



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HOME MANAGEMENT AND DESIGN SYLLABUS

FORMS 1 - 4

2015 - 2022

Curriculum Development and Technical Services
P. O. Box MP 133
Mount Pleasant
Harare

© All Rights Reserved
2015



ACKNOWLEDGEMENTS

Ministry of Primary and Secondary Education acknowledges the following for their valued contribution in the development of this syllabus:

- Home Management and Design Syllabus Panel
- University of Zimbabwe, Department of Technical Education
- Representatives from Colleges: Mutare
- Zimbabwe School Examinations Council (ZIMSEC)
- United Nations Children's Fund (UNICEF) for funding the programme
- UNESCO

CONTENTS

ACKNOWLEDGEMENTS.....	i
CONTENTS.....	ii
1.0 PREAMBLE.....	1
2.0 PRESENTATION OF SYLLABUS.....	2
3.0 AIMS.....	2
4.0 OBJECTIVES.....	2
5.0 TOPICS.....	2
6.0 SCOPE AND SEQUENCE.....	4
7.1 FORM 1.....	7
7.1 FORM 2.....	11
7.3 FORM 3.....	14
7.4 FORM 4.....	17
8.0 ASSESSMENT.....	19
HOME MANAGEMENT AND DESIGN ASSESSMENT MODEL.....	19

1.0 PREAMBLE

1.1 Introduction

The Home Management & Design syllabus for forms 1 to 4 meets the needs of the family and Zimbabwean society as a whole. This learning area develops an individual learner with skills and abilities in the efficient running of a home and institutions such as hospitals, hotels and hostels. It incorporates components of family life education such as norms and values (Ubuntu/Unhu/Vumunhu), nutrition, reproductive health, hospitality, maternal health care and environmental education. It encompasses survival skills, enterprising, financial and resource management such as time, fuel, money and food. It also deals with community and social services where the importance of clinics, recreational facilities and rehabilitation centres are emphasised.

1.2 Rationale

The Home Management & Design syllabus is an interdisciplinary learning area which equips learners with knowledge, practical and social skills regardless of gender and diverse needs. It promotes Ubuntu/Unhu/Vumunhu, and attitudes essential for success at home, community, nation and the global society. The syllabus equips learners with self-reliance, initiative and enterprising skills that will help the learner to manage and cope with changes in a technological, socio-economical and multi-cultural society. It helps the learners to manage adolescence in the absence of the aunts and uncles of yester year.

1.3 Summary of Content

The Home Management & Design Syllabus covers theoretical and practical aspects in areas such as family, home, resource management and maintenance. The four year learning phase seeks to develop the following skills and values:

- Critical thinking
- Problem solving
- Ability to plan and organise
- Self-managing
- Self-initiative and enterprising
- Unhu/Ubuntu/Vumunhu
- Voluntary participation in citizenship
- Creativity
- Innovation

- Technological
- Team building
- Psychomotor skills
- Communication
- Interpersonal relationships

1.4 Methodology and Time Allocation

Methodology

The syllabus stresses learner centered approaches, and the following are the suggested methodologies:

- Research
- Presentation
- Projects
- Experiments
- Educational Tours
- Discussions
- Demonstrations
- Community participation
- Group work
- Debates
- Drama
- Role play
- Games

The above suggested methods should be underpinned on the principles of concreteness, individualization, totality and wholeness, simulation and self-activity to meet the diverse needs of the learners.

Time Allocation

For the successful coverage of this syllabus, at least six periods for Forms 1 and 2 and eight periods for Forms 3 and 4 per week of 35 or 40 minutes of not more than 20 learners per class.

The time should be arranged in such a way that learners are given at least four consecutive periods to complete the practical work.

1.5 Assumptions

It is assumed that learner's:

- maintain the home and family irrespective of Gender
- are familiar with interior and exterior design at home and wedding decorations

- are familiar with different textile materials used to make interior and exterior decorations
- have knowledge about the use of technological gadgets and other equipment found in the home and catering services
- have knowledge about cleaning the home
- are aware of social and cultural diversity of various diets
- have interfaced with knowledge for basic skills in cooking, sewing and home maintenance

1.6 Cross Cutting Themes

This course will help learners to develop an appreciation of:

- Gender sensitivity
- Sexuality, HIV/AIDS Education
- Heritage studies.
- Disaster risk management
- Children's rights and responsibilities
- Environmental issues
- Human rights
- Child protection
- Enterprise skills
- Financial literacy

2.0 PRESENTATION OF SYLLABUS

This Form 1 to 4 Home Management & Design Syllabus is one document which consists of the preamble, rationale, summary of content, assumptions, cross cutting themes, aims, objectives, topics, methodology, time allocation, scope and sequence, competency matrix and assessment. The syllabus has knowledge for forms 1 and 2 which forms the basis for specialization in interior, exterior design and events management at forms 3 and 4. Both theory and practical learning activities will be assessed.

3.0 AIMS

The syllabus aims to help learners to:

- 3.1 develop an enterprising person through knowledge and skills acquired in the study of the family, parenting, home and community, consumer education, nutrition, and interior and exterior decoration.
- 3.2 acquire knowledge and skills required in the use of appropriate indigenous and global

- 3.3 technologies.
- 3.3 develop understanding of physical, social, cultural, emotional and intellectual needs of a family.
- 3.4 foster qualities needed for the management of contemporary health issues and resources at family, community and national levels.
- 3.5 promote art and design through creativity in order to achieve sustainable human development.
- 3.6 develop responsibility and participatory citizenship in an increasingly globalised and competitive environment.

4.0 OBJECTIVES

By the end of the course, learners should be able to:

- 4.1 produce functional articles for use in the home and income generating purposes both globally and locally.
- 4.2 plan, prepare, cook and serve appropriate meals for individuals in the home, institutions and functions.
- 4.3 apply principles of preservation and conservation in the management of resources.
- 4.4 follow an organised sequence in carrying out day to day activities and etiquette.
- 4.5 budget and buy wisely.
- 4.6 choose and plan a home for a family.
- 4.7 launder and care for household items and clothes appropriately.
- 4.8 select, use and care for different furniture, surfaces and gadgets.
- 4.9 prevent and treat minor injuries and ailments.
- 4.10 identify and initiate problem solving in the community using available resources.
- 4.11 use indigenous knowledge systems in the Zimbabwean home and community.
- 4.12 identify the role and responsibilities of community and social services.

5.0 TOPICS

- 5.1 Home and Family
- 5.2 Interior and Exterior Decoration
- 5.3 Hygiene and Sanitation
- 5.4 Household pest
- 5.5 Household maintenance
- 5.6 Safety and First Aid
- 5.7 Community and Social Services
- 5.8 Clothing the Family

Home Management and Design Syllabus Forms 1 - 4

- 5.9 Household Linen
- 5.10 Feeding the Family
- 5.11 Enterprising
- 5.12 Equipment and sewing processes
- 5.13 Maintenance of clothes
- 5.14 Related crafts

6.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
6.1 Home and Family	<ul style="list-style-type: none"> • Definition of a family and its functions. • Types of families. • Roles of family members to encompass respect and values (Ubuntu/Unhu /Umunhu) <p>Difference between a home and a house.</p> <p>Classification of homes:</p> <ul style="list-style-type: none"> - Traditional homes 	<ul style="list-style-type: none"> - Pregnancy: signs and symptoms - Maternal Care - Preparation for child birth: feeding the baby - Immunisation - Puberty and Adolescence 	<ul style="list-style-type: none"> • Family life in a contemporary Zimbabwe • Role of a man and a woman in Zimbabwe today. 	<ul style="list-style-type: none"> - Choosing a house: renting, buying, building. • Designing a home. - Ventilating and lighting a home
6.2 Interior and Exterior decoration		<ul style="list-style-type: none"> - Basic elements of design - Types of flowers and plants and their maintenance - Safety precautions when handling flowers and plants 	<ul style="list-style-type: none"> • Elements of interior design • Principles of interior design • Guidelines for interior design • Soft furnishings in the home 	<ul style="list-style-type: none"> - Elements and principles of exterior design - Guidelines for exterior design • Use of locally available materials like grass and twigs • Flower arrangement
6.3 Hygiene and Sanitation	<ul style="list-style-type: none"> • Cleaning materials: water, soaps and soap less detergents • Waste and waste disposal 	<ul style="list-style-type: none"> • Types, cleaning and maintenance of toilets • Cleaning of bins and sink • Unblocking the sink • Drainage and sanitation 	<ul style="list-style-type: none"> • Cleaning materials: abrasives and solvents • Waste and waste disposal 	
6.4 Household pests	<ul style="list-style-type: none"> - Types of household pests - Elimination and prevention of household pests 			
6.5 Household Maintenance		<ul style="list-style-type: none"> • Electrical fittings • Oiling door hinges, locks and window fasteners and handles 	<ul style="list-style-type: none"> - Surfaces and Equipment - Daily and weekly cleaning of rooms - Bed making - Simple household maintenance 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
6.6 Safety and First Aid	<ul style="list-style-type: none"> - Safety precautions in the home - Accidents, causes and prevention (minor cuts, burns, scalds, nose bleeding and fainting) - Minor ailments - First Aid 		<ul style="list-style-type: none"> - Accidents - choking - bites - foreign bodies 	
6.7 Community and Social Services		<ul style="list-style-type: none"> • Clinics, schools, early childhood centres and their functions • Prenatal and postnatal care • Primary health care • Difference between a clinic and Hospital 	<ul style="list-style-type: none"> • Rehabilitation centres • Types and functions of rehabilitation centres • Facilities for provision of water and energy such as electricity, solar, biogas and hay box • Recreational facilities such as parks and sports clubs 	
6.8 Clothing the family	<ul style="list-style-type: none"> • Grooming • Formal and informal dressing (kupfeka zvine Unhu/Ubuntu/ Vumunhu) • Choice of clothes • Types of clothes • Accessories • Dressing for different occasions • Care and maintenance of different types of clothes 	<ul style="list-style-type: none"> • Classification, sources and properties of natural and synthetic fibres • Uses of Textiles • Fabric finishes and their care 		
6.9 Household Linen	<ul style="list-style-type: none"> • Classification of household linen • Care and maintenance of linen • Laundry processes 		<ul style="list-style-type: none"> • Care and Maintenance of dining and lounge linen • Linen storage 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
6.10 Feeding the family	<ul style="list-style-type: none"> • Food and kitchen hygiene • Indigenous and exotic foods: <ul style="list-style-type: none"> - nutritive value (body building, protective and energy giving) - methods of cooking - food preparation and presentation 	<ul style="list-style-type: none"> • Indigenous and exotic foods: <ul style="list-style-type: none"> - methods of cooking - meal planning - food presentation (garnishes and decorations) • Nutritional disorders and dietary remedies 	<ul style="list-style-type: none"> • Indigenous and exotic foods: <ul style="list-style-type: none"> - meal services - meal planning: nutrition in the life cycle - food preparation and presentation for families and functions (garnishes and decorations) 	<ul style="list-style-type: none"> • Special meal planning <ul style="list-style-type: none"> - meal services - food preparation - presentation (garnishes and decorations)
6.11 Enterprising and Financial Management	<ul style="list-style-type: none"> • Enterprising 	<ul style="list-style-type: none"> • Area of Enterprising • Market research • Budgeting • Profit and loss account 	<ul style="list-style-type: none"> • Market research • Project proposal and management 	<ul style="list-style-type: none"> • Budgeting • Investment securities • Merchandising • project research
6.12 Equipment and Sewing processes	<ul style="list-style-type: none"> • Choice, use and care of equipment and technological gadgets • Stitches and Seams 			
6.13 Maintenance of clothes	<ul style="list-style-type: none"> • Mending • Patching and Darning 			
6.14 Related crafts	<ul style="list-style-type: none"> • Knitting • Bead work • Collage 	<ul style="list-style-type: none"> • Crocheting • Tie and dye • Pottery 	<ul style="list-style-type: none"> • Embroidery processes 	<ul style="list-style-type: none"> • Basketry • Braiding

7.0 COMPETENCY MATRIX

7.1 FORM 1

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, attitude and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.1.1 Home and Family	<ul style="list-style-type: none"> identify the different types of families in a society give functions of a family state roles and responsibilities of each family member discuss values and norms (Ubuntu/Unhu /Vumunhu) in a family set up distinguish between a home and a house 	<ul style="list-style-type: none"> Types of families Functions of a family Roles and responsibilities of family members Values and norms in a family 	<ul style="list-style-type: none"> Introducing oneself Explaining the term family and its functions Role-playing family responsibilities Discussing norms and values in a family and community Differentiating a home from a house 	<ul style="list-style-type: none"> charts resource person magazines photographs educational tour video player models
7.1.2 Hygiene and Sanitation	<ul style="list-style-type: none"> define dirt and sanitation classify dirt give the processes of removing dirt group the cleaning agents dispose waste describe making of a compost 	<ul style="list-style-type: none"> Dirt Reasons for removing dirt Methods of removing dirt Cleaning processes Sanitation Classes and types of cleaning agents Methods of disposing waste 	<ul style="list-style-type: none"> Explaining dirt and sanitation Describing methods of removing dirt Classifying cleaning agents Cleaning the classroom Burying refuse Making a compost 	<ul style="list-style-type: none"> Brooms Dustpans Dusters Charts Cleaning agents Technological gadgets such as hoover and polisher Sink Bin Digging implements Cleaning agents
7.1.3 Household Pests	<ul style="list-style-type: none"> identify household pests state methods of preventing household pests discuss how to eliminate pests identify precautionary measures when using insecticides 	<ul style="list-style-type: none"> Types of household pests Methods of preventing pests Methods of eliminating pests Precautionary measures 	<ul style="list-style-type: none"> Discussing type of household pests Explaining methods of preventing household pests Cleaning the kitchen pantry and cupboards Fumigating a house Spraying the cupboards and pantry 	<ul style="list-style-type: none"> Print media Video Pictures Insecticides Pesticides Resource person

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, attitude and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.1.4 Safety and First Aid	<ul style="list-style-type: none"> • list safety precautions in the home • state the aims of First Aid • identify causes of accidents in the home • name common accidents in the home • describe treatment of minor injuries and ailments 	<ul style="list-style-type: none"> • Safety precautions in the home • First Aid • Accidents, causes and prevention (minor cuts, burns, scalds and nose bleeding) • Treatment of minor injuries and ailments 	<ul style="list-style-type: none"> • Explaining First Aid and safety precautions • Demonstrating First Aid procedures. • Listing common accidents and their causes in the home 	<ul style="list-style-type: none"> • First Aid kit • Video playing • Resource person
7.1.5 Clothing the family	<ul style="list-style-type: none"> • define grooming • state the importance of exercise, health, diet and personal hygiene • differentiate formal and informal dressing • suggest suitable clothes for specific occasions and weather • describe how to care for clothing 	<ul style="list-style-type: none"> • Grooming: <ul style="list-style-type: none"> - sitting posture - Exercising - Appearance - Bathing - Health habits - Personal hygiene - Contents of a toilet bag • Formal and informal dressing (kupfeka kune Unhu/Ubuntu/Vumunthu) • Types of clothes • Choice of clothes 	<ul style="list-style-type: none"> • Explaining grooming and personal hygiene • Demonstrating grooming habits • Discussing formal and informal dressing (kupfeka kune Unhu/Ubuntu/Vumunthu) • Grouping different clothes items according to their types. • Choosing clothes according to the prevailing fashion • Laundering different clothes 	<ul style="list-style-type: none"> • Film • Formal clothes informal clothes • Enlarged print material • Sample garments • ICT tools • Magazines • Resource person • Multimedia • Print media • doll
7.1.6 Household linen	<ul style="list-style-type: none"> • identify different types of household linen • explain the care and maintenance of household linen • identify suitable laundry methods , processes and storage 	<ul style="list-style-type: none"> • Types of household linen • Care and maintenance of household linen • Laundry methods, processes and storage 	<ul style="list-style-type: none"> • Describing different household linen • Discussing care and maintenance of household linen • Demonstrating laundry skills, processes, storage 	<ul style="list-style-type: none"> • Realia • Magazines • Laundry agents • Work cards • Pamphlets • ICT tool • Enlarged print information

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, attitude and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.1.7 Feeding the Family	<ul style="list-style-type: none"> • list kitchen and food hygiene rules • suggest ways that can be practiced to maintain hygiene • explain 'food' • identify indigenous and exotic foods that are common in Zimbabwe • classify food according to groups • state functions of each food group • identify methods of cooking • prepare, cook and serve meals 	<ul style="list-style-type: none"> • Kitchen and food hygiene rules • Ways of ensuring hygiene in the kitchen • Food • Indigenous and exotic foods found in Zimbabwe • Food groups • Food culture and habits (Unhu/Ubuntu/Vumunhu) • Methods of cooking • Advantages and disadvantages of each cooking method 	<ul style="list-style-type: none"> • Discussing kitchen and food hygiene rules • Cleaning the kitchen • Describing food • Listing indigenous and exotic foods • Discussing food groups and their functions • Explaining methods of cooking • Collecting pictures of food and making a portfolio • Preparing, cooking and serving indigenous and exotic dishes using different methods of cooking 	<ul style="list-style-type: none"> • Cleaning equipment • Cleaning agents • Textbooks • Magazine • Charts • Technological tools • Large print information • Newspapers • Shop • Brochures • Demonstrations • Work cards • Prepared dishes
7.1.8 Enterprising	<ul style="list-style-type: none"> • define enterprising • outline qualities of an enterpriser • explain financial management 	<ul style="list-style-type: none"> • Enterprising <ul style="list-style-type: none"> - Qualities of an Enterpriser - Areas of enterprising • Budgeting, buying and selling 	<ul style="list-style-type: none"> • Explaining enterprising and qualities of an enterpriser • Identifying areas of enterprising • Drawing up a project proposal and budget • Illustrating income and expenditure 	<ul style="list-style-type: none"> • Work cards • Internet • ICT tools • Resource persons • Charts • Petty cash book

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, attitude and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.1.9 Equipment and sewing process	<ul style="list-style-type: none"> • name different equipment and technological gadgets used when sewing and laundering. • state the choice , use and care of the equipment and technological gadgets • identify stitches • name seams 	<ul style="list-style-type: none"> • Type, choice, use and care of equipment • Stitches and Seams 	<ul style="list-style-type: none"> • Grouping equipment according to use such as sewing, ironing and laundry • Describing uses of equipment and technological gadgets • Cleaning and storing of equipment • Listing types of stitches • Stating seams 	<ul style="list-style-type: none"> • Realia • Enlarged print information • Magazines • ICT tools • Shop brochures manuals
7.1.10 Maintenance of clothes	<ul style="list-style-type: none"> • describe mending • identify types of darning and patching 	<ul style="list-style-type: none"> • mending • Patching • Darning 	<ul style="list-style-type: none"> • Explaining mending • Naming types of darning and patching • Mending using different darns and patches 	<ul style="list-style-type: none"> • Enlarged print • ICT tools • Needles • Thread • Pieces of fabrics
7.1.11 Related crafts	<ul style="list-style-type: none"> • describe knitting, beadwork and collage • list knitting abbreviation • state suitable tools for knitting beadwork and collage 	<ul style="list-style-type: none"> • Knitting abbreviation • Tools used for knitting, beadwork and collage 	<ul style="list-style-type: none"> • Interpreting knitting abbreviations • Naming suitable tools for knitting, beadwork and collage • Demonstrating skills in beadwork and collage • Knitting stitches such as garter stitch 	<ul style="list-style-type: none"> • Knitting needles • Knitting yarn • Beads of different colours, sizes and sandy soil • ICT tools • Seeds and grains • Magazines • Grass • Resource person • large print

COMPETENCY MATRIX

7.1 FORM 2

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, Attitude and Knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.2.1 Home and Family	<ul style="list-style-type: none"> explain puberty and adolescence identify challenges of adolescence list signs and symptoms of pregnancy care for the baby state the stages of immunisation 	<ul style="list-style-type: none"> Puberty and adolescence Diet Pregnancy Caring for the baby Breast feeding Immunisation 	<ul style="list-style-type: none"> Describing puberty and adolescence Discussing challenges of adolescence Explaining signs and symptoms of pregnancy Bathing a baby Visiting the local child care clinic 	<ul style="list-style-type: none"> Baby layette Baby room Resource person ICT tools Video Baby health card Chart Doll
7.2.2 Interior and Exterior decoration	<ul style="list-style-type: none"> Define interior and exterior decoration Identify basic elements of design List equipment and materials suitable for interior and exterior decoration State types of flowers and plants observe safety precautions 	<ul style="list-style-type: none"> Interior and Exterior decoration Flower arranging Types of plants and flowers for exterior decoration Maintain the plants Safety precautions when handling flowers and plants 	<ul style="list-style-type: none"> Explaining interior and exterior decoration Naming equipment and materials for decorating Identify types of flowers and plants Decorating the exterior of the classroom Visiting the local flower nursery/farm Planting pot/basket plant/flowers Arranging flowers 	<ul style="list-style-type: none"> Outdoor siting ICT tools Print media Recreational parks Available local decorating materials Tables

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Skills, attitude and knowledge)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED RESOURCES
7.2.3 Hygiene and sanitation	<ul style="list-style-type: none"> explain the cleaning of a bin show cleaning of a sink 	<ul style="list-style-type: none"> Refuse bin Cleaning of bins and sink Unblocking the sink 	<ul style="list-style-type: none"> Cleaning a bin Cleaning a sink Demonstrating ways of unblocking a sink 	<ul style="list-style-type: none"> Bin Sink Cleaning
7.2.4 Household maintenance	<ul style="list-style-type: none"> describe the care of doors and electrical fittings 	<ul style="list-style-type: none"> Oiling door hinges ,locks and window fasteners Wiring a plug 	<ul style="list-style-type: none"> Maintaining of doors Wiring of a plug Replacing a fuse 	<ul style="list-style-type: none"> Greasing and oiling agents Windows with hinges and handles Doors with hinges and handles Technological tools Plugs Screw driver
7.2.5 Community and social services	<ul style="list-style-type: none"> define term community and social services identify different social services and their functions state the importance of primary health care 	<ul style="list-style-type: none"> Social services Primary health care Prenatal Postnatal 	<ul style="list-style-type: none"> Listing different social services Discussing the importance of primary health care 	<ul style="list-style-type: none"> Resource persons Clinic ICT tool Recreational centres Hospital Relia
7.2.6. Clothing the family	<ul style="list-style-type: none"> classify textiles Identify sources of natural and synthetic fibres explain the properties of natural and synthetic fibres explain how to care for clothes 	<ul style="list-style-type: none"> Fibres and fabrics classification Sources of natural and synthetic fibres Properties of natural and synthetic fibres Care of natural and synthetic clothes Laundry processes. 	<ul style="list-style-type: none"> Describing fibres Naming sources and properties of natural and synthetic fibres Demonstrating how to launder cotton, wool, linen and silk garments 	<ul style="list-style-type: none"> Realia Sample garments made from different fibres Magazines Laundry agents Work cards
7.2.7 Feeding the family	<ul style="list-style-type: none"> explain meal planning terms plan and cook meals using exotic and indigenous foods 	<ul style="list-style-type: none"> Meal planning Garnishing and decoration 	<ul style="list-style-type: none"> Describing meal planning Demonstrating preparation and cooking of food 	<ul style="list-style-type: none"> Recipe cards Pictures of sample dish

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.2.7 Feeding the family	<ul style="list-style-type: none"> • serve meals attractively • identify nutritional disorders and their remedies 	<ul style="list-style-type: none"> • Nutritional disorders and remedies 	<ul style="list-style-type: none"> • Garnishing and decorating of meals • Discussing nutritional disorders 	<ul style="list-style-type: none"> • Ingredients • Stove • Technological tools
7.2.8 Enterprising	<ul style="list-style-type: none"> • explain advertisements and their impact on consumers • carry out market research • explain the value of budgeting • draw profit and loss account 	<ul style="list-style-type: none"> • Advertising • Market research • Budgeting • Profit and loss account 	<ul style="list-style-type: none"> • Discussing types of advertisement • Perfecting research project • Analysing budgeting • Preparing profit and loss account 	<ul style="list-style-type: none"> • Technological tools • Resource person • Media • ICT tools
7.2.9 Related crafts	<ul style="list-style-type: none"> • define crocheting, tie and dye and pottery • listing the equipment for crocheting, tie and dye and pottery • state the abbreviations for crocheting • list materials used for tie and dye, pottery and crocheting 	<ul style="list-style-type: none"> • Crocheting <ul style="list-style-type: none"> - equipment - abbreviation - uses of crocheting • Tie and dye <ul style="list-style-type: none"> - types of tie and dye - materials used for tie and dye • Materials used for pottery 	<ul style="list-style-type: none"> • Identifying crocheting • Interpreting abbreviations in crocheting • Stating materials used for the tie and dye • Selecting materials used for pottery • Making a crocheting sample • Molding clay pot vases • Tying and dyeing 	<ul style="list-style-type: none"> • Crochet hook • Crocheting yarn • Magazine • Resource person • ICT tools • Pottery materials

COMPETENCY MATRIX

7.3 FORM 3

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.3.1 Home and family	<ul style="list-style-type: none"> explain family life in Zimbabwe identify roles and responsibilities of man and woman 	<ul style="list-style-type: none"> Family life in a contemporary Zimbabwe Role of a man and a woman in Zimbabwe Guidelines for choosing a family home 	<ul style="list-style-type: none"> Discussing family life in Zimbabwe Explaining roles and responsibilities of man and woman Role playing 	<ul style="list-style-type: none"> ICT tools Media Realia
7.3.2 Exterior and interior decorations	<ul style="list-style-type: none"> explain elements and principles of interior design state guidelines for interior design identify soft furnishings in the house 	<ul style="list-style-type: none"> Elements of interior design Principles of interior design Guidelines for interior design Soft furnishings 	<ul style="list-style-type: none"> Discussing elements and principles of design Analysing guidelines for interior design Choosing soft furnishings 	<ul style="list-style-type: none"> ICT tools Media Soft furnishing designing tools
7.3.3 Hygiene and sanitation	<ul style="list-style-type: none"> identify abrasives and solvents list ways of disposing waste 	<ul style="list-style-type: none"> Clearing materials : <ul style="list-style-type: none"> abrasives and solvents Waste and waste disposal 	<ul style="list-style-type: none"> Discussing properties of abrasives and solvents Using abrasives and solvents for cleaning Identify ways of waste disposal Disposing waste 	<ul style="list-style-type: none"> Media ICT tools Abrasives Solvent Bins
7.3.4 Household maintenance	<ul style="list-style-type: none"> explain the cleaning of surfaces and equipment describe making of a bed 	<ul style="list-style-type: none"> Surfaces and equipment Bed making 	<ul style="list-style-type: none"> Cleaning of surfaces and equipment Making a bed Cleaning the bedroom 	<ul style="list-style-type: none"> Bed Bed linen Cleaning agents

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.3.4 Household maintenance	<ul style="list-style-type: none"> explain the cleaning of surfaces and equipment describe making of a bed 	<ul style="list-style-type: none"> Daily and weekly cleaning of the bedroom Household maintenance 		<ul style="list-style-type: none"> Bed Bed linen Cleaning agents
7.3.5 Safety and first aid	<ul style="list-style-type: none"> identify causes of accidents explain remedies for accidents 	<ul style="list-style-type: none"> Accidents: <ul style="list-style-type: none"> - chocking - bites - foreign bodies 	<ul style="list-style-type: none"> Stating the causes of accidents Discussing the remedies for accidents Role playing the accidents and their remedies 	<ul style="list-style-type: none"> First aid Realia ICT tools Foreign bodies
7.3.6 Community and social services	<ul style="list-style-type: none"> categorise community services discuss functions of rehabilitation centres and recreational facilities 	<ul style="list-style-type: none"> Rehabilitation centres: types and functions Recreational facilities: parks, clubs, resorts 	<ul style="list-style-type: none"> Describing community and social service centres Explaining the functions of rehabilitation centres and recreational facilities Decorating at functions in the community Decorating school offices Visiting community and social service centres 	<ul style="list-style-type: none"> Transport Resource person Recreational centres
7.3.7 Household linen	<ul style="list-style-type: none"> identify fabrics and their finishes suitable for interior and exterior decoration explain care of different fabrics 	<ul style="list-style-type: none"> Fabric finishes Pile fabrics Laundry processes 	<ul style="list-style-type: none"> Analysing fabric finishes Laundering of linen for decorations 	<ul style="list-style-type: none"> Laundry agents and tools ICT tools Magazine
7.3.8 Feeding the family	<ul style="list-style-type: none"> plan meals to meet individual needs within the life cycle prepare and cook meals using 	<ul style="list-style-type: none"> Meals <ul style="list-style-type: none"> - special diets 	<ul style="list-style-type: none"> Identifying points to consider when planning meals 	<ul style="list-style-type: none"> Recipes Work Cards Magazine

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.3.8 Feeding the family	exotic and indigenous foods <ul style="list-style-type: none"> • serve and garnish meals 	<ul style="list-style-type: none"> • Meal planning • Food presentation 	<ul style="list-style-type: none"> • Preparing, cooking, serving, garnishing and decorating simple meals 	<ul style="list-style-type: none"> • Ingredients • Technological tools • Resource person
7.3.9 Enterprising	<ul style="list-style-type: none"> • identify enterprising areas • carry out market research • design a project proposal 	<ul style="list-style-type: none"> • Enterprising area - functions and events management • Market research • Project proposal 	<ul style="list-style-type: none"> • Discussing enterprising areas • Drawing up a marketing research plan • Practising in the enterprising area 	<ul style="list-style-type: none"> • Technological tools • Media • Materials
7.3.10 Related crafts	<ul style="list-style-type: none"> • identify the embroidery stitches • list uses of embroidery stitches • name embroidery processes • care for embroidery articles • design articles using macramé skills 	<ul style="list-style-type: none"> • Embroidery - stitches - uses of stitches - embroidery processes 	<ul style="list-style-type: none"> • Describing the embroidery stitches and their uses • Discussing embroidery processes • Making an article using decorative processes • Making different articles using macramé • Laundering articles 	<ul style="list-style-type: none"> • Needle • Embroidery thread • Realia • Magazine • Macramé cord and twine • Beads • ICT tools

COMPETENCY MATRIX

7.4 FORM 4

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.4.1 Home and family	<ul style="list-style-type: none"> • site a location for a home • identify features of a home • explain the importance of ventilation and lighting in a home 	<ul style="list-style-type: none"> • Structure of a home • Features of a house • Citing a house • Choosing a house • Ventilation and lighting 	<ul style="list-style-type: none"> • Discussing the choice of a house cite and features of a house • Drawing layouts of a house • Visiting a home • Discussing the observations from the trip • Viewing a video • Analysing the importance of ventilation and lighting 	<ul style="list-style-type: none"> • Charts • Resource person • Magazines • Photographs • Educational tour • Video player • Models
7.4.2 Interior and Exterior decorations	<ul style="list-style-type: none"> • explain the principles and elements of exterior design • demonstrate skills used in exterior decoration • use locally available materials for exterior decorations 	<ul style="list-style-type: none"> • Exterior decoration • Principles for designing • Elements for designing • Use of locally available resources for decoration • Flower arrangement 	<ul style="list-style-type: none"> • Discussing the principles and elements of design • Arranging flowers • Decorating at functions in the community • Decorating school offices 	<ul style="list-style-type: none"> • Decorating materials • Flowers • Twigs, grass and leaves • Fruits
7.4.3 Feeding the family	<ul style="list-style-type: none"> • identify meals for special occasions • prepare and cook meals using exotic and indigenous foods 	<ul style="list-style-type: none"> • Meals for special occasions • Food preparation and presentation 	<ul style="list-style-type: none"> • Discussing meals for special occasions • Planning, preparing and cooking meals 	<ul style="list-style-type: none"> • Recipes • Magazines • Ingredients

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED NOTES AND LEARNING ACTIVITIES	SUGGESTED RESOURCES
7.4.3 Feeding the family	<ul style="list-style-type: none"> serve ,garnish and decorate special meals 	<ul style="list-style-type: none"> Table laying 	<ul style="list-style-type: none"> Laying tables Serving, garnishing and decorating food 	<ul style="list-style-type: none"> Technological tools Work cards Linen Equipment
7.4.4 Enterprising	<ul style="list-style-type: none"> draw a trading, profit and loss account analyse research project draw an estimated budget for a function or event 	<ul style="list-style-type: none"> Trading, profit and loss account Buying and selling Research project Budgeting 	<ul style="list-style-type: none"> Writing a Trading, Profit and Loss account Stating data presentation in research project Preparing a budget 	<ul style="list-style-type: none"> ICT tools Work cards Charts Technological tools
7.4.5 Related Crafts	<ul style="list-style-type: none"> identify types of basketry list materials used in braiding and basketry techniques make article using basketry care of basketry and braiding articles 	<ul style="list-style-type: none"> Basketry and Braiding techniques Types of materials used Care of articles 	<ul style="list-style-type: none"> Discussing types of basketry Naming materials used for making articles Making articles using basketry and braiding techniques Cleaning the articles 	<ul style="list-style-type: none"> Sisal Reeds Realia Resource person Magazine

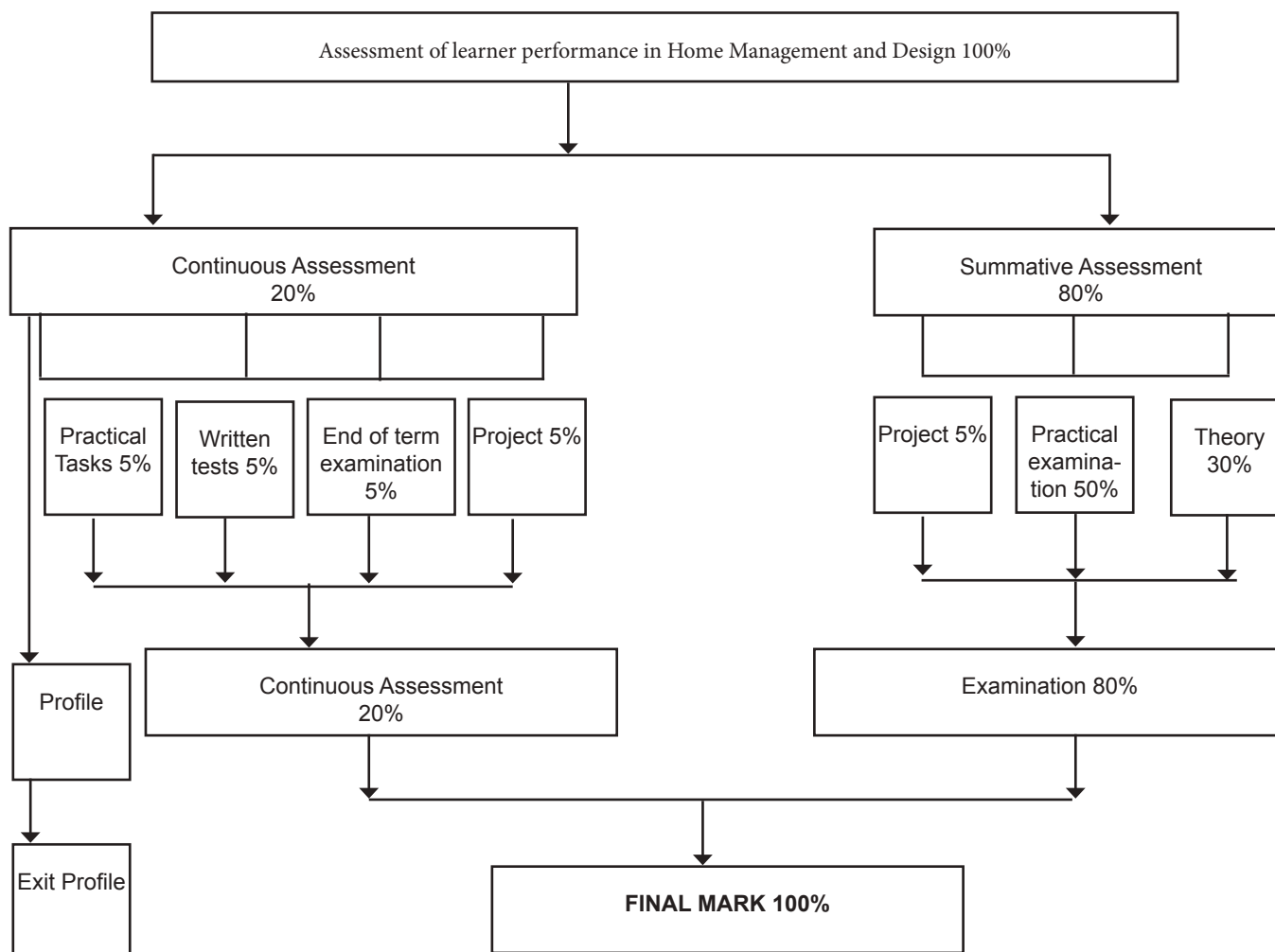
8.0 ASSESSMENT

8.1 ASSESSMENT OBJECTIVES

Learners should be able to:

- 8.1.1 produce functional articles for use in the home and income generating purposes both locally and globally.
- 8.1.2 plan, prepare, cook and serve appropriate meals for individuals in the home, institutions and functions (hospitality).
- 8.1.3 apply principles of conservation in the management of resources.
- 8.1.4 follow an organised sequence in carrying out day to day activities and etiquette
- 8.1.5 budget and buy wisely.
- 8.1.6 choose and plan a home for a family.
- 8.1.7 launder and care for household items and clothes appropriately.
- 8.1.8 select, use and care for different furniture, surfaces and gadgets.
- 8.1.9 prevent and treat minor injuries and ailments.
- 8.1.10 identify and initiate problem solving in the community using available resources.
- 8.1.11 use indigenous knowledge systems in the Zimbabwean home and community.
- 8.1.12 identify the role and responsibilities of community and social services.

HOME MANAGEMENT AND DESIGN ASSESSMENT MODEL



8.2 SCHEME OF ASSESSMENT

PAPER	TYPE OF PAPER	DURATION	MARKS	WEIGHTING
1	Theory	2hrs 30mins	100	30%
2	Practical examination	2hrs 30mins + 1hr 30mins for planning session	100	50%
3	Continuous assessment	11 terms	100	20%

PAPER DESCRIPTION

Paper 1: Theory

The paper is in four sections A, B, C and D. Section A consists of one compulsory question. This section will be awarded 40 marks. Section B consists of three questions. Section C and D consists of two questions each covering the whole syllabus. Candidates must answer four questions, two from Section B and one from each of the other two Sections (C and D). These Sections will be awarded 60marks (15 marks per question for Section B, C and D).

Paper 2: Practical Examination

The paper consists of 5 questions and candidates are required to answer 1 question. The candidate is required to make a choice of dishes, cleaning agents, decorating materials and make a plan of work within one and half hours. This planning session is done a week before the practical examination. The candidate will prepare, cook and serve the chosen dishes, launder, clean and decorate in two and a half hours under the supervision of an external examiner.

Paper 3: Continuous assessment

Continuous assessment for Form 1 – 4 will consist of practical tasks, written tests and end of term examinations.

Practical Tasks

These are activities that teachers use in their day to day teaching. These may include subject related projects and individual practical assignments.

Written Tests

These are tests set by the teacher to assess the concepts covered during a given period of up to a month. The tests should consist of short questions as well as some structured questions.

Summary of Continuous Assessment Tasks

In Term 1 to 11, candidates are expected to have done at least the following recorded tasks per term:

- 2 practical tasks
- 2 Written tests

8.3 SPECIFICATION GRID

Specification Grid for Continuous Assessment

COMPONENT SKILLS	PRACTICAL TASKS	WRITTEN TESTS
Skill 1 Knowledge Comprehensive	30%	30%
Skill 2 Application Analysis	50%	50%
Skill 3 Synthesis Evaluation	20%	20%
Total Weighting	100% 12%	100% 8%

Specification Grid for Summative Assessment

	P1	P2	P3
Skill 1 Knowledge Comprehensive	30%	20%	50%
Skill 2 Application Analysis	50%	60%	110%
Skill 3 Synthesis Evaluation	20%	20%	40%
Total	100%	100%	200%
Weighting	40%	60%	100%
Actual Weight	%	%	%

Requirements for a Maximum of 15-20 Students

1. 1 -Home Management lab
2. 1-Culture hut
3. Fitted cupboards
4. 1-Pantry
5. 15 by (2 by 1metre)tables-Working table and chairs / stools
6. Satin material different colours

7. 20-plastic chairs
8. Damask 1 roll
9. Organza
10. Trilobel
11. 10-plastic tables
12. Safety pins
13. Drawing pins
14. Fairy lights
15. Ribbons
16. Balloon
17. 20-swabs
18. 30-tea towels
19. 10-dish towel
20. 10-brooms
21. 10-mops
22. 20 by 10litre-buckets
23. 20 by 9litre-buckets
24. 20 by 20litre-buckets
25. 20-dust bins
26. 20-different types of brushes
27. 10-bins
28. 2-refrigerators
29. 2-stoves
30. 4-iron board
31. 4-irons
32. 4-sleeve boards
33. 1-clothes rack
34. 4-vases
35. 10-flower pots
36. 3-Washing machines
37. 2-vacuum cleaners
38. 1-Lawn mower
39. First aid kit
40. 1-fire extinguisher
41. 1-laptop
42. 1-projector
43. 1-white board
44. 2-medium carpets
45. 1-grass trimmer
46. 1-grass cutter
47. 2 pairs-sheets(single)
48. Different type of cutlery
49. Labour saving devices
50. Crockery



