



EPC

ESWATINI PRIMARY CERTIFICATE

Consumer Science

Syllabus

Subject Code: 627

For Examination In 2023 - 2024

TABLE OF CONTENT

Introduction	2
Rationale	2
Aims.....	3
Syllabus Components	3
Assessment Objectives	4
Assessment Specification Grid	6
Assessment criteria	7
• Description and weighting of papers	7
• Scheme of Assessment	7
• Coursework	8
GRADE 6	
Curriculum Content.....	10
Food and Nutrition	10
Food Preparation	10
Clothing and Textiles	14
Laundry	16
Home Management	18
Family Life Education.....	19
GRADE 7	
Attainment Outcome:	
Food and Nutrition	20
Food Preparation	21
Clothing and Textiles	24
Laundry	25
Craft	26
Home Management	27
Family Life Education.....	28
Assessment forms.....	29

INTRODUCTION

This document provides guidance to Primary Schools and all stakeholders, on the structure, content, assessment and balance of the Consumer Science Syllabus for Grades 6 and 7 Primary Level in Swaziland. This syllabus is designed to meet the requirements of the Swaziland National Education and Training Policy Sector (2010) on formal education. It enables candidates to meet the needs of a changing society by being self-reliant, observant and specifically equipped with entrepreneurial skills. Awareness will be based upon formal and non-formal learning environments, e.g. Media, school, family, community and peers. The structure of the syllabus comprises of: aims, assessment objectives and techniques, curriculum content and assessment criteria. A learner centered approach method is to be used with all available resources. The teacher is expected to use a variety of teaching methods such as experiential learning, group discussion, demonstration, role play, debates, projects, lecture, experiments, question and answer etc. The teacher is expected to help learners to achieve the best possible standards of excellence in both theoretical and practical projects as specified in the syllabus.

This syllabus is developed simultaneously with a scope and sequence chart by identification of:

- Educational Aims and Outcomes
- Attainment Targets
- Strands
- Instructional Objectives
- Assessment techniques

RATIONALE

The mission of Consumer Science curriculum at Primary Level in Swaziland is to promote better living conditions within individuals, families and the communities at large. Its existence serves as a foundation to the Junior Certificate curriculum that provides a link with Swaziland General Certificate Education in Food and Nutrition, Fashion and Fabrics and Prevocational Education. The Consumer Science curriculum seeks to provide day to day activities focusing on imparting knowledge and skills to empower the learners in making informed decisions that will enable them to live independently.

Consumer Science curriculum at Primary Level enables learners to acquire skills and knowledge, to explore actions that can improve their well-being through critical thinking and problem-solving approaches, and to address current social issues. Consumer Science curriculum develops skills based on factors such as Nutrition, Food Preparation, Clothing and Textiles, Culture and Technology.

Learners develop values, knowledge and competencies that enable them to live responsible and satisfying lives. They grow into self-reliant citizens who will have positive impact to the economy of the country. Self-employment opportunities are created and there is a wider choice of careers that contribute meaningfully to the future of Swaziland.

AIMS

The aims of the syllabus are the same for all learners including those with special needs. Differentiation will be according to learning objectives, teaching style and assessment strategies. The aims set out below, are not listed in order of priority.

This syllabus has been designed and developed to:

1. guide teaching and assessment of the different subject areas in Consumer Science as stated in the syllabus components.
2. enable learners acquire knowledge, skills and positive attitude necessary for decision making in Consumer Science subject areas.
3. outline the depth of content to be covered in preparations for examination in Grade 7.
4. standardize the teaching, test and examination used to assess the different field of study in Consumer Science
5. help learners understand of roles, responsibility and food creativity in the Management of Family resources.
6. demonstrate an understanding of safety and hygienic rules in Consumer Science.
7. create awareness of international standards on contemporary issues such as environmental issues, HIV/AIDS, human rights and food security.
8. articulate and dovetail the lower and higher levels of Consumer Science Education.

SYLLABUS COMPONENTS

1. Food & Nutrition	2.Clothing and Textiles	3.Home Management	4.Family Life Education
Nutrition	Fibres and Fabrics	Management of Family Resources and equipment	Health and Hygiene
Food preparation	The Sewing Equipment		Human Development
	Sewing processes		
	Laundry		
	Craft		

ASSESSMENT OBJECTIVES

By the end of Grade 7 all learners should be able to:

A .Knowledge with Understanding

- define nutritional terms;
- identify the different food groups;
- state how food is used by the human body;
- describe the different stages of development which dictate roles and responsibilities;
- describe the sources and use of natural and man-made fibres;
- discuss the varying human needs and factors in relation to social, economic and environmental implications;
- apply basic safety and hygiene rules in relation to the family and the home;
- explain the correct use of equipment and tools and their suitability for use;
- apply basic business practices and procedures to develop entrepreneurial skills.

Questions used for testing these objectives usually begin with words such as: name, give, discuss, outline, state, describe, define, select, list, explain, match, identify.

B. Handling Information and Solving Problems

- use care label information as a guide to launder clothes using the appropriate methods;
- promote gender sensitivity, the development of life skills and environmental awareness;
- demonstrate good health habits in day to day activities;
- work cooperatively with others to communicate ideas and information effectively;
- demonstrate critical thinking through problem solving and management skills;
- read and interpret, textual and visual information and respond to given questions;
- translate given information from one form to another at times to show creativity;
- measure size, width, quantity, amount, weight, time, capacity, follow and give verbal and written instructions accurately;
- organize and manage time, money, fuel, effort, materials, equipment, and tools according to stated criteria (for given situation);
- evaluate information on food products and services;
- demonstrate creativity in use of fabrics in everyday life;
- show appreciation of cultural diversity in the subject areas;
- encourage a discriminating decision making approach to judge quality of performance in the subject.

When testing these objectives, words like the following could be used: summarize, show, support, identify, justify, demonstrate, examine, suggest, rewrite, differentiate, compare, analyze.

C. Practical Skills and their Application

- plan simple nutritious meals;
- sew articles using simple processes by hand and sewing machine;
- knit articles by hand using basic stitches;
- demonstrate manipulative skills and creativity as well as correct use and care of equipment;
- apply moderate budgeting procedures and techniques;
- apply basic marketing techniques within school premises;
- prepare and serve simple nutritious meals;
- demonstrate ability to work within specified time;
- demonstrate health habits in day to day activities;
- display creative skills in the use of leisure and time;
- develop personal qualities of the management and organization of resources;
- plan and implement practical activities in Food and Nutrition, Family Living, Home Management, Clothing and Textiles.(tour, displays, group charts);
- work cooperatively with others to communicate ideas and information effectively.

These objectives are a guide to be used during preparation for practical tests.

ASSESSMENT SPECIFICATION GRID

The table below allocates the marks per assessment objective.

Assessment Objectives	Theory	Course work	Practical
Recall	30		
Selection	20		
Application	20		
Justification	20		
Interpretation	10		
Manipulative skills		30	
Machine stitching		5	
Hand stitching		10	
Presentation		5	
Planning session			15
Manipulative skills			25
Quality of product			5
Presentation			5
Total marks	100	50	50

ASSESSMENT CRITERIA

The syllabus has been drawn upon the assumption that candidates will have done **two** hours of practical session and **one** hour of theory per week (.e.g. 6 x 30 minutes periods) during the course of two years before final examination in Grade 7.

It is compulsory for all candidates to enter for Paper 1(Theory) and Paper 2 (Practical and Coursework) to be eligible for the award of **Grades A to G**. A description of each paper follows:

Papers	Description	Time	Weighting
Paper 1	Theory paper (Written paper)	2 hours	50 %
Paper 2	Practical Examination	1 hour 30 min	30%
	<ul style="list-style-type: none"> • Planning session • Practical session 	2 hours	
	Coursework (Grade 7 project)		20%

SCHEME OF ASSESSMENT

Paper 1 (Theory) - consisting 100 marks

Section A - Multiple choice

Section B - Food and Nutrition

Section C- Clothing and Textiles

Section D- Home Management and Family Life Education.

Paper 2 (Practical and Coursework) - consisting 100 marks

This is a practical paper which consists of two sessions (Planning Session – 1 hour 30 minutes and Practical Session - 2 hours). The planning session is done a week before the actual practical examination.

The planning session

This is the First Session of the practical examination to be done on the same day in all schools. For this session, there will be one (1) Practical Test Question which will be allocated to all candidates. They will answer the test on three (3) sheets: sheet 1 (Plan of work), sheet 2 (Time plan) and Shopping list (sheet 3) and produce these in duplicates. Candidates will be allowed to use their note books and textbooks during the Planning session.

The original planning sheets 1, 2 and 3 and the duplicates shall be kept by the Head of Centre for 24 hours, after which all original sheets are to be handed over to the assessing teacher to be marked. The duplicates will be kept by Head of Centre until the day of the practical where they will be reissued to candidates for use during the practical. The duplicate of sheet 3 (shopping list) will be used by the assessing teacher to compile a list of ingredients required for the Practical.

NB: Centres should solicit the services of an invigilator for the planning and practical session examination.

Practical Session:

On this day, candidates are to prepare the planned dishes. The assessing teacher will help candidates to select the special ingredients and equipment before the examination begins. A Maximum of 15 candidates should be allowed in one session. The Consumer Science teacher(s) must supervise and assess the Practical examination session using the individual assessment sheets. Marks for the Centre are to be entered into a summary sheet. Both Clothing & Food Preparation individual assessment sheets for each candidate, marked planning sheets and Centre summary forms are to be sent to the Examination Council of Eswatini for moderation.

Candidates shall present their cooked dishes and cleaned Laundry or Home Management items for assessment. The assessed Grade 7 Clothing and Textiles project should also be displayed on the day of the Practical Examination. Teachers will assess the candidates' work using individual mark sheets and compile summary sheets. These shall be sent to the Examinations Council of Eswatini for moderation. The Centre should keep duplicate copies of summary sheets securely until the results have been issued.

Course Work:

Grade 6 –White apron-to -fit

Candidates will apply the following processes on the apron

Apron

- (i) Stitches (temporary, permanent and embroidery),
- (ii) Seams (open, flat, closed seam)
- (iii) Control of fullness (gathers and pleats)
- (iv) Waits finishes (waistband)

Grade 7 – Child's dress

Candidates will identify pattern pieces required for sewing and demonstrate skills on the following processes:

Child's dress

- (i) Seams (french, plain, open and closed seam)
- (ii) Neckline and armhole finishes (commercial binding)
- (iii) Pockets (patch pocket)
- (iv) Control of Fullness (pleats or gathers)
- (v) Openings (bound)
- (vi) Fasteners (button and loop)
- (vii) Hem (straight)

CURRICULUM CONTENT

INTRODUCTION

The Learners will study all topics outlined in the curriculum below. These topics are presented in a suggested teaching order. However, individual teachers may wish to alter these to suit their own contextualized approaches.

Grade 6

1. FOOD AND NUTRITION

TARGET: 1 NUTRITION TOPIC	
<p>NUTRITIVE VALUE OF FOOD</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding of nutritive value of food.</p>	<p>SPECIFIC OBJECTIVES All learners should be able to:</p> <p>(i) Define the following terms: Nutrition, nutrients, diet, deficiency disease, food, meal, diet and malnutrition.</p> <p>(ii) State how the body uses food</p> <p>(iii) List the basic nutrients and functions of each</p> <p>(iv) Identify different sources of these nutrients</p> <p>(v) State deficiency diseases of the following: Proteins, Minerals (Iron, Iodine Calcium) Vitamins (A,C,D), Fats</p> <p>(vi) Identify the three basic food groups</p> <p>(vii) Use the 3 basic food groups to form a balanced meal</p> <p>(viii) Classify food into 5 groups which make up the food pyramid</p> <ul style="list-style-type: none"> - Fats, oils and sugars - Milk and milk product - Meat, chicken, eggs, fish, poultry, legumes and pulses - Fruits and vegetables <p>Bread, cereals and starchy vegetables</p>
TARGET: 2 FOOD PREPARATION TOPIC	
A.WEIGHTS AND MEASURES	SPECIFIC OBJECTIVES

<p>GENERAL OBJECTIVE All learners will: Acquire understanding, skills and knowledge of measuring food.</p>	<p>All learners should be able to:</p> <ul style="list-style-type: none"> (i) Define mass and volume, (ii) List household and metric Measures (iii) Demonstrate skills of accuracy in measuring mass and volume using the metric measures (iv) Demonstrate and apply the use of metric and household measures e.g. cups, spoons (v) Differentiate between household and metric measures
<p>B. COMMON FOOD USED IN THE HOME</p> <p>1.Cereals</p> <p>GENERAL OBJECTIVES All learners will: Acquire understanding, knowledge and skills in preparing of foods used in a home</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define a cereal (ii) Give examples of cereals and their products: <ul style="list-style-type: none"> - Maize e.g. mealie-meal - Sorghum e.g. Morvite - Rice e.g. puffed rice - Wheat e.g. Flour (iii) State the nutritive value of cereals e.g. carbohydrates, protein, mineral salts, fats and vitamins (iv) Draw and label the structure of a maize grain. (v) Prepare dishes using cereals e.g. porridge, maize rice, samp. soft porridge, mabele porridge, sour porridge, singwangwa, morvite, puffed rice, pop corn,emahala
<p>GENERAL OBJECTIVES All learners will: Acquire knowledge, understanding and skills on the preparation of vegetables, fruits and beverages.</p> <p>2. Vegetables</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Identify vegetable commonly used in Swaziland e.g. cabbage, <i>imbuya</i>, tomatoes, broccoli, etc. (ii) Classify vegetables into <ul style="list-style-type: none"> - Green leafy - Tubers - Fruit - Flowers - Seeds and Pods - Roots (iii) State nutritive value of vegetables. (iv) Prepare the different kinds of vegetables commonly used e.g. <p>salads: beetroot, lettuce, cabbage, tomato, potato, carrot.</p> <p>Cooked vegetables: spinach, cabbage, beetroot, imbuya, inkaka, beans</p>

<p>C. COMMON METHODS OF COOKING FOOD</p> <p>GENERAL OBJECTIVES</p> <p>All Learners will: Acquire knowledge, skills and understanding on the principles of cooking food.</p>	<p>The learner should be able to:</p> <p>(i) State reasons for cooking food</p> <p>(ii) Classify the methods of cooking as either moist or dry</p> <p>(iii) Demonstrate:</p> <ul style="list-style-type: none"> - Boiling – eggs, potatoes, sweet potatoes, maize grain, <i>umbhonyo</i>, cabbage, green mealies, <i>budzibi</i>, porridge, rice, maize rice - Stewing – beans, meat, jugo beans, cow peas, - Steaming – green mealie bread, fish, vegetables, dumpling, pudding. - Grilling – green mealies, meat, kebabs. <p>(iv) Identify suitable foods for the methods above</p> <p>(v) Explain rules that govern each method of cooking.</p>
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<p>D. TRADITIONAL DISHES</p> <p>GENERAL OBJECTIVES</p> <p>All Learners will: Acquire knowledge, skills and understanding of traditional dishes</p>	<p>The learner should be able to:</p> <p>(i) Define the following terms; Traditional dishes, one-pot meal, snack and relish</p> <p>(ii) Plan, prepare and serve traditional dishes</p> <ul style="list-style-type: none"> - Relishes: <i>ligusha</i>, <i>emahala</i>, tomato, pumpkin leaves, <i>inkaka</i>, spinach, <i>indakala</i>. - Snacks: Peanuts, <i>tinkhobe</i> with peanuts, <i>tinkhobe</i> (<i>emancobo</i>), <i>emaselwa</i>, <i>tincheke</i>, green mealies, <i>butfumbu</i>/<i>budzibi</i>. - Balanced traditional meal - One pot meals using the following: Legumes and cereals: <i>Sishwala</i>, <i>umnqushu</i>
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	<ul style="list-style-type: none">• Vegetables and cereals: sintjangabomu ,sidvudvu selijoti, sidvudvu selitsanga• Milk and cereals: sitfubi <p>(iii) Identify suitable accompaniments to be served with the dishes.</p> <p>(iv) Explain the nutritive value of these traditional dishes</p>
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2. CLOTHING AND TEXTILES

TARGET 1: FIBRES AND FABRICS	
TOPIC	
FIBRES, YARNS AND FABRICS GENERAL OBJECTIVES All learners will: Acquire knowledge, understanding and skills of yarns and fabrics	The learner should be able to: (i) Define fibre, yarn and fabric (ii) Classify natural and manufactured fibres Natural – 1. Plant: cotton, linen 2. Animal: wool, silk Manufactured – polyester - Nylon (iii) Give sources of cotton, linen, wool and silk (iv) List properties of Natural fibres - Cotton - wool (v) Identify cotton and woolen fibres
TARGET 2: SEWING EQUIPMENT	
TOPIC	
SEWING EQUIPMENT GENERAL OBJECTIVES All learner will: Acquire knowledge and skills in the management of sewing tools/equipment.	The learner should be able to: (i) Classify sewing equipment and give examples as follows: - Cutting tools Pair of scissor Pinking shears, seam ripper and dressmaker's shears - Marking tools Tailors chalk, tracing wheel and dressmaker's carbon paper - Measuring tools Tape measure Measuring – card, ruler and hem guide - Sewing tools Pins, pin cushion, thimble, pair of tweezers, needle threader and magnet (ii) List uses of the following tape measure, tracing wheel, thimble dressmaker's carbon paper, pair of scissors and needle threader
TARGET 3: SEWING PROCESSES ON APRON	
TOPIC	

<p>A. STITCHES</p> <p>GENERAL OBJECTIVES All learners will: Acquire knowledge and skills in the use of stitches</p>	<p>The learner should be able to;</p> <p>(i) Classify stitches into:</p> <ul style="list-style-type: none"> - Temporary - Permanent - Embroidery <p>(ii) Identify the following stitches</p> <ul style="list-style-type: none"> - Temporary: even and uneven tacking stitch - Permanent: running, back stitch, hemming, over casting. - Embroidery: chain, satin, cross, stem and blanket <p>(iii) State the uses of stitches in each class</p> <p>(iv) Demonstrate the use of embroidery stitches on the apron</p>
<p>B. SEAM</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills in the construction and use of seams</p>	<p>The learner should be able to:</p> <p>(i) Define a seam.</p> <p>(ii) Classify seams</p> <ul style="list-style-type: none"> • Double stitched e.g. French and run & fell seam • Single Stitched e.g. open/plain/flat and closed <p>(iii) Describe open and closed seams</p> <p>(iv) Demonstrate the use of an open seam on a specimen.</p>
<p>C. POCKET</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills of sewing on and setting pockets.</p>	<p>The learner should be able to:</p> <p>(i) Identify garments with different types of pockets</p> <p>(ii) State the uses of pockets</p> <p>(iii) Differentiate between a patch pocket and side pocket</p> <p>(iv) Sew a patch pocket on the apron using back stitch</p>

<p>D. CONTROL OF FULLNESS</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills in controlling fullness on the construction of garments and articles.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Give reasons for controlling fullness (ii) List methods of controlling fullness <ul style="list-style-type: none"> - Gathers - Pleats - Darts (iii) State uses of each method of controlling fullness (iv) Sew knife pleats on an apron
<p>E. WAIST LINE FINISHES</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills in the use of waistline finishes</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Attach and sew waist line finish using a straight waist band on the skirt of the apron (ii) Sew and attach bib on waist band of an apron
<p>F. HEMS</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills in the construction and use of hems.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define a hem (ii) Explain the uses of hems (iii) Sew hemming stitch on the hem of an apron
<p>TARGET 4: CRAFT (PROJECT – knitted scarf)</p>	
<p>KNITTING</p> <p>GENERAL OBJECTIVE All learners will: Acquire basic knowledge understanding and skills in the knitting of articles.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Identify the basic equipment for knitting (ii) Give meaning of abbreviations used in knitting <ul style="list-style-type: none"> e.g. P-purl, K-knit C/on > cast on C/off > cast off Yfwd > yarn forward (iii) Knit basic stitches e.g. garter and stocking on knitted scarf. (iv) Demonstrate cast off and cast on (v) Join yarn and pick up missed stitches.
<p>TARGET 5: LAUNDRY TOPIC</p>	

<p>A. LAUNDRY EQUIPMENT AND SUBSTANCES</p> <p>GENERAL OBJECTIVE</p> <p>All Learners will: Acquire knowledge and skills on the choice, use and care of laundry equipment.</p>	<p>The learner should be able to:</p> <p>(i) Define laundry</p> <p>(ii) List different types of laundry equipment and substances</p> <p>(iii) Classify laundry equipment:</p> <ul style="list-style-type: none"> - Washing; basin, bucket, bath tub (enamel, plastic, galvanized) - Drying; laundry line pegs, clothes hose - Ironing; box or coal iron, flat iron, electric and steam iron, ironing board <p>(iv) State commonly used laundry substances: soap, jik, fabric softener and common salt.</p> <p>(v) State the uses of laundry equipment and laundry substances</p> <p>(vi) Demonstrate practical care of laundry Equipment</p>
<p>B. LAUNDRY STEPS</p> <p>GENERAL OBJECTIVE</p> <p>All Learners will: Acquire knowledge, understanding and skills on laundering of clothes.</p>	<p>The learner should be able to:</p> <p>(i) Give reasons for laundering clothes</p> <p>(ii) List laundry steps to include:</p> <p style="padding-left: 40px;">Sorting, mending, stain removal, soaking, washing, rinsing, wringing, drying, dampening, ironing, airing, folding and storage</p> <p>(iii) Explain the procedure for carrying out laundry steps</p> <p>(iv) Give reasons for carrying out each laundry step</p>
<p>C. METHODS OF WASHING</p> <p>GENERAL OBJECTIVE</p> <p>All Learners will: Acquire knowledge and skills on the use of different laundry methods.</p>	<p>The learner should be able to:</p> <p>(i) Classify methods of washing</p> <ul style="list-style-type: none"> - friction - Knead and squeeze. <p>(ii) Explain the difference between knead and squeeze method and friction method</p> <p>(iii) Wash articles using the friction and knead and squeeze method</p>

3. HOME MANAGEMENT

TARGET 1: MANAGEMENT OF FAMILY RESOURCES TOPIC	
<p>A. HUMAN NEEDS AND WANTS</p> <p>GENERAL OBJECTIVE All Learners will: Know and understand the basic human needs and wants.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define needs and wants (ii) Differentiate between needs and wants
<p>B. TYPES OF FAMILIES</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and understanding on families</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define a family. (ii) List types of common types of families in Swaziland; extended, nuclear, single-parent, child -headed, foster, blended. (iii) Give functions of a family.
<p>C. BASIC KITCHEN EQUIPMENT</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and skills in the care and cleaning of kitchen equipment.</p>	<p>The learner should be able to</p> <ul style="list-style-type: none"> (i) Classify kitchen equipment into; <ul style="list-style-type: none"> - Large, fixed or fitted - Small and loose - Labour – saving (ii) Name common materials used for making basic kitchen equipment such as: Wood, plastic, tin, enamel, cast iron, stainless steel, aluminium, glass, clay, china ware and stone ware (iii) Demonstrate care and cleaning of the basic equipment
<p>D. WASTE DISPOSAL</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge, understanding and skills in waste disposal.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define waste (ii) Identify two types of waste (wet and dry) (iii) State the different ways of disposing waste (iv) Demonstrate cleaning and lining of a refuse bin

4. FAMILY LIFE EDUCATION

TARGET 1: HEALTH & HYGIENE	
<p>A. GOOD HEALTH HABITS</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on good health habits.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define health (ii) List five good health habits: eating a balanced diet, resting, sleeping, washing hands and exercising. (iii) Demonstrate 2 good health habits <ul style="list-style-type: none"> • Exercising • Washing of hands (iv) State the importance of rest and sleep
<p>B. FIRST AID</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge, understanding and basic skills on first aid.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define “First Aid” (ii) State reasons for giving First Aid (iii) List basic items found in the First Aid kit (iv) State how to treat nose- bleeding, small cuts, minor-burns and scalds
<p>C. COMMON TYPES OF HYGIENE</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge and understanding of Hygiene</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define Hygiene (ii) List the types of Hygiene <ul style="list-style-type: none"> - Personal hygiene (e.g. hand, face, teeth etc.) - Kitchen hygiene - Animal hygiene - Environmental hygiene - Mental hygiene and - Food hygiene (iii) Describe the types of Hygiene
<p>D. WATER POLLUTION</p> <p>GENERAL OBJECTIVE All Learners will: Acquire knowledge, understanding and skills on water pollution.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define water pollution (ii) List sources of water (iii) State uses of water (iv) Name common water pollutants e.g. people, animals, equipment and industrial waste (v) State dangers of drinking or using dirty water (vi) Give ways of purifying water

Grade 7**Grade 7****1. FOOD AND NUTRITION**

TARGET: 1 NUTRITION	
TOPIC	
<p>A. PLANNING MEALS FOR DIFFERENT PEOPLE</p> <p>GENERAL OBJECTIVE</p> <p>All learners will: Acquire knowledge understanding and skills on meal planning.</p>	<p>The learner should be able to:</p> <p>(i) Define the following terms used in meal planning: meal, dish, main dish, dessert, snack</p> <p>(ii) State the types of meals to be taken in a day (breakfast, lunch & supper)</p> <p>(iii) State factors that contribute to poor nutrition: Taboos, religion, poverty and food allergies</p> <p>(iv) Discuss factors to consider when planning meals for different groups or people</p> <p>(v) Plan meals to suit each of the following people:</p> <ul style="list-style-type: none"> - Elderly - Manual worker - Teenagers/adolescents - Children (6-12 years) - Sedentary workers - Invalids

TARGET: 2 FOOD PREPARATION TOPIC	
<p>A. PREPARATION AND SERVING OF MEALS</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge understanding and skills in preparation and planning of meals.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) State the meal times in a day (ii) Prepare and serve balanced breakfast, lunch/supper (iii) Prepare meals for a school child (iv) Serving a meal on table or a tray (v) State good table manners (vi) Discuss the order of washing up dishes
<p>B. COMMON PROTEIN FOODS USED IN THE HOME</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding and skills on common protein foods.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Explain the nutritive value of: <ul style="list-style-type: none"> - egg - milk (ii) Demonstrate ways of testing freshness of an egg (iii) Give the uses of eggs and milk in cookery (iv) Draw and label a simple structure of an egg (v) Prepare simple dishes using eggs and milk. Egg. Boiled egg, fried egg, scrambled egg, egg mayonnaise, egg curry. Milk: milk shake ,baked custard
<p>C. COMMON METHODS OF COOKING FOOD</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on the methods of cooking.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define baking and frying (ii) Give rules for baking and frying (iii) Demonstrate baking scones, queen cakes and rock cakes (iv) Demonstrate frying – (shallow, dry) eggs, peanuts, maize grains, cabbage, tomato ,onion, meat, sausages, fish, popcorn, bacon
<p>D. LEFTOVERS</p> <p>GENERAL OBJECTIVE All learners will:</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) State reasons for using leftover food (ii) Explain important rules to consider when preparing left over dishes

Acquire knowledge, understanding and skills of using leftover foods.	(iii) Prepare dishes using leftover foods e.g. rice salad, shepherd pie, pumpkin fritters, rice pudding, porridge fritters, potato fritters. kedgeree
E. FOOD POISONING GENERAL OBJECTIVE All learners will: Acquire knowledge, skills and understanding on food spoilage.	The learner should be able to: (i) Define food poisoning (ii) State causes of food poisoning (iii) Describe signs and symptoms of food poisoning

F. PRESERVATION OF FOOD GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills of preserving food.	The learner should be able to: (i) State reasons for preserving food (ii) Name suitable foods used for preserving (iii) Give methods used for preserving food – drying, canning, freezing, bottling and jam making <ul style="list-style-type: none"> - Drying e.g. meat, vegetable - Canning e.g. tin fish - Freezing e.g. meat and vegetables - Jam making e.g. pawpaw, guava, marula, and peaches - Bottling e.g. apples, peaches and guavas (iv) Demonstrate skills for bottling, drying and jam making (v) Describe testing jam for readiness.
G. RAISING AGENTS GENERAL OBJECTIVE All learners will: Acquire knowledge understanding and skills of raising agents	The learner should be able to: (i) Define a raising agent (ii) List the different types of raising agents used at home- air, steam and carbon dioxide (iii) Identify the use for each of the raising agents (iv) Demonstrate the reaction caused by baking powder when added into water

H. FLOUR MIXTURES GENERAL OBJECTIVE	The learner should be able to: (i) Name the basic ingredients used in cake making (ii) List four methods of cake making – creaming, rubbing-in, whisking, melting. (iii) Describe steps involved in the creaming and rubbing-in methods of cake making (iv) Demonstrate the creaming and rubbing-in method

2. CLOTHING AND TEXTILES

TARGET: 1 SEWING PROCESSES	
TOPIC	
<p>A. PATTERN AND MARKINGS</p> <p>GENERAL OBJECTIVES All learners will: Acquire knowledge and skills on using a pattern</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Give uses of patterns (ii) Identify pattern markings used on patterns to include: place on fold, straight on grain, stitching line, cutting line and notches.
<p>B. SEAMS</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and skills on seams.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define a seam (ii) Identify garments where a French seam and closed seam can be applied (iii) State reasons for using a French seam and a closed seam on a children's garments (iv) Sew a French seam and a closed seam on specimen and child's dress
<p>C. OPENINGS</p> <p>GENERAL OBJECTIVE All learners will Acquire knowledge, understanding and skills on openings.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Identify openings used in clothes to include bound opening and continuous wrap opening. (ii) Give functions for openings (iii) Sew bound opening on child's dress
<p>D. EDGE FINISHES</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and skills in using edge finishes.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) State uses of a bias binding (ii) Attach a bias binding/crossway strip on a neckline and armhole
<p>E. FASTENERS</p>	<p>The learners should be able to:</p> <ul style="list-style-type: none"> (i) List common fasteners-button/buttonhole, button

<p>GENERAL OBJECTIVE All learners will: Acquire knowledge and skills in making fasteners.</p>	<p>and loop, press studs, zippers, Velcro, hook and eye, hook & bar and hook & loop. (ii) Describe the common uses of fasteners (iii) Sew button and loop on a child's dress</p>
<p>F. POCKET</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on pockets.</p>	<p>The learner should be able to:</p> <p>(i) Identify types of pockets on garments e.g. patch and side pocket (ii) Give functions of pockets (iii) Differentiate between a patch pocket and side pocket (iv) Sew a patch pocket on a child's dress</p>

TARGET: 2 THE SEWING MACHINE**TOPIC**

<p>SEWING MACHINE</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on sewing machine.</p>	<p>The learner should be able to:</p> <p>(i) List types of sewing machines (ii) State the advantages and disadvantages of hand and electric sewing machines (iii) Identify the basic parts of the sewing machine and their functions (iv) Thread a sewing machine - Top threading - Bottom threading (v) List points on the care of a sewing machine</p>
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TARGET: 3 LAUNDRY**TOPIC**

<p>A.WASHING OF CLOTHES</p> <p>GENERAL OBJECTIVE All learners will: Acquire understanding, knowledge and skills on washing of clothes.</p>	<p>The learner should be able to:</p> <p>(i) Explain the difference between knead and squeeze method and friction method (ii) Wash articles using the friction and knead and squeeze method</p>
<p>B. STAINS</p> <p>GENERAL OBJECTIVE</p>	<p>The learner should be able to:</p> <p>(i) Define a stain (ii) Classify stains according to their sources</p>

<p>All learners will: Acquire knowledge, understanding and skills on stains.</p>	<p>(iii) Remove the following stains: blood, candle, ink, chewing gum and shoe polish stains using the correct method</p>
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<p>TARGET: 4 CRAFT (PROJECT – BOOTIES) TOPIC</p>	
<p>CROCHETING</p> <p>GENERAL OBJECTIVE</p> <p>All learners will: Acquire knowledge and skills in crocheting.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define crocheting (ii) List the equipment needed to do crocheting (iii) Give meaning of abbreviations used in crocheting <ul style="list-style-type: none"> - tr > treble - slst > slip stitch - yo > yarn over (iv) Apply chain stitch, double crotchet, treble crochet on a boot suitable for a baby. (v) Demonstrate how to fasten off crotchet work

3. HOME MANAGEMENT

TARGET: 1 MANAGEMENT OF FAMILY RESOURCES	
TOPIC	
<p>A. IN-COME AND EXPENDITURE</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on managing family resources.</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define terms: income, expenditure, budgeting, wage and salary (ii) List types of income (iii) List ways of generating income (iv) Differentiate between types of income (v) List ways of buying goods- cash, credit, layby, hire purchase (vi) Describe the ways of buying goods
<p>B. BUDGET</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge, understanding and skills on budgeting</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define budget (ii) State reasons of budgeting (iii) Explain points to consider when budgeting (iv) Draw a simple budget
<p>C. BANKING</p> <p>All learners will: Acquire knowledge, understanding and skills on banking</p>	<p>The learner should be able to:</p> <ul style="list-style-type: none"> (i) Define banking (ii) List advantages and disadvantages of banking (iii) Explain types of banking accounts <ul style="list-style-type: none"> - Savings - Current - Fixed deposit

<p>D.TIME MANAGEMENT</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge , understanding and skill on managing time</p>	<p>The learner should be able to:</p> <p>(i) List different ways of managing time (ii) Give reasons for managing time</p>
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4. FAMILY LIFE EDUCATION

<p>TARGET: 1 HUMAN DEVELOPMENT TOPIC</p>	
<p>HUMAN DEVELOPMENT STAGES</p> <p>GENERAL OBJECTIVE Learners will: Acquire knowledge and understanding of human development.</p>	<p>The learner should be able to:</p> <p>(i) Define puberty/adolescent, menstruation, wet dreams, hormones (ii) List the different stages of human development (iii) Explain changes that take place at puberty stage (physical) (iv) Discuss problems encountered during puberty stage (v) Discuss personal hygiene during menstruation (vi) Discuss the different methods of disposing sanitary towels or pads</p>

<p>TARGET: 2 HEALTH AND HYGIENE TOPIC</p>	
<p>A. WATER BORNE DISEASES</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding of water borne diseases.</p>	<p>The learner should be able to:</p> <p>(i) List common water borne diseases e.g. cholera, bilharzia and malaria (ii) Discuss the causes of the water borne diseases (iii) State common signs and symptoms of the following water-borne diseases: cholera, bilharzia and malaria</p>
<p>B. SEXUALLY TRANSMITTED INFECTIONS</p> <p>GENERAL OBJECTIVE All learners will: Acquire knowledge and understanding of STI's</p>	<p>The learner should be able to:</p> <p>(i) Define the acronyms- STI's, HIV and AIDS (ii) List at least four common STI's – syphilis, gonorrhoea, genital warts, HIV/AIDS (iii) State 2 common ways of preventing STI's (iv) State consequences of having STI's</p>

INDIVIDUAL MARK SHEET – CLOTHING AND TEXTILES

Processes	Manipulation	Marks allocated	Marks awarded	Processes	Manipulation	Marks Allocated	Marks awarded
Seams	• Well neatened closed seam	2	[]	Machine stitching skills	• Straight stitching and zig zag	2	[]
	• Correct width (1cm closed seam and 0.8 cm French seam)	2	[]		• Reinforced stitching at the beginning and end	1	[]
	• Well pressed seam	1	[]		• Suitable colour of thread	1	[]
					• Even width of stitches	1	[]
					• Correct tension	1	[]
Control of fullness	• Gathers well spread	2	[]	Hand stitching skills	• Reinforce stitches at the beginning and end	2	[]
	• Neatened on wrong side (blanket, overcasting and zig zag)	1	[]		• Even stitches	2	[]
					• Hemming on bias binding not showing on the right side	2	[]
					• Single thread used	1	[]
					• Correct tension	2	[]
					• Suitable colour of thread	1	[]
Neckline and armhole finishes	• Bias binding well fitted	2	[]	General appearance of garment	• Garment clean	2	[]
	• Not bulky	1	[]		• Well pressed	1	[]
	• Neatened at opening	2	[]		• Threads not hanging	1	[]
	• Correctly joined	1	[]		• Clearly labelled	1	[]
					• Pins removed	1	[]
Fasteners	• Correct size of button and loop	2	[]	Hems	• Correct width for garment	2	[]
	• Button well sewn (with shank)	2	[]		• Even width	2	[]
	• Button securely finished on wrong side with blanket stitch	1	[]				
Patch pocket	• Well positioned	1	[]				[]
	• Correct width of hem	2	[]				[]
	• Reinforced upper corners	2	[]				[]
TOTAL MARKS						50	

INDIVIDUAL MARK SHEET- FOOD PREPARATION

	Planning session	Marks Allocated	Marks Awarded		Planning session	Marks Allocated	Marks Awarded
Sheet 1 Choice of dishes and recipes	<ul style="list-style-type: none"> All dishes listed Laundry and Home Management items listed All ingredients, material and detergents listed with quantities 	1 1 2	[] [] []	Hygiene	<ul style="list-style-type: none"> Clean and well ironed apron No licking of fingers and cutlery Cleaning and tidying up at end 	2 1 1	[] [] []
Sheet 2 Shopping list	<ul style="list-style-type: none"> Ingredients under correct headings Correct quantities and summation of same ingredients 	2 1	[] []	Laundry and Home Management	<ul style="list-style-type: none"> Correct methods of washing and cleaning Correct temperature of washing Correct steps of washing or cleaning well followed 	1 1 2	[] [] []
Sheet 3 Plan of work	<ul style="list-style-type: none"> Correct order of carrying out steps Correct method of carrying out steps Washing up in between the steps Serving indicated 	3 3 1 1	[] [] [] []	Dishes	QUALITY OF PRODUCT <ul style="list-style-type: none"> Texture Colour Taste 	2 2 1	[] [] []
	METHOD OF WORKING						
General approach	<ul style="list-style-type: none"> Good understanding of recipe and confident on method being used Correct use of utensils 	2 2	[] []	Economy of food and fuel	<ul style="list-style-type: none"> Not throwing away large pieces of food and left overs Not peeling thickly Pans well covered No leftover food in cupboards Switch off plates not in use 	1 1 1 1	[] [] [] []
Manipulation	<ul style="list-style-type: none"> Correct method used for each dish e.g. kneading, steaming, boiling, slicing, dicing Correct consistencies Correct control of temperatures Cleaning and washing up in between 	2 2 2 2	[] [] [] []	Presentation And serving	PRESENTATION OF LAUNDRY AND HOME MANAGEMENT <ul style="list-style-type: none"> Good decoration of table Well garnished /decorated dishes Well-presented laundry or home management 	2 2 1	[] [] []
					TOTAL MARKS	50	

SWAZILAND GRADE 7 CONSUMER SCIENCE
SUMMARY SHEET

CENTRE NAME		CENTRE NUMBER		YEAR: 20 _____		
				Needle work garment (50)	Food Preparation Practical (50)	TOTAL MARKS (100)
CANDIDATE NAME	CANDIDATE NO.					



**Swaziland Grade 7 (SPC)
CONSUMER SCIENCE (627)
Preparation for the Practical Examination
Page 1 – Plan of Work**

Centre Number					Centre Name	
Candidate Number					Candidate Name	
September/October	2	0			Test Number	

Dishes chosen	Recipes
Home Management or Laundry	



**Swaziland Grade 7 (SPC)
CONSUMER SCIENCE (627)
Preparation for the Practical Examination
Page 3 – Shopping List**

Centre Number				Centre Name	
Candidate Number				Candidate Name	
September/October	2	0		Test Number	

Dry Ingredients	Fruit and Vegetables	Fish, Meat or Chicken
Other Ingredients	Home Management / Laundry	