



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

JUNIOR SECONDARY PHASE

HOME ECONOMICS SYLLABUS

GRADES 8 & 9

For implementation:

**Grade 8 in 2017
and
Grade 9 in 2018**

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Home Economics Syllabus Grades 8 & 9

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TABLE OF CONTENTS

1.	Introduction	1
2.	Rationale	1
3.	Aims.....	2
4.	Inclusive education	2
5.	Links to other subjects and cross-curricular issues	3
6.	Approach to teaching and learning	4
7.	End-of-phase competencies	5
8.	Summary of the learning content	6
9.	Learning content	8
9.1	Introduction to learning content	8
9.2	Learning content per grade	9
9.2.1	Grade 8 learning content.....	9
9.2.2	Grade 9 learning content.....	17
10.	Assessment	25
10.1	Continuous assessment.....	25
10.2	Formative and summative assessment	25
10.3	Informal and formal methods.....	25
10.4	Evaluation	26
10.5	Criterion-referenced grades	26
10.6	Grade descriptors	27
10.7	Conducting and recording assessment	27
10.8	Assessment objectives.....	27
10.9	Continuous assessment: detailed guidelines.....	28
10.10	End-of-year examinations: detailed guidelines	30
10.11	Promotion marks.....	31
10.12	Specification grid.....	32
10.13	Assessment Rubrics (Criteria).....	32
Annexe 1:	Glossary of terms.....	35
Annexe 2:	Glossary of Home Economics terminology.....	37
Annexe 3:	Home Economics tools list	40
Annexe 4:	Home Economics practical preparation	42
Annexe 5:	Work plan.....	43
Annexe 6:	Shopping list	44
Annexe 7:	Evaluation of coursework practical	45
Annexe 8:	Home Economic practical mark sheet	46
Annexe 9:	Assessment record sheet for Grade 8.....	47
Annexe 10:	Assessment record sheet for Grade 9.....	48

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 Home Science areas of learning in the curriculum but has thematic links to other subjects across the curriculum.

Home Economics is the profession and field of study that deals with the economics and management of the home and community. It teaches learners how to properly run (manage) a family environment and make the world a better place for generations to come. It also prepares students for homemaking or professional careers, or to assist in preparing to fulfil real-life responsibilities at home.

Home Economics is one of the 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.

2. Rationale

The usefulness of the Home Economics (Family and Consumer Science) discipline lies in the equipping of individuals for family and community service. Home Economics consist of interdisciplinary knowledge which is essential because the phenomena and challenges of everyday life are not typically one-dimensional.

The content of Home Economics include: food, nutrition, and health; personal finance; family resource management; textiles and clothing; shelter and housing; consumerism and consumer science; household management; design and technology; food science and hospitality; human development and family studies; education and community services, among others. The capacity to draw from such disciplinary diversity is the strength of the profession, allowing for the development of specific interpretations of the field, as relevant to the context.

Namibia, like most African countries, is rich in natural resources. The exploration of these resources requires scientific knowledge and relevant skills presenting itself as a prerequisite for a progressive national economy and the improved standard of living for our people. It is thus important for our learners to acquire knowledge and skills which will foster their understanding of the interaction of human beings and the environment in order to satisfy human needs.

3. Aims

Home Economics aims to:

- 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
- 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
- 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
- promote wider inter cultural understanding

4. Inclusive education

Inclusive education is the right of every learner and promotes access to and participation in the full range of educational programmes and services offered by the education system in mainstream schools. It is based on the principle of supporting and celebrating the diversity found among all learners and removing all barriers to learning.

A few learners might not be able to achieve all the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged. The Home Economics teacher in the Junior Secondary phase should therefore accommodate learners with special educational needs by adapting this syllabus to the needs of the learner through differentiation of teaching methods and material as indicated in the *Curriculum Framework for Inclusive Education: A Supplement to the National Curriculum for Basic Education (2014)*. The adaptation for assessment of learners with special educational needs must be done as prescribed in the *Handbook for Centres (2014)* by the Directorate of National Examinations and Assessment (DNEA). The accommodations prescribed in this handbook are not only for external examinations, but apply to learners from Grades 1 to 12.

Learners who are so severely impaired that they cannot benefit from attending mainstream schools will be provided for according to their needs in learning support units, resource units

or resource schools until such time that they can join a mainstream school structure, if possible.

Home Economics also empowers the individual to make life choices based on interests and aptitudes, rather than tradition and gender. This subject can be taken by both boys and girls.

5. Links to other subjects and cross-curricular issues

The cross-curricular issues include environmental education, HIV and AIDS, population education, education for human rights and democracy, information and communication technology (ICT) and road safety. These issues have been introduced to the formal curriculum, because each of the issues deals with particular risks and challenges in our Namibian society. They should be dealt with across all phases and in every subject where the topics overlap with the content of that subject.

All of our learners need to:

- understand the nature of these risks and challenges;
- know how they will impact our society and 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; and
- understand how they 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 if we do not adhere to road safety measures; and
- the challenges and risks we face because of globalisation.

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

Cross-curricular issues	Environmental learning	HIV and AIDS	ICT	EHRD	Population education
Grade 8	• Nutrition • Food commodities • Resource management • Housing needs	• Effect on family life and adolescence	• Using the computer in completing assignments	• Rights and responsibilities of the consumer	• Types of families and the family life cycle
Grade 9	• Food and Nutrition • Commodities • Hygienic handling of food	• Balanced diet for HIV and AIDS and the dietary management of symptoms		• Conflict • Communication	• All topics under family studies

6. Approach to teaching and learning

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the learner-centred education conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim of learner-centred education is to develop learning with understanding, and to impart the knowledge, skills and attitudes that 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 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 identify the needs of the learners and the learning that still needs to take place, and know how to shape learning experiences accordingly. Teaching strategies must therefore be varied and flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the general and specific objectives 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; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

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.

7. End-of-phase competencies

On entry to the Junior Secondary phase, all learners are expected to be able to take care of their own health and develop skills related to home and family life as well as the development of all basic competencies creating the awareness of the possibility of self-employment.

A few learners will/might not be able to achieve all the specific objectives satisfactorily and must receive learning support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

On completion of the Junior Secondary phase, learners are expected to be able to:

- distinguish between healthy and unhealthy eating and lifestyle habits
- compare junk food with healthy snacks and in-between and balanced meals based on the four Namibian food groups and the Nutritional Guidelines of Namibia
- properly use, care for and maintain apparatus, equipment and utensils in a safe and healthy environment in the Home Economics workroom
- master basic skills and techniques before and during food preparation
- plan and prepare dishes from prescribed recipes for different meals and menus
- make the best choices when selecting and purchasing different food commodities and consumables to ensure optimum health and value for money
- proper management of all resources available to the family in the different areas of study within the home environment, including the family members, the dwelling and clothing
- make choices on suitable interior elements in housing
- make choices of and care for clothing

8. Summary of the learning content

Themes and Topics	Grade 8	Grade 9
1. Food and Nutrition		
1.1 Nutrition	- definition of nutritional concepts - healthy and unhealthy eating and lifestyle habits - good food choices for a healthy diet - empty kilojoule food (junk food) and healthy snacking	- classification, functions, deficiency diseases and food sources of protein, carbohydrates, lipids, Vitamins A,C, D, thiamine, niacin, riboflavin, minerals: calcium and iron - revision of food groups - rationale for the Food and Nutritional guidelines for Namibia - disorders associated with dietary components - adapting the diet to accommodate HIV and AIDS symptoms
1.2 The Home Economics laboratory	- equipment and utensils - procedures for practical work - kitchen safety: causes and prevention of accidents and treatment of minor burns and cuts	
Meal management		- meal planning - practical planning - convenience food - hygienic handling of food
1.3 Principles of food preparation	- basic techniques: peeling, cutting chopping, slicing, shredding, grating, cubing - mixing techniques: stirring, beating/whisking, rubbing-in/cutting-in - cooking methods: dry heat and moist heat methods; boiling, stewing, steaming, dry-, shallow and deep frying, grilling and baking - measuring - recipe instructions	- eating quality - food consumerism and label interpretation - cooking methods - effect of heat on food - recipes
1.4 Food commodities Cereals Milk Eggs	- nutrients in, types and classification, reasons for cooking refinement and cooking methods. - prevention of lumps when cooking fine cereals including white sauce - nutrients in, various types, handling, storage and principles in cooking with milk - 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

Themes and Topics	Grade 8	Grade 9
Fish Poultry Fruit and vegetables Legumes Batters and dough	common available fish in Namibia, cooking methods, reasons for using lemon juice and coating of fish	- types of poultry, selection and hygiene handling and cooking methods and economic dishes - nutrients in classification, marketing forms, principles of preparation of cooked and raw vegetables - 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 - definition, classification, choice and function of ingredients, apply mixing techniques as for grade 8 and 9
1.5 Serving of food	- basic table manners - setting of tables and trays	repeat table settings for dishes prepared
2. Resource management	- the consumer - financial transactions - water - home care - waste disposal - decision-making	- the management process - budgeting - decision making
3. Family studies	- family life cycle - adolescence	- responsibility of teenager towards community and their family - household tasks - communication - conflict
4. Housing	types of structures	- interior materials: flooring, wall covers, paint, work surfaces and - window treatments - art elements in design - lighting
5. Clothing	- grooming - reasons for wearing clothes	- choice of clothing - care of clothing

9. Learning content

9.1 Introduction to learning content

1. The learning content outlined below is designed to provide guidance to teachers as to what will be assessed in the overall evaluation of learners. It is not meant to limit, in any way, the teaching programme of any particular school.
2. **Themes, topics** and **sub-topics** refer to those components of the subject which learners are required to study/master.

The **general objectives** are derived from the topic and are the general knowledge, understanding and demonstration of skills on which learners will be assessed.

The **specific objectives** are the detailed and specified content of the syllabus, which learners need to master to achieve the general objectives, and on which they will be assessed. For skills-based subjects, specific objectives indicate what learners should be able to do at the end of the year.

9.2 Learning content per grade

9.2.1 Grade 8 learning content

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Food and nutrition		
1.1 Nutrition	• know the following nutritional concepts • recognise the effect of eating and lifestyle habits on our health • recognise good food choices for a healthy diet • understand the difference between healthy snacks and empty kilojoule food (junk food)	• define : - nutrition - nutrients - diet - balanced diet - health - malnutrition • list and describe healthy and unhealthy eating and lifestyle habits • list advantages of healthy eating and lifestyle habits • list disadvantages of unhealthy living, eating and lifestyle habits • list and describe the ten Food and Nutrition guidelines for Namibia (revision of Grade 7 work) • classify foods into the four Namibian food groups • name six classes of nutrients with relevant food sources • define empty kilojoule food (junk food) • list healthy snacks to eat in between meals
1.2 The Home Economics laboratory 1.2.1 Equipment and utensils	• be introduced to apparatus, equipment and utensils in the Home Economics laboratory • understand the care of equipment and utensils e.g. stove and refrigerator • understand safety measures in using and storage of equipment and utensils	• 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, equipment and utensils used in the Home Economics laboratory • demonstrate and describe safety measures in the use and storage of apparatus, equipment and utensil

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
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 table settings	• list basic table manners • identify and apply correct handling of cutlery • illustrate and apply place settings for a meal and setting of a tray • demonstrate table settings • demonstrate setting tables for family occasions in different culture groups
2. Resource management		
2.1 The consumer 2.2 Financial transactions 2.3 Water 2.4 Home care	• understand that every individual is a consumer • realise the rights and responsibilities of a consumer • realise there are cash and credit transactions with advantages and disadvantages • realise the importance of water in the household • understand the reasons for cleaning a house regularly with correct cleaning agents	• define a consumer • identify the characteristics of the ideal consumer • describe the rights and responsibilities of a consumer • define cash and credit transactions • list 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 • 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 • list reasons for cleaning a house regularly • identify cleaning agents for: - washing of dishes - washing of clothes - cleaning surfaces in the home

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 8 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4. Housing		
4.1 Types of structures	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 human needs described by Maslow - identify and classify houses according to type of structure: - huts - shanties - core houses - house/residence - hostels - blocks of flats - cluster houses
5. Clothing		
5.1 Grooming	know the meaning of grooming	- define grooming - list the reasons for wearing clothes
5.2 Reasons for wearing clothes	realise various reasons for wearing clothes	comment on first impressions created by clothing in a given situation

9.2.2 Grade 9 learning content

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1. Food and nutrition		
1.1 Nutrition		
1.1.1 Nutrition	realise that each nutrient contributes to a healthy person	- list the different nutrients - carbohydrates - protein - lipid - vitamins: A, C, D, E, thiamine (v/B1) riboflavin(v/B2) - minerals: iron, calcium, iodine, fluorine - list the dietary sources for each of the listed nutrients: - state the functions of each of the nutrients - list the deficiency diseases for vitamins and minerals - 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
1.1.2 Food groups	revise the four basic food groups	comment on the necessity of the <i>Food and Nutrition guidelines for Namibia</i>
1.1.3 <i>Food and Nutritional Guidelines for Namibia</i>	revise the importance of the <i>Food and Nutritional Guidelines for Namibia</i>	- state the disorders associated with the following dietary components - fat: cardiovascular disease - sugar: dental cavities - energy: obesity - energy and protein: Protein Energy Malnutrition (PEM), kwashiorkor and marasmus - salt: high blood pressure - fibre: constipation and colon cancer
1.1.4 Nutritional care	realise the relationship between diet and health	

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.2.4 Hygienic handling of food	realise the consequences of food not handled hygienically	- list and apply rules for: - personal hygiene - general kitchen hygiene - cleaning utensils - state general principles for storing food regarding storage areas - define diarrhoea and food infections - state the consequences of food not handled hygienically: - diarrhoea - vomiting - dehydration - list general symptoms of food infections
1.3 Principles of food preparation 1.3.1 Eating quality 1.3.2 Food consumerism 1.3.3 Methods of cooking 1.3.4 Effect of heat on food	- understand eating quality of food - understand the factors which influence selection and purchase of food - revise cooking methods of Grade 8 - understand the effect of heat on starch - observe the properties and uses of white sauce	- list factors contributing to eating quality - describe ways in which food can be obtained - list shopping hints for best buys - interpret basic food labels - classify the methods of cooking as moist heat, dry heat and combination methods - state the cooking medium in the given methods - define the processes of: - gelatinisation - dextrinisation - apply the principles of/in 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

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.3.5 Recipes	understand the recipe terminology	- define the recipe terminology: - au gratin - croutons - bake blind - fillet - blanch - glaze - casserole - meringue - coating - soufflé
1.4 Food commodities 1.4.1 Eggs 1.4.2 Poultry 1.4.3 Fruit and vegetables	- observe the foaming properties of egg white - demonstrate the knowledge of using the guidelines for the selection and hygienic handling of poultry - realise the nutritional value of fruit and vegetables and the use thereof in meal planning	- list and identify the different stages of beating egg white - list and apply the uses of different stages of egg white foams - define poultry types - identify different types of poultry (chicken ,turkey, guinea fowl) - list guidelines for selecting chicken - state guidelines for hygienic handling of poultry - prepare an economical (inexpensive) poultry dish like: curry, crumbed, fried fillet, roast chicken and patties - list the following 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 - describe and apply principles to conserve nutrients in preparing and cooking of vegetables - prepare at least two interesting vegetable dishes

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
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 - define a budget - compile a basic budget for a teenager
2.2 Budgeting	realise a budget is necessary to satisfy needs within the limits of your income	- identify different ways of decision making: - custom/habit - impulsive - casting lots/chance/coin tossing - rational - list steps in the rational decision making process - apply the steps of decision making in a given situation
2.3 Decision making	demonstrate the knowledge of proper decision making	
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	- define '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 - comment on the importance of sharing household tasks - describe allocated tasks to family members without being gender biased
3.3 Communication	realise why it is important to acquire effective communication skills	- define communication - list the types of communication: - verbal - non-verbal - explain the importance of communication between: - family members - peer groups - list hints to improve communication

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.4 Conflict	acknowledge ways to handle conflict situations which occur in a family	- define conflict - describe ways to deal with conflict situations constructively
4 Housing		
4.1 Interior materials	realise that there are different materials suitable for flooring, wall covers and work surfaces	- state different types of flooring with examples: - hard floors - resilient floors - soft coverings - list different examples of wall covers and where to apply them - distinguish between different types of paint - list the qualities of effective work surface - list types of work surface materials: - enamel - stainless steel - melamine - vinyl - wood
4.2 Window treatments	realise that there are different window treatments	- list the different types of window treatment - list the factors which influence the choice of window treatment
4.2 Art elements and principles in design	understand the application of art elements and principles in interior design	- list and identify art elements in design - line - colour - texture - shape/form - space - illustrate, with pictures, the use of the above mentioned art elements in interior - list and identify the following art principals - harmony - balance - rhythm

THEMES AND TOPICS	GENERAL OBJECTIVES <i>Learners will:</i>	GRADE 9 SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.4 Lighting	realise that lighting/illumination affect performances in household activities	- discuss the need for lighting - identify three types of illumination: - ambiance/general - task - security - accent/spot - match types of illumination with activities and areas in the home
5 Clothing		
5.1 Choice of clothing 5.2 Care for clothing	- understand how to select ready-made garments - understand that information on labels indicates how to care for clothes	- discuss guidelines for the selection of ready-made garments - list and interpret the information found on labels of ready-made garments - size - fibre content - care symbols - name of the manufacturer

10. Assessment

A learner-centred curriculum and learner-centred teaching encompass a broad range of knowledge and skills which are relevant to the knowledge-based society. The specific objectives in the syllabus state what understanding and skills a learner must demonstrate as a result of this teaching-learning process, and which objectives will be assessed. However, it is intended that the curriculum should focus on learning, not on assessment and examination. Assessment and examination are only to support learning.

10.1 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 provide a reliable and valid assessment of the learner's performance in the specific objectives. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, i.e. where they are doing well, and why, and where, how and why they need to improve. The parents should be informed regularly about the progress of their children in all subjects, be encouraged to acknowledge achievements, and given suggestions as to how they can support the child's learning activities. The learner's progress and achievements in this subject must be reported to parents in the school report.

10.2 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 accumulated total 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.

10.3 Informal and formal methods

The teacher must assess how well each learner is mastering the specific objectives described in the syllabus 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 and in their participation in general, 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 and making value judgements.

When it is necessary to structure assessment more formally, the teacher should as far as possible use situations similar to ordinary learning and practice situations to assess the competency of the learner. Formal written and oral tests can be used to assess only a limited range of specific objectives and therefore should not take up a great deal of time.

Short tests should be limited to part of a lesson and only in exceptional cases use up a whole lesson.

10.4 Evaluation

Information from informal and formal continuous assessment is to be used by the teacher to ascertain where it is necessary to adapt methods and material 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 learning-teaching process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere in and achievements of the class.

10.5 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 specific objectives, and are not related to how well other learners are achieving these objectives 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.

10.6 Grade descriptors

The learner's summative achievement in the specific objectives will be shown in letter grades A to E, where A is the highest and E the lowest grade. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. The relation between the letter grades and specific objectives is shown in the table below.

Grade	% Range	Grade Descriptors
A	80%+	Achieved objectives exceptionally well. The learner is outstanding in all areas of competency.
B	70-79%	Achieved objectives very well. The learner's achievement lies substantially above average requirements and the learner is highly proficient in most areas of competency.
C	60-69%	Achieved objectives well. The learner has mastered the specific objectives and can apply them in unknown situations and contexts.
D	50-59%	Achieved objectives satisfactorily. The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	Achieved the minimum number of objectives to be considered competent. The learner may not have achieved all the specific objectives, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	Ungraded. The learner has not been able to reach a minimum level of competency in the specific objectives, even with extensive help from the teacher. The learner is seriously in need of learning support.

10.7 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 may be recorded for continuous assessment.

10.8 Assessment objectives

The assessment objectives for Home Economics are:

10.8.1 Assessment objective A: Knowledge with understanding

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

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

The objective is made up of specific objectives which require the learner to identify, give examples, name, list, state, indicate, give reasons, suggest ways, recognise, define, discuss and to outline.

10.8.2 Assessment objective B: Handling information, application and solving problems

Learners should be able to:

- read and interpret information;
- translate information from one form to another;
- interpret information on which to base judgements and choices;
- manipulate numerical and other data;
- organise and manage time, money, fuel, energy, effort, materials, equipment and tools according to stated criteria for a given situation;
- estimate and measure accurately area, shape, size, width, quantity, amount, weight, time.

This objective is made up of specific objectives which require the learner to predict, relate, describe, calculate, find, estimate, determine, sketch, and select, analyse, extract and analyse, synthesize, compare and discuss, deduce, explain, distinguish, suggest, interpret, and evaluate.

10.8.3 Assessment objective C: Practical (experimental and investigative) skills

Learners should be able to:

- follow given instructions;
- test and compare techniques and methods, materials and equipment for practising practical skills and making clothes;
- identify priorities when solving problems;
- assess and evaluate the effectiveness of the course of action; propose further development

10.9 Continuous assessment: detailed guidelines

A specified number of continuous assessment activities per term should be selected, graded and recorded. Not more than two assessments per term are to be topic tests. These continuous assessments must be carefully planned and marked according to a marking scheme, marking criteria or memorandum. The criteria used to assess activities other than tests should be given to the learner before the assessment activity. Evidence of the work produced by good, average and low-achieving learners, as well as the written assignment and marking scheme, has to be kept at school until the end of the next year. Teachers can choose to grade and/or record more than the required continuous assessments if it is necessary for formative purposes. An end-of-year summative grade will be based only on the assessment tasks described in the syllabus. Not more than 40% of the continuous assessment may be based on tests, which include topic tests and end-of-term tests.

Types of continuous assessment

In Home Economics in the Junior Secondary phase the continuous assessment tasks are as follows:

Topic tasks: These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching and/or revision a topic. They may well include assessment involving specific objectives to do with locating information, conducting surveys, analysing information or presenting information. Topic tasks will involve assessments of specific objectives in all assessment objectives; however, not all assessment objectives need to be present in every topic task. The greatest emphasis should be placed on assessment objectives B and C to meet the weighting shown in the Test Specification Grid on page 31

Project: A project could be longer or 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 tests. 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 is a new and challenging way 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 learner's achievements. Written tests are 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. 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.

Summary of continuous assessment tasks

Continuous assessment Grade 8						
Components	Term 1		Term 2		Term 3	
	Number & marks	Total	Number & marks	Total	Number & marks	Total
Project	1x40	40	1x40	40	35x2	70
Topic tasks	1x20	20	1x20	20	1x25	25
Topic tests	2x10	20	2x10	20	1x10	10
Practical cookery	1x70	70	1x70	70		
Recipe book/file					1x20	20
End-of-term tests	1x100	100	1x100	100		
Term marks		250		250		125
Weighted term marks (report marks)	(250÷2.5)	100	(250÷2.5)	100		

Continuous assessment Grade 9				
Components	Term 1		Term 2	
	Number & marks	Total	Number & marks	Total
Practical cookery	1x70	70	1x70	70
Project	35x2	70	35x2	70
Topic tasks	1x20	20		
Recipe book			1x20	20
Topic tests	1x10	10	1x10	10
End-of-term tests	1x100	100	1x100	100
Term marks		270		270
Weighted term marks (report marks)	(270÷2.7)	100	(270÷2.7)	100

The continuous assessment (CA) marks for one term (trimester) is converted to a mark out of 100 (weighted mark). Only this mark should be used for the report at the end of Term 1 and Term 2. Learners should not write an examination at the end of the first two trimesters, but only an end-of-term test which is part of the CA and part of the weighted term mark.

10.10 End-of-year examinations: detailed guidelines

In Grade 8 there will be an internal end-of-year examination and at the end of Grade 9 a semi-external examination. The Grade 9 papers will be set by DNEA and marked regionally. 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.

The description of the various papers for the written examination is as follows:

Written examination Grades 8 – 9			
Grades	Description of papers	Duration	Marks
8 and 9	Written Examination This will consist of ONE paper consisting of two sections: SECTION A: 40 marks consisting of compulsory short answer questions (40 marks) SECTION B: Variety of structured questions of variable length (60 marks)	2 hours	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. The other 5 topics should be randomly divided between section A and B.

Practical test Grades 8 – 9			
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	10
		Methods/techniques	20
		Product	20
		Serving	10
		Cleaning up	10
		Subtotal	70
C. Evaluation session	30 minutes (½ hour)	Evaluate/comments	10
		Subtotal	10
	150 minutes 2 ½ hours	TOTAL MARK	100

10.11 Promotion marks

For Home Economics in Grades 8 – 9 continuous assessment contributes 50% to the promotion mark and the end-of-year examination contributes 50%. The weighting of each assessment component is as follows:

Component	Description	Marks	Weighting
Examination	Paper 1 Written examination		
	Section A (40÷2)	20	10%
	Section B (60÷2)	30	15%
	Paper 2 Practical examination (100÷2)	50	25%
Continuous assessment	Topic tasks, topic tests, practical investigations/projects, end-of-term tests	100	50%
Total Marks		200	100%

The promotion marks are calculated as follows:

Promotion mark Grade 8				
	Term 1	Term 2	Term 3	Total
Term mark	250	250	125	625
CA mark	625÷12.5=50			50
End-of-year examination	100÷2			50
Promotion mark	100			100

Promotion mark Grade 9			
	Term 1	Term 2	Total
Term mark	270	270	540
CA mark	540÷10.8		50
End-of-year examination	100÷2		50
Promotion mark			100

10.12 Specification grid

The Specification grid below indicates the weighting allocated to each objective for both continuous assessment and for the written examination.

Assessment objectives for examination		
Components	Marks	Weighting
Objective A Knowledge with understanding	Paper 1 20 Paper 2 0	20%
Objective B Handling information and solving problems	Paper 1 15 Paper 2 15	30%
Objective C Practical skills and their application	Paper 1 15 Paper 2 35	50%
Total	100	100%
Assessment objectives for continuous assessment		
Components	Weighting	
Objective A Knowledge with understanding	40%	
Objective B Handling information and solving problems	35%	
Objective C Practical skills and their application	25%	
	100%	

10.13 Assessment Rubrics (Criteria)

Practical cookery test

1. 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 100 marks.
2. Format for Junior Secondary practical exercises
Strictly follow/adhere to the directives/hints for doing practical exercises as attached
 - (a) Will consist of a written preparation session, practical cookery session and an evaluation session
 - (b) A marking sheet/individual candidate record card will be used to assess the practical with an allocation of marks as prescribed.
 - (c) Prepared forms should be used by each candidate to complete all sections at a set time
3. Allocation of marks and duration of time
 - Written preparation session : 30 min - 20 marks
 - Practical cookery session: 90 min - 70 marks
 - Evaluation session: 30 min - 10 marks

TOTAL: 150 min - 100 marks

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 the duration e.g. 8:00-8:15

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
- 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: setting oven temperature, time when placing dish in oven and taking out dish

(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 place ingredients 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.”

Eggs

Fresh fish, meat and poultry

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

Cereal and Cereal products

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

Fresh fruit and vegetables

include only fresh products

Spices and herbs

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.

analyse	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	put subject matter/content to a practical use
compile	collect or to put together facts and arguments in an orderly or organised way
compare	point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter
demonstrate	describe and explain subject matter/content by experimental or practical use
define	give the exact meaning of, or to state precisely and briefly the meaning of a term
describe	list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues
discuss	critically examine or investigate issues raised, and to introduce evidence wherever possible to support conclusions of arguments
distinguish	point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.
explain	make clear or plain or to make sure that the reader understands, by means of illustrations or description of the information presented
evaluate	make a value judgment by judging, rating, determining or comparing facts, actions, etc.
identify	give the essential characteristics of, or recognise certain characteristics of a term
illustrate	give a clear example or a graphic representation of something
label	attach names and information to illustrations, drawings and objects
list	present a list of names, facts, aspects of items in a certain order or specific category
motivate	give reasons for certain judgements or value statements
name or mention	give only the names, characteristics, items or facts

plan	arrange subject matter content in a predetermined way to accomplish a certain action
relate	bring subject matter/content into relation, or to relate your opinion to your own experiences
report	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	present information or details in words without discussion
suggest	recommend valid arguments in an orderly fashion or making certain proposals based on facts and observations
summarise or conclude	set out/draw together the main points of content, orally or in writing

Annexe 2: Glossary of Home Economics terminology

adolescence	the stage during which an individual changes/develops from a child into an adult
appearance	what something looks like as seen from the outside
art elements	the basic components used to construct a design
Au gratin	layered vegetable bake covered with a white sauce
bake blind	baking a pie crust without a filling
balanced diet	a healthy diet consisting of food from all the food groups in the correct proportions
batter	a flour mixture with a high viscosity
budget	a spending plan
cleansing agent	substances used for cleaning
coagulation	the thickening of protein or carbohydrate products during heating
communication	a means of transmitting information from one source to another
conflict	when there is a disagreement between any two individuals on any topic/issue
conserved	to extend the existence of anything
consumer	individuals exchanging money for goods or services
convenience food	processed food ready to use
credit	money available to be spend
decision	a choice between alternatives
diet	the normal intake of food during mealtimes on a daily basis
dough	a flour mixture with a low viscosity – can be handled by hand
emulsion	a permanent mixture of two substances which cannot mix under normal circumstances
extenders	foods/substances that can be used to increase the volume of prepared food
fillet	special meat/fish cuts without the bone in it
flooring	referring to any substance that can be used to cover a floor
food labels	part of food packaging which contains information of the packed product

food infections	sickness which can be caused by contaminated food
food source	different types of food stuffs or products
garment	any piece of clothing sewn
glaze	to brush a food with sauce, icing, or other topping to create a shiny surface. Meat is often coated with sauce and browned in the oven for a couple minutes to create the glaze
grooming	preparing an individual for a certain type of behaviour
health snacks	snacks/quick bites which can be served in between meals
health	overall physical state of the body
household	the interaction between the family members and their environment in a specific family
hygiene	refers to cleanliness or sanitation
inexpensive	cheap
intellectual	referring to your brain capacity
lighting	anything that can be a source of light
malnutrition	inappropriate feeding of a person either through under or over nutrition causing diseases
melting	changing of the viscosity of a substance from a solid into a liquid state
meringue	a product prepared from egg foam
nutrients	the substances in food needed to maintain a healthy body
ready-made garments	clothing articles that can be purchased
roux	the flour-butter mixture used to prepare white sauce
soufflé	a baked product with air incorporating into the dish with an egg white foam
substitutes	products that can be used in the place of another product
symptoms	familiar signs of a specific disease
thickening	changing the viscosity of a product from liquid into a solid in the presence of heat
transaction	an agreement between any two individuals
verbal	communication through words
wall cover	referring to any substance that can be used to cover a wall

window treatment	any means of covering a window
work plan	a plan drawn up to indicate the order in which activities should be executed during food preparation
work surface	the surfaces in the workroom on which activities can be executed

Annexe 3: Home Economics tools list

Apparatus and electrical appliances

Microwave oven
Refrigerator
Stoves electrical/gas

Food processor

Beater
Blender
Teakettle
Toaster

Equipment and utensils

Spoons, ladles, and more
Draining spoons
Ladle
Locking tongs
Spatula metal/rubber
Whisk
Wooden spoons

For slicing

Chef's knife
Grater
Potato masher
Serrated bread knife
Y-shaped vegetable peeler

Other

Biscuit cutter
Bottle opener
Cake and pie server
Can opener
Cooling rack
Cutting board
Dough cutter
Egg poacher
Egg separator
Egg slicer
Flour sifter
Food storage containers
Grater
Instant-read thermometer
Kitchen shears
Lemon squeezer
Measuring cups
Measuring spoons
Meat tenderiser mallet
Mixing bowls
Oven mitts
Pastry bag
Pastry brush
Pizza cutter
Potato masher
Rolling pin

Salad/serving bowls
Salt and pepper mills
Serving plates
Serving spoons
Scales
Timer
Wire mesh colanders

Cooking utensils

Baking dish
Baking sheet and cake pan
Muffin pans
Pots and pans
Roasting pan/**g**rill pan
Saucepans

Eating utensils

Cutlery
Crockery
Glass ware

Annexe 4: Home Economics practical preparation

Name:

Grade:

List of ingredients

Name of dish	Ingredients

Annexe 5: Work plan

Name:

Grade:

Time	Order of work and method	Special points

Annexe 6: Shopping list**Name:****Grade:**

Milk and milk products	Eggs	Fresh fish, meat and poultry
Cereal and cereal products	Fresh fruit and vegetables	Other ingredients
Spices and herbs	Canned and frozen foods	

Equipment and/or serving dishes

Measuring equipment	Preparation equipment	Cooking equipment	Serving equipment	Cleaning equipment

Annexe 7: Evaluation of coursework practical (Learners' self-evaluation)

Name:

Grade:

[illegible]

Annexe 8: Home Economic practical mark sheet

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		10	
Method/techniques		20	
Product - appearance		7	
- texture		6	
- taste		7	
Serving		10	
Cleaning		10	
		70	

Evaluation of dish	Comments	Total	
		10	

Total	100
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Annexe 9: Assessment record sheet for Grade 8

Assessment record sheet Home Economics										Grade:.....		Year:.....						
School:.....										Teacher:.....								
Name of learner	Term 1 and 2									Term 3								
	Term	Project	Topic task	Topic test	Topic test	Practical cookery	End-of-term test	Total	Term mark (250÷2.5)	Project	Topic task	Topic test	Recipe book	Term mark	Total term marks (250+250+125)	CASS (625÷12.5)	Examination mark (100÷2)	Promotion mark
		40	20	10	10	70	100	250	100	70	25	10	20	125	625	50	50	100
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	
	1																	
	2																	
	3																	

Annexe 10: Assessment record sheet for Grade 9

Assessment record sheet Home Economics								Grade:.....		Year:.....							
School.....								Teacher.....									
Name of learner	Term 1							Term 2							End-of-year		
	Project (35x2)	Topic task	Topic test	Practical cookery	End-of-term test	Total	Term mark (270÷2.7)	Project (35x2)	Recipe book	Topic test	Practical cookery	End-of-term test	Total	Term mark (270÷2.7)	CASS (540÷10.8)	Exam mark (100÷2)	Promotion mark
	70	20	10	70	100	270	100	70	20	10	70	100	270	100	50	50	100



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