



Republic of Namibia

MINISTRY OF EDUCATION, ARTS AND CULTURE

NAMIBIA SENIOR SECONDARY CERTIFICATE (NSSC)

HOME ECONOMICS SYLLABUS

ORDINARY LEVEL

SYLLABUS CODE: 6155

GRADES 10 - 11

**FOR IMPLEMENTATION IN 2019
FOR FIRST EXAMINATION IN 2020**

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Home Economics Syllabus Ordinary Level Grades 10 - 11

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1. INTRODUCTION

The Namibia Senior Secondary Certificate for Ordinary (NSSCO) level is designed as a two year course for examination after completion of the Junior Secondary Certificate. The syllabus is designed to meet the requirements of the *National Curriculum for Basic Education (NCBE)* and has been approved by the National Examination, Assessment and Certification Board (NEACB).

The National Curriculum Guidelines, applicable at the stage of Senior Secondary Education (Grades 10-12) and at equivalent stages of non-formal education, as a part of life-long learning, recognise the uniqueness of the learner and adhere to the philosophy of learner-centred education.

The Namibia National Curriculum Guidelines:

- recognise that learning involves developing values and attitudes as well as knowledge and skills
- promote self-awareness and an understanding of the attitudes, values and beliefs of others in a multilingual and a multicultural society
- encourage respect for human rights and freedom of speech
- provide insight and understanding of crucial “global” issues in a rapidly changing world which affect quality of life: the AIDS pandemic, global warming, environmental degradation, misdistribution of wealth, expanding and increasing conflicts, the technological explosion and increased connectivity
- recognise that as information in its various forms becomes more accessible learners need to develop higher cognitive skills of analysis, interpretation and evaluation to use information effectively
- seek to challenge and to motivate learners to reach their full potential and to contribute positively to the environment, economy and society

Thus The Namibia National Curriculum Guidelines provide opportunities for developing essential key skills across the various fields of study. Such skills cannot be developed in isolation and may differ from context to context according to the field of study. The key/essential skills are:

- communication skills
- information skills
- numeracy skills
- self-management and competitive skills
- problem solving skills
- social and co-operative skills
- physical skills
- work and study skills

2. RATIONALE

Home Economics as an integral part of the education process, aims to make a meaningful contribution towards improving the quality of life of young people, enabling them to maintain a healthy lifestyle and to function effectively in society.

3. AIMS

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

In preparation for further studies, for all learners beyond NSSCO, the course in Home Economics aims to:

- develop the learner into a self-reliant, productive person through the skills and knowledge acquired in the study of nutrition and food preparation
- impart scientific knowledge of nutrition and hygiene in order to promote health for all in the developing Namibian society
- develop an aesthetic sense by encouraging and promoting creativity in using locally available and traditional foods
- develop an understanding of the relationship between diet and health, and its application in various circumstances in the Namibian society
- develop an awareness of eating patterns and dietary needs of different groups within society
- develop an understanding of the interdependence and interaction of people's need for food within family and community in the setting of culturally, socially and economically diverse societies
- develop the knowledge and skills relevant to food required for the effective organisation and management of family resources, in relation to the needs and lifestyles of members
- develop the ability to make informed judgements and choices concerning the use of resources available to the family unit in everyday life
- develop an awareness of the implications of technology in the home and develop competence in its relation to the home environment
- emphasise care of various pieces of equipment and other materials based on appropriate technologies
- appreciate the consumer situation in a developing economy and assess the effectiveness and validity of claims made by advertisers
- develop the ability to identify, analyse and evaluate the principles underlying the choice, use and care of different fabric, style and colours in the selection of clothing
- develop the knowledge and the ability to exercise consumer rights
- create a basis for further studies and future employment

4. ADDITIONAL INFORMATION

4.1 Guided learning hours

The NSSCO level syllabuses are designed on the assumption that learners have about 130 guided learning hours per subject over the duration of two years, but this is for guidance only. The number of hours required to gain the qualification may vary according to local conditions and the learners' prior experience of the subject. *The National Curriculum for Basic Education (NCBE)* indicates that this subject will be taught for 8 periods of 40 minutes each per 7-day cycle, or 6 periods of 40 minutes each per 5-day cycle, over two years.

4.2 Prior learning

It is recommended that learners who are beginning this course should have previously studied Home Economics.

4.3 Progression

NSSCO levels are general qualifications that enable learners to progress either directly to employment, or to proceed to further qualifications.

4.4 Support materials and approved textbooks

NSSCO syllabuses, question papers, examiner reports and assessment manuals in subjects, where applicable, are sent to all schools. Approved learning support materials are available on the *Senior Secondary Textbook Catalogue for Schools*.

5. LEARNING CONTENT

The content is divided into the following themes:

1. Food and Nutrition
2. Family Life Education
3. Management and Housing
4. Clothing and Consumer Education

Note:

References are made to useful websites, to assist teachers with information listed under specific objectives. **It is however important to note that websites may discontinue or change.**

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 1: Food and nutrition		
1.1 Nutrition		
1.1.1 Basic nutritional concepts	<ul style="list-style-type: none"> • acquaint themselves with the concepts associated with nutrition 	<ul style="list-style-type: none"> • define <ul style="list-style-type: none"> - nutrition - nutrient - health - diet - balanced diet - malnutrition - deficiency diseases
1.1.2 Food groups and nutrients	<ul style="list-style-type: none"> • understand the food groups and related nutrients 	<ul style="list-style-type: none"> • distinguish between food and nutrients • identify <ul style="list-style-type: none"> - the food groups - food to be classified into food groups • analyse each group by stating <ul style="list-style-type: none"> - the nutrient indicator - the recommended number of food portions - portion sizes

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.1.4 Meal and menu planning	<ul style="list-style-type: none"> understand the effect of lifestyle on the eating patterns of Namibians 	<ul style="list-style-type: none"> list and discuss the importance of the <i>Food and Nutrition Guidelines for Namibia</i> discuss eating habits to prevent: <ul style="list-style-type: none"> dental cavities coronary heart disease hypertension obesity constipation state guidelines for reducing fat, salt and energy and increasing fibre in the diet discuss the factors which influence meal and menu planning for the family <ul style="list-style-type: none"> nutritional needs of family availability of food aesthetical qualities of food skills and knowledge of the cook lifestyle of the family availability of time, money and equipment evaluate and discuss given menus in meal and menu planning in terms of <ul style="list-style-type: none"> <i>Food and Nutritional Guidelines of Namibia</i> the basic food groups aesthetic principles apply these principles during food preparations evaluate meal plans and menus for the family using the food groups

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.2 Food care		
1.2.1 Food spoilage	<ul style="list-style-type: none"> realise the factors that cause food spoilage¹ 	<ul style="list-style-type: none"> define food spoilage state causes of food decay define micro-organisms classify micro-organisms <ul style="list-style-type: none"> yeast bacteria moulds explain conditions favorable for growth of micro-organisms match different classes of micro-organisms in terms of <ul style="list-style-type: none"> uses food infections define pathogenic organisms list pathogenic organisms and their sources <ul style="list-style-type: none"> Clostridium botulinum Staphylococcus aureus Salmonella list general symptoms of food infections
1.2.2 Prevention of food spoilage	<ul style="list-style-type: none"> recognise ways to prevent food spoilage 	<ul style="list-style-type: none"> describe <ul style="list-style-type: none"> ways to ensure clean food, equipment, environment and the safe handling of food preservation principles to prevent growth and contamination and give examples of the application thereof (exclusion of air, removal of moisture, adding chemicals) guidelines for thawing high risk foods basic principles for cool and dry storage and freezing

¹<http://www.homefoodsafety.org/index.jsp>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.3 Principles of food preparation		
1.3.1 Recipe interpretation	<ul style="list-style-type: none"> understand concepts used in recipes² 	<ul style="list-style-type: none"> demonstrate <ul style="list-style-type: none"> the ability to read and implement a recipe the ability to apply correct measuring procedures identify <ul style="list-style-type: none"> different recipe outlays appropriate equipment used for food preparation explain recipe terms (see glossary of terms)
1.3.2 Cooking methods	<ul style="list-style-type: none"> understand and apply methods that will result in successful cooking 	<ul style="list-style-type: none"> explain the reasons for cooking food describe and apply <ul style="list-style-type: none"> heat transfer by conduction, convection and radiation identify the method of heat transfer when using the following cooking methods <ul style="list-style-type: none"> boiling braising/stewing grilling stir-, shallow and deep frying baking state the safety measures when frying food

²http://www.uen.org/utahlink/lp_res/nutri758.html

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.4 Food commodities, preparation, cooking and presentation		
1.4.1 Fats	<ul style="list-style-type: none"> understand the use of fats and oil in cooking³ 	<ul style="list-style-type: none"> identify different kinds of fats and oil and their appropriate uses describe the effect of heat on fats and oils
1.4.2 Cereals and cereal products	<ul style="list-style-type: none"> demonstrate the preparation and serving of indigenous and other cereals⁴ 	<ul style="list-style-type: none"> distinguish between cereals and their products (mahangu, maize, wheat, pasta, sorghum , rice and barley) illustrate the structure of a cereal grain describe <ul style="list-style-type: none"> the value of cereals in the diet the effect of refinement on cereals explain <ul style="list-style-type: none"> the effects of dry and moist heat on starch the factors which influence thickening of starch describe and apply the principles of preparation and cooking of cereals
1.4.3 Dairy and non-dairy products	<ul style="list-style-type: none"> recognise the various dairy and non-dairy products and understand their nutritional value and correct handling⁵ 	<ul style="list-style-type: none"> distinguish between <ul style="list-style-type: none"> dairy and non-dairy products the nutritional value of dairy and non-dairy products explain <ul style="list-style-type: none"> the effect of heat on milk and cheese homogenising, pasteurising, sterilising, ultra-heat treatment (UHT) describe the principles of handling and storage of milk describe and apply the principles of cooking with milk and cheese

³http://www.uen.org/utahlink/lp_res/nutri111.gif

⁴http://www.nin.ca/public_html/Consumer/carbohydrates.html

⁵<http://www.lsuagcenter.com/efnep/pdf/09less.pdfsubjects>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.4.6 Meat	<ul style="list-style-type: none"> understand the role of meat in the Namibian diet 	<ul style="list-style-type: none"> list different types of meat with examples e.g. mutton, beef, pork, venison describe the structure of meat <ul style="list-style-type: none"> muscle connective tissue fat bones explain the nutritional value of meat explain the factors which influence the consumer's choice with reference to <ul style="list-style-type: none"> cuts of beef grading of beef ripening of beef describe <ul style="list-style-type: none"> methods of tenderising meat before cooking the effect of moist and dry heat on meat (cooking temperature, length of cooking period) suitable cooking methods for different cuts of meat state and apply ways to extend meat
1.4.7 Poultry	<ul style="list-style-type: none"> recognise principles and methods for preparing poultry 	<ul style="list-style-type: none"> describe and apply principles for preparation of poultry <ul style="list-style-type: none"> methods of preparing and cooking poultry stuffing trussing explain ways to prevent contamination of poultry and poultry dishes

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.4.8 Fish	<ul style="list-style-type: none"> understand the importance of fish in Namibia 	<ul style="list-style-type: none"> list Namibian sea and freshwater fish and other sea food distinguish between white fish and oily fish describe <ul style="list-style-type: none"> the nutritional value the effect of heat on fish give guidelines for purchasing and storing fresh, frozen, dried fish and fish products suggest and apply suitable cooking methods for fish and fish products explain <ul style="list-style-type: none"> the reason for coating fish prior to frying the use of lemon juice/vinegar in the preparation of fish describe and apply principles for the preparation and cooking of fresh, frozen and dried fish list ways in which fish is processed and marketed

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
1.4.9 Vegetables and fruit	<ul style="list-style-type: none"> realise the contribution of fruit and vegetable to the Namibian diet⁷ 	<ul style="list-style-type: none"> distinguish between <ul style="list-style-type: none"> different classes of vegetables according to their edible parts different classes of fruit according to their edible parts the nutrient content of each class describe guidelines for <ul style="list-style-type: none"> purchasing fresh and processed fruit and vegetables regarding quality, uses and price storing fresh and processed vegetables and fruit describe and apply <ul style="list-style-type: none"> prevention of discolouration when preparing and serving raw fruits and vegetables the guidelines of the conservative method of boiling fresh and frozen vegetables to retain nutrients interesting ways to cook and serve dishes from fresh and processed vegetables and fruits
1.4.10 Pulses	<ul style="list-style-type: none"> understand the importance of pulses in meal planning 	<ul style="list-style-type: none"> list different kinds of pulses describe <ul style="list-style-type: none"> the nutritional value guidelines for the preparation of pulses name and apply uses of pulses as <ul style="list-style-type: none"> mutual supplement meat extender meat analogue meat substitute

⁷<http://www.uen.org/Lessonplan/preview.cgi?LPid=1267>

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 2: Family life education		
2.1 The family	<ul style="list-style-type: none"> recognise different types of families 	<ul style="list-style-type: none"> distinguish between a family and a household describe <ul style="list-style-type: none"> various types of family groupings the family cycle
2.2 Family roles	<ul style="list-style-type: none"> recognise various roles and responsibilities within different family units 	<ul style="list-style-type: none"> explain the concept dual roles describe productive and non-productive roles explain the demands caused when managing a home and a career <ul style="list-style-type: none"> intellectually emotionally physically socially describe ways to cope with these demands discuss <ul style="list-style-type: none"> relationship between gender roles and allocation of household tasks factors that may influence gender roles within the family (custom and tradition, dual role responsibilities of family members to each other and the family unit) list ways to strengthen family unity
2.3 Socialisation	<ul style="list-style-type: none"> understand the importance of socialisation 	<ul style="list-style-type: none"> define socialisation list the aims of socialisation discuss <ul style="list-style-type: none"> development of self-image socialisation agents the socialisation process outline the characteristics of a mature person

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
2.4 Communication within families	<ul style="list-style-type: none"> • realise the importance of communication • acquire skills to handle conflict situations which occur in the family • understand stress and methods of coping with stress 	<ul style="list-style-type: none"> • identify types and ways of communication • describe and apply listening skills • describe <ul style="list-style-type: none"> - factors that may lead to communication breakdown - effective communication • identify causes of conflict within families • describe ways to resolve conflict situations • list causes of stress • identify the effect of stress • describe ways to handle stress

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 3: Management and housing		
3.1 Management		
3.1.1 Criteria for the management process	<ul style="list-style-type: none"> acquire knowledge and understanding of the management process 	<ul style="list-style-type: none"> differentiate between needs, wants, values, goals and standards explain how needs and values influence the setting of goals distinguish between human and non-human resources
3.1.2 Decision making	<ul style="list-style-type: none"> acquire effective decision making skills 	<ul style="list-style-type: none"> explain and identify different types of decisions describe the steps for making a rational decision
3.1.3 The management process	<ul style="list-style-type: none"> understand the management process 	<ul style="list-style-type: none"> describe and evaluate the management process in terms of <ul style="list-style-type: none"> input throughput planning organising implementing controlling evaluating output feedback
3.1.4 Work study	<ul style="list-style-type: none"> understand the importance of the effective use of time and energy 	<ul style="list-style-type: none"> discuss <ul style="list-style-type: none"> physical, emotional, intellectual and time demands of work how to cope with these demands compile and apply a time plan for food preparation practical

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.2 Housing		
3.2.1 Housing needs	<ul style="list-style-type: none"> realise that there are different housing needs according to the stages in the family cycle 	<ul style="list-style-type: none"> describe <ul style="list-style-type: none"> Maslow's hierarchy of needs in terms of housing housing requirements at different stages of the family cycle
3.2.2 Acquisition of housing	<ul style="list-style-type: none"> acquire knowledge on acquisition of housing 	<ul style="list-style-type: none"> describe and give examples of different housing types <ul style="list-style-type: none"> low density medium density high density list advantages and disadvantages of each housing type describe ways in which housing can be acquired <ul style="list-style-type: none"> buying building renting distinguish between the advantages and disadvantages of buying and renting housing identify the hidden costs when buying a house

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
3.3 Financial management		
3.3.1 Budgeting	<ul style="list-style-type: none"> acquire knowledge and understanding in the management of finances 	<ul style="list-style-type: none"> differentiate between <ul style="list-style-type: none"> income expenditure budgeting state sources of income distinguish between gross income and net income describe the steps of budgeting for a family <ul style="list-style-type: none"> identify and prioritise goals analyse the estimated income determine expected expenditure add and make adjustments until income and expenditure balance implement and evaluate the budget
3.3.2 Savings, investments and insurance	<ul style="list-style-type: none"> realise the importance of savings, investments and insurance 	<ul style="list-style-type: none"> define savings, investments and insurance discuss <ul style="list-style-type: none"> the importance of savings, investments and insurances methods of savings and investments types of insurance (employer's pension fund, retirement annuities, endowment policies, life insurance, disability insurance, group schemes)
3.3.3 Purchasing transactions	<ul style="list-style-type: none"> recognise different cash and credit transactions 	<ul style="list-style-type: none"> compare cash and credit transactions in terms of <ul style="list-style-type: none"> types advantages disadvantages

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
THEME 4: Clothing and consumer education		
4.1 Clothing		
4.1.1 Socio-psychological aspects	<ul style="list-style-type: none"> • appreciate objectivity in the interpretation of clothing 	<ul style="list-style-type: none"> • discuss <ul style="list-style-type: none"> - communication through clothing - first impressions • discuss the role of clothing with regard to <ul style="list-style-type: none"> - self-image - individuality - conformity
4.1.2 Selection of clothing	<ul style="list-style-type: none"> • acquire knowledge and skills in apparel fitting and wardrobe planning 	<ul style="list-style-type: none"> • describe figure types <ul style="list-style-type: none"> - pear - apple - rectangle - hourglass - inverted triangle • list guidelines for suitable clothes for the different figure types • explain how to enhance appearance by using <ul style="list-style-type: none"> - line - colour - texture • illustrate, with pictures, the use of art elements and art principles in clothing • define wardrobe • list the characteristics of a well planned wardrobe • describe steps in planning a wardrobe • draw up an inventory of an existing wardrobe

THEME/TOPIC	GENERAL OBJECTIVES <i>Learners will:</i>	SPECIFIC OBJECTIVES <i>Learners should be able to:</i>
4.1.2 Selection of clothing (continued)	<ul style="list-style-type: none"> acquire knowledge and skills in apparel fitting and wardrobe planning (continued) 	<ul style="list-style-type: none"> explain factors influencing wardrobe planning <ul style="list-style-type: none"> money activities fashion availability existing clothes
4.1.3 Clothing consumption	<ul style="list-style-type: none"> acquire knowledge in ready-to-wear garments as well as clothing labels 	<ul style="list-style-type: none"> evaluate ready-to-wear clothes in terms of <ul style="list-style-type: none"> quality care interpret care symbols on clothing labels
4.2 Consumer education		
4.2.1 The consumer	<ul style="list-style-type: none"> develop awareness and appreciation of consumer rights and responsibilities to enhance informed decision making 	<ul style="list-style-type: none"> explain the family as a consumer list rights and responsibilities of a consumer explain how to lodge a complaint
4.2.2 Consumer behaviour	<ul style="list-style-type: none"> develop awareness of factors which influence consumer behaviour 	<ul style="list-style-type: none"> describe factors that influence consumer behaviour <ul style="list-style-type: none"> psychological (personality, symbolism) social (peer group, status group) economical (packaging, shop lay-out, advertisement) design <ul style="list-style-type: none"> packaging for any home-made product an advertisement for that product
4.2.3 Labels	<ul style="list-style-type: none"> understand labels and the role of food additives 	<ul style="list-style-type: none"> interpret information on food labels define food additives describe reasons for using additives

6. ASSESSMENT OBJECTIVES

The three assessment objectives in Home Economics are:

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

A description of each assessment objective follows.

A Knowledge with understanding

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

1. scientific and technological vocabulary and terminology;
2. needs in relation to social, economic and environmental implications;
3. scientific principles, definitions and theories;
4. equipment and tools and their suitability for use;
5. safety and hygiene rules and regulations;
6. basic quantities and methods and the appreciation of the importance of accuracy.

Questions assessing these objectives will often begin with: name, list, state, define, describe, give, etc. (See glossary of terms)

B Handling information and solving problems

Learners should be able to:

1. read and interpret information;
2. translate information from one form to another;
3. follow and give instructions;
4. manipulate numerical and other information and data;
5. organise and manage time, money, energy/effort, materials, equipment and tools and interests according to stated criteria for a given situation;
6. estimate and measure accurately area, shape, size, capacity, quantity, amount, weight, time, distance, temperature.

Questions assessing these objectives will often begin with: explain, describe with reasons, explain and give examples, identify, suggest, illustrate, etc. (See glossary of terms)

C Practical skills and their applications

Learners should be able to:

1. identify problems;
2. follow and give instructions;
3. test and compare methods, materials and equipment;
4. obtain and interpret information on which to base judgements and choices;
5. justify judgements and choices;
6. identify priorities;
7. observe and record observations;
8. assess and evaluate the effectiveness of a course of action

These objectives are assessed in the Practical Test and Coursework Practical Exercises.

7. SCHEME OF ASSESSMENT

Learners who have followed this syllabus are eligible for the award of grades A* to G. The scheme of assessment will encourage positive achievement for all learners. It expects that the practical tasks will allow these learners to display mastery at various levels of ability.

Description of papers

Paper 1			
Theory	1 hour 30 min	100 marks	Weighting 50%
This paper will consist of a number of short answer questions, structured questions and an essay questions to assess objectives A and B. All questions are compulsory. The subject areas in the subject content will be assessed in the following proportions:			
Food and nutrition		60%	
Family life education		10%	
Management and housing		20%	
Clothing and consumer education		10%	
The paper will consist of three sections: A, B and C			
Section A	Short answer questions	40%	(40 marks)
Section B	Structured questions	40%	(40 marks)
Section C	Essay question	20%	(20 marks)
Paper 2			
Coursework	Extended period (5 terms)	100 marks	Weighting 25%
Learners are required to carry out two (2) coursework practical exercises. It is recommended that one should be completed by the end of Grade 10 and the second one by the end of the 2nd term of Grade 11.			
For each coursework practical exercise teachers will provide learners with two assignments from which they must choose one. These coursework practical exercises must be the unaided work of the learner and must be carried out under examination conditions. During the coursework practical exercises there should be sufficient space and adequate equipment for individual work. No more than one candidate should work at one stove/cooker (gas or electric).			
Coursework practical exercises must be completed by the end of the second term of the second year of the course. The coursework practical exercises will be internally assessed by the centre and externally moderated by the DNEA. The Coursework practical exercises of ALL candidates together with the photographs of the dishes should be sent to the DNEA.			

Paper 3

Practical test 4 hours 30 min 100 marks Weighting 25%

A Practical Test based on the Food and Nutrition component will be set in September to October during the year of examination (grade 11). It consists of the following

Preparation Section A: 1 hour 30 minutes
Organising Time 30 minutes
Practical 2 hours
Evaluation Section B: 30 minutes

Learners will receive Paper 3 **one week** before the first practical session. Candidates will select **one** of the 2 assignments. Learners should only use recipes from the recipe booklet provided.

1 hour 30 minutes will then be allowed for the written preparation to be carried out.

During the Practical Test there should be sufficient space and adequate equipment allowed for individual work. No more than one candidate should work at one stove/cooker (gas or electric).

Teachers will be required to follow an assessment scheme prepared by DNEA. Close-up photographs of each finished test should be taken.

The Practical Test is marked by the centre and all practical preparation sheets, mark sheets and photographs of the dishes are sent to DNEA for external moderation.

8. SPECIFICATION GRID

The relationship between the assessment objectives and components of the scheme of assessment:

	Assessment Objectives						
Paper	A Knowledge with understanding		B Handling information and solving problems		C Practical skills and their applications		
	weighting	marks	weighting	marks	weighting	marks	Total marks
Paper 1	60%	60	40%	40	-	-	100
Paper 2 Coursework for Practical Exercises	10%	10	55%	55	35%	35	100
Paper 3 Practical Test	10%	10	55%	55	35%	35	100
Total	26.7%	80	50%	150	23.3%	70	300

The relationship between the themes and marks in **Paper 1**

Themes	Section A	Section B	Section C
Food and Nutrition	24	24	20 marks alternating between these 4 themes
Family Life Education	4	4	
Management and Housing	8	8	
Clothing and Consumer Education	4	4	
Total	40	40	20

9. EXPLANATORY NOTES TO TEACHERS

The notes, provided in the annexes are intended to provide teachers with information to help them carry out valid and reliable assessment of the skills and abilities of their learners. Assessment criteria for coursework practical exercises are given in Annexe A of this syllabus.

It must be stressed that this NSSC Home Economics Ordinary syllabus is designed for Namibian learners and as such the learning content should be taught in the Namibian context, thus explanations and examples must be responsive to Namibia.

The coursework practical exercises will give learners an opportunity to develop practical skills during the course which can also be applied in the practical test.

Teachers will be given guidance on both the coursework practical exercises and the practical test in the *Coursework manual for Home Economics*. This manual will provide guidance on the assessment of Coursework Practical Exercises and provide ideas for the kind of practical exercises for coursework which will also prepare learners for the practical test.

10. GRADE DESCRIPTIONS

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by learners awarded particular grades. The grade awarded will depend in practice upon the extent to which the learner has met the assessment objectives overall. Learners will be graded on a scale of A*-G. The descriptors for judgemental thresholds (A, C, E and G) are given below.

Grade A

Learners should be able to:

- apply scientific principles and technological vocabulary and terminology;
- justify choice of kitchen equipment and use them correctly;
- justify factors which influence decision making;
- apply basic concepts in food and nutrition, family life education, management and housing and clothing and consumer education;
- identify safety hazards and explain safety precautions in order to minimise accidents in the home;
- justify and practise hygienic principles;
- identify, process and present relevant information logically and correctly according to the given situation;
- exhibit precision in executing tasks.

Grade C

Learners should be able to

- use scientific principles and technological vocabulary and terminology
- make appropriate choice of kitchen equipment and use them correctly
- identify factors which influence decision making
- use basic concepts in food and nutrition, family life education, management and housing and clothing and consumer education
- identify safety hazards in order to minimise the occurrence of accidents in the home
- practise hygienic principles
- measure ingredients accurately
- identify and present relevant information

Grade E

Learners should be able to

- follow scientific principles and list technological vocabulary and terminology
- identify and use suitable kitchen equipment
- identify some factors which influence consumer decision making
- list basic concepts in food and nutrition, family life education, management and housing and clothing and consumer education
- list safety hazards and precautions
- measure ingredients
- identify and present information

Grade G

Learners should be able to:

- state basic technological vocabulary and terminology
- identify basic kitchen equipment and use them
- list some factors which influence consumer decision making
- state basic concepts in food and nutrition, family life education, management and housing and clothing and consumer education
- state safety hazards and precautions
- measure ingredients with some degree of accuracy

11. GLOSSARY OF ASSESSMENT AND EVALUATION TERMS

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

Analyse	separate into parts or elements and to describe in detail or to give your own opinion, judgement or interpretation of separate parts or elements presented
Apply	put subject matter/content to a practical use
Compare	point out or show similarities and differences between statements, ideas, etc. or to assess the relationship between subject matter
Compile	collect or to put together facts and arguments in an orderly or organised way
Define	give the exact meaning of, or to state precisely and briefly the meaning of a term
Demonstrate	describe and explain subject matter/content by experimental or practical use
Describe	list or state the characteristics of something in spoken or written words; it should be a logical, well-structured account of issues
Discuss	critically examine or investigate issues raised, and to introduce evidence wherever possible to support conclusions of arguments
Distinguish	point out or describe the differences amongst qualities or characteristics, or to discover by listening, looking, etc.
Evaluate	make a value judgement by judging, rating, determining or comparing facts, actions, etc.
Explain	make clear or plain, or to make sure that the reader understands, by means of illustrations or description of the information presented
Identify	give the essential characteristics of, or recognise certain characteristics of a term
Illustrate	give a clear example or a graphic representation of something
Label	attach names and information to illustrations, drawings and objects
List	present a list of names, facts, aspects of items in a certain order or specific category
Motivate	give reasons for certain judgements or value statements
Name or mention	give only the names, characteristics, items or facts
Plan	arrange subject matter content in a predetermined way to accomplish a certain action

Relate	bring subject matter/content into relation, or to relate your opinion to your own experiences
Report	repeat, recall and quote from memory, or to mention items or facts in a certain order, or to give a more personal opinion, but one related to the event or content of the subject matter
State or give	present information or details in words without discussion
Suggest	recommend valid arguments in an orderly fashion or make certain proposals based on facts and observations
Summarise	set out/draw together the main points of content, orally or in writing

12. GLOSSARY OF SUBJECT TERMS

12.1 Recipe terms

12.1.1 Preparation techniques

Grease to cover the surface of a baking dish, cake, tin, baking sheet, etc. with fat or oil

Steep soak thoroughly.

12.1.2 Mixing Terms

Beat usually done with a fork, whisk or egg beater to obtain a smooth mixture or to incorporate air

Blend to mix cereal with a liquid, e.g. flour and milk, to a smooth paste

Cream to soften the margarine, butter or fat by adding sugar until creamy, light and fluffy.

Fold in to mix a light mixture into a heavier mixture by using a metal or wooden spoon, e.g. beaten egg-white or whipped ingredients into another heavier mixture, or flour into a creamed cake mixture. This is done very lightly and gently using the movement of the wrist.

Rubbing in/Cutting in to rub the fat into a flour mixture with the fingertips or cut it in with a pastry cutter or two knives. This method also incorporates air in the preparation of doughs.

12.1.3 Terms used when heat is applied in cooking

Bain-marie baking in a water bed at a low temperature

Bake to cook food by dry heat, usually in the oven or a stove

Boil to boil food in boiling liquid – bubbles rise and break at the surface

Braise to cook food, especially meat in a small amount of liquid

Deep fat fry food frying while half- or fully-covered with hot oil

Poach to simmer tender foods for a short time in a small amount of water – the water is not in direct contact with the food or barely covers the food, e.g. eggs or fish

Sauté glaze and fry lightly and quickly in a little fat while turning or stirring continuously

Shallow fry oil or melted fat just covering the surface of a frying pan or saucepan

Simmer food cooked in very slow boiling liquid

Steam	to expose the food to steam. Food is usually covered and steamed over or in boiling water, but not in direct contact with the boiling water
Stew	to cook food in a small amount of liquid, boiling very slowly over low heat.

12.1.4 General terms and techniques

Coat	to cover with a thin layer, e.g. with a coating sauce or batter or egg and crumbs, or coating the back of a spoon to test the consistency of a sauce
Garnish	to decorate a dish to improve its appearance. It must be edible and is usually bright in colour. Do not cover a dish with garnish
Marinade	it is a mixture of oil, vinegar or wine, and herbs. Meat is left overnight (or for at least two hours) in marinade before cooking, or salads and fish are covered with marinade just before serving or cooking. Marinade softens the meat fibres and improves the flavour of a dish
Scald	to heat milk till just below boiling point
Thicken	to thicken a liquid mixture by adding flour or egg

12.1.5 Menu and cookery terms

Au gratin	a vegetable dish covered with a white sauce and breadcrumbs, then baked in the oven till light brown. Cheese is sometimes added but this is optional
Bake blind	to bake pastry shells or cases without filling. To prevent raised portions of crust from losing shape, the bottom of the case is pricked with a fork or covered with wax wrap and dried beans or samp put inside. These are removed after baking.
Bard	to cover with bacon or strips of fat, before roasting to prevent drying out
Béchamel	a white sauce flavoured with cream or chicken stock to give extra richness
Bouillon	beef or chicken cubes, highly concentrated, to be served as soup or gravy bases
Caramelise	to heat sugar until a brown liquid is formed – it develops a characteristic flavour
Casserole	it is a fireproof dish in which food is cooked in the oven and served from the oven to the table
Croquettes	small meatballs or fish balls fried in deep fat. The meatballs may be covered with a batter before frying
Croutons	cubes of fried or toasted bread served with dried vegetable soups

Fillet	meat or fish without bones
Lard	to insert strips of fat or fatty meat e.g. bacon into meat
Meringue	egg-white and sugar stiffly beaten together and baked at a low temperature (120° C) until dry
Panada	a thick white sauce serving as a base in soufflés
Purée	cooked fruit or vegetables put through a sieve. It is used as an ingredient in soups and fillings for tarts or tartlets
Rechauffé	a dish made of re-heated left over foods
Roux	a roux is made by melting fat and then stirring flour into the melted fat. It is the starting point in the preparation of a white sauce
Soufflé	soufflé means puffed. It is a light, puffed dish made by incorporating stiffly beaten egg-white

12.2 Other subject terms

Balanced diet	a diet that contains adequate amounts of all the necessary nutrients required for healthy growth and activity in the body
Body mass index (BMI)	body mass index (BMI) is a measure of body fat based on height and weight that applies to adult men and women.
Deficiency diseases	any illness associated with an insufficient supply of one or more essential dietary constituent
Diet	the usual food and/or drink regularly consumed by a person, e.g. a vegetarian <i>diet</i>
Food additives	any of a large variety of substances or material added to foods to prevent spoilage, improve appearance, enhance flavor or texture or increase nutritional value
Food spoilage	the process in which food deteriorates to the point in which it is not edible to humans
Health	the state of being free from illness or injury:
Insurance	a contract, represented by a policy, in which an individual or entity receives financial protection or reimbursement against losses from an insurance company
Investments	an item or goods, called assets that are purchased not to be used the same day but used with the hope that it will generate income or create wealth in the future
Malnutrition	a condition that develops when the body does not get the right amount of the necessary nutrient it needs to maintain healthy tissue and organ functions

Micro-organisms	any organism too small to be viewed by the unaided eye, like bacteria, protozoa, and some fungi and algae
Nutrient	a source of nourishment, especially a nourishing ingredient in a food
Nutrition	the science or study that deals with food and nourishment in especially in humans.
Pathogenic organisms	organisms including bacteria, viruses or cysts capable of causing diseases in the human body
Savings	savings consists of the amount left over when the cost of a person's consumer expenditure is subtracted from the amount of disposable income he earns in a given period of time
Socialisation	adoption of the behaviour patterns of the surrounding culture
Wardrobe	a collection of wearing apparel of one person

ANNEXE A: *Assessment criteria for coursework practical exercises* ***(school-based assessment)***

Allocation of marks

The total of 100 marks is allocated in the following way.

Section A

Written Preparation - choice and plan	20 marks
Method of working	35 marks
Quality/results	35 marks

Section B

Written explanation or evaluation	10 marks
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DETAILED ALLOCATION OF MARKS: All 4 sections are teacher assessed

Section A

Written Preparation

1. Choice (Max 8 marks)

General points - applicable to each practical exercise

The dishes chosen should

- (a) meet the specific requirements of the practical exercise
- (b) meet the degree and standard expected of Grade 11
- (c) have an attractive appearance
- (d) show thought for economy of fuel and food
- (e) show a variety of skills and techniques
- (f) show an awareness of the time available for cooking, cleaning up and serving

2. Plan of Work (Max 12 marks)

Ingredients for each dish - dishes chosen must be clearly listed with quantity of each ingredient for each dish in metric measurement.

- (a) Time Plan** Please allow extra time to complete this section if necessary. Report to moderators details of how much time was allowed.

Learners should show

- (i) sensible sequence with adequate timing;
- (ii) clear indication of method for each dish ;
- (iii) oven temperature and cooking times for each dish;
- (iv) each item followed through to serving stage;
- (v) time allowed for clearing and dish washing at convenient points in the schedule;
- (vi) allowance of time for serving (displaying) dishes.

Detailed timing is **not** required - credit will be given for a clear logical sequence of work.

(b) Shopping List

This should give correct **total quantities** of **all** ingredients required under the correct headings. Any special equipment needed should be stated.

3. Method of working (Max 35 marks)

Award marks for the following points.

- | | |
|----------------------------------------------------------------------------------------------------------------------|---------|
| (a) General approach to the practical exercise - business-like, well-organised, appreciation of timing | 5 marks |
| (b) Methods used in preparing food and dishes i.e. general manipulation, how well skills had been executed/performed | 9 marks |
| (c) Variety of skills and degree of skill (number, type and difficulty of skills) | 5 marks |
| (d) Fuel economy in relation to gas, electric, solid fuel and microwave | 3 marks |
| (e) Hygiene - learner him/herself, handling of food, working area and final serving | 5 marks |
| (f) Food economy, judgement of quantities | 3 marks |
| (g) Tidy and methodical work throughout | 5 marks |

If a learner is extremely untidy, more than 6 marks may be deducted. If so, please comment on the mark sheet.

Where a learner is preparing very simple dishes, the maximum mark of 35 should be reduced accordingly.

As a general guide, 18/35 (50%) should be awarded for methods which just deserve a pass, 21/35 (60%) for a really sound pass and 28/35 (80%) for very good methods, excellent timing and a variety of skills shown - this mark will only be given to a very able learner. A learner who shows little skill and who has not chosen a sufficient number of dishes for the available time cannot be given more than 16/35 (48%) for this section.

Late finishing - no penalty for 5 minutes, but any item served 10 minutes after the end of the test cannot receive a mark.

4. Quality/Results (Max 35 marks)

After the teacher has judged the difficulty of the dishes chosen, he/she gives a total mark to each dish on the working mark sheet, leaving room on the grid for a fourth dish to be worked into the 35 marks.

It is expected that marks for *Method of working* and for *Results* will be within 5 marks of each other. When the difference is greater, an explanation must be given on the mark sheet. In assessing the quality of finished dishes, please write comments on the assessment sheet about the flavour, texture and appearance. Presentation is assessed with a separate, overall mark of 5.

Section B - Evaluation (Max 10 marks)

This is a separate exercise to be conducted after the practical work is concluded. It can be used to explain the reasons for choice. Also in evaluating their own work, learners have the opportunity to comment on their achievements. They may taste the dishes and make practical suggestions for improvements. They may comment on the timing or the skills used. If necessary, learners may be allowed a short break (30 minutes) between concluding the practical exercise and writing the evaluation (Section B). No more than 30 minutes is allowed for writing this part.

ANNEXE B: Symbols for units

These terms will be used by principal examiners during the setting of papers.

<i>Unit</i>	<i>Name of unit</i>	<i>Symbol for units</i>
Length	millimeter	mm
	centimeter	cm
	metre	m
	kilometer	km
Weight/mass	milligram	mg
	gram	g
	kilogram	kg
Volume	millilitre	ml
	litre	l
Time	second	s
	minute	min
	hour	h
Energy values	Joule	J
	kiloJoule	kJ
	calorie	cal
Temperature	degrees Celsius	°C
	degrees Fahrenheit	°F

ANNEXE C: Keeping records and recording marks on assessment forms

Teachers will be responsible for keeping records and recording marks for the following components.

- 1.** Coursework practical exercise number one (CW1) – must be used for coursework practical exercise no. 1 which is completed in Grade 10.
- 2.** Coursework practical exercise number two (CW2) – must be used for coursework practical exercise no.2 which is completed in Grade 11.
- 3.** Summary form for coursework practical exercises one and two (CW3) – The marks of CW1 and CW2 will be transferred onto CW3. The converted marks on this form will be transferred to the MS1 (provided by DNEA).
- 4.** Practical test assessment summary form (PT 1) – must be used for the practical test.

[illegible]

Name of teacher completing this form		Signature		Date						
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**A. INSTRUCTIONS FOR COMPLETING COURSEWORK PRACTICAL EXERCISE
NO. 1 ASSESSMENT SUMMARY FORM**

1. Complete the information at the head of the form.
2. List the candidates' names in an alphabetical order (CW 1)
3. Transfer each candidate's marks from coursework practical exercises no.1 and 2 (CW1 and CW2) to the summary form for coursework practical as follows:
 - a) Enter the marks awarded for coursework practical exercises no. 1 and 2 (CW1 and CW 2) on the coursework practical summary form (CW3)
 - b) Add the totals together.
 - c) Divide the total by 2 and write it in the "Converted mark" column. Transfer the converted mark to the MS1 as provided by the DNEA.

[illegible]

**A. INSTRUCTIONS FOR COMPLETING COURSEWORK PRACTICAL EXERCISE
NO. 2 ASSESSMENT SUMMARY FORM**

1. Complete the information at the head of the form.
2. List the candidates' names in an alphabetical order (CW 1)
3. Transfer each candidate's marks from coursework practical exercises no.1and 2 (CW1 and CW2) on the summary form for coursework practical as follows:
 - a) Enter the marks awarded for coursework practical exercises no. 1 and 2 (CW1 and CW 2) on the coursework practical summary form (CW3)
 - b) Add the totals together.
 - c) Divide the total by 2 and write it in the "Converted mark" column. Transfer the converted mark to the MS1 as provided by the DNEA.

INSTRUCTIONS FOR COMPLETING SUMMARY FORM FOR COURSEWORK PRACTICAL EXERCISES

- Complete the information at the head of the form.
- Mark the coursework practical exercises for each candidate.
- Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
- Ensure that the addition of marks is independently checked.

Retain all Individual candidate working mark sheets for practical work **which will be required for external moderation**. Further detailed instructions about external moderation will be sent in the 3rd term of the year of the examination. See also the instructions on the coursework practical exercises and practical test assessment summary form

A. INSTRUCTIONS FOR COMPLETING COURSEWORK PRACTICAL TEST ASSESSMENT SUMMARY FORM (PT1)

1. Complete the information at the head of the form.
2. List the candidates in the order in which the names are printed on MS1 (i.e. in order of candidate examination number order, where this is known, see item B1 below).
3. Transfer each candidate's marks from his or her Individual Working mark sheet to this form as follows:
 - a) Where there are columns for individual skills or assignments, enter the marks awarded.
 - b) In the column headed 'Total mark', enter the total mark awarded.

B. PROCEDURES FOR EXTERNAL MODERATION

1. The DNEA sends computer-printed practical mark sheets MS1 to each centre showing the names and examination numbers of each candidate. Transfer the total mark for each candidate from the practical test assessment summary form to the computer-printed practical mark sheet MS1.
2. Despatch the top sheet of the computer-printed practical mark sheet MS1 (marked 'This copy is to be sent to the DNEA'), **to reach the DNEA on a date to be announced officially.**
3. Send all of the candidates' work with the corresponding individual working mark sheets, photographs of candidates' dishes, this summary form and the first copy of the MS1 marked 'This copy is to be sent to the moderator **to reach the DNEA on a date to be announced officially..**

6. INDIVIDUAL CANDIDATE WORKING MARK SHEETS

**MINISTRY OF EDUCATION,
ARTS AND CULTURE**
NATIONAL EXAMINATIONS



REPUBLIC OF NAMIBIA

HOME ECONOMICS

Working mark sheet for coursework
practical exercises and practical tests

Centre number					Centre name	
Candidate number					Candidate name	
November					Question number	

	Max Mark			
Preparation session		Comments	Mark	
Choice	8			
Plan of work				
Ingredients	4			
Time Plan	4			
Shopping List	4			
TOTAL	20			
Method of working		Comments	Mark	
General approach	5			
Methods used	9			
Variety of skills	5			
Fuel economy	3			
Hygiene	5			
Food economy	3			
Tidy and methodical work	5			
TOTAL	35			
Quality/Results		Comments on dishes chosen	Mark	
Dish 1:				
Dish 2:				
Dish 3:				
Dish 4:				
Overall presentation	5			
TOTAL	35			
Evaluation	10			
TOTAL	100			

INSTRUCTIONS FOR COMPLETING INDIVIDUAL WORKING MARK SHEETS FOR COURSEWORK PRACTICAL EXERCISES AND PRACTICAL TEST

- Complete the information at the head of the form.
- Mark the practical assignment for each candidate.
- Enter marks and total marks in the appropriate spaces. Complete any other sections of the form required.
- Ensure that the addition of marks is independently checked.
- Transfer the marks to the coursework practical exercise and practical test assessment summary form in accordance with the instructions given on that document.
- Retain all individual candidate working mark sheets for practical work **which will be required for external moderation**. Further detailed instructions about external moderation will be sent in the 3rd term of the year of the examination. See also the instructions on the coursework practical exercise and practical test assessment summary form.

MINISTRY OF EDUCATION,

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NATIONAL EXAMINATIONS**



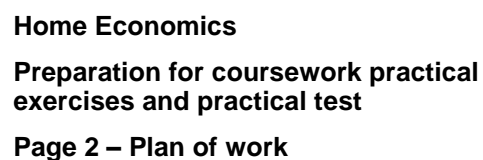
REPUBLIC OF NAMIBIA

**NSSCO Home Economics
Preparation for coursework
practical exercises and practical
test**

Page 1 – Dishes chosen

Centre number					Centre name	
Candidate number					Candidate name	
November					Question number	

Dishes chosen	Ingredients for each dish





Page 3 – Plan of work

**MINISTRY OF EDUCATION,
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Home Economics

Preparation for coursework practical exercises and practical test

Page 4 – Shopping list

Centre number					Centre name	
Candidate number					Candidate name	
November					Question number	

[illegible]



Centre number					Centre name	
Candidate number					Candidate name	
November					Question number	

[illegible]



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