



Republic of Zambia

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY TRAINING**

**HOME ECONOMICS  
FOOD AND NUTRITION SYLLABUS**

**GRADES 10 – 12**



Prepared by:  
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## **RATIONALE**

Home Economics is an interdisciplinary field of study which endeavours to equip students with knowledge, practical and social skills, attitudes that are essential for success in a global society.

The program seeks to equip learners with life skills that will help the recipient to cope with changes in a technological, socio-economical, and multi-cultural society.

Home Economics incorporates the components of Food and Nutrition, Home Management, Health Education, Needlework, and crafts. New concepts of hospitality, Gender, Human Rights, Pollution, Entrepreneurship, and HIV/AIDS have been included.

Learners engage in problem solving situations which require the application of knowledge and the use of practical skills. These situations take into account such factors as basic needs, lifestyles, financial resources, health, environment, and their effects on the individual, family, and society.

Home Economics inculcates positive attitudes towards cost effectiveness in the utilization of local and indigenous resources. It also looks closely at the use of other resources.

The program teaches learners to be self-reliant, business minded and health conscious. These challenges promote the well-being of the individual, family and the society.

This is due to the fact that Home Economics concepts are mainly introduced and taught within the concept of the home, the school, and the local environment therefore, making it easier for learners to easily and immediately apply whatever knowledge and skills at school in various phenomenon in their near environment.

## **PREFACE**

The review of this Syllabus was necessitated by the need to improve the quality of education at High School Level as stipulated in the national policy document **“Educating Our Future – 1996 and to meet the demands of society at large echoed in various fora”**.

Quality education helps develop a sound knowledge and skills base in learners that are capable of raising the standard of living for all as well as attain a sustainable national development. The syllabus further addresses issues of national concern such as Entrepreneurship and hospitality, Environmental Education, Gender and Equity, Health Education and HIV/AIDS, Family Life Education, Human Rights, Democracy, Reproductive Health, Population Education, Entrepreneurship and Vocational Skills, Life and Values Education.

This syllabus also builds on the foundation laid by the Home Economics Junior Secondary School syllabus. It is meant to equip learners with knowledge, skills, positive attitudes and values to enable them easily use the acquired skills in their daily lives and to ease choice of a career both in the formal and informal sector. It has taken into consideration the recommendations from the Curriculum symposium, the indaba and the Vision 2030.

It is hoped that this syllabus will provide the users with a sound knowledge and skills base for further studies in Home Economics related fields and a strong base of positive attitudes and values on which meaningful and effective learning experiences will be developed to help learners establish sustainable entrepreneurial activities for income generation formally or informally.

At the end of the course, the learners are expected to use the acquired knowledge and skills in income generation, an activity that will total up to raising Zambia to a medium income generating nation.

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## INTRODUCTION

This Home Economics Syllabus has been reviewed to meet the needs of the family and society as a whole.

The syllabus incorporates the components of Fashion and Fabrics, Food and Nutrition and Home Management and each of the components form an area of specialisation and is an independent syllabus under the subject of home economics. Cross cutting issues and concepts on Environmental Education, Entrepreneurship, Sexually Transmitted Diseases, (STDs), HIV/AIDS, Population and Family Life Education, Reproductive Health, Gender, Human Rights, Substance Abuse and Life Skills have also been included.

To ensure that the Home Economics teacher does not provide only knowledge, the format of this new syllabus explicitly shows the knowledge to be taught under each topic, the skills, and values. Local knowledge and skills are particularly appreciated and they have been integrated. As far as possible, teachers should encourage the pupils to practice the knowledge they gain in class into the community so as to allow the modern Zambian child to take the most and give the most to our developing society.

### 1.0 Preamble

- 1.1 Food and Nutrition deals with the food and nutrients that nourishes the body, including providing energy, maintenance and repair. These foods are provided for through the diet consisting of food mixtures in amounts which are eaten, usually each day.

#### The Course

- 1.1.1 Creates an understanding of nutritional needs of the various Zambian population groups.
- 1.1.2 Offers a combination of scientific community based approaches to identifying and solving food and nutritional related problems in Zambia.
- 1.1.3 Promotes self reliance in food related activities.
- 1.1.4 Provides strong foundation for further studies in food related disciplines.
- 1.1.5 Facilitates entry to other professions.
- 1.1.6 Encourages sound nutrition through promotion of dietary diversification through emphasis on growing and using indigenous and other locally related available foods.

## **2.0 AIMS**

The aims of the syllabus are:

- 2.1 To equip pupils with knowledge and skills necessary for problems-solving, decision making, self-awareness, assertiveness and creative thinking to enable them manage their lives more effectively and productively.
- 2.2 Impart knowledge and skills in food and nutrition in order to promote good health for all.
- 2.3 Develop the ability to demonstrate, analyse and evaluate the principles guiding food related studies.
- 2.4 Develop skills that encourage conservation of time, food nutrients, fuel and other resources in the planning and preparation of nutrition meals.
- 2.5 Develop practical and managerial skills in the cooking presentation and services of foods.
- 2.6 Develop aesthetic sense by encouraging and promoting creativity in using locally available and traditional foods.
- 2.7 Provide knowledge and skills on the use and care of appropriate technologies.
- 2.8 Foster co-operation and self-reliance in relation to food and nutrition at various levels of operation.
- 2.9 Create a basis for employment and further studies.

## **3.0 ASSESSMENT OBJECTIVES**

Pupils should be able to:

- 3.1 Select and apply knowledge of the nature and composition foods in preparation of meals
- 3.2 Discuss the nutritional values of foods and their functions
- 3.3 Have a simple understanding of the causes and prevention of nutrition disorders prevalent in Zambia
- 3.4 Identify and apply basic scientific principles underlying the preparation, cooking and preservation of foods
- 3.5 Explain the uses of different methods, utensils and equipment in the preparation and serving meals
- 3.6 Explain and apply management and organisational skills to food preparation in relation to efficient use of time, money, fuel, labour and equipment
- 3.7 Discuss and apply rules of hygiene in handling of food, use of equipment and care of the immediate environment
- 3.8 Describe and apply safety precautions in the kitchen
- 3.9 Prepare, cook and serve nutritious and attractive dishes using indigenous and exotic foods



## **4.0 METHODOLOGY**

Six periods per week should be allocated, three of which must be consecutive and used for practical lessons. To achieve the stated aims and objectives, the following are necessary:

- 4.1 Teaching of both theory and practical lessons
- 4.2 Teacher demonstrations followed by pupil practicals
- 4.3 Experimentation on food
- 4.4 Individual and group instruction and supervision
- 4.5 Audio-visual aids
- 4.6 Group discussions
- 4.7 Individual/group assignments and projects
- 4.8 Networking/community participation
- 4.9 School-community projects
- 4.10 Education tours
- 4.11 Team teaching

## **5.0 GENERAL OUTCOMES:**

- Build in learners the capacity to apply principles of nutrition, adequately manage the kitchen and appropriately prepare, cook and present food.
- Adequately plan meals for various members of the family in different conditions
- Appropriately improvise and utilise ingredients, materials, utensils and equipment used in food and nutrition to create new interventions to suit the local environment
- Demonstrate an understanding of meal planning and dietary needs of different age groups and categories of family members
- Implement projects in food and nutrition.
- Demonstrate an understanding of the principles of art, art of food presentation, flower arrangement and food service management
- Develop knowledge on household budgeting and saving, entrepreneurship, consumer education, rights and responsibilities

## GRADE 10

### GENERAL OUTCOMES:

- Build in learners the capacity to apply principles of nutrition, adequately manage the kitchen and appropriately prepare, cook and present food.

### KEY COMPETENCES

- Demonstrate basic skills in practicing safety rules in the kitchen
- Show basic skills in analysing global and environmental health issues related to the production and consumption of food.
- Demonstrate basic skills in understanding the importance of nutrients during various stages of the life cycle, and the effects of deficiencies and excesses.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
THE KITCHEN	10.1 The Kitchen, equipment and utensils.	10.1.1 Design layouts of the kitchen.	<ul style="list-style-type: none"> <li>• L- shape, U- shaped and parallel lines kitchens.</li> <li>• Kitchen surfaces e.g. floor type, work surfaces.</li> <li>• Suitable colour schemes e.g. light and cool colours such as glass, plastic, wood, ceramics or metal.</li> <li>• Choice, care and use of equipment and utensils.</li> <li>• Labour saving devises e.g. Vacuum cleaners, washing machines, polishers.</li> <li>• Advantages and disadvantages of labour saving devises</li> </ul>	<ul style="list-style-type: none"> <li>• Designing</li> <li>• Sketching</li> <li>• Identification</li> <li>• Demonstrate</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Orderliness</li> <li>• Safety consciousness</li> <li>• Self awareness</li> <li>• Quality work</li> </ul>
		10.1.2 Explain good kitchen surfaces			
10.1.3 State suitable colour schemes for the kitchen.					
10.1.4 Describe choice, care and use of equipment and utensils.					
10.1.5 Explain the use of labour saving devises					
	10.2 Safety in	10.2.1 Explain safety in the	<ul style="list-style-type: none"> <li>• Explain safety symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Safety</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	the kitchen	<p>kitchen.</p> <p>10.2.2 State common accidents in the kitchen</p> <p>10.2.3 Describe ways of preventing accidents in a kitchen.</p> <p>10.2.4 Explain the use of the First Aid box contents.</p> <p>10.2.5 Practice application of First Aid on common accidents</p>	<ul style="list-style-type: none"> <li>• Common accidents in the kitchen e.g. cuts, scalds, suffocation, choking, burns, electrical shocks.</li> <li>• Preventing accidents in a kitchen like electric shocks, consider orderliness.</li> <li>• Contents of the first Aid box: Scissors, tweezers, roll of surgical tape and their uses.</li> <li>• Apply First Aid on common accidents such as choking and poisoning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Manipulation</li> <li>• Orderliness</li> <li>• Demonstration</li> </ul>	<p>consciousness</p> <ul style="list-style-type: none"> <li>• Orderliness</li> <li>• Problem solving</li> <li>• Responsibility</li> <li>• Application</li> </ul>
PRINCIPLES OF FOOD AND NUTRITION	10.3 Introduction to food and nutrition	<p>10.3.1 Outline the principles of food and nutrition.</p> <p>10.3.2 Identify food nutrients.</p>	<ul style="list-style-type: none"> <li>• Principles of food e.g. food nutrition, nutrients menu, balanced diet etc.</li> <li>• Nutrients: Protein, fats, carbohydrates, vitamins, minerals, roughage and water.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Application</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Application</li> <li>• Critical thinking</li> <li>• Quality work</li> </ul>
PRINCIPLES OF FOOD AND NUTRITION	10.4 Dietary components	<p>10.4.1 Outline the sources and functions of food.</p> <p>10.4.2 Describe the main foods in the diet</p> <p>10.4.3 Explain the use of water and dietary fibre in the body.</p> <p>10.4.4 Identify sources and</p>	<ul style="list-style-type: none"> <li>• Animal and plants sources of food.</li> <li>• Protein, carbohydrates and vitamins.</li> <li>• Helps in lubricating of joints and membrane and fibre helps in excretion.</li> <li>• Sources (stringy parts of fruits and</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Interpretation</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Resourcefulness</li> <li>• Awareness</li> <li>• Application</li> <li>• Appreciation</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>functions of dietary fibre</p> <p>10.4.5 Describe Genetically Modified Organisms (GMO)</p> <p>10.4.6 Identify different healthy diets.</p>	<p>vegetables).</p> <ul style="list-style-type: none"> <li>Organisms or food produced by a method that involves changing the structure of its genes.</li> <li>Food groups and healthy diet pyramid e.g. following the national food guide, where one aims at eating foods from all the different food groups.</li> </ul>		
PRINCIPLES OF FOOD AND NUTRITION	10.5 Digestion, absorption and metabolism	<p>10.5.1 Explain the digestion and absorption of food</p> <p>10.5.2 Identify enzymes involved in digestion.</p> <p>10.5.3 Explain the process of metabolism.</p>	<ul style="list-style-type: none"> <li>Breaking down of food so that molecules of which it is composed is absorbed into the blood stream.</li> <li>E.g. Salivary amylase, Pepsin, Renin, Trypsinogen, bile etc.</li> <li>The chemical activity in one's body that uses food to produce the energy for one work and grow.</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Analysis</li> <li>Classification</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Awareness</li> <li>Quality work</li> </ul>
PRINCIPLES OF FOOD AND NUTRITION	10.6 Dietary guidelines	<p>10.6.1 Describe the nutritive value of main foods in the diet.</p> <p>10.6.2 Demonstrate the use of dietary guidelines</p> <p>10.6.3 Describe the choice, use, storage of many foods in the diet.</p> <p>10.6.4 Explain the effect of heat on foods</p>	<ul style="list-style-type: none"> <li>Structure, composition and value of foods in the diet.</li> <li>Choice, use, storage of food and what not to do when consuming food.</li> <li>E.g. storage of vegetables, meat, following the nutritional labelling etc.</li> <li>Food tests, what happens when food is exposed to heat?</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Demonstration</li> <li>Storing</li> <li>Food preservation</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Awareness</li> <li>Innovativeness</li> <li>Interpretation</li> <li>Quality work</li> <li>Excellence</li> </ul>

## GRADE 11

### General outcomes:

- Develop the ability to appropriately improvise and utilise ingredients, materials, utensils and equipment.
- Demonstrate an understanding of meal planning and dietary need of different age groups and categories of family members.

### Key competences

- Show basic skills in planning meals through a meal appeal activity.
- Display knowledge to prepare meals in response to nutritional needs depending on life stage, activity level, health and gender.
- Demonstrate basic skills in using a variety of cooking methods to prepare food.
- Show knowledge and ability to use product labels to identifying and compare the nutritional value in a variety of food products.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
INDIVIDUAL DIETARY NEEDS	11. 1 Meal planning and dietary needs.	11.1.1 Identify factors affecting food requirements. 11.1.2 Explain the importance of breast feeding babies from 0-6 months (exclusive breast feeding) 11.1.3 Explain complementary feeding. 11.1.4 Explain the meal planning concept. 11.1.5 Plan meals for all ages, occupations and other health dietary requirements.	<ul style="list-style-type: none"> <li>• Health, age, type of occupation etc</li> <li>• Breast milk contains all the nutrients needed for baby to grow.</li> <li>• Adding solids to baby apart from just breast milk.</li> <li>• Meal planning               <ul style="list-style-type: none"> <li>- Time plan (dishes chosen, shopping list, order of work)</li> </ul> </li> <li>• Include issues such as; Recommended Daily Allowance (RDA), Reference Nutrition Intake (RNI) and Dietary need for all ages, occupation and health.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> <li>• Planning</li> <li>• Demonstrate</li> <li>• Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Quality work</li> <li>• Responsibility</li> <li>• Innovativeness</li> <li>• Care</li> <li>• Interpretation</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PRACTICAL FOOD PREPARATION	11.2 Preparation and cooking of food	11.2.1 Describe various methods of cooking. 11.2.2 Identify different ways of transfer of heat during the cooking process. 11.2.3 Explain effect of heat on nutrients. 11.2.4 Describe economical tips in food preparation. 11.2.5 Explain the effects of fuel on environment.	<ul style="list-style-type: none"> <li>E.g. moist, dry, frying and microwave methods.</li> <li>E.g. through medium of a liquid, directly on food, medium of fats or oils and by electro-magnetic waves.</li> <li>Changes that take place on food when heat is applied.</li> <li>Consider budget, size of family etc.</li> <li>Consider the aspects of fuel when meals are being prepared.</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Innovativeness</li> <li>Safety consciousness</li> <li>Application</li> <li>Interpretation</li> <li>Awareness</li> </ul>
PRACTICAL FOOD PREPARATION	11.3 Cooking different types of food.	11.3.1 Explain the process of cooking different types of food. 11.3.2 Classification of different foods 11.3.3 Use of additives	<ul style="list-style-type: none"> <li>Cookery of meat, cereals, egg, fish, poultry, milk and milk products, fruit and vegetables, insects, root and tubers</li> <li>Preparation of stock, soups and gravy</li> <li>Additives such as foods manufactured with contents that improve their qualities, to improve or enhance the flavours, colour and texture etc.</li> </ul>	<ul style="list-style-type: none"> <li>Cooking</li> <li>Identification</li> <li>Classification</li> <li>Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Safety consciousness</li> <li>Cleanliness</li> <li>Orderliness</li> <li>Awareness</li> <li>Quality work</li> <li>Resourcefulness</li> </ul>
FOOD AND FOOD SCIENCE	11.4. Flour mixtures	11.4.1 Describe types of flour. 11.4.2 Explain the advantages and disadvantages of the types of flour. 11.4.4 Make dishes from different types of flour	<ul style="list-style-type: none"> <li>White meal, wheat meal and white.</li> <li>Advantages and disadvantages of flour and faults in flour mixtures.</li> <li>Baking</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Classification</li> <li>Analysing</li> <li>Demonstration</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Safety consciousness</li> <li>Awareness</li> <li>Quality work</li> <li>Resourcefulness</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		<p>mixtures.</p> <p>11.4.5 Compare and contrast the finished results.</p>	<ul style="list-style-type: none"> <li>Making of different flour dishes e.g. cake bread.</li> </ul>		
FOOD AND FOOD SCIENCE	11.5. Raising agents	<p>11.5.1 Identify different types of raising agents</p> <p>11.5.2 Prepare and cook dishes using the different types of raising agents.</p> <p>11.5.3 Describe problems encountered in the use of raising agents.</p> <p>11.5.4 Explain the importance of yeast in cookery</p>	<ul style="list-style-type: none"> <li>Mechanical and Chemical raising agents.</li> <li>Make dishes using different types of raising agents (include batch baking).</li> <li>Problems with the use of raising agents</li> <li>Yeast as a raising agent.</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Demonstration</li> <li>Comparing and contrasting</li> </ul>	<ul style="list-style-type: none"> <li>Creativity</li> <li>Awareness</li> <li>Quality work</li> <li>Resourcefulness</li> <li>Judgement</li> </ul>
FOOD HYGIENE	11.6. Hygienic practices in food preparation	<p>11.6.1 Describe food hygiene.</p> <p>11.6.2 Explain food spoilage and contamination, and their causes.</p> <p>11.6.3 Use appropriate methods of waste disposal.</p>	<ul style="list-style-type: none"> <li>Hygiene such as; Personal hygiene, Kitchen hygiene, Food hygiene.</li> <li>Definition of food spoilage and causes of contamination</li> <li>Types of refuse.</li> <li>Methods of waste disposal (segregation of waste such as glass, vegetable matter and plastic/paper).</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Observation</li> <li>Analysis</li> </ul>	<ul style="list-style-type: none"> <li>Safety consciousness</li> <li>Awareness</li> <li>Cleanliness</li> <li>Resourcefulness</li> </ul>
PRESERVATION OF FOOD	11.7. Food preservation	<p>11.7.1 Define food preservation</p> <p>11.7.2 State reasons for preserving food.</p>	<ul style="list-style-type: none"> <li>Food preserved to prevent natural and microbial decay.</li> <li>E.g. add variety to the diet, by making foods available out of season, make use of food when it is cheap and plentiful and to store it</li> </ul>	<ul style="list-style-type: none"> <li>Identification</li> <li>Preservation</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Safety consciousness</li> <li>Innovativeness</li> <li>Awareness</li> <li>Application</li> <li>Observation</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		11.7.3 Identify methods of food preservation. 11.7.4 Demonstrate the ability of preserving a variety of foods using the different methods of preservation.	for later use etc. <ul style="list-style-type: none"> <li>• Heating, irradiation, addition of chemical preservation etc.</li> <li>• Preserve fresh mushroom by deep freezing.</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>
PRESERVATION OF FOOD	11.8 Convenience Foods.	11.8.1 Describe convenience foods.  11.8.2 Explain the advantages and disadvantages of convenience foods. 11.8.3 Explain the importance of buying foods packed in environmentally friendly materials. 11.8.4 Prepare meals using convenience foods.	<ul style="list-style-type: none"> <li>• Processed foods and partly prepared by a manufacturer.</li> <li>• Types of convenience foods e.g. canned, dehydrated etc.</li> <li>• Advantages and disadvantages of convenience foods.</li> <li>• Safety measures in use of convenience foods</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Innovativeness</li> <li>• Quality work</li> <li>• Resourcefulness</li> <li>• Thriftiness</li> </ul>
FOODS AND FOOD SCIENCE	11.9 Herbs and spices.	11.9.1 Describe herbs and spices 11.9.2 Identify common herbs and spices 11.9.3 Compare and contrast herbs and spices 11.9.4 use herbs and spices accordingly	<ul style="list-style-type: none"> <li>• Herbs and spices</li> <li>• Common herbs and spices (Turmeric, ginger, garlic, cinnamon, black pepper, white pepper, rosemary, thyme, parsley).</li> <li>• Differences</li> <li>• Appropriate use of herbs and spices</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Classification</li> <li>• Demonstration</li> <li>• Application</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Innovativeness</li> <li>• Awareness</li> <li>• Quality work</li> <li>• Resourcefulness</li> </ul>



## GRADE 12

### General outcomes:

- Demonstrate an understanding of the principles of the art of food presentation, flower arrangement and food service management.
- Develop knowledge on household budgeting and saving, entrepreneurship, consumer education, rights and responsibilities.

### Key competences:

- Demonstrate basic skills in serving styles, food presentation, table setting, hosting duties and table etiquette.
- Show basic skills in doing flower arrangement.
- Display effective skills in food marketing practices and handling of consumer behaviour.
- Show basic skills in describing food-related occupation and career.

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
PRACTICAL FOOD PREPARATION	12. 1. Food presentation	12.1.1 Describe presentation of food. 12.1.2 Identify methods of decorating and garnishing food. 12.1.3 Explain use of herbs and spices 12.1.4 Identify styles of meal service. 12.1.5 Describe ways of serving meals for different occasions. 12.1.6 Make simple flower arrangements.	<ul style="list-style-type: none"> <li>• Food presentation</li> <li>• Styles of cutting food for use (such dice, slice, chop, and grate).</li> <li>• Herbs and spices in food preparation.</li> <li>• Styles of meal service.</li> <li>• Formal/informal and traditional ways of serving meals.</li> <li>• Flower arrangement.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of food</li> <li>• Observation</li> <li>• Identification</li> <li>• Application</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Awareness</li> <li>• Assertiveness</li> <li>• Quality work</li> <li>• Innovativeness</li> </ul>
CONSUMER STUDIES	12. 2 Consumer Education	12.2.1 Describe the rights of consumers. 12.2.2 Identify organisations that protect the consumer.	<ul style="list-style-type: none"> <li>• Consumer protective organisations: (Local Authority Health Department, Competition</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Communication</li> <li>• Analysis</li> <li>• Product labelling</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Quality work</li> <li>• Responsibility</li> <li>• Inquisitiveness</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		12.2.3 Describe consumer rights and methods of redress. 12.2.4 Explain the role of advertisements to the consumer 12.2.5 Importance of shopping. 12.2.6 Compare and contrast prices of commodities from various outlets. 12.2.7 Describe product labelling.	and Consumer Protection Agency (CCPA), Zambia Bureau of Standards (ZABS), Human Rights Commission, Ministry of Health - Public Health) <ul style="list-style-type: none"> <li>• Consumer rights.</li> <li>• Methods of redress.</li> <li>• Product labelling.</li> <li>• Advertisements:               <ul style="list-style-type: none"> <li>- Assertiveness in responding to adverts.</li> </ul> </li> <li>• Wise shopping and reducing waste.               <ul style="list-style-type: none"> <li>- Window shopping.</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Resourcefulness</li> <li>• Entrepreneurship</li> <li>• Integrity</li> <li>• Honesty</li> </ul>
PRACTICAL FOOD PREPARATION	12.5 Alternative foods (Analogue foods)	12.5.1 Describe meat analogue, (Textured Vegetable Proteins [TVP]). 12.5.2 Identify alternative sources of foods for meat analogue: <ul style="list-style-type: none"> <li>- Soya chunks</li> <li>- Soya sausage</li> <li>- Soya milk</li> </ul>	<ul style="list-style-type: none"> <li>• Meat analogue – soya chunks, sausage.</li> <li>• Milk – coffee creamer.</li> <li>• Sauces and juices.</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Awareness</li> <li>• Appreciation</li> </ul>
PRACTICAL FOOD PREPARATION	12.6 Gelatine, sweets and puddings	12.6.1 Explain gelatine, sweets and puddings 12.6.2 Prepare dishes using gelatine. 12.6.3 Explain the importance	<ul style="list-style-type: none"> <li>• Gelatine, sweets and puddings</li> <li>• Place of sweets and puddings in the diet</li> <li>• Importance and uses of</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Application</li> <li>• Classification</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Orderliness</li> <li>• Quality work</li> <li>• Team work</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		and uses of sweets and puddings.	sweets and puddings.		
FOOD INTOLERANCE	12. 7 Food allergies	12. 7.1 Describe food allergies 12.7.2 Explain causes of food allergies	<ul style="list-style-type: none"> <li>• Food allergies</li> <li>• Causes of food allergies</li> <li>• Food malabsorption</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Observation</li> </ul>	<ul style="list-style-type: none"> <li>• Safety consciousness</li> <li>• Inquisitiveness</li> <li>• Awareness</li> <li>• Assertiveness</li> <li>• Appreciation</li> </ul>
FOOD AND NUTRITION SECURITY	12. 8 Food and nutrition security	12.8.1 Describe food and nutrition security 12.8.2 The food path 12.8.3 Identify types of food security 12.8. 4 Explain post-harvest food losses 12.8.5 Explain the causes of food insecurity 12.8.6 Explain the effects of food insecurity	<ul style="list-style-type: none"> <li>• Types of food security (Household food security, national food security, individual food security )</li> <li>• Post-harvest losses</li> <li>• Causes of food insecurity</li> <li>• Effects of food insecurity</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Analysing</li> <li>• Observation</li> <li>• Classification</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity</li> <li>• Application</li> <li>• Quality work</li> <li>• Appreciation</li> </ul>
PRACTICAL FOOD PREPARATION	12. 9 Traditional cookery	12.9.1 Describe traditional cookery 12. 9.2 Identify prominent traditional dishes and beverages in Zambia	<ul style="list-style-type: none"> <li>• Traditional cookery</li> <li>• Prominent Zambian dishes and beverages such as chikanda, samp,</li> </ul>	<ul style="list-style-type: none"> <li>• Identification</li> <li>• Preparation</li> <li>• Analysing</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness</li> <li>• Resourcefulness</li> <li>• Quality work</li> <li>• Team work</li> <li>• Application</li> </ul>

THEME	TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		12.9.3 Explain the loss of nutrients through the use of soda in cookery 12.9.4 Prepare a traditional dish.	vegetables, <b>munkoyo</b> , and meat in groundnut sauce • Nutrient losses		
Entrepreneurship	12.10 Entrepreneurship as a career.	12.10.1 Form small entrepreneurship groups for small scale businesses	• Business ventures found in the community (Baking, preparation of different meals)	• Marketing • Advertising • Costing • Record keeping	• Creativity • Resourcefulness • Accountability • Team work

## SCHEME ASSESSMENT

### Paper I

<b>Nature of paper</b>	<b>Theory/written</b>
Weighting	50%
Marks awarded	100
Time	2 hours

Paper I consists of two sections; A and B. Section A is compulsory and consists of short answers and/or structured questions based on nutrition concepts (covering various themes in food and nutrition namely the kitchen, principles of food and nutrition, practical food preparation, food science and hygiene, presentation of food, financial management, food and nutrition security, food intolerance, consumer studies, individual dietary needs and food hygiene). This section is worth forty (40) marks.

Section B carries six (6) structured questions covering the whole syllabus. Candidates must answer four (4) questions. This section is awarded sixty (60) marks, (15 marks per question)

### Paper II

<b>Nature of paper</b>	<b>Practical</b>
Weighting	50%
Marks awarded	100
Time	-planning session 1½ hours -practical examination 2½ hours

Paper II consists of eight (8) tests. Each candidate will pick a test a week before the practical examination (raffle). The candidate is required within one and half hours (1½) to choose one test to state how she/he will carry out the test. The candidate is also required to supply a shopping list.

## REFERENCE BOOKS

### **Burgess, A and Glasauer, P. (2005), Family Nutrition Guide, ISBN: 92-5-1052 33-6**

Davies, J. (1997) Hammonds Cooking Explained, 4th Edition ISBN: 0 582 30573 X

Geissler, C. And Powers, H. (2011) Human Nutrition, 12<sup>th</sup> Edition, ISBN: 9780 7020 31182

Molewa, J. (2000) Modern and Traditional Recipes

Neal, M and James, J. (1983) Good Homemaking, ISBN: 0 216 91377 2

NFNC (2011) Nutrition guidelines for care and support for people living with HIV and AIDS

Nield, A and Hesmondhalgh, Z (1985), Revise Home Economics: A complete revision course for O level and CSE; ISBN: 0 850 97603 0

Trswell, S. A (2003) ABC of Nutrition, 4<sup>th</sup> Edition, ISBN: 0 7279 1664 5

Tull, A. (1996) Food and Nutrition. Oxford University Press ISBN: 978-0-19-832766-0

Whitney, E and Rolfes, S. R (2011) Understanding Nutrition, 12<sup>th</sup> Edition, ISBN: 0 978 0538 – 73476-9