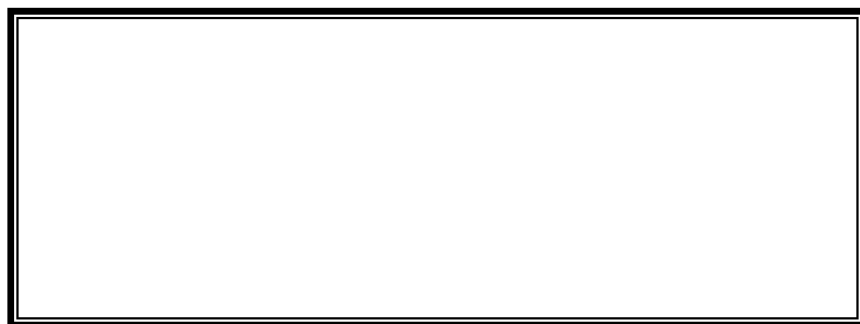




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JUNIOR SECONDARY PHASE



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Home Economics Syllabus Grade 8-10

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TABLE OF CONTENTS

1.	INTRODUCTION.....	1
2.	RATIONALE	1
3.	COMPETENCIES AND LEARNING OUTCOMES.....	2
4.	PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE.....	2
5.	GENDER ISSUES	2
6.	LOCAL CONTEXT AND CONTENT	3
7.	LINKS TO OTHER SUBJECTS AND CROSS CURRICULAR ISSUES	3
8.	APPROACH TO TEACHING AND LEARNING.....	5
9.	SUMMARY OF THE LEARNING CONTENT	6
10.	LEARNING CONTENT.....	9
10.1	LEARNING CONTENT GRADE 8	9
10.2	LEARNING CONTENT GRADE 9	16
10.3	LEARNING CONTENT GRADE 10	24
11.	ASSESSMENT	29
11.1	Continuous assessment	29
11.2	Formative and summative assessment.....	29
11.3	Informal and formal methods.....	29
11.4	Evaluation.....	30
11.5	Criterion-referenced grades	30
11.6.	Grade descriptors in the Junior Secondary Phase	30
11.7	Conducting and recording assessment.....	31
11.8	Assessment Objectives.....	31
11.9	Continuous Assessment: Detailed guidelines.....	31
11.10	End of year examinations: Detailed guidelines	33
11.11	Promotion marks	34
11.12	Specification Grids.....	35
11.13	Assessment Rubrics (Criteria)	35
	PRACTICAL COOKERY TEST	35
	PRACTICAL COOKERY TEST (guidelines).....	36
	ANNEXE 1 GLOSSARY OF TERMS	38
	ANNEXE 2 HOME ECONOMICS PRACTICAL PREPARATION.....	40
	ANNEXE 3 WORKPLAN	41
	ANNEXE 4 SHOPPING LIST	42
	ANNEXE 5 EVALUATION OF COURSEWORK PRACTICAL (Learners' self-evaluation)	43
	ANNEXE 6 HOME ECONOMICS PRACTICAL MARKSHEET	44
	ANNEXE 7 ASSESSMENT RECORDSHEET FOR GRADES 8 & 9.....	45
	ANNEXE 8 ASSESSMENT RECORDSHEET FOR GRADE 10	46

1. INTRODUCTION

This syllabus describes the intended learning and assessment for Home Economics in the Junior Secondary phase. As a subject, Home Economics is within the technological areas of learning in the curriculum but has thematic links to other subjects across the curriculum. Learning about technology includes applying knowledge of how to do work more efficiently and effectively using tools, materials and processes. Technology is a specific way of solving problems through planning, design, realization and evaluation. Learners develop the necessary knowledge, skills and attitudes to perform tasks using appropriate technology.

Home Economics brings together aspects of Food and Nutrition, Consumerism, Resource Management, Family Studies, Housing and Clothing. The syllabus emphasises the importance of the family in the Namibian society

The aims, learning objectives and competencies which overlap between subjects are amongst the essential learning within the curriculum as a whole. Under optimal circumstances, this subject would need 5 periods per week or 10% of the teaching time. *One set of double periods is recommended for practical work.*

2. RATIONALE

The aims of the syllabus are the same for all learners. These are set out below and describe the educational purposes of a course in Home Economics for the JSC examination. They are not listed in order of priority.

Home Economics promotes the following aims in the curriculum guide:

- enable learners to communicate effectively in speech and writing in English and in another language of Namibia
- develop a lively, questioning, appreciative and creative intellect; enabling learners to discuss issues rationally; to make careful observations and analysis; to experiment; to think scientifically; solve problems and apply themselves to tasks;
- help learners develop self-confidence, self-knowledge, self-reliance and understanding of the world in which they live through meaningful activities;
- provide for individual needs and aptitudes, within the framework of a common curriculum, including compensatory teaching at classroom level;
- enable learners to obtain the knowledge and understanding, skills and competencies, attitudes and values needed for their personal development, related to the changes in Namibian society;
- develop attitudes and knowledge which promote physical and mental health;
- develop and enhance respect for understanding and tolerance of other peoples religions, beliefs, cultures and ways of life;
- promote democratic principles and practices at school level in the educational system, and in civic life;
- develop the learner's social responsibility towards other individuals, family life, the community and the nation as a whole;
- promote equality of opportunity for males and females, enabling both genders to participate equally and fully in all spheres of society and all fields of employment;
- enable the learners to contribute to the development of culture in Namibia; and
- promote wider inter-cultural understanding.

3. COMPETENCIES AND LEARNING OUTCOMES

On entry to the Junior Secondary Phase, all learners are expected to be able to:

- investigate;
- interpret;
- apply knowledge and skills;
- communicate;
- evaluate;
- participate.

Most of the learners should be able to achieve more than the minimum in the listed competencies, some will be able to do much more. A few learners will just be able to manage the minimum and must receive supportive teaching through adapted teaching approaches, adapted materials and assistance from peers. A very small number of learners have special educational needs to a degree which requires greater individual attention or resources. Some will have handicaps which do not necessarily limit cognitive and affective learning and development (visually impaired, hearing impaired, physically handicapped). Teaching materials for and assessment of these learners will be very challenging in inclusive classes.

Learning outcome

On completing the Junior Secondary phase of education in Home Economics, all learners are expected to be able to achieve all the competencies.

4. PARTICULAR FEATURES OF THE SUBJECT AT THIS PHASE

Home Economics is the only curriculum area that focuses on practical living skills related to family life. The family is an enduring institution that serves as a major factor in determining who a person is and what a person becomes.

Home Economics will:

- provide learners with an understanding of political, social, financial, resource management and consumerism of their world that will enable them to operate effectively in their society and environment as responsible members of their community
- provide learners with an understanding of the risks and challenges in their world that need to be addressed in order to improve the quality of their lives
- provide learners with the skills and competencies that will enable them to navigate their world and its risks and challenges

5. GENDER ISSUES

Home Economics empowers the individual to make life choices based on interests and aptitudes, rather than tradition and gender.

6. LOCAL CONTEXT AND CONTENT

The ultimate goal of the Home Economics syllabi is to improve the quality of individual and family life through development of:

- positive attitudes, knowledge and skills in such areas as personal and family communications
- consumer decision-making including conserving and using limited resources and through promoting locally produced products
- health through promoting nutrition, food security and wellness based on the Food and Nutrition guidelines for Namibia
- decisions regarding a number of social concerns e.g. HIV and AIDS.

7. LINKS TO OTHER SUBJECTS AND CROSS CURRICULAR ISSUES

The cross-curricular issues including Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD) and Information and Communication Technology (ICT) have been introduced to the formal curriculum to be dealt with in each subject and across all phases because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people, now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in this syllabus.

Links in this syllabus to cross curricular issues

Environmental Learning	HIV and AIDS	Population and Education	EHRD	ICT
Grade and Topic	Grade and Topic	Grade and Topic	Grade and Topic	Grade and Topic
Gr 8. • Nutrition • Food Commodities • Housing Needs • Resource Management	Gr. 8 • Effect on family life and the development of the adolescent	Gr. 8 • Types of families and the family life cycle	Gr. 8 • Rights and responsibilities of the consumer	Gr.8-10 • Using the computer in completing assignments
Gr. 9 • Nutrition • Food Commodities • Hygienic handling of food	Gr.9 • Balanced diet for HIV and AIDS and the dietary management of symptoms	• All topics under family studies	Gr. 9 • Conflict • Communication	
Gr. 10 Nutrition • Food Commodities • Food Hygiene • Consumerism		• Dual role concept		

8. APPROACH TO TEACHING AND LEARNING

The approach to teaching and learning is based on a paradigm of learner-centred education described in Ministry policy documents, curriculum guides and the conceptual framework. The aim is to develop learning with understanding, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience, gained continually from the family, the community and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners and the nature of the learning to be done and shape learning experiences accordingly. Teaching strategies must therefore be varied, but flexible, within well-structured sequences of lessons.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work under the teacher's guidance.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly, when it is best to let learners discover or explore information for themselves, when they need directed learning, when they need reinforcement or enrichment learning and when there is a particular progression.

9. SUMMARY OF THE LEARNING CONTENT

Themes and Topics	Grade 8	Grade 9	Grade 10
1. Food and Nutrition Nutrition	Healthy individual and healthy lifestyle Reason for eating food Food that boosts the immune system Six classes of nutrients Main functions of protein, carbohydrate, lipids, Vitamins A,C,D, thiamin, niacin, riboflavin, minerals: calcium and iron Four food groups of the Namibian food guide Ten Food and Nutritional guidelines for Namibia Junk food and healthy snacking	Classification, functions, deficiency diseases and food sources of protein, carbohydrates, lipids, Vitamins A,C, D, thiamin, niacin, riboflavin, minerals: calcium and iron Revision of food groups Rationale for the Food and Nutritional guidelines for Namibia Convenience food Meal pattern, meal plan and menus; factors that influence menu planning	Classification, functions, deficiency diseases, food sources and disorders related to unwise choice of foods regarding protein, carbohydrates, lipids, Vitamins as before and minerals: calcium, iron, iodine and fluorine Functions of food sources of fibre and water Revision of food groups Necessity for the inclusion of each of ten Food and Nutrition guidelines for Namibia Relationship between diet and health; Malnutrition
The Home Economics Laboratory	Use, care and safety measures for use and storage of apparatus, equipment and utensils Procedures for practical work Equipment lists for given recipes Kitchen safety: causes and prevention of accidents and treatment of minor burns and cuts	Work plans and shopping lists for practical Evaluation of practical work Hygienic handling of food	Reasons for the importance of a work plan Equipments lists, work plans and shopping lists for practical work Evaluate practical work Food hygiene: micro-organisms and ways to prevent their growth; food poisoning
Principles of Food Preparation	Basic techniques: peeling, cutting chopping, slicing, shredding, grating, cubing Mixing techniques: stirring, beating/whisking, rubbing-in/cutting-in	Eating quality Food consumption and storage Mixing techniques: emulsion, whisking-emulsion	Mixing techniques: creaming and melting Effects of under and over-manipulation

Themes and Topics	Grade 8	Grade 9	Grade 10
	Reasons for cooking food Description, rules, cooking medium and classification of cooking methods such as dry heat and moist heat methods; boiling, stewing, steaming, dry-, shallow and deep frying, grilling and baking Measuring Recipe instructions	Reasons for cooking food Classification of cooking methods as combination method Descriptions, cooking medium and rules for pot-roasting, cooking in bags or foil, stir-frying Rewrite recipe to meet requirements Recipe terms: garnish, scald, grease, simmer, sauté, brown, cream, sift, blend and fold in.	Recipe terms: Au gratin, blanching, coating, blind baking, casserole, croutons, soufflé, meringue, fillet and glazing Revise terms of grade 8 and 9
Food commodities			
Milk	Nutrients in, various types, handling storage and principles in cooking		Effect of heat on milk
Cereals	Nutrients in, types and classification, reasons for cooking refinement and cooking methods. Prevention of lumps when cooking fine cereals including white sauce		Effect of heat on fine cereals
Eggs	Nutrients in, ways to determine freshness, sizes, storage, thickening effect and cooking eggs	Stages and use of egg white foam Factors that influence foaming of egg whites	Preparing and use of white sauce
Batters and Dough		Definition, classification, choice and function of ingredients, apply mixing techniques as for grade 8 and 9	
Pulses		Nutrients in, value in diet, types, use as substitutes and extenders, effect of moist heat, ways to use in meal planning and principles of preparation	

Themes and Topics	Grade 8	Grade 9	Grade 10
Fruit and Vegetables		Nutrients in classification, marketing forms, principles of preparation of cooked and raw vegetables	
Meat			Nutrients in, structural components, grading, cuts in mutton carcass, effect of heat, suitable cooking methods
Fish			Namibian fish, classification, nutritional value, effect of cooking, suitable cooking methods, marketing forms
Poultry			Selecting chicken Hygienic handling of poultry Economical dishes
Serving of Food	Basic table manners Handling of cutlery Place settings for a meal and setting of trays		Place settings Table setting Presentation of food
2. Consumerism	Definition, ideal consumer, rights and responsibilities		Factors that influence consumers' choice
3. Resource management	Financial transactions Water Waste disposal Home care	The management process Decision making	Budgeting
4. Family Studies	Family types and stages in family life cycle, (HIV and AIDS) The adolescent	Responsibility of teenager towards community and their family Household tasks Communication Conflict	Dual roles
5. Housing	House and home Basic human needs according to Maslow Classification of houses	Interior materials: flooring, wall covers, work surfaces and window treatments Lighting	Art elements and principles Their use in interior design
6. Clothing	Grooming Reasons for wearing clothes First impression through clothing	Guidelines for the selection of ready-made clothes Care of clothes; clothing labels	Wardrobe planning Use of art elements and principles in clothing

10. LEARNING CONTENT

10.1 LEARNING CONTENT GRADE 8

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Food and Nutrition		
1.1 Nutrition	• know that to be a healthy individual requires a healthy life style • recognise good food choices for a healthy diet • understand the difference between healthy food and junk food • realise the importance of snacking in-between meals	• identify the characteristics of a healthy individual • list the factors which contribute towards a healthy lifestyle • list and understand the ten Food and Nutrition guidelines for Namibia • classify foods into the four Namibian food groups • list the four general reasons for eating food • name six classes of nutrients with relevant food sources • list food that boosts the immune system • state the main functions of nutrients: proteins, carbohydrates, lipids vitamin A, C, D, thiamin (vitamin B₁), niacin (vitamin B₃), riboflavin (vitamin B₂) minerals: calcium, iron • define and identify junk food • list healthy snacks to eat in between meals
1.2. The Home Economics Laboratory		
1.2.1 Equipment and Utensils	• observe the apparatus and equipment and utensils in the Home Economics Laboratory • understand the care of apparatus, equipment and utensils e.g. stove and refrigerator • understand and apply safety measures in the use	• identify basic equipment and utensils used in the kitchen • describe the use of these equipment and utensils • select correct equipment and utensils for a task and use them correctly (Refer to: <i>Getting Ready to Cook</i>) • demonstrate and describe the care of apparatus and equipment and utensils used in the Home Economics Laboratory

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
	and storage of apparatus, equipment and utensils	demonstrate and describe safety measures in the use and storage of apparatus, equipment and utensils
1.2.2. Getting ready and started	- realise the importance of being organised in the Home Economics Laboratory - observe the procedures for a practical activity - realise that it is important to draw up an equipment list	- state reasons for being organised in the Home Economics Laboratory - describe and apply the procedures for practical activity, including washing-up and cleaning of apparatus and equipment in the Home Economics Laboratory - draw up an equipment list for given recipes
1.2.3. Kitchen safety	- realise the main causes of accidents in the kitchen - observe the first aid treatment of minor burns and cuts	- state the main causes of accidents in the kitchen - state ways to prevent accidents in the kitchen - describe the first aid treatment of minor burns and cuts
1.3. Principles of Food Preparation		
1.3.1. Basic Techniques	observe basic preparation techniques	- demonstrate and describe basic preparation techniques: - peeling - cutting - chopping - slicing - shredding - grating - cubing - name correct equipment and utensils to use in applying these techniques; - relate and apply basic techniques in the preparation of various dishes, e.g. fruit and vegetables
1.3.2. Mixing techniques	be introduced to mixing techniques	- demonstrate and describe mixing techniques: - stirring - beating/whisking - rubbing in/cutting in - name correct utensils and equipment to use in applying these techniques - relate and apply mixing techniques in the preparation of various dishes

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.3.3 Methods of Cooking	- realise why food is cooked - understand that cooking methods can be classified as dry heat methods and moist heat methods - know the most suitable cooking method for specific food or dishes	- state reasons for cooking food - describe and state rules of the following cooking methods: - boiling - stewing - steaming - dry frying; - shallow frying - deep frying - grilling - baking - state cooking medium in the given methods - classify the methods of cooking - select and apply the most suitable cooking method for a given food or dish
1.3.4. Measuring	observe the measuring of ingredients	- state the units for measuring liquids and dry ingredients - identify correct equipment for measuring - apply correct techniques for measuring
1.3.5. Recipe Instructions	observe the main sections of and the requirements for a good recipe	- state the main sections of a recipe - arrange ingredients of a given recipe in order of use - follow recipe instructions of simple recipes in preparing dishes
1.4. Food Commodities		
1.4.1. Milk	become aware of the importance and use of milk in the diet	- name the nutrients present in milk - give reasons why milk is a valuable and versatile food in the diet - identify the various types of milk -fresh milk -cultured milk (yoghurt, buttermilk, sour milk) -milk powder -evaporated milk -condensed milk - distinguish between fresh, pasteurised, sterilised and UHT milk in terms of taste and price - describe the correct way to handle and store milk

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.4.2. Cereals	- become aware of the importance and use of cereals in the diet - apply guidelines for the prevention of lump formation	- state and apply the principles for the use of milk in food preparation - identify cereal types - define staple food - suggest ways to use cereals in the diet - give a basic schematic representation of a cereal grain - identify the nutrients present in the edible parts of the grain - classify cereal products according to refinement and uses - state reasons for cooking cereals - describe and apply methods of cooking specific cereals according to their state of refinement - porridge - rice - pasta - explain and apply guidelines for the prevention of lump formation when cooking with fine cereals as well as in white sauce
1.4.3 Eggs	realise the importance of the nutritional value and use of eggs in the diet	- describe the importance and the nutritional value of eggs - state the different sizes of eggs - medium - large - x-large - jumbo - describe and illustrate ways to determine the freshness of eggs - describe the storage of eggs - state the effect of heat on eggs (coagulation) - describe and give examples of the thickening effect of eggs - describe and apply guidelines for cooking eggs: - boiled, fried, scrambled, omelet - apply methods for preparing egg dishes

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.5. Serving of food		
1.5.1. Basic Table Manners 1.5.2. Setting Tables and Trays	• know basic table manners and the correct handling of cutlery • observe the generally accepted way of setting trays and place settings	• list basic table manners which are accepted internationally • identify and apply correct handling of cutlery • illustrate and apply place settings for a meal and setting of a tray
2. Consumerism		
2.1 The Consumer	• understand that every individual is a consumer	• define a consumer • identify the characteristics of the ideal consumer
2.2 Rights and Responsibilities of a Consumer	• realise the rights and responsibilities of a consumer	• describe the rights and responsibilities of a consumer
3. Resource management		
3.1. Financial transactions	• realise there are different types of transactions with advantages or disadvantages	• define cash and credit transactions • describe the different types of transactions: - cash (cash on delivery, cash with order) - credit (instalment sales, charge accounts and open accounts, lay buys, credit cards) • list the advantages and disadvantages of cash and credit transactions
3.2. Water	• realise the importance of water in the household	• list the sources of household water supply • list the qualities of pure household water • describe purification of household water • describe ways to conserve household water
3.3. Home Care	• understand the reasons for cleaning a house regularly with correct cleaning agents	• name the reasons for cleaning a house regularly • identify cleaning agents for: - dishwashing - washing of clothes - cleaning surfaces in the home

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
3.4. Waste Disposal	understand the proper ways of disposal of household waste	- discuss possible ways for the disposal of household waste in an environmental friendly way - recycling - making of compost - municipal refuse removal - legal and organised dumping - state reasons why burning and unorganised dumping is not recommended
4. Family Studies		
4.1. Types of Families	realise that there are different family types in society	- define the following family types: - single - nuclear - extended - blended - identify different types of families - describe the effect HIV and AIDS has on family life with special reference to orphans
4.2. The Family Life Cycle	realise the different stages in the family life cycle	- list and identify the different stages in the family life cycle: - beginning family - child bearing family/expanding family - family with pre-school children - family with school going children - family with teenagers - launching family/contracting family - empty nest - ageing couple
4.3. Adolescence	understand what adolescence is and the changes taking place during this phase	- define and explain the term adolescence - describe the - physical change of the body - emotional changes - intellectual changes - discuss how HIV and AIDS can affect the development of an adolescent

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
5. Housing		
5.1. Housing Needs	realise that housing is one of the basic human needs, according to Maslow, which can be met by different types of structures	- define the terms house and home - classify and give examples of the five basic needs of humans described by Maslow - identify and classify houses according to type of structure: - house/residence - blocks of flats - mobile houses - hostels - cluster houses - huts - shanties - core houses
6. Clothing		
6.1. Grooming	know the meaning of grooming	define grooming
6.2. Reasons for wearing clothes	realise various reasons for wearing clothes	- list the reasons for wearing clothes - comment on first impression created by clothing in a given situation

10.2 LEARNING CONTENT GRADE 9

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Food and Nutrition		
1.1. Nutrition	realise that each nutrient contributes to a healthy person	- state, for each of the named nutrients: - classification - food sources - functions - deficiency diseases where applicable - nutrients: - protein - carbohydrates - lipids - vitamins: - A, C, D, thiamin (vitamin B₁), riboflavin (vitamin B₂), niacin (vitamin B₃) - minerals: - iron, calcium
1.2. Food Groups	revise the four basic food groups	classify food into the four Namibian food groups
1.3. Dietary Guidelines	realise the importance of dietary guidelines	comment on the necessity of the Food and Nutrition guidelines for Namibia
1.4. Meal Management		
1.4.1. Meal Planning	know the importance of a balanced diet	- state the requirements for a balanced diet: it provides the correct amount of nutrients for the needs of an individual - define meal patterns and meal plans - discuss different meal patterns and meal plans of learners in the class - describe the different factors which influence meal planning: - culture and tradition - money available - time available - nutritional needs

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.4.2. Nutritional Care	understand the guidelines for nutritional care of people living with HIV and AIDS	- discuss the balanced diet for people living with HIV and AIDS (PLWA) - list HIV and AIDS nutrition related symptoms - diarrhea - fever - nausea and vomiting - mouth sores/thrush - anaemia - constipation - tuberculosis - explain how the diet of the people living with HIV and AIDS can be adapted to accommodate the above symptoms
1.4.3. Work Plan and Shopping list	- acknowledge the importance of an effective use of time - draw up a shopping list - evaluate practical activity	- list reasons for a work plan - draw up a basic work plan - implement and evaluate a work plan - draw up a shopping list for practical activity - evaluate practical activity
1.4.4. Convenience Food	know how to use convenience foods in meal planning	- define convenience foods - give guidelines for the effective use of convenience foods in meal planning - compare the quality of different convenience food with the fresh equivalent according to: - taste - appearance - texture

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.5. Hygienic Handling of Food	realise the consequences of food not handled hygienically	- state the consequences of food not handled hygienically: - diarrhea - food poisoning - list conditions favourable for growth of micro-organisms - list and apply rules for: - personal hygiene - general kitchen hygiene - state general principles for storing food
1.6. Principle of food preparation		
1.6.1. Eating Quality	understand eating quality	list and describe the factors contributing to eating quality
1.6.2. Food Consumerism	understand the factors which influence selection and purchase of food	- describe ways in which food can be obtained - list shopping hints for best buys - interpret food labels
1.6.3. Food Storage	realise the necessity of proper food storage	- list reasons for proper storage of food - describe food storage areas - match food and food storage areas
1.6.4. Methods of Cooking	- revise cooking methods of grade 8 - understand the combination methods of cooking	- classify the methods of cooking as moist heat, dry heat and combination methods - describe and state rules for the following combination methods of cooking - pot roasting - cooking in bags or foil - stir frying - state the cooking medium in the given methods

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.6.5. Recipe instructions	understand the recipe terminology	- rewrite a given recipe to meet the requirements of a good recipe - define the following ten recipe terms/techniques: - garnish - scald - simmer - sauté - browning - grease - creaming - sift - blend - folding in
1.7. Food Commodities		
1.7.1. Batters and Dough	- understand the choice and functions of ingredients in batters and dough and be introduced to additional mixing techniques - revise mixing techniques refer to grade 8	- define batters and dough - classify flour mixture as batter or dough with suitable examples - describe choice and function of ingredients: - flour - eggs - shortening - raising agents - sugar - liquid - interpret functions of ingredients in simple recipes - describe and apply mixing techniques - emulsion - whisking emulsion/hot liquid method - prepare different batter and dough products

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.7.2. Eggs	observe the foaming properties of egg white	- list and identify the different stages of beating egg white - list the uses of different stages of egg white foams - state the influence of the following on the foaming quality of egg white: - bowl (size and type) - beating time - sugar - acid - fat - temperature - apply different foaming stages in preparation of dishes
1.7.3. Pulses	acknowledge the importance of pulses in meal planning	- state nutrients present in dried pulses - give reasons why dried pulses are valuable in the diet - identify types of dried pulses: - beans - peas - lentils - soya products - comment on using pulses as: - substitutes - extenders - describe the effect of moist heat on pulses - suggest ways to use pulses in meals - describe and apply principles in preparation and cooking of pulses

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.7.4. Fruit and Vegetables	realise the nutritional value of fruit and vegetables and the use thereof in meal planning	- list the nutrients in fruit and vegetables: - vitamin A and C - fibre - water - identify and classify vegetables according to the edible parts of the plant - list the different forms in which fruit and vegetables are marketed - compare eating quality and price for different marketed forms - describe and apply principles to conserve nutrients in preparing and cooking of vegetables - prepare and serve a raw salad - describe the value of fruit and vegetables in meal planning - identify and prepare less-known vegetables available in their area - prepare interesting vegetable dishes
2. Resource Management		
2.1. Management Process	understand and apply the management process	- define the management process - define and distinguish between types of goals: - short term - long term - list resources available to the home maker - list and describe the actions of the management process: - planning - organising - implementing - controlling - evaluating - apply the management process to an activity in the household, e.g. meal planning

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
2.2. Decision Making	know how to make proper decisions	- identify different ways of decision making: - custom/habit - impulsive - casting lots/chance - rational - list steps in the rational decision making process - apply the steps of decision making in a given situation
3. Family studies		
3.1. Responsibilities of teenagers towards their family and the community	discover the ways in which teenagers exhibit their responsibilities towards their family and the community	- describe the concept 'community' - list the responsibilities of teenagers in their family - suggest ways how teenagers can make a useful contribution to the community in which they live
3.2. Household Tasks	understand the importance of sharing household tasks in a family	- list household tasks and allocate tasks to family members without being gender biased - comment on the importance of sharing household tasks
3.3. Communication	realise why it is important to acquire effective communication skills	- define the communication process - list the types of communication: - verbal - non-verbal - explain the importance of communication between: - family members - peer groups - list hints to improve communication
3.4. Conflict	acknowledge ways to handle conflict situations which occur in a family	- define conflict - list and identify the reasons for conflict - describe ways to deal with conflict situations constructively

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
4. Housing		
4.1. Interior Materials	- realise that there are different materials suitable for flooring, wall covers and work surfaces - realise that there are different window treatments	- state different types of flooring with examples: - hard floors - resilient floors - soft coverings - list different examples of wall covers - distinguish between different types of paint - list work surfaces: - enamel - stainless steel - melamine - vinyl - wood - list the qualities of effective work surfaces - list the different types of window treatment - list the factors which influence the choice of window treatment
4.2. Lighting	realise that lighting/illumination affect performances in household activities	- discuss the need for lighting - identify three types of illumination: - high - medium - low - match types of illumination with activities and areas in the home
5. Clothing		
5.1. Choice of Clothing	understand how to select ready-made garments	discuss guidelines for the selection of ready-made garments
5.2. Care of Clothing	understand that information on labels indicates how to care for clothes	list and interpret the information found on labels of ready-made garments

10.3 LEARNING CONTENT GRADE 10

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1. Food and Nutrition		
1.1 Nutrition	become aware of the influence of nutrients on health	- describe the classification of nutrients - state, for the listed nutrients - food sources - functions - deficiency diseases where applicable - nutrients: - protein - carbohydrates - lipids - vitamins: - A, C, D,E, thiamin (vitamin B₁), riboflavin (vitamin B₂), niacin (vitamin B₃) - minerals: - iron, calcium, iodine, fluorine - state the food sources and functions of: - fibre - water
1.2. Food Groups	revise food groups of grade 8 and grade 9	- classify food into the four Namibian food groups - compare the given intake of food of learners with the recommended proportions of the four Namibian food groups
1.3. Diet and Health	- revise Food and Nutrition guidelines for Namibia - become aware of the relationship between diet and health	- list the ten Food and Nutrition guidelines for Namibia - comment on reasons for including each of the guidelines - define health and diet - state the relationship between diet and health - define malnutrition (over and under nutrition) - state the disorders associated with the following dietary components: - fat: cardiovascular disease - sugar: dental cavities - energy: obesity

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
		- energy and protein: Protein Energy Malnutrition (PEM) (kwashiorkor and marasmus) - salt: high blood pressure - fibre: constipation and colon cancer • state guidelines for reducing fat, salt and energy and increase fibre in the diet
1.4. Meal Management		
1.4.1. Menu Planning	• develop skills in menu planning • revise recipe terms of Grade 8 and 9 and learn additional terms	• define meal plan, meal pattern and a menu • describe the factors that influence menu planning for the family - availability of food - food budget - nutritional needs - likes and dislikes of the family - available equipment - skills and knowledge of the cook - occasion • list and apply the aesthetic principle in menu planning • compile menus based on meal plans • write a family menu in the correct format • evaluate given menus in terms of - Food and Nutrition guidelines for Namibia - aesthetic principles • define the following recipe and menu terms: - au gratin - croutons - bake blind - fillet - blanch - glaze - casserole - meringue - coating - soufflé
1.4.2. Practical Planning	• revise work plans, shopping lists and evaluation of grade 9	• state the importance of a work plan • compile work plans for practical • draw up a shopping and equipment list for practical activity • evaluate practical activity

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
1.4.3. Table Settings	• set tables for family meals	• demonstrate place settings for a given menu • demonstrate setting tables for family occasions
1.4.4. Presentation of Food	• become aware of the attractive presentation of food	• demonstrate the ability to decorate and present food in an attractive way
2. Principles of Food Preparation		
2.1. Mixing techniques	• be introduced to creaming and melting techniques • understand the effect of manipulation of flour mixtures	• describe and apply the mixing techniques: - creaming - melting • relate mixing techniques to the preparation of specific dishes • conduct an experiment to show the effect of optimum-over- and under manipulation • interpret the reasons for results of experiment
2.1.2. Food Hygiene	• acknowledge spoilage of food by micro-organisms and how it can be prevented	• define micro-organisms • classify micro-organisms: - yeast - bacteria - moulds • match different classes of micro-organisms in terms of: - conditions for growth - uses - spoilage of food • list preservation principles to prevent growth and contamination and give examples of the application thereof: - exclusion of air - removal of moisture - adding chemicals • define pathogenic organisms • list pathogenic organisms and their sources: - <i>Clostridium botulinum</i> - <i>Staphylococcus aureus</i> - <i>Salmonella</i> • list general symptoms of food poisoning

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
2.1.3. Effect of Heat on Food	- understand the effect of heat on starch - observe the properties and uses of white sauce - understand the effect of heat on milk	- define the processes of: - gelatinisation - dextrinisation - apply the principles of starch cooking - list the properties of a good white sauce - classify white sauce according to thickness and indicate uses for each class - describe and apply the roux-method in preparing a white sauce - describe scorching, skin formation and boiling over and taste change in heated milk - apply the principles of correct heating of milk
3. Food Commodities		
3.1. Meat	understand the selection and use of meat for family meals	- list the important nutrients in meat - list and identify the structural components of meat - bone - muscle - connective tissue - fat - list the guidelines for the selection of meat - explain the Namibian grading system of meat - identify different cuts in a mutton carcass - identify the most suitable cooking method for each cut - state the effect of heat on muscle fibre and connective tissue - describe the concepts in meat preparation - marinating - searing - larding - pounding

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
3.2. Fish	realise the importance of fish in the Namibian diet	- list commonly available fish in Namibia - sea fish - freshwater fish - classify fish in different classes with suitable examples - white fish - oily fish - shell fish - describe the importance and the nutritional value of fish - describe how cooking influences the structure of fish - suggest suitable cooking methods for fish - give reasons why lemon juice is used in the preparation and serving of fish - give reasons for coating of fish to be fried - list ways in which fish is processed and marketed - apply principles of food preparation in a fish dish
3.3. Poultry	know the guidelines for the selection and hygiene handling of poultry	- list guidelines for selecting chicken - state guidelines for hygiene handling of poultry - prepare an economical (inexpensive) poultry dish
4. Consumerism		
4.1. Consumer Behaviour	realise the influence of psychological, social and economical factors on consumer's choice	- list and describe the following factors that influence consumer's choice: psychological factor - personality social factor - peer group economical factors - packaging - shop lay-out - advertisement - design packaging and ways of advertising any home-made product

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
5. Resource Management		
5.1. Budgeting	realise that budgeting is necessary to satisfy your needs within the limits of your income	- define a budget - list and understand steps in budgeting - list and understand the advantages of budgeting - compile a basic budget for a teenager
6. Family Studies		
6.1. Dual Roles	observe the demands and ways to cope with dual roles in the family	- define the concept dual role - describe productive and non-productive roles - explain the demands caused when managing a home and career: - intellectually - emotionally - physically - socially - describe ways to cope with these demands
7. Housing		
7.1. Interior	know that art elements and principles are applied in interior design	- describe art elements - line - colour - texture - name the feeling and illusion created by each art element - define the art principles - harmony - emphasis - balance - describe ways to apply these principles in interior design - comment on the use of art elements and principles in interior design - illustrate, with pictures, the use of art elements and principles in interior design

THEMES AND TOPICS	LEARNING OBJECTIVES Learners will:	BASIC COMPETENCIES Learners should be able to:
8. Clothing		
8.1. Wardrobe Planning	acquire knowledge of planning a wardrobe	- define the term wardrobe - state the illusions created by line, colour and texture of clothing - describe ways to apply art principles in clothing - illustrate, with pictures, the use of art elements and principles in clothing - list the characteristics of a well planned wardrobe - describe steps in planning a wardrobe - draw up an inventory of an existing wardrobe - plan a functional wardrobe for a given period

11. ASSESSMENT

A learner-centred curriculum and learner-centred teaching use a broad range of knowledge and skills which are relevant to the knowledge-based society. The basic competencies in the syllabuses state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning.

11.1 Continuous assessment

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the basic competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, and where they need to try more, how, and why. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities.

The learner's progress and achievements in all subjects must be reported to parents on the school report.

11.2 Formative and summative assessment

The two modes of assessment used are formative continuous assessment and summative assessment. Formative continuous assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

Summative assessment is an assessment made at the end of the school year based on the accumulation of the progress and achievements of the learner throughout the year in a given subject, together with any end-of-year tests or examinations. The result of summative assessment is a single end-of-year promotion grade.

11.3 Informal and formal methods

The teacher must assess how well each learner masters the basic competencies described in the subject syllabuses and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things, interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should as far as possible use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson and only exceptionally use up a whole lesson. End-of-term tests should only be written in the first lesson of the day, so that teaching and

learning can continue normally for the rest of the time.

In Grade 10 a mock examination may be held to learn examination skills and to identify areas of the syllabus which may need extra attention. Mock examinations only serve a useful purpose if they are used as a learning experience in how to organise oneself, how to read the paper, how to interpret and answer examination-type questions, and how to allocate time in an examination. This involves the teacher going through the paper systematically with the class when their answers are returned.

11.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher together with the learners should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

11.5 Criterion-referenced grades

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Basic Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each letter grade must have a descriptor for what the learner must demonstrate in order to be awarded the grade. Grade descriptors must be developed for each subject for each year. It is important that teachers in each department/section work together to have a shared understanding of what the grade descriptors mean, and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

11.6. Grade descriptors in the Junior Secondary Phase

In the Junior Secondary phase, grades A-G and U (ungraded) apply as follows:

Grades	Mark range	Grade descriptor
A	80%+	Achieved Basic Competencies exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved Basic Competencies very well. The learner is highly proficient in most areas of competency.
C	60-69%	Achieved Basic Competencies well.
D	50-59%	Achieved Basic Competencies satisfactorily.
E	40-49%	Achieved a sufficient number of Basic Competencies to exceed the minimum competency level.
F	30-39%	Achieved the Basic Competencies needed to be considered competent. The learner needs learning support.
G	20-29%	Achieved the minimum number of Basic Competencies worthy of a grade. The learner needs learning support
U	0-19%	Did not achieve the minimum level of competence. The learner needs learning support

11.7 Conducting and recording assessment

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class activities, practical activities, project work, assignments, homework, and short tests on completion of a topic may be recorded for continuous assessment. Non-promotional subjects in the Upper Primary and Secondary grades should be assessed through informal continuous assessment methods and letter grades awarded directly. These grades must be reported to the parents on the termly school report, but will not count for promotion purposes.

11.8 Assessment Objectives

The three assessment objectives in Home Economics are:

- A Knowledge with understanding
- B Handling information and solving problems
- C Practical skills and their application

A description of each assessment objective follows.

A KNOWLEDGE WITH UNDERSTANDING

Learners should be able to demonstrate their knowledge and understanding in relation to:

1. social, economic and environmental needs;
2. scientific and technical vocabulary and terminology;
3. definitions, principles and theories;
4. the correct use of equipment and tools and their suitability for use;
5. techniques and methods and an appreciation of the need for accuracy;
6. artistic and creative considerations.

B HANDLING INFORMATION AND SOLVING PROBLEMS

Learners should be able to:

1. read and interpret information;
2. translate information from one form to another;
3. interpret information on which to base judgements and choices;
4. organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation;
5. estimate and measure quantity, volume, mass and time accurately

C PRACTICAL SKILLS AND THEIR APPLICATION

Learners should be able to:

1. follow given instructions;
2. test and compare techniques and methods;
3. identify priorities when solving problems;
4. assess and evaluate the effectiveness of the course of action

11.9 Continuous Assessment: Detailed guidelines

Continuous assessment at Junior Secondary level consists of informal and more formal assessment. The table in 11.9.2 specifies how formal assessments are required for assignments, projects and shorter tests, in order to give an overall picture of the learner's knowledge and skills.

11.9.1 Types of Continuous Assessment

Project: A project could be longer of shorter assignments of practical nature and gives learners an opportunity to complete an investigation into one of the themes/topics outlined in the syllabus.

This type of investigation or practical will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete topic test.. Marks will be allocated to each project. Learners could collect source documents, link it to transactions and other information given by the teacher and complete a set of projects depending on how far the teacher progressed with the syllabus. A minimum of 3 projects per year is required.

Practical cookery: Practical cookery involves cooking methods preferably during a double period in class. It explores the thoughts, values and opinions of home cooks, their practices and experiences, and the skills and knowledge they use to prepare and provide food. It provides new and challenging ways of thinking about cooking. At least two practical cookery assessments should be done during the year. The learners will do the preparation on the suggested forms and the teacher will record the marks on the prescribed forms attached to the syllabus.

Recipe book/file: Learners need to complete a recipe book/file consisting of different recipes which will count towards the continuous assessment mark.

Topic tests: Completed topics should be ended off with a test indicating the achievements of the learners in these topics. Written tests are specifically set by the teacher to assess the learners' achievements in relation to competencies specified in the syllabus and should consist of short questions as well as more structured questions. At least two topic tests should be written during the term and marks recorded.

End of term test: This is a comprehensive test of the whole term's work.

11.9.2 Summary of Continuous Assessment Tasks

The continuous assessment will be composed of:

Practical cookery assessment (average of 2 tests – total to be converted to a mark out of 40)	40 marks
Assignments (minimum of 3 projects)	30 marks
Achievement tests (average of minimum 5 tests)	20 marks
Topic Task: Recipe book/file	10 marks
TOTAL	100÷10×7=70

CONTINUOUS ASSESSMENT GRADES 8 & 9						
COMPONENTS	TERM 1		TERM 2		TERM 3	
	Number & Marks	Total	Number & Marks	Total	Number & Marks	Total
Practical cookery	1×40	40	1×40	40		
Projects	1×10	10	1×10	10	1×10	10
Recipe Book					1×10	10
Topic Tests	2×(30÷3)	20	2×(30÷3)	20	1×30	30
End of Term Tests	1×(65×2)	130	1×130	130		
Term Marks		200		200		
Weighted Term Marks	200÷2	100	200÷2	100		

CONTINUOUS ASSESSMENT GRADE 10				
COMPONENTS	TERM 1		TERM 2	
	Number & Marks	Total	Number & Marks	Total
Practical cookery	1×30	30	1×30	30
Projects	2×10	20	1×10	10
Recipe Book			1×10	10
Topic Tests	2×(30÷3)	20	2×(30÷3)	20
End of Term Tests	1×130	130	1×130	130
Term Marks		200		200
Weighted Term Marks	200÷2	100	200÷2	100

11.10 End of year examinations: Detailed guidelines

In Grades 8 and 9 there will be internal end-of-year examinations in examination subjects. As before, the purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication, and problem-solving skills related to the areas of the syllabus, which are most essential for continuing in the next grade. Preparing for, and conducting these examinations should not take up more than two weeks altogether right at the end of the year.

There will be an external examination in all examination subjects at the end of Grade 10. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies as a preparation for everyday life and for further studies or training, and to what extent the system as a whole is enabling learners to achieve optimally.

WRITTEN EXAMINATION GRADES 8-10			
Grade	Description of papers	Duration	Marks
8	Section A: 50 marks Short answer questions Section B: 40 marks Structured/paragraph questions Section C: 10 marks one essay question	1H30Min	100
9	Section A: 50 marks Short answer questions Section B: 40 marks Structured/paragraph questions Section C: 10 marks one essay question	1H30Min	100
10	Section A: 50 marks Short answer questions Section B: 40 marks Structured/paragraph questions Section C: 10 marks one essay question	1H30Min	100

Suggested weighting for Theory topics

* Food and Nutrition	60%
* Consumerism	8%
* Resource Management	8%
* Family Studies	8%
* Housing	8%
* Clothing	8%

It is recommended that the 60% Food and Nutrition be divided between Section A and B in the ratio 50: 50. If necessary to ask a Section C question on Food and Nutrition, the marks for Section A and B should be reduced accordingly. The other 5 topics should be randomly divided between Section A, B and C.

PRACTICAL TEST GRADES 8-10			
SECTION	DURATION	COMPONENT	MARKS
A. Written preparation session	30 minutes (½ hour)	Plan of work	5
		Time plan	5
		Shopping list	5
		Equipment list	5
		Subtotal	20
B. Practical Cookery	90 minutes (1 ½ hours)	Organisation	5
		Methods/Techniques	15
		Product	15
		Serving	5
		Cleaning up	10
		Subtotal	50
C. Evaluation session	30 minutes (½ hour)	Evaluate/comments	10
		Subtotal	10
	180 minutes 3 hours	TOTAL MARK	80

11.11 Promotion marks

In Grades 8-10, Continuous Assessment contributes 35% of the summative mark. The weighting of each assessment component is as follows:

COMPONENT	DESCRIPTION	MARKS	WEIGHTING
Written Examination	Paper 1 Theory Examination	100	70
	Paper 2 Practical Cookery Test	30	
Continuous Assessment	Topic Tests, Practical cookery, Assignments/Projects, Recipe Book, End of Term Test	70	30
	TOTAL MARKS	200	100

The promotion marks are calculated as follows:

PROMOTION MARK FOR GRADES 8 & 9				
	Term 1	Term 2	Term 3	Total
CA mark	200	200	50	450÷45×7=70
End-of-year examination				130
Promotion Mark Term 3				200÷2=100

PROMOTION MARK FOR GRADE 10			
	Term 1	Term 2	Total
CA mark	200	200	400 ÷ 40 × 7 = 70
End-of-year examination			130
Promotion Mark Term 3			200 ÷ 2 = 100

11.12 Specification Grids

The Specification Grids below indicate the mark weighting allocated to each objective for both Continuous Assessment and for the Written Examination.

	ASSESSMENT OBJECTIVES			
	A (40%)	B (50%)	C (10%)	MARKS
Paper 1	47	53	0	100
Paper 2	5	12	13	30
TOTAL	52	65	13	130

11.13 Assessment Rubrics (Criteria)

PRACTICAL COOKERY TEST PAPER 2

- This component will be assessed separately during the course of the last term and before the start of the official external exam. It will not form part of the CA mark – see the layout and mark sheet for the practical test.
It will be assessed out of a total of 80 marks which will then be converted to 30 marks.
- Format for JSC practical exercises
Strictly follow/adhere to the directives/hints for doing practical exercises as attached
 - Will consist of a written preparation session, practical cookery session and an evaluation session
 - A marking sheet/individual candidate record card will be used to assess the practical with an allocation of marks as prescribed.
 - Prepared forms should be used by each candidate to complete all sections at a set time
- Allocation of marks and duration of time
 - Written preparation session : 60 min - 20 marks
 - Practical cookery session: 90 min - 50 marks
 - Evaluation session: 30 min - 10 marks

TOTAL: 180 min - 80marks

Preparation will be done by completing forms in duplicate (use carbon paper) – one copy for teacher and the other for the learner to carry out the practical exercises.

PRACTICAL COOKERY TEST (guidelines)

1. Written preparation session

*All tasks should be completed on prescribed forms (see forms attached)

(a) Plan of work

- write down the name of the dish
- accurately list all the ingredients needed
- use the correct metric units e.g. ml, not grams
- do not include the preparation methods for the ingredients e.g. chopped, melted, grated, etc. (rather refer to this in the order of work)
- write the ingredients in the order in which it will be used

(b) Time plan

Candidate has to divide the time into different time slots.

Time should be spread in such a manner that the practical be completed in the set time.

Strictly adhere/follow the sequence that you have indicated.

Time:

#estimate the time it will take to prepare and cook the dish

#decide at what time to serve and count backwards to determine the starting time

#time range should not be too wide (preferably within 15 minutes)

#write out either the duration e.g. 8:00-8:15 or indicate only the number of minutes, e.g. 15 min.

Order of work/method

#divide all tasks into different time slots so that the practical exercises can be completed in the set time, with all the dishes washed and the table set if needed

#determine the sequence/order in which each of the tasks has to be completed – some dishes can wait a few minutes, others have to be served immediately

Special points

#indicate any special points to remind you as proceed with the practical

#these can include: oven temperature, preparing cooking or baking equipment, time when taking out dish, time

#duration for cooking the dish, etc.

(c) Shopping list

The shopping list gives teacher and learners an indication of what is needed and to guide the purchasing.

Transfer all ingredients correctly to shopping list and correctly divided under each heading (column) with total amounts indicated in front of each ingredient.

If amounts have to be added together e.g. 10ml milk and 25ml milk, this must be stated as a unit =25ml milk and not as individual measurements.

Milk and milk products

all products directly made of milk (cheese, butter, yoghurt, cream, etc.) NB. margarine is made of plant oils not milk and is classified as “other ingredients.”

Cereal and Cereal products

all products produce from cereals (flour, pastas, rice, bread, breakfast cereals, maize, sago, etc.)

Fresh fish, meat and poultry

any fresh product **including eggs**; meat (bacon, sausage, mince, liver, etc.)

Fruit and vegetables

include only fresh products

Condiments and Spices

include any herbs or spices, salt, pepper, fresh or dry and other seasoning
any sauces that give taste e.g. tomato, mayonnaise, etc

Canned and frozen food

any canned or bottled food; any frozen (e.g. fish)

Other ingredients

can include any ingredient that cannot fit into the above headings e.g. sugar (icing, granulated, white, brown, etc.) and raising agents (baking powder, bicarbonate, cream of tartar, etc.); any extras that is needed e.g. grease proof paper, cookie cups, etc.

(d) Equipment list

Candidates must list the correct equipment needed for the practical at the bottom of the page.

indicate measuring equipment – measuring spoons, cups, jug, scale

all cutlery needed e.g. knife, fork, spoons, etc.

cooking equipment – pans, pots, tins, baking sheets, etc.

equipment necessary to mix/prepare ingredients – mixing bowls, enamel plate, sieve, rolling pin, chopping board, cooling rack, egg beater, lifter, dough scraper, etc.

ANNEXE 1: GLOSSARY OF TERMS

Key verbs for assessment and evaluation

Assessment is an integral part of the teaching profession for teachers to set better questions and assignments and to interpret syllabuses. The understanding of the meaning of key verbs is important.

Key verbs

Meaning of key verbs

Analyse

To separate into parts or elements and to describe in detail or to give your own opinion, judgment or interpretation of separate parts or elements presented

Apply

To put subject matter/content to a practical use

Compile

To collect or to put together facts and arguments in an orderly or organised way

Compare

To point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter

Demonstrate

To describe and explain subject matter/content by experimental or practical use

Define

To give the exact meaning of, or to state precisely and briefly the meaning of a term

Describe

To list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues

Discuss

To critically examine or investigate issues raised, and to introduce evidence wherever possible to support conclusions of arguments

Distinguish

To point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.

Explain

To make clear or plain or to make sure that the reader understands, by means of illustrations or description of the information presented

Evaluate

To make a value judgment by judging, rating, determining or comparing facts, actions, etc.

Identify

To give the essential characteristics of, or recognise certain characteristics of a term

Illustrate

To give a clear example or a graphic representation of something

Label	To attach names and information to illustrations, drawings and objects
List	To present a list of names, facts, aspects of items in a certain order or specific category
Motivate	To give reasons for certain judgements or value statements
Name or mention	To give only the names, characteristics, items or facts
Plan	To arrange subject matter content in a predetermined way to accomplish a certain action
Relate	To bring subject matter/content into relation, or to relate your opinion to your own experiences
Report	To repeat, recall and quote from memory, or to mention items or facts in a certain order, or to give a more personal opinion, but one related to the event or content of the subject matter
State or give	To present information or details in words without discussion
Suggest	Recommending valid arguments in an orderly fashion or making certain proposals based on facts and observations
Summarise or conclude	To set out/draw together the main points of content, orally or in writing

ANNEXE 2 HOME ECONOMICS PRACTICAL PREPARATION

NAME:

GRADE:

LIST OF INGREDIENTS

NAME OF DISH	INGREDIENTS

ANNEXE 3 WORKPLAN

[illegible]

ANNEXE 4 SHOPPING LIST

Milk and milk products	Cereal and cereal products	Fresh fish, meat and poultry
		Canned, frozen and packaged food
Fruit and vegetables	Condiments and spices	
		Other ingredients

Equipment and/or serving dishes

ANNEXE 5 EVALUATION OF COURSEWORK PRACTICAL (Learners' self-evaluation)

[illegible]

ANNEXE 6 HOME ECONOMICS PRACTICAL MARKSHEET

NAME:

GRADE:

Written preparation	Comments/evaluation	Total	
Plan of work		5	
Time plan		5	
Shopping list		5	
Equipment list		5	
Total		20	

Practical cookery	Comments/evaluation	Total	
Organisation		5	
Method/techniques		15	
Product - appearance		5	
- texture		5	
- taste		5	
Serving		5	
Cleaning		10	
		50	

Evaluation of dish	Comments	Total	
		10	

Total	80
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ANNEXE 7 ASSESSMENT RECORDSHEET FOR GRADES 8 & 9

ASSESSMENT RECORDSHEET HOME ECONOMICS

Grade:.....

Year:.....

School:.....

Teacher:.....

Name of Learner	TERM 1							TERM 2							TERM 3							
	Practical cookery test	Project	Topic test	Topic Test	End of term test	Term Mark	Weighted Term Mark	Practical cookery test	Project	Topic test	Topic Test	End Of term test	Term Mark	Weighted Term Mark	Project	Topic Test	Recipe Book	Term Mark	Continuous Assessment Total TermMark450÷45×7	End of year Examination	Total	Promotion Mark
	40	10	10	10	130	200	100	40	10	10	10	130	200	100	10	30	10	50	70	130	200	100
1																						
2																						
3																						
4																						
5																						
6																						
7																						
8																						
9																						
10																						
11																						
12																						
13																						
14																						

ANNEXE 8 ASSESSMENT RECORD SHEET FOR GRADE 10

ASSESSMENT RECORD SHEET HOME ECONOMICS									Grade:.....		Year:						
School:.....									Teacher:.....								
Name of Learner	TERM 1								TERM 2								Continuous Assessment Total Term Mark 400÷40×7
	Practical cookery	Project	Project	Topic Test (30÷3)	Topic Test (30÷3)	End or Term Test	Term Mark	Weighted Term Mark	Practical Cookery	Project	Topic Test (30÷3)	Topic Test (30÷3)	Recipe Book	End of term Test	Term Mark	Weighted Term Mark	
	30	10	10	10	10	130	200	100	30	10	10	10	10	130	200	100	
1																	
2																	
3																	
4																	
5																	
6																	
7																	
8																	
9																	
10																	
11																	
12																	
13																	
14																	



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