

<b><u>CONTENTS</u></b>	<b>Page</b>
Introduction .....	2
Aims .....	2
Assessment objectives and guidelines .....	3
Specification grid .....	4
Assessment criteria .....	5
• Scheme of assessment .....	5
• Description and weighting of papers .....	6
Curriculum content .....	7
Appendices	
A - Individual candidate coursework mark sheet.....	33
B - Individual candidate practical mark sheet.....	36
C - Preparation sheet (choice of work).....	38
D - Preparation sheet (time plan).....	39
E - Preparation sheet (shopping list).....	40
F - Centre summary sheet.....	41

## **INTRODUCTION**

This syllabus is designed to meet the requirements of the Eswatini National Education Policy on formal education. It enables candidates to meet the needs of a changing society by being self-reliant, being observant and specifically equipped with entrepreneurial skills. Awareness will be built up upon formal and non-formal learning environment e.g. media, school, family, community and peers. A learner-centred approach is to be used for learners with the use of all available resources.

### **Consumer Science:**

Is an elective subject and is integrated into the following strands: Nutrition, Food Preparation, Home Management, Clothing & Textiles and Laundry, Family Studies and Health and Hygiene.

The structure of the syllabus comprises: aims, assessment objectives, curriculum content and assessment techniques/tools.

## **AIMS**

The aims are the same for all candidates. They are set out below and describe the educational purpose of the course in Consumer Science for Junior Certificate Examination. They are not listed in order of priority.

The aims are to enable the candidates to:

1. develop skills for the creative use of leisure time
2. encourage creative thinking skills
3. develop appreciation of creative use of foods and Textiles in everyday life.
4. foster awareness of the people's various dietary needs for food in the family and community in the cultural, social and economically diverse Eswatini society
5. develop awareness of the selection, use and care of various equipment and other materials in the home
6. develop an awareness of safety and hygiene in the home
7. develop the importance of family life and the various roles and responsibilities of family members in the Eswatini setting
8. develop values, knowledge and competencies to live responsible and satisfying lives

## **ASSESSMENT OBJECTIVES**

Assessment objectives in Consumer Science are given in three categories as follows:

- A** Knowledge with understanding
- B** Handling information and solving problems
- C** Investigation, practical skills and their application

A description of each assessment objective follows:

## **A KNOWLEDGE WITH UNDERSTANDING**

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

1. scientific definitions and technological principles
2. nutritional needs in relation to socio-economic, and environmental implications
3. the correct use of equipment and tools and their suitability for use
4. safety and hygiene rules and regulations in relation to the kitchen
5. the use of basic quantities, methods and the appreciation of the importance of accuracy
6. basic concepts in consumer education
7. factors influencing food choices for health and human development

Questions testing these objectives will often start with the following words: outline, state, name, describe, select, list, define or discuss.

## **B HANDLING INFORMATION AND SOLVING PROBLEMS**

Learners should be able to:

8. read and interpret information
9. translate information from one form to another accurately and systematically
10. follow given instructions accurately
11. manipulate numerical and other data
12. organise and manage time, money, energy, materials and equipment in given situations
13. estimate and measure accurately area, shape, size, capacity
14. evaluate information on fabrics, food products and services.

Questions testing these objectives will often start with the following words: show, identify, demonstrate, suggest, re-write, examine, justify, support or summarise.

## **C INVESTIGATION, PRACTICAL SKILLS AND THEIR APPLICATION**

Learners should be able to:

15. identify effective approaches to problem solving
16. follow written and verbal instructions
17. test and compare techniques and methods, materials/fabrics and equipment used in food preparation and clothing and textiles
18. research and apply information to base judgments and choices
19. identify priorities
20. assess and evaluate the effectiveness of the course of action
21. observe and record observations
22. demonstrate credibility in entrepreneurial skills

These objectives will guide teachers as they prepare practical tests.

## ASSESSMENT GUIDELINES

The relationship between the assessment objectives and components of the scheme of assessment is indicated below:

### SPECIFICATION GRID

Paper	Assessment objectives		
	A. Knowledge with understanding	B. Handling information and solving problems	C. Investigation practical skills and their application
1 (Theory)	70	20	10
2 (Theory)	30	40	30
3 (Practical & Coursework)	15	60	25

## ASSESSMENT CRITERIA

### Scheme of Assessment

A description of each paper follows:

**Paper 1 Theory on Family Studies (1hr 30 minutes) consisting of 60 marks**

This is a compulsory written paper on Child Care, Family Living and Health & Hygiene.

**Section A** Multiple choice questions (20 Marks)

**Section B** Short structured answer questions (40 Marks)

**(This paper is weighted at 20% of the final total available marks)**

**Paper 2 Theory on Nutrition, Food Preparation, Home Management, Clothing and Textiles and Laundry (2 hours) consisting of 100 marks**

This paper consists of two sections **A** and **B**.

**Section A- (50 Marks)** comprising: Nutrition, Food Preparation and Home Management.

Candidates will be required to answer **two** structured questions worth 25 marks each from a choice of **three questions**.

**Section B- (50 Marks)** comprising: Clothing & Textiles and Laundry

Candidates will be required to answer **two** structured questions worth 25 marks each from a choice of **three questions**.

**(This paper is weighted at 50% of the final total available marks)**

**Paper 3 consists of Food Preparation Practical Examination and Clothing and Textiles Project (garment to fit)**

(i) **Practical examination:** This consists of a planning session of 1 hour 45 minutes followed by a practical session of 2 hours 30 minutes. The planning session is done a week before the actual practical examination

(ii) **Project:** Garment to fit coursework done during the course of year 3.

**Planning Session: 1 hour 45 minutes consists of 50 marks**

There will be **5 practical tests** to be allocated to each candidate in strict alphabetical order.

This session is to be conducted on **the same day by all Centres** in the **presence of an invigilator**. Candidates are to plan their work using planning sheets in duplicate form (see appendix C: candidate forms). They are expected to prepare their dishes according to the choices made during the planning session using duplicate sheets **1, 2 and 3**.

The shopping list (**sheet 3**) will assist the teacher to prepare well in advance the shopping of ingredients and other materials that would be required by the candidates.

**NOTE:**

The **original planning sheets 1, 2 and 3** for each candidate are to be sent to Examinations Council of Eswatini for external assessment. Teachers are to assess the Practical examination carefully using the individual banded mark scheme. They will be required to observe the candidates as they carry out the practical work (methods of working and Laundry/Home Management).

All candidates' **original planning sheets (unmarked), individual candidate banded mark sheet (with practical marks), an enlarged photo that clearly shows the candidate**

**standing behind the displayed finished dishes and Laundry/Home Management article for each candidate (attached) and the Centre summary sheet** are to be sent to ECESWA for moderation.

**Practical Session (50 marks)**

Teachers are to assist candidates to select the special ingredients and equipment to be used for their tests. A maximum of 8 candidates are to be allowed in each session during the day of the practical examination. The Consumer Science teacher is to supervise the practical examination and assess candidates at each stage of their practical session using the **candidate individual banded** assessment forms. Marks for the Centre are to be entered in the Centre summary form (see appendix F).

**Project (coursework) 100 marks- (15% weighting)**

The teacher and candidates will decide on the type of garment for coursework. The garment to fit should have processes based on the syllabus requirements (**see appendix A**).

The teacher will assess the individual candidates' work using the banded individual candidate form and thereafter enter these marks for all candidates in the Centre summary sheets that will be endorsed by the Head of Centre. A photograph (preferably enlarged) will be taken that clearly shows the candidate wearing the well labelled garment to fit. This is to be attached at the back of each candidate's individual form.

Teachers will also be expected to package samples of garments from the high, middle and low bands to be sent to ECESWA for moderation. Further details about the submission of the 10% samples will be sent with instructions to the Centres on yearly basis.

The garments, the individual candidate's forms (photos attached) and Centre summary sheets are to be submitted to ECESWA for moderation by **31<sup>st</sup> October each year**. Centres are advised to keep copies of the summary and individual candidate mark sheets until results have been issued.

**(The paper will be weighted 30% of the final total available mark)**

**Note:** Candidates shall not have a practical examination in Clothing and Textiles.

**Description and Weighting of Papers (Summary)**

Paper	Description	Time	Total Marks	Weighting	
1	Theory	1 ½ hrs	60	20%	
2	Theory	2 hrs	100	50%	
3	Practical Exam	Planning	1 ¾ hrs	100	15%
		Practical	2 ½ hrs		
	Coursework/Project		100	15%	

## CURRICULUM CONTENT

The learners will study all the topics in the curriculum content as outlined below. The main topic areas and concepts are indicated in bold. The left hand column provides details of the general objectives of the topic and the right hand column provides details of the specific objectives.

### Year 1

#### A1 NUTRITION

<b>TOPIC 1.1 – NUTRITIONAL TERMS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of nutritional terms	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.1.1 Define the following nutritional terms: food, nutrient, nutrition, malnutrition, deficiency disorder, starvation, diet, balanced diet, dietary need, menu, balanced meal, dish, meal pattern, obesity.
<b>TOPIC 1.2 – THREE BASIC FOOD GROUPS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of basic food groups	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.2.1 identify the three basic food groups 1.2.2 state the functions of the basic food groups 1.2.3 discuss the importance of the food pyramid 1.2.4 describe the consumption of food in relation to the food pyramid 1.2.5 select food in relation to the food pyramid
<b>TOPIC 1.3 – FOOD COMPONENTS (NUTRIENTS)</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of food components.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.3.1 classify nutrients <ul style="list-style-type: none"> <li>– <b>Proteins:</b> first class proteins and second class proteins</li> <li>– <b>Carbohydrates:</b> starches and sugars</li> <li>– <b>Fats:</b> plant and animal sources</li> <li>– <b>Vitamins:</b> fat soluble and water soluble.(include chemical names)</li> <li>– <b>Mineral elements:</b> macro and micro</li> </ul>

<p>Understand the importance of water and cellulose to health.</p>	<p>1.3.2 state the sources, functions and disorders of nutrients in the human body</p> <ul style="list-style-type: none"> <li>– Proteins, carbohydrates, fats, vitamins (vitamin A, B<sub>1</sub>, B<sub>2</sub>, B<sub>3</sub>, C, D, E, K), Mineral elements (Calcium, Iron, Fluorine, Chlorine, Iodine, Phosphorus, Zinc, Sodium and Potassium)</li> </ul> <p>1.3.3 state the sources and functions of water and cellulose in the human body.</p> <p>1.3.4 outline ways of making water safe for drinking (purification)</p>
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## A2 FOOD PREPARATION

<b>TOPIC 2.1 TYPES OF HYGIENE</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding of hygiene</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>2.1.1 define Hygiene and Food poisoning</p> <p>2.1.2 identify the different types of hygiene:</p> <ul style="list-style-type: none"> <li>– personal hygiene</li> <li>– food hygiene</li> <li>– kitchen hygiene</li> <li>– mental hygiene</li> </ul> <p>2.1.3 explain the importance of personal hygiene when handling food</p> <p>2.1.4 demonstrate good personal hygiene practices when handling food</p> <p>2.1.5 identify foods that are prone to contamination</p> <p>2.1.6 list the signs and symptoms of food poisoning</p> <p>2.1.7 describe the conditions which are favorable for bacteria to grow</p>
<b>TOPIC 2.2 MEASURING FOOD</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and skills in the measuring of food</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>2.2.1 give reasons for measuring food</p> <p>2.2.2 identify equipment used for measuring food/ ingredients</p> <p>2.2.3 interpret the abbreviations used when measuring food</p> <p>2.2.4 convert metric measures into homely weights.</p>



**TOPIC 2.3 – COOKING OF FOOD**

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p>Acquire knowledge, skills and understanding on the principles of cooking food</p>	<p>All learners should be able to:</p> <p>2.3.1 state reasons for cooking food</p> <p>2.3.2 classify methods of cooking</p> <p>2.3.3 describe the moist and dry methods of cooking food</p> <p>2.3.4 state rules to follow when using each method</p> <p>2.3.5 explain the advantages and disadvantages of using each method</p> <p>2.3.6 apply the methods of cooking appropriate food items</p> <p>2.3.7 conserve fuel when cooking</p>

**TOPIC 2.4 – PROTECTIVE FOODS (FRUITS & VEGETABLES)**

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p>Acquire knowledge and understanding in the use of fruits and vegetables</p>	<p>All learners should be able to:</p> <p>2.4.1 classify vegetables: roots, tubers, flowers, green leafy, stem and fruit.</p> <p>2.4.2 classify fruits – stone, fleshy, soft and hard</p> <p>2.4.3 explain the nutritive value of fruits and vegetables</p> <p>2.4.4 explain choice and storage of fruits and vegetables</p> <p>2.4.5 describe the effect of heat on fruits and vegetables</p> <p>2.4.6 prepare, cook and serve dishes using fruits and vegetables</p>

**TOPIC 2.5 – ENERGY GIVING FOODS (CEREALS & PRODUCTS)**

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of energy foods</p>	<p>All learners should be able to:</p> <p>2.5.1 identify the types of energy giving foods</p> <p>2.5.2 identify cereals commonly used in Eswatini</p> <p>2.5.3 describe the structure, composition and nutritive value of maize and wheat</p> <p>2.5.4 prepare a variety of dishes using cereals</p>

<b>TOPIC 2.6 – BODY BUILDING (PROTEIN FOOD)</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of body building foods</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>2.6.1 identify sources of animal and plant proteins</p> <p>2.6.2 describe the structure and nutritive value of an egg</p> <p>2.6.3 describe testing, freshness, storage and grading of an eggs</p> <p>2.6.4 apply skills to show the different uses of eggs in preparation, cooking and serving of dishes</p> <p>2.6.5 describe the nutritional value of pulses/legumes and nuts</p> <p>2.6.6 prepare, cook and serve dishes using a variety of plant proteins (pulses, legumes and nuts)</p>
<b>TOPIC 2.7 – BEVERAGES</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of beverages</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>2.7.1 define beverage</p> <p>2.7.2 classify beverages</p> <p>2.7.3 describe the nutritive value of beverages</p> <p>2.7.4 prepare and serve beverages.</p>

### **A3. HEALTH AND HYGENE**

<b>TOPIC 3.1– SAFETY IN THE HOME</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills on safety practices in the home</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>3.1.1 identify accidents that may take place in the home: – falls, cuts, drowning, burns, electric shock, scalds, poisoning (poisonous substances), chocking</p> <p>3.1.2 describe causes of the accidents</p> <p>3.1.3 explain how these accidents can be prevented.</p>

<b>TOPIC 3. 2 SIMPLE FIRST AID</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills in the application of Simple First Aid	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.2.1 define First Aid 3.2.2 list contents of a First Aid kit 3.2.3 describe the safety precautions taken when applying First Aid 3.2.4 apply First Aid for the following accidents: cuts, burns, bites, fainting, drowning, scalds and nose bleeding, falls, poisoning, chocking.
<b>TOPIC 3.3 CLEANLINESS DURING PUBERTY</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of cleanliness during puberty	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.3.1 define puberty and adolescence 3.3.2 explain changes that take place at puberty (internal and external) 3.3.3 explain the importance of cleanliness at puberty 3.3.4 describe the different methods of disposing sanitary towels/pads.

#### **A4. FAMILY LIVING**

<b>TOPIC 4.1 CHOOSING A FRIEND</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding on choosing a friend	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 4.1.1 define friendship, peer pressure 4.1.2 discuss effects of peer pressure 4.1.3 describe qualities of a good and a bad friend
<b>TOPIC 4. 2 – FAMILY</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire a general understating of families and their resources in Eswatini	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 4.2.1 define a family 4.2.2 describe the various types of families commonly found in Eswatini – nuclear (monogamous) family – extended family (polygamous, polyandry) – single-parent family

	<ul style="list-style-type: none"> <li>– blended family</li> <li>– child headed family</li> <li>– foster family</li> <li>– institutional family</li> </ul> <p>4.2.3 state the advantages and disadvantages of the different types of families</p> <p>4.2.4 outline the roles and responsibilities of the following family members: mother, father, girl/boy grandparents</p>
<b>TOPIC 4.3 – A HOME</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding of a home</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>4.3.1 define a home</p> <p>4.3.2 list the different types of houses/structures</p> <p>4.3.3 discuss advantages and disadvantages of the structures</p> <p>4.3.4 explain choosing a place to call home in relation to</p> <ul style="list-style-type: none"> <li>– resources</li> <li>– infrastructure</li> <li>– shopping facilities</li> <li>– schools</li> <li>– health facilities</li> </ul>

## A5 CLOTHING AND TEXTILES

### TOPIC 5.1 – SEWING EQUIPMENT

#### GENERAL OBJECTIVE

All learners will:  
Acquire knowledge and skills in the management and use of sewing tools/equipment

#### SPECIFIC OBJECTIVES

- All learners should be able to:
- 5.1.1 classify sewing tools
    - small sewing tools
    - measuring tools
    - marking tools
    - cutting tools
    - ironing and pressing tools
    - large equipment – table, sewing machine, ironing board
  - 5.1.2 explain points to consider when choosing sewing tools.
  - 5.1.3 demonstrate proper care, use and maintenance of sewing tools.
  - 5.1.4 demonstrate organisation, safety and management of the laboratory
  - 5.1.5 state different brand names of sewing machines commonly used in Eswatini;
    - singer, empisal, bernina, janome, bernette
  - 5.1.6 state different types of sewing machines
    - electric
    - hand sewing
    - treadle
  - 5.1.7 demonstrate proper care, use and maintenance of a sewing machine
  - 5.1.8 demonstrate skills in operating a sewing machine

<b>TOPIC 5.2 – HAND STITCHES</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of hand stitches</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>5.2.1 classify stitches</p> <ul style="list-style-type: none"> <li>– <b>temporary:</b> tailors tacking, even tacking, uneven tacking, diagonal tacking</li> <li>– <b>permanent stitches:</b> running, hemming, slip hemming, top sewing, backstitch</li> <li>– <b>simple embroidery stitch:</b> stem, chain, satin, cross-stitch, french knots.</li> </ul> <p>5.2.2 apply the different types of hand stitches</p>
<b>TOPIC 5.3 – FIBRES AND FABRICS</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding of fibres and fabrics</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>5.3.1 define the following terms:</p> <ul style="list-style-type: none"> <li>– fibre, fabric, yarn, selvedge, raw edge, weaving, spinning, staple fibres, filament fibres, warp, weft, true cross</li> </ul> <p>5.3.2 classify natural and man-made fibres</p> <p>5.3.3 describe the properties of plant fibres:</p> <ul style="list-style-type: none"> <li>– cotton</li> <li>– linen</li> </ul>
<b>TOPIC 5.4 – SEAMS AND SEAM FINISHES</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in the use of seams and seam finishes.</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>5.4.1 define a seam</p> <p>5.4.2 identify suitable garments for the following seams open, closed, french, run and fell seam done by hand and machine</p> <p>5.4.3 state qualities of a good seam.</p> <p>5.4.4 apply seams and seam finishes on samples and garment</p>

<b>TOPIC 5.5– DISPOSAL/ CONTROL OF FULLNESS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills in controlling fullness during construction of garments and articles	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 5.5.1 identify methods of controlling fullness in garments -gathers, pleats (knife, box, inverted and accordion), darts and tucks 5.5.2 describe darts and tucks when controlling fullness <ul style="list-style-type: none"><li>– single pointed dart</li><li>– double pointed dart</li><li>– pin, wide and spaced tucks</li></ul> 5.5.3 apply at least one method of controlling fullness in garment construction (sleeveless and collarless child’s dress or apron)

<b>TOPIC 5.6 – POCKETS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on pockets.	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 5.6.1 list types of pockets <ul style="list-style-type: none"><li>– patch pocket</li><li>– in-seam pocket</li><li>– faced hip pocket</li></ul> 5.6.2 state guidelines on the making of patch pockets 5.6.3 attach the patch pocket

<b>TOPIC 5.7 – KNITTING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire basic knowledge and skills in knitting	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 5.7.1 list knitting equipment/items 5.7.2 interpret knitting abbreviations 5.7.3 hold knitting needles 5.7.4 cast-on and cast-off 5.7.5 knit and purl 5.7.6 increase and decrease 5.7.7 make basic knitting stitches to produce a project (binnie, scarf, booty) <ul style="list-style-type: none"><li>– garter stitch</li></ul>

	<ul style="list-style-type: none"> <li>- rib stitch</li> <li>- stocking stitch</li> </ul>
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## A6 LAUNDRY

<b>TOPIC 6.1 – LAUNDRY EQUIPMENT</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding and skills on laundry equipment</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.1.1 define laundry</p> <p>6.1.2 classify laundry equipment</p> <ul style="list-style-type: none"> <li>- soaking equipment</li> <li>- washing equipment</li> <li>- drying equipment</li> <li>- ironing equipment</li> </ul> <p>6.1.3 state the points to consider on choice and care of the laundry equipment</p> <p>6.1.4 clean common laundry equipment.</p>
<b>TOPIC 6.2 – LAUNDRY CLEANING AGENTS</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding on laundry washing agents</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.2.1 define cleaning agents/ detergents</p> <p>6.2.2 classify cleaning agents</p> <ul style="list-style-type: none"> <li>- soap-based detergents</li> <li>- synthetic detergents</li> <li>- bleach</li> <li>- fabric softeners</li> </ul> <p>6.2.2 state the use of cleaning agents/ detergents</p>
<b>TOPIC 6.3 – LAUNDRY WATER</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills on the use of water</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.3.1 classify washing water</p> <ul style="list-style-type: none"> <li>- soft water</li> <li>- hard water - permanent hard water: temporal hard water</li> </ul> <p>6.3.2 describe the different types of water</p> <p>6.3.3 state the uses of water</p>



	<p>6.3.4 explain the methods of softening temporal hard water</p> <p>6.3.5 demonstrate the different ways of softening water at home (include washing soda and borax)</p>
<b>TOPIC 6.4 STEPS IN LAUNDRY</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in laundering of clothes</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.4.1 list the steps in laundry</p> <p>6.4.2 describe each laundry step</p> <ul style="list-style-type: none"> <li>– preparing: sort, mend, soak.</li> <li>– washing by hand - knead &amp; squeeze, friction, sponge and pressing</li> <li>– rinsing</li> <li>– blueing for some articles</li> <li>– starching for some articles</li> <li>– drying and damping</li> <li>– ironing and pressing</li> <li>– airing</li> <li>– folding and packing</li> </ul> <p>6.4.3 demonstrate skills in washing of cotton /poly cotton articles following the laundry steps</p> <p>6.4.4 demonstrate how to iron, press, fold and pack garments</p>

### A7 HOME MANAGEMENT

<b>TOPIC 7.1 –KITCHEN EQUIPMENT</b>	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills in kitchen equipment</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>7.1.1 identify equipment commonly used in the kitchen</p> <ul style="list-style-type: none"> <li>– plastic ware, chinaware, glass ware, tin ware aluminium ware, iron ware (cast iron), enamel ware, stainless steel ware, wooden ware, stone ware (finished and unfinished), stoves</li> </ul> <p>7.1.2 state points to consider when choosing kitchen equipment</p> <p>7.1.3 explain cleaning and care of common kitchen equipment</p> <p>7.1.4 demonstrate the cleaning of kitchen equipment</p> <p>7.1.5 list types of stoves common in Eswatini</p>

	<p>7.1.6 state points to consider when buying a stove</p> <p>7.1.7 explain the advantages and disadvantages of different types of stoves</p> <p>7.1.8 explain how to use and care for stoves</p> <p>7.1.9 demonstrate the cleaning of stoves</p>
<b>TOPIC 7.2 – WINDOWS</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will:</p> <p>Acquire knowledge, understanding and skills in care and cleaning of windows</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>7.2.1 identify parts of a window</p> <p>7.2.2 list the materials needed for cleaning windows</p> <p>7.2.3 explain conditions for cleaning windows</p> <p>7.2.4 demonstrate cleaning of windows</p>
<b>TOPIC 7.3 – SINKS AND DRAINS</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will:</p> <p>Acquire knowledge and skills on the use and care of sinks and drains</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>7.3.1 name the different parts of a sink and drain</p> <p>7.3.2 explain functions of the parts of a sink and drain</p> <p>7.3.3 explain how to care for a sink and drain</p> <p>7.3.4 demonstrate the cleaning of a sink and drain</p>
<b>TOPIC 7.4 – REFUSE DISPOSAL</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will:</p> <p>Acquire knowledge , understanding and skills in refuse disposal</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>7.4.1 define refuse</p> <p>7.4.2 classify refuse</p> <p>– dry refuse, wet refuse</p> <p>7.4.3 explain ways of disposing refuse</p> <p>– burning, burying, recycle, collect by truck</p> <p>7.4.4 explain the importance of proper refuse disposal</p> <p>7.4.5 demonstrate cleaning and lining of a refuse bin.</p>

<b>TOPIC 7.5 – HOUSEHOLD PESTS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on pest control	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 7.5.1 identify pests commonly found in the home 7.5.2 explain the importance of controlling pests in the home 7.5.3 describe ways of preventing and controlling pests in the home 7.5.4 demonstrate cleaning of the consumer science laboratory to control household pests.

**YEAR 2**

**B1– NUTRITION**

<b>TOPIC 1.1 MEAL PLANNING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding on the planning of meals	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.1.1 define a meal 1.1.2 state factors that need to be considered when planning meals for various occasions to include weddings and birthdays 1.1.2 explain the nutritional requirements for <ul style="list-style-type: none"><li>– toddlers</li><li>– children aged 6-12 years</li><li>– teenagers</li><li>– elderly people</li><li>– manual worker</li><li>– office/ sedentary workers</li><li>– pregnant /expecting and nursing mothers</li><li>– invalids and convalescent</li></ul> 1.1.3 plan a variety of meals for the above groups 1.1.4 plan a variety of packed meals

<b>TOPIC 1.2 DEFICIENCY DISEASES</b>	
<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge and understanding on deficiency diseases	All learners should be able to: 1.2.1 define the common diet related disorders. – dental caries, constipation, marasmas, anaemia, kwashiorkor 1.2.2 describe the signs and symptoms of each of these disorders 1.2.3 explain causes of the these disorders 1.2.4 describe preventive measure for these disorders.

## **B2 FOOD PREPARATION**

<b>TOPIC 2.1 PROTEIN FOODS (FISH)</b>	
<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge understanding and skills on fish cookery	All learners should be able to: 2.1.1 classify fish (oil, shell, white) 2.1.2 state the rules for buying fresh, frozen and canned fish 2.1.3 describe the nutritive value of fish 2.1.4 explain the cleaning of fresh fish 2.1.5 explain storage of fresh fish at home 2.1.6 prepare a variety of dishes using fish

<b>TOPIC 2.2 PROTEIN FOODS (MILK)</b>	
<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge, understanding and skills on milk and milk products	All learners should be able to: 2.2.1 list the sources of fresh milk 2.2.2 state milk products 2.2.3 state the uses of milk and cheese in the diet 2.2.4 explain the nutritional value of milk and cheese 2.2.5 explain the storing fresh milk at home 2.2.6 prepare, cook and serve simple milk and cheese dishes

<b>TOPIC 2.3 RAISING AGENTS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on the use of raising agents	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.3.1 define raising agent 2.3.2 state types of raising agents - air, carbon dioxide and water vapour 2.3.3 describe ways of incorporating air into flour mixtures 2.3.4 state differences between fermentation and neutralisation 2.3.5 explain the differences between yeast and baking powder 2.3.6 prepare scones using baking powder

## FLOUR MIXTURES

<b>TOPIC 2.4 CAKE MAKING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skill in cake making	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.4.1 classify cakes <ul style="list-style-type: none"> <li>- cakes without butter</li> <li>- cakes with butter</li> </ul> 2.4.2 state the basic ingredients used in cake making 2.4.3 explain the rules for making cakes 2.4.4 describe the different methods for making cakes <ul style="list-style-type: none"> <li>- rubbing in</li> <li>- creaming</li> <li>- melting</li> <li>- whisking</li> </ul> 2.4.5 explain common faults in cake making 2.4.6 prepare a variety of cakes using the above methods
<b>TOPIC 2.5 BATTERS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and skill in batter making	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.5.1 define batter 2.5.2 state the basic ingredients used in making batters 2.5.3 outline points to consider when making a batter

	<p>2.5.4 classify batters (pouring, coating, fritter)</p> <p>2.5.5 describe the methods of making batters</p> <p>2.5.6 demonstrate skills in dishes using batters</p>
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<b>TOPIC 2.6 SAUCES</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on sauces</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>2.6.1 define sauce</p> <p>2.6.2 classify sauces (pouring, binding, coating)</p> <p>2.6.3 state the uses of sauces</p> <p>2.6.4 state rules for making white and brown sauces</p> <p>2.6.5 demonstrate skills in making sauces to accompany dishes</p>
<b>TOPIC 2.7 SALADS</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on salads</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>2.7.1 classify salads according to the ingredients used (raw, cooked, plain and mixed)</p> <p>2.7.2 state rules to follow when preparing salads</p> <p>2.7.3 describe the nutritive value of salads</p> <p>2.7.4 prepare a variety of salad dishes and dressings</p>

### B3. HEALTH AND HYGIENE

<b>TOPIC 3.1 THE SKIN</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on the care of the skin</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>3.1.1 identify parts of the skin</p> <p>3.1.2 describe the functions of the parts of the skin – epidermis, dermis, hair, pores, glands.</p> <p>3.1.3 explain safety precautions on the care of the skin</p> <p>3.1.4 state items required for the care and cleaning of the skin</p> <p>3.1.5 describe the cleaning of the skin, hands, hair etc</p>
<b>TOPIC 3.2 TEETH</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>3.2.1 identify parts of the tooth</p> <p>3.2.2 state the functions of the teeth</p>

in the care of the teeth	3.2.3 explain safety precautions on the teeth 3.2.4 describe the cleaning and care of teeth 3.2.5 demonstrate the cleaning of teeth
<b>TOPIC 3.3 SCHOOL HEALTH SERVICES</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of health services for the individual members of the family	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.3.1 list services provided by school health nurses e.g (examination/health inspection, curative, first aid kit content, inspection of the environment and nutrition) 3.3.2 identify other units that provide preventive services for the following: malaria, pregnancy/child development, bilharzia and T.B
<b>TOPIC 3.4 STIs and HIV &amp; AIDS</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of STIs and HIV & AIDS	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.4.1 define STI and HIV & AIDS 3.4.2 Identify ways of contracting STIs and HIV 3.4.3 describe signs and symptoms of STIs and HIV and AIDS 3.4.4 explain the preventive measures of STIs and HIV and AIDS 3.4.5 discuss the diet for people living with HIV and AIDS
<b>TOPIC 3.5 WATER POLLUTION &amp; WATER - BORNE DISEASES</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of water pollution and water borne diseases	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 3.5.1 define water pollution and water borne diseases 3.5.2 identify ways in which water is polluted 3.5.3 explain ways of preventing water-pollution 3.5.4 describe methods of making polluted water safe to drink 3.5.5 list types of common water borne diseases - cholera, typhoid, fever, bilharzia, dysentery, malaria 3.5.6 prepare the oral rehydration solution (ORS).

## B4 CLOTHING AND TEXTILES

<b>TOPIC 4.1 PROPERTIES OF ANIMAL FIBRES (WOOL AND SILK)</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding on properties of animal fibres</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.1.1 identify different fabric swatches of animal fibres</p> <p>4.1.2 describe the properties of animal fibres:</p> <ul style="list-style-type: none"> <li>- wool</li> <li>- silk</li> </ul>
<b>TOPIC 4.2 – NECKLINE FINISHES</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skill on neckline finishes</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.2.1 define facing</p> <p>4.2.2 identify types of neckline finishes</p> <ul style="list-style-type: none"> <li>- collars ( flat, rolled, stand)</li> <li>- facing (shaped, crossway strip)</li> </ul> <p>4.2.3 differentiate between flat and rolled collars</p> <p>4.2.4 identify the parts of a collar</p> <p>4.2.5 state types of interfacings (iron-on, sew-on)</p> <p>4.2.6 explain the importance of interfacings</p> <p>4.2.7 construct and attach flat collar on a child’s garment</p>
<b>TOPIC 4.3 – ARMHOLE FINISHES AND FINISHES</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Knowledge, understanding and skills on armhole finishes</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.3.1 state types of armhole finishes – inserting sleeves, facings, crossway strips</p> <p>4.3.2 differentiate set-in sleeves – plain and puff sleeves</p> <p>4.3.3 describe the method of inserting sleeves</p> <ul style="list-style-type: none"> <li>- facings</li> <li>- cross way strips</li> </ul> <p>4.3.4 attach a sleeve or a facing on the chosen child’s garment</p>
<b>TOPIC 4.4 – OPENINGS AND FASTENERS</b>	
<p><b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on openings and fasteners</p>	<p><b>SPECIFIC OBJECTIVES</b> All learners should be able to:</p> <p>4.4.1 identify the following fasteners - zippers (lap or centered) , velcro, hook and eye, press studs, button and buttonhole</p> <p>4.4.2 identify the following openings - bound and continuous wrap</p> <p>4.4.3 state points to consider when choosing fasteners and</p>



	<p>openings</p> <p>4.4.4 apply button and buttonhole or centered zipper fastener on a child's garment</p>
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## B5 FAMILY RESOURCES

TOPIC 5.1 INCOME AND EXPENDITURE	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding on income and expenditure</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>5.1.1 define income, expenditure, budgeting, salary and wage</p> <p>5.1.2 identify common sources of income</p> <p>5.1.3 explain the importance of budgeting</p> <p>5.1.4 describe ways of buying goods and services - cash, credit card, lay bye, hire purchase</p> <p>5.1.5 explain the advantages and disadvantages of each method</p>

## B6 LAUNDRY

TOPIC 6.1 – CARE SYMBOLS/LABLES ON CLOTHES	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge and understanding on the care symbols/labels in clothing</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.1.1 identify the five groups of care symbols</p> <ul style="list-style-type: none"> <li>– washing</li> <li>– bleaching</li> <li>– ironing</li> <li>– dry cleaning</li> <li>– drying/hanging</li> </ul> <p>6.1.2 state the importance of care symbols/labels</p> <p>6.1.3 draw and label the care symbols/labels</p> <p>6.1.4 explain the meaning of each care symbol</p>

TOPIC 6.2 – REMOVAL OF SOME COMMON FRESH STAINS	
<p><b>GENERAL OBJECTIVE</b></p> <p>All learners will:</p> <p>Acquire knowledge, understanding and skills</p>	<p><b>SPECIFIC OBJECTIVES</b></p> <p>All learners should be able to:</p> <p>6.2.1 define stain</p> <p>6.2.2 classify stains (animal, plant, miscellaneous)</p>

<p>on removal of common fresh stains</p>	<p>6.2.3 list common fresh stains</p> <ul style="list-style-type: none"> <li>– blood, tea, coffee, mucus, fruit, chewing gum</li> <li>– ink, shoe polish, rust, candle wax, root, grass,</li> <li>– grease, mildew, soot</li> </ul> <p>6.2.4 describe the removal of stains from garments</p> <p>6.2.5 identify other recently improved methods of stain removal</p> <p>6.2.6 demonstrate the removal of the different fresh stains</p>
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**TOPIC 6.3 – WASHING AND FINISHING OF GARMENTS**

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p>Acquire knowledge, understanding and skills on washing garments</p>	<p>All learners should be able to:</p> <p>6.3.1 list the steps in washing of:</p> <ul style="list-style-type: none"> <li>– white cotton</li> <li>– coloured cotton</li> <li>– woollen and synthetics</li> </ul> <p>6.3.2 demonstrate washing and finishing of garments (include use of blue, fabric softener and starch)</p>

**YEAR 3**

**C1 FOOD PREPARATION**

**TOPIC 1.1 – BREAD MAKING**

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
<p>All learners will:</p> <p>Acquire knowledge, understanding and skills on bread making</p>	<p>All learners should be able to:</p> <p>1.1.1 identify the basic ingredients for bread making</p> <p>1.1.2 outline steps to follow when making yeast bread (include traditional methods)</p> <p>1.1.3 explain reasons for failure/faults in yeast bread making</p> <p>1.1.4 demonstrate the skills in bread making (yeast bread)</p>

<b>TOPIC 1.2 – PASTRY MAKING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills in pastry making	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.2.1 classify pastry - plain, rich, hot water 1.2.2 outline the general rules for making short crust pastry 1.2.3 identify the ingredients used in short crust pastry making 1.2.4 explain the reasons for failure/faults in short crust pastry making 1.2.5 demonstrate skills in the use of short crust pastry when making sweet and savoury dishes
<b>TOPIC 1.3 – PROTEIN FOODS - MEATS</b>	
<b>GENERAL OBJECTIVES</b> All learners will: Acquire knowledge understanding and skills on meat  Understanding the importance of offal in the diet	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.3.1 list the sources of meat 1.3.2 classify types of meat 1.3.3 explain the structure of meat 1.3.4 discuss the nutritive value of meat 1.3.5 apply suitable methods of cooking different cuts meat 1.3.6 define offal 1.3.7 identify the different types of offals – liver, tripe, kidney, intestine 1.3.8 describe the nutritive value of offals 1.3.9 demonstrate the use and cookery of offal in different dishes
<b>TOPIC 1.4 – FOOD SPOILAGE</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of food spoilage	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.4.1 state the causes of food spoilage 1.4.2 describe conditions that cause food to rot 1.4.3 explain ways to store food safely (shelf life)

<b>TOPIC 1.5 – PRESERVATION OF FOOD</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on preserving food	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.5.1 define preservation 1.5.2 state reasons for preserving food 1.5.3 identify methods of preserving food and how they work: bottling, drying, freezing, 1.5.4 addition of preservatives (salt, vinegar, spices, sugar) 1.5.5 explain the importance of labeling preserved food 1.5.6 apply the various methods in producing preserved foods
<b>TOPIC 1.6 – TABLE SETTING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on table setting	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 1.6.1 list the basic items needed for setting tables 1.6.2 state the importance of serving food in a clean environment 1.6.3 state points to remember about table decoration 1.6.4 explain table manners to adhere to when dining (table etiquettes) 1.6.5 demonstrate ways and skills of setting trays and tables for meals to include the Eswatini traditional way.

## **C2. CHILD CARE AND DEVELOPMENT**

<b>TOPIC 2.1 – MENSTRUATION AND CONCEPTION</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding on menstruation and conception	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.1.1 define menstruation, ovulation, fertilization, conception, zygote, foetus and baby. 2.1.2 describe how conception occurs in women 2.1.3 describe symptoms of pregnancy 2.1.4 discuss briefly pregnancy complications, miscarriage, abortion, ectopic pregnancy 2.1.5 describe the ailments of pregnancy - oedema, headache, skin problems, nausea, vomiting

<b>TOPIC 2.2 – NEEDS OF A PREGNANT WOMAN (ANTENATAL CARE)</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of the needs of a pregnant woman	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.2.1 define antenatal care 2.2.2 identify the three types of needs of a pregnant woman – emotional needs, nutritional needs and physical needs 2.2.3 explain how these needs can be met by a pregnant woman 2.2.4 plan meals suitable for a pregnant woman (include traditional dishes).

<b>TOPIC 2.3 – PREPARATION FOR BABY'S ARRIVAL (PRENATAL)</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Understand the importance of preparing for the baby's arrival	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.3.1 define postnatal care 2.3.2 state points to consider when choosing clothes, equipment for feeding, sleeping and bathing for the baby 2.3.3 explain why it is important to choose a place of confinement at an early stage 2.3.4 explain advantages and disadvantages of delivering at home and in hospital

<b>TOPIC 2.4 – FEEDING A BABY</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on baby feeding	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.4.1 identify types of equipment needed for feeding 2.4.2 describe methods of feeding a baby – artificial feeding – breast feeding 2.4.3 explain advantages and disadvantages of each feeding method 2.4.4 describe ways of sterilizing the feeding equipment 2.4.5 prepare a bottle feed

<b>TOPIC 2.5 – BATHING A BABY</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge, understanding and skills on bathing a baby	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.5.1 identify types of equipment needed for baby bathing 2.5.2 describe the preparation before bathing 2.5.3 describe ways of bathing a baby – sponge bath – tub bath 2.5.4 demonstrate bathing of a baby
<b>TOPIC 2.6 – WEANING</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and skills in weaning a baby	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.6.1 define weaning 2.6.2 explain points to consider when introducing weaning foods 2.6.3 plan and prepare weaning foods
<b>TOPIC 2.7 – CHILDHOOD DISEASES AND IMMUNIZATION</b>	
<b>GENERAL OBJECTIVE</b> All learners will: Acquire knowledge and understanding of childhood diseases	<b>SPECIFIC OBJECTIVES</b> All learners should be able to: 2.7.1 define immunisation and vaccination 2.7.2 Identify the most common illnesses in babies – D.P.T (diphtheria, pertussis, tetanus) – Polio (polionus) – T.B. (tuberculosis) – measles 2.7.3 explain how immunisation is used to prevent diseases at different stages (baby’s clinic card and clinic chart)

**C4 FAMILY LIVING AND RESOURCES**

<b>TOPIC 4.1 -MARRIAGE</b>	
<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will acquire knowledge and understanding on the various marriage contracts	All learners should be able to: 4.1.1 define marriage 4.1.2 differentiate the marriage contracts commonly practiced in Eswatini – customary, civil rites 4.1.3 explain the advantages and disadvantages of each marriage contract
<b>TOPIC 4.2 CONFLICTS IN FAMILIES</b>	
<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge and understanding of conflicts in families	All learners should be able to ; 4.2.1 define conflict 4.2.2 identify causes of conflicts and give examples – incest, drug abuse, poor parenting or poor communication, sexual related issues 4.2.3 discuss ways of resolving conflicts in families
<b>TOPIC 4.3 - ABUSE</b>	
<b>GENERAL OBJECTIVES</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge and understanding of abuse in families	All learners should be able to: 4.3.1 define abuse 4.3.2 identify types of abuse – physical, neglect, finance, emotional and sexual 4.3.3 describe signs and symptoms of abuse 4.3.4 explain ways of helping an abused person by: – organisations (SWAAGA) – individuals

## C5 CLOTHING AND TEXTILES

### TOPIC 5.1 – PATTERNS FOR MAKING A SIMPLE GARMENT

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge, understanding and skills on the use of patterns	All learners should be able to: 5.1.1 demonstrate skills for taking accurate body measurements 5.1.2 adapt commercial pattern to suit chosen style 5.1.3 explain the factors to consider when calculating required fabric for a garment 5.1.4 state points to consider when fitting on a garment 5.1.5 make a garment to fit that has a minimum of six (6) processes

### TOPIC 5.2 EDGE FINISHES

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge, understanding and skills of finishing edges	All learners should be able to: 5.2.1 identify ways of finishing edges on garments, hems and waist 5.2.2 describe the ways of finishing application of edge finishes on garments 5.2.3 demonstrate application of edge finishes on garments

## C6 LAUNDRY

### TOPIC: 6.1 WASHING AND FINISHING OF WOOL AND SYNTHETIC FABRICS

<b>GENERAL OBJECTIVE</b>	<b>SPECIFIC OBJECTIVES</b>
All learners will: Acquire knowledge, understanding and skills on care of woollen and synthetic fabrics.	All learners should be able to: 6.1.1 discuss the laundry processes of woollen and synthetic articles 6.1.2 demonstrate the washing, hanging, ironing and finishing of wool and synthetic articles



## Appendix A



### Junior Certificate Examination CONSUMER SCIENCE (540)

#### Individual candidate mark sheet for the coursework Project (Garment to fit)

Centre Number					Centre Name					
October/ November	2	0			Examiner's name					
Candidate Number					Candidate Name					
	Descriptors					Band	T	M		
<b>Seams and seam finishes</b> [10 marks]	Evenly sewn seam with appropriate seam allowance, Excellent and Good seam line alignment of all joints, well neatened and accurate, also well pressed					High 7-10				
	Averagely sewn seam with appropriate seam allowance, Good seam line alignment of some joints, neatened and pressed seams					Middle 4-6				
	Unevenly sewn seam with appropriate seam allowance, some seam lines alignment of few joints, seams not well neatened and pressed					Low 0-3				
<b>Disposal of Fullness</b> [10 marks]	Darts length and width within limit, line of stitching tapering to a point and ends well secured. Even excellent stitches, darts well pressed and facing correct direction					High 7-10				
	<b>OR</b>									
	Gathers evenly distributed, even stitches, well neatened on wrong side, gathering thread removed, appropriate closed seam width (1cm), stitch on seam line.									
	Darts length and width almost within limit, line of stitching averagely tapering to a point and ends secured. darts pressed and facing correct direction					Middle 4-6				
	<b>OR</b>									
	Gathers averagely distributed, some evenly sewn stitches, neatened on wrong side, gathering thread partly removed, average closed seam width (close to 1cm), stitch almost on seam line									
	Darts length and width not within limit, line of stitching not tapering to a point and ends not secured, darts not pressed and not facing correct direction					Low 0-3				
	<b>OR</b>									
Gathers unevenly distributed, not neatened on wrong side, gathering thread not removed. inappropriate closed seam width (1cm), stitch on seam line										
<b>Neckline Finish Collar or neckline facing</b> [15 marks]	Interfacing used and well ironed on, collar seam or facing not bulky, under stitched/collar flat, collar or neck facing well fitted and shoulder seams matching, well pressed and well neatened					High 11-15				
	Interfacing used and not well ironed on, collar seam or facing slightly bulky, not well under stitched and not so flat, collar or neck facing not well fitted and shoulder seams not properly matching, pressed and neatened					Middle 6-10				
	Interfacing used and not ironed on, collar seam or facing too bulky and not flat, collar or neck facing not properly fitted and shoulder seams not matching, not pressed and neatened					Low 0-5				
<b>Armhole Finish Sleeve/ Sleeve Facing</b> [15 marks]	Sleeves correctly fitted/ well positioned, underarm seams correctly fitted, seams of even width, Sleeve head well-adjusted / balanced, hemming on sleeve well done, sleeve well neatened on wrong side					High 11-15				
	<b>OR</b>									
Facing correctly fitted to a high standard, seams of equal width, matching side seams, facing well neatened, well-trimmed, clipped and under stitched										

	<p>Sleeves fairly fitted/ not well balanced, underarm seams fairly fitted, seams of uneven width, Sleeve head fairly adjusted / balanced, hemming on sleeve fairly done, sleeve fairly neatened on wrong side <b>OR</b> Facing fairly fitted, seams of uneven width, side seams fairly matching, facing neatened, trimmed, clipped and under stitched</p> <p>Sleeves incorrectly fitted/ not well positioned, underarm seams incorrectly fitted, seams of uneven width, Sleeve head not well-adjusted / balanced, hemming on sleeve not done, sleeve not neatened on wrong side <b>OR</b> Facing incorrectly fitted, seams of uneven width, side seams not matching, facing not neatened, trimmed, clipped and under stitched</p>	<p><b>Middle 6-10</b></p>		
	<p>Sleeves incorrectly fitted/ not well positioned, underarm seams incorrectly fitted, seams of uneven width, Sleeve head not well-adjusted / balanced, hemming on sleeve not done, sleeve not neatened on wrong side <b>OR</b> Facing incorrectly fitted, seams of uneven width, side seams not matching, facing not neatened, trimmed, clipped and under stitched</p>	<p><b>Low 0-5</b></p>		
<p><b>Fastener Zipper [15 marks]</b></p>	<p>Zipper appropriate and even width of seam allowance, correct size for the garment, appropriate length for garment, well fitted (top bars not concealed), Not gaping, Zipper based bar well strengthened or secured <b>OR</b> <b>Button &amp; Buttonhole</b> Correct position on centre front, Even spacing of buttons on centre front, good to excellent stitching of buttonhole, correct size of buttonhole for button, correct weight and size of button for the fabric/garment, button well sewn on centre front with shank, button securely finished at back</p>	<p><b>High 11-15</b></p>		
	<p>Zipper fairly positioned and fair width of seam allowance, correct size for the garment, fair length for garment, fairly fitted (top bars partly concealed), gaping, Zipper based bar well strengthened or secured <b>OR</b> <b>Button &amp; Buttonhole</b> Fairly positioned on centre front, fair spacing of buttons on centre front, fair stitching of buttonhole, incorrect size of buttonhole for button, correct weight and size of button for the fabric/garment, button fairly sewn on centre front without shank, button finished at back</p>	<p><b>Middle 6-10</b></p>		
	<p>Zipper inappropriate and even width of seam allowance, incorrect size for the garment, inappropriate length for garment, not well fitted (top bars not concealed), gaping, zipper based bar not strengthened or secured <b>OR</b> <b>Button &amp; Buttonhole</b> incorrect position on centre front, uneven spacing of buttons on centre front, poor stitching of buttonhole, incorrect size of buttonhole for button, incorrect weight and size of button for the fabric/garment, button not well sewn on centre front without shank, button not finished at back</p>	<p><b>Low 0-5</b></p>		
<p><b>Stitches (machine) [10 marks]</b></p>	<p>Straight and accurate stitch, correct, precise and even stitch length, appropriate stitch tension, well secured stitches, appropriate colour and size of thread</p>	<p><b>High 7-10</b></p>		
	<p>Some straight stitch, correct and even stitch length, Stitch tension not so appropriate, not all stitches secured, fair colour and size of thread</p>	<p><b>Middle 4-6</b></p>		
	<p>All stitches not straight, incorrect and uneven stitch length, inappropriate stitch tension, all stitches not secured, inappropriate colour and size of thread</p>	<p><b>Low 0-3</b></p>		
<p><b>Stitches (hand) [10 marks]</b></p>	<p>Straight stitch, Correct and even stitch length, appropriate stitch tension, well secured stitches, appropriate colour and size of thread</p>	<p><b>High 7-10</b></p>		
	<p>Straight stitch, some correct and even stitch length, Stitch tension not so appropriate, some well secured stitches, colour and size of thread not so appropriate</p>	<p><b>Middle 4-6</b></p>		
	<p>Stitch not straight, incorrect and uneven stitch length, inappropriate stitch tension, stitches not secured, inappropriate colour and size of thread</p>	<p><b>Low 0-3</b></p>		

<b>Hems</b> [10 marks]	Correct and even width for garment, Correct and even stitch length, Stitches not showing on the right side (hand stitch), Correct neatening, well pressed	<b>High</b> 7-10		
	Somehow correct and even width for garment, stitch length correct and even in some areas. Some stitches not showing on the right side (hand stitch), partly correct neatening and partially pressed	<b>Middle</b> 4- 6		
	Correct and even width for garment, Correct and even stitch length, Stitches not showing on the right side (hand stitch), Correct neatening, well pressed	<b>Low</b> 0-3		
<b>General appearance of garment</b> [5 marks]	Garment attractive, clean , well pressed, thread not hanging, presentation – well labelled, good hang of garment	<b>High</b> 4-5		
	Garment partly clean , pressed somewhat to low standard, some thread hanging, presentation somehow-fairly labelled, fair hang of garment	<b>Middle</b> 2-3		
	Garment dirty , not pressed, thread hanging, presentation – labelled, poor hang of garment	<b>Low</b> 0-1		
<b>Total marks for garment =</b>		<b>100</b>		

**Key**

**T** – Teacher’s mark

**M** – Moderator’s mark

## Appendix B



### Junior Certificate Examination CONSUMER SCIENCE (540)

#### Individual candidate Practical sheet

Centre Number					Centre Name		
October/ November	2	0			Examiner's name		
Candidate Number					Candidate Name		
Planning session	Descriptors					Band	External Examiner's mark (Official use)
<b>Choice of dishes and Shopping List [25]</b>	Most dishes are appropriate for test. Show variety of skills, processes, colour and texture. Work correctly numbered. Most ingredients clearly listed against selected dishes with correct quantities. Total quantities of most ingredients are listed under correct headings in the shopping list. All laundry and home management equipment and detergents are listed.					<b>High 18-25</b>	
	Some dishes are appropriate for test and show variety of skills, processes, colour and texture. Some work correctly numbered. Some ingredients clearly listed against selected dishes with correct quantities. Total quantities of some ingredients are listed under correct headings in the shopping list. Some laundry and home management equipment and detergents are listed.					<b>Middle 9-17</b>	
	Few dishes are appropriate for test, show little variety of skills, processes, colour and texture. Work not correctly numbered. Few ingredients clearly listed against selected dishes with correct quantities. Few or no quantities of ingredients listed under correct headings in the shopping list. Few laundry and home management equipment and detergents listed					<b>Low 0-8</b>	
<b>Time plan [25]</b>	All dishes are listed in the right order. All dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods clearly stated in all dishes. Temperature, cooking times for most dishes clearly indicated. Washing up at correct intervals and serving time for most dishes allocated. Washing/ cleaning of laundry/ home management at the appropriate time clearly indicated.					<b>High 18-25</b>	
	Some dishes are listed in the right order. Some dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods clearly stated in some dishes. Temperature, cooking times for some dishes clearly indicated. Washing up at correct intervals and serving time for some dishes allocated. Washing/ cleaning of laundry/ home management indicated.					<b>Middle 9-17</b>	
	Few dishes are listed in the right order. Few dishes dovetailed from beginning to the end. Preparation of ingredients and cooking methods stated in few dishes. Temperature, cooking times for few dishes clearly indicated. Washing up at correct intervals and serving time for few dishes allocated. Washing/ cleaning of laundry/ home management at the appropriate time not indicated.					<b>Low 0-8</b>	
	<b>Total = 50</b>						
<b>Practical session</b>	<b>Practical session DESCRIPTOR</b>						T M
<b>Method of Working [25]</b>	Business-like approach throughout the test, shows confidence and is competent. Skills in handling most large and small equipment. Excellent skills in handling most mixtures. Correct methods of preparing most dishes. Good judgment of consistencies in most dishes. Good hygienic methods. Economic in the use of fuel and food. Proper control of cooking and oven temperatures. Proper					<b>High 18-25</b>	

	<p>positioning of dishes in the oven. Tidy and methodical when working throughout the test.</p> <p>Less business-like approach throughout the test, less confidence and competence. Skills in handling some large and small equipment. Fewer skills in handling some mixtures. Some correct methods of preparing some dishes. Good judgment of consistencies in some dishes. Fair Hygienic methods. Somewhat economic in the use of fuel and food. Fair control of cooking and oven temperatures. May position some dishes in the oven. At times tidy and methodical when working throughout the test.</p> <p>No business-like approach, shows no confidence and no competence. Very limited skills in handling large and small equipment. Few skills in handling mixtures. Correct methods of preparing few dishes. Poor judgment of consistencies in few dishes. No hygienic methods. Not economic in the use of fuel and food. Poor control of cooking and oven temperatures. Improper positioning of dishes in the oven. Not tidy and methodical when working throughout the test.</p>	<p><b>Middle</b> <b>9-17</b></p> <p><b>Low</b> <b>0-8</b></p>		
<b>Quality/ Results</b>			<b>T</b>	<b>M</b>
<b>Flavour/Textures/ colour</b> <b>[15]</b>	<p>Most dishes have a correct flavour, well season, correct temperature, appropriate colour, texture (crispy, crumbly, porous, crunchy, soft, smooth) and are edible.</p> <p>Some dishes have a correct flavour, but not well- seasoned; some have correct temperature, appropriate colour, texture (crispy, crumbly, porous, crunchy, soft, smooth) and edible.</p> <p>Few dishes have a correct flavour, not well seasoned, temperature, colour not pleasing, texture not appropriate (crispy, crumbly, porous, crunchy, soft, smooth) and are not edible.</p>	<p><b>High</b> <b>11-15</b></p> <p><b>Middle</b> <b>6-10</b></p> <p><b>Low</b> <b>0-5</b></p>		
<b>Laundry</b> <b>[5]</b>	<p>Items well cleaned, finished and well presented</p> <p>Clean items and somewhat carelessly presented</p> <p>Items not well cleaned and may not be presented</p>	<p><b>High</b> <b>4-5</b></p> <p><b>Middle</b> <b>2-3</b></p> <p><b>Low</b> <b>0-1</b></p>		
<b>Serving and Appearance</b> <b>[5]</b>	<p>Correct serving sequence used for most dishes, extremely clean, appropriate serving dishes and cutlery used, Correct serving temperature of most food. Well garnished food. Clean table cloth, serving dishes and cutlery with suitable flower arrangement. Attractive presentation of most dishes and edible garnishing and decoration used and clearly labelled dishes.</p> <p>Some serving sequence followed. Fair number of clean, appropriate serving dishes and cutlery used. Correct serving temperature of some food. Some dishes well garnished. Fairly clean table cloth, serving dishes and cutlery with suitable flower arrangement. Attractive presentation of some dishes and edible garnishing and decoration used with labelled dishes.</p> <p>No correct serving sequence followed. Few clean, appropriate serving dishes and cutlery used. Correct serving temperature of few dishes. Few dishes garnished. Not so clean table cloth, serving dishes and cutlery used without any flower arrangement. Basic attempt shown in the presentation of few dishes and edible garnishing and decoration used with few labelled dishes.</p>	<p><b>High</b> <b>4-5</b></p> <p><b>Middle</b> <b>2-3</b></p> <p><b>Low</b> <b>0-1</b></p>		
		<b>Practical =</b>	<b>[50]</b>	
		<b>Total mark (Planning and Practical) =</b>	<b>[100]</b>	

**Key**

**T** – Teacher’s mark

**M** – Moderator’s mark

**APPENDIX C**



**Junior Certificate Examination  
CONSUMER SCIENCE (540)  
Preparation sheet for the Practical Examination**

**Page 1 – Choice of Work**

<b>Centre Number</b>						<b>Centre Name</b>	
<b>Candidate Number</b>						<b>Candidate Name</b>	
<b>October /November</b>	<b>2</b>	<b>0</b>				<b>Test Number</b>	

<b>Dishes chosen</b>	<b>Recipes</b>



APPENDIX E



Junior Certificate Examination (JC)  
CONSUMER SCIENCE (540)  
Preparation sheet for the Practical Examination

Page 3 – Shopping List

<b>Centre Number</b>					<b>Centre Name</b>	
<b>Candidate Number</b>					<b>Candidate Name</b>	
<b>October/November</b>	<b>2</b>	<b>0</b>			<b>Test Number</b>	
<b>Milk and milk products</b>	<b>Fruit and Vegetables</b>				<b>Fresh fish, meat and poultry</b>	
					<b>Canned, frozen and packaged foods</b>	
<b>Cereals and cereal products</b>						
<b>Laundry and Home Management</b>					<b>Condiments and Spices</b>	
					<b>Other ingredients</b>	



Appendix F



Junior Certificate Examination (JC)  
CONSUMER SCIENCE (540/03)

Centre Summary Assessment Form (Practical & Coursework)

Candidate Number	Candidate Name	For External examiner's use		Teacher	Teacher	Teacher Mark [150]	Official use Moderator		Moderator
		Planning sheets 1, 2 & 3		Practical [50]	Needlework [100]		Practical [100]	Needlework [100]	Final mark [200]
		Choice and Shopping List (max 25)	Time plan (max 25)						
Name of Assessor		Signature				Date			

School Stamp

