



آغا خان یونیورسٹی ایگزامینیشن بورڈ
AGA KHAN UNIVERSITY EXAMINATION BOARD

Secondary School Certificate
Examination Syllabus

Home Economics

Grades IX - X

(based on National Curriculum 2007)

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**Secondary School Certificate
Examination Syllabus**

**ELEMENTS OF
HOME ECONOMICS
GRADES IX-X**

**This syllabus will be examined in both
May and September Examination sessions from
May 2020 for Grade IX and May 2021 for Grade X**

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Preface

Established in 2002 through Ordinance CXIV, Aga Khan University Examination Board (AKU-EB) is Pakistan's first private autonomous examination body for secondary (SSC) and higher secondary (HSSC) school certifications. Its vision is to be a model of excellence and innovation in education in Pakistan and the developing world.

One of the ways in which AKU-EB achieves its vision is by developing syllabi which inculcates conceptual thinking and higher order learning based on the National Curriculum. AKU-EB revises its syllabi every 4 years so that they continue to meet the needs of students, teachers and examiners.

The aims of the current syllabus review of SSC and HSSC in 2016 were to:

- Ensure continued compatibility with the goals of the National Curriculum of Pakistan.
- Review the content for inclusion of new knowledge and deletion of obsolete knowledge.
- Review the content for clarity and relevance as per the changing needs of students, teachers and examiners.
- Enhance and strengthen continuation and progression of content both within and across grades IX - XII (SSC and HSSC).
- Ensure the readiness of students for higher education.

During this syllabus review, the needs of all the stakeholders were identified through a needs-assessment survey. Students and teachers of AKU-EB affiliated schools from across Pakistan participated in the survey. Thereafter, a revision panel, which consisted of examiners, schools teachers of affiliated and non-affiliated schools, teacher trainers and university academics, reviewed and revised the syllabus following a planned, meticulous and standardised syllabi review process.

This year, AKU-EB took the initiative of introducing a 'Concept Map' for each syllabus which represents links among the key concepts of the syllabus. These have been designed to improve students' interest in the subject, facilitate conceptual thinking and make the learning and teaching experience more memorable.

The syllabus is organised into topics and subtopics. Each subtopic is further divided into achievable student learning outcomes (SLOs). The SLOs of the cognitive domain are each assigned a cognitive level on which they have to be achieved. These cognitive levels are 'knowledge', 'understanding' and 'application', the latter also including other higher order skills. This is followed by the Exam Specification which gives clear guidance about the weightage of each topic and how the syllabus will be assessed.

The development of the revised syllabus have been made possible by the creativity and relentless hard work of Curriculum and Examination Development unit and the constant support provided by all the other units of AKU-EB. We are particularly thankful to Dr Sohail Qureshi for his very useful feedback on revising the syllabus review process, to Dr Naveed Yousuf for his continued guidance and support throughout the syllabus revision process and to Raabia Hirani for leading the syllabi revision. We are also thankful to all the students and teachers who took part in the needs-assessment survey and to the principals of AKU-EB affiliated schools who made this endeavour possible by facilitating and encouraging their teachers to be a part of the survey and the syllabus revision panel.

With your support and collective hard work, AKU-EB has been able to take the necessary steps to ensure effective implementation of the National Curriculum of Pakistan through this syllabus. We are confident that this syllabus will continue to provide the support that is needed by students to progress to the next level of education and we wish all the best to students and their teachers in implementing this syllabus.



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Introduction to AKU-EB Syllabi

1. Aga Khan University Examination Board (AKU-EB) has a mandate by Ordinance CXIV of 2002 ‘to test the attainment of the objectives of the national curriculum, for the purpose of enhancing student learning, and to do all such things that may be considered appropriate for the improvement of education in respect to teaching and learning, institutional effectiveness and all things ancillary and incidental thereto’.
2. The AKU-EB syllabi are an important tool in the achievement of this mandate. These syllabi are based on the National Curriculum of Pakistan 2006 and the National Scheme of Studies 2006 – 2007. The syllabi bring together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. Moreover, the syllabi aim to achieve the pedagogically desirable objectives of the National Curriculum which encourage ‘observation, creativity and other higher order thinking skills’, better meeting the needs of the students of the twenty-first century.
3. The syllabi guide the students, teachers, parents and other stakeholders regarding the topics that will be taught and examined in each grade (IX, X, XI and XII). In each syllabus document, the content progresses from simple to complex, thereby, facilitating a gradual, conceptual learning of the content.
4. The topics of the syllabi are grouped into themes derived from the national curriculum. The connection between various themes and topics is highlighted in the ‘**concept map**’ provided at the beginning of each syllabus. This ensures that students begin to understand the interconnectedness of knowledge, learn conceptually and think critically.
5. The topics of the syllabi are divided into subtopics and **student learning outcomes (SLOs)**. The subtopics and the SLOs define the depth and the breadth at which each topic will be taught, learnt and examined. The syllabi complement the national curriculum by providing enabling SLOs where needed to scaffold student learning.
6. Each SLO starts with an achievable and assessable **command word** such as describe, relate, evaluate, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that the students are expected to undertake in the course of their studies. The examination questions are framed using the same command words or their connotations to elicit evidence of these competencies in students’ responses.
7. The SLOs are classified under three **cognitive levels**: knowledge (K), understanding (U) and application and other higher order skills (A) for effective planning during teaching and learning and deriving multiple choice questions (MCQs) and constructed response questions (CRQs) and extended response questions (ERQs) on a rational basis from the subject syllabi, ensuring that the intentions of the national curriculum are also met during examinations.

8. By focusing on the achievement of the SLOs, these syllabi aim to counter the culture of rote memorisation as the preferred method of examination preparation. While suggesting relevant, locally available textbooks for achieving these outcomes, AKU-EB recommends that teachers and students use multiple teaching and learning resources for achieving these outcomes.
9. The syllabi follow a uniform layout for all subjects to make them easier for students and teachers to follow. They act as a bridge between students, teachers and assessment specialists by providing a common framework of student learning outcomes and **exam specifications**.
10. On the whole, the AKU-EB syllabi for Secondary School Certificate (SSC) provide a framework that helps students to acquire conceptual understanding of the content of the National Curriculum and learn to critically engage with it. This lays a solid foundation for HSSC and beyond.

Aims/ Objectives of the National Curriculum (2007)¹

Aims

- develop ability to apply knowledge of Home Economics to relevant problem in everyday life
- utilization of human and non-human resources to meet the needs of individuals, families and communities
- develop appropriate skills to meet needs and requirements in the areas of Home Economics

Objectives

- achieve a satisfying and functioning philosophy of life with emphasis on personal and family living
- develop a wholesome personality and the working out of satisfying human relationships
- broaden and enrich life
- acquire techniques and skills needed in immediate personal and home living, learning to use one's resources to attain the values set up as most work while in life
- finds one's relation to a place in the vocational world and prepare for it
- take account of rapid technological changes and the growth of scientific knowledge
- develop innovative, creative and original ideas through active investigations

Rationale of the AKU-EB Examination Syllabus

1 General Rationale

- 1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:
- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
 - (b) which topics will be examined in Class IX and in Class X;
 - (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

¹Government of Pakistan (2007), *National Curriculum; Home Economics Classes IX-X*, Islamabad, Ministry of Education (Curriculum Wing)

- 1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking skills” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.
- 1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.
- 1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century.

Subject Rationale of AKU-EB Elements of Home Economics

Why study AKU-EB Elements of Home Economics?

Home Economics is an important discipline supporting the smooth functioning of the home which is the basic institution of any society. The study of Home Economics has gained recognition in the present age when rapid social changes are taking place in every sphere of life. The socio-cultural and socio-economic needs of our country demand the teaching of this subject especially at the age level of 14-16 years pertaining to classes IX-X. This is because secondary education is a stage when modes of behaviour are taking shape and any change in attitudes at this level may affect the future life of students when they will play the responsible role of running a home.

The study of Home Economics builds connectivity between the content given in books to real lives of students and constantly helps them as they continue to grow. It emphasizes on personal development, decision making and intrapersonal skills. Furthermore, it develops skills to handle personal finance and supports in understanding the effects of socio-economic and cultural factors on an individual's role as a consumer.

Home Economics teaches basic child care, family interactions and even community services. Moreover, it opens avenues to latest research in the field of nutrition and food safety.

What will you learn in AKU-EB Elements of Home Economics?

The AKUEB examination syllabus of Home Economics aims to fulfill the objectives of individual enrichment, family welfare and community betterment in keeping with the socio-cultural values of the society. The content has been elaborated in terms of student learning outcomes that will help to broaden students' conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular, care has been taken to recognize that in modern life Home Economics is no longer the concern of one gender alone. The subject is as relevant to boys as to girls.

Where will it take you?

A student having the knowledge of Home Economics will face fewer challenges in life in looking after himself/ herself and the immediate family members. Furthermore, it introduces students to a wide variety of potential career paths. The discipline of Home Economics tends to open doors to the following fields:

- Education
- Nutrition
- Social service
- Hospitality management
- Textile designing
- Fashion designing
- Interior designing
- Restaurant management
- Hotel management
- Human rights, law and advocacy
- Parental education

How to approach the syllabus?

The concept map of the syllabus gives an overview of the entire syllabus. The topics and the student learning outcomes (SLOs) guide regarding the details about what has to be achieved. And finally, the exam specification guides regarding what will be expected in the examination.

What is the concept map telling you?

Home Economics is an interdisciplinary subject that encompasses the science of running a household. A household is a social unit of family members living under the same roof and performing different tasks. The house tends to be the first institution that lays the foundation of learning. It not only provides shelter but teaches you varied life skills through division of labour to home management, care of individuals to development of healthy relationships, cooking of food to creating innovative designs for dresses, and respect for values to the achievement of goals.

All this is depicted through the concept map which represents the themes you will refine upon studying AKUEB Element of Home Economics. The nurturing of the life skills that you acquire at home and school will lead you to pursue numerous roles in the society. Thus, allowing you to contribute in the further development of the society being a good citizen.

HOME ECONOMICS

TEXTILE AND
FASHION DESIGNER



Creative and artistic skills

CHEF



Culinary expertise and
multi tasking

EDUCATIONIST/
TEACHER



Leadership and
communication skills



CHILD DEVELOPMENT AND FAMILY RELATIONS



DESIGN, CLOTHING AND TEXTILE



MANAGEMENT



ART IN EVERYDAY LIFE



HEALTH AND FOOD SERVICE

FOUNDATION

HOSPITALITY/
HOTEL MANAGEMENT



Budget management
and team building

NUTRITIONIST/
DIETICIAN



Monitoring, problem solving,
decision making skills

LAWYER AND
ADVOCATE



Interpersonal, analytical
and critical thinking skills

Concept Map - SSC I & II
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Student Learning Outcomes of AKU-EB SSC Elements of Home Economics

Part I (Grade IX)

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level ²		
		K	U	A
1. Introduction to Home Economics	Students should be able to:			
1.1 Definition of Home Economics and Home Economist	1.1.1 define Home Economics;	*		
	1.1.2 discuss the role and responsibilities of a Home Economist;		*	
1.2 Aims and Objectives of Home Economics	1.2.1 identify different domains of Home Economics, i.e. food and nutrition, textile and clothing, human development, management of home and environment and art and design;		*	
	1.2.2 relate all disciplines of Home Economics with each other;		*	
1.3 Significance of Studying Home Economics	1.3.1 discuss the importance of studying Home Economics in today's world;		*	
	1.3.2 discuss the following creative skills that develop after studying Home Economics: a. interior decoration (flower making and arrangement) b. dining etiquette (napkin folding and setting of table) c. basic cooking (vegetables and fruit carving) d. sewing (characteristics of fibre, weaving and knitting);		*	
	1.3.3 generate a plan using creative skills achieved through Home Economics for income generation;			*

²K = Knowledge, U = Understanding, A = Application and other higher-order cognitive skills (for explanation see section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions)

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	1.3.4	discuss better management of resources at individual, family and community levels;		*	
	1.3.5	describe the role of Home Economics in preparing individuals for a profession such as nutritionists, dieticians, textile designers, fashion designers, interior designers, health practitioners, early childhood educators, etc;		*	
1.4 Relationship with other Subjects	1.4.1	explain the relationship of Home Economics with: a. Economics b. Arts c. Civics d. Sociology and Psychology (as studies of social relationships) e. Population Education f. Chemistry and Biological Sciences g. Mathematics;		*	
1.5 Roles and Responsibilities of Home Economist in Family and Community	1.5.1	explain the role of Home Economist in developing physical health and mental well-being of individuals in family and community;		*	
	1.5.2	discuss the role of Home Economist in socio-economic development of family and community;		*	
	1.5.3	elaborate the role of Home Economist as informed citizens and consumers;		*	
	1.5.4	illustrate the role of Home Economics in developing and promoting leadership qualities in an individual.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
2. Introduction to Food and Nutrition	Students should be able to:				
2.1 Introduction	2.1.1	differentiate between food, nutrition and nutrients;		*	
	2.1.2	define the term essential and non-essential nutrients;	*		
2.2 Functions of Food	2.2.1	describe the role of food: a. as a source of energy b. in preventing diseases c. in tissue building and maintenance;		*	
2.3 Study of Essential Nutrients, Non-Essential Nutrients and Antioxidants	2.3.1	identify essential and non-essential nutrients with their best food sources;		*	
	2.3.2	describe the factors which affect the requirement of essential nutrients by the human body;		*	
	2.3.3	discuss the function of nutrients in the human body;		*	
	2.3.4	discuss the specific effects of deficiency and excessive use of each nutrient;		*	
	2.3.5	define 'antioxidants';	*		
	2.3.6	describe the role of antioxidants in regulating human body processes;		*	
2.4 Effects of Malnutrition	2.4.1	define 'malnutrition';	*		
	2.4.2	explain the causes of malnutrition in Pakistan and the rest of the world;		*	
	2.4.3	discuss the effects of malnutrition on physical and mental development of different age groups;		*	
2.5 Diet and Health	2.5.1	define 'health';	*		
	2.5.2	discuss the role of diet in maintaining health;		*	
	2.5.3	explain the relationship between diet and physical activity;		*	
	2.5.4	explain the nutritional disorders related to food shortage (famine);		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
2.6 Nutrient Intake Standards	2.6.1	define the terms: a. Dietary Reference Intakes (DRIs) b. Recommended Dietary Allowance (RDA) c. Adequate Intake (AI) d. Estimated Average Requirement (EAR) e. Tolerable Upper Intake Level (UL);	*		
	2.6.2	illustrate the importance of DRVs (Dietary Reference Values) for different groups according to their age, gender and health in the population.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
3. Understanding of Food and Diet	Students should be able to:				
3.1 Balanced, Unbalanced and Unhealthy Diet	3.1.1 describe a balanced diet with examples; 3.1.2 differentiate between balanced and unbalanced diet; 3.1.3 define 'unhealthy food'; 3.1.4 discuss the consequences of eating unhealthy food; 3.1.5 generate a balanced diet plan for a teenager;		*	*	*
3.2 Basic Food Groups	3.2.1 describe five basic food groups; 3.2.2 illustrate 'My Plate' and 'Pyramid' of basic food groups; 3.2.3 identify food groups as sources of nutrients;			*	*
3.3 Nutritional Needs of Individuals	3.3.1 define nutritional needs; 3.3.2 identify factors affecting nutritional needs; 3.3.3 explain the nutritional needs of different age groups based on their level of activity and special conditions, i.e. Age Groups a. infancy b. preschool c. school age d. adolescence e. adulthood (early, middle and old age) Special Conditions a. pregnancy b. lactation.		*	*	*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
4. Food Preparation	Students should be able to:				
4.1 Cooking Methods of Food	4.1.1	illustrate different cooking methods, i.e. a. dry b. moist c. frying d. microwave;			*
	4.1.2	describe the effect of different cooking methods on nutrient content of food;		*	
	4.1.3	suggest cooking practices to minimise nutrient loss;			*
4.2 Serving of Food	4.2.1	discuss etiquettes of serving food on the table;		*	
	4.2.2	compare different food service methods;		*	
	4.2.3	illustrate an attractive table for mealtime with correct table appointments;			*
	4.2.4	state table etiquettes for eating according to eastern culture;	*		
	4.2.5	describe the importance of cleanliness in food service;		*	
4.3 Food Storage	4.3.1	discuss the importance of proper food storage to: a. prevent wastage b. minimize nutrient losses c. minimize health hazards;		*	
	4.3.2	discuss food storage procedures;		*	
	4.3.3	describe the care of refrigerator and freezer for proper maintenance of food;		*	
4.4 Measures for Kitchen Safety	4.4.1	illustrate various hazards that occur in the kitchen;			*
	4.4.2	discuss safety practices to prevent accidents in the kitchen;		*	
	4.4.3	describe the safety measures taken during food preparation in the kitchen;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	4.4.4	apply different kinds of first aid for accidents that occur in the kitchen;			*
	4.4.5	interpret the safety symbols used for goods in the kitchen.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
5. Introduction to Child Care and Development	Students should be able to:				
5.1 Human Growth and Development	5.1.1	differentiate between growth and development;		*	
5.2 Significance, Factors and Principles of Growth and Development	5.2.1	explain the significance of studying human development;		*	
	5.2.2	discuss factors influencing growth and development of an individual;		*	
	5.2.3	describe growth patterns of human beings;		*	
	5.2.4	explain the principles of growth and development;		*	
	5.2.5	describe the impact of human development on their physical and mental well-being.		*	

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
6. Developmental Characteristics	Students should be able to:				
6.1 Areas of Human Development	6.1.1	explain different areas of human development: a. physical development b. cognitive development (intellectual development) c. socio-cultural development d. moral development e. emotional development;		*	
6.2 Stages of Human Development	6.2.1	define different stages of human development: a. neonatal period b. infancy c. early childhood d. late childhood e. adolescence f. adulthood;	*		
	6.2.2	exemplify the characteristics of human development in each of the following stages: a. neonatal period b. infancy c. early childhood d. late childhood e. adolescence f. adulthood;		*	
	6.2.3	discuss problems that arise during adolescence and early adulthood with their solutions.		*	

Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
7. Behavioral Problems of Children		Students should be able to:				
7.1	Behavioural Problems and Behavioural Disorders	7.1.1	define behaviour;	*		
		7.1.2	differentiate between normal and deviant behaviour;		*	
		7.1.3	differentiate between behavioural problems and behavioural disorders;		*	
7.2	Reasons of Behavioural Problems and Behavioural Disorders	7.2.1	identify types of behavioural problems and behavioural disorders;		*	
		7.2.2	discuss causes of behavioural problems and behavioural disorders;		*	
		7.2.3	explain the role of parents, siblings, friends, classmates and teachers in causing behavioural problems in children;		*	
		7.2.4	explain the role of parents, siblings and peers in identifying behavioral problems in children;		*	
7.3	Handling of Behavioural Problems and Behavioural Disorders	7.3.1	suggest ways to avoid/ ignore negative behavior by reinforcing positive behavior in children with behavioural problems;			*
		7.3.2	suggest appropriate ways of handling children with behavioural disorders.			*

Topics and Subtopics	Student Learning Outcomes		Cognitive Level		
			K	U	A
8. Role of Family and Community in Human Development	Students should be able to:				
8.1 Parent-Child Relationship	8.1.1	describe different types of parenting styles, i.e. authoritarian, authoritative, permissive, neglecting with examples;		*	
	8.1.2	discuss the effects of different types of parenting styles on the child;		*	
	8.1.3	explain effects of parent-child relationship on the development of the child;		*	
8.2 Sibling Relationship	8.2.1	describe normal sibling relationship;		*	
	8.2.2	discuss the effects of sibling relationship on the development of personality;		*	
	8.2.3	discuss the role of parents in developing healthy sibling relations;		*	
8.3 Peer Relationship	8.3.1	discuss peer relationship;		*	
	8.3.2	assess the negative and positive effects of peer pressures;		*	*
	8.3.3	discuss the effects of bullying on the bully and the one being bullied;		*	
	8.3.4	suggest ways to tackle bullying in school;			*
8.4 Role of Caretaker	8.4.1	discuss the role and responsibilities of care takers, i.e. family members, maid, day care staff and teachers towards children and old age;		*	
	8.4.2	analyse the impact of caretakers on: <ul style="list-style-type: none"> a. child development b. the well-being of old age people. 			*

Part II (Grade X)

Topics and Subtopics		Student Learning Outcomes		Cognitive Level		
				K	U	A
9. Introduction to Textiles and Clothing		Students should be able to:				
9.1	Definition and Importance of Textiles and Clothing	9.1.1	differentiate between textile and clothing;		*	
		9.1.2	explain the importance of studying textile and clothing;		*	
9.2	Definition of Fibres and Yarn	9.2.1	differentiate between fibre and textile fibres;		*	
		9.2.2	differentiate between the classification of fibre: a. natural fibres b. man-made fibres;		*	
9.3	Classification, Characteristics and Uses of Textile Fibres	9.3.1	classify textile fibres into different categories;		*	
		9.3.2	describe the characteristics and uses of textile fibres, i.e. cotton, silk, wool, linen, rayon, nylon and polyester;		*	
		9.3.3	apply the following techniques to identify textile fibres: c. microscopic test d. burning test;			*
9.4	Study of Pure and Blended Fabrics	9.4.1	define fabrics;	*		
		9.4.2	identify fabrics required for different seasons;		*	
9.5	Care of Clothing	9.5.1	analyse the care of clothing by the use of following methods: a. stain removal b. laundering c. mending d. seasonal storage.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
10. Dress Making	Students should be able to:				
10.1 Equipment for Tailoring	10.1.1	discuss the importance of a sewing box;		*	
	10.1.2	list the tools needed for tailoring: a. measuring equipment b. marking equipment c. cutting equipment d. sewing equipment;	*		
	10.1.3	label the parts of a sewing machine (traditional and electronic);	*		
	10.1.4	discuss handling and care of tailoring tools and sewing machine;		*	
10.2 Tailoring Principles	10.2.1	describe basic principles of tailoring;			*
	10.2.2	illustrate correct body measurements for a shirt and trouser;			*
	10.2.3	apply the basic principles of cutting;			*
	10.2.4	discuss different types of seams (plain, French, flat-felled, welt and curved) and stitches (back stitch, hem stitch, running stitch and blanket stitch);		*	
	10.2.5	describe proper procedures to tailor neckline opening, darts, side placket, attaching sleeves and finishing hemlines for garments;		*	
10.3 Guidelines for Selection of Materials, Colour and Design	10.3.1	describe the elements and principles of design used in clothing;		*	
	10.3.2	describe the selection of fabrics for apparel and upholstery in accordance to: a. design b. usage;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
	Students should be able to:				
	10.3.3	discuss the selection of dress design to suit different: a. personality types b. body shapes and face;		*	
	10.3.4	describe the principles of choosing dress for different events;		*	
	10.3.5	explain the importance of colour and design in clothing.		*	

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Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
11. Clothing Requirements of Different Age Groups (Wardrobe Planning)	Students should be able to:				
11.1 Factors Affecting Clothing Requirements	11.1.1	define wardrobe;	*		
	11.1.2	identify factors affecting wardrobe planning;		*	
	11.1.3	evaluate the significance of various factors influencing selection of clothes;			*
11.2 Selecting Materials for Different Needs	11.2.1	justify the suitability of different designs and material type for different age groups and gender according to climate conditions and occasions;			*
	11.2.2	exemplify the principles of selecting materials for different activities and professions;		*	
11.3 Evaluation of a Wardrobe	11.3.1	evaluate your present wardrobe to determine your clothing needs using the following steps: a. Clothes that remain b. Clothes that need repair c. Clothes that need to revise d. Clothes that need to retire.			*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
12. Introduction to Management	Students should be able to:				
12.1 Concepts of Management and Decision Making	12.1.1	define management;	*		
	12.1.2	describe the importance of management;		*	
	12.1.3	explain the process of management;		*	
	12.1.4	discuss the principles of decision making;		*	
	12.1.5	explain the process of decision making in family setting;		*	
12.2 Values, Goals and Standards	12.2.1	differentiate between values, goals and standards with examples;		*	
	12.2.2	discuss types of goals and values;		*	
	12.2.3	differentiate between realistic and unrealistic goals;		*	
	12.2.4	suggest efficient ways of decision making for families that balances collective values and goals with respect for and understanding of individual differences by using examples;			*
12.3 Management of Resources <ul style="list-style-type: none"> • Time • Money • Energy 	12.3.1	classify different types of resources;		*	
	12.3.2	discuss the principles of time management;		*	
	12.3.3	generate time management plan for different age groups based on their activities, priorities and principles of time management;			*
	12.3.4	explain the process of money management (budgeting) to meet family needs;		*	
	12.3.5	define the term ‘body mechanics’;	*		
	12.3.6	discuss the principles of good body mechanics;		*	
	12.3.7	suggest ways through which a home maker saves energy while working in the house;			*
	12.3.8	suggest ways for effective utilization of human resources to improve the quality of life;			*
	12.3.9	describe human multitasking;		*	
	12.3.10	suggest strategies for effective multitasking.			*

Topics and Sub-topics	Student Learning Outcomes	Cognitive Level		
		K	U	A
13. Environment and Management	Students should be able to:			
13.1 Healthy Environment	13.1.1	define environment;	*	
	13.1.2	explain the importance of environment for living organisms;		*
	13.1.3	discuss types of pollution, i.e. water, noise, land and air;		*
	13.1.4	suggest ways to reduce water, noise, land and air pollution;		*
13.2 Sanitation and Waste Management	13.2.1	define sanitation;	*	
	13.2.2	define waste management;	*	
	13.2.3	describe the importance of sanitation and waste management;		*
	13.2.4	discuss the ways of waste management;		*
	13.2.5	explain the methods of sanitation;		*
13.3 Safety in the Home	13.3.1	discuss the importance of safety measures for home and family;		*
	13.3.2	discuss the areas unsafe at home for family members who require more care (children, elderly and differently abled).		*

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
14. Art and Design	Students should be able to:				
14.1 Understanding Art and Design	14.1.1	differentiate between art and design;		*	
	14.1.2	discuss different types of design;		*	
14.2 Understanding Elements and Principles of Art and Design	14.2.1	discuss with examples the elements and principles of: a. art b. design;		*	
	14.2.2	illustrate the colour wheel;			*
	14.2.3	exemplify different colour schemes and their appropriate use in relation to home and family;		*	

Topics and Sub-topics	Student Learning Outcomes		Cognitive Level		
			K	U	A
15. Art in Everyday Life	Students should be able to:				
15.1 Application of Art in the Home and City	15.1.1	apply elements and principles of art in interior of home with reference to selection and arrangement of furniture and decorative accessories;			*
	15.1.2	discuss types of visual arts and their use in home furnishing;		*	
	15.1.3	apply art for improving aesthetics of the city;			*
15.2 Application of Art in Food Presentation	15.2.1	apply elements and principles of art (culinary art) in the presentation of food.			*

FOR EXAMINATION IN MAY 2020 AND ONWARDS

Summary of Student Learning Outcomes

Grade IX

Table 1: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
1.	Introduction to Home Economics	5	1	11	2	14
2.	Introduction to Food and Nutrition	6	5	12	1	18
3.	Understanding of Food and Diet	3	2	7	2	11
4.	Food Preparation	4	1	9	6	16
5.	Introduction to Child Care and Development	2	0	6	0	6
6.	Developmental Characteristics	2	1	3	0	4
7.	Behavioral Problems of Children	3	1	6	2	9
8.	Role of Family and Community in Human Development	4	0	9	3	12
Total		29	11	63	16	90
Percentage			12	70	18	100

Table 2: Number of Student Learning Outcomes by Cognitive level

Topic No.	Topic	No. of Sub-Topics	SLOs			Total SLOs
			K	U	A	
9.	Introduction to Textiles and Clothing	5	1	7	2	10
10.	Dress Making	3	2	9	3	14
11.	Clothing Requirements of Different Age Groups (Wardrobe Planning)	3	1	2	3	6
12.	Introduction to Management	3	2	12	5	19
13.	Environment and Management	3	3	7	1	11
14.	Art and Design	2	0	4	1	5
15.	Art in Everyday Life	2	0	1	3	4
Total		21	9	42	18	69
Percentage			13	61	26	100

Scheme of Assessment

Grade IX

Table 3: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
1.	Introduction to Home Economics	MCQs 7 @ 1 Mark CRQ 2 @ 4 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			20
7.	Behavioral Problems of Children				
2.	Introduction to Food and Nutrition	MCQs 12 @ 1 Mark CRQ 2 @ 3 Marks CRQ 1 @ 4 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			27
3.	Understanding of Food and Diet				
4.	Food Preparation				
6.	Developmental Characteristics	MCQs 4 @ 1 Mark CRQ 2 @ 3 Marks			10
5.	Introduction to Child Care and Development	MCQs 7 @ 1 Mark CRQ 2 @ 3 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			18
8.	Role of Family and Community in Human Development				
Total		MCQS 30	CRQs 30	ERQs 15	75
Percentage					10
Total					75

Table 4: Exam Specification

Topic No.	Topic	Marks Distribution			Total Marks
9.	Introduction to Textiles and Clothing	MCQs 6 @ 1 Mark CRQ 2 @ 3 Marks			12
10.	Dress Making	MCQs 8 @ 1 Mark CRQ 2 @ 4 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			21
11.	Clothing Requirements of Different Age Groups (Wardrobe Planning)				
12.	Introduction to Management	MCQs 8 @ 1 Mark CRQ 2 @ 4 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			19
13.	Environment and Management				
14.	Art and Design	MCQs 8 @ 1 Mark CRQ 2 @ 4 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			21
15.	Art in Everyday Life				
Total		MCQS 30	CRQs 30	ERQs 15	75
Percentage					10
Total					75

- * Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph form rather than a word or a single sentence.
- There will be two examinations, one at the end of Class IX and one at the end of Class X.
 - In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
 - Paper I theory will consist of 25 compulsory, multiple choice items. These questions will involve four response options.
 - Paper II theory will carry 45 marks and consist of a number of compulsory, constructed response questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
 - All constructed response questions will be in a booklet which will also serve as an answer script.

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