



Solomon Islands Government

# SECONDARY HOME ECONOMICS SYLLABUS



Years 7 - 9

Ministry of Education and  
Human Resources Development





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## Foreword

The current restructuring and reform of the Solomon Islands Education System has been guided by the *Education Sector Investment and Reform Programme (ESIRP)* and the *Education Strategic Plan (ESP)*. One of the major reforms undertaken by the Curriculum Review and Reform Programme (CRRP) is the development of a new contextually relevant curriculum and resources for Early Childhood Education, Primary, Secondary Schools and Technical Vocational Education and Training (TVET). The reform as reflected in the *National Action Education Plan (NEAP 2010 -2012)* and *Education Strategic Framework (2007 – 2015)* vision which emphasizes education for life through which relevant knowledge skills and attitudes can be acquired. It stresses that learning opportunities offered should enable learners to live in harmony with others and with their environment and to prepare for adult life and making a living.

The revised *Home Economics syllabus* prescribes the Year 7 to 9 courses in Home Economics for secondary schools in the Solomon Islands. It guides teachers to implement the syllabus according to the learning outcomes to meet learners' needs. The prescribed teaching and learning programme is intended to contribute to the holistic development of the learner as an individual and helps learners in the development of knowledge, skills and positive values and attitudes.

The syllabus is outcome based. It focuses on the learners and what they are expected to understand, know, be able to do and be able to appreciate knowledge and skills that they learn. It is concerned with the achievement of learning outcomes. This means the syllabus focuses on how learners may be able to make use of the content learnt to benefit their own lives.

The development and implementation of the syllabus is important for all policy makers, education authorities and other stake holders to achieve the *National Action Education Plan (NEAP 2010 - 2012)* and *Education Strategic Framework (2007 – 2015)* vision.

As the Minister responsible for the provision of education services in the Solomon Islands, I commend and endorse this syllabus as the official document for teaching and learning of Home Economics in Secondary Schools throughout the Solomon Islands.



Hon. Reuben Inoana Dick Ha'amori  
Honourable Minister of Education, 2013  
Ministry of Education and Human Resources Development

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## **Subject Advisory Committee and Workshop participants**

- Secondary Home Economics Advisory Committee members (2004 – 2009)
- Secondary Home Economics Workshop Participants (annual June workshops, 2004 – 2009)
- Secondary Home Economics Working Group members (2007-2010)

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## **Quality Assurance Group**

- University of Waikato Quality Assurance Group
- Curriculum Coordination and Implementation Committee (CCIC)
- National Curriculum Advisory Committee (NCAB)

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- The New Zealand Aid
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- The Solomon Islands Government





## Section 1. INTRODUCTION

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The National Curriculum Statement states that Education is a lifelong learning process. In Solomon Islands, an outcome based education approach was adapted to develop the Home Economics syllabus, learning and teaching materials. The Home Economics Syllabus has been designed using Learning Outcomes which identify the knowledge, understanding, skills, attitudes and values that all Learners should achieve and demonstrate by the end of Year Nine (Yr. 9). Home Economics integrates relevant knowledge from physical, biological, social sciences, humanities and locally to ensure the syllabus provides understanding, skills, values and attitudes for all learners. Home Economics is one of the national curriculum learning areas and builds on the teaching and learning of fundamental knowledge, understanding, skills, values and attitudes from family and school which are shaping our world and the world for future generations.

Learning Home Economics is fundamental to understanding the world in which we live and work. It enables learners to focus on the well being of themselves, within the family, communities and work places. The Home Economics syllabus encourages personal growth and interdependence, with the environment and in promoting informed decisions in the areas food and nutrition, textiles and fashion, human development, relationships and behavior. The syllabus also provides learners with time and space to reflect on learning about the diverse systems of indigenous knowledge development and skills transfer practiced for many years in the past.

The syllabus emphasizes learners working individually and in groups, in planning and carrying out of investigations, and practicals in Home Economics. The learners are able to evaluate issues and problems, identify questions for inquiry and draw evidenced based conclusions from their investigations or practicals. Through this problem solving process learners develop critical thinking skills, innovative and creative. Learners are provided with experiences in making informed decisions personally, in their families, about the environment, the natural and technological world and are able to communicate their knowledge, understanding, ideas and perceptions. The practical nature of Home Economics must be emphasized through hands on activities which will occupy a substantial amount of time. The learners will be required to undertake research projects', hands on" practicals, investigations and other individual tasks. The Home Economics Curriculum is designed for all learners both males and females. Home Economics education is now compulsory unlike in the past it was meant only for females. With ability and interest in Home Economics, some will continue to study it as an integrated subject, some will study specialist areas and others may do both.

Assessment is an important component of teaching and learning and is integrated into the teaching and learning activities of Home Economics. The emphasis is on continuous assessment and as such will provide feedback to learners and the teacher on learner's progress towards achievements of the learning outcomes. It helps learners improve their standards of achievements by knowing what they need to do well and where they need to improve. In Home Economics, teachers will gather evidence from learner's work during the course of the term and uses those continuous assessments to improve their teaching and learner's learning.

To promote a contemporary and comprehensive Home Economics education, this curriculum has been organized into learning strands. The five strands are: Food and Nutrition, Management Process, Clothing and Textiles, Home Management and Family Studies. These strands provide the broad learning contexts and are further subdivided into sub strands in the Home Economics curriculum.

## Section 2. RATIONALE

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Home Economics is a field of study which draws relevant knowledge from physical, biological and social sciences and humanities. Home Economics brings together theoretical understanding and practical applications related to food and nutrition, human development and relationships, living environments, health and textiles. It integrates and uses this knowledge in practical applications of problem solving, decision making and planning processes, in the day to day life of families, communities and the nation. It also promotes the health and personal development of learners and fosters understanding and respect for themselves, others and respond to the needs of people at all ages.

Home Economics recognizes that the Solomon Islands as a nation is continuously faced with social, economic, political and technological changes that challenge families, communities and the nation's beliefs and values. As such, the subject in this way, challenges of living with the wider global society can be addressed as it is now compulsory for both boys and girls in the secondary school system. Home Economics in Solomon Islands plays a unique role in education. Its central focus is the well being of persons within the family, communities and work places. It encourages personal growth and interdependence, with the environment and in promoting informed decisions in the areas food and nutrition, textiles and fashion, human development, relationships and behaviour. In this way Home Economics education helps people to live and work effectively within a diverse society. Its practical and skill nature contributes meaningful, to the challenges young people face as it should prepare them to take up the challenges with confidence.

It also prepares young people for life in their own societies, as it provides a basis for those seeking employment in a wide range of careers such as industry, commerce, health and social services and also for those who wish to become self-employed and for those who wish to use skills learnt to improve their own livelihoods and communities.

### Section 3. AIMS

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Home Economics focuses its aims towards improved standards of living, work, leisure and life experience. The Home Economics Syllabus is divided into two parts, both of which have the same aims. The **CORE SYLLABUS** is to be taught to all learners for two periods per week and an **EXTENSION SYLLABUS** is to be taught to learners choosing to specialize in Home Economics for a further two periods per week. This will be offered as an alternative to EXTENSION TECHNOLOGY. In the extension syllabus learners will do more in content and practical activities than those learners who are only taking the Core syllabus.

The aims of the Home Economics Syllabus are to:

- promote good health of the 'total' person
- provide knowledge and skills that will enable selection, preparation and presentation of food to maintain a healthy life style
- develop knowledge and skills required for the effective organization and management of resources in the continuously changing societies within the family and community
- create a conducive environment that develops inventiveness, aesthetic awareness and creativity.
- develop an understanding of the consumer's role in the society
- develop an awareness of the health and safety aspects involved in the use of materials and equipment in the Home Economics department, family homes and community
- value, preserve and promote the importance of Solomon Islands customs and traditions that make Solomon Islands society unique
- encourage active participation as responsible members of the community in matters that affect the welfare of the family
- understand the significance of the family in Solomon Islands' society and the roles it play in the growth and development of its members
- emphasize the value, importance and nutritional quality of local food resources
- develop skills of consumer awareness for informed decision making and participation in the market place
- develop an understanding of human needs (physical, social, emotional, economic and political), and appropriate ways of fulfilling these needs, for individuals, families and communities
- develop skills for employment
- acquire knowledge, understanding, skills and attitudes in sewing, pattern drafting, garment construction and selection of suitable clothing in the Solomon Islands.

## Section 4. SYLLABUS STRUCTURE

This section contains the main components of the Syllabus as shown below.

Subject: title:      Year: no.		
<b>Strand: Title</b> A strand is the term for the main areas of study into which the subject is divided: In Home Economics, the five strands are: Food and Nutrition, Home Management, Clothing and Textiles, Family Studies and Management Process.		
<b>Sub-strand: Title (Periods)</b> A strand is sub-divided into sub-strands. For example, within the Year 7 Home Economics Food and Nutrition strand, the sub-strands are, Cooking basics and food groups, kitchen safety, hygiene and cooking methods, food gardens and food preparation		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>General learning outcomes</b> are statements that specify what learners will know or be able to do as a result of a learning activity. General outcomes are usually expressed as <i>Knowledge, Understanding, Skills, Attitudes or Values</i> . The brackets after each Outcome refer to the kind of Outcome: <i>coded</i> Know...(k) Understand...(u) Be able to do...(s) Appreciate...(a/v)	<b>Learners should be able to</b>  <i>Specific learning outcomes</i> are examples of things students can do, demonstrate or understand if they have achieved the Specific Learning Outcomes. They are usually observable and measurable.	<b>Learners can be assessed on</b>  For selected General Learning Outcomes or Specific Learning Outcomes there is a <b>Suggested Assessment Event</b> . This is a suggested way of assessing one or more General Learning Outcomes or Specific Learning Outcomes formally for the purposes of recording the learner's progress. Examples are given here. Other examples are in the text book. Other General Learning Outcomes and Specific Learning Outcomes will also be assessed and the assessment may also be recorded.

## Section 5. STRAND STATEMENTS

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This section contains a brief statement for each of the strands covering years 7 - 9. This outlines the topics covered by each strand and the aims of teaching that strand. The statements for each of the strands covered in this syllabus are briefly outlined below:

### **Strand 1: Food and Nutrition**

The learners will explore the relationship between food, nutrition and health. They will learn and acquire skills in kitchen management, food selection, and food preservation and food hygiene and safety practices. Learners will also write nutritious recipes that are based on the food nutrient content, make food budgets and plan meals for a variety of occasion. Learners will select and use food preparation techniques, methods of cooking and presentation of health - promoting foods and drinks to reflect current trends. They should also be able to share this knowledge with their families and communities to improve the nutritional status of Solomon Islanders.

### **Strand 2: Management Process**

The learners will learn the steps and skills in the management process and be able to apply them in their daily lives. They will also use the management process in other subjects and in any situation that may arise.

### **Strand 3: Home Management**

The learners will learn about types of housing structures from different provinces, procedures of how to own, care, clean and decorate a house and their rights and responsibilities when buying household items. They will also learn to create a home environment that promotes optimum development through better understanding of different traditions and cultures of Solomon Islands and the changes brought about by modernization. In addition, learners will use management and decision making processes in various projects they undertake and in their day to day living.

### **Strand 4: Clothing and Textiles**

The learners will learn about basic sewing equipment, hand stitches, machine skills and mending garments. They will explore different textile fibres and how they are made into fabric. They will also draft, adapt patterns and construct garments. Furthermore, learners will use the management process to choose and sew suitable clothing for people of all ages that are appropriate for climate, occasion and society. They will develop individual personality through wise selection of clothing acceptable in Solomon Islands' society.

### **Strand 5: Family Studies**

The learners will learn about types of families, their functions, needs, roles and responsibilities. They will learn goal settings, standards and values at individual, family, school and community levels. In addition learners will develop responsibility at individual, family and community levels for the well being of the nation through valuing themselves and becoming aware of how family dynamics affect the individual, the community and the society. Furthermore, young Solomon Islanders will explore the importance of participating in community activities that relate to improvement in the well being of the people and the nation.

## Section 6. PROCESSES AND SKILLS

This section contains a list of skills which learners should acquire in learning the subject and processes which will be used to learn and teach the subject. Teachers should use this as a check list to ensure that skills are being learnt and the processes are being used. The table of **Skills, Attitudes, Values, Behaviour and Processes** for this syllabus is outlined below.

Year	Planning, preparing, cooking and presentation	Construction skills	Organisation and Safety Skills	Interpretation and analysing of information	Management, Goal setting and Decision Making	Communication, demonstration, writing, drawing	Investigation, research, Problem solving and evaluation
7	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>plan the organisation of the cooking room</li> <li>plan a well organised kitchen to prevent accidents</li> <li>plan menu, prepare, cook and present a meal using a recipe</li> <li>use skills to chop, cut, slice, strain &amp; peel in cooking practical</li> </ul>	<b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>apply basic hand and creative stitches</li> <li>thread sewing machine</li> <li>wind the bobbin</li> <li>practice machine skills</li> <li>correct sewing machine problems</li> <li>practice oiling the sewing machine</li> <li>sew seams</li> <li>mend garment items (patching, darning)</li> </ul> <b>Home Management</b> <ul style="list-style-type: none"> <li>construct an improvised item or equipment</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>organise cleanup programmes</li> <li>prioritise goals</li> <li>proper use, care and storage of modern and traditional equipment and cleaning agents</li> <li>proper sanitation</li> <li>set, arrange home furniture and equipment</li> <li>use safety measures in the home</li> <li>collect traditional and modern equipment and cleaning equipment</li> <li>First aid</li> </ul>	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>interpret different sections of a recipe</li> </ul>	<b>Family Studies</b> <ul style="list-style-type: none"> <li>set individual and family goals</li> <li>prioritise goals</li> </ul>	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>write own traditional recipes</li> </ul> <b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>draw machining skills</li> </ul>	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>evaluate recipe parts and nutritive value of a meal whether it consists of the 3 food groups</li> </ul>

Year	Planning, preparing, cooking and presentation	Construction skills	Organisation and Safety Skills	Interpretation and analysing of information	Management, Goal setting and Decision Making	Communication, demonstration, writing, drawing	Investigation, research, Problem solving and evaluation
8	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>plan and prepare a meal to improve the nutritive value of convenience foods</li> <li>plan and prepare a nutritious meal for children</li> </ul> <b>Home management</b> <ul style="list-style-type: none"> <li>plan use of money</li> </ul>	<b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>take accurate body measurements</li> <li>estimate required amount of fabric</li> <li>sew garment</li> <li>make a traditional textile</li> <li>formulate sewing processes</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>plan and make a Supsup garden</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>collect pictures of people wearing suitable garment for different occasions</li> <li>collect pictures and label types of houses in Solomon Islands</li> <li>collect traditional fibres</li> <li>proper use of cleaning agents and equipment</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>sterilize feeding utensils</li> </ul> <b>Family studies</b> <ul style="list-style-type: none"> <li>organise school activities in groups</li> </ul>	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>analyse nutritive value of advertisement</li> <li>analyse junk foods, and effects of eating too much</li> <li>compare prices of food items</li> </ul> <b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>interpret pattern symbols and instructions for drafting block patterns</li> <li>draft blocks for patterns</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>make decisions on purchasing items</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>analyse food nutrient content using food composition tables</li> <li>make choices on recipes</li> </ul> <b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>choose types of garments to make</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>draw a sketch of a dream house and apply elements and principles of design in house decoration</li> <li>story telling</li> <li>dialogue</li> </ul> <b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>apply elements and principles of design in fashion</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>evaluate finished or complete products</li> <li>investigate ways to improve landscaping and beautification</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>evaluate nutritive value of a meal</li> </ul>

Year	Planning, preparing, cooking and presentation	Construction skills	Organisation and Safety Skills	Interpretation and analysing of information	Management, Goal setting and Decision Making	Communication, demonstration, writing, drawing	Investigation, research, Problem solving and evaluation
9	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>plan a fortnightly food budget</li> <li>plan and prepare a meal using one of the traditional cooking methods</li> <li>plan and prepare a nutritive snack or a meal for one of the special needs</li> <li>plan and prepare meals and programme for special occasions</li> </ul>	<b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>construct identified and selected project</li> </ul> <b>Home Management</b> <ul style="list-style-type: none"> <li>construct a model home by applying principles and elements of design</li> <li>make a simple floral arrangement</li> <li>recycle an item from an existing item</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>demonstrate safety in the home</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>organise programme for special occasions</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>compare prices of household items</li> </ul> <b>Family Studies</b> <ul style="list-style-type: none"> <li>analyse case study in barriers and skills to effective communication</li> </ul>	<b>Home Management</b> <ul style="list-style-type: none"> <li>apply management and decision making processes in designing a weekly time table</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>make decisions on food purchases based on nutritional content</li> </ul>	<b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>demonstrate proper ways of greeting and introducing people</li> <li>demonstrate importance of effective communication</li> <li>design food guidelines for selecting nutritious foods</li> </ul> <b>Home Management</b> <ul style="list-style-type: none"> <li>draw a simple cash book</li> <li>draw a colour wheel and discuss its effects</li> </ul>	<b>Clothing and Textiles</b> <ul style="list-style-type: none"> <li>conduct market survey for clothing project</li> <li>calculate cost of needed resources</li> <li>assess finished product</li> </ul> <b>Food and Nutrition</b> <ul style="list-style-type: none"> <li>evaluate nutritive value of a meal or snack for special needs</li> <li>evaluate programme for special occasions</li> </ul>



## Section 7. CONTRIBUTION TO KEY LEARNING OUTCOMES

This section contains a brief statement highlighting how key learning outcomes will be achieved through this syllabus. The contribution of the syllabus to each key learning outcome is outlined below.

Key Learning Outcomes	Home Economics contribution
<b>1. Culture promotion</b> Awareness of the Solomon Islands culture ; in particular, the promotion of the concept of 'unity in diversity', the need for equity, and inclusiveness	Traditional knowledge of diverse cultures, their uniqueness and skills. The integration of traditional and western knowledge and skills in all strands.
<b>2. Lifelong learning</b> Realisation that learning is a lifelong experience ; encouragement of innovation, creativity, and a positive view of learning at post-school	Decision making in food, clothing, home and family is to develop open mindedness, creativity, curiosity and ability to face problems with confidence in their everyday experiences. This should prepare them for lifelong learning.
<b>3. Ethics and good citizenship</b> Development of positive, moral and ethical values, with respect to others, based on personal integrity and social responsibility; focused on: values education; civics and citizenship.	The development of a sense of civic responsibility is emphasized in home management and family roles, responsibilities, values and goals set to become responsible and useful citizens of Solomon Islands.
<b>4. Peace and Reconciliation</b> Development of appropriate values, attitudes and skills for a post conflict or any similar situation	Home Economics promotes peace and reconciliation in highlighting barriers to effective communication, importance of communication in solving conflicts and learning to live in harmony.
<b>5. Technology</b> Use of appropriate traditional and modern technology to improve livelihoods and community standards of living	Concepts and understanding developed in Home Economics will contribute to knowing how traditional and modern home equipment, tools and appliances operate and can be used in their day to day living for example household appliances, cleaning agents, sewing machine, cooking utensils and so on.
<b>6. Entrepreneurship</b> The development of entrepreneurial skills for job creation through initiative and creativity	Home Economics promotes learners' knowing, thinking, investigating, creating, innovating, communicating, participating and reflecting on life skills for empowerment to become self reliant or self employed citizens for example the application of textile business and many products of Home Economics can be sold.
<b>7. Environment, Conservation and climate change</b> Awareness of Environment, Conservation and Climate Change develop positive attitudes and skills to love and care for them and promotes healthy place to live.	Home Economics promotes learners knowledge and skills on environment through correct rubbish disposal, care and cleaning of community surroundings. It also promotes Conservation through traditional textile and food preservation and Climate change through Home management principles of using household items and cooking systems.
<b>8. Development of the whole person</b> Development of interactive skills, social sensitivity, environmental and health awareness and good practices	Working together through collaboration and consultation and being open minded to new ideas are all part of development processes in Home Economics. It discusses current issues, how they affect people's lives and ways to cope with the issues.

## Section 8. LEARNING, TEACHING AND ASSESSMENT

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This section highlights learning teaching and assessment approaches that are available for learners and teachers to use.

### 8.1 Learning and Teaching Approaches

#### Learning

Learners are learning continuously and naturally throughout their lives. Learners are not passive recipients, but are actively engaged in transforming their present understanding and skills to take and make sense of pieces of information and experience. The Secondary Home Economics years are vital for the formation of knowledge, skills, attitudes and values for developing confidence in learners in their day to day living.

Home Economics is a practical subject in which learners understand things by carrying out practical work and investigation involving hands on projects to ensure learning of both theory and practical skills. Teachers must be creative, innovative and imaginative in their approach to teaching Home Economics in any given situation. Dedication, commitment and a desire to grow in the profession is required of teachers.

There are a wide range of appropriate teaching approaches or learning experiences that can be used to assist learners to develop skills and processes of Home Economics. Appropriate teaching or learning approaches need to be considered each time a lesson is planned to help learners achieve set objectives in the syllabus and to maintain learners interest.

## Teaching Strategies

A range of strategies for helping learners to achieve the overall learning outcomes are shown below. They are grouped into 8 categories.



## 8.2 Links with other Subjects

This table shows topics in Home Economics that are linked to other subjects which learners will learn. The table provides topics in Home Economics which other subjects teach so teachers can make reference to in their teaching. The link Home Economics has with other subjects is shown below.

Home Economics		Business Studies	
Teachers and learners must be aware that planning, wise buying and spending money are emphasised in Home Economics. Business Studies discuss these in more detail.			
Y8	Food Buying is covered in Food and Nutrition and methods of buying goods and services are covered in Home Management	Y8	Spending Money (Ways of purchasing goods and services cash and Credit), Aids to Trade Advertising, mail, fax, newspaper, TV, Telephone radio and email Banking (types of banking and other financial institutes NPF, credit union and finance)
Y9	Food and Nutrition emphasizes Food Budgeting Introduction to Textile Careers, Resources & Implementation and Evaluation are covered in Clothing and textiles	Y9	Budgeting Purpose (preparation of budget, types – good & bad)  Y7 sub strand Resources Natural & Human Made, Y8 Sub strand: Market Assessment &  Y9 Evaluation, Recommendation Protected & cash flow, Actual
Home Economics		Science	
Home Economics cover s specific nutrients and science provides a theoretical background to many topics discussed in Home Economics.			
Y8	Food and Nutrition cover food Nutrients	Y9	Digestive System & Nutrition
Home Economics		Physical Education	
First Aid is covered in home environment while PE covers it more in detail.			
Y7	Food and Nutrition covers Kitchen Safety and Hygiene Rules  Home Management teaches First Aid in the Home	Y7 Y8 Y9	Safety First Aid Kit, Injuries & Treatment, Types of Injuries, DRABC Treating & Resistance
Home Economics		Arts and Culture	
Home Economics emphasises knowledge and skills that relate to Solomon Islands cultures and traditions, linking with similar themes in Arts and Culture.			
Y8  Y9	Clothing and Textiles teaches Solomon Islands Textile Fibres  Home Management teaches Home Furnishing and focus on elements and principles of design	Y8	Woven Crafts of Solomon Islands and Pacific Regions  Y7 sub strand: Principles & Elements of design Line, Texture, Shape & Balance

Home Economics		Math	
Home Economics teach learners calculation of prices, mark up and selling prices, profit and also comparing prices while Math teaches more detail calculations.			
Y7	Food preparation, buying of food items, estimation of prices and cost of a plate per person.	Y7	Calculation, percentage and money
Y8	In Food preparation for children learners calculate the cost. In Home Management deal with revenue and expenditure and savings. Body measurements for pattern drafting in clothing and textiles also cover calculation	Y8	Ratio and proportion Percentage and money Measurement
Y9	In Textile business learners calculate selling price to make profit. In planning learner cost meals per head	Y9	Ratio and proportion and money
Home Economics		English	
Home Economics links with English in communication skills in all aspects. Family studies emphasize effective communication among family members to enhance living peacefully in the home and for better understanding of others within the communities.			
Y7	Explaining recipes and cooking methods	Y7	Listening and speaking
Y8	Communicating in food and nutrition through written and verbal forms for birthday parties. It can be formal or informal.	Y8	Listening and speaking
Y9	Family communication in family studies	Y9	Listening and speaking
Home Economics		Social Science	
Home Economics covers good governance, leadership, peace and reconciliation at the family level while Social science focus more on the community and national levels.			
Y7	Family studies deal with family relationships, lines, inheritance and happy family life	Y7	Traditional, governance and leadership
Y8	Family roles and responsibilities, ways of coping with role conflict, authority and decision making, Family relationships and empowerment also covered here	Y8	Practicing Peace Building
Y9	Family communications for good relationships	Y9	Practicing Peace Building
Home Economics		Christian Education	
Home Economics emphasizes moral values in all its strands for better relationship between learners and teachers while Christian Education covers it more in detail in the light of the word of God, the bible			
Y7	Moral values such as respect for others is emphasized in the practical aspect of Home Economics	Y7	Identity, rights and responsibility
Y8	Family studies emphasizes forgiveness and reconciliation in families facing social issues	Y8	Forgiveness and reconciliation
Y9	Family studies also cover marriage	Y9	Preparation for marriage and two fold commandments and respect for human life

Home Economics		Health Studies	
Home Economics in all aspects links with health.			
Y7	Safety, hygiene and preventative measures	Y7	Good healthy habits and safety practices, personal health, growth and development
Y8	Diet related diseases	Y8	Good healthy habits and safety practices, personal health, growth and development
Y9	Social issues	Y9	Good healthy habits and safety practices, personal health, growth and development
Home Economics		Agriculture	
Home Economics emphasizes importance of food gardens for consumption while agriculture discusses more in detail on commercial enterprise.			
Y7	Good food gardening and preparation.	Y7	Introduction to food gardening
Y8	Landscaping and Beautification	Y8 to Y9	Ornamental plants Small Business Enterprise holder Soil management
Home Economics		Technology	
Home Economics apply Management process while design and technology uses design process in a similar way. Both emphasize the usefulness of these processes in the learners' lives and encourage them to make it become part of their lives.			
Y7 to Y9	Management Process and application to cover in all strands. Safety measures are also covered here	Y7 to Y9	Design Process and its application in all strands and safety also of great emphasizes in here

### 8.3 Sensitive Issues

#### Gender

Gender is considered as one of the sensitive and controversial issues in Solomon Islands.

In Solomon Islands culture we have defined roles for males and females. It can be seen in jobs and in work places where some jobs are considered for females only and some are considered for males only. Even in subjects in schools, Home Economics in the past was only taken by females and Technology was only taken by males.

These stereotypical ideas about what learners can do, can limit our expectations of their ability or limit their access, participation and learning outcomes.

In implementation of the Home Economics Syllabus, which is for both males and females and compulsory for all learners in all secondary schools in Solomon Islands, teachers should promote:

- equal access for all learners
- equal participation of all learners
- equal learning outcomes for all learners

All learners must have access to resources such as teacher time, space in the classrooms, play grounds, equipment and opportunities. Teachers should:

- encourage both girls and boys
- help the girls as much as the boys
- distribute resources like books and papers fairly
- rotate tasks and responsibilities so that all learners have opportunities to do a range of different tasks
- provide opportunities for both girls and boys to take up leadership roles
- encourage learners to think about their own learning and set tasks for themselves
- encourage learners to develop skills to work together
- show both females and males that they are competent in all aspects of life.

Teachers must encourage learners to develop their personal abilities and make choices without the limitations set by stereotype, rigid sex roles and prejudices so that the different behaviours, aspirations and needs of boys and girls are considered, valued and favoured equally. It does not mean that boys and girls have to become the same, but that their rights and responsibilities will not depend on whether they are born male or female. There must be fairness of treatment for girls and boys according to their respective needs. This may include equal treatment that is different, but that is considered equivalent in terms of rights, benefits, obligations and opportunities.

**Food taboos** are part of Solomon Islands culture and certain religious beliefs. In food studies and practical cooking, teachers must be cautious in selection of foods that some learners are not offended.

#### 8.4 Assessment, Recording, Monitoring and Reporting

Assessment is a continuing process that involves gathering, analyzing and interpreting evidence, using suitable assessment activities to determine how well actual learner performances (outcomes) match expectations, and using such evidence to make judgment about the status of the learner's performance. The table below shows a range of ways of doing this.

Type of Assessment	Strategy
<b>Practical</b>	Cooking practical
	Practical sewing projects
	Practical in first aid/sanitation etc
	Setting & organizing of kitchen
	Arranging flowers
	Research
<b>Verbal</b>	
	Answer single questions
	Ask questions
	Present a verbal report
	Explain procedure or event (recipe, first aid etc)
	Lead a discussion
<b>Draw and / or label</b>	Role play
	Picture
	Diagram
<b>Written</b>	Graph/chart
	Provide a written report
	Written recipe
	Written instruction in sewing garments
	Write short answer in response to questions
	Fill in tables
	Perform calculation on data provided
	Write work plan



## Reporting

The purpose of reporting is to give information to learners about the extent to which they have achieved the expected learning outcomes. Reporting also gives feedback to teachers and parents. For each sub strand, the learning/teaching situation will have many assessment events. Each sub strand of this syllabus presents at least one example of an assessment event. The assessment events will be used to build a report on a learner's achievement over time.

A simple way of reporting learner's progress on learning outcomes is to complete a table for the learning year – see the example for Y 7.

### Report Record: Year 7

Semester 1				Semester 2		
Strand	Food & Nutrition	Home Management		Clothing & Textiles	Family Studies	
<b>Assessment event</b>	■ demonstrate skills in correct care of stove, sink and refrigerator.	■ draw a plan of a home by setting and arranging the home furniture and equipment to enhance safety	End of semester test (out of 20)	■ demonstrate correct use, care and storage of basic sewing equipment	■ write a story on how their own families perform physical, social, biological and economical functions	End Of Semester 2 test out of 30)
<b>Name</b>						
Jenny	A	PA 2	14	A	PA 4	20
Jay	PA 1	A	15	PA 3	NA	15
Jamie	PA 2	PA 1	15	PA 3	PA 3	15

**Key:** A = Learning Outcome Achieved  
PA = Learning Outcome Partially Achieved (PA 1 - PA 4)  
NA = Learning Outcome Not Achieved

**Note:** See **Section 15: Assessment** for detail explanation of assessment.

## Section 9. CURRICULUM PROFILE

Notes:

- 1) All periods are 40 minutes. There should be 8 periods per day, 40 periods per week.
- 2) All subjects are compulsory. All subjects must be continuously assessed through the Suggested Assessment Events in the main syllabuses. At present only English, Maths, Science and Social Science are assessed nationally in year 9.
- 3) All learners will take Core Home Economics and Core Technology, 2 periods per week each, and will have a choice between Extension Home Economics and Extension Technology for a further 2 periods.
- 4) Personal development subjects are grouped together. Schools may either timetable 2 periods per week for each through out the course or block the periods so learners take more periods of one subject at one time and more periods of another subject later e.g. 4 periods of P.E. one semester and 4 periods of Health the next semester.

Subject	Periods per week	Total time in minutes per week	% of total timetable (1600 mins)	Status
<b>Academic subjects</b>				
English	5	200	12.5	Compulsory assessed
Mathematics	5	200	12.5	Compulsory assessed
Science	4	160	10.0	Compulsory assessed
Social Studies	4	160	10.0	Compulsory assessed
Total Academic	18	720	45.0	Compulsory assessed
<b>Practical/vocational subjects</b>				
Agriculture	4	160	10.0	Compulsory assessed
Business Studies	4	160	10.0	Compulsory assessed
<b>Home Economics / Technology</b>	2 core each = 4 plus 2 extension, either H.E. or Technology	160 80	10.0 5.0	Compulsory assessed
Total Practical/ vocational	14	560	35.0	Compulsory assessed
Personal development subjects: Christian Education Arts and Culture Physical Education Health	8	320	20.0	Compulsory assessed
Total	40	1600	100	

## Section 10.1. CORE SCOPE AND SEQUENCE

This section shows the overview of the curriculum and the progression of each strand from one year level to the next in the syllabus as shown below.

Strand	Year 7	Year 8	Year 9
<b>Food and Nutrition</b>	<p><b>7.1 Cooking basics and Food groups</b></p> <p><b>7.1.1.1</b> reasons for cooking foods.</p> <p><b>7.1.2.1</b> changes in food when it is cooked.</p> <p><b>7.1.3.1</b> how heat affects food in cooking</p> <p><b>7.1.4.1</b> differences between growth, energy and protective foods</p> <p><b>7.1.4.2</b> different food groups, their nutrients, functions and food sources</p> <p><b>7.1.4.3</b> animal and plant protein foods</p> <p><b>7.1.5.1</b> names of protein, energy and vitamin and mineral deficiency diseases</p> <p><b>7.1.6.1</b> meaning of balanced meals and provide examples</p> <p><b>7.1.6.2</b> growth, energy and protective foods recipes</p> <p><b>7.1.7.1</b> use, care and storage of traditional and introduced kitchen equipment in practical cooking</p> <p><b>7.2 Kitchen safety, hygiene and cooking methods.</b></p> <p><b>7.2.1.1</b> well organized kitchen environment</p> <p><b>7.2.2.1</b> safety and hygiene rules in practical cooking</p> <p><b>7.2.3.1</b> common accidents and how to prevent them in the kitchen</p> <p><b>7.2.4.1</b> diseases caused by poor hygiene</p> <p><b>7.2.5.1</b> cooking methods, their advantages and disadvantages</p> <p><b>7.2.6.1</b> cooking practical using cooking methods</p> <p><b>7.2.7.1</b> uses, care and storage of traditional and modern kitchen equipment</p>	<p><b>8.1 Food for children</b></p> <p><b>8.1.1.1</b> reasons why children need good or special food</p> <p><b>8.1.2.1</b> 'Nutrients'</p> <p><b>8.1.2.2</b> nutrients, their functions and food sources</p> <p><b>8.1.3.1</b> importance of growth, energy and protective foods for children</p> <p><b>8.1.4.1</b> effects of excess or lack of the nutrients eaten by children (over nutrition, malnutrition and kwashiorkor)</p> <p><b>8.1.4.2</b> why malnutrition occurs in Solomon Islands and what can be done about it</p> <p><b>8.1.5.1</b> factors to consider when buying foods, and their importance</p> <p><b>8.1.6.1</b> nutritious snacks and drinks for children</p> <p><b>8.1.7.1</b> table setting for a young child</p> <p><b>8.1.7.2</b> planning, preparing and cooking meals for breakfast, lunch and evening meals</p> <p><b>8.1.7.3</b> factors that can make a meal enjoyable for children plan and organize a birthday party for children</p>	<p><b>9.5.1.1</b> difference between food guidelines and meal planning</p> <p><b>9.5.2.1</b> factors that influence diet</p> <p><b>9.5.3.1</b> elements each food nutrient is made of</p> <p><b>9.5.4.1</b> use food guidelines for selecting nutritious foods in Solomon Islands</p> <p><b>9.5.4.2</b> importance of food guidelines in planning, selecting and preparing of nutritious meals</p> <p><b>9.5.4.3</b> prepare meals and evaluate</p> <p><b>9.5.4.4</b> spend and analyze food intake using food guidelines in Solomon Islands</p> <p><b>9.5.4.5</b> to plan, prepare and present suitable meals for people with special needs using food guidelines</p> <p><b>9.6.1.1</b> importance of meal planning and food storage</p> <p><b>9.6.1.2</b> different storage methods for uncooked and cooked foods in Solomon Islands (practical)</p> <p><b>9.6.2.1</b> factors that affect meal planning</p> <p><b>9.6.3.1</b> meal customs affecting family</p>

Strand	Year 7	Year 8	Year 9
<b>Food and Nutrition</b>	<b>7.3 Food gardens and Food preparation</b> <b>7.3.1.1</b> importance of food gardens <b>7.3.2.1</b> cooking techniques, skills and common cookery terms (Recipe, Menu , Meal) <b>7.3.3.1</b> different sections of a recipe <b>7.3.4.1</b> menu planning using traditional recipe <b>7.3.5.1</b> term work plan <b>7.3.6.1</b> present a meal using a recipe <b>7.3.7.1</b> the need for a work plan in food preparation and presentation <b>7.3.8.1</b> formal table setting for two people <b>7.3.9.1</b> table manners <b>7.3.10.1</b> relationship between Food, Nutrition and Health	<b>8.2.1.1</b> “Junk Foods” <b>8.2.2.1</b> types of junk foods, their nutritive value and the effects of eating too much <b>8.2.2.2</b> nutritious snacks that can replace junk foods <b>8.2.3.1</b> examples to show how advertising of junk foods may affect the diet of Solomon Islanders <b>8.2.4.1</b> convenience foods <b>8.2.4.2</b> advantages and disadvantages of convenience foods <b>8.2.4.3</b> improve the nutritive value of convenience foods <b>8.2.5.1</b> links between convenience foods, junk foods and lifestyle diseases <b>8.2.6.1</b> factors to consider when buying convenience foods	<b>9.7.1.1</b> ‘Special dietary needs’ <b>9.7.1.2</b> people with special dietary needs <b>9.7.1.3</b> nutritional needs of each group <b>9.7.2.1</b> suitable foods for nutritious snack or meal for one of the special dietary needs <b>9.7.2.2</b> correct cleaning and washing procedures in all practical cooking
<b>Management Process</b>	<b>7.4 Management Process</b> <b>7.4.1.1</b> meaning of Management process <b>7.4.2.1</b> relationship between <i>management</i> and <i>decision making processes</i> <b>7.4.2.2</b> management process in day to day living	<b>Apply the Management Process in Projects</b>	<b>Apply the Management Process in Projects</b>

Strand	Year 7	Year 8	Year 9
Home management	<p><b>7.5 Houses, Homes and their cleaning in Solomon Islands</b></p> <p><b>7.5.1.1</b> difference between a 'House' and a 'Home'</p> <p><b>7.5.2.1</b> house and home structures in different communities.</p> <p><b>7.5.3.1</b> different areas of the home and their functions</p> <p><b>7.5.4.1</b> importance of safety in the home.</p> <p><b>7.5.5.1</b> reasons for cleaning the home</p> <p><b>7.5.6.1</b> advantages of making a house into a home</p> <p><b>7.5.7.1</b> ways of setting and arranging the home furniture and equipment</p> <p><b>7.5.8.1</b> meaning of terms cleaning equipment and cleaning agent.</p> <p><b>7.5.8.2</b> appropriate traditional and introduced cleaning equipment and cleaning agents</p> <p><b>7.5.8.3</b> traditional and introduced cleaning equipment and cleaning agents</p> <p><b>7.5.9.1</b> factors to consider when purchasing cleaning equipment and agents.</p> <p><b>7.5.10.1</b> use, safety measures, care and storage of traditional and introduced cleaning equipment and agents</p> <p><b>7.6 Care, cleaning and safety in the Home</b></p> <p><b>7.6.1.1</b> importance of cleaning the home</p> <p><b>7.6.2.1</b> proper ways of cleaning the kitchen, walls, windows, bathroom and toilets of the home</p> <p><b>7.6.3.1</b> housework plan</p> <p><b>7.6.4.1</b> safety in the home</p> <p><b>7.6.5.1</b> meaning of 'First Aid'</p> <p><b>7.6.5.2</b> importance of First Aid in the home</p> <p><b>7.6.5.3</b> common accidents in the home – burns and scalds, cuts and wounds, poisoning, choking, falls</p> <p><b>7.6.5.4</b> common first aid treatment on common accidents</p> <p><b>7.6.6.1</b> First Aid treatment for accidents in the home</p>	<p><b>8.3.1.1</b> meaning of money and management</p> <p><b>8.3.2.1</b> importance of budget</p> <p><b>8.3.3.1</b> different budgets</p> <p><b>8.3.4.1</b> different methods of buying goods, its advantages and disadvantages</p> <p><b>8.3.5.1</b> wise decisions when buying, handmade goods, kitchen equipment, clothing, household fabric items &amp; major home purchases</p> <p><b>8.3.6.1</b> advertising design analysis</p>	<p><b>9.3.1.1</b> home styles and examples</p> <p><b>9.3.1.2</b> meanings of desirable and amenity</p> <p><b>9.3.2.1</b> factors that make home pleasant to live in</p> <p><b>9.3.3.1</b> classroom or staffroom or a staff house bedroom, bathroom, toilet, laundry, kitchen, living room and outdoor living area cleaning and improvement</p> <p><b>9.3.4.1</b> evaluation of the work done</p> <p><b>9.3.5.1</b> colour wheel and the effects of colours</p> <p><b>9.3.5.2</b> suitable decorations for the home</p> <p><b>9.3.5.3</b> elements and principles of designs to improve the home</p> <p><b>9.3.6.1</b> model home applying elements and principles of design</p> <p><b>9.4.1.1</b> importance of improvisation, improvement and recycling.</p> <p><b>9.4.1.2</b> principles of improvement in the home</p> <p><b>9.4.1.3</b> importance of recycling household items</p> <p><b>9.4.2.1</b> household items or parts of the homes that can be improved</p> <p><b>9.4.2.2</b> parts of home, improvise or recycle an item from an existing household item</p> <p><b>9.4.3.1</b> meaning of 'Floral Arrangement'</p> <p><b>9.4.3.2</b> types of floral arrangement</p> <p><b>9.4.4.1</b> importance of floral arrangements</p> <p><b>9.4.5.1</b> simple floral arrangement</p> <p><b>9.4.6.1</b> decoration in class as part of their duty</p> <p><b>9.4.7.1</b> school decoration using different types of floral arrangement for a graduation ceremony</p>

Strand	Year 7	Year 8	Year 9
Clothing and textiles	<p><b>7.7 Basic Sewing</b></p> <p><b>7.7.1.1</b> different types of hand and creative stitches, seams, fasteners and their uses on garments.</p> <p><b>7.7.2.1</b> different types of hand and creative stitches, seams and fasteners on fabric samples</p> <p><b>7.7.3.1</b> sewing equipment needed to use in sewing the hand and creative stitches, seams and fasteners, their uses, care and storage</p> <p><b>7.7.4.1</b> ways that sewing can help people's lives</p> <p><b>7.7.5.1</b> basic sewing equipment with confidence</p> <p><b>7.7.6.1</b> types of seams and where they are applied on textile items</p> <p><b>7.7.7.1</b> sew plain, French and flat fell seams correctly</p> <p><b>7.8 Care and use of sewing machine</b></p> <p><b>7.8.1.1</b> types of fastenings and explain their differences and uses</p> <p><b>7.8.1.2</b> sew samples of fastenings</p>	<p><b>8.4.1.1</b> differences between modern and traditional fibres</p> <p><b>8.4.2.1</b> methods of fabric construction</p> <p><b>8.4.3.1</b> differences between basic hand stitches, creative stitches, seams and fastenings</p> <p><b>8.4.4.1</b> important skills in sewing and pattern making</p> <p><b>8.4.5.1</b> differences between commercial and non commercial patterns</p> <p><b>8.4.6.1</b> importance of the types of pattern symbols and their meanings and other notions</p>	<p><b>9.1.1.1</b> meaning of textile career</p> <p><b>9.1.2.1</b> traditional and modern textile careers and business in Solomon Islands.</p> <p><b>9.1.2.2</b> difficulties in textile careers</p> <p><b>9.1.3.1</b> goals for a textile project. (Suggestion school uniform drafted from shirt and skirt block. Draft trouser or dress block )</p> <p><b>9.1.4.1</b> best market for a chosen clothing project</p> <p><b>9.1.4.2</b> market survey on the type of textile project chosen</p> <p><b>9.1.5.1</b> human and non human resources required to start a textile business</p> <p><b>9.1.5.2</b> ways of acquiring the resources for textile business</p> <p><b>9.1.6.1</b> cost the needed resources</p> <p><b>9.1.7.1</b> plan how to carry out the textile business</p> <p><b>9.1.7.2</b> simple cash record book for the project.</p> <p><b>9.1.8.1</b> plan of action for the project.</p> <p><b>9.1.9.1</b> selling price calculation</p> <p><b>9.1.10.1</b> ways of advertising the product</p> <p><b>9.1.11.1</b> problems, successes, difficulties and ways of improving the project</p> <p><b>9.1.11.2</b> project assessment</p>

Strand	Year 7	Year 8	Year 9
Clothing and textiles	<p><b>7.8 Care and use of Sewing Machine</b></p> <p><b>7.8.1.1</b> different types of sewing machines, their advantages and disadvantages</p> <p><b>7.8.2.1</b> parts of the sewing machines and explain their functions</p> <p><b>7.8.2.2</b> sewing machine threading and bobbin case threading</p> <p><b>7.8.2.3</b> bobbin filling</p> <p><b>7.8.3.1</b> machining skills</p> <p><b>7.8.3.2</b> use of a sewing machine</p> <p><b>7.8.4.1</b> general care and maintenance of a sewing machine</p> <p><b>7.8.5.1</b> cleaning, oiling and storage of sewing machine</p> <p><b>7.8.5.2</b> common problems of a sewing machine</p> <p><b>7.8.5.3</b> cleaning and oiling the sewing machine</p> <p><b>7.8.6.1</b> meanings of Stain, Mend and Launder</p> <p><b>7.8.7.1</b> laundering process</p> <p><b>7.8.7.2</b> patching or repairing of seams on garment</p> <p><b>7.8.8.1</b> traditional and modern stain removers</p> <p><b>7.8.8.2</b> appropriate stain removal agents</p>	<p><b>8.4.7.1</b> three basic methods for disposal of fullness</p> <p><b>8.4.8.1</b> seams, fullness and fastenings in garments</p> <p><b>8.5.1.1</b> parts of the body ( bust, shoulder, chest, waist, hip, skirt length, armhole, bust separation, sleeve length, depth of bust prominence, waist to hip)</p> <p><b>8.5.1.2</b> take body measurements accurately</p> <p><b>8.5.2.1</b> draft blocks for skirt, shorts for males and females from given instructions</p> <p><b>8.5.3.1</b> draft a shirt following instructions provided</p> <p><b>8.5.4.1</b> sewing instructions for skirt, shirt and shorts</p> <p><b>8.5.5.1</b> fabric requirement for skirt or shorts or shirt</p> <p><b>8.5.5.2</b> sew garments (skirt or shorts or shirt) using instruction</p> <p><b>8.5.5.3</b> cost for skirt or shorts or shirt</p> <p><b>8.5.6.1</b> finished garments assessment using instruction</p>	<p><b>9.2.1.1</b> meaning of household sewing</p> <p><b>9.2.2.1</b> types of sewn household items – tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions and cushion covers, curtains, bedspreads and other fabric items for the home</p> <p><b>9.2.2.2</b> types of sewn household items</p> <p><b>9.2.2.3</b> suitable fabric for each of the household items in the list.</p> <p><b>9.2.3.1</b> sew one or more of the types of sewn household items: – tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions and cushion covers, curtains, bedspreads and other fabric items for the home</p>

Strand	Year 7	Year 8	Year 9
Family studies	<p><b>7.9 Family Relationships</b></p> <p><b>7.9.1.1</b> meaning of family</p> <p><b>7.9.2.1</b> functions of a family</p> <p><b>7.9.3.1</b> family structures and their advantages and disadvantages</p> <p><b>7.9.4.1</b> family trees and their importance</p> <p><b>7.9.5.1</b> seven 'Cs' to a happy family life</p> <p><b>7.9.5.2</b> seven 'Cs' practice in own family</p> <p><b>7.9.6.1</b> importance of a happy family life</p> <p><b>7.9.7.1</b> case studies on lines and inheritance from other provinces</p> <p><b>7.9.7.2</b> system of inheritance (patrilineal, bilateral or matrilineal)</p> <p><b>7.9.8.1</b> family histories</p> <p><b>7.10 Family Values</b></p> <p><b>7.10.1.1</b> roles and responsibilities of families</p> <p><b>7.10.2.1</b> gender and its influences on roles and responsibilities.</p> <p><b>7.10.3.1</b> specific roles and responsibilities of individual family members</p> <p><b>7.10.3.2</b> family members need to perform roles and responsibilities</p> <p><b>7.10.3.3</b> family members expected roles and responsibilities.</p> <p><b>7.10.3.4</b> values, goals and standards</p> <p><b>7.10.3.5</b> individual and family values, goals and standards</p> <p><b>7.10.4.1</b> examples of how individual and family values, goals and standards are developed and achieved</p> <p><b>7.10.4.2</b> individual and family goals</p> <p><b>7.10.4.3</b> family and individual goals</p> <p><b>7.10.5.1</b> case studies of Solomon Islands Families and families overseas in their duties, sharing and cooperation</p>	<p><b>8.6.1.1</b> primary and secondary needs of families</p> <p><b>8.6.2.1</b> importance of primary needs and secondary needs of a family</p> <p><b>8.6.2.2</b> family members support each other to meet their primary and secondary needs</p> <p><b>8.6.3.1</b> roles and responsibilities</p> <p><b>8.6.4.1</b> factors that change family roles and responsibilities</p> <p><b>8.6.5.1</b> ways of coping with role conflicts</p> <p><b>8.6.5.2</b> good and bad effects of change roles of individual family members</p> <p><b>8.6.6.1</b> case studies of how families pass on skills, attitudes and authority and decision making in different countries</p> <p><b>8.6.6.2</b> experiences about authority and decision making in their families or communities</p> <p><b>8.7.1.1</b> family relationships</p> <p><b>8.7.2.1</b> ways of developing good relationship in the family and the community</p> <p><b>8.7.3.1</b> different types of relationships between family members</p> <p><b>8.7.4.1</b> parenting styles</p> <p><b>8.7.5.1</b> self empowerment and actualization</p> <p><b>8.7.5.2</b> skills which might lead to higher self esteem</p> <p><b>8.7.6.1</b> practical ways to use skills in day to day living with others</p> <p><b>8.7.6.2</b> what learners can give to families, schools and nation as a whole</p> <p><b>8.7.6.3</b> creating situations whereby students can work together in organizing school activities and so on</p>	<p><b>9.8.1.1</b> difference between marriage and social issue</p> <p><b>9.8.2.1</b> factors that influence the choice of whom to marry</p> <p><b>9.8.3.1</b> importance of communication in arranging marriages and in the family</p> <p><b>9.8.5.1</b> barriers and skills to effective communication</p> <p><b>9.8.5.2</b> barriers and effective communication in arranging marriages and solving conflicts in the family</p> <p><b>9.8.3.3</b> case study of barriers to effective communication.</p> <p><b>9.9.1.1</b> differences between modern and traditional marriages</p> <p><b>9.9.2.1</b> advantages and disadvantages of modern and traditional marriage</p> <p><b>9.9.3.1</b> advantages and disadvantages of marrying within their clan, between islands and other islands or countries (intermarriage)</p> <p><b>9.9.4.1</b> modern or traditional weddings for their marriage in the future</p> <p><b>9.9.5.1</b> case studies on modern and traditional weddings</p> <p><b>9.9.5.2</b> choosing a future wife or husband</p> <p><b>9.9.6.1</b> "Social issues"</p> <p><b>9.9.6.2</b> social issues( barren families, domestic violence, property ownership, teenage pregnancy, STI, divorce, separation, wantok system)</p> <p><b>9.9.7.1</b> causes, effects and ways of coping with these issues</p>



## Section 11.1. CORE LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Home Economics course and the suggested teaching times based on **17 Teaching Weeks per Semester and 34 Teaching weeks per Year** in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examinations. In the table *the title in italics is the Strand title; the title in bold is the title of the strand for that year*; the smallest titles are for the sub-strands or main topics of the sub-strands.

### SEMESTER ONE

YEAR 7																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b>Food and Nutrition Food (9weeks)</b>									<b>Management process (2 weeks)</b>		<b>Home Management (6weeks)</b>						<b>Revision and exams</b>	
		7.1 cooking basics and food groups 7.2 kitchen safety, hygiene and cooking methods 7.3 food gardening food and preparation									7.4 goals 7.5 application of the m/process		7.6 houses and homes in Solomon Islands 7.7 cleaning 7.8 organizing the housework 7.9 safety in the home							
YEAR 8																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b>Food and Nutrition (9weeks)</b>									<b>Home Management (8weeks)</b>								<b>Revision and exams</b>	
		8.1 food and nutrients 8.2 food for children 8.3 things to consider when buying food 8.4 food availability 8.5 junk and Convenience foods 8.6 advertising									8.8 consumer and finance 8.9 budgeting 8.10 methods of buying goods 8.11 wise shopping 8.12 advertising									
YEAR 9																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b>Clothing and Textiles Textile Business &amp; Household sewing (9weeks)</b>									<b>Home Management Housing (8weeks)</b>								<b>Revision and exams</b>	
		9.1 researching, planning and implementation of Textile Business 9.2 house hold sewing									9.3 home styles and home Improvement 9.4 floral Arrangement									

## SEMESTER TWO

YEAR 7																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Clothing and Textiles ( 9weeks)</i></b>									<b><i>Family Studies (8weeks)</i></b>								<b>Revision and exams</b>		
		7.11 sewing 7.12 basic stitches 7.13 creatie stitches 7.14 sewing machines 7.15 seams 7.16 fastenings 7.17 sewing bag 7.18 pants, shorts and a simple dress 7.19 repairing textile items									7.20 family 7.21 family Tree 7.22 extended Families										
YEAR 8																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Clothing &amp; Textiles (9weeks)</i></b>									<b><i>Family Studies (8weeks)</i></b>								<b>Revision and exams</b>		
		8.13 textiles, fibres and fabric 8.14 fabric construction 8.15 wearing garments 8.16 garment construction and assessments									8.17 family needs, roles and responsibilities 8.18 family relationships 8.19 parenting 8.20 self Esteem										
YEAR 9																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Food and Nutrition (7weeks)</i></b>								<b><i>Family Studies (5weeks)</i></b>					<b>YEAR 9 NATIONAL EXAM AND HOLIDAY</b>						
		9.5 food guidelines for meal planning 9.6 meal planning , food storage and Solomon Island cooking 9.7 cooking for special dietary needs								9.8 marriages 9.9 social issues											

## Section 12.1. CORE DETAIL SYLLABUS

### 12.1.1 Core Home Economics Year 7 Syllabus

Subject: Home Economics Year: 7		
Strand: Food and Nutrition		
<b>Sub-strand: 7.1 Cooking basics and Food groups in Solomon Islands (4 periods)</b> This sub - strand examines the study of the food groups, its food sources, nutrients, functions, and reasons for cooking food, recipes that contain food from the food groups to provide simple nutritious meals for Solomon Islanders.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>7.1.1</b> know reasons for cooking foods <b>(k)</b>  <b>7.1.2</b> record changes which take place when food is cooked <b>(s)</b>  <b>7.1.3</b> know how heat affects food in cooking <b>(k)</b>  <b>7.1.4</b> understand the difference between growth, energy and protective foods <b>(u)</b>  <b>7.1.5</b> know some protein, energy and vitamin and mineral deficiency diseases <b>(k)</b>  <b>7.1.6</b> understand balanced meals <b>(u)</b>	<b>Learners should be able to</b>  <b>7.1.1.1</b> explain reasons for cooking foods  <b>7.1.2.1</b> observe changes in food when it is cooked  <b>7.1.3.1</b> describe how heat affects food in cooking  <b>7.1.4.1</b> explain differences between growth, energy and protective foods <b>7.1.4.2</b> describe the different food groups, their nutrients, functions and food sources <b>7.1.4.3</b> differentiate animal and plant protein foods  <b>7.1.5.1</b> state the names of protein, energy and vitamin and mineral deficiency diseases  <b>7.1.6.1</b> explain the meaning of balanced meals and provide examples <b>7.1.6.2</b> cook recipes using growth, energy and protective foods <b>7.1.6.3</b> identify cooking methods and techniques used in the above recipes	<b>Learners can be assessed on</b>  <b>1.</b> make posters of the three food groups, their nutrients, functions and food sources  <b>2.</b> cook foods, observe and record effects of heat on food  <b>3.</b> demonstrate skills in correct care of stove, sink and refrigerator

**Strand: Food and Nutrition****Sub-strand: 7.2 Kitchen Safety and Hygiene in Food preparation (8 periods)**

This sub - strand focuses on the cooking room, correct use and storage of basic equipment, safety and hygienic procedures in food preparation for Solomon Islanders.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<p><b>7.2.1</b> know how to plan a well organized kitchen <b>(k)</b></p> <p><b>7.2.2</b> understand kitchen management in relation to, hygiene and safety <b>(s)</b></p> <p><b>7.2.3</b> appreciate the need for good hygienic practices and safety <b>(a)</b></p> <p><b>7.2.4</b> know diseases caused by poor hygiene <b>(k)</b></p> <p><b>7.2.5</b> understand the uses, store and care for kitchen equipment <b>(u)</b></p> <p><b>7.2.6</b> use, care and store traditional and introduced kitchen equipment correctly in practical and everyday living <b>(s)</b></p>	<p><b>7.2.1.1</b> explain a well organized kitchen environment</p> <p><b>7.2.2.1</b> demonstrate safety and hygiene rules in practical cooking</p> <p><b>7.2.3.1</b> outline common accidents and how to prevent them in the kitchen</p> <p><b>7.2.4.1</b> identify and explain diseases caused by poor hygiene</p> <p><b>7.2.5.1</b> classify and discuss uses, care and storage of traditional and modern kitchen equipment</p> <p><b>7.2.6.1</b> show skill in correct use, care and storage of traditional and introduced kitchen equipment in practical cooking</p>	<p><b>1.</b> draw a plan of a well organized kitchen environment</p> <p><b>2.</b> show skills in safety and hygiene rules in cooking practical</p> <p><b>3.</b> plan care and proper storage of kitchen equipment</p>

**Strand: Food and Nutrition****Sub – strand: 7.3 Food gardens and food Preparation (6 periods)**

This sub – strand emphasises the importance of work plan and making a food garden on any piece of land available and that food grown can be used in planning meals for the family.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>7.3.1</b> know what is a food garden ( <b>k</b> ) <b>7.3.2</b> understand importance of food garden ( <b>u</b> ) <b>7.3.3</b> understand how to make a compost ( <b>u</b> ) <b>7.3.4</b> know how to make a food garden ( <b>k</b> )  <b>7.3.5</b> recognise when to harvest food from the garden ( <b>u</b> )  <b>7.3.6</b> know some cooking techniques, skills and common cookery terms ( <b>k</b> )  <b>7.3.7</b> understand the different sections of a recipe ( <b>u</b> )  <b>7.3.8</b> understand what a menu is ( <b>u</b> )  <b>7.3.9</b> know the term work plan ( <b>k</b> )  <b>7.3.10</b> apply basic skills in cooking ( <b>s</b> )  <b>7.3.11</b> write work plan, use it and evaluate it ( <b>s</b> )  <b>7.3.12</b> apply the formal table setting where suitable ( <b>s</b> )  <b>7.3.13</b> demonstrate table manners ( <b>s</b> )  <b>7.3.14</b> understand relationships between Food , Nutrition and Health ( <b>u</b> )	<b>7.3.1.1</b> define food garden  <b>7.3.2.1</b> describe the importance of food gardens <b>7.3.3.1</b> make a compost  <b>7.3.4.1</b> make a food garden  <b>7.3.5.1</b> harvest food when it ready  <b>7.3.6.1</b> identify and explain cooking techniques, skills and common cookery terms (Recipe, Menu , Meal)  <b>7.3.7.1</b> interpret different sections of a recipe <b>7.3.7.2</b> write own recipe using foods from the three food groups <b>7.3.8.1</b> plan a menu  <b>7.3.9.1</b> explain the term work plan  <b>7.3.10.1</b> plan, prepare, cook and present a meal using a recipe  <b>7.3.11.1</b> explain the need for a work plan in food preparation and presentation  <b>7.3.12.1</b> demonstrate formal table setting for two people  <b>7.3.13.1</b> show table manners at a meal  <b>7.3.14.1</b> explain the relationship between Food, Nutrition and Health	<b>1.</b> make a food garden  <b>2.</b> plan a menu for one person  <b>3.</b> write a work plan, use it and evaluate it  <b>4.</b> carryout a practical activity on food preparation and presentation of a meal using your own written recipes and select some from the Year 7 LB

**Strand: Management Process****Sub-strand: 7.4 Management process (4 periods)**

This sub - strand focuses on the management process that can be applied by learners to all situations to improve their livelihood as Solomon Islanders.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><b>Learners should</b></p> <p><b>7.4.1</b> understand the steps in the management process (<b>u</b>)</p> <p><b>7.4.2</b> apply the steps of the management process in practicals and in their day to day living by keeping a record in their portfolios (<b>s</b>)</p>	<p><b>Learners should be able to</b></p> <p><b>7.4.1.1</b> explain terms in the management process</p> <p><b>7.4.2.1</b> explain the relationship between <i>management</i> and <i>decision making processes</i></p> <p><b>7.4.2.2</b> use the management process in practicals and in their day to day living by keeping records in a portfolio</p>	<p><b>Learners can be assessed on</b></p> <p><b>1.</b> apply the management process in a practical cleaning of a home, classroom and in any given situation</p>

## Strand: Home Management

**Sub-strand: 7.5 Houses, Homes and cleaning equipment and agents in Solomon Islands (6 periods)**

This sub - strand focuses on homes and houses, traditional and introduced cleaning equipment and agents for cleaning homes to create an environment which promotes optimum development in Solomon Islanders.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<p><b>7.5.1</b> understand the difference between a house and a home (<b>u</b>)</p> <p><b>7.5.2</b> know house and home structures in different communities (<b>k</b>)</p> <p><b>7.5.3</b> know different areas in the home and their functions (<b>k</b>)</p> <p><b>7.5.4:</b> understand why it is important to clean the home (<b>u</b>)</p> <p><b>7.5.5</b> appreciate the advantages of making a house into a home (<b>a</b>)</p> <p><b>7.5.6</b> set and arrange home furniture and equipment in a suitable way to cater for needs of the family (<b>s</b>)</p> <p><b>7.5.7</b> know the terms cleaning equipment and cleaning agent (<b>k</b>)</p> <p><b>7.5.8</b> understand how to use traditional and introduced cleaning equipment and agents on appropriate areas in the home (<b>u</b>)</p> <p><b>7.5.9</b> know the factors to consider when purchasing cleaning equipment and agents (<b>k</b>)</p> <p><b>7.5.10</b> apply traditional and introduced cleaning agents correctly (<b>s</b>)</p>	<p><b>7.5.1.1</b> describe the difference between a 'House' and a 'Home'</p> <p><b>7.5.2.1</b> explain house and home structures in different communities.</p> <p><b>7.5.3.1</b> identify different areas of the home and their functions</p> <p><b>7.5.4.1</b> explain the reasons why it is important to clean the home</p> <p><b>7.5.5.1</b> describe the advantages of making a house into a home</p> <p><b>7.5.6.1</b> demonstrate ways of setting and arranging the home furniture and equipment to meet needs of the family</p> <p><b>7.5.7.1</b> explain the terms cleaning equipment and cleaning agent</p> <p><b>7.5.7.2</b> collect traditional and introduced cleaning equipment and agents</p> <p><b>7.5.8.1</b> describe traditional and introduced cleaning equipment and agents to use on appropriate areas in the home</p> <p><b>7.5.9.1</b> discuss factors to consider when purchasing cleaning equipment and agents</p> <p><b>7.5.10.1</b> demonstrate use, safety measures, care and storage of traditional and introduced cleaning equipment and agents</p>	<p><b>1.</b> draw a plan of a home setting and arrange the home furniture and equipment to enhance safety</p> <p><b>2.</b> identify and collect a cleaning agent and give a short talk on its use, safety measures, care and storage, advantages and disadvantages</p>

**Strand: Home Management****Sub-strand: 7.6 Care, cleaning and safety in the Home (6periods)**

This sub - strand covers the importance of care and cleaning different parts of the home and First Aid safety measures to take when accidents happen in the home.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>7.6.1</b> understand importance of proper ways for cleaning the home with appropriate cleaning equipment and agents <b>(u)</b></p> <p><b>7.6.2</b> be able to clean a home properly home with appropriate cleaning equipment and agents <b>(s)</b></p> <p><b>7.6.3</b> be able to plan and organize housework <b>(s)</b></p> <p><b>7.6.4</b> understand safety in the home <b>(u)</b></p> <p><b>7.6.5</b> know the meaning of 'First Aid' <b>(k)</b></p> <p><b>7.6.6</b> know common accidents in the home <b>(k)</b></p> <p><b>7.6.7</b> understand the causes and preventative measures of common accidents <b>(u)</b></p> <p><b>7.6.8</b> apply First Aid treatment for accidents in the home <b>(s)</b></p>	<p><b>7.6.1.1</b> explain importance of proper ways for cleaning the home with appropriate cleaning equipment and agents</p> <p><b>7.6.2.1</b> demonstrate proper ways of cleaning the kitchen, walls, windows, bathroom and toilets with appropriate cleaning equipment and agents</p> <p><b>7.6.3.1</b> write a work plan to use in housework</p> <p><b>7.6.4.1</b> describe safety in the home</p> <p><b>7.6.5.1</b> explain term 'First Aid'</p> <p><b>7.6.5.2</b> discuss the importance of First Aid in the home.</p> <p><b>7.6.6.1</b> identify common accidents – burns and scalds, cuts and wounds, poisoning, choking, falls in the home</p> <p><b>7.6.7.1</b> describe common accidents, their causes and preventative measures</p> <p><b>7.6.8.1</b> demonstrate First Aid treatment for accidents in the home</p>	<p><b>1.</b> construct an improvised cleaning item using local material</p> <p><b>2.</b> clean the Home Economics or classroom with appropriate cleaning equipment and agents</p> <p><b>3.</b> prepare and present a role play on one of the common accidents and apply first aid treatment</p>



**Strand: Clothing and Textiles****Sub-strand: 7.7 Basic Sewing (8 periods)**

This sub - strand focuses on basic sewing, equipment, basic hand stitches, machining skills, care and mending of garments.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>7.7.1</b> know the names of the basic sewing equipment used in sewing basic hand, creative stitches and seams, fasteners, their uses, care and storage <b>(k)</b></p> <p><b>7.7.2</b> demonstrate using basic sewing equipment correctly with confidence <b>(s)</b></p> <p><b>7.7.3</b> know the basic hand and creative stitches, seams and fasteners, and their uses <b>(k)</b></p> <p><b>7.7.4</b> apply basic hand and creative stitches, seams and fasteners on fabric samples <b>(s)</b></p> <p><b>7.7.5</b> appreciate importance of skills in sewing for living <b>(a)</b></p> <p><b>7.7.6</b> know different types of seams <b>(k)</b></p> <p><b>7.7.7</b> sew different types of seams <b>(s)</b></p> <p><b>7.7.8</b> know types of fastenings <b>(k)</b></p> <p><b>7.7.9</b> sew samples of fasteners <b>(s)</b></p>	<p><b>7.7.1.1</b> identify and describe sewing equipment needed to use in sewing the hand and creative stitches, seams and fasteners, their uses, care and storage</p> <p><b>7.7.2.1</b> use basic sewing equipment with confidence</p> <p><b>7.7.3.1</b> identify the different types of hand and creative stitches, seams, fasteners and their uses on garments.</p> <p><b>7.7.4.1</b> demonstrate different types of hand and creative stitches, seams and fasteners on fabric samples</p> <p><b>7.7.5.1</b> discuss ways that sewing can help people's lives</p> <p><b>7.7.6.1</b> identify types of seams and where they are applied on textile items</p> <p><b>7.7.7.1</b> demonstrate how to sew plain, French and flat fell seams correctly</p> <p><b>7.7.8.1</b> identify types of fastenings and explain their differences and uses</p> <p><b>7.7.9.1</b> sew samples of fastenings</p>	<p><b>1.</b> demonstrate correct use, care and storage of basic sewing equipment</p> <p><b>2.</b> produce a book of samples of basic hand stitches, fasteners and seams</p> <p><b>3.</b> make a table cloth or food cover using selected creative stitches</p>

**Strand: Clothing and Textiles****Sub – strand: 7.8 Care and use of Sewing Machines (10 periods)**

This sub – strand covers different types of sewing machines, how to thread machines, fill bobbin, thread bobbin case, use, care and maintain sewing machines and correct common problems and care for garments.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<p><b>7.8.1</b> know the different types of sewing machines and their advantages and disadvantages <b>(k)</b></p> <p><b>7.8.2</b> know parts of the sewing machine, how to fill and thread the sewing machine and the bobbin <b>(k)</b></p> <p><b>7.8.3</b> to use machining skills <b>(s)</b></p> <p><b>7.8.4</b> understand general care and common problems of a sewing machine maintenance of it <b>(u)</b></p> <p><b>7.8.5</b> fix common problems of a sewing machine <b>(s)</b></p> <p><b>7.8.6</b> know terms stains, mend and launder <b>(k)</b></p> <p><b>7.8.7</b> understand care and mending of garments <b>(u)</b></p> <p><b>7.8.8</b> know types of stains and ways of removing them <b>(k)</b></p>	<p><b>7.8.1.1</b> identify and discuss different types of sewing machines, their advantages and disadvantages</p> <p><b>7.8.2.1</b> explain parts of the sewing machine and their functions  <b>7.8.2.2</b> demonstrate how to fill bobbin correctly  <b>7.8.2.3</b> thread sewing machine and bobbin case correctly</p> <p><b>7.8.3.1</b> draw patterns and practice the machine skills  <b>7.8.3.2</b> demonstrate use of a sewing machine</p> <p><b>7.8.4.1</b> describe general care and common problems of a sewing machine and maintenance of a sewing machine</p> <p><b>7.8.5.1</b> demonstrate cleaning, oiling and storage of sewing machines  <b>7.8.5.2</b> correct common problems of sewing machines  <b>7.8.5.3</b> use the sewing machine to check if problems are fixed by sewing on a piece of fabric</p> <p><b>7.8.6.1</b> explain the terms Stain, Mend and Launder</p> <p><b>7.8.7.1</b> describe the laundering process  <b>7.8.7.2</b> demonstrate patching of seams on garment</p> <p><b>7.8.8.1</b> identify traditional and modern stain removers  <b>7.8.8.2</b> remove stains using appropriate stain removal agents on samples</p>	<p><b>1.</b> name the parts of a sewing machine and thread sewing machine correctly</p> <p><b>2.</b> sew straight, back tack, pivoting or square and curve accurately on paper</p> <p><b>3.</b> patch and darn torn garment</p>

**Strand: Family Studies****Sub-strand: 7.9 Family Relationships (8 periods)**

This sub - strand focuses on family functions, roles and responsibilities, setting goals, standards and values at individual and family levels to improve their well being.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>7.9.1</b> know what a family is <b>(k)</b>	<b>7.9.1.1</b> define the term family	<b>1.</b> write a story about how their own families perform physical, social, biological and economical functions  <b>2.</b> write a paragraph on what they think a happy family should be
<b>7.9.2</b> understand the functions of a family <b>(u)</b>	<b>7.9.2.1</b> describe functions of a family	
<b>7.9.3</b> know family structures , advantages and disadvantages <b>(k)</b>	<b>7.9.3.1</b> explain family structures and their advantages and disadvantages	
<b>7.9.4</b> understand the significance of belonging to a family <b>(u)</b>	<b>7.9.4.1</b> illustrate the significance of belonging to their family and its importance by drawing their own family trees	
<b>7.9.5</b> appreciate the importance of a happy family <b>(a)</b>	<b>7.9.5.1</b> discuss and describe the seven 'Cs' to a happy family life  <b>7.9.5.2</b> reflect on their own family life to see whether the seven 'Cs' are practiced by discussing and filling in a worksheet	
<b>7.9.6</b> understand the meaning of a family tree and its importance <b>(u)</b>	<b>7.9.6.1</b> explain the importance of a happy family life by writing a story	
<b>7.9.7</b> understand lines and inheritance of their families and families in other provinces in the Solomon Islands <b>(u)</b>	<b>7.9.7.1</b> analyze case studies on lines and inheritance from other provinces  <b>7.9.7.2</b> draw and explain a system of inheritance of their own family to show whether it is patrilineal, bilateral or matrilineal	
<b>7.9.8</b> know their own family history <b>(k)</b>	<b>7.9.8.1</b> interview older people in their families about their family histories	

**Strand: Family Studies****Sub-strand: 7.10 Family Values (8 periods)**

This sub – strand family values emphasizes forming good values and attitudes at individual, family and community level that promote and accommodate living in harmony with others.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>7.10.1</b> differentiate roles and responsibilities of family members <b>(s)</b>	<b>7.10.1.1</b> explain roles and responsibilities of families	<b>1.</b> describe 2 ways of improving the performance of their family members
<b>7.10.2</b> know the meaning of gender <b>(k)</b>	<b>7.10.2.1</b> define gender	<b>2.</b> set an individual goal and explain how to achieve it
<b>7.10.3</b> understand how gender influences roles and responsibilities <b>(u)</b>	<b>7.10.3.1</b> describe gender influences on roles and responsibilities in the home.	<b>3.</b> write about the benefits and problems of sharing (wantok system)
<b>7.10.4</b> understand individual and family values, goals and standards <b>(u)</b>	<b>7.10.4.1</b> describe specific roles and responsibilities of individual family members <b>7.10.4.2</b> discuss why family members need to perform roles and responsibilities <b>7.10.4.3</b> fill in worksheet to see whether their own family members perform their expected roles and responsibilities <b>7.10.4.4</b> explain values, goals and standards <b>7.10.4.5</b> discuss individual and family values, goals and standards	
<b>7.10.5</b> appreciate individual, family and community values, goals and standards <b>(a)</b>	<b>7.10.5.1</b> explain with examples how individual and family values, goals and standards are developed and achieved. <b>7.10.5.2</b> set individual and family goals and explain how to achieve them <b>7.10.5.3</b> prioritize family and individual goals	
<b>7.10.6</b> understand duties, sharing and cooperation in Solomon Island families <b>(u)</b>	<b>7.10.6.1</b> analyze case studies of Solomon Islands Families and families overseas in their duties, sharing and cooperation	

## 12.1.2 Core Home Economics Year 8 Syllabus

Subject: Home Economics		Year: 8
<b>Strand: Food and Nutrition</b>		
<b>Sub-strand: 8.1 Food for children (10 periods)</b> This sub - strand examines wise selection of food based on nutrient content and food availability to improve the nutritional status of children in Solomon Islands.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>8.1.1</b> know why children need good and special food <b>(k)</b>  <b>8.1.2</b> understand nutrients, their functions and food sources <b>(u)</b>  <b>8.1.3</b> understand the importance of growth, energy and protective foods for children <b>(u)</b>  <b>8.1.4</b> understand effects of excess and deficiency of nutrients in children's diet <b>(u)</b>  <b>8.1.5</b> know factors to consider when buying food <b>(k)</b>  <b>8.1.6</b> select nutritious snacks, drinks, foods suitable for children <b>(s)</b>  <b>8.1.7</b> make meals enjoyable for children <b>(s)</b>	<b>Learners should be able to</b>  <b>8.1.1.1</b> state reasons why children need good or special food  <b>8.1.2.1</b> explain term 'Nutrients'  <b>8.1.2.2</b> describe nutrients, their functions and food sources  <b>8.1.3.1</b> explain the need of growth, energy and protective foods for children  <b>8.1.4.1</b> discuss the effects of excess and lack of the nutrients in children's diet ( over nutrition, malnutrition and kwashiorkor)  <b>8.1.4.2</b> explain why malnutrition occurs in Solomon Islands and what can be done about it  <b>8.1.5.1</b> state factors to consider and their importance when buying foods  <b>8.1.6.1</b> choose nutritious snacks and drinks for children  <b>8.1.7.1</b> set a table for a young child  <b>8.1.7.2</b> plan, prepare and cook children's meals for breakfast, lunch and evening  <b>8.1.7.3</b> plan and organize a birthday party for children considering the factors that can make it enjoyable	<b>Learners can be assessed on</b>  <b>1.</b> analyze nutrient contents of the kinds of food a child has eaten for a week in terms of excess and lack of nutrients  <b>2.</b> carry out research on types of food children consume at school and reasons for their choice of food

**Strand: Food and Nutrition****Sub-strand: 8.2 Junk and Convenience Foods (6 periods)**

This sub – strand emphasises that junk foods are not good for health and should not be eaten daily without improvement in the nutritional value. It also emphasises that convenience foods nutritive value can be improved to sustain good health

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>8.2.1</b> know the meaning of junk foods <b>(k)</b>	<b>8.2.1.1</b> explain why certain foods are called “Junk Foods”	<b>1.</b> analyze how much junk foods they consume in a certain period (days or weeks or months) by filling a worksheet
<b>8.2.2</b> understand nutritive value of junk foods and their effects on health <b>(u)</b>	<b>8.2.2.1</b> analyze junk foods, their nutritive value and the effects of eating too much junk foods <b>8.2.2.2</b> discuss nutritious snacks that can replace junk foods	<b>2.</b> plan and prepare a meal to improve the nutritive value of convenience foods
<b>8.2.3</b> understand the link between junk foods and advertising <b>(u)</b>	<b>8.2.3.1</b> show how advertising of junk foods may affect the diet of Solomon Islanders	
<b>8.2.4</b> know what convenience foods are <b>(k)</b>	<b>8.2.4.1</b> define convenience foods <b>8.2.4.2</b> discuss advantages and disadvantages of convenience foods <b>8.2.4.3</b> improve the nutritive value of convenience foods	
<b>8.2.5</b> understand links between convenience foods and health <b>(u)</b>	<b>8.2.5.1</b> describe links between convenience foods, junk foods and lifestyle diseases	
<b>8.2.6</b> identify factors to consider when buying convenience foods <b>(k)</b>	<b>8.2.6.1</b> discuss factors to consider when buying convenience foods	

**Strand: Home Management****Sub-strand: 8.3 Consumer education and budgeting (16 periods)**

This sub - strand focuses on consumer education. Learners will learn about money management, budget, methods of buying goods, wise buying, handmade goods, kitchen equipment, clothing and household fabric items and major home purchases.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events						
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>						
<p><b>8.3.1</b> know the meanings of money and management (<b>k</b>)</p> <p><b>8.3.2</b> know how to make a budget (<b>k</b>)</p> <p><b>8.3.3</b> be able to draw up different budgets (<b>s</b>)</p> <p><b>8.3.4</b> understand the different methods of buying goods (<b>u</b>)</p> <p><b>8.3.5</b> be able to buy goods wisely (<b>s</b>)</p> <p><b>8.3.6</b> examine influences of advertising (<b>u</b>)</p>	<p><b>8.3.1.1</b> define the terms money and management</p> <p><b>8.3.2.1</b> discuss importance of making a budget</p> <p><b>8.3.3.1</b> make different budgets</p> <p><b>8.3.4.1</b> describe different methods of buying goods, their advantages and disadvantages</p> <p><b>8.3.5.1</b> make wise decisions when buying, handmade goods, kitchen equipment, clothing, household fabric items and major home purchases</p> <p><b>8.3.6.1</b> analyze advertising and design an advertisement</p>	<p><b>1.</b> what is the difference between money and management?</p> <p><b>2.</b> carry out a survey on goods and items comparing prices to make a personal budget</p> <p><b>3.</b> fill in the table with different methods of buying goods, their advantages and disadvantages, and state which method their family practice and explain why?</p> <table border="1"> <thead> <tr> <th>Method</th><th>Advan</th><th>Disadva</th></tr> </thead> <tbody> <tr> <td></td><td></td><td></td></tr> </tbody> </table>	Method	Advan	Disadva			
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**Strand: Clothing and Textiles****Sub-strand: 8.4 Textile Fibres and Fabric Construction (8 periods)**

This sub - strand focuses on textile fibres, fabric construction, sewing and pattern making. Learners will learn different fibres and how they are constructed. They will also learn to draft basic blocks, construct sewing instructions and sew garments including seams, fullness, fastenings and attachments.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>8.4.1</b> know the differences between modern and traditional textile fibres <b>(k)</b>	<b>8.4.1.1</b> identify the differences between modern and traditional fibres	<b>1.</b> research methods of fabric construction
<b>8.4.2</b> understand methods of fabric construction <b>(u)</b>	<b>8.4.2.1</b> explain methods of fabric construction	<b>2.</b> look at a commercial and non commercial patterns and discuss the differences and write them on a chart for presentation
<b>8.4.3</b> review basic hand and creative stitches, seams and fastenings <b>(k)</b>	<b>8.4.3.1</b> state the differences between basic hand stitches, creative stitches, seams and fastenings	<b>3.</b> make samples of seams, disposal of fullness and fastenings in appropriate garments
<b>8.4.4</b> understand the important skills in sewing and pattern making <b>(u)</b>	<b>8.4.4.1</b> describe the important skills in sewing and pattern making	
<b>8.4.5</b> know the difference between commercial and non commercial patterns <b>(k)</b>	<b>8.4.5.1</b> state the differences between commercial and non commercial patterns	
<b>8.4.6</b> differentiate the types of pattern symbols, notches and their meanings and importance <b>(u)</b>	<b>8.4.6.1</b> discuss and explain the importance of the types of pattern symbols, notches and their meanings and other notions	
<b>8.4.7</b> know the three basic methods for disposal of fullness <b>(k)</b>	<b>8.4.7.1</b> identify three basic methods for disposal of fullness on garments	
<b>8.4.8</b> understand the importance of seams, fullness and fastenings in sewing and pattern making <b>(u)</b>	<b>8.4.8.1</b> describe the importance of seams, fullness and fastenings in sewing and pattern making	
<b>8.4.9</b> make seams, disposal of fullness and fastenings in appropriate garments <b>(s)</b>	<b>8.4.9.1</b> apply seams, disposal of fullness and fastenings in appropriate garments	



**Strand: Clothing and Textiles****Sub-strand: 8.5 Pattern making and Garment Construction (10 periods)**

This sub – strand focuses on taking body measurements correctly, drafting skirt, shirt and shorts blocks, economical layout of patterns, cutting and sewing of drafted garment.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>8.5.1</b> know how to take body measurements accurately <b>(k)</b></p> <p><b>8.5.2</b> follow instructions to draft blocks for skirts and shorts for male and female <b>(s)</b></p> <p><b>8.5.3</b> understand and follow instructions to draft a shirt <b>(u)</b></p> <p><b>8.5.4</b> be able to write instructions to sew skirt, shorts and shirt drafted <b>(s)</b></p> <p><b>8.5.5</b> construct a garment suitable for required size and cost it <b>(s)</b></p> <p><b>8.5.6</b> assess finished product using given marking criteria <b>(s)</b></p>	<p><b>8.5.1.1</b> identify parts( bust, shoulder, chest, waist, hip, skirt length, armhole, bust separation, sleeve length, depth of bust prominence, waist to hip) of the body</p> <p><b>8.5.1.2</b> demonstrate and take body measurements accurately</p> <p><b>8.5.2.1</b> draft blocks for skirt, shorts for males and females from given instructions</p> <p><b>8.5.3.1</b> draft a shirt following instructions provided</p> <p><b>8.5.4.1</b> write instructions to sew skirt, shirt and shorts</p> <p><b>8.5.5.1</b> estimate required fabric for skirt or shorts or shirt</p> <p><b>8.5.5.2</b> use instructions to sew garment (skirt or shorts or shirt)</p> <p><b>8.5.5.3</b> calculate cost for skirt or shorts or shirt</p> <p><b>8.5.6.1</b> evaluate the finished garments</p>	<p><b>1.</b> take body measurements accurately and use sizing standards to identify pattern sizes</p> <p><b>2.</b> demonstrate an economical and correct layout of pattern pieces on fabric of drafted garment</p> <p><b>3.</b> sew A – line skirt or shorts</p>

## Strand: Family Studies

## Sub-strand: 8.6 Family Roles and Responsibilities (8 periods)

This sub - strand focuses on family needs, changing roles and responsibilities, family relationships and authority in making decisions.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>8.6.1</b> know the meanings of primary and secondary needs for families and their importance <b>(k)</b></p> <p><b>8.6.2</b> appreciate how the family's needs are met daily <b>(a)</b></p> <p><b>8.6.3</b> understand the difference between roles and responsibilities <b>(u)</b></p> <p><b>8.6.4</b> understand factors that change roles and responsibilities in families <b>(u)</b></p> <p><b>8.6.5</b> demonstrate how to cope with role conflicts in families <b>(s)</b></p> <p><b>8.6.6</b> understand learning, authority and decision making in families <b>(u)</b></p>	<p><b>8.6.1.1</b> define the terms primary and secondary needs of families</p> <p><b>8.6.2.1</b> describe the importance of primary needs and secondary needs of a family</p> <p><b>8.6.2.2</b> explain how family members can support each other to meet their primary and secondary needs</p> <p><b>8.6.3.1</b> explain the differences between roles and responsibilities</p> <p><b>8.6.4.1</b> discuss factors that change family roles and responsibilities</p> <p><b>8.6.5.1</b> role play ways of coping with role conflicts</p> <p><b>8.6.5.2</b> describe good and bad effects of change roles of individual family members</p> <p><b>8.6.6.1</b> analyze case studies of how families pass on skills, attitudes and authority and decision making in different countries</p> <p><b>8.6.6.2</b> write own experiences about authority and decision making in their families or communities</p>	<p><b>1.</b> role play how primary and secondary needs are met within the family</p> <p><b>2.</b> role play role conflict</p>

**Strand: Family Studies****Sub-strand: 8.7 Family Relationships and Self Empowerment (8 periods)**

This sub – strand promotes developing positive family relationships that enhance, self empowerment and working together in the family and community.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>8.7.1</b> know the meaning of family relationships <b>(k)</b>	<b>8.7.1.1</b> define family relationships	<b>1.</b> write 2 paragraphs on ways of developing good relationships in the family and the community
<b>8.7.2</b> understand the importance of family and community relationships <b>(u)</b>	<b>8.7.2.1</b> explain ways of developing good relationship in the family and the community	<b>2.</b> write a story on practical ways to relate to others well and to create a harmonious environment in school or wherever they are
<b>8.7.3</b> appreciate different types of relationships between the family members <b>(a)</b>	<b>8.7.3.1</b> role play the different types of relationships between family members	
<b>8.7.4</b> understand the importance of parenting styles and child rearing <b>(u)</b>	<b>8.7.4.1</b> discuss and describe parenting styles	
<b>8.7.5</b> understand self empowerment and actualization <b>(u)</b>	<b>8.7.5.1</b> explain self empowerment and actualization	
	<b>8.7.5.2</b> discover skills within themselves which might lead to higher self esteem	
<b>8.7.6</b> appreciate who they are as individuals <b>(a)</b>	<b>8.7.6.1</b> discuss practical ways to use skills in day to day living with others	
	<b>8.7.6.2</b> recognize and write down what skills they can use to help families, schools and nation as a whole	
	<b>8.7.6.3</b> demonstrate that they can make a difference wherever they are by creating situations whereby they can work together in organizing school activities and so on	

### 12.1.3 Core Home Economics Year 9 Syllabus

Subject: Home Economics		Year: 9
<b>Strand: Clothing and Textiles</b>		
<b>Sub-strand: 9.1 Researching, Planning and Implementation of textile business (10 periods)</b> This strand focuses on textile business using management and decision making processes in household sewing.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<b>9.1.1</b> know terms textile career and business <b>(k)</b>  <b>9.1.2</b> understand traditional and modern textile careers <b>(s)</b>  <b>9.1.3</b> understand how to set goals for a textile project <b>(u)</b>  <b>9.1.4</b> be able to carry out a survey of how to start a textile business <b>(s)</b>  <b>9.1.5</b> know the differences between human and non human resources that can be used in textile careers <b>(k)</b>  <b>9.1.6</b> work out the cost of the needed resources <b>(s)</b>  <b>9.1.7</b> plan for a textile business <b>(s)</b>  <b>9.1.8</b> understand how to carry out the selected textile project <b>(u)</b>  <b>9.1.9</b> develop skills in how to carry out the selected textile project <b>(s)</b> <b>9.1.10</b> design advertisement for the project <b>(s)</b>  <b>9.1.11</b> evaluate the project <b>(s)</b>	<b>9.1.1.1</b> define term textile career  <b>9.1.2.1</b> investigate traditional and modern textile careers and business in Solomon Islands <b>9.1.2.2</b> discuss difficulties in textile careers  <b>9.1.3.1</b> describe how to set goals for a textile project. (Suggestion school uniform drafted from shirt and skirt block. Draft trouser or dress block ) <b>9.1.4.1</b> conduct a market survey on the type of textile project chosen <b>9.1.4.2</b> identify best market for a chosen clothing project <b>9.1.5.1</b> identify human and non human resources required to start a textile business <b>9.1.5.2</b> explain ways of acquiring the resources for textile business  <b>9.1.6.1</b> calculate the cost of the needed resources  <b>9.1.7.1</b> write a plan of how to carry out the textile business <b>9.1.7.2</b> draw a simple cash record book for the project <b>9.1.8.1</b> carryout the plan of action for the project  <b>9.1.9.1</b> calculate selling price.  <b>9.1.10.1</b> write and advertisement for the product  <b>9.1.11.1</b> discuss the problems, successes, difficulties and ways of improving the project <b>9.1.11.2</b> assess the project	<b>1.</b> research difficulties of textile business and careers in their communities  <b>2.</b> report on market survey on the type of textile project chosen  <b>3.</b> write and present a plan on textile business (school uniform)  <b>4.</b> produce an assessment report on the project (school uniform)

**Strand: Clothing and Textiles****Sub-strand: 9.2 Household Sewing (8 periods)**

This sub – strand provides learners with the opportunity to use various sewing skills in the construction of household items.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.2.1</b> know the meaning of household sewing <b>(k)</b>	<b>9.2.1.1</b> define the meaning of household sewing	<b>1.</b> write and present a plan on textile business on household sewing
<b>9.2.2</b> know types of sewn household items <b>(k)</b>	<b>9.2.2.1</b> identify types of sewn household items – tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions & cushion covers, curtains, bedspreads & other fabric items for the home	<b>2.</b> produce an assessment report on the project on house item
	<b>9.2.2.2</b> explain each of the types of sewn household items	<b>3.</b> sew household items
	<b>9.2.2.3</b> identify suitable fabric for each of the household items in the list	
<b>9.2.3</b> sew household items <b>(s)</b>	<b>9.2.3.1</b> follow instructions on how to sew one or more of the types of sewn household items: – tea towels, pot holders, tablecloths, tablemats, pillowcases, cushions and cushion covers, curtains, bedspreads and other fabric items for the home	
<b>9.2.4</b> appreciate skills in sewing household items <b>(s)</b>	<b>9.2.4.1</b> demonstrate by sewing more household items	

**Strand: Home Management****Sub-strand: 9.3 Home Styles and Home Improvement (6 periods)**

This sub - strand focuses on housing styles, desirable amenities, building materials and main areas of a home. It also emphasises the elements and principles of design in home improvement.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<p><b>9.3.1</b> know home styles and the meaning of desirable amenity <b>(k)</b></p> <p><b>9.3.2</b> understand factors that might make home pleasant to live in <b>(u)</b></p> <p><b>9.3.3</b> demonstrate correct ways to clean parts of the home <b>(s)</b></p> <p><b>9.3.4</b> know elements and principles of design <b>(k)</b></p> <p><b>9.3.5</b> construct a model home applying elements and principles of design <b>(s)</b></p> <p><b>9.3.6</b> understand the principles for improvisation, improvement and recycling in the home <b>(u)</b></p> <p><b>9.3.7</b> design and carry out improvement in their home <b>(s)</b></p>	<p><b>9.3.1.1</b> identify some examples of home styles</p> <p><b>9.3.1.2</b> define meaning of desirable amenity</p> <p><b>9.3.2.1</b> describe factors to consider that might make a home pleasant to live in</p> <p><b>9.3.3.1</b> clean and improve classroom, staffroom or a staff house bedroom, bathroom, toilet, laundry, kitchen, living room and outdoor living area</p> <p><b>9.3.3.2</b> evaluate the work done on cleaning and improvement of homes, classrooms or offices</p> <p><b>9.3.4.1</b> state elements and principles of design</p> <p><b>9.3.4.2</b> draw the colour wheel and discuss the effects of the colours</p> <p><b>9.3.4.3</b> identify decorations suitable for the home</p> <p><b>9.3.4.4</b> apply elements and principles of designs to improve the home</p> <p><b>9.3.5.1</b> make a model home applying elements and principles of design</p> <p><b>9.3.6.1</b> explain the importance and principles of improvisation, improvement and recycling in the home</p> <p><b>9.3.7.1</b> make a plan to improve the homes</p> <p><b>9.3.7.2</b> improve parts of home, through improvising or recycling of an item from an existing household item</p>	<p>1. apply management process in designing a weekly time table for daily activities</p> <p>2. construct a model home applying elements and principles of design</p> <p>3. carryout cleaning project</p>

**Strand: Home Management****Sub-strand: 9.4 Floral Arrangement (10 periods)**

This sub – strand covers types of floral arrangement, its importance and practice on different arrangements.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.4.1</b> know the meaning of floral arrangement <b>(k)</b>	<b>9.4.1.1</b> define 'Floral Arrangement'	<b>1.</b> make own oasis using local materials
<b>9.4.2</b> understand the principles of floral arrangements <b>(k)</b>	<b>9.4.2.1</b> identify types of floral arrangement	<b>2.</b> construct a simple floral arrangement in class
<b>9.4.3</b> be able to arrange flowers <b>(s)</b>	<b>9.4.2.2</b> explain the principles of floral arrangements	<b>3.</b> investigate the floral arrangement business
<b>9.4.4</b> appreciate the floral arrangements in the home <b>(a)</b>	<b>9.4.2.3</b> explain the importance of floral arrangements	
<b>9.4.5</b> be able to make floral arrangement for different occasions <b>(s)</b>	<b>9.4.3.1</b> make a simple floral arrangement in class	
	<b>9.4.4.1</b> put flower in class as part of their duty	
	<b>9.4.5.2</b> decorate the school using different types of floral arrangement for a graduation ceremony	

**Strand: Food Nutrition****Sub-strand: 9.5 Food guidelines for Meal planning (6 periods)**

This sub - strand focuses on factors influencing diet, food nutrients, food guidelines, meal planning, and cooking for special dietary needs.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>9.5.1</b> know the difference between food guidelines and meal planning <b>(k)</b></p> <p><b>9.5.2</b> understand factors that influence diet <b>(u)</b></p> <p><b>9.5.3</b> know and understand food nutrients <b>(k or u)</b></p> <p><b>9.5.4</b> write food guidelines for selecting and preparing of nutritious meals <b>(s)</b></p>	<p><b>9.5.1.1</b> state the difference between food guidelines and meal planning</p> <p><b>9.5.2.1</b> discuss factors that influence diet</p> <p><b>9.5.3.1</b> explain food nutrients</p> <p><b>9.5.3.2</b> describe elements each food nutrients is made of</p> <p><b>9.5.4.1</b> write, explain and use food guidelines for selecting nutritious foods in Solomon Islands</p> <p><b>9.5.4.2</b> discuss importance of food guidelines in planning, selecting and preparing of nutritious meals</p> <p><b>9.5.4.3</b> evaluate prepared meals</p> <p><b>9.5.4.4</b> survey food intake and money spend by family or individual over period of one week then analyze using food guidelines in Solomon Islands</p> <p><b>9.5.4.5</b> use food guidelines to plan, prepare and present suitable meals for people with special needs taken into account food safety and hygiene</p>	<p><b>1.</b> research factors that influence diet</p> <p><b>2.</b> survey and compare prices of food items in shops, markets in urban areas or survey subsistence foods in rural areas and compare prices</p> <p><b>3.</b> use food guidelines to analyse family or individual daily meals in a week</p>



**Strand: Food & Nutrition****Sub-strand : 9.6 Meal Planning, food storage and Solomon Islands Cooking (4 periods)**

This sub – strand focuses on the importance of meal planning, food storage and Solomon Islands cooking.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<p><b>9.6.1</b> understand importance of meal planning and food storage (<b>u</b>)</p> <p><b>9.6.2</b> use appropriate factors to plan a meal (<b>s</b>)</p> <p><b>9.6.3</b> understand how meal customs differ from family to family (<b>u</b>)</p>	<p><b>9.6.1.1</b> discuss the importance of meal planning and food storage</p> <p><b>9.6.1.2</b> demonstrate storage of different uncooked and cooked foods in Solomon Islands (practical)</p> <p><b>9.6.2.1</b> explain factors that affect meal planning</p> <p><b>9.6.3.1</b> explain how meal customs differ from family to family</p>	<p><b>1.</b> research factors to consider in meal planning in their own families and explain how these factors affect the planning of their meals</p> <p><b>2.</b> make samples of nutritious breakfast, lunch and dinner and snacks and analyze nutritional value using composition tables</p>

**Strand: Food & Nutrition****Sub-strand: 9.7 Cooking for special Dietary Needs (4 periods)**

This sub – strand focuses on planning and preparing meals to cater for the nutritional requirement of people with special dietary needs.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><b>Learners should</b></p> <p><b>9.7.1</b> understand people with special dietary needs and their nutritional requirements <b>(u)</b></p> <p><b>9.7.2</b> prepare meals for people with special dietary needs <b>(s)</b></p>	<p><b>Learners should be able to</b></p> <p><b>9.7.1.1</b> explain ‘Special dietary needs’</p> <p><b>9.7.1.2</b> identify people with special dietary needs</p> <p><b>9.7.1.3</b> discuss the nutritional needs of each group</p> <p><b>9.7.2.1</b> select suitable foods for nutritious snack or meal for one of the special dietary needs</p> <p><b>9.7.2.2</b> demonstrate correct cleaning and washing procedures in all practical cooking</p>	<p><b>Learners can be assessed on</b></p> <p><b>1.</b> plan and prepare a nutritious snack or meal for one of the special dietary needs</p>

**Strand: Family Studies****Sub-strand: 9.8 Marriages (6 periods)**

This sub - strand focuses on Marriage arrangement and ceremonies and the importance of communication in Solomon Islands families.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.8.1</b> understand marriage ( <b>u</b> )	<b>9.8.1.1</b> explain what is marriage	<b>1.</b> write a paragraph on how one of the factors influences their family
<b>9.8.2</b> differentiate traditional and modern marriage or wedding ceremonies ( <b>u</b> )	<b>9.8.2.1</b> discuss the differences between modern and traditional marriages or wedding ceremonies	<b>2.</b> analyse case studies on modern and traditional weddings to conclusions and make a plan about modern or traditional weddings
<b>9.8.3</b> understand the advantages and disadvantages of modern and traditional marriage ( <b>u</b> )	<b>9.8.3.1</b> discuss the advantages and disadvantages of modern and traditional marriage	
<b>9.8.4</b> understand the advantages and disadvantages of marrying within their clan, between islands and other islands or countries ( <b>u</b> )	<b>9.8.4.1</b> investigate the advantages and disadvantages of marrying within their clan, between islands and other islands or countries (intermarriage)	
<b>9.8.5</b> understand factors that influence the choice of whom a boy or a girl want to marry ( <b>u</b> )	<b>9.8.5.1</b> describe factors that influence the choice of who to marry	
	<b>9.8.5.2</b> discuss what to look for when choosing a future wife or husband	
<b>9.8.6</b> recognise importance of communication in the family ( <b>u</b> )	<b>9.8.6.1</b> explain importance of communication in arranging marriages and in the family	
<b>9.8.7</b> appreciate the importance of communication in the family ( <b>a</b> )	<b>9.9.7.1</b> Share experiences on importance of communication	
<b>9.8.8</b> understand forms of communication, barriers to and skills for effective communication ( <b>u</b> )	<b>9.8.8.1</b> discuss barriers and skills to effective communication	
	<b>9.8.8.2</b> role play barriers and effective communication in arranging marriages and solving conflicts in the family	
	<b>9.8.3.3</b> analyse a case study of barriers to effective communication	

**Strand: Family Studies****Sub-strand: 9.9 Social Issues (6 periods)**

This sub – strand discusses importance of identifying social issues and how to cope with them.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.9.1</b> understand who they can marry ( <b>u</b> )	<b>9.9.1.1</b> describe the qualities of a person you would like to marry	<b>1.</b> write an essay on an ideal husband or wife
	<b>9.9.1.2</b> discuss advantages and disadvantages to make decision in marriage partner	
<b>9.9.2</b> understand social issues facing Solomon Island families ( <b>u</b> )	<b>9.9.2.1</b> explain “Social issues”	
	<b>9.9.2.2</b> describe social issues (barren families, domestic violence, property ownership, teenage pregnancy, STI, divorce, separation, wantok system)	
<b>9.9.3</b> appreciate the importance of dealing with social issues ( <b>a</b> )	<b>9.9.3.1</b> explain causes, effects and ways of coping with these issues	

## Section 10.2. EXTENSION SCOPE AND SEQUENCE

This section shows the overview of the curriculum and the progression of each strand from one year level to the next in the syllabus as shown below.

Strand	Year 7	Year 8	Year 9
<b>Food and Nutrition</b>	<b>7.11.1 moist heat cooking and dry heat cooking methods</b> <b>7.11.1.1</b> traditional and modern kitchen organization. <b>7.11.2.1</b> advantages and disadvantages of moist and dry cooking methods <b>7.11.3.1</b> effects of moist and dry heat on food <b>7.11.4.1</b> suitable cooking methods and traditional equipment in practical cooking of local foods to preserve nutrients <b>7.11.5.1</b> local recipes using appropriate moist and dry cooking methods <b>7.11.6.1</b> food preparation of local recipes <b>7.11.6.2</b> moist or dry methods of preparing and presenting of recipes <b>7.11.7.1</b> local recipes cooking <b>7.11.7.2</b> local recipes book	<b>8.8.1 nutritious snacks</b> <b>8.8.1.1</b> meaning of nutritious snacks <b>8.8.1.2</b> locally available nutritious snacks <b>8.8.1.3</b> nutritious snacks contribute to good health <b>8.8.2.1</b> suitable local snacks and fruit drinks for the occasions (light refreshment, Picnic, birthday, morning and afternoon tea break lime or tea grass) <b>8.8.3.1</b> different occasions plan preparation, cooking and presentation of nutritious snacks and fruit drinks <b>8.8.4.1</b> different ways of garnishing and arranging varieties of snacks <b>8.8.5.1</b> table setting for the occasions	<b>9.12.1 traditional food preservation</b> <b>9.12.1.1</b> traditional methods of food preservation(smoking, sun drying foods such as nabo, calm shell, cassava) <b>9.12.2.1</b> traditional methods of food preservation from different communities (kakake, taro, cassava) <b>9.12.3.1</b> advantages and disadvantages of the selected traditional methods of preservation <b>9.12.4.1</b> foods that can be traditionally preserved <b>9.12.5.1</b> ways not to waste food  <b>9.13.1 modern food preservation</b> <b>9.13.1.1</b> meaning of modern preservation methods <b>9.13.2.1</b> how to preserve food using Modern preservation methods <b>9.13.3.1</b> example of Modern preservation methods <b>9.13.4.1</b> preparation and presentation of skills in traditional or modern preservation methods of meals
<b>Home management</b>	<b>7.12 improving household equipment</b> <b>7.12.1.1</b> meaning of improvised equipment <b>7.12.2.1</b> ways of improvising household equipment. <b>7.12.3.1</b> importance or the value of improvisation <b>7.12.4.1</b> household equipment that could be improvised. <b>7.12.5.1</b> improvised household equipment	<b>8.9 interior decoration and exterior beautification</b> <b>8.9.1.1</b> ways of applying principles and elements of design in beautifying inside and outside the home <b>8.9.2.1</b> importance of beautification <b>8.9.3.1</b> landscaping and flower planting <b>8.9.4.1</b> resources for interior decorations <b>8.9.4.2</b> decorative item <b>8.9.5.1</b> interior decoration inside a selected room using the management process <b>8.9.6.1</b> beautifying environment	<b>9.11 floral arrangement</b> <b>9.11.1.1</b> suitable plants and flowers for floral arrangement <b>9.11.2.1</b> suitable plants and flowers in the school garden <b>9.11.3.1</b> simple and advance flower arrangement <b>9.11.4.1</b> different kinds of occasions <b>9.11.5.1</b> advance floral arrangement for different occasions using the management and making decision processes ■ wedding ■ party birthday ■ church services ■funeral ■ office setting ■christmas ■ graduation <b>9.11.6.1</b> importance of floral arrangement

Strand	Year 7	Year 8	Year 9
Clothing and textiles	<p><b>7.13.1.1</b> sewing machine common faults</p> <p><b>7.13.2.1</b> correct faults or problems</p> <p><b>7.13.3.1</b> sew button and button holes, attach, zipper , collar , sleeve correctly and sew pleats using instructions</p> <p><b>7.13.4.1</b> draft and sew pants or shorts or simple dress using instructions</p>	<p><b>8.10.1 basic pattern drafting</b></p> <p><b>8.10.1.1</b> drafting basic skirt and shorts patterns</p> <p><b>8.10.2.1</b> A – Line skirt with waistband, shorts with elastic and attached pocket</p> <p><b>8.10.3.1</b> pattern adaptation</p> <p><b>8.10.4.1</b> pattern adapting from existing</p> <p>pattern (flared or pleated skirt) and shorts with attached zipper</p> <p><b>8.10.4.2</b> sew A- Line with waist band, button and button hole, zipper using instruction</p> <p><b>8.10.4.3</b> sew shorts with elastic using instructions</p> <p><b>8.10.5.1</b> draft classic shirt block using instructions and write sewing instructions to sew it</p>	<p><b>9.10 basic pattern blocks for pattern adaptation and adjustments</b></p> <p><b>9.10.1.1</b> adapt basic skirt, shirt or dress or trouser blocks to create a garment of choice such shorts to culottes or dress to shirt</p> <p><b>9.10.1.2</b> drafted shirt with collar and sleeve, dress style and trouser with zip sewing instructions</p>

Strand	Year 7	Year 8	Year 9
Family studies	<p><b>7.14 happy families</b></p> <p><b>7.14.1.1</b> family structures (polygamy, monogamy, defacto)</p> <p><b>7.14.1.2</b> advantages and disadvantages family structures</p> <p><b>7.14.2.1</b> importance of a happy community or society</p> <p><b>7.14.3.1</b> advantages of a happy community or society</p> <p><b>7.14.3.2</b> seven “Cs” to a happy community or society</p> <p><b>7.14.4.1</b> roles and responsibilities of individual family members and how they affect the family</p> <p><b>7.14.5.1</b> community values, goals and standards</p> <p><b>7.14.5.2</b> development of community values, goals and standards</p> <p><b>7.14.6.1</b> changes in Japanese families past and present</p>	<p><b>8.11 family needs and gender</b></p> <p><b>8.11.1.1</b> community</p> <p><b>8.11.2.1</b> how communities help the family and individuals to meet their primary and secondary needs</p> <p><b>8.11.3.1</b> how communities help people living in rural and urban areas to meet their primary and secondary needs</p> <p><b>8.11.4.1</b> case studies of town family life and changes that are taking place</p> <p><b>8.11.5.1</b> gender issues</p> <p><b>8.11.6.1</b> different reasons why gender inequalities occur in their own communities or provinces</p> <p><b>8.11.6.2</b> reasons and effects of gender inequalities</p> <p><b>8.11.7.1</b> stereo type in Solomon Islands culture and how it applies to sex roles</p> <p><b>8.12 Roles and Responsibilities in work place</b></p> <p><b>8.12.1.1</b> meaning of stereo type</p> <p><b>8.12.1.2</b> sex roles and stereotypes in different culture</p> <p><b>8.12.2.1</b> gender relationships in work place</p> <p><b>8.12.3.1</b> possible problems of gender relationships in work place</p> <p><b>8.12.3.2</b> qualities of developing good gender relationships</p> <p><b>8.12.3.3</b> research on gender relationships in workplace</p> <p><b>8.12.3.4</b> “working mother” poem</p> <p><b>8.12.3.5</b> ‘Sex role stereo type’ poem</p>	<p><b>9.14 personal posture and grooming and entertaining guests</b></p> <p><b>9.14.1.1</b> meanings of posture and grooming</p> <p><b>9.14.2.1</b> importance of good and bad posture in relation to health</p> <p><b>9.14.2.2</b> grooming or appearance improvement</p> <p><b>9.14.3.1</b> meaning of greetings</p> <p><b>9.14.4.1</b> appropriate skills in entertaining guests during eating, answering the telephone, welcoming people at home, work, church and so on</p> <p><b>9.14.4.2</b> attractive and unattractive appearance</p> <p><b>9.14.4.3</b> case studies on attractive and unattractive appearance</p> <p><b>9.14.4.4</b> good ways to approach people</p>

## Section 11.2. EXTENSION LEARNING PROGRAMME PLANNER

This section shows the entire learning programme for the three years of the Home Economics course and the suggested teaching times based on **17 Teaching Weeks per Semester and 34 Teaching weeks per Year** in Years 7 and 8. Year 9 has 17 weeks and 11 weeks i.e. 28 weeks only, due to year 9 National Examinations. In the table *the title in italics is the Strand title; the title in bold is the title of the strand for that year*; the smallest titles are for the sub-strands or main topics of the sub-strands.

### SEMESTER ONE

YEAR 7																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b><i>Food and Nutrition Food (9weeks)</i></b>									<b><i>Home Management (8weeks)</i></b>									<b>Revision and exams</b>
		<b>7.23</b> moist heat cooking <b>7.24</b> dry heat cooking methods									<b>7.25</b> using local and modern materials for household equipment <b>7.26</b> improvising household equipment									
YEAR 8																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b><i>Food and Nutrition (9weeks)</i></b>									<b><i>Home Management (8weeks)</i></b>									<b>Revision and exams</b>
		<b>8.17</b> nutritious snacks and drinks <b>8.18</b> nutrients and good health serving food									<b>8.19</b> homes and home maintenance <b>8.20</b> house planning <b>8.21</b> interior and exterior decoration <b>8.22</b> beautification and landscaping									
YEAR 9																				
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
		<b><i>Clothing and Textiles (9 weeks)</i></b>									<b><i>Home Management Housing (8 weeks)</i></b>									<b>Revision and exams</b>
		<b>9.10</b> basic pattern blocks for pattern adaptation and adjustments									<b>9.11</b> floral arrangement									



## SEMESTER TWO

YEAR 7																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Clothing and Textiles</i></b> <b><i>(9 weeks)</i></b>									<b><i>Family Studies</i></b> <b><i>(8 weeks)</i></b>									<b>Revision and exams</b>	
		7.27 sewing machine maintenance and use									7.28 the family 7.29 families in Japan 7.30 family structures 7.31 a happy community										
YEAR 8																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Clothing &amp; Textiles</i></b> <b><i>(9 weeks)</i></b>									<b><i>Family Studies</i></b> <b><i>(8weeks)</i></b>									<b>Revision and exams</b>	
		8.23 drafting A – Line skirt 8.24 drafting leisure shorts 8.25 drafting Classic Shirt Block									8.26 family Needs 8.27 gender Issues										
YEAR 9																					
WEEK	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
		<b><i>Food and Nutrition</i></b> <b><i>(7weeks)</i></b>								<b><i>Family Studies</i></b> <b><i>(5weeks)</i></b>					<b>YEAR 9 NATIONAL EXAM AND HOLIDAY</b>						
		9.12 traditional food preservation 9.13 morden food preservation								9.14 personal posture and grooming and entertaining guests											

## Section 12.2. EXTENSION DETAIL SYLLABUS

### 12.2.1 Extension Home Economics Year 7 Syllabus

Subject: Home Economics Year: 7		
<b>Strand: Food and Nutrition</b>		
<b>Sub-strand: 7.11 Moist Heat and Dry heat Cooking methods (18 periods)</b> This sub - strand focuses on the set up of traditional kitchen, cooking methods and local recipes from different provinces in Solomon Islands.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>7.11.1</b> understand how to organize a traditional kitchen ( <b>u</b> )  <b>7.11.2</b> know moist heat and dry heat cooking methods ( <b>k</b> )  <b>7.11.3</b> understand the effects of moist and dry heat cooking methods on food ( <b>u</b> )  <b>7.11.4</b> use suitable cooking methods and equipment in practical cooking of local foods ( <b>s</b> )  <b>7.11.5</b> be able to write local recipes ( <b>s</b> )  <b>7.11.6</b> use traditional and modern skills in food preparation ( <b>s</b> )  <b>7.11.7</b> prepare and present traditional and modern foods hygienically ( <b>s</b> )	<b>Learners should be able to</b>  <b>7.11.1.1</b> inspect a traditional or modern kitchen and plan how to improve its organization  <b>7.11.2.1</b> state the differences between moist heat and dry heat cooking methods <b>7.11.2.2</b> discuss advantages and disadvantages of moist and dry cooking methods  <b>7.11.3.1</b> discuss the effects of moist and dry heat on food <b>7.11.3.2</b> experiment effects of moist and dry heat on food  <b>7.11.4.1</b> apply suitable cooking methods and use traditional equipment in practical cooking of local foods to preserve nutrients  <b>7.11.5.1</b> write local recipes and use appropriate moist and dry heat cooking methods  <b>7.11.6.1</b> write a plan for food preparation of the local recipes <b>7.11.6.2</b> demonstrate the moist or dry heat methods of preparing and presenting the recipes  <b>7.11.7.1</b> cook local recipes <b>7.11.7.2</b> compile local recipes booklet <b>7.11.7.3</b> apply safety and food hygiene in cooking	<b>Learners can be assessed on</b>  <b>1.</b> draw a plan of an organized traditional kitchen  <b>2.</b> plan and present moist and dry heat cooking method recipes from different communities

**Strand: Home Management****Sub-strand: 7.12 Improvising household equipment (16 periods)**

This sub - strand aims at providing learners with the opportunity to improvise household equipment by planning and doing a project using the management process.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<p><b>Learners should</b></p> <p><b>7.12.1</b> know the meaning of improvised equipment (<b>k</b>)</p> <p><b>7.12.2</b> understand ways of improvising household equipment (<b>u</b>)</p> <p><b>7.12.3</b> understand the importance of improvisation (<b>u</b>)</p> <p><b>7.12.4</b> be able to use skills in improvising household equipment (<b>s</b>)</p> <p><b>7.12.5</b> apply the management and decision making processes in making improvised equipment for the home (<b>s</b>)</p>	<p><b>Learners should be able to</b></p> <p><b>7.12.1.1</b> define the meaning of improvised equipment</p> <p><b>7.12.2.1</b> describe ways of improvising household equipment</p> <p><b>7.12.3.1</b> explain the importance or the value of improvisation</p> <p><b>7.12.4.1</b> choose household equipment that could be improvised</p> <p><b>7.12.5.1</b> design and make improvised household equipment</p>	<p><b>Learners can be assessed on</b></p> <p><b>1.</b> use the management and decision making processes in making improvised household equipment</p>

**Subject: Home Economics**

**Year: 7**

**Strand: Clothing and Textiles**

**Sub-strand: 7.13 Sewing Machine Maintenance and Use (18 periods)**

The aim of this sub - strand is to explore various methods of the repairing of sewing machine and to use the sewing machine to sew button, button holes, attach zipper, collar and sleeve.

**General Learning Outcomes**

**Specific Learning Outcomes**

**Suggested Assessment Events**

***Learners should***

**7.13.1** understand how to repair a sewing machine **(u)**

**7.13.2** repair a sewing machine **(s)**

**7.13.3** use a sewing machine on selected tasks **(u)**

**7.13.4** follow instructions to draft and sew pants or shorts or simple dress **(s)**

***Learners should be able to***

**7.13.1.1** explain common faults and how to correct them

**7.13.2.1** correct common faults or problems on sewing machine

**7.13.3.1** follow instructions to sew button and button holes, zipper, collar, sleeve correctly and pleats using sewing machines on samples

**7.13.4.1** draft and sew pants or shorts or simple dress

***Learners can be assessed on***

**1.** correct common faults of sewing machine

**2.** produce samples of button and button holes, attachment of zipper, collar and sleeve

**Strand: Family Studies****Sub-strand: 7.14 Happy Families (16 periods)**

This sub - strand focuses on family structures, importance of a happy home, gender roles and responsibilities.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<p><b>7.14.1</b> understand different types of family structures <b>(s)</b></p> <p><b>7.14.2</b> understand the importance of a happy community or society <b>(u)</b></p> <p><b>7.14.3</b> appreciate the advantages of a happy community or society <b>(a)</b></p> <p><b>7.14.4</b> understand how roles and responsibilities of individual family members affect the family <b>(u)</b></p> <p><b>7.14.5</b> appreciate community values, goals and standards <b>(a)</b></p> <p><b>7.14.6</b> understand that changes affecting Solomon Islands families happen all over the world <b>(u)</b></p>	<p><b>7.14.1.1</b> describe polygamy, monogamy and defacto family structures</p> <p><b>7.14.1.2</b> explain advantages and disadvantages of the above types of family structures</p> <p><b>7.14.1.3</b> make a booklet by collecting pictures of each of the family structures and state their advantages and disadvantages</p> <p><b>7.14.2.1</b> explain the importance of a happy community or society</p> <p><b>7.14.3.1</b> list advantages of a happy community or society</p> <p><b>7.14.3.2</b> discuss and describe the seven “Cs” to a happy community or society</p> <p><b>7.14.4.1</b> discuss roles and responsibilities of individual family members and how they affect the family</p> <p><b>7.14.5.1</b> discuss community values, goals and standards</p> <p><b>7.14.5.2</b> explain how community values, goals and standards are developed and achieved</p> <p><b>7.14.6.1</b> compare and contrast photos of how Japanese families lived in the past and at present and the changes that have taken place</p>	<p><b>1.</b> read , analyse and answer questions on case study of a defacto marriage</p> <p><b>2.</b> analyse case study on Japanese family</p> <p><b>3.</b> write paragraphs on how their own communities or society practiced the seven “Cs” and then role play it</p>

## 12.2.2 Extension Home Economics Year 8 Syllabus

Subject: Home Economics		Year: 8
<b>Strand: Food and Nutrition</b>		
<b>Sub-strand: 8.8 Nutritious Snacks (18 periods)</b> This sub - strand examines the availability of nutritious snacks, fruit drinks and the ability to select nutritious local substitutes to junk foods for the health of Solomon Islanders.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>8.8.1</b> know locally available nutritious snacks <b>(k)</b>  <b>8.8.2</b> understand the benefits of nutritious snacks <b>(u)</b>          <b>8.8.3</b> write recipes for snacks suitable for different occasions <b>(s)</b>  <b>8.8.4</b> plan, prepare and present nutritious snacks and fruit drinks for different occasions <b>(s)</b>  <b>8.8.5</b> apply a variety of decoration and arrangement of snacks <b>(s)</b>  <b>8.8.6</b> set table for the occasions <b>(s)</b>	<b>Learners should be able to</b>  <b>8.8.1.1</b> define the meaning of nutritious snacks  <b>8.8.1.2</b> identify locally available nutritious snacks  <b>8.8.2.1</b> explain how nutritious snacks contribute to good health  <b>8.8.2.2</b> discuss suitable local snacks and fruit drinks for the following occasions: light refreshment, picnic, birthday, morning & afternoon tea break (lime/tea grass)  <b>8.8.3.1</b> select recipes for snacks for different occasions  <b>8.8.4.1</b> plan preparation, cooking and presentation of nutritious snacks and fruit drinks for different occasions  <b>8.8.5.1</b> display different ways of garnishing and arranging varieties of snacks  <b>8.8.6.1</b> set table for the different occasions	<b>Learners can be assessed on</b>  <b>1.</b> carry out a survey for two weeks on the consumption of nutritious snacks at home or school  <b>2.</b> write a recipe for a book on nutritious snacks

**Strand: Home Management****Sub-strand: 8.9 Interior decoration & Exterior beautification (16 periods)**

This Sub - strand discusses ways of applying principles and elements of design in beautifying inside and outside the home and identifies resources needed to make items for interior decorations.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<b>8.9.1</b> know how to beautify inside and outside the home <b>(k)</b>	<b>8.9.1.1</b> state ways of applying principles and elements of design in beautifying inside and outside the homes	<b>1.</b> plan and carry out a project to beautify a selected room both inside and outside
<b>8.9.2</b> understand the importance of home beautification <b>(u)</b>	<b>8.9.2.1</b> explain the importance of home beautification	
<b>8.9.3</b> use landscaping skills for beautifying outside the home <b>(s)</b>	<b>8.9.3.1</b> landscape outside the home and plant flowers	
<b>8.9.4</b> make decorative items for the inside of the home <b>(s)</b>	<b>8.9.4.1</b> select resources needed to make items for interior decorations	
	<b>8.9.4.2</b> make a decorative item	
<b>8.9.5</b> apply the management process to beautify inside and outside a selected room <b>(s)</b>	<b>8.9.5.1</b> use the management process to beautify inside a selected room	
<b>8.9.6</b> appreciate the value of beautifying the room <b>(a)</b>	<b>8.9.6.1</b> demonstrate valuing of beautifying the environment they live in	

**Strand: Clothing and Textiles****Sub-strand: 8.10 Basic Pattern Drafting (18 periods)**

This sub - strand focuses on basic pattern drafting, construction and pattern adaptation.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<b>8.10.1</b> understand instructions to draft basic patterns <b>(s)</b>	<b>8.10.1.1</b> explain instructions to draft basic skirt and shorts	<b>1.</b> draft basic patterns (short and skirt)
<b>8.10.2</b> know what is an A – Line skirt and a short <b>(k)</b>	<b>8.10.1.2</b> draft basic skirt and shorts patterns  <b>8.10.2.1</b> explain an A – Line skirt with waistband and shorts with elastic and attached pocket	<b>2.</b> assess their own complete A – Line Skirt, classic block shirt and shorts using marking criteria
<b>8.10.3</b> know what pattern adaptation is <b>(k)</b>	<b>8.10.3.1</b> define pattern adaptation	
<b>8.10.4</b> follow instructions to adapt <b>(s)</b>	<b>8.10.4.1</b> adapt patterns from existing pattern (flared or pleated skirt) and shorts with zipper  <b>8.10.4.2</b> follow instructions to sew waist band, button and button hole and zipper to A - Line Skirt  <b>8.10.4.3</b> follow instructions to sew shorts with elastic	
<b>8.10.5</b> follow instructions to draft classic shirt block and write sewing instruction <b>(s)</b>	<b>8.10.5.1</b> follow instructions to draft classic shirt block and write sewing instruction	



Subject: Home Economics		Year: 8
<b>Strand: Family Studies</b>		
<b>Sub-strand: 8.11 Family Needs and gender (10 periods)</b> This sub - strand focuses on family needs, changing roles, responsibilities and building relationships in the family and at the work place, which enable learners to make decisions.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>  <b>8.11.1</b> know the meaning of community <b>(k)</b>  <b>8.11.2</b> understand the importance of how communities help the family and individuals to meet their primary and secondary needs <b>(u)</b>  <b>8.11.3</b> appreciate how communities help to meet family needs <b>(a)</b>  <b>8.11.4</b> understand town family life and changes in Solomon Islands <b>(u)</b>  <b>8.11.5</b> understand meaning of gender issues <b>(u)</b>  <b>8.11.6</b> understand reasons and effect of gender inequalities <b>(u)</b>  <b>8.11.7</b> understand the meaning of stereotype and how this applies to sex roles <b>(u)</b>	<b><i>Learners should be able to</i></b>  <b>8.11.1.1</b> define community  <b>8.11.2.1</b> explain how communities help the family and individuals to meet their primary and secondary needs  <b>8.11.3.1</b> describe how communities help people living in rural and urban areas to meet their primary and secondary needs  <b>8.11.4.1</b> analyze case studies of town family life and changes that are taking place  <b>8.11.5.1</b> explain gender issues  <b>8.11.6.1</b> discuss different reasons why gender inequalities occur in the communities or provinces  <b>8.11.6.2</b> identify reasons and effects of gender inequalities  <b>8.11.7.1</b> explain stereo type in Solomon Islands culture and how it apply to sex roles	<b><i>Learners can be assessed on</i></b>  <b>1.</b> compare how communities help people living in rural and urban areas meet their basic and secondary needs  <b>2.</b> survey town family life and report on changes that it brings or research effects of gender inequalities in their own communities

## Strand: Family Studies

**Sub-strand: 8.12 Sex Roles and Relationships in workplaces (6 periods)**

This sub – strand discusses sex roles, qualities of developing good gender relationships analyze research findings on gender relationships in the work place.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>	<b>Learners should be able to</b>	<b>Learners can be assessed on</b>
<b>8.12.1</b> understand factors that contribute to sex role stereotypes in their culture <b>(u)</b>  <b>8.12.2</b> understand gender relationships in the work place <b>(u)</b>  <b>8.12.3</b> appreciate gender relationships in the work place <b>(a)</b>	<b>8.12.1.1</b> explain the meaning of stereo type  <b>8.12.1.2</b> discuss sex role stereotypes in their culture and compare with other cultures  <b>8.12.2.1</b> define gender relationships in work place  <b>8.12.3.1</b> identify possible problems of gender relationships in work place  <b>8.12.3.2</b> discuss qualities of developing good gender relationships  <b>8.12.3.3</b> research gender relationships in workplace  <b>8.12.3.4</b> read “working mother” poem and answer given questions  <b>8.12.3.5</b> write a poem on sex role stereo type	<b>1.</b> research on how sex role stereotypes develop in their culture  <b>2.</b> role play good and bad gender relationships in the work place

### 12.2.3 Extension Home Economics Year 9 Syllabus

Subject: Home Economics Year: 9		
Strand: Clothing and Textiles		
<b>Sub-strand: 9.10 Use Basic Pattern Blocks for Pattern Adaptation (18 periods)</b> This sub - strand focuses in more detail basic pattern drafting, construction and pattern adaptation.		
General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b>Learners should</b>  <b>9.10.1</b> understand instructions to drafted basic patterns <b>(u,s)</b>  <b>9.10.2</b> construct instructions to sew drafted garment <b>(s)</b>	<b>Learners should be able to</b>  <b>9.10.1.1</b> use instructions to basic trouser block pattern and to make adaptations to the garment chosen such as culottes and so on  <b>9.10.1.2</b> write instructions to sew drafted culottes, track suit and trouser	<b>Learners can be assessed on</b>  <b>1.</b> adapt basic skirt or long trouser pattern to make garment for example culottes, track suit and so on  <b>2.</b> assess complete shirt using marking criteria

**Subject: Home Economics**

**Year: 9**

**Strand: Home Management**

**Sub-strand: 9.11 Floral arrangement (16 periods)**

This sub - strand focuses on application of the management and decision making process in floral arrangement for selected occasions such as school annual events.

**General Learning Outcomes**

**Specific Learning Outcomes**

**Suggested Assessment Events**

***Learners should***

***Learners should be able to***

***Learners can be assessed on***

**9.11.1** know suitable plants and flowers for floral arrangement (**k**)

**9.11.1.1** identify suitable plants and flowers for floral arrangement

**1.** apply the management and decision making process in floral arrangement for a selected occasion

**9.11.2** select suitable plants and flowers and make a flower garden in the school (**s**)

**9.11.2.1** choose suitable plants and flowers and make a flower garden in the school

**9.11.3** know different ways to arrange flowers (**k**)

**9.11.3.1** identify different ways for simple and advance flower arrangement

**9.11.4** know different occasions (**k**)

**9.11.4.1** identify different ccasions

**9.11.5** use the management and decision making process in floral arrangement for different occasions (**s**)

**9.11.5.1** apply the management and decision making process in advance floral arrangement for different occasions (wedding, party, birthday, church services, funeral, office setting, Christmas and Graduation)

**9.11.6** understand the importance of floral arrangement (**u**)

**9.11.6.1** discuss importance of floral arrangement

**Subject: Home Economics**

**Year: 9**

**Strand: Food & Nutrition**

**Sub-strand: 9.12 Traditional Food Preservation (7 periods)**

This sub - strand focuses on using traditional knowledge and skills to preserve food.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>  <b>9.12.1</b> understand the different food preservation methods from the provinces ( <b>u</b> )  <b>9.12.2</b> appreciate the traditional methods of preservation from different communities ( <b>a</b> )  <b>9.12.3</b> understand advantages and disadvantages of traditional methods of preserving foods ( <b>u</b> )  <b>9.12.4</b> know foods that can be traditionally preserved ( <b>k</b> )  <b>9.12.5</b> understand the importance of not wasting food ( <b>u</b> )  <b>9.12. 6</b> preserve food using any traditional method ( <b>s</b> )	<b><i>Learners should be able to</i></b>  <b>9.12.1.1</b> describe traditional methods of food preservation(smoking, sun drying foods such as nabo, clam shell, cassava)  <b>9.12.2.1</b> express opinions on traditional methods of preservation from different communities (kakake, taro, cassava)  <b>9.12.3.1</b> discuss advantages and disadvantages of the selected traditional methods of preservation  <b>9.12.4.1</b> state foods that can be traditionally preserved  <b>9.12.5.1</b> explain ways for not wasting food  <b>9.12. 6.1</b> demonstrate any traditional food preservation method	<b><i>Learners can be assessed on</i></b>  <b>1.</b> demonstrate different methods of traditional food preservation  <b>2.</b> demonstrate ways of not wasting food in the traditional preservation method

**Strand : Food & Nutrition****Sub-strand : 9.13 Modern Food preservation (7 periods)**

This sub – strand discusses modern food preservations methods, uses of preserved foods to make a nutritious meal and show ways for not wasting food.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.13.1</b> know modern food preservation methods <b>(k)</b>	<b>9.13.1.1</b> identify modern preservation methods	<b>1.</b> demonstrate different methods of modern food preservation
<b>9.13.2</b> understand modern food preservation methods in the Solomon Island <b>(u)</b>	<b>9.13.2.1</b> explain modern preservation methods	<b>2.</b> demonstrate ways of not wasting food in modern food preservation method
<b>9.13.3</b> know how to use modern food preservation in the home <b>(k)</b>	<b>9.13.3.1</b> state how to use modern food preservation in the home	
	<b>9.13.3.2</b> demonstrate modern preservation methods in their practical lesson	
<b>9.13.4</b> understand why it is important to know and apply the preparation and presentation skills for modern preservation methods competently <b>(u and s)</b>	<b>9.13.4.1</b> describe and competently demonstrate preparation and presentation skills in modern preservation methods	
	<b>9.13.4.2</b> make a nutritious dish using modern preserved food	

**Strand: Family Studies****Sub-strand: 9.14 Personal Posture, Grooming and Entertaining guests (10 periods)**

This sub - strand discusses and describes appropriate posture and grooming and skills in entertaining guests and for good health.

General Learning Outcomes	Specific Learning Outcomes	Suggested Assessment Events
<b><i>Learners should</i></b>	<b><i>Learners should be able to</i></b>	<b><i>Learners can be assessed on</i></b>
<b>9.14.1</b> know the meanings of posture and grooming <b>(k)</b>	<b>9.14.1.1</b> state the meanings of posture and grooming	<b>1.</b> demonstrate how to sit, stand, sleep and walk in a good postured manner
<b>9.14.2</b> understand the importance of posture and grooming in relation to health and physical appearance <b>(u)</b>	<b>9.14.2.1</b> discuss the importance of good and bad posture in relation to health	<b>2.</b> role play appropriate skills in entertaining guests in a given situation (eating, answering the telephone, welcoming people etc )
<b>9.14.3</b> understand qualities that are considered as attractive <b>(u)</b>	<b>9.14.3.1</b> describe how to improve grooming or appearance	
<b>9.14.4</b> know the meanings of greetings <b>(k)</b>	<b>9.14.4.1</b> explain the meaning of greetings	
<b>9.14.5</b> apply appropriate skills in greeting and entertaining people in a formal or an informal setting <b>(u)</b>	<b>9.14.5.1</b> demonstrate appropriate skills in greeting and entertaining people	
	<b>9.14.5.2</b> role play good ways to approach people	
<b>9.14.6</b> differentiate between attractive and unattractive appearance <b>(s)</b>	<b>9.14.6.1</b> demonstrate an attractive and unattractive appearance in class	
<b>9.14.7</b> understand case studies on personal posture, grooming or entertaining <b>(u)</b>	<b>9.14.7.1</b> analyze case studies on personal posture, grooming or entertaining	

## Section 13. LEARNING AND TEACHING RESOURCES

This section contains a list of learner's books, teacher's guides and other learning and teaching resources for effective teaching and learning of Secondary Home Economics syllabus for years 7 to 9.

No	Title	Publication Date	Publisher
1	Solomon Islands Home Economics Year 7 Learner's Book	2009	Pearson Education, Australia
2	Solomon Islands Home Economics Year 7 Teachers Guide	2010	Pearson Education, Australia
3	Solomon Islands Home Economics Year 8 Learner's Book	2012	Pearson Education, Australia
4	Solomon Islands Home Economics Year 8 Teachers Guide	2012	Pearson Education, Australia
5	Solomon Islands Home Economics Year 9 Learner's Book	2014	Pearson Education, Australia
6	Solomon Islands Home Economics Year 9 Teachers Guide	2014	Pearson Education, Australia

### Other resources

No	Title	Publication Date	Publisher
1	You and Your School - Form One	1990	MEHRD
2	Year 1 Unit 1 Personal Hygiene - Form One	1985	MEHRD
3	Year 1 Unit 1:3 A House and a Home - Form One	2000	MEHRD
4	Year 1 Unit 2 Hygiene at Home - Form One	1990	MEHRD
5	Food and Health - Form One	1986	MEHRD
6	Clothing and Textiles - Form One	1986	MEHRD
7	Food and Health - Form Two	1986	MEHRD
8	Clothing and Textiles - Form Two	1985	MEHRD
9	Clothing and Textiles - Form Three	1989	MEHRD
10	Food and Health - Form Three	1986	MEHRD
11	Clothing and Textiles - Form Four	1989	MEHRD



## Section 14. TOOLS AND EQUIPMENT

This section contains a list of tools and equipment for effective teaching and learning of Secondary Home Economics syllabus for years 7 to 9.

Quantity	DESCRIPTION OF ITEM	Quantity	DESCRIPTION OF ITEM
	<b>COOKING EQUIPMENT</b>		<b>SEWING EQUIPMENT</b>
2	Baking Tray	14	Sewing Machine
2	Chopping Board	10	Machine Needles
1	Tin Opener	10	Hand Needles
2	Bowl/Dish (Medium)	10	Tacking Pins
2	Dish (Medium)	10	Threads
1	Strainer	5	Tailors Chalk
1	Grater	20	Fabric Scissors
1	Egg Lifter	20	Paper Scissors
2	Chopping Knife	10	Unpicker
1	Kettle	10	1 meter ruler
2	Vegetable Knife (m)	10	Embroidery Thread
2	Vegetable Knife (s)	10	Tracing Wheel
1	Bucket	20	Tap Measure
4	Drinking Plastic Cups	10	Commercial Patterns
4	Cups (Tea)	1	First Aid Kit
4	Hand Towels	1 roll	Brown paper for drafting
4	Plates (s)		<b>CONSUMABLE MATERIALS</b>
4	Bowls		Food
4	Forks	1 bolt	Fabric
4	Spoons		<b>HOME MANAGEMENT</b>
4	Dinner Plates	2	Mop
2	Tea Spoons	2	Broom
2	Plastic Serving Spoons	2	Dust pan
2	Aluminum Serving Spoons	2	Ajax
2	Frying Pan	2	Toilet brush
1	Sauce Pan	2	Bucket
1	Pots (L)		
1	Pots (M)		
1	Pots (S)		
2	Peeler		
4	Tea Towel		
1	Rubbish Bin		
1	2 Burner Gas Stove		
1	Gas Cylinder (S)		
2	Storage Container (L)		
1	Storage Container (M)		
1	Storage Container (S)		

## Section 15. FORMATIVE AND SUMMATIVE ASSESSMENT

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The Secondary Home Economics Syllabus for Years 7 – 9 is written using the outcomes - based approach to education in Solomon Islands. This syllabus is based on an outcomes - based curriculum framework with a philosophy of a learner centred teaching pedagogy. It is based on learning outcomes as *curriculum standards*. These are *curriculum requirements* that should guide the planning for effective teaching and learning strategies as well as designing and setting of valid, fair and reliable assessments. These standards or curriculum requirements will become the *assessment benchmarks* for assessment at the school and national levels using both the formative and summative form of assessments.

Assessment is defined as a continued planned process of gathering, analysing and interpreting information and data about students learning. It is a process of seeking and interpreting evidences used by learners and their teachers, to identify where the learners are in their learning, and where they need to go to and how best to get there. It is important that teachers diagnose and identify learning abilities of the learners in order for them to develop and implement intervention strategies to improve both the learning process of learners and teaching approaches of the teachers. Teachers should support learners who have acquired the learning outcomes or curriculum requirements in order to maintain their level of performance and similarly assist learners who have not acquired the requirements with remedial tasks. This is to enable learners to acquire curriculum requirements and progressed on with their learning. Therefore such assessment strategy is aiming towards improving learning and teaching processes and should focus more on a learner centred teaching pedagogy.

The assessment component in this syllabus involves both internal and external assessments and national examinations. Such an assessment approach is sometimes referred to as formative and summative assessments. However, assessment of learning outcomes differs in some ways from the traditional way of assessing objectives using the norm – referenced assessment. Assessment of learning outcomes focuses more on the criteria – referenced assessment and will allow learners to compete against set and agreed curriculum standards. The emphasis is more on formative and diagnostic form of assessments because it is an ongoing assessment in the classroom. The assessment of learning outcomes will be based on achievement levels. These levels have descriptors of possible performance abilities or skills at different intellectual and hierarchical competencies for each of the learning outcome assessed. Teachers will then be able to identify achievement levels for each student and be able to set remedial tasks to assist underachieving learners. The assessment data and information should be recorded and kept in a systematic and orderly manner as learning records in the schools.

The assessment information and data gathered from such assessments can be used for improving the learning and teaching processes in the classroom and for making informed decisions regarding assessments in the schools and national assessments and examinations. Furthermore, such information and data will also inform the Curriculum Development Division (CDD) and National Examination and Standards Unit (NESU) of the Ministry of Education and Human Resources Development (MEHRD) as well as the School of Education and Humanities (SOEH) of the Solomon Islands National University (SINU) on how the prescribed or the intended curriculum was taught and learnt in schools and how best to improve both the teaching and learning processes and implementation of valid, fair and reliable formative and summative assessments.

It is the Ministry's plan to examine *all subjects* at the end of Year Nine (9), the final year level at the end of the Universal Basic Education in Solomon Islands. It would mean that all subjects offered in the national curriculum would need to offer school base assessment (SBA) as part of the formative or continuous/internal assessment. The SBA should be implemented as part of the teaching and learning processes and is focussed more on learner centred teaching philosophy. The purpose of having an SBA is for assessing skills that are not assessable in the summative and national examinations at the end of the term, semester or a year. Furthermore, such an assessment approach is required to strengthen key components of the formative assessment, that is, to be more valid, fair and reliable in terms of having common assessment tasks (CAT) in a more organized manner as well as creating provisions for teacher designed assessment tasks (TDAT) to meet the learning needs of learners within the school context and learning environment.

Detailed information, guidelines and appropriate weightings for SBA and internal assessment for Secondary Home Economics can be obtained from the subject prescription handbook.

**Achievement Levels**

Particular levels in the development of a learner towards a learning outcome; where the top level is the outcome.

**Aims**

Broad statement of what the curriculum or a syllabus hopes that learners will achieve as a result of the learning processes.

**Assessment**

Judging and describing the learning outcomes that learners have achieved.

**Assessment event**

An opportunity for a learner to demonstrate achievement on a specific learning indicator, usually recorded to give a record of learner's progress.

**Attitude**

Ideas or beliefs in what is right and wrong, good or bad. The way you think or feel about something.

**Competency Levels**

Similar to achievement levels, but usually referring to a stage in the development towards command of a particular skill.

**Curriculum**

All learning opportunities planned, guided and supported by the school. The curriculum includes all subjects taught and all other activities, including extra-curricular activities, which the learners take part in.

**Entrepreneurial thinking**

Considering and planning to start or organize a commercial enterprise involving a financial risk.

**Improvisation**

The process of making something from whatever resources are available rather than relying on resources or equipment bought or supplied. Doing something without advanced planning or practice.

**Specific Learning Outcomes**

Statement of an observable behaviour which shows that a learner has achieved some level of competence on a learning outcome.

**Key Learning Areas**

The main areas of learning considered important for all learners to be exposed to throughout the whole curriculum. All or most subjects will make some contribution to the achievement of each of these Key Learning Areas.

**Learner**

A person who is in the process of learning something, in our case in a school situation. In the outcomes-based syllabuses Learner is used rather than Student or Pupil.

**Learner – centred**

An approach to supporting learning that focuses on an individual learner or a group of learners rather than on the teacher. The Outcomes approach is learner-centred.

**Learning**

The process of finding, exchanging or being given information which leads to changes in, or an increase in, our knowledge, abilities or feelings.

**Learning material**

The core textbooks or other written material that presents the sequenced content for an entire course of study at a given Year level, at a conceptual level appropriate for the learners.

**General Learning Outcome**

A statement which specifies what the learner is expected to know, understand or be able to do, or the attitude or values expected to have developed as a result of a learning process.

**Lesson**

A simple, planned segment of instruction that takes place within a certain time – usually part of a unit of work. The school day in Primary schools is divided into a certain number of Lessons, similar to Periods in Secondary schools.

**Outcomes-based**

A curriculum or syllabus based on the setting and achievement of Outcomes, as explained above.

**Period**

A unit of time within the school day in a Secondary school, equivalent to a Lesson in Primary schools. The recommended length of a period in Secondary schools is 40 minutes.

**Process skill**

An action or reaction which a person performs in a competent way – with four component activities namely; perception, planning, recall of pre-requisite knowledge and execution

**Programme of study**

Detailed plan for teaching a course over a period of time.

**Programme Planner**

A tool which gives the overview of the planned course of study – showing the strands and sub strands of the overall course.

**Rationale**

Statement of the principles or reasons for the inclusion of a particular subject in the curriculum.

**Scheme of work**

Similar to a programme of study – usually linked to the syllabus.

**Scope**

The extent of the understanding, concepts, skills and attitudes or values to be acquired by a learner as a consequence of a particular course of study at a particular grade level.

**Sequence**

The order of the introduction or teaching of concepts and skills within a subject, which reflect the progression of understanding or competence over a period of time.

**Strand**

The areas of learning into which a course is divided. Each syllabus is divided into a number of Strands which continue throughout each year of the course. Each Strand concentrates on a different topic or theme within this area of learning each year. Each Strand is further divided into sub-strands.

**Strand statement**

Overall statement of the understanding, concepts, skills and attitudes intended to be acquired by learners for a particular strand of a course over the whole period of the course.

**Strand year statement**

Statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

**Strand theme statement**

An alternative term for Strand Year Statement: statement of understanding, concepts, attitudes and skills intended to be acquired by a learner within a particular strand during a specific year of study.

**Subject**

One of the traditional categories in to which the content of a school curriculum is sub – divided; subjects derive strongly from the range of disciplines of knowledge.

**Sub-strand**

A sub-division of a strand dealing with a particular topic within that strand.

**Syllabus**

A document which prescribes the course of the study by learners within a given curriculum area or subject. The syllabus presents the strands, sub strands and their intended learning outcomes, as well as other guidance for teachers.

**Teaching material**

Range of teaching materials utilized by teachers to assist with the process of facilitating learning.

**Value**

Moral standard of behaviour; principles which govern a person's actions.

**Vernacular Language**

Language spoken by a group of people within a particular region or country. The vernacular languages of Solomon Islands are all the languages spoken by people as their first language or mother tongue. This now includes Pijin.

## Section 17. REFERENCES

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