



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE VOCATIONAL TRAINING AND EARLY EDUCATION

HOME MANAGEMENT SYLLABUS

GRADES 10 – 12



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PREFACE

The review of this Syllabus was necessitated by the need to improve the quality of education at High 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.

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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, Health 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

GRADE 10

Key competences:

- Demonstrate basic skills of designing and laying out different types of homes.
- Show basic skills in appropriately identifying and using household utensils and equipment.
- Demonstrate practical skills and knowledge of colour schemes, home decoration, flower arrangement, indoor plant and gardening.

General outcome(s):

- Develop an understanding on designing and laying out different types of homes.
- Demonstrate an understanding of appropriately identifying and using household utensils and equipment.
- Demonstrate an understanding of colour schemes, home decoration, flower arrangement, indoor and outdoor plants and gardening.

GRADE 10

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
HOME AND COMMUNITY	10.1 The House	<p>10.1.1 Explain the factors that influence the choice of a house.</p> <p>10.1.2 Describe factors to help in preparing a layout of a house.</p> <p>10.1.3 Identify building materials.</p> <p>10.1.4 Describe water sources and supply in the home.</p> <p>10.1.5 Describe sources of lighting and ventilation in a home.</p> <p>10.1.6 Clean water source, lighting and ventilation source.</p>	<ul style="list-style-type: none"> • Locations e.g. near the road, hospital, schools etc. • Factors such as: building materials, layout of rooms, sanitary and bathing arrangements and reasons for the plan. • Building Materials: Grass, glass, poles, cement, clay, iron sheets etc. • Water sources: Tap water, well, river, etc. (Methods of public and domestic purification and must be taught.) • Lighting: natural and artificial • Ventilation: windows, doors, airflow ceilings, air-conditioners and by exhaust fans. • Clean taps, windows, and lamp. 	<ul style="list-style-type: none"> • Investigating factors influencing choices of a house • Communicating factors in preparation of house lay out. • Naming building materials • Classifying light and ventilation sources in a home. • Cleaning water, lighting and ventilation sources. 	<ul style="list-style-type: none"> • Appreciating factors and materials in house building. • Asking questions for more understanding. • Awareness of water sources. • Applying safe use of ventilation and lighting • Cooperating in group work. • Appreciating the role of sanitation. • Awareness of toilets.
	10.2 Sanitation	<p>10.2.1 Describe sanitation.</p> <p>10.2.2 Identify various types of toilets.</p> <p>10.2.3 Demonstrate the ability of cleaning the toilet, sink, kitchen and dust bin.</p>	<ul style="list-style-type: none"> • Sanitation: the protection of public Health by removing and treating waste, dirty water etc. • Types of toilets e.g. flush, pit latrines and bucket. • Clean a toilet, sink and dust bin by using environmentally friendly cleaning agents. 	<ul style="list-style-type: none"> • Identifying what is sanitation. • Classifying the types of toilets. • Cleaning of sink, dust bin. • Communicating knowledge on the 	<ul style="list-style-type: none"> • Appreciation the role of sanitation • Awareness of the types of toilets. • Application of the use of environmentally friendly cleaning

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.2.4 Explain waste disposal methods.	<ul style="list-style-type: none"> Types of waste e.g. solid, liquid & gases and can be disposed by recycling and compost. (Role of national environmental management agency.) 	types of waste.	<ul style="list-style-type: none"> Safety consciousness in the disposal of waste.
HOME AND COMMUNITY	10.3 Floors	10.3.1 Classify floors. 10.3.2 Identify floor coverings. 10.3.3 Explain points to consider when choosing floor coverings for different rooms 10.3.4 Clean and care of floors and floor coverings	<ul style="list-style-type: none"> Types of floors e.g. wood, concrete, mud etc. Carpets, tiles, mats-modern and traditional. Choice of floor coverings for each room. Advantages and disadvantages of each type of floor covering. Use of environmentally friendly cleaning materials to care and clean floors and floor coverings 	<ul style="list-style-type: none"> Classifying types of floors Identifying floor coverings Communicating how to choose floor coverings Cleaning of floors and floor coverings. 	<ul style="list-style-type: none"> Awareness of the types of floors. Appreciation of floor coverings. Safety consciousness when choosing floor coverings Aesthetics in choice of floor coverings. Awareness of difference between interior and exterior decorations Appreciating colours.
	10.4 Interior and Exterior decorations in the home and hospitality business.	10.4.1 Describe interior and exterior decoration. 10.4.2 Identify primary and secondary colours. 10.4.3 Describe texture and colour scheme. 10.4.4 Design colour schemes for different rooms /occasions.	<ul style="list-style-type: none"> Interior decorations e.g. flowers, artefacts, ornaments, simple home furnishing. Primary (red, yellow and blue) and secondary colours Texture and colour scheme in the home (cool...) Colour scheme for different rooms 	<ul style="list-style-type: none"> Observing the features in interior decorations Identifying primary and secondary colours. Analysis of texture and colour schemes 	<ul style="list-style-type: none"> Innovativeness in creating colour schemes Cooperating group in work mentally, friendly when cleaning.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		10.4.5 Choose suitable ornaments for different rooms. 10.4.6 Make an interior decorative item. 10.4.7 State rules for picking and arranging flowers. 10.4.8 Pick and arrange flowers. 10.4.9 Identify types of indoor plants. 10.4.10 Plant and maintain indoor and outdoor plants.	<ul style="list-style-type: none"> • Suitable ornaments for different rooms • Making of interior decorative items • Flower arrangement: (types of flower arrangement) • Rules for picking and arranging flowers, other decorations decorative accessories. • Types of Indoor and outdoor plants. • Planting seedlings in paper containers. • Dangers of keeping indoor plants in the bedrooms. 	<ul style="list-style-type: none"> • Gardening of indoor and outdoor plants 	<ul style="list-style-type: none"> • Application of rules in picking and arranging flowers.
HOME AND COMMUNITY	10.5 Household furniture	10.5.1 Identify wood used for furniture. 10.5.2 Describe the types of wood finishes. 10.5.3 Explain how to choose, clean and care for household furniture.	<ul style="list-style-type: none"> • Types of wood (hard and soft wood). • Wood finishes e.g. painted and vanished etc. • Choice, care and cleaning of furniture (rules to follow) 	<ul style="list-style-type: none"> • Classifying wood. • Classifying wood finishes • Choosing, and cleaning of furniture. 	<ul style="list-style-type: none"> • Creativity • Awareness of type of wood. • Appreciation of wood finishes. • Applying knowledge on the choice, care and cleaning of furniture.
	10.6 Household utensils and equipment	10.6.1 Identify household utensils and equipment. 10.6.2 Clean and store household utensils and equipment.	<ul style="list-style-type: none"> • Types of household utensils and equipment e.g. clean equipment and kitchen utensils. • Caring, cleaning, storage of household utensils and equipment (Note: avoid Styrofoam /insulation and follow the order of washing 	<ul style="list-style-type: none"> • Identifying household utensils and equipment. • Practising how to clean and store household utensils and equipment. 	<ul style="list-style-type: none"> • Awareness of house hold utensils and equipment. • Application of safety rules when cleaning and storing utensils and

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			up).		equipment.
	10.7 Labour saving devices	10.7.1 Identify labour saving devices. 10.7.2 Care for and clean each labour saving device e.g. electric mixing bowl.	<ul style="list-style-type: none"> Quality labour saving devices : (microwave, washing machine, Hoover) Care and cleaning of labour saving devices 	<ul style="list-style-type: none"> Classifying Labour Saving Devices according to use Taking care of the labour saving devices. 	<ul style="list-style-type: none"> Awareness of Labour Saving Devices Taking proper responsibility of Labour Saving Devices
	10.8 Cleaning materials	10.8.1 Explain the principles of cleaning materials. 10.8.2 Classify cleaning materials. 10.8.3 Outline the advantages and disadvantages of soaps and detergents. 10.8.4 Explain environmentally friendly labelling 10.8.5 State the importance of environmentally friendly cleaning agents and materials.	<ul style="list-style-type: none"> Principles of cleaning materials : Soiled garments how to remove loose and fixed dirt. Cleaning materials: Soap and soapless detergents, water, solvents, simple stain agents. Advantages and disadvantages of soaps and detergents. Environmentally friendly labels. Importance of environmentally friendly cleaning materials. 	<ul style="list-style-type: none"> Investigating the methods used in the removing dirt Classifying cleaning materials. Communicating information on using environmentally friendly labelling. 	<ul style="list-style-type: none"> Asking questions for more information Application of detergents Appreciating the use of environmentally friendly detergents
HOME AND COMMUNITY HOME AND COMMUNITY	10.9 Hygiene in the home and hospitality business.	10.9.1 Describe good hygiene in the home. 10.9.2 Describe housekeeping. 10.9.3 Describe the roles of a Housekeeper. 10.9.4 Explain the importance of house keeping 10.9.5 Explain the routine cleaning of the home.	<ul style="list-style-type: none"> Hygiene in the home : cleanliness procedure in a home Housekeeping Roles of a housekeeper Importance of housekeeping Home cleaning routine: Daily, Weekly and occasional cleaning of the home. 	<ul style="list-style-type: none"> Observing He cleanliness in the home Identifying roles done in housekeeping Cleaning the house following a said routine. 	<ul style="list-style-type: none"> Appreciating hygiene in the environment Awareness of the house keeping Cooperating in group activities.
	10.10 Household	10.10.1 Describe household	<ul style="list-style-type: none"> Household maintenance: 	<ul style="list-style-type: none"> Communicating 	<ul style="list-style-type: none"> Creativity in

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	maintenance	<p>maintenance</p> <p>10.10.2 Demonstrate the ability to carry out simple home repairs.</p>	<p>(household repairs, painting, smearing mud floors and walls)</p> <ul style="list-style-type: none"> • Simple repairs: (Thatching, repairing grass roofs, unblocking sinks and mend leaking taps) 	<p>information on what is involved in house hold maintenance</p> <ul style="list-style-type: none"> • Application of skills in home repairs. 	<p>doing simple repairs</p> <ul style="list-style-type: none"> • Safety Conscious in handling repairs. • Resourcefulness in using locally acquired utensils.
HOME AND COMMUNITY	10.11 Household pests	<p>10.11.1 Identify household pests.</p> <p>10.11.2 Explain the prevention and control of household pests.</p>	<ul style="list-style-type: none"> • Household pests (flies, ants, cockroaches, rats, lice, bedbugs, ticks, mites) • Prevention and control of pests using ozone friendly chemicals. 	<ul style="list-style-type: none"> • Identifying house hold pests • Communication of information on the classes and control of household pests. • Classification 	<ul style="list-style-type: none"> • Safety handling of chemicals in preventing pests. I • Problems setting ideas in preventing pests.
HOME AND COMMUNITY	10.12 Entrepreneurship	<p>10.12.1 Identify prospecting entrepreneurial activities in home management.</p> <p>10.12.2 Establish entrepreneurial activities individually and in groups related to home management.</p>	<ul style="list-style-type: none"> • Prospecting entrepreneurial activities in home management. <p>Establishing entrepreneurial activities individually and in groups' e.g. household maintenance, housekeeping activities etc.</p>	<ul style="list-style-type: none"> • Identification of activities • Establishing groups. 	<ul style="list-style-type: none"> • Appreciating the roles played by group members • Cooperating in group activities.

GRADE 11

General Outcomes:

- Demonstrate an understanding of safety and first aid.
- Develop knowledge, skills and positive values on parenthood, child growth and development.
- Demonstrate skills of planning meals for various members of the family and the communities.

Key competences:

- Show knowledge and ability to apply safety and use of safety aid when need arises.
- Demonstrate basic skills and positive values on parenthood, child growth and development.
- Show knowledge in planning meals for family and the community.

GRADE 11

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
HEALTH AND SAFETY IN THE HOME AND HOPITALITY INDUSTRY	11.1. Safety And First Aid.	11.1.1 Explain First Aid. 11.1.2 Identify the contents of the First Aid box. 11.1.3 Apply First Aid on various ailments and accidents in the home 11.1.4 Practice a fire drill.	<ul style="list-style-type: none"> • First Aid: Simple medical treatment that is given as soon as possible to someone who is injured or who suddenly becomes 111. • Contents of the First Aid box Safety pins, pain killers, cotton wool, scissors, antiseptic etc. • Ways of applying First Aid: on falls, poisoning, cuts, drowning, burns and scalds etc. • Fire drill: The act of practising what people must do to leave a burning building safely 	<ul style="list-style-type: none"> • Communication of information on first Aid. • Identifying and naming contents • Application of first Aid on ailments. • Practising a fire drill 	<ul style="list-style-type: none"> • Awareness of contents at the first aid box. • Cooperating in group activities
HOME AND COMMUNITY	11.2 Adolescence		<ul style="list-style-type: none"> • Adolescence: Period between childhood and adulthood. • Reproductive organs ;(male) penis, testis, scrotum etc.(female) ovary, fallopian tubes, uterus, virgina etc. • 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. • Safe life styles. (HIV / AIDS, Drugs 	<ul style="list-style-type: none"> • Communication of information on happened during the adolescent stage. • Identifying male and female reproductive organs • Practising safe life styles 	<ul style="list-style-type: none"> • Awareness of ones bodily changes. • Self-control during this stage • Appreciation of a clean and safe life

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
			and substance abuse) • Effects of teenage pregnancy.		style.
HEALTH AND SAFETY	11.3 Pregnancy and delivery	11.3.1 Explain the term pregnancy. 11.3.2 State the choice of clothes in pregnancy 11.3.3 Explain dietary needs of pregnant women. 11.3.4 Describe ante-natal and post-natal clinics 11.3.5 Describe the process of delivery 11.3.6 Explain methods of family planning.	• Pregnancy : a period when a woman has an unborn baby inside a womb • Foetal development, signs and symptoms • Roomy and comfortable clothes for the mother to be • Eat well balanced diet. • Ante natal and post natal • Stages of child birth and labour. • Methods of family planning	• Investigating information on the process of pregnancy and foetal development • Observing suitable clothing to wear and correct diet during pregnancy.	• Asking questions for more understanding • Applying knowledge on how to take care of oneself during this period
HEALTH AND SAFETY	11.4 Child growth and development	11.4.1 Identify physical developments in child 11.4.2 Explain the importance of games and exercise. 11.4.3 Explain the roles of family members in child care 11.4.4 Describe weaning. 11.4.5 Identify behavioural problems. 11.4.6 Identify causes of abnormalities in child development.	• Stages of child development. • Importance of games and exercise. • Family child care. • Weaning. • Behavioural problems e.g. Temper tantrums , hyperactivity in children • Causes of abnormalities and how they can be prevented.	• Observing the changes taking place in children. • Communicating the importance of exercise and roles of family members during	• Awareness of stages in child development • Empathy of children with behavioural problem.
HEALTH AND SAFETY	11.5 Children's Clinics	11.5.1 Describe activities which take place at the	• Activities at the children's clinics	• Communicating	• Awareness of the

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>children's clinics.</p> <p>11.5.2 Describe various diseases which children are inoculated / immunised against.</p>	<p>(immunisation)</p> <ul style="list-style-type: none"> Children's ailments and treatment e.g. high temperature, diarrhoea, vomiting, earache, coughing etc. 	<p>information on the activities done at the under five clinic</p> <ul style="list-style-type: none"> Identifying common ailments 	<p>importance of food for different needs.</p> <ul style="list-style-type: none"> Application of knowledge of simple ailments
FOOD AND NUTRITION	11.6. Meal planning	<p>11.6.1 Describe meal planning.</p> <p>11.6.2 Explain the principles applied in the diet of different members of the family.</p> <p>11.6.3 State the importance of using environmentally friendly materials and equipment.</p> <p>11.6.4 Describe ways of serving meals.</p> <p>11.6.5 Discuss the economical preparation of family meals.</p>	<ul style="list-style-type: none"> Meal planning: Balanced meals planned considering individual needs. Diet planning principles: age and sex, health condition, daily activity, climate in which they live, likes dislikes, food customs and taboos Materials and equipment that help prevent health hazards. Types of table setting / laying: modern- presentation and tradition way of meals for different occasions. Time planning, Shopping and equipment listing 	<ul style="list-style-type: none"> Observation of meals for different individuals with different needs 	<ul style="list-style-type: none"> Awareness of the importance of food for different needs. Application of knowledge in planning meals for members of the family
FAMILY AND COMMUNITY	11. 7 Adulthood	<p>11.7.1 Describe adulthood.</p> <p>11.7.2 Explain the role of initiation ceremonies.</p> <p>11.7.3 Demonstrate traditional ceremonies from different provinces</p>	<ul style="list-style-type: none"> Adulthood Roles of initiation ceremonies e.g. teach hygiene, good behaviour 	<ul style="list-style-type: none"> Observation of what happens during initiation in society 	<ul style="list-style-type: none"> Awareness of what is expected of ones during Adulthood

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
FAMILY AND COMMUNITY	11.8 Community and social services	11.8.1 Identify community social services and their functions 11.8.2 Describe facilities for the provision of water and fuel 11.8.3 Conserve water and fuel	<ul style="list-style-type: none"> Community schools, NGOs, clinics, early child centres, youth friendly health services, Play parks, etc. and their functions. Facilities for the provision of water and fuel. Water and fuel conservation, E.g. Economical clay stoves, Jelly stoves, sawdust stoves, wonder cooker, solar cooker. 	<ul style="list-style-type: none"> Identifying community social services. Communicating of information on water and fuel conservation 	<ul style="list-style-type: none"> Appreciating of community social services. Awareness of functions Applying methods of water and fuel conservation
FAMILY AND COMMUNITY	11.9 Entrepreneurship in the community and hospitality industry	11.9.1 Describe leisure tourism 11.9.2 Explain the characteristics of a hotel/restaurant business 11.9.3 Identify sources of finance 11.9.4 Identify and implement projects	<ul style="list-style-type: none"> Leisure tourism. Characteristics of a hotel/restaurant business. Sources of finance e.g. banks. Implementations of projects e.g. play parks, restaurants etc. 	<ul style="list-style-type: none"> Communicating knowledge of how hospitality industry is run. Identifying business ventures 	<ul style="list-style-type: none"> Appreciating leisure and tourism Cooperating in group work

GRADE 12

Key competences:

- Demonstrate an understanding of consumer rights and entrepreneurship skill.
- Show basic skills in producing functional items in the home for income generating purposes.

General Outcomes:

- Demonstrate an understanding of consumer rights and entrepreneurship skills.
- Develop the ability to produce functional items of clothing and articles for use in the home and for income generating purposes.

GRADE 12

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
HEALTH AND SAFETY	12.1 Responsible parenthood	12.1.1 Types and function of the family 12.1.2 Describe the roles of the family 12.1.3 Explain the factors influencing the size of the family 12.1.4 Explain the advantages and disadvantages of a large and small family	<ul style="list-style-type: none"> • Family types and functions • Roles of a father, mother and other members of the family. • Factors influencing family size e.g. Biological factors, age of children, income, facilities available etc. • Advantages and disadvantages of a large and small family. 	<ul style="list-style-type: none"> • Identifying types of families and roles of the members • Observing factors influencing family • Communicating advantages and disadvantages of family life 	<ul style="list-style-type: none"> • Awareness of types of families • Applying roles of family
HOME AND COMMUNITY	12.2. Financial Management.	12.2.1 Describe financial management 12.2.2 Explain the meaning of budgeting, income, expenditure and savings in home management. 12.2.3 Explain ways of effectively applying the concepts of budgeting, generating and managing income, expenditure, and managing savings	<ul style="list-style-type: none"> • Financial management • Budgeting, income expenditure and saving. • Management of all savings 	<ul style="list-style-type: none"> • Communicating knowledge of financial management • Performing budgets 	<ul style="list-style-type: none"> • Awareness of financial Education • Applying budget income expenditure and saving on goods
HOSPITALITY	12.3 Marketing in the hospitality	12.3.1 Identify the marketing elements in the hospitality	<ul style="list-style-type: none"> • Advertising e.g. by use of bill boards, flyers etc. 	<ul style="list-style-type: none"> • Identifying marketing 	<ul style="list-style-type: none"> • Appreciating advertising

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	industry.	industry. 12.3.2 Describe facilities found in the hospitality industry	<ul style="list-style-type: none"> Transportation, food and beverage operation, accommodation etc. 	elements <ul style="list-style-type: none"> Communicating knowledge in facilities in the hospitality industries. 	<ul style="list-style-type: none"> Asking more questions
CONSUMER STUDIES	12.4 Consumer protection	12.4.1 Identify organisations that protect the consumer. 12.4.2 Describe consumer rights and methods of redress. 12.4.3 Explain the role of advertisements to the consumer 12.4.4 Explain importance of shopping. 12.4.5 Describe product labelling.	<ul style="list-style-type: none"> Council Health Department, Competition and Consumer Protection Agency (CCPA) Zambia Bureau of Standards, Human Rights Commission, Ministry of Health and Public Health. Consumer rights Role of advertising Wise shopping and reducing waste. Product labelling, advertisements, be assertive in responding to adverts. 	<ul style="list-style-type: none"> Identifying consumer protection organisations Communicating knowledge in rights and methods of redress Observing roles of advertising. 	<ul style="list-style-type: none"> Appreciating consumer protection organisations Asking questions for more understanding Assertiveness in responding to adverts.
TEXTILE AND CLOTHING	12.5 Fibres and Fabrics	12.5.1 Identify fibres and fabrics 12.5.2 Explain the use and care of fabrics in the home. 12.5.3 Describe hard and soft water.	<ul style="list-style-type: none"> Fibres (a mass of fibre used to make thread); Fabric (cloth). Use and care of Fabrics in a home e.g. making soft furnishings. Soft water and hard water: soften hard water using wood ash. 	<ul style="list-style-type: none"> Identifying fibres and fabrics Production of items for the home Softening hard water 	<ul style="list-style-type: none"> Appreciating fibres and fabrics Using fabrics to make home items Applying knowledge to

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		12.5.4 Describe laundry processes. 12.5.5 Demonstrate the ability of dry cleaning of clothes. 12.5.6 Explain the choice and storage of laundry materials. 12.5.7 Make soap 12.5.8 Explain the effect of soapy water on the surroundings.	<ul style="list-style-type: none"> Laundry: washing and finishing of garments (launder a cotton blouse) Process of dry cleaning garments: dry-clean a man's jacket. Choice and storage of laundry materials: store laundered garments in a wardrobe. Making soap jelly. Effects of soap water on the soil and plants. 	<ul style="list-style-type: none"> Washing garments Dry cleaning a jacket Storing used laundry materials Making Soap Investigating ways soaps acts on the environment 	soften water <ul style="list-style-type: none"> Applying laundry agents Awareness on how to handle different fabrics Orderliness in the laundry process Innovation in the use of left over soaps Caring for the local environment
TEXTILE AND CLOTHING	12.6 Sewing Tools and equipment	12.6.1 Identify sewing tools and equipment. 12.6.2 Care for and safe storage of tools and equipment. 12.6.3 Demonstrate ability to making simple toys.	<ul style="list-style-type: none"> Cutting, marking, sewing and measuring tools. Choice, maintenance, care and storage of tools and equipment. Simple toys e.g. a rag doll. 	<ul style="list-style-type: none"> Identifying tools and equipment Sewing sample toys 	<ul style="list-style-type: none"> Awareness of groups of tools and equipment Making toys
HOME AND COMMUNITY	12.7 Household crafts	12.7.1 Identify household crafts.	<ul style="list-style-type: none"> Household crafts: items used in the home using special skills e.g. weaving. Soft furnishing e.g. Scatter pillows, 	<ul style="list-style-type: none"> Identifying house hold crafts Communicatin 	<ul style="list-style-type: none"> Awareness of house hold crafts Appreciating

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		12.7.2 Describe soft furnishings. 12.7.3 Design and make a soft furnishing 12.7.4 Repair garments and household linen.	curtains etc. <ul style="list-style-type: none"> • Make soft furnishing e.g. scatter pillows • Garment repairing e.g. by using patching. 	g information about soft furniture <ul style="list-style-type: none"> • Designing and making soft furnishings. • Patching a garment 	soft furnishing by using them in homes. <ul style="list-style-type: none"> • Applying knowledge in making soft furnishing. • Applying skills of patching
Entrepreneurship	12.8 Entrepreneurship as a career.	12.8.1 Form small entrepreneurship groups for small scale businesses	<ul style="list-style-type: none"> • Business ventures found in the community (Craft, flower arrangement, preparation of different meals) 	<ul style="list-style-type: none"> • Forming business groups 	<ul style="list-style-type: none"> • Participating actively in group work

SCHEME ASSESSMENT

Paper number	I
Nature of paper	Theory/written
Weighting	50%
Marks awarded	100
Time	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.

Paper number	II
Nature of paper	Practical
Weighting	50%
Marks awarded	100
Time	- planning session 1½ hours - 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.

HOME MANAGEMENT

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

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
	<p>coverings for each room.</p> <ul style="list-style-type: none"> • Advantages and disadvantages of each type of floor covering. • Use of environmentally friendly cleaning materials to care and clean floor coverings. 		<ul style="list-style-type: none"> • Ante natal and post natal clinics. • Process of delivery and importance of post natal clinics. 		
4. Interior and exterior decorations in the home and hospitality business.	<ul style="list-style-type: none"> • Interior decorations • Exterior decorations. • Primary and secondary colours. • Texture and colour scheme in the home and hospitality infrastructure. • Designing colour schemes for different rooms. • Suitable ornaments for different rooms. • Making of interior decorative items. • Flower arrangement. • Types of indoor and outdoor plants. 	16.Child growth and development	<ul style="list-style-type: none"> • Infant and young child feeding. • Care of the body. • Games and exercise. • Roles of members of the family in the care of the body. • Behavioral problems. • Abnormalities in development 	24.Consu-mer protection	<ul style="list-style-type: none"> • Consumer protective organization • Consumer rights and methods of redress. • Advertisement • Wise shopping and reducing waste.

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
	<ul style="list-style-type: none"> Planting seedlings in paper containers. Dangers of keeping indoor plants in the bedrooms. 				
5.Household furniture	<ul style="list-style-type: none"> Types of wood Wood finishes. Choice, care and cleaning of furniture. 	17.childr-en’s clinics	<ul style="list-style-type: none"> Activities at the children’s clinic. Children’s ailments and treatment. 	25.Fibres and fabrics	<ul style="list-style-type: none"> Fibres and fabrics. Sources of fibres and fabrics. Hard and soft water. Laundry processes. Choice and storage of laundry materials.
6.Household utensils and equipment	<ul style="list-style-type: none"> Types of household utensils and equipment. Caring and cleaning of household utensils and equipment. – Follow the order of washing up 	18.Meal planning	<ul style="list-style-type: none"> Meal planning. Meal pattern. Dietary needs of various members of the family. Presentation of food. Materials and equipment. Environmentally friendly materials. Types of setting. Time planning. 	26.Sewing tools and equipment	<ul style="list-style-type: none"> Sewing tools and equipment. Simple toys.
7.Labour saving devices	<ul style="list-style-type: none"> Labour saving devices. Care and cleaning of labour saving devices. 	19.Adulthood	<ul style="list-style-type: none"> Responsibilities of adulthood. Dating. Role of initiation ceremonies 	27.House crafts	<ul style="list-style-type: none"> Household crafts. Soft furnishing Garment repairing.

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
			<ul style="list-style-type: none"> • Traditional ceremonies. 		
8.Cleaning materials	<ul style="list-style-type: none"> • Principles of clearing soiled garments. • Cleaning materials <ul style="list-style-type: none"> – Soap and soap less detergents, solvents, simple stain agents. • Improvisation of cleaning materials. • Environmentally friendly labels. • Importance of environmentally friendly cleaning materials. 	20.Comm-unity and social services.	<ul style="list-style-type: none"> • Community and social services. • Functions • Facilities for the provision of water and electricity. • Water and fuel conservation. 	28.Entrepreneurship	<ul style="list-style-type: none"> • Business ventures found in the country. • Crafts • Flower arrangement • Meal preparation.
9. Hygiene in the home and hospitality business.	<ul style="list-style-type: none"> • Hygiene in the home. • House-keeping. • Role of housekeeper. • Importance of house-keeping. • Daily, weekly and occasional cleaning of the home and/hotel, restaurant or lodges. 	21. Entrepreneurship in the community and hospitality industry.	<ul style="list-style-type: none"> • Leisure and tourism. • Characteristics of hotel/restaurant business. • Sources of finances. • Implementation of projects. • Marketing products. 		
10.Household maintenance	<ul style="list-style-type: none"> • Household maintenance. • Household repairs painting, daily, 				

GRADE 10		GRADE 11		GRADE 12	
TOPIC	CONTENT	TOPIC	CONTENT	TOPIC	CONTENT
	<p>weekly and occasional cleaning of homes and restaurants.</p> <ul style="list-style-type: none"> • Unblocking sinks, smearing mud floors and walls. • Thatching repairing grass roof. 				
11. Household pests	<ul style="list-style-type: none"> • Household pests. • Types • Prevention and elimination. • Use of ozone friendly chemicals. 				
12. Entrepreneurship	<ul style="list-style-type: none"> • Prospecting entrepreneurial activities. • Establishing entrepreneurial activities individually and in groups 				

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