |  | KNOWLEDGE   | SKILLS  | VALUES  |
| <b>12.1 NEEDLEWORK PROCESSES</b> | <b>12.1.1 Child's and Personal outfit construction</b> | 12.1.1.1 Describe garment construction<br>12.1.1.2 Follow the processes used in assembling garments under construction.  | <ul style="list-style-type: none"> <li>Processes followed in designing and making of garments.</li> <li>Designing, pattern laying, cutting etc.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> processes of garment construction</li> <li>Designing and cutting of patterns</li> </ul>         | <ul style="list-style-type: none"> <li><b>Applying</b> creative skills in garment construction.</li> </ul>                          |
|                                  | <b>12.1.2 Pressing and ironing</b>                     | 12.1.2.1 Explain the importance of pressing and ironing at all stages in garment construction<br><br>12.1.2.2 Press according to correct procedure             | <ul style="list-style-type: none"> <li>Importance of pressing and ironing</li> <li>Press and iron garments.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Communicating</b> knowledge on the importance of pressing/ironing</li> <li>Pressing/ironing garments</li> </ul> | <ul style="list-style-type: none"> <li><b>Asking</b> questions for more knowledge</li> </ul>  |
|                                  | <b>12.1.3 Care of clothes</b>                          | 12.1.3.1 Describe care labels.<br><br>12.1.3.2 Describe the care, repair and maintenance of clothes.<br>12.1.3.3 Repair, maintain and store clothes correctly. | <ul style="list-style-type: none"> <li>Care labels</li> <li>Mending, patching and darning</li> <li>Repairing clothes</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> care labels</li> <li>Mending, patching of darning of garments</li> </ul>                        | <ul style="list-style-type: none"> <li><b>Applying</b> creative skills in repairing clothes.</li> <li>Caring of garments</li> </ul> |
|                                  | <b>12.1.4 Household crafts</b>                         | 12.4.1 Identify types of crafts.<br><br>12.4.2 Make assorted handcrafts.<br><br>12.4.3 Make traditional handcrafts:  | <ul style="list-style-type: none"> <li>Crafts work e.g. appliqué, patch work, rugs from scrap, knitted articles etc.</li> <li>Making hand crafts e.g. a rug doll.</li> <li>Weaving, e.g. a summer hat.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> crafts</li> <li><b>Making</b> hand-crafts.</li> <li>Weaving a summer hat.</li> </ul>            | <ul style="list-style-type: none"> <li><b>Applying Innovative</b> skills of weaving</li> </ul>                                      |
| <b>12.2 PROCESSES</b>            | <b>12.2.1 Wardrobe planning</b>                        | 12.2.1.1 Explain what is involved in wardrobe planning<br>12.2.1.2 Identify elements of wardrobe planning  | <ul style="list-style-type: none"> <li>Elements of wardrobe planning</li> <li>Age, style, occasion, tradition, suitable fabrics, climatic conditions, colour and colour combination and complexion.</li> </ul>    | <ul style="list-style-type: none"> <li><b>Planning</b> a wardrobe</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of good grooming</li> </ul>   |

| THEME                 | TOPIC                                | SPECIFIC OUTCOMES  | CONTENT  |  |  |
|-----------------------|--------------------------------------|--|--|--|--|
|                       |                                      |  | KNOWLEDGE  | SKILLS   | VALUES   |
| 12.3 PROCESSES        | 12.3.1 Consumer protection           | 12.3.1.1 Explain consumer rights.                                      | <ul style="list-style-type: none"> <li>Consumer rights, e.g. Care labelling, fitting etc.</li> <li>Consumer Rights Organisations e.g. Ministry of Commerce, Trade and Industry. Competition And Consumer Protection Agency (CCPA), Zambia Bureau of Standards (ZABS) and Consumer associations.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> consumer rights</li> <li><b>Analysing</b> consumer rights</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> consumer rights</li> </ul>    |
|                       |                                      | 12.3.1.2 Identify organisations that protect consumers.                |  |  |  |
|                       |                                      | 12.3.1.3 Describe good grooming.                                       | <ul style="list-style-type: none"> <li>Accessories, sleep, exercise, balance diet, good personal hygiene, proper care of the skin, eyes, hair, pedicure (care of toe nails), manicure (care of finger nails) etc.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Communicating</b> information on good grooming</li> </ul>  | <ul style="list-style-type: none"> <li><b>Appreciating</b> grooming</li> </ul>           |
| 12.4 Entrepreneurship | 12.4.1 Entrepreneurship as a career. | 12.4.1.1 Form small entrepreneurship groups for small scale businesses | <ul style="list-style-type: none"> <li>Business ventures found in the community e.g. Crafts, Sewing of different articles, manicure, pedicure etc.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Forming</b> groups for business</li> <li><b>Marketing</b> the goods</li> <li><b>Advertising</b> the goods</li> <li><b>keeping</b> records for all proceedings</li> </ul> | <ul style="list-style-type: none"> <li><b>Working</b> cooperatively in groups</li> </ul> |

## SCHEME ASSESSMENT - FASHION AND FABRICS 6050

|                              |         |
|------------------------------|---------|
| <b>Paper Number</b> .....    | 1       |
| <b>Nature of paper</b> ..... | Theory  |
| <b>Weighting</b> .....       | 40%     |
| <b>Marks awarded</b> .....   | 80      |
| <b>Time</b> .....            | 2 hours |

Paper 1 is a theory examination and has two sections, A and B. Section A is compulsory and has 26 marks. It consists of short answers and or structured questions based on processes used in the construction of a given garment. Section B consists of five structured questions. Candidates must answer/choose **three** questions **only**. This section has 54 marks (18 marks per question)

|                              |                    |
|------------------------------|--------------------|
| <b>Paper Number</b> .....    | 2                  |
| <b>Nature of paper</b> ..... | Practical          |
| <b>Weighting</b> .....       | 40%                |
| <b>Marks awarded</b> .....   | 80                 |
| <b>Time</b> .....            | 2 hours 30 minutes |

Paper 2 is a practical examination. Candidates will be supplied with a piece of fabric and an envelope showing a sketch of the garment on which the candidate will work in the examination. Inside the envelope will be the question paper pattern layout which the candidate will use to carry out the examination.

|                              |                    |
|------------------------------|--------------------|
| <b>Paper Number</b> .....    | 3                  |
| <b>Nature of paper</b> ..... | Project/Coursework |
| <b>Weighting</b> .....       | 20%                |
| <b>Marks awarded</b> .....   | 40                 |

The project/coursework consists of two garments, one must fit the candidate and the other must be for a child. Each item will carry 20 marks.

## REFERENCES

### NEEDLEWORK AND CRAFTS

Bull M. W., (2008). **Introduction to Needlework**; New Metric Edition London; England.

Cock, V. (1976) **Dressmaking Simplified**; Blackwell; Australia.

Hoine, P. (1976) **Knitting and Crochet**. Lund and Bowden Stephen Humphries, Brand Ford, London

Holland, K.S., (1985). **All About Fabrics: An Introduction to Needlecraft**. Oxford: New York.

Horme, C. (1973) **Crotchet Pretty and Practical**. Mills and Boon Ltd., London

Hutchings, M. (1980) **Dolls and How to Make Them**. Mills and Boon

Key, F. H. (1976) **Toys and Gifts**. Mills and Boon, Great Britain Ltd.

Neal, M. (1976) **Needlework for Schools**. Robert Maclehose and Company Ltd., Glasgow

Picton, M. (1980) **Understanding Dress**. Blackie and Great Britain

Rhiannon, D. (1972) **Needlework Notebook**. Heinemann Education Books Ltd.

Thomson, H. (1981) **Fibres and Fabrics of Today**. Heinemann Education Books, London

Wyk Van etal, (1986). **Modern Home Economics 7**. MA skew Miller Longman; Kimberly.

# **FOOD AND NUTRITION**

## **GRADE 10-12**

## GRADE 10 - FOOD AND NUTRITION

| <b>KEY COMPETENCES</b>   | <b>GENERAL OUTCOMES:</b>   |
|--|--|
| <ul style="list-style-type: none"><li>• Demonstrate basic skills in practicing safety rules in the kitchen</li><li>• Show basic skills in analysing global and environmental health issues related to the production and consumption of food.</li><li>• Demonstrate basic skills in understanding the importance of nutrients during various stages of the life cycle, and the effects of deficiencies and excesses.</li></ul> | <ul style="list-style-type: none"><li>• Build in learners the capacity to apply principles of nutrition, adequately manage the kitchen and appropriately prepare, cook and present food.</li></ul> |

| THEME            | TOPIC                                       | SPECIFIC OUTCOMES   | CONTENT  |  |   |
|------------------|---|---|--|--|---|
|                  |   |   | KNOWLEDGE  | SKILLS   | VALUES  |
| 10.1 THE KITCHEN | 10.1.1 The Kitchen, equipment and utensils. | 10.1.1.1 Design layouts of the kitchen.                           | <ul style="list-style-type: none"> <li>L- Shape, U- shaped and parallel lines kitchens.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Designing</b> kitchen layout.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Creating</b> a suitable kitchen.</li> </ul>                                     |
|                  |   | 10.1.1.2 Explain good kitchen surfaces                            | <ul style="list-style-type: none"> <li>Kitchen surfaces: floor type, work surfaces, cool colours, plastic, wood, ceramics and metal.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Communicating</b> information on good kitchen surfaces.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> quality work.</li> </ul>                                       |
|                  |   | 10.1.1.3 State suitable colour schemes for the kitchen.           | <ul style="list-style-type: none"> <li>Suitable colour schemes.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Displaying</b> knowledge of light and cool colours.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> suitable colours in a kitchen creatively.</li> </ul>               |
|                  |   | 10.1.1.4 Describe choice, care and use of equipment and utensils. | <ul style="list-style-type: none"> <li>Choice, care and use of equipment and utensils.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Investigating</b> rules to follow in handling utensils and equipment.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> knowledge in proper handling of equipment and utensils.</li> </ul> |
|                  |   | 10.1.1.5 Explain the use of labour saving devises.                | <ul style="list-style-type: none"> <li>Labour saving devises: blenders, vacuum cleaner, coffeemaker, electric cake mixer, washing machine etc.</li> <li>Advantages and disadvantages of labour saving devises</li> </ul> | <ul style="list-style-type: none"> <li><b>Showing</b> understanding of vacuum cleaner, washing machine and polishers...</li> <li><b>Communicating</b> information on the use of labour serving devices.</li> </ul> | <ul style="list-style-type: none"> <li><b>Applying</b> safe use of labour saving devices.</li> </ul>                      |
|                  | 10.1.2 Safety in the kitchen                | 10.1.2.1 Explain safety in the kitchen.                           | <ul style="list-style-type: none"> <li>Safety symbols: the kite mark, safety mark, furniture safety....</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> safety symbols.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> safety symbols, in the kitchen.</li> </ul>                         |
|                  |   | 10.1.2.2 State common accidents in the kitchen                    | <ul style="list-style-type: none"> <li>Common accidents in the kitchen e.g. cut, scalds, burns, electrical suffocation, choking.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> common accidents in the kitchen.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Applying</b> safety rules in the kitchen.</li> </ul>                            |

| THEME  | TOPIC  | SPECIFIC OUTCOMES  | CONTENT  |  |   |
|--|--|--|--|--|---|
|  |  |  | KNOWLEDGE  | SKILLS   | VALUES  |
|  |  | 10.1.2.3 Describe ways of preventing accidents in a kitchen.     | <ul style="list-style-type: none"> <li>Preventing accidents in a kitchen: electric shocks, slippery floors...</li> </ul>   | <ul style="list-style-type: none"> <li><b>Investigating</b> ways of preventing accidents in the kitchen.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Promoting</b> orderliness.</li> <li>Appreciating safety.</li> </ul> |
|  |  | 10.1.1.4 Explain the use of the First Aid box contents.          | <ul style="list-style-type: none"> <li>Contents of the first Aid box: Scissors, tweezers, roll of surgical tape and their uses.</li> <li>Application of first aid on common accidents.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> content in the first aid box.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> first aid on simple ailments.</li> </ul>               |
| <b>10.2 PRINCIPLES OF FOOD AND NUTRITION</b>           | <b>10.2.1 Introduction to food and nutrition</b> | 10.2.1.1 Outline the principles / terms in food and nutrition.   | <ul style="list-style-type: none"> <li>Principles of food e.g. nutrition, nutrients menu, balanced diet etc.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> principles / terms used in food and nutrition.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Appreciating</b> the nutritional value of food.</li> </ul>          |
|  |  | 10.2.1.2 Identify food nutrients.                                | <ul style="list-style-type: none"> <li>Nutrients: Protein, fats, carbohydrates, vitamins, minerals, roughage and water.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> food nutrients.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Awareness</b> of food nutrients.</li> </ul>                         |
|  | <b>10.2.2 Dietary components</b>                 | 10.2.2.1 Outline the sources and functions of food.              | <ul style="list-style-type: none"> <li>Animal and plants sources and functions of food.</li> <li>Protein, carbohydrates and vitamins.</li> <li>Lubricating of joints and membrane, fibre helps in excretion.</li> <li>Sources (stringy parts of fruits and vegetables).</li> <li>Organisms or food produced by a method that involves changing the structure of its genes.</li> <li>Food groups and healthy diet pyramid e.g. following the national food guide, where one aims at eating foods from all the different food groups.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> sources and functions of food.</li> <li><b>Communicating</b> information on the main foods in the diet.</li> <li><b>Interpreting</b> knowledge on genetically modified Organisms.</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciating</b> food and its use in the body.</li> </ul>           |
|  |  | 10.2.2.2 Describe the main foods in the diet                     |  |  |   |
|  |  | 10.2.2.3 Explain the use of water and dietary fibre in the body. |  |  |   |
|  |  | 10.2.2.4 Identify sources and functions of dietary fibre         |  |  |   |
| 10.2.2.5 Describe Genetically Modified Organisms (GMO) |  |  |  |  |   |
| 10.2.2.6 Identify different healthy diets.             |  |  |  |  |   |

| THEME  | TOPIC  | SPECIFIC OUTCOMES   | CONTENT   |   |  |
|--|--|---|---|---|--|
|  |  |   | KNOWLEDGE   | SKILLS  | VALUES   |
| <b>10.3 PRINCIPLES OF FOOD AND NUTRITION</b> | <b>10.3.1 Digestion, absorption and metabolism</b> | 10.3.1.1 Explain the digestion and absorption of food                 | <ul style="list-style-type: none"> <li>Digestion and absorption: in the mouth, oesophagus, stomach, duodenum, ileum, and colon.</li> </ul>                | <ul style="list-style-type: none"> <li><b>Communicating</b> knowledge on the passage of food in the body.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Asking</b> questions for more knowledge.</li> </ul>      |
|  |  | 10.3.1.2 Identify enzymes involved in digestion.                      | <ul style="list-style-type: none"> <li>Salivary amylase, Pepsin, Rennin, Trypsinogen, bile etc.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Analysing</b> chemical reactions that take place in the body.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of enzymes.</li> </ul>                     |
|  |  | 10.3.1.3 Explain the process of metabolism.                           | <ul style="list-style-type: none"> <li>Metabolism: the chemical activity in the body that uses food to produce energy needed to work and grow.</li> </ul> | <ul style="list-style-type: none"> <li><b>Investigating</b> the process of metabolism.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Asking</b> questions for more knowledge.</li> </ul>      |
|  | <b>10.3.2 Dietary guidelines</b>                   | 10.3.2.1 Describe the nutritive value of main foods in the diet.      | <ul style="list-style-type: none"> <li>Structure, composition and value of foods in the diet.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Identifying</b> the nutritive value of food.</li> <li><b>Planning</b> meals according to dietary needs.</li> <li><b>Communicating</b> knowledge on how food reacts when exposed to heat.</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciating</b> the use of food in the body.</li> </ul> |
|  |  | 10.3.2.2 Explain the use of dietary guidelines                        | <ul style="list-style-type: none"> <li>Choice, use, storage of food and consumption</li> </ul>  |   |  |
|  |  | 10.3.2.3 Describe the choice, use, storage of many foods in the diet. | <ul style="list-style-type: none"> <li>Storage of vegetables, meat, following the nutritional labelling etc. Effects of heat on food</li> </ul>           |   |  |
|  |  | 10.3.2.4 Explain the effect of heat on foods                          | <ul style="list-style-type: none"> <li>Food tests, what happens when food is exposed to heat</li> </ul>   |   |  |

| THEME                                | TOPIC  | SPECIFIC OUTCOMES   | CONTENT  |   |  |
|--------------------------------------|--|---|--|---|--|
|                                      |  |   | KNOWLEDGE  | SKILLS  | VALUES   |
| <b>10.4 INDIVIDUAL DIETARY NEEDS</b> | <b>10.4.1 Meal planning and dietary needs.</b> | 10.4.1.1 Identify factors affecting food requirements.<br>10.4.1.2 Explain the importance of breast feeding babies from 0-6 months (exclusive breast feeding)<br>10.4.1.3 Explain complementary feeding.<br>10.4.1.4 Explain the meal planning concept.<br>10.4.1.5 Plan meals for all ages, occupations and other health dietary requirements. | <ul style="list-style-type: none"> <li>• Health, age, type of occupation etc.</li> <li>• Breast milk contains all the nutrients needed for baby to grow.</li> <li>• Adding solids to baby apart from just breast milk.</li> <li>• Meal planning               <ul style="list-style-type: none"> <li>- Time plan (dishes chosen, shopping list, order of work)</li> <li>- Prepare meals for different dietary needs.</li> </ul> </li> <li>• Prepare meals for different dietary needs including issues such as; Recommended Daily Allowance (RDA), Reference Nutrition Intake (RNI) and Dietary need for all ages, occupation and health.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Planning</b> meals according to dietary needs.</li> <li>• <b>Communicating</b> knowledge on the importance breast feeding.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Awareness</b> of the importance of feeding family members.</li> <li>• <b>Caring</b> for babies.</li> <li>• <b>Cooperatively</b> working as a class.</li> </ul> |

## GRADE 11 - FOOD AND NUTRITION

| <b>Key competences</b>   | <b>General outcomes:</b>  |
|--|---|
| <ul style="list-style-type: none"><li>• Show basic skills in planning meals through a meal appeal activity.</li><li>• Display knowledge to prepare meals in response to nutritional needs depending on life stage, activity level, health and gender.</li><li>• Demonstrate basic skills in using a variety of cooking methods to prepare food.</li><li>• Show knowledge and ability to use product labels to identifying and compare the nutritional value in a variety of food products.</li></ul> | <ul style="list-style-type: none"><li>• Develop the ability to appropriately improvise and utilise ingredients, materials, utensils and equipment.</li><li>• Demonstrate an understanding of meal planning and dietary need of different age groups and categories of family members.</li></ul> |

| THEME                           | TOPIC  | SPECIFIC OUTCOMES   | CONTENT  |  |  |
|---------------------------------|--|---|--|--|--|
|                                 |  |   | KNOWLEDGE  | SKILLS   | VALUES   |
| 11.1 PRACTICAL FOOD PREPARATION | 11.1.1 Preparation and methods of cooking food | 11.1.1.1 Describe various methods of cooking.<br>11.1.1.2 Identify different ways of heat transfer during the cooking process.<br>11.1.1.3 Explain effect of heat on nutrients.<br>11.1.1.4 Describe economical tips in food preparation.<br>11.1.1.5 Explain the effects of fuel on environment. | <ul style="list-style-type: none"> <li>Moist, dry methods of cooking food.</li> <li>Conduction, convection and radiation.</li> <li>Changes that take place on food when heat is applied.</li> <li>Consider the aspects of saving fuel when meals are being prepared.</li> <li>Pollution</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> various methods of cooking.</li> <li><b>Investigating</b> and observing effects of heat while cooking.</li> <li><b>Observing</b> the behaviour of heat on nutrients.</li> <li><b>Communicating</b> information on fuel conservation</li> <li><b>Investigating</b> ways the environment is polluted.</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciate</b> the value of various methods of cooking.</li> <li><b>Appreciate</b> the effects of heat on food</li> <li><b>Appreciating</b> the value of nutrients in food</li> <li>Being <b>economical</b></li> <li><b>Appreciating</b> clean environment.</li> </ul> |
|                                 | 11.1.2 Cooking different types of food         | 11.1.2.1 Explain the process of cooking different types of food.  | <ul style="list-style-type: none"> <li>Cookery of meat, cereals, egg, fish, poultry, milk and milk products, fruit and vegetables, insects, root and tubers dishes.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Cooking</b> different types of food.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Applying</b> different methods when cooking food</li> </ul>  |
|                                 | 11.1.3 Sauces, stock, soup and gravy           | 11.1.3.1 Explain classes and types of sauces, soups and stocks  | <ul style="list-style-type: none"> <li>Classes and types of sauces, soups and stocks</li> <li>Preparation of soups</li> </ul>  | <ul style="list-style-type: none"> <li><b>Classifying</b> sauces, soups and stocks.</li> <li>Preparing soups</li> </ul>  | <ul style="list-style-type: none"> <li><b>Appreciating</b> quality food.</li> </ul>  |
| 11.2 FOOD AND FOOD SCIENCE      | 11.2.1 Flour mixtures                          | 11.2.1.1 Describe types of flour.   | <ul style="list-style-type: none"> <li>White meal, whole meal and brown four, cassava and sweet potatoes flour.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Identifying</b> types of flour.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Appreciating</b> the types of flour.</li> </ul>  |
|                                 |  |   | <ul style="list-style-type: none"> <li>Advantages and disadvantages of flour and faults in flour mixtures.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Outlining</b> of faults in flour mixtures.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Awareness</b> of changes in flour mixtures.</li> </ul>   |

| THEME                             | TOPIC                        | SPECIFIC OUTCOMES  | CONTENT   |   |  |
|-----------------------------------|------------------------------|--|---|---|--|
|                                   |                              |  | KNOWLEDGE   | SKILLS  | VALUES   |
|                                   |                              | 11.2.1.2 Make dishes from different types of flour mixtures.<br>11.2.1.3 Analyse faults in cake making   | <ul style="list-style-type: none"> <li>Baking – Sausage rolls, cakes etc.</li> <li>Making of different flour dishes e.g. sunken cake, cracked cake.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Baking</b> different foods.</li> <li><b>Analysing</b> faults</li> </ul>   | <ul style="list-style-type: none"> <li><b>Baking</b> using different types of flour mixtures.</li> <li><b>Producing</b> quality work.</li> </ul>   |
| <b>11.3 FOOD AND FOOD SCIENCE</b> | <b>11.3.1 Raising agents</b> | 11.3.1.1 Identify different types of raising agents<br>11.3.1.2 Explain the importance of yeast in cookery<br>11.3.1.3 Prepare and cook dishes using the different types of raising agents.<br>11.3.1.4 Describe problems encountered in the use of raising agents | <ul style="list-style-type: none"> <li>Mechanical and Chemical raising agents.</li> <li>Yeast as a raising agent.</li> <li>Making dishes using different types of raising agents (include batch baking).</li> <li>Problems with the use of raising agents.</li> </ul> | <ul style="list-style-type: none"> <li><b>Identifying</b> different raising agents.</li> <li><b>Communicating</b> information on yeast cookery.</li> <li><b>Cooking</b> different dishes.</li> <li><b>Communicating</b> knowledge on faults the use of raising agents.</li> </ul> | <ul style="list-style-type: none"> <li><b>Appreciating</b> the value of raising agents.</li> <li><b>Awareness</b> of yeast as a raising agent.</li> <li><b>Appreciating</b> raising agents.</li> </ul> |

| THEME                            | TOPIC  | SPECIFIC OUTCOMES  | CONTENT  |   |   |
|----------------------------------|--|--|--|---|---|
|                                  |  |  | KNOWLEDGE  | SKILLS  | VALUES  |
| <b>11.4 FOOD HYGIENE</b>         | <b>11.4.1 Hygienic practices in food preparation</b> | 11.4.1.1 Describe food hygiene.  | <ul style="list-style-type: none"> <li>Hygiene in relation to; Personal hygiene, Kitchen hygiene, Food hygiene.</li> <li>Definition of food spoilage and causes of contamination</li> <li>Types of refuse.</li> <li>Methods of waste disposal (segregation of waste such as glass, vegetable matter and plastic/paper).</li> </ul>   | <ul style="list-style-type: none"> <li><b>Observing</b> the aspect of hygiene in the home</li> <li><b>Communicating</b> knowledge of food contaminating</li> <li>Identifying various ways of disposing waste</li> </ul> | <ul style="list-style-type: none"> <li><b>Cleanliness</b> in the home</li> <li><b>Applying</b> hygienic practices in the home</li> <li>Appreciating a clean environment</li> </ul>              |
|                                  |  | 11.4.1.2 Explain food spoilage and contamination, and their causes.  |  |   |   |
|                                  |  | 11.4.1.3 Use appropriate methods of waste disposal.  |  |   |   |
| <b>11.5 PRESERVATION OF FOOD</b> | <b>11.5.1 Food preservation</b>                      | 11.5.1.1 Describe food preservation  | <ul style="list-style-type: none"> <li>Food preserved to prevent natural and microbial decay.</li> <li>Add variety to the diet, by making foods available out of season; make use of food when it is cheap and plentiful and to store it for later use etc.</li> <li>Heating, irradiation, addition of chemical preservation etc.</li> <li>Preservation of foods.</li> </ul> | <ul style="list-style-type: none"> <li><b>Experimenting</b> ways of preserving food</li> <li><b>Communicating</b> information on why food is preserved</li> <li><b>Observing</b> how food is preserved</li> </ul>       | <ul style="list-style-type: none"> <li><b>Applying</b> preservation methods</li> <li><b>Awareness</b> of reasons for preservation</li> <li><b>Applying</b> safe preservative methods</li> </ul> |
|                                  |  | 11.5.1.2 State reasons for preserving food.  |  |   |   |
|                                  |  | 11.5.1.3 Identify methods of food preservation.  |  |   |   |
|                                  |  | 11.5.1.4 Demonstrate the ability of preserving a variety of foods using the different methods of preservation. |  |   |   |

| THEME                              | TOPIC                            | SPECIFIC OUTCOMES  | CONTENT  |  |  |
|------------------------------------|----------------------------------|--|--|--|--|
|                                    |                                  |  | KNOWLEDGE  | SKILLS   | VALUES   |
|                                    | <b>11.5.2 Convenience Foods.</b> | <p>11.5.2.1 Describe convenience foods.</p> <p>11.5.2.2 Explain the advantages and disadvantages of convenience foods.</p> <p>11.5.2.3 Explain the importance of buying foods packed in environmentally friendly materials.</p> <p>11.5.2.4 Prepare meals using convenience foods</p> <p>11.5.2.5 Use of additives</p> | <ul style="list-style-type: none"> <li>• Processed foods and partly prepared by a manufacturer.</li> <li>• Types of convenience foods e.g. canned, dehydrated etc.</li> <li>• Advantages and disadvantages of convenience foods.</li> <li>• Safety measures in use of convenience foods</li> <li>• Preparing meals</li> <li>• Additives enhance the flavours, colour and texture enhancers.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Preserving</i> foods</li> <li>• <i>Classifying</i> convenience foods</li> <li>• <i>Comparing</i> the positives and negatives of convenience foods</li> <li>• <i>Communicating</i> knowledge in the use of convenient foods</li> <li>• <i>Planning</i> meals</li> <li>• Communicating knowledge on additives</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> preserved foods</li> <li>• <i>Awareness</i> of the types</li> <li>• <i>Appreciating</i> convenience food</li> <li>• <i>Applying</i> safety in handling food</li> <li>• <i>Appreciating</i> meals made from convenience foods</li> <li>• Applying additives to food</li> </ul> |
| <b>11.6 FOODS AND FOOD SCIENCE</b> | <b>11.6.1 Herbs and spices.</b>  | <p>11.6.1.1 Describe herbs and spices</p> <p>11.6.1.2 Identify common herbs and spices</p> <p>11.6.1.3 Compare and contrast herbs and spices</p> <p>11.6.1.4 Use herbs and spices accordingly</p>  | <ul style="list-style-type: none"> <li>• Herbs and spices</li> <li>• Common herbs and spices (Turmeric, ginger, garlic, cinnamon, black pepper, white pepper, rosemary, thyme, parsley).</li> <li>• Differences</li> <li>• Appropriate use of herbs and spices</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Communicating</i> the importance of herbs and spices</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Applying</i> herbs and spices</li> </ul>   |
| <b>11.7 FOOD INTOLERANCE</b>       | <b>11.7.1 Food allergies</b>     | <p>11.7.1.1 Describe food allergies</p> <p>11.7.1.2 Explain causes of food allergies</p>   | <ul style="list-style-type: none"> <li>• Food allergies</li> <li>• Causes of food allergies</li> <li>• Food malabsorption</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Communicating</i> knowledge on food allergies and their causes</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Asking</i> questions for more understanding</li> </ul>   |

## GRADE 12– FOOD AND NUTRITION

| <b>General outcomes:</b>  | <b>Key competences:</b>   |
|---|---|
| <ul style="list-style-type: none"><li>• Demonstrate an understanding of the principles of the art of food presentation, flower arrangement and food service management.</li><li>• Develop knowledge on household budgeting and saving, entrepreneurship, consumer education, rights and responsibilities.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrate basic skills in serving styles, food presentation, table setting, hosting duties and table etiquette.</li><li>• Show basic skills in doing flower arrangement.</li><li>• Display effective skills in food marketing practices and handling of consumer behaviour.</li><li>• Show basic skills in describing food-related occupation and career.</li></ul> |

| THEME                           | TOPIC                      | SPECIFIC OUTCOMES  | CONTENT   |   |   |
|---------------------------------|----------------------------|--|---|---|---|
|                                 |                            |  | KNOWLEDGE   | SKILLS  | VALUES  |
| 12.1 PRACTICAL FOOD PREPARATION | 12.1.1 Food presentation   | 12.1.1.1 Describe presentation of food.                          | <ul style="list-style-type: none"> <li>Food presentation : the visual impressions of serving food and the surrounding in which is eaten</li> </ul>                                    | <ul style="list-style-type: none"> <li><b>Presentation</b> of food</li> <li><b>Decorating</b> and garnishing of dishes</li> </ul>               | <ul style="list-style-type: none"> <li><b>Application</b> of styles in preserving foods.</li> <li><b>Creativity</b> doing the work</li> </ul> |
|                                 |                            | 12.1.1.2 Identify methods of decorating and garnishing food.     | <ul style="list-style-type: none"> <li>Decorating and garnishing: Saving foods for garnishing and decorating sweet dishes</li> </ul>  | <ul style="list-style-type: none"> <li><b>Serving</b> meals properly</li> <li>Presenting meals according to occasion and environment</li> </ul> | <ul style="list-style-type: none"> <li><b>Awareness</b> in styles of meal service</li> </ul>  |
|                                 |                            | 12.1.1.3 Identify styles of meal service.                        | <ul style="list-style-type: none"> <li>Styles of meal service : suitable garnishing of meals</li> </ul>   | <ul style="list-style-type: none"> <li><b>Applying</b> meals creativity</li> </ul>  | <ul style="list-style-type: none"> <li><b>Innovative</b> way of flower arrangement</li> </ul>   |
|                                 |                            | 12.1.1.4 Describe ways of serving meals for different occasions. | <ul style="list-style-type: none"> <li>Formal/informal and traditional ways of serving meals. Prepare meal</li> </ul>   |   |   |
|                                 |                            | 12.1.1.5 Make simple flower arrangements.                        | <ul style="list-style-type: none"> <li>Flower arrangement.</li> </ul>   |   |   |
| 12.2 CONSUMER STUDIES           | 12. 2.1 Consumer Education | 12.2.1.1 Identify organisations that protect the consumer.       | Local Authority Health Department, Competition and Consumer Protection Agency (CCPA), Zambia Bureau of Standards (ZABS), Human Rights Commission, Ministry of Health - Public Health) | <ul style="list-style-type: none"> <li><b>Identifying</b> the consumer protection organisations.</li> </ul>                                     | <ul style="list-style-type: none"> <li><b>Awareness</b> of consumer protection organisation</li> </ul>  |
|                                 |                            | 12.2.1.2 Describe consumer rights and methods of redress.        | <ul style="list-style-type: none"> <li>Consumer rights. And Methods of redress.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Communicating</b> knowledge on consumer rights</li> </ul>   | <ul style="list-style-type: none"> <li><b>Awareness</b> of consumer rights</li> </ul>   |
|                                 |                            | 12.2.1.3 Explain the role of advertisements to the consumer      | <ul style="list-style-type: none"> <li>Advertisements: - Assertiveness in responding to adverts.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Advertising</b> goods</li> </ul>  | <ul style="list-style-type: none"> <li><b>Asking</b> questions for more understanding</li> </ul>  |
|                                 |                            | 12.2.1.4 Importance of shopping.                                 | <ul style="list-style-type: none"> <li>Wise shopping and reducing waste.</li> </ul>   | <ul style="list-style-type: none"> <li><b>Shopping</b> wisely for home requirements</li> </ul>  |   |

| THEME  | TOPIC  | SPECIFIC OUTCOMES   | CONTENT   |   |  |
|--|--|---|---|---|--|
|  |  |   | KNOWLEDGE   | SKILLS  | VALUES   |
|  |  | 12.2.1.5 Describe product labelling.                              | <ul style="list-style-type: none"> <li>• Product labelling</li> </ul>   | <ul style="list-style-type: none"> <li>• Labelling foods for sale</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Applying</i> knowledge on wise shopping</li> </ul> |
| <b>12.3 PRACTICAL FOOD PREPARATION</b>                   | <b>12.3.1 Alternative foods (Analogue foods)</b> | 12.3.1.1 Describe meat analogue.                                  | <ul style="list-style-type: none"> <li>• soya chunks, sausage.</li> <li>• (Textured Vegetable. Proteins [TVP]) - Soya sausage</li> <li>• Soya meal</li> <li>- Soya meal</li> <li>- Soya chunks</li> <li>- Soya milk</li> <li>• Groundnuts</li> </ul>                                  | <ul style="list-style-type: none"> <li>• <i>Identifying</i> sources of food for analogue</li> <li>• <i>Observation</i> of foods that depict alternative sources of food for meat analogue.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> meat analogue</li> </ul>          |
|  |  | 12.3.1.2 Identify alternative sources of foods for meat analogue. |   |   |  |
|  | <b>12.3.2 Gelatine, sweets and puddings</b>      | 12.3.2.1 Explain gelatine.  | <ul style="list-style-type: none"> <li>• Gelatine: tasteless, transparent, Odourless, brittle solid in which is found yellow in colour.</li> <li>• Importance and uses of sweets and puddings.</li> <li>• Gelatine, sweets and puddings</li> <li>• Preparation of gelatine</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Identifying</i> sources of food for analogue</li> <li>• <i>Observation</i> of dishes that are decorated.</li> </ul>                                       | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> meat analogue</li> </ul>          |
| 12.3.2.2 Explain the importance of sweets and puddings.  |  |   |   |   |  |
| 12.3.2.3 Explain the importance of gelatine in the diet. |  |   |   |   |  |

| THEME                                   | TOPIC                                       | SPECIFIC OUTCOMES   | CONTENT  |   |  |
|---|---|---|--|---|--|
|   |   |   | KNOWLEDGE  | SKILLS  | VALUES   |
| <b>12.4 FOOD AND NUTRITION SECURITY</b> | <b>12.4.1 Food and nutrition security</b>   | 12.4.1.1 Describe food path and food security                                       | <ul style="list-style-type: none"> <li>• Food security</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Communicating</b> knowledge on food security</li> </ul>                     | <ul style="list-style-type: none"> <li>• <i>Awareness</i> of food security.</li> </ul>                   |
|   |   | 12.4.1.2 Identify types of food security  | <ul style="list-style-type: none"> <li>• Types of food security (Household food security, national food security, individual food security)</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Comparing</b> the types of food securities</li> </ul>                       | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> food security</li> </ul>                    |
|   |   | 12.4.1.3 Explain food losses along the food path                                    | <ul style="list-style-type: none"> <li>• Pre and Post-harvest: exposure to sunlight chemicals.....</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Identifying</b> food losses alone, the food path</li> </ul>                 | <ul style="list-style-type: none"> <li>• <i>Asking</i> questions for more understanding</li> </ul>       |
|   |   | 12.4.1.4 Explain the causes of food insecurity                                      | <ul style="list-style-type: none"> <li>• Causes of food insecurity</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Communicating</b> information on food insecurity</li> </ul>                 | <ul style="list-style-type: none"> <li>• <i>Applying</i> methods food insecurity.</li> </ul>             |
|   |   | 12.4.1.5 Explain the effects of food insecurity                                     | <ul style="list-style-type: none"> <li>• Effects of food insecurity</li> </ul>   |   | <ul style="list-style-type: none"> <li>• <i>Applying</i> food security</li> </ul>                        |
| <b>12.5 PRACTICAL FOOD PREPARATION</b>  | <b>12.5.1 Traditional cookery</b>           | 12.5.1.1 Describe traditional cookery   | <ul style="list-style-type: none"> <li>• Traditional cookery</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Practising</b> traditional cookery</li> </ul>                               | <ul style="list-style-type: none"> <li>• <i>Awareness</i> of traditional dishes.</li> </ul>              |
|   |   | 12.5.1.2 Identify prominent traditional dishes and beverages in Zambia              | <ul style="list-style-type: none"> <li>• Zambian dishes and beverages: Chikanda, Tobwa, chibwantu</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Identifying</b> Zambian traditional dishes and beverages</li> </ul>         | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> traditional dishes</li> </ul>               |
|   |   | 12.5.1.3 Explain the loss of nutrients and supplements through traditional cookery. | <ul style="list-style-type: none"> <li>• Nutrient losses and supplements: addition at soda, over boiling.....</li> </ul>                               | <ul style="list-style-type: none"> <li>• <b>Communicating</b> knowledge on how nutrients are lost and added.</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Applying</i> additional nutritional value of food</li> </ul> |
|   |   | 12.5.1.4 Prepare a traditional dish.  | <ul style="list-style-type: none"> <li>• Preparation of traditional dishes</li> </ul>  | <ul style="list-style-type: none"> <li>• Making dishes</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Appreciating</i> the Zambian tradition</li> </ul>            |
| <b>12.6 ENTREPRENEURSHIP</b>            | <b>12.6.1 Entrepreneurship as a career.</b> | 12.6.1.1 Form small entrepreneurship groups for small scale businesses              | <ul style="list-style-type: none"> <li>• Business ventures found in the community (Baking, preparation of different meals)</li> </ul>                  | <ul style="list-style-type: none"> <li>• <b>Advertising</b> goods</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Working</i> cooperatively in groups.</li> </ul>              |

## SCHEME ASSESSMENT – FOOD AND NUTRITION

### Paper I

|                        |                       |
|------------------------|-----------------------|
| <b>Nature of paper</b> | <b>Theory/written</b> |
| Weighting              | 50%                   |
| Marks awarded          | 100                   |
| Time                   | 2 hours               |

Paper I consists of two sections; A and B. Section A is compulsory and consists of short answers and/or structured questions based on nutrition concepts (covering various themes in food and nutrition namely the kitchen, principles of food and nutrition, practical food preparation, food science and hygiene, presentation of food, financial management, food and nutrition security, food intolerance, consumer studies, individual dietary needs and food hygiene). This section is worth forty (40) marks.

Section B carries six (6) structured questions covering the whole syllabus. Candidates must answer four (4) questions. This section is awarded sixty (60) marks, (15 marks per question)

### Paper II

|                        |   |
|------------------------|---|
| <b>Nature of paper</b> | <b>Practical</b>  |
| Weighting              | 50%   |
| Marks awarded          | 100   |
| Time                   | -planning session 1½ hours<br>-practical examination 2½ hours |

Paper II consists of eight (10) tests. The examiner will choose 8 tests on the day of planning and allocate one test to each candidate (shuffle). The candidate will be required within one and half hours to plan how she/he will carry out the test. The candidate will also be required to prepare a shopping and equipment list.

## REFERENCE BOOKS

Burgess, A and Glassier, P. (2005), **Family Nutrition Guide**, ISBN: 92-5-1052 33-6

Davies, J. (1997) **Hammonds Cooking Explained**, 4th Edition ISBN: 0 582 30573 X

Grislier, C. And Powers, H. (2011) **Human Nutrition**, 12<sup>th</sup> Edition, ISBN: 9780 7020 31182

Molewa, J. (2000) **Modern and Traditional Recipes**

Neal, M and James, J. (1983) **Good Homemaking**, ISBN: 0 216 91377 2

NFNC (2011) Nutrition guidelines for care and support for people living with HIV and AIDS

Neil, A and Hesmondhalgh, Z (1985), **Revise Home Economics**: A complete revision course for O level and CSE; ISBN: 0 850 97603 0

Trswell, S. A (2003) **ABC of Nutrition**, 4<sup>th</sup> Edition, ISBN: 0 7279 1664 5

Tull, A. (1996) **Food and Nutrition**. Oxford University Press ISBN: 978-0-19-832766-0

Whitney, E and Rolf, S. R (2011) **Understanding Nutrition**, 12<sup>th</sup> Edition, ISBN: 0 978 0538 – 73476-9

## APPENDIX I: HOME MANAGEMENT - SCOPE AND SEQUENCE

| GRADE 10      |   | GRADE 11                   |  | GRADE 12                                  |   |
|---------------|---|----------------------------|--|---|---|
| TOPIC         | CONTENT   | TOPIC                      | CONTENT  | TOPIC                                     | CONTENT   |
| 1. The House  | <ul style="list-style-type: none"> <li>Choice of a house.</li> <li>Layout of a house.</li> <li>Water sources, supply, purification and storage.</li> <li>Sources of lighting and ventilation.</li> <li>Clean taps, windows and lamp.</li> </ul>   | 13. Safety and first Aid.  | <ul style="list-style-type: none"> <li>First Aid</li> <li>Contents of the first Aid box.</li> <li>Simple first Aid in the home and hospitality industry.</li> <li>Conduct a fire drill.</li> </ul>                               | 21. Responsible parenthood                | <ul style="list-style-type: none"> <li>Responsible parenthood.</li> <li>Roles of the family.</li> <li>Factors influencing a large family.</li> <li>Advantages and disadvantages of a small family.</li> </ul> |
| 2. Sanitation | <ul style="list-style-type: none"> <li>Sanitation</li> <li>Types of toilets.</li> <li>Demonstration of cleaning of toilets.</li> <li>Types of waste.</li> <li>Use of environmentally friendly cleaning materials to clean sinks, kitchen and dust bins.</li> <li>Waste disposal</li> <li>Role of national environmental management agency.</li> </ul> | 14. Adolescence            | <ul style="list-style-type: none"> <li>Adolescence</li> <li>Reproductive organs.</li> <li>Changes</li> <li>Safe life style.</li> <li>Effects of teenage pregnancy</li> </ul>   | 22. Financial management                  | <ul style="list-style-type: none"> <li>Financial management</li> <li>Budgeting</li> <li>Income generation and management.</li> <li>Expenditure.</li> </ul>  |
| 3. Floors     | <ul style="list-style-type: none"> <li>Types of floors and floor coverings.</li> <li>Choice of floor coverings for each room.</li> <li>Advantages and disadvantages of each type of floor covering.</li> <li>Use of environmentally friendly cleaning materials to care and clean floor coverings.</li> </ul>   | 15. Pregnancy and delivery | <ul style="list-style-type: none"> <li>Pregnancy and delivery</li> <li>Clothes</li> <li>Dietary needs.</li> <li>Ante natal and post natal clinics.</li> <li>Process of delivery and importance of post natal clinics.</li> </ul> | 23. Marketing in the hospitality industry | <ul style="list-style-type: none"> <li>Marketing elements.</li> <li>Facilities and services.</li> </ul>   |

| GRADE 10   |  | GRADE 11                         |   | GRADE 12                |   |
|--|--|----------------------------------|---|-------------------------|---|
| TOPIC  | CONTENT  | TOPIC                            | CONTENT   | TOPIC                   | CONTENT   |
| 4. Interior and exterior decorations in the home and hospitality business. | <ul style="list-style-type: none"> <li>• Interior decorations</li> <li>• Exterior decorations.</li> <li>• Primary and secondary colours.</li> <li>• Texture and colour scheme in the home and hospitality infrastructure.</li> <li>• Designing colour schemes for different rooms.</li> <li>• Suitable ornaments for different rooms.</li> <li>• Making of interior decorative items.</li> <li>• Flower arrangement.</li> <li>• Types of indoor and outdoor plants.</li> <li>• Planting seedlings in paper containers.</li> <li>• Dangers of keeping indoor plants in the bedrooms.</li> </ul> | 16. Child growth and development | <ul style="list-style-type: none"> <li>• Infant and young child feeding.</li> <li>• Care of the body.</li> <li>• Games and exercise.</li> <li>• Roles of members of the family in the care of the body.</li> <li>• Behavioural problems.</li> <li>• Abnormalities in development</li> </ul> | 24. Consumer protection | <ul style="list-style-type: none"> <li>• Consumer protective organization</li> <li>• Consumer rights and methods of redress.</li> <li>• Advertisement</li> <li>• Wise shopping and reducing waste.</li> </ul>                       |
| 5. Household furniture   | <ul style="list-style-type: none"> <li>• Types of wood</li> <li>• Wood finishes.</li> <li>• Choice, care and cleaning of furniture.</li> </ul>   | 17. Children's clinics           | <ul style="list-style-type: none"> <li>• Activities at the children's clinic.</li> <li>• Children's ailments and treatment.</li> </ul>  | 25. Fibres and fabrics  | <ul style="list-style-type: none"> <li>• Fibres and fabrics.</li> <li>• Sources of fibres and fabrics.</li> <li>• Hard and soft water.</li> <li>• Laundry processes.</li> <li>• Choice and storage of laundry materials.</li> </ul> |

| GRADE 10                            |   | GRADE 11                           |   | GRADE 12                       |  |
|-------------------------------------|---|------------------------------------|---|--------------------------------|--|
| TOPIC                               | CONTENT   | TOPIC                              | CONTENT   | TOPIC                          | CONTENT  |
| 6. Household utensils and equipment | <ul style="list-style-type: none"> <li>• Types of household utensils and equipment.</li> <li>• Caring and cleaning of household utensils and equipment.</li> <li>• Follow the order of washing up</li> </ul>  | 18. Meal planning                  | <ul style="list-style-type: none"> <li>• Meal planning.</li> <li>• Meal pattern.</li> <li>• Dietary needs of various members of the family.</li> <li>• Presentation of food.</li> <li>• Materials and equipment.</li> <li>• Environmentally friendly materials.</li> <li>• Types of setting.</li> <li>• Time planning.</li> </ul> | 26. Sewing tools and equipment | <ul style="list-style-type: none"> <li>• Sewing tools and equipment.</li> <li>• Simple toys.</li> </ul>  |
| 7. Labour saving devices            | <ul style="list-style-type: none"> <li>• Labour saving devices.</li> <li>• Care and cleaning of labour saving devices.</li> </ul>   | 19. Adulthood                      | <ul style="list-style-type: none"> <li>• Responsibilities of adulthood.</li> <li>• Dating.</li> <li>• Role of initiation ceremonies</li> <li>• Traditional ceremonies.</li> </ul>   | 27. House crafts               | <ul style="list-style-type: none"> <li>• Household crafts.</li> <li>• Soft furnishing</li> <li>• Garment repairing.</li> </ul>   |
| 8. Cleaning materials               | <ul style="list-style-type: none"> <li>• Principles of clearing soiled garments.</li> <li>• Cleaning materials<br/>Soap and soap less detergents, solvents, simple stain agents.</li> <li>• Improvisation of cleaning materials.</li> <li>• Environmentally friendly labels.</li> <li>• Importance of environmentally friendly cleaning materials.</li> </ul> | 20. Community and social services. | <ul style="list-style-type: none"> <li>• Community and social services.</li> <li>• Functions</li> <li>• Facilities for the provision of water and electricity.</li> <li>• Water and fuel conservation.</li> </ul>   | 28. Entrepreneurship           | <ul style="list-style-type: none"> <li>• Business ventures found in the country.</li> <li>• Crafts</li> <li>• Flower arrangement</li> <li>• Meal preparation.</li> </ul> |

| GRADE 10   |  | GRADE 11  |   | GRADE 12 |         |
|--|--|---|---|----------|---------|
| TOPIC  | CONTENT  | TOPIC   | CONTENT   | TOPIC    | CONTENT |
| 9. Hygiene in the home and hospitality business. | <ul style="list-style-type: none"> <li>Hygiene in the home.</li> <li>House-keeping.</li> <li>Role of housekeeper.</li> <li>Importance of house- keeping.</li> <li>Daily, weekly and occasional cleaning of the home and/hotel, restaurant or lodges.</li> </ul>                  | 21. Entrepreneurship in the community and hospitality industry. | <ul style="list-style-type: none"> <li>Leisure and tourism.</li> <li>Characteristics of hotel/restaurant business.</li> <li>Sources of finances.</li> <li>Implementation of projects.</li> <li>Marketing products.</li> </ul> |          |         |
| 10. Household maintenance                        | <ul style="list-style-type: none"> <li>Household maintenance.</li> <li>Household repairs painting, daily, weekly and occasional cleaning of homes and restaurants.</li> <li>Unblocking sinks, smearing mud floors and walls.</li> <li>Thatching repairing grass roof.</li> </ul> |   |   |          |         |
| 11. Household pests                              | <ul style="list-style-type: none"> <li>Household pests.</li> <li>Types</li> <li>Prevention and elimination.</li> <li>Use of ozone friendly chemicals.</li> </ul>   |   |   |          |         |
| 12. Entrepreneurship                             | <ul style="list-style-type: none"> <li>Prospecting entrepreneurial activities.</li> <li>Establishing entrepreneurial activities individually and in groups</li> </ul>  |   |   |          |         |

## FASHION AND FABRICS – SCOPE AND SEQUENCE

| GRADE 10                        |  | GRADE 11                     |  | GRADE 12                                     |   |
|---------------------------------|--|------------------------------|--|--|---|
| TOPIC                           | CONTENT  | TOPIC                        | CONTENT  | TOPIC  | CONTENT   |
| 1. Fibres                       | <ul style="list-style-type: none"> <li>• Origin of fibres.</li> <li>• Use of fibres and fabrics.</li> <li>• Characteristics or properties of fibres.</li> <li>• Differences between natural and man-made fibres</li> </ul> | 13. Seams and edge finishes. | <ul style="list-style-type: none"> <li>• Types of seams.</li> <li>• Rules for working out seams.</li> <li>• Methods of neatening edges.</li> </ul>                                   | 23. Personal and child's outfit construction | <ul style="list-style-type: none"> <li>• Garment construction.</li> <li>• Rules for sequencing processes in assembling garments under construction</li> </ul>         |
| 2. Yarns                        | <ul style="list-style-type: none"> <li>• Yarns</li> <li>• Classes of yarns.</li> <li>• Processes involved in manufacturing fibres into yarns.</li> </ul>   | 14. Yokes                    | <ul style="list-style-type: none"> <li>• Types of yokes</li> <li>• Working out yokes.</li> </ul>   | 24. Pressing and ironing                     | <ul style="list-style-type: none"> <li>• Pressing and ironing.</li> <li>• Importance of pressing at all stages in garment construction</li> </ul>                     |
| 3. Fabric construction          | <ul style="list-style-type: none"> <li>• Stages of manufacturing fabrics.</li> <li>• Fabric construction.</li> <li>• Identification of fabrics.</li> </ul>   | 15. Crossway strips.         | <ul style="list-style-type: none"> <li>• Crossway strips and bias binding.</li> <li>• Uses of crossway strips and bias binding.</li> <li>• Measuring cutting and joining.</li> </ul> | 25. Care of clothes                          | <ul style="list-style-type: none"> <li>• Care of clothes.</li> <li>• Repair, maintenance and storage of clothes.</li> <li>• Identification of care labels.</li> </ul> |
| 4. Colour in yarns and fabrics. | <ul style="list-style-type: none"> <li>• Dyeing</li> <li>• Processes of dyeing fabrics.</li> <li>• Types of dyes.</li> <li>• Dyeing a cotton fabric.</li> </ul>  | 16. Openings and fastenings  | <ul style="list-style-type: none"> <li>• Openings</li> <li>• Fastenings</li> </ul>   | 25. Household crafts                         | <ul style="list-style-type: none"> <li>• Types of crafts.</li> <li>• Knitting crocheting and bead work.</li> </ul>  |
| 5. Fabric finishes              | <ul style="list-style-type: none"> <li>• Defining fabric finishes.</li> <li>• Types of finishes</li> </ul>   | 17. Collars and neckline     | <ul style="list-style-type: none"> <li>• Types of collars.</li> <li>• Neckline finishes.</li> </ul>  | 26. Consumer protection                      | <ul style="list-style-type: none"> <li>• Consumer rights.</li> <li>• Role of ministry of commerce, trade and industry.</li> </ul>                                     |

| GRADE 10                            |   | GRADE 11                           |  | GRADE 12                          |   |
|-------------------------------------|---|------------------------------------|--|-----------------------------------|---|
| TOPIC                               | CONTENT   | TOPIC                              | CONTENT  | TOPIC                             | CONTENT   |
| 6. Equipment used in needle         | <ul style="list-style-type: none"> <li>• Tools and equipment.</li> <li>• Choice of equipment and their uses.</li> <li>• Care, cleaning and storage.</li> <li>• Maintenance/services of tools and equipment.</li> <li>• Correct storage of tools and equipment.</li> <li>• General care of tools and equipment.</li> </ul> | 18. Sleeves                        | <ul style="list-style-type: none"> <li>• Setting in a sleeve.</li> <li>• Armhole finishes.</li> </ul>              | 27. Wardrobe planning             | <ul style="list-style-type: none"> <li>• Wardrobe planning</li> <li>• Figure type, style.</li> <li>• Selection of clothes to fit wearer.</li> <li>• Accessories.</li> </ul> |
| 7. Safety                           | <ul style="list-style-type: none"> <li>• Common accidents during garment construction.</li> <li>• Safety rules in garment construction.</li> <li>• Contents of the first Aid box and their use.</li> <li>• Treatment of minor injuries.</li> <li>• Awareness of HIV/AIDS through open cuts.</li> </ul>                    | 19. Waist line finishes            | <ul style="list-style-type: none"> <li>• Types of waist line finishes.</li> <li>• Finish waist lines</li> </ul>    | 28. Entrepreneurship as a career. | <ul style="list-style-type: none"> <li>• Form small entrepreneurship groups for small scale businesses.</li> </ul>  |
| 8. Choice, use and care of fabrics. | <ul style="list-style-type: none"> <li>• Choice, use and care of fabrics.</li> <li>• Handling qualities of various fabrics.</li> </ul>  | 20. Controlling/ Reducing fullness | <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types</li> <li>• Method</li> <li>• Uses.</li> </ul> |                                   |   |

| GRADE 10                    |   | GRADE 11               |   | GRADE 12 |         |
|-----------------------------|---|------------------------|---|----------|---------|
| TOPIC                       | CONTENT   | TOPIC                  | CONTENT   | TOPIC    | CONTENT |
| 9. Purchasing and budgeting | <ul style="list-style-type: none"> <li>• Notions</li> <li>• Sources of fabrics and notions.</li> <li>• Guidelines of budgeting.</li> <li>• Importance of comparing prices.</li> <li>• Comparisons of prices and calculation of sales and profits.</li> <li>• Approximating quantities, prices, sales and profits.</li> </ul>                                    | 21. Hems and hem edges | <ul style="list-style-type: none"> <li>• Types of hems.</li> <li>• Hem/edge finishes.</li> </ul>      |          |         |
| 10. Patterns                | <ul style="list-style-type: none"> <li>• Parts for body measurements.</li> <li>• Taking body measurements.</li> <li>• Choice and use of commercial and homemade paper patterns.</li> <li>• Methods of transferring pattern markings.</li> <li>• Figure problems.</li> <li>• Layout of pattern pieces on the fabric.</li> <li>• Cutting out garments.</li> </ul> | 22. Pockets            | <ul style="list-style-type: none"> <li>• Types of pockets.</li> <li>• Finishing of pockets</li> </ul> |          |         |

| GRADE 10                                     |  | GRADE 11             |   | GRADE 12 |         |
|--|--|----------------------|---|----------|---------|
| TOPIC  | CONTENT  | TOPIC                | CONTENT   | TOPIC    | CONTENT |
| 11.Stiches                                   | <ul style="list-style-type: none"> <li>• Groups of permanent stitches.</li> <li>• Temporary stitches.</li> </ul>   | 23. Entrepreneurship | <ul style="list-style-type: none"> <li>• Search for a suitable market for made items.</li> <li>• Costing products and services.</li> <li>• Project for income generation in fashion and fabrics.</li> </ul> |          |         |
| 12.Business ventures in fashion and fabrics. | <ul style="list-style-type: none"> <li>• Business ventures.</li> <li>• Simple business plans and projects.</li> <li>• Identification of possible business projects.</li> </ul> |                      |   |          |         |

## FOOD AND NUTRITION - SCOPE AND SEQUENCE

| GRADE 10                                 |   | GRADE 11                           |   | GRADE 12   |   |
|--|---|------------------------------------|---|--|---|
| TOPIC                                    | CONTENT   | TOPIC                              | CONTENT   | TOPIC  | CONTENT   |
| 1. The kitchen and the kitchen equipment | <ul style="list-style-type: none"> <li>• Kitchen layouts.</li> <li>• Kitchen surfaces and colour schemes.</li> <li>• Equipment's and utensils.</li> <li>• Safety in the kitchen.</li> <li>• Common accidents in the kitchen.</li> <li>• Prevention of accidents in the home.</li> <li>• Contents of the first Aid box.</li> <li>• Apply first Aid.</li> </ul> | 6.Meal planning and dietary needs  | <ul style="list-style-type: none"> <li>• Meal patterns.</li> <li>• Factors affecting food requirements.</li> <li>• Mixed/ balanced meals.</li> <li>• Breast feeding and HIV/AIDS</li> <li>• Meal planning - Time plan</li> <li>• Recommended daily allowances (RDA)</li> <li>• Reference Nutrition in Intake (RNI)</li> <li>• Dietary needs for all ages, occupation and health.</li> </ul> | 15.Food presentation in homes and hospitality facilities | <ul style="list-style-type: none"> <li>• Food presentation.</li> <li>• Styles of cutting food for us.</li> <li>• Herbs and species in food preparation.</li> <li>• Styles of meal service in homes and hospitality facilities.</li> <li>• Formal/ informal and traditional ways of serving meals.</li> <li>• Flower arrangement.</li> </ul> |
| 2. Introduction to food and nutrition.   | <ul style="list-style-type: none"> <li>• Principles of food and nutrition.</li> <li>• Basic concepts and diet.</li> <li>• Importance of eating variety of foods.</li> <li>• Metabolism of food nutrients.</li> </ul>  | 7.Preparation and cooking of food, | <ul style="list-style-type: none"> <li>• Methods of cooking.</li> <li>• Transference of heat.</li> <li>• Effects of heat on nutrients.</li> <li>• Types and conservation of fuel.</li> <li>• Effects of fuel.</li> </ul>  | 16.Consumer Education                                    | <ul style="list-style-type: none"> <li>• Consumer protective organization</li> <li>• Consumer rights.</li> <li>• Methods of redress.</li> <li>• Product labelling.</li> <li>• Advertisement.</li> <li>• Wise shopping and reducing waste.</li> </ul>  |

| GRADE 10                               |  | GRADE 11                            |   | GRADE 12                               |   |
|--|--|-------------------------------------|---|--|---|
| TOPIC                                  | CONTENT  | TOPIC                               | CONTENT   | TOPIC                                  | CONTENT   |
| 3. Dietary components                  | <ul style="list-style-type: none"> <li>• Animal and plants sources of food, obtained in the local environment</li> <li>• Functions of food.</li> <li>• Main foods in the diet.</li> <li>• Classify nutrients.</li> <li>• Use of water and dietary fiber in the body.</li> <li>• Sources (stringy parts of fruits and vegetables).</li> <li>• Genetically modified foods.</li> <li>• Healthy diet pyramid.</li> </ul> | 8. Cooking different types of food. | <ul style="list-style-type: none"> <li>• Cookery of meat, cereals, milk and milk products, fruits and vegetables.</li> <li>• Preparation of stock, soups and gravy.</li> <li>• Additives</li> <li>• Reuse bottles and containers</li> </ul> | 17. Alternative foods (analogue foods) | <ul style="list-style-type: none"> <li>• Meat analogue</li> <li>• Milk-coffee cream.</li> <li>• Sauces and juices.</li> </ul>   |
| 4. Digestion absorption and metabolism | <ul style="list-style-type: none"> <li>• Digestion and absorption of various nutrients.</li> <li>• Enzymes at each stage of digestion.</li> <li>• Process of metabolism.</li> </ul>  | 9. Flour mixtures                   | <ul style="list-style-type: none"> <li>• Types of flour.</li> <li>• Types of flour mixtures.</li> <li>• Faults in flour mixtures.</li> <li>• Classification of raising agents.</li> <li>• Types of yeast.</li> </ul>                        | 18. Gelatine sweets and puddings.      | <ul style="list-style-type: none"> <li>• Gelatin, sweets and puddings.</li> <li>• Place of sweets and puddings in the diet.</li> <li>• Importance and uses of sweets and puddings.</li> </ul> |
| 5. Dietary guidelines                  | <ul style="list-style-type: none"> <li>• Structure, composition and value of foods in the diet.</li> <li>• Choice, use, storage of food.</li> <li>• Effects of heat on the food.</li> </ul>  | 10. Raising agents                  | <ul style="list-style-type: none"> <li>• Raising agents.</li> <li>• Making dishes using different types of raising agents.</li> <li>• Yeast cookery.</li> <li>• Batch baking.</li> </ul>  | 19. Food allergies.                    | <ul style="list-style-type: none"> <li>• Food allergies.</li> <li>• Causes of food allergies.</li> <li>• Food malabsorption</li> </ul>  |

| GRADE 10 |         | GRADE 11                                   |  | GRADE 12                          |   |
|----------|---------|--|--|-----------------------------------|---|
| TOPIC    | CONTENT | TOPIC                                      | CONTENT  | TOPIC                             | CONTENT   |
|          |         | 11. Hygienic practices in food preparation | <ul style="list-style-type: none"> <li>• Person, kitchen and food hygiene.</li> <li>• Definition of food spoilage and causes of contamination.</li> <li>• Types of refuse.</li> <li>• Methods of waste disposal.</li> </ul>            | 20. Food and nutrition security.  | <ul style="list-style-type: none"> <li>• Types of food security.</li> <li>• Post-harvest losses</li> <li>• Causes of food insecurity.</li> <li>• Effects of food insecurity.</li> </ul> |
|          |         | 12. Food preservation                      | <ul style="list-style-type: none"> <li>• Food preservation.</li> <li>• Methods and principles of preservation.</li> <li>• Reasons</li> <li>• Types of preserved foods.</li> </ul>  | 21. Traditional cookery           | <ul style="list-style-type: none"> <li>• Traditional cookery.</li> <li>• Prominent Zambian dishes.</li> <li>• Nutrients losses.</li> </ul>  |
|          |         | 13. Convenience foods                      | <ul style="list-style-type: none"> <li>• Convenience food.</li> <li>• Types of convenience foods.</li> <li>• Advantages and disadvantages of convenience foods.</li> <li>• Safety measurements in use of convenience foods.</li> </ul> | 22. Entrepreneurship as a career. | <ul style="list-style-type: none"> <li>• Business ventures found in the community.</li> </ul>   |
|          |         | 14. Herbs and spices.                      | <ul style="list-style-type: none"> <li>• Herbs and spices.</li> <li>• Common herbs and spices.</li> <li>• Differences</li> <li>• Appropriate use of herbs and spices.</li> </ul>   |                                   |   |

## APPENDIX II

### FASHION AND FABRICS SYLLABUS FOR GRADE 10 TO 12

The following table is given as a guide only and does not have to be strictly followed. It may be amended to fit into local requirements.

| GRADE | PROCESSES   | ARTICLES  | MATERIALS  | NEEDLES   | THREADS  |
|-------|---|---|--|---|--|
| 10    | Temporary and Permanent Stitches<br>- Tacking<br>- Hemming<br>- Decorative<br>- Over sewing<br>- Bead necklace, ring, earrings<br>- Crotcheting<br>- knitting | Table mats/place mats<br>Door mats<br>Knitted scarf's/belts<br>- Dyed tray cloth<br>serviettes,<br>handkerchief<br>- Crotched table runner<br>- Beaded food cover, bangles, necklace, earrings, rings.<br>- Needlework and First Aid boxes.<br>- Patched cushion/pin cushion. | Binca<br>Canvas<br>Calico<br>Lawn<br>Felt<br>Beads<br>Knitting needles<br>- Crotcheting hook<br>- Sisal<br>- Banana leaves<br>- Grass<br>- Palm leaves<br>- Maize cob cover<br>- Weaving frame | Crewel No. 4 or 5<br>Chenille and tapestry Nos. 4, 25 or 26<br>Darnes short Nos. 6-7. | - Cotton<br>- Embroidery/ Filosheen<br>- Wool<br>- Plastic/sisal mealie meal sack. |
| 11    | Stitches - Temporary<br>- Joining<br>- Neatening<br>- Decorative  | Child's dress with smoked part.<br>- Putch kniker<br>- Elasticated skirt<br><br>Boy's shirt/short/trousers<br>- Boy's pyjama<br>- Baby's night dress<br>- Table cloth   | - Gingaham seersucker<br>- Lawn<br><br>Drill/polyster cotton<br>Flannelet<br>Lawn  | Tools<br>Crewel needle Nos. 7 and 8<br>Sharps Nos. 7 and 8                            | Matching cotton threads.   |

| GRADE | PROCESSES   | ARTICLES   | MATERIALS  | NEEDLES   | THREADS  |
|-------|---|--|--|---|--|
|       |   |  |  | <ul style="list-style-type: none"> <li>- Tracing wheel</li> <li>measure/tape</li> <li>measure/dress</li> <li>makers pins</li> <li>- Thumble, iron</li> </ul>  |  |
| 12    | Temporary<br>Joining<br>Neatening<br>Decorative<br>Seams<br>Attaching: sleeves, collars<br>Controlling fullness<br>Openings and fasteners<br>Facings/interfaces<br>Hems<br>Edge finishes<br>Pockets<br>Lining | <ul style="list-style-type: none"> <li>- Personal outfit-<br/>full dress/shirt and<br/>top.</li> <li>Trousers and top/<br/>jacket.</li> <li>- Jacket and skirt</li> <li>- Child's outfit</li> <li>- Handcraft e.g.<br/>accessories –<br/>necklace, earrings,<br/>pulse, handbag<br/>etc.</li> <li>- Process file: To<br/>include choice of<br/>pattern.</li> <li>- Choice and<br/>purchase of fabric.</li> <li>- Diagrams<br/>showing front and<br/>back view.</li> <li>- Paper pattern<br/>used.</li> </ul> | Cotton – prints<br>Lawn<br>Seersucker<br>Gingaham<br>Drill<br>Corduroy<br>Chitenge | Sewing machine<br>(electric/hand):<br>Needles No. 14 and<br>16<br>Crenel needle Nos.<br>7 and 8<br>Sharps Nos. 7 and 8<br><ul style="list-style-type: none"> <li>- Measuring<br/>card/tape</li> <li>measuring</li> <li>- Pressing iron</li> <li>- Sleeve board</li> <li>- Dummy</li> <li>- Pairs of scissors</li> <li>- Ironing board</li> <li>- Full length<br/>mirror</li> <li>- Bodkin</li> <li>- Seam reaper</li> </ul> | Matching threads<br><ul style="list-style-type: none"> <li>- Tackling threads</li> <li>- Sewing and<br/>embroidery<br/>threads.</li> </ul> |

| GRADE | PROCESSES | ARTICLES  | MATERIALS | NEEDLES | THREADS |
|-------|-----------|---|-----------|---------|---------|
|       |           | <p>Reasons for choice of pattern and fabric.</p> <ul style="list-style-type: none"> <li>- Pattern key out (cutting pattern marking transfer-method used).</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>- Notions required e.g. fasteners, threads, elastics etc.</li> <li>- Labeling of finished outfit.</li> <li>- Total cost o completed outfit.</li> <li>- Suitable packaging for completed outfit.</li> <li>- Evaluation (challenges faced during outfit construction).</li> </ul> |           |         |         |







