



**CARIBBEAN EXAMINATIONS COUNCIL**

**Caribbean Secondary Education Certificate  
CSEC<sup>®</sup>**

**HOME ECONOMICS  
SYLLABUS**

**Effective for examinations from May/June 2004**

**Including 2005 amendments**

Published by the Caribbean Examinations Council


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Correspondence related to the syllabus should be addressed to:

The Pro-Registrar  
Caribbean Examinations Council  
Caenwood Centre  
37 Arnold Road, Kingston 5, Jamaica, W.I.

Telephone: (876) 630-5200  
Facsimile Number: (876) 967-4972  
E-mail address: [cxcwzo@exc.org](mailto:cxcwzo@exc.org)  
Website: [www.exc.org](http://www.exc.org)

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The Garrison, St Michael BB14038, Barbados



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**Amendments to the CSEC Home Economics Syllabus effective from May/June 2005 examinations.**

**This "Mark Scheme" (Home Management) replaces the "Mark Scheme" on page 26 of the syllabus (CXC 11/0/SYLL 02).**

**This "Mark Scheme" (Clothing and Textile) replaces the "Mark Scheme" on page 44 of the syllabus (CXC 11/0/SYLL 02).**

**This "Mark Scheme" (Food and Nutrition) replaces the "Mark Scheme" on page 69 of the syllabus (CXC 11/0/SYLL**

Revised 1996, 2002



# Home Economics Syllabus

## ◆ DEFINITION OF HOME ECONOMICS

For the purpose of CXC's syllabuses, Home Economics is defined as a systematic study of the natural and social phenomena of the home and the family and is aimed at improving the quality of life. It is primarily concerned with helping individuals to develop attitudes, values, skills and knowledge that will enable them to make a meaningful contribution to their family life, community and workplace.

## ◆ RATIONALE

Home Economics is an invaluable part of the curriculum which applies knowledge from a variety of subjects, notably the Natural Sciences, Visual Arts, Social Science and Mathematics, to the management of the environment, clothing, food and nutrition, shelter, consumerism, and human relationships within the family, community and the workplace.

Furthermore, Home Economics makes a contribution to the whole curriculum when it is viewed as a design for successful living, personal development, technical expertise and career opportunities for both boys and girls. Home Economics also provides the opportunity to utilise modern technology for developing the skills and capabilities necessary for meeting the demands in the world of work. Home Economics can produce well rounded, informed citizens.

The main activities of living, are centred around nutrition, clothing and housing for family members and Home Economics provides opportunities to develop capabilities that could be honed and used as sources of income through self employment and other avenues in the job market. These basic life skills can be used to optimise expenditure by performing tasks and producing items, which would otherwise be purchased.

*The syllabus also contributes to the development of selected attributes from the CARICOM Ideal Person document as articulated by the CARICOM Heads of Government. This person is one who demonstrates emotional security with a high level of self-confidence and self-esteem, is aware of the importance of living in harmony with the environment and nurtures its development in the economic and entrepreneurial spheres in all other areas of life (CARICOM Education Strategy, 2000).*

*This holistic development of students aligns with selected competencies advocated in the UNESCO Pillars of learning. These are learning to be, learning to do, and learning to transform one's self and society.*

## ◆ AIMS

The aims of the Home Economics syllabuses are to:

- (i) increase the awareness of students about the importance of practising behaviour that will enhance the quality of life in the home, school, workplace and community;
- (ii) promote the creative use of indigenous materials of the region and the appropriate technologies to improve social and economic wellbeing;
- (iii) develop the skills and competencies that will enable students to pursue post-secondary studies and future careers in fields related to food and nutrition, clothing, fashion and textile, and home and accommodation management.

## ◆ ORGANIZATION OF THE SYLLABUS

Home Economics is offered for examination in three disciplines, namely, Home Economics: Management, Clothing and Textiles and Food and Nutrition. The disciplines offered articulate with tertiary level education programmes, which allow students to acquire skills for advanced learning and for industry and business.

## ◆ PRE-REQUISITES OF THE SYLLABUS

It is expected that candidates would have been exposed to the necessary background knowledge and skills during the first three years of the secondary school programme.

## ◆ SKILLS AND ABILITIES TO BE ASSESSED

The skills and capabilities described in the three syllabuses will be examined and reported under three Profile Dimensions described below:

(i) **Knowledge Skills (K Skills)**

The ability to:

- (a) recall from memory the body of facts, concepts and principles included in the module, course or programme;
- (b) identify, access, organise and communicate the body of facts, concepts and principles;
- (c) apply theory to practice in familiar situations.



(ii) **Use of Knowledge Skills (UK skills)**

The ability to:

- (a) make critical judgement;
- (b) adopt a problem solving approach;
- (c) account for or justify decisions made.

(iii) **Practical Skills**

The ability to:

- (a) collect, display and analyse observations;
- (b) apply results obtained from doing practical activities, to new situations;
- (c) test informed guesses, conjectures, hunches, by doing practical activities;
- (d) do practical tasks accurately and economically, with regard to time, energy and other resources; and
- (e) use appropriate tools with dexterity and care.

## ◆ **CERTIFICATION AND DEFINITION OF PROFILES**

Each syllabus will be offered for certification at **General Proficiency only**.

In each subject examined, the candidate will be awarded an overall grade reported on a six-point scale, Grades I-VI. In addition to the overall grade, there will be a profile report on the candidate's performance under the following Profile Dimensions:

- (i) Knowledge Skills;
- (ii) Use of Knowledge Skills; and
- (iii) Practical Skills.

Profile grades will be reported on a six-point scale - A to E.

## ◆ **SUGGESTED TIME-TABLE ALLOCATION**

It is recommended that a minimum of six periods per week, at an average of 40 minutes per period, should be

allocated to each subject. The timetable should be arranged to allow for at least one session to run for four consecutive periods in order to facilitate practical activities. The remaining two periods could be used for the theoretical aspects of the syllabus.

## ◆ SYLLABUS FOR EXAMINATIONS IN HOME ECONOMICS: MANAGEMENT

The syllabus for Home Economics: Management is designed to enable students to develop knowledge, attitudes and skills to manage available resources to attain family goals. The course of study is intended to provide students with a range of management capabilities, including problem-solving, decision-making, management and practical skills to assist them in leading more effective lives, as individuals and as members of a community.

### GENERAL OBJECTIVES

Students should be able to:

1. understand management principles and their applications in the performance of tasks related to family and work situations;
2. use time, energy and other resources to the best advantage for the benefit of the individual, the family and the community;
3. understand the concept of the family and its relationship with the community;
4. show awareness of community resources which will serve different needs of the family;
5. understand concepts related to population education and the implications for the quality of life;
6. understand principles of wise money management;
7. understand concepts of consumerism in order to discriminate and choose among a range of variety of goods and services;
8. acquire knowledge to enable intelligent decision making regarding shelter for the family;
9. develop an understanding of safety consciousness and its applications;
10. demonstrate the ability to use goods and services to obtain maximum benefits;
11. acquire basic skills and attitudes necessary for the job market.

## ORGANISATION OF THE SYLLABUS FOR HOME ECONOMICS: MANAGEMENT

### SECTION ONE: FAMILY AND SOCIETY

- Module 1 - The Family
- Module 2 - Values, Goals, Conflict Resolution
- Module 3 - Population Issues
- Module 4 - Caring for Special Groups
- Module 5 - Work and Work Ethics, Careers

### SECTION TWO: HOME AND FINANCIAL MANAGEMENT

- Module 6 - Principles of Management
- Module 7 - Money Management
- Module 8 - Consumerism

### SECTION THREE: HOUSING AND EQUIPMENT MANAGEMENT

- Module 9 - Housing and Maintenance
- Module 10 - Safety in the Home, Safety Features of Appliances and Equipment
- Module 11 - Furniture, Soft Furnishings and Accessories
- Module 12 - Entertainment, Table Setting, and Social Graces

# ◆ SECTION ONE: FAMILY AND SOCIETY

## MODULE 1: THE FAMILY

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |  |  |
|----|--|--|
| 1. | define the term 'family';  | Definition to include blood relation, marriage or adoption.  |
| 2. | describe family forms in the Caribbean;                                  | For example, nuclear, extended, single parent and blended (combined).  |
| 3. | assess relationships within the family;                                  | The effects of changing family structure on intergenerational links, for example, between the elderly, the young and the community. Effects of migration and the global economy on the economic stability of the family.   |
| 4. | describe the functions of the family as an institution in the community; | Namely: <ul style="list-style-type: none"> <li>- reproduction;</li> <li>- providing basic needs for family members;</li> <li>- socialisation;</li> <li>- transmitting the culture;</li> <li>- nurturing the growth of personality;</li> <li>- status conferring.</li> </ul>  |
| 5. | discuss the roles of various family members;                             | Roles of father, mother and children.  |
| 6. | define the term 'Family Life Cycle';                                     | Defined as the cycle through which a nuclear family passes from union to parenthood to contracting stage.  |
| 7. | describe the stages in the family life cycle;                            | <ul style="list-style-type: none"> <li>- Beginning - establishment by union of 2 persons setting up a home;</li> <li>- Expanding - childbearing and schooling (pre-school, primary school, secondary school, tertiary education);</li> <li>- Contracting - departure of children from the home, less financial burden on the household, retirement.</li> </ul> |

## MODULE 1: THE FAMILY (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

8. discuss challenges faced by families at each stage of the life cycle;
  
9. identify relationships between the family and the community.

### CONTENT/EXPLANATORY NOTES

For example,

- beginning: personal adjustment and goal setting;
- expanding: demands on time, space and financial resources;
- contracting: loneliness, concerns of health.

For example,

- the family as a small community within the larger community;
- availability of community resources to the family;
- social and environmental responsibilities of the family to community and the community to the family, for example, safe water supply, unpolluted air including absence of loud noises;
- availability of community programmes to families;
- co-operation in family and community ventures.

## MODULE 2: VALUES, GOALS, CONFLICT RESOLUTION

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. define the terms 'values', 'goals', 'needs' and 'wants';
  2. discuss the relationship between 'values' and 'behaviour';
  3. explain the processes involved in the formation of values;
  4. discuss the relationship between values and goals;
  5. explain the relationship between 'goals' and 'needs';
  6. outline qualities needed for achieving goals;
  7. Outline steps to be taken in order to Achieve goals;
  8. identify factors that might cause a change in goals;
  9. explain the importance of goals to the individual, family and society;
- Inclusion of sources of personal values.
- Inclusion of the following processes:
- choosing;
  - prizing;
  - acting.
- Values as the freely-chosen beliefs and attitudes that an individual prizes and acts upon.  
Goals as the end products towards which an individual directs his or her efforts.
- Satisfaction of immediate needs without losing sight of long term goals.
- For example, perseverance, commitment, use of initiative.
- For example,
- ensuring that the goal is realistic and achievable;
  - deciding on an action plan;
  - deciding on the necessary resources;
  - being flexible enough to adjust rather than to abandon the plan in the face of difficulty;
  - involving other family members in the plan.
- For example, a change in family fortunes due to favourable or unfavourable occurrences.
- Discussion on goal setting as a means of ensuring planning and direction for the effective management of available human and physical resources.

## MODULE 2: VALUES, GOALS; CONFLICT RESOLUTION (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

10. identify steps in the decision-making process;

For example, the need to:

- identify the problem and goal to be achieved;
- find out as much as possible about the problem or what is needed to achieve the goal;
- consider alternatives and consequences of pursuing each alternative;
- select the most appropriate course of action based on factors such as time, cost and productive use of available resources.

11. discuss the importance of decision-making in management;

Consideration that decision-making allows the individual to plan, organise, implement, control and evaluate activities in pursuit of the successful achievement of goals.

12. discuss ways of resolving conflict within the family.

Examples of problems: child abuse, drug abuse, domestic violence.

Ways of resolving conflict: family council, resource persons for example councillor, minister of religion, responsible adult.

## MODULE 3: POPULATION ISSUES

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms used in population education;
2. discuss factors that affect the population of a country;
3. discuss the relationship between the population and the resources of a country;
4. identify social and economic effect(s) of over-population on a family;
5. list methods by which families can control population.

### CONTENT/EXPLANATORY NOTES

Inclusion of the following terms:

- population, population density, under-population, overpopulation;
- migration, immigration, emigration;
- fertility-rate, birth rate, death rate;
- infant mortality;
- demography;
- census.

Calculations of 'Crude Birth Rate' and 'Crude Death Rate' are required.

For example,

- birth rate, death rate;
- migration, immigration;
- emigration;
- population density

Calculations are required for each.

The relationship between population, resources and national development.

Discussion on the effects of over-population on the capability of governments to provide adequate housing, education, transport and health services, and the effects on the quality of life in a country.

Discussion on the relationship between under-population and the non-availability of human resources for national development.

For example,

- increase in crime and juvenile delinquency;
- teenage pregnancy;
- social maladjustment and vagrancy; and
- increased use of drugs.

Inclusion of the following methods:

- delayed family start up;
- control of size of family through family planning methods.



## MODULE 4: CARING FOR SPECIAL GROUPS

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. describe the needs of the new born;  
Physical, emotional and social needs.
2. describe the characteristics of the 1-3 year old toddler;  
Inclusion of physical characteristics, for example, the preoccupation with touching, tasting, hitting, biting, pinching, climbing and sliding.
3. list factors to be considered in caring for the 1-3 year old toddler;  
Factors should include those related to safety, nutrition, health and socialisation.
4. demonstrate appropriate preparation of nutritionally balanced meals for the 1-3 year old toddler;  
Use of multi-mix food principle from the family pot. Avoidance of highly seasoned food.
5. describe the characteristics of the 3-6 year old preschooler;  
Inclusion of physical characteristics, for example, the preoccupation with asking questions, playing including role-playing, and collecting.
6. list the needs of the 3-6 year old;  
Inclusion of the following needs:
  - physical;
  - intellectual;
  - nutritional;
  - health, illnesses (ailments and treatment);
  - emotional;
  - importance of play.
7. discuss factors to be considered in caring for the 3-6 year old in the home;  
Factors should include those related to nutrition, health, safety and socialisation. Discussion on the necessity for and effectiveness of laws designed to protect the welfare of children.
8. plan, prepare and serve meals for the 3-6 year old;  
Preparation of meals from the food groups. Avoidance of bones and seeds. Inclusion of finger foods. Reduction of fats and sugar.
9. describe the physiological and emotional characteristics of the adolescent;  
Characteristics should include changes related to the physical, intellectual (cognitive), social (the influence of peer groups), emotional, cultural and spiritual. Discussion on the ways that boys and girls actively shape their own images and identities.

## MODULE 4: CARING FOR SPECIAL GROUPS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |  |
|---|--|
| 10. describe the physiological and emotional characteristics of the elderly;  | Characteristics should include changes related to the physical (status of health), social, emotional, cultural and spiritual. Discussion on the responsibility of family members to take care of ageing relatives.               |
| 11. state guidelines for promoting a healthy lifestyle for the elderly;       | Inclusion of discussion on necessity for and effectiveness of government and community support for the aged (aged pensioner, health care assistance, senior citizens' privileges in the form of rebates and travel concessions). |
| 12. discuss factors to be considered when caring for the elderly in the home; | Factors to be considered should include: <ul style="list-style-type: none"><li>- nutritional;</li><li>- physical;</li><li>- emotional;</li><li>- personal, for example, hygiene;</li><li>- environmental.</li></ul>              |
| 13. demonstrate the care of the elderly.                                      | <b>Suitable for inclusion in practical assignment (SBA).</b>   |

## MODULE 5: WORK AND WORK ETHIC; CAREERS

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. explain the terms 'work' and 'work ethic';
2. discuss the importance of work to the individual;
3. discuss benefits to be derived from the cooperative work of family members;
4. discuss desirable attitudes to work;
5. discuss the importance of health to work performance;
6. discuss the importance of career exploration.

Definitions should acknowledge "work" as the productive use of time and energy to improve the quality of life both for individuals and for members of society.

For example,

- to satisfy basic needs for food, clothing, shelter and health;
- to provide an individual with the requirements for a secure and independent lifestyle;
- to confer self-respect and self-worth on individuals.

For example,

- it generates a spirit of co-operation and camaraderie that helps to bond family members together;
- assist family members in achieving goals.

For example,

- a sense of responsibility with regard to regularity and punctuality;
- spirit of co-operation and tolerance of the views of employers and fellow-workers.

Consideration of the relationship between mental health and physical fitness.

Reference to the following:

- career choices;
- the importance of career planning;
- job search including use of the internet;
- what employers are looking for.

## ◆ SECTION TWO: HOME AND FINANCIAL MANAGEMENT

### MODULE 6: PRINCIPLES OF MANAGEMENT

#### SPECIFIC OBJECTIVES

Students should be able to:

1. define the terms 'management' and "resources of management" ;
2. explain the processes in management;
3. apply management processes to family-related activities;
4. demonstrate efficient use of time and energy in home and family activities;
5. explain the concept of 'work simplification';
6. discuss factors that affect work simplification.

#### CONTENT/EXPLANATORY NOTES

"Resources of management" may be defined as the materials, assets, and capabilities used to achieve goals.

Namely:

- planning;
- organising;
- implementing;
- controlling;
- evaluating.

The use of management processes in carrying out family-related activities, for example,

- feeding the family;
- housing the family;
- clothing the family.

Discussion of the concept of 'time as a measure of economic worth'. Planning and executing activities that exhibit the efficient use of time and energy using all available resources including the computer.

Explanation of 'Work Simplification' as a management concept defined as "the conscious seeking of the simplest, easiest and quickest method of working".

For example,

- time to do the task;
- the nature of the task;
- use of correct procedures;
- time-management in dealing with several tasks at the same time.

## MODULE 7: MONEY MANAGEMENT

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms related to money management;
2. discuss the functions of money;
3. state the means by which money is earned;
4. list guidelines for wise spending of the family income;
5. state reasons for preparing a budget;
6. list factors to be considered in preparing a budget;

### CONTENT/EXPLANATORY NOTES

Definition of the following terms:

- money, legal tender, money management;
- income (gross and net);
- expenditure (fixed and flexible);
- budgeting.

Functions should include money as:

- a measure of standard value;
- a medium of exchange;
- a store of value or wealth.

For example,

- for work done;
- by inheritance;
- as interest on investments, namely, interest on savings; interest on stocks and bonds.

Guidelines should include a consideration of:

- goals (immediate, short-term and long-term);
- needs versus wants;
- the setting of priorities; and
- the affordability of current lifestyle.

Consideration that a budget:

- keeps expenditure under control;
- reduces impulse buying;
- shows where overspending occurs;
- reduces stress and anxiety resulting in a greater sense of security.

Factors should include,

- net income;
- fixed expenditure, for example, for food, utility bills and mortgage or rent payments;
- flexible expenditure, for example, for travel and entertainment, birthday gifts;
- savings, including money for use in emergencies, for example, visits to the doctor or money to be spent on educational materials.

## MODULE 7: MONEY MANAGEMENT (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |   |
|---|---|
| 7.      prepare a budget;                               | Preparation of low-income family budgets. <b>Suitable for the planning stage of a practical activity.</b>                                   |
| 8.      analyse the effectiveness of a prepared budget. | Use of case study to determine whether budget follows important guidelines with regard to allegiance to goals, flexibility and workability. |

## MODULE 8: CONSUMERISM

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms relating to 'consumerism';
2. identify factors which determine consumer wants and needs;
3. identify methods of payment;
4. compare consumer and production credit;
5. list institutions for money transactions;
6. discuss consumer rights and responsibilities;

### CONTENT/EXPLANATORY NOTES

Definition of the following terms:

- consumer;
- consumerism;
- credit;
- consumer credit;
- impulse buying;
- guarantee or warranty;

Examples of the different forms of credit are required.

Factors should include, goals, values, lifestyle, peer pressure and the effects of advertising.

Methods of payment for goods and services, including:

- cash;
- credit card or debit card;
- layaway plan;
- hire-purchase.

Discussion on the use and value of credit for consumption purposes versus the use and value of credit for business activity.

Institutions for money transactions, including:

- commercial banks; credit unions;
- building societies, housing trusts.

Inclusion of discussion on the value and effectiveness of forms of consumer protection, for example,

- consumer protection laws;
- labelling of products, including notice of expiry dates;
- businessmen's attitude towards the honouring of guarantees and warranties;
- governments' commitment to consumer education.

## MODULE 8: CONSUMERISM (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

7. discuss the effects of advertising on both the consumer and the manufacturer.

### CONTENT/EXPLANATORY NOTES

Discussion on kinds and methods of advertising including advertisements that:

- appeal to sex, beauty, wealth and health;
- use popular personalities to create images of acceptability of product;
- apply peer pressure (9 out of 10 are using it);
- use print and electronic media in advertising (radio, television, billboards, posters, cinema, newspapers, mail, brochures, store promotions, web sites).



# ◆ SECTION THREE: HOUSING AND EQUIPMENT MANAGEMENT

## MODULE 9: HOUSING AND MAINTENANCE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |  |
|---|--|
| 1. state the importance of housing to the family;   | For example, <ul style="list-style-type: none"><li>- provides space for living activities;</li><li>- provides privacy, safety and security for family members.</li></ul>   |
| 2. explain the means by which housing is acquired for the family;                                 | For example, by: <ul style="list-style-type: none"><li>- inheriting;</li><li>- purchasing;</li><li>- renting.</li></ul>  |
| 3. state the factors that influence the buying, building or the renting of a house;               | Advantages and disadvantages of owning a house and renting a house. Factors influencing choice, including: <ul style="list-style-type: none"><li>- site;</li><li>- amenities;</li><li>- neighbourhood.</li></ul>   |
| 4. discuss the features of different types of housing;  | Names of different types of housing. Distinguishing characteristics of the different types of housing, for example, <ul style="list-style-type: none"><li>- cottage (simple one storey house);</li><li>- flat or apartment (self-contained room or set of rooms, usually on one floor)</li><li>- condominium (building containing flats that are individually owned);</li><li>- town-house (two-storey house attached to similar houses in a row).</li></ul> |
| 5. discuss housing factors that contribute to the physical and aesthetic wellbeing of the family; | Inclusion of ways in which the house may be made more liveable, for example, <ul style="list-style-type: none"><li>- layout;</li><li>- furnishings;</li><li>- decoration.</li></ul>  |

## MODULE 9: HOUSING AND MAINTENANCE (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

6. demonstrate basic care and maintenance of the home and its environs;

Procedures for daily, weekly and seasonal maintenance of the home. Care of the immediate environment including sinks, drains, garbage disposal. Use of cleaning equipment and cleaning agents, including detergents, abrasives and stain removal agents.

7. list sources of water supply;

For example,  
- wells;  
- rivers;  
- reservoirs;  
- piped water;  
- storage tanks.

8. identify methods of purification and conservation of water;

Methods of purification:  
- chlorinating;  
- boiling;  
- filtering;  
- addition of bleach.

Methods of conservation:  
- turning off taps securely;  
- washing cars and watering with buckets instead of using hose;  
- watering plants after sunset.

9. describe methods of controlling various types of common household pests.

Reference also to ways of eliminating common household pests.

## MODULE 10: SAFETY IN THE HOME, SAFETY FEATURES OF APPLIANCES OR EQUIPMENT

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |  |   |
|----|--|---|
| 1. | list the types of accidents that occur in the home;  | Inclusion of various areas of the house where accidents are likely to occur, for example, <ul style="list-style-type: none"><li>- kitchen;</li><li>- bathroom, bedroom;</li><li>- stairway;</li><li>- garden.</li></ul>   |
| 2. | identify the main causes of accidents in the home;   | For example, <ul style="list-style-type: none"><li>- exposed outlets</li><li>- faulty wiring and equipment;</li><li>- improper use of appliances;</li><li>- wet floors;</li><li>- objects scattered haphazardly on floor;</li><li>- loose mats (without non-skid backings);</li><li>- ignorance of safety procedures.</li></ul> |
| 3. | list safety practices which help to prevent accidents in the home;   | Inclusion of safety measures to be taken before and after natural disasters, for example, hurricanes.   |
| 4. | outline procedures to follow for the safe use of small home appliances and tools;                          | Procedures for the safe use of: irons, blenders, food mixers, vacuum cleaners, microwave ovens, shredders, meat and vegetable grinders, knives, scissors, ice picks. Demonstration of use and care required.  |
| 5. | discuss the features of electrical appliances that are intended to enhance their safety for household use; | For example, <ul style="list-style-type: none"><li>- thermostat control or automatic shut off;</li><li>- insulated handles;</li><li>- enclosed cutting blades.</li></ul>  |
| 6. | demonstrate skills in First Aid.   | Procedures for treating injuries, for example, <ul style="list-style-type: none"><li>- minor burns and scalds;</li><li>- cuts;</li><li>- nosebleed;</li><li>- electrocution.</li></ul>  |

## MODULE 11: FURNITURE, SOFT FURNISHINGS AND ACCESSORIES

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. state the advantages and disadvantages of various materials used in making household furniture;  
For example,
  - wood, fibreglass, plastic, metal, glass, wicker;
  - fabric and leather.
2. discuss basic considerations for the arrangement of furniture in the home;  
For example,
  - layout;
  - space;
  - balance.
3. list important factors to be considered when purchasing furniture;  
For example, cost; decoration; size; finish.
4. demonstrate care of furniture;  
Dusting, polishing and general maintenance of different types of furniture.
5. define the term 'soft furnishing';  
Inclusion of examples of soft furnishings, such as, curtains, cushions, mats and wall hangings.
6. state the uses of soft furnishings;  
For example,
  - to create specific types of moods through the use of colour and texture;
  - to add one's individuality to a room;
  - to create ambience;
  - to enhance design;
  - for decorative purposes.
7. discuss factors that determine choice and use of soft furnishings and accessories;  
Consideration of the importance of individuality (taste), colour, design and texture in soft furnishings.
8. refurbish, recycle and repair household articles;  
Inclusion of the use of indigenous materials and waste materials in designing new artefacts.
9. make simple items of soft furnishing and accessories;  
For example, wall hangings, doilies, place mats, appliance covers.

## MODULE 11: FURNITURE, SOFT FURNISHINGS AND ACCESSORIES

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

10. discuss the use of floral arrangements;
11. make a simple floral arrangement.

Reasons for use and occasions when used.

Parts of a floral arrangement, making of simple arrangements, points to be considered when arranging flowers: balance, texture, colour focal point.

## MODULE 12: ENTERTAINMENT, TABLE SETTING AND SOCIAL GRACES

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |   |
|---|---|
| 1. identify different types of invitations;                               | Inclusion of formal and informal invitations to social occasions.   |
| 2. write formal invitations;  | Inclusion of format for writing and replying to formal invitations. Meaning of R.S.V.P. {répondez s'il vous plaît (Please reply)}.  |
| 3. explain responsibilities of attendees and workers at formal occasions; | <p>Inclusion of responsibilities of guest, host and worker. Observation of common courtesies and good manners (etiquette) for example,</p> <p>Guest: Need for punctuality, good grooming, and willingness to accept the courtesies extended by the host.</p> <p>Host: Need to be courteous and accommodating. Should mingle with guests and introduce guests to one another.</p> <p>Worker: Need for diligence to duty. Should be courteous at all times and should be tolerant of the behaviour of guests.</p> |
| 4. define acceptable social graces at the dining table;                   | Inclusion of rules of etiquette and social graces. Discussion of what is acceptable behaviour at the dinner table, including the need to avoid comment on any shortcomings related to the quality of service.   |
| 5. define terms relating to tableware;                                    | For example, types of glassware, china or crockery, silverware, cutlery.  |
| 6. explain the term 'place setting';                                      | Explanation of terms: table setting, place setting, tray setting, buffet service.   |
| 7. demonstrate appropriate table and tray settings;                       | Inclusion of table setting for formal dinner, lunch or breakfast. Tray setting for serving visitor, convalescent. Buffet service, convenience of buffet setting.  |
| 8. demonstrate procedures for use and care of tableware.                  | Selection, use and care of tableware and cutlery including stainless steel, silver, glassware, china.   |

## FORMAT OF THE EXAMINATIONS

The scheme of assessment will comprise a mixture of external and internal components as described below.

**Paper 01**  
(1 hour 30 minutes)      A Multiple Choice paper consisting of 60 items, and testing all modules in the syllabus. This Paper is worth 30 marks for Knowledge and 30 marks for Use of Knowledge.

**Paper 02**  
(2 hours)      A structured essay paper in two parts.

Part A:      THREE structured compulsory questions, one from each section of the syllabus. The questions will be based on the following Modules:

Section 1 - Module 5

Section 2 - Module 7

Section 3 - Module 10

Part B:      Four questions drawn from all three sections of the syllabus, of which the candidate must answer two.

**The candidate must answer 5 questions.**

Each question in this Paper is worth 16 marks: 6 marks for Knowledge and 10 marks for Use of Knowledge. The whole Paper is worth 80 marks.

**School-Based  
Assessment**

The School-Based Assessment component will comprise THREE assignments testing practical skills.

**Assignment One** is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

**Assignment Two** is set by the teacher using criteria provided in the syllabus and **jointly assessed by the teacher and an External Examiner using mark schemes** provided in the syllabus **and following procedures outlined on pages 70 - 75 of the syllabus.**

**Assignment Three** is set by the teacher, using criteria provided in the syllabus and marked by the teacher, using criteria provided in the syllabus. It is recommended that the first of these assignments should be done in the third term of year one of the course. The second and third assignments should be done during terms one and two, respectively, of year two of the course.

## WEIGHTING OF PROFILE DIMENSIONS

The weightings of the three profile dimensions and of Papers 01 and 02 and the SBA assignments in terms of the total examination scores are shown in the following table.

| Profile Dimensions | Paper 01<br>(Multiple Choice) | Paper 02 | SBA | Total | (%)   |
|--------------------|-------------------------------|----------|-----|-------|-------|
| Knowledge          | 30                            | 30       | -   | 60    | (30)  |
| Use of Knowledge   | 30                            | 50       | -   | 80    | (40)  |
| Practical Skills   | -                             | -        | 60  | 60    | (30)  |
| Total              | 60                            | 80       | 60  | 200   | (100) |

## SUGGESTED OBJECTIVES FOR SCHOOL-BASED ASSESSMENT

The following objectives are useful for assisting the teacher in setting School-Based Assessment (SBA) assignments. Teachers are reminded that all SBA assignments must test all the practical skills, namely, planning skills, manipulation skills and evaluation and presentation skills. Teachers are advised, therefore, to combine objectives to ensure that the assignment covers all these practical skills.

|                      |   |                     |
|----------------------|---|---------------------|
| Section 1: Module 4  | - | Objectives 4, 8, 13 |
| Section 2: Module 6  | - | Objective 4         |
| Section 2: Module 7  | - | Objective 7         |
| Section 3: Module 9  | - | Objective 6         |
| Section 3: Module 10 | - | Objectives 6        |
| Section 3: Module 11 | - | Objectives 8, 9, 11 |
| Section 3: Module 12 | - | Objectives 2, 7, 8  |

## SPECIMEN PRACTICAL ASSIGNMENT AND MARK SCHEME - (2 hours and 30 minutes)

Assignment: You are put in charge of a 3-year old toddler.

- (i) Prepare a play area by cleaning appropriately;
- (ii) Make an educational toy for the occasion; and
- (iii) Prepare a nutritious meal for the toddler.

Syllabus references: Section 1, Module 4, Objective 4;  
Section 2, Module 6, Objective 4;  
Section 3, Module 9, Objective 6.



## MARK SCHEME

| SKILLS                         | ABILITIES   | MARKS           |
|--------------------------------|---|-----------------|
| Planning and Preparation       | (i) List of appropriate materials/ingredients/<br>equipment with quantities.        | 1 mark          |
|                                | (ii) Appropriate and manageable Plan of Work.                                       | 1 mark          |
|                                | (iii) Communication of information in a logical<br>manner using correct grammar.    | 2 marks         |
| Manipulation                   | (i) Perform tasks in logical sequence.  | 2 marks         |
|                                | (ii) Exhibit dexterity in use of equipment.   | 2 marks         |
|                                | (iii) Observe safety measures.  | 2 marks         |
|                                | (iv) Demonstrate regard for hygiene.  | 2 marks         |
| Evaluation and<br>Presentation | (i) Cleanliness of activity area.   | 2 marks         |
|                                | (ii) Arrangement of furniture in activity area.                                     | 2 marks         |
|                                | (iii) Adherence to safety in quality of toy.  | 2 marks         |
|                                | (iv) Flavour, appearance, taste, choice of utensils<br>(appropriateness for child). | 2 marks         |
| <b>TOTAL</b>                   |   | <b>20 marks</b> |

**N.B.:** See pages 76-81 for further details.

# ◆ SYLLABUS FOR EXAMINATIONS IN CLOTHING AND TEXTILES

The syllabus for Clothing and Textiles is designed to enable candidates to make intelligent decisions about the choice and importance of clothing and other sewn products, to acquire skills that enable them to produce these products and to utilise the acquired skills for employment and leisure.

## GENERAL OBJECTIVES

Students should be able to:

1. demonstrate skills in identifying fabrics with a view to selecting, using and caring for garments and household furnishings;
2. demonstrate awareness of the properties of fabric which serve as a guide in garment construction and in the maintenance of textile products;
3. understand criteria for determining the quality of ready-made and custom-made garments and articles;
4. acquire skills and competencies necessary for an orientation to the world of work;
5. understand the concept of dress as an expression of culture;
6. maintain sewing tools and equipment;
7. apply the essential processes and techniques in making simple garments and household articles;
8. demonstrate a high standard of craftsmanship in the construction of items.

## ORGANISATION OF THE SYLLABUS FOR CLOTHING AND TEXTILES

### SECTION ONE: TEXTILES

|          |   |  |
|----------|---|--|
| Module 1 | - | Fibres                                   |
| Module 2 | - | Fabrics and Fabric Finishes              |
| Module 3 | - | Care and Maintenance of Textile Products |

### SECTION TWO: PSYCHOSOCIAL ASPECTS OF DRESS

|          |   |                      |
|----------|---|----------------------|
| Module 4 | - | Consumer Aspects     |
| Module 5 | - | Clothing and Culture |
| Module 6 | - | Career Opportunities |

### SECTION THREE: CONSTRUCTION TECHNIQUES

- Module 7 - Sewing Equipment
- Module 8 - Basic Pattern Drafting
- Module 9 - Commercial Patterns
- Module 10 - Basic Construction Processes
- Module 11 - Special Techniques in Garment Construction
- Module 12 - Simple Soft Furnishings

## ◆ SECTION ONE : TEXTILES

### MODULE 1: FIBRES

#### SPECIFIC OBJECTIVES

Students should be able to:

1. define basic textile terms;
2. classify textile fibres according to their sources;
3. describe the production of natural and manmade fibres;
4. state the properties of natural and manmade fibres;
5. identify fibres using different methods;
6. identify fabrics using different methods.

#### CONTENT/EXPLANATORY NOTES

Namely:

- textiles;
- fibre: natural, cellulose, protein;
- regenerated, synthetic.

#### Fibre classification

Natural: plant (cotton, linen);  
animal (silk, wool);

Man-made: regenerated (viscose rayon, acetate;  
synthetic (nylon; polyester; acrylic);  
elastomers.

Production processes of cotton, linen, wool, silk,  
regenerated and synthetic.

Namely: cotton, wool, linen, silk, viscose, rayon,  
acrylic nylon, polyester and the elastomers.

Namely:

- microscopic;
- burning;
- chemical solubility.

For example,

- visual;
- tactile.

## MODULE 2: FABRICS AND FABRIC FINISHES

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. define terms relating to yarn;  
Nately:
  - yarn;
  - staple;
  - filament;
  - count;
  - denier.
  
2. describe yarns according to types;  
Nately:
  - 2, 3 and 4 ply;
  - simple;
  - complex.
  
3. describe methods of fabric construction;  
The following methods of fabric construction:
  - weaving: plain, twill, satin, pile.
  - knitting,
  - bonding
  - knitting;
  - felting.
  
4. identify fabrics made from each method of fabric construction;  
For example,
  - plain - muslin, calico, cambric;
  - satin - peau de soie, bridal satin;
  - twill - denim, drill;
  - pile - corduroy, velvet, towelling.
  
5. define terms relating to fabric construction;  
Definition of the following terms:  
warp, nap, weft, grey (greige), selvedge, rib, bias, plain, course, wale, purl.
  
6. define fabrics finishes;  
Nately:
  - mercerisation;
  - stain - resistant;
  - soil - resistant;
  - crease resistant;
  - shrink resistant;
  - sanforization;
  - sizing;
  - flame resistant;
  - water repellent.

## MODULE 2: FABRICS AND FABRIC FINISHES (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |     |   |   |
|-----|---|---|
| 7.  | describe the use of fabric finishes;                        | For example,<br>sizing;<br>stiffening;<br>antisoil.   |
| 8.  | define terms related to mixtures and blends;                | For example,<br>mixtures, blends, core spun.  |
| 9.  | state reasons for combining fibres and yarns;               | Namely:<br>economic, aesthetic, performance.  |
| 10. | describe methods of applying designs to fabrics;            | Definition of terms and description of the following methods:<br>- dyeing, batik, printing, texturing, embroidery, painting.  |
| 11. | use various methods for creating simple designs on fabrics; | Use of the following methods:<br>Batik, printing, embroidery, painting.<br><b>Suitable for SBA assignment.</b>  |
| 12. | use indigenous materials for creating textile products.     | Use of indigenous materials, for example,<br>shell, straw, leather, feathers, stones, beads, plant dyes, fish scales.<br><br>Textile products that may be created, include:<br>- jewellery;<br>- accessories;<br>- wall hangings. |

## MODULE 3: CARE AND MAINTENANCE OF TEXTILE PRODUCTS

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |   |  |  |
|---|---|--|--|
| 1. identify laundry aids and equipment;   | <table border="0"><tr><td style="padding-right: 20px;"><u>Equipment</u><br/>washing machines<br/>clothes dryers<br/>pressing equipment</td><td><u>Aids</u><br/>detergents<br/>bleaches<br/>softeners(water, fabric,<br/>starches)</td></tr></table> | <u>Equipment</u><br>washing machines<br>clothes dryers<br>pressing equipment | <u>Aids</u><br>detergents<br>bleaches<br>softeners(water, fabric,<br>starches) |
| <u>Equipment</u><br>washing machines<br>clothes dryers<br>pressing equipment                  | <u>Aids</u><br>detergents<br>bleaches<br>softeners(water, fabric,<br>starches)  |  |  |
| 2. discuss factors that determine the selection of appropriate laundry aids and equipment;    | Factors to be considered should include:<br>- cost; family size; space; energy.   |  |  |
| 3. state the uses of laundry aids and equipment;  | Namely:<br>- laundering;<br>- stain removal.  |  |  |
| 4. explain the processes involved in laundering;  | Processes should include:<br>- sorting;<br>- pre-treatment (involving stain removal);<br>- soaking<br>- washing;<br>- drying<br>- ironing;<br>- pressing;<br>- dry cleaning.  |  |  |
| 5. outline methods for storing garments and household articles;                               | For example,<br>- airing;<br>- folding;<br>- rolling (for linens);<br>- hanging.  |  |  |
| 6. construct recycled garments and household articles;  | For example,<br>- bags, hats and pillowcases;   |  |  |
| 7. list the benefits derived from repairing and recycling of garments and household articles. | Benefits should include:<br>- economic;<br>- artistic expression;<br>- leisure activities.  |  |  |

## ◆ SECTION TWO : PSYCHOSOCIAL ASPECTS OF DRESS

### MODULE 4: CONSUMER ASPECTS

#### SPECIFIC OBJECTIVES

#### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. list guidelines for selecting appropriate fabrics for specified garment and household articles;
2. define the term 'notions';
3. select notions according to their uses;
4. define elements of design which should guide selection of clothing and household articles;
5. identify the Principles of design that should guide the selection of clothing and household articles;
6. discuss factors to consider when selecting clothing;
7. interpret information on care labels.

Guidelines should be based on:

- cost;
- design;
- fibre properties;
- care of fabric;
- end use.

All the items other than fabric and pattern that are needed to complete a garment for example thread, binding, elastic, tapes, trims.

Factors to be considered are:

- texture;
- cost;
- colour.

Elements should include:

- colour;
- line;
- shape;
- texture.

Principles of design to be considered are:

- rhythm;
- proportion;
- balance;
- emphasis;
- harmony.

Factors should include:

- age;
- occasion;
- figure type.

For example,

- laundering instructions;
- symbols;
- fibre content.



## MODULE 5: CLOTHING AND CULTURE

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms relating to fashion;
2. discuss the dress of Caribbean people as it relates to the cultures from which they came;
3. list reasons for wearing clothes;
4. describe the clothing used in various ceremonial rites and festivals.

### CONTENT/EXPLANATORY NOTES

For example, dress, style, fashion, fad, vogue, silhouette and couture.

Cultural influences should include African, European, Chinese and Indian. Aspects of dress should include style features, silhouette, fabric.

For example, protection, type of occupation, identification, religious and cultural and religious expression.

Rites and festivals to be considered should include weddings, funerals, worship and carnivals.

## MODULE 6: CAREER OPPORTUNITIES

### SPECIFIC OBJECTIVES

Students should be able to:

1. identify careers in the garment and clothing industries;
2. describe the duties of employees in the clothing industry;
3. identify special skills required for entry into specific occupations in the clothing and textile industry;
4. describe essential operations within the garment industry.

### CONTENT/EXPLANATORY NOTES

For example, fashion designer, tailor, pattern maker, small business operator, fashion merchandiser.

Duties of:

Managers, supervisors, engineers, cutters, pressers, designers, quality control officers, finishers, operators.

Special skills should include stitching, designing and pattern making.

Namely:

- equipment maintenance;
- contractual operations;
- supervision;
- pattern making, fabric cutting;
- sewing or assembling;
- marketing and sales.

## ◆ SECTION THREE: CONSTRUCTION TECHNIQUES

### MODULE 7: SEWING EQUIPMENT

#### SPECIFIC OBJECTIVES

#### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |     |   |  |
|-----|---|--|
| 1.  | select sewing tools according to categories and uses;                             | Uses should include:<br>- measuring, marking, cutting, sewing.   |
| 2.  | outline procedures for the care of sewing tools;                                  | Inclusion of procedures for care and storage of sewing tools.  |
| 3.  | list the types of sewing machines;  | Domestic: manual, electric, electronic;<br>Industrial: electric, electronic.   |
| 4.  | describe the features of different types of sewing machines;                      | Namely:<br>- automatic, computerised, swing needle.  |
| 5.  | list the factors affecting the choice of sewing machines;                         | For example,<br>- cost, features, serviceability.  |
| 6.  | identify parts of the sewing machine;   | For example, stop motion screw; presser foot, balance wheel.   |
| 7.  | demonstrate skills in using the sewing machine and other sewing equipment;        | Skills should include:<br>- operating; recognising faults, correcting faults.  |
| 8.  | outline procedures for the care of sewing machines;                               | For example, cleaning, oiling, storing, general servicing.   |
| 9.  | identify various types of pressing equipment and tools;                           | Namely:<br>- iron: dry, steam, spray, steam press;<br>- ironing board, sleeve board, needle board.<br>- tailor's ham;<br>- seam roll;<br>- press mitts, press cloth. |
| 10. | outline procedures for the care of pressing equipment;                            | Procedures should include:<br>- cleaning, storing.   |
| 11. | use various types of pressing equipment;  | Inclusion of rules for pressing.   |
| 12. | differentiate between the procedures for pressing and the procedures for ironing. | Differences should include procedures for:<br>- pressing or ironing various types of fabrics;<br>- pressing or ironing shaped areas of garments.                     |

## MODULE 8: BASIC PATTERN DRAFTING

### SPECIFIC OBJECTIVES

Students should be able to:

1. demonstrate techniques for taking accurate body measurements;
2. list equipment and tools used in pattern drafting;
3. draft simple patterns;
4. draft shaped facings;
5. draft simple collars;
6. adapt basic block patterns to create different styles for blouse, skirt, sleeve;
7. adapt skirt to shorts.

### CONTENT/EXPLANATORY NOTES

Techniques should include:

- correct posture;
- use of tools;
- measurement positions.

Namely:

- measuring tools;
- shaping tools; and
- marking tools.

Basic and personal block patterns for:  
bodice, skirt and sleeves, patch and inseam pockets.

For neck and armhole.

Namely:

- convertible;
- mandarin or neck band;
- peter pan.

Namely:

bodice - blouse, shirt;  
skirt - A line, gathers; pleats.  
Sleeves - long, puffed.

Pattern adaptation.

## MODULE 9: COMMERCIAL PATTERNS

### SPECIFIC OBJECTIVES

Students should be able to:

1. state factors determining the selection of commercial patterns;
2. state advantages and disadvantages of using commercial patterns;
3. identify and interpret pattern symbols;
4. make basic alterations and adaptations to commercial patterns for individual use;
5. use commercial patterns.

### CONTENT/EXPLANATORY NOTES

Factors should include:

- figure type;
- style;
- size.

For example,

- cost;
- adaptations.

For example,

- grainline;
- place to fold;
- notches.

Alterations to include:

- layout;
- cutting;
- transfer of marking.

Reference to procedures for using commercial patterns.

## MODULE 10: BASIC CONSTRUCTION PROCESSES

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. classify stitches;  
Classification into:
  - temporary;
  - permanent;
  - decorative.
2. choose and construct stitches;  
For example
  - even tacking, back stitch, hemming, chain stitch.
3. choose, construct and finish seams;  
Finish of seams to include:
  - open;
  - French;
  - double stitched.

Inclusion of the general rules for working seams.
4. apply different methods for controlling fullness;  
The following methods to be applied:
  - gathering, easing, shirring; knife, box and inverted pleats, darts, tucks.
5. apply different methods for finishing raw edges;  
The following methods to be applied to hems; bindings, piping, casing.
6. prepare and apply facing;  
Preparation and construction of shaped and straight facing.
7. construct openings;  
Construction of openings, namely:
  - continuous, placket, faced, bound.
8. identify fastenings suitable for different openings;  
For example,  
Fastenings where edges meet:
  - loops and buttons; hooks and eyes or loops;
  - zippers;
  - eyelets and laces.

Fastenings where edges overlap:

  - buttons and button holes (hand-worked and machined); press studs; velcro; zipper.
9. attach fastenings.  
Preparation of area; placement, attachment of fastenings.

## MODULE 11: SPECIAL TECHNIQUES IN GARMENT CONSTRUCTION

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |  |   |
|--|---|
| 1. identify waist finishes;  | Namely: elasticised waistbands; faced and shaped waistbands; straight waistbands.   |
| 2. apply waist finishes appropriately;   | Application of elasticised waistbands; faced and shaped waistbands; straight waistbands.  |
| 3. construct and apply pockets;  | Patch, inseam.  |
| 4. construct and insert sleeves;   | Namely: kimono, set-in, puff.   |
| 5. identify different types of collars;  | Namely: flat, rolled, stand.  |
| 6. construct and attach collars;   | Construction and attachment of collars, namely: convertible, mandarin or neck band, peter pan.  |
| 7. select and use appropriate support fabrics for garment construction;                | Support fabrics to include interfacings, linings and shoulder pads. Use of techniques in applying support fabrics in construction.  |
| 8. discuss guidelines and techniques for handling fabrics requiring special treatment. | Fabrics requiring special treatment should include knit, plaids and stripes, floral designs and patterns. Reference to techniques for handling special fabrics when laying out, cutting, sewing and pressing. |

## MODULE 12: SIMPLE SOFT FURNISHINGS

### SPECIFIC OBJECTIVES

Students should be able to:

1. define the term 'soft furnishings';
2. identify soft furnishings;
3. state factors influencing the choice of soft furnishings;
4. estimate the amount of fabric for different items of soft furnishings;
5. choose fabrics suitable for soft furnishings;
6. identify suitable notions for making soft furnishings;
7. construct simple soft furnishings.

### CONTENT/EXPLANATORY NOTES

Defined as all decorative and functional items used in a home that are made with textile products.

Namely: drapes, curtains, valance, cushions, appliance covers, throws, bedspreads.

For example, choice of room, use of room, colour scheme.

Inclusion of techniques for measuring fabric for different types of soft furnishings. Calculation of quantities.

Choice of fabrics using the following criteria: style, elements of design, use of room.

For example, tassels, braids, fringe, tape, hooks.

Namely: scatter cushions, place mats, table cloths, wall hangings, drapes, curtains, valances, appliance covers. Inclusion of discussion on techniques for construction.



## FORMAT OF THE EXAMINATIONS

The scheme of assessment will comprise a mixture of external and internal components as described below.

**Paper 01**  
(1 hour 30 minutes)      A Multiple Choice paper consisting of 60 items, and testing all modules in the syllabus. This Paper is worth 30 marks for Knowledge and 30 marks for Use of Knowledge.

**Paper 02**  
(2 hours)      A structured essay paper in two parts.

Part A:    THREE structured compulsory questions, one from each section of the syllabus. The questions will be based on the following Modules:

Section 1 - Module 2  
Section 2 - Module 4  
Section 3 - Module 10

Part B:    Four questions drawn from all three sections of the syllabus, of which the candidate must answer two.

**The candidate must answer 5 questions.**

Each question in this Paper is worth 16 marks: 6 marks for Knowledge and 10 marks for Use of Knowledge. The whole Paper is worth 80 marks.

**School-Based Assessment**      The School-Based Assessment component will comprise THREE assignments testing practical skills.

**Assignment One** is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

**Assignment Two** is set by the teacher using criteria provided in the syllabus and **jointly assessed by the teacher and an External Examiner using mark schemes provided in the syllabus and following procedures outlined on pages 70 - 75 of the syllabus.**

**Assignment Three** is set by the teacher, using criteria provided in the syllabus and marked by the teacher, using criteria provided in the syllabus. It is recommended that the first of these assignments should be done in the third term of year one of the course. The second and third assignments should be done during terms one and two, respectively, of year two of the course.

## WEIGHTING OF PROFILE DIMENSIONS

The weightings of the three profile dimensions and of Papers 01 and 02 and the SBA assignments in terms of the total examination scores are shown in the following table.

| Profile Dimension | Paper 01<br>(Multiple Choice) | Paper 02 | SBA | Total | (%)   |
|-------------------|-------------------------------|----------|-----|-------|-------|
| Knowledge         | 30                            | 30       | -   | 60    | (30)  |
| Use of Knowledge  | 30                            | 50       | -   | 80    | (40)  |
| Practical Skills  | -                             | -        | 60  | 60    | (30)  |
| Total             | 60                            | 80       | 60  | 200   | (100) |

## SUGGESTED OBJECTIVES FOR SCHOOL-BASED ASSESSMENT

The following objectives are useful for assisting the teacher in setting School-Based Assessment (SBA) assignments. Please note that all SBA assignments must test all the practical skills, namely, planning skills, manipulation skills and evaluation and presentation skills. Teachers are advised, therefore, to combine objectives to ensure that the assignment covers all these practical skills.

- Section 1: Module 1 - Objectives 5 and 6
- Section 1: Module 2 - Objectives 11 and 12
- Section 1: Module 3 - Objective 6
- Section 2: Module 4 - Objective 3
- Section 3: Module 7 - Objectives 7, 9
- Section 3: Module 9 - Objectives 4 and 5
- Section 3: Module 10 - Objectives 2, 3, 4, 5, 6, 7, 8, 9
- Section 3: Module 11 - Objectives 2, 3, 4, 6, 7 and 8
- Section 3: Module 12 - Objectives 4, 5, 6 and 7

## SPECIMEN PRACTICAL ASSIGNMENT AND MARK SCHEME

Assignment: Use a damaged sheet to construct a pillowcase showing the use of piping.

TIME: TWO HOURS THIRTY MINUTES

Syllabus references: Section 3, Module 8, Objective 3;  
Section 3, Module 10, Objectives 3 and 5.

## MARK SCHEME

| SKILLS                      | ABILITIES   | MARKS           |
|-----------------------------|---|-----------------|
| Planning and Preparation    | (i) Draft a pattern.  | 3 marks         |
|                             | (ii) Prepare fabric by straightening, cutting, pressing.                                | 1 mark          |
| Manipulation                | (i) Exhibit dexterity in use of equipment.  | 2 marks         |
|                             | (ii) Demonstrate seaming skills.  | 3 marks         |
|                             | (iii) Demonstrate piping skills.  | 3 marks         |
| Evaluation and Presentation | (i) Neat clean work.  | 1 mark          |
|                             | (ii) Use of the elements and principles of design of garments and decoration of fabric. | 2 marks         |
|                             | (iii) Appropriate selection of ironing temperatures.                                    | 1 mark          |
|                             | (iv) Good pressing skills.  | 1 mark          |
|                             | (v) Presentation of work: proper hanging, laying out, labeling, mounting.               | 1 mark          |
|                             | (vi) *Communication of information in a logical manner using correct grammar.           | 2 marks         |
| <b>TOTAL</b>                |   | <b>20 marks</b> |

\* Candidates are required to write TWO or THREE sentences, using no more than one hundred words, in which they:

- identify the most significant challenge they faced in undertaking the second practical assignment;
- make one recommendation to someone who has to undertake a similar task and may face the challenge they identified.

# ◆ SYLLABUS FOR EXAMINATIONS IN FOOD AND NUTRITION

The syllabus for Food and Nutrition is intended to provide opportunities for the development of skills in the planning, preparation and presentation of foods. This is a basic requirement for health and well being. In addition, the course provides an understanding of the nature of food and the principles of nutrition.

## GENERAL OBJECTIVES

Students should be able to:

1. understand the scientific principles on which food preparation and nutrition are based;
2. understand the principles underlying the planning, preparation and service of a variety of food items and meals;
3. demonstrate skills in the preparation of food with due regard to the preservation of nutritive values;
4. apply management skills in planning, preparation and service of meals;
5. appreciate the aesthetic aspects of food preparation and service;
6. understand aspects of consumerism as they pertain to the selection of food and food preparation equipment and utensils for the home and for institutions;
7. demonstrate skill in the use and care of a variety of kitchen equipment and utensils;
8. demonstrate knowledge of the nutritional content of foods commonly used in meal planning;
9. understand the principles underlying the planning of meals to meet the nutritional needs of individuals and families at all stages of the life cycle;
10. understand the relationship between diet and good health particularly in relation to the nutritional problems in the Caribbean;
11. demonstrate knowledge of the various factors which influence nutritional status;
12. evaluate information of food and nutrition information for accuracy.

## **ORGANIZATION OF THE SYLLABUS FOR FOOD AND NURTITION**

### **SECTION ONE: PRINCIPLES OF NUTRITION**

- Module 1 - Nutritive Value of Foods
- Module 2 - Nutrition for the Life Cycle
- Module 3 - Diet, Health and Nutritional Status

### **SECTION TWO: FOOD SERVICE MANAGEMENT**

- Module 4 - Equipment and Utensils for Food Preparation and Service
- Module 5 - Food Hygiene and Safety
- Module 6 - Food Preservation
- Module 7 - Consumerism and Purchasing

### **SECTION THREE: FOOD PREPARATION AND SERVICE**

- Module 8 - Scientific Principles in Food Preparation
- Module 9 - Management of Food Preparation and Service
- Module 10 - Meal Planning and Service
- Module 11 - Food Preparation Methods
- Module 12 - Large-scale Food Preparation and Service

# ◆ SECTION ONE: PRINCIPLES OF NUTRITION

## MODULE 1: NUTRITIVE VALUE OF FOODS

### SPECIFIC OBJECTIVES

Students should be able to:

1. state food sources of protein, carbohydrates and fats;
2. explain the terms “ visible” and “invisible fat”;
3. state food sources and functions of vitamins;
4. state food sources and functions of specific minerals;
5. state food sources and functions of water in the diet;
6. describe the structure of commonly used foods;
7. compare and contrast the composition of commonly used foods;

### CONTENT/EXPLANATORY NOTES

Food sources and functions of protein:  
 - animal, vegetable.

Food sources and functions of carbohydrates:  
 - monosaccharides, disaccharides, polysaccharides.

Food sources and functions of fat:  
 - animal or saturated fatty acids;  
 - plant or unsaturated, monounsaturated and polyunsaturated.

Definition of the terms ‘invisible fat’ and “visible fat”.  
 Food sources of visible and invisible fat.

Food sources and functions of various vitamins, namely: vitamins A, D, E, and K, B<sub>1</sub> and B<sub>2</sub>, B<sub>12</sub>, folic acid niacin; and vitamin C. Classification and functions of vitamins according to solubility.

Food sources and functions of major and trace elements of iron, calcium, phosphorous, potassium, sodium, iodine.

Food sources and functions of water in the diet.  
 Requirements for water.

Structure of - eggs, meat, fish, cereals.

Composition of:  
 - eggs, cheese, meat, fish;  
 - milk;  
 - fruits (legumes or pulses, nuts and soya bean);  
 - vegetables (starchy, non-starchy, leafy);  
 - cereals (wheat, rice, corn, oats).

## MODULE 1: NUTRITIVE VALUE OF FOODS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |     |   |  |
|-----|---|--|
| 8.  | discuss various factors that affect the nutritive value of foods; | For example, <ul style="list-style-type: none"><li>- harvesting practices;</li><li>- transportation of food (time taken to transport and conditions during transportation);</li><li>- processing in factories, for example, use of additives for preservation;</li><li>- storage of foods;</li><li>- food preparation practices.</li></ul> |
| 9.  | outline the effects of cooking on different types of foods;       | The effects of cooking on protein, carbohydrates and fats.   |
| 10. | assess the nutritive value of prepared foods.                     | <ul style="list-style-type: none"><li>- Assessment of nutritive value of prepared foods-raw and cooked.</li><li>- Use of food composition tables to calculate nutrient content of foods.</li></ul>   |

## MODULE 2: NUTRITION FOR THE LIFE CYCLE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |   |  |
|----|---|--|
| 1. | discuss the guidelines to be used in planning and preparing meals for pregnant and lactating women; | <b>The planning and preparation of such meals are suitable SBA practical tasks.</b>  |
| 2. | list guidelines for complementary feeding of infants (weaning);                                     | Explanation of the term “ Exclusive Breastfeeding”<br>Explanation of the term “Complementary Feeding”<br>Guidelines for complementary feeding. The advantages of breast feeding over bottle feeding. |
| 3. | explain the ‘multi-mix’ principle used when planning and preparing meals for young children;        | Explanation of the multi-mix principle. Planning meals using the multi-mix principle or Caribbean food group chart.  |
| 4. | list guidelines for developing positive eating habits in young children;                            | Guidelines for developing positive eating habits in young children including making mealtimes enjoyable.   |
| 5. | discuss guidelines for planning and preparing meals for adolescents;                                | Nutritional needs of adolescents, guidelines for planning meals for adolescents.   |
| 6. | list guidelines for planning and preparing meals to meet the nutritional needs of adults;           | Guidelines for planning meals for adults. Needs according to occupation.   |
| 7. | list guidelines for planning and preparing meals for the elderly;                                   | Guidelines for planning and preparing nutritional meals for the elderly.   |
| 8. | identify special problems that could affect the nutritional status of the elderly.                  | For example, financial, nutritional, psychological, and physical problems.   |



## MODULE 3: DIET, HEALTH AND NUTRITIONAL STATUS

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. define the term 'nutritional status';  
Definition of the term.
2. identify the factors that influence food habits and choices;  
For example, income, education, food fad, food fallacy, food availability.
3. discuss the effects of food habits and lifestyle factors on nutritional status;  
Balanced diet, level of exercise and other lifestyle factors as they relate to nutritional status.
4. explain terms commonly associated with diet and nutrition-related disorders;  
Explanation of the terms, malnutrition, under-nutrition, over-nutrition PEM, obesity, hypertension, diabetes, anorexia nervosa, bulimia, anaemia, osteomalacia. Identification of signs and symptoms of each disorder.
5. identify the effects on high levels of fat in the diet;  
High cholesterol levels, obesity.
6. explain the effects of vitamin deficiency in the diet;  
Namely: vitamins A, B<sub>1</sub>, B<sub>2</sub>, C, and D (thiamin, riboflavin, nicotinic acid and B<sub>12</sub>).
7. explain the effects of the deficiency of specific mineral elements in the diet;  
Namely: calcium, phosphorous, iron, sodium, potassium, chlorine, iodine, fluorine.
8. discuss guidelines for reduction of excess body weight;  
Nutritional and lifestyle.
9. discuss guidelines for reducing fat, salt and sugar in the diet;  
For example: choice of foods, food preparation methods, examination of food labels.
10. explain the importance of dietary fibre or roughage in the diet;  
Explanation of "dietary Fibre", food sources, importance in the diet.
11. discuss guidelines for planning meals to meet the nutritional needs of vegetarians;  
Definition of the terms "Vegetarian, Lacto-vegetarian, Lacto-ovo vegetarian and Vegan".  
Planning balanced meals for vegans and lacto-vegetarians. Reasons for becoming vegetarians.  
Possible health benefits of a vegetarian diet.

## MODULE 3: DIET, HEALTH AND NUTRITIONAL STATUS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |   |
|---|---|
| 12. outline general rules for planning meals for convalescents at home;   | Definition of the term “ convalescent”. Planning and preparation of meals to meet the nutritional needs of convalescents. |
| 13. identify organisations and institutions that are involved in food and nutrition activities within the Caribbean region; | For example, CFNI, PAHO, WHO.   |
| 14. assess nutrition information from various sources.  | For example, magazines, newspapers, radio and television.   |

# ◆ SECTION TWO: FOOD SERVICE MANAGEMENT

## MODULE 4: EQUIPMENT AND UTENSILS FOR FOOD PREPARATION AND SERVICE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |  |  |
|----|--|--|
| 1. | state uses of items of small equipment in food preparation and service;                                      | For example, scales, pots, pans, glassware, cutlery (table and kitchen) ovens.   |
| 2. | discuss guidelines for maintaining items of small equipment used in food preparation;                        | Maintenance (care - procedures for cleaning, storage) of small items including saucepans, oven tins, scales and kitchen knives.  |
| 3. | state desirable features of items of small equipment used in food preparation;                               | For example, materials used in the manufacture: <ul style="list-style-type: none"> <li>- types, advantages and disadvantages;</li> <li>- small items, for example, pots and pans, strong, thick base, well fitted handles and covers;</li> <li>- cutlery, for example, knives - strong handles, good cutting edge.</li> </ul>                              |
| 4. | list uses of small electrical appliances and other items of small equipment;                                 | Uses of small electrical appliances, for example, blenders, food mixers, toasters, microwave ovens.  |
| 5. | discuss guidelines for maintaining items of small electrical appliances used in food preparation;            | Care of appliances to include procedures for cleaning, storage.  |
| 6. | state desirable features of items of small electrical appliances used in food preparation;                   | For example, durability, ease of using, power and capacity to do a range of jobs, ease of maintenance.   |
| 7. | list points to consider when choosing cookers, refrigerators and freezers;                                   | For example, size, energy efficiency, cost, types, advantages and disadvantages of each type.  |
| 8. | identify the use and importance of various special features that are available on cookers and refrigerators; | Features on cookers, for example, <ul style="list-style-type: none"> <li>- automatic timer;</li> <li>- oven light;</li> <li>- self-cleaning system, rotisserie rod, griddle.</li> </ul><br>Features on refrigerators, for example, <ul style="list-style-type: none"> <li>- ice-maker;</li> <li>- water dispenser;</li> <li>- digital displays.</li> </ul> |

## MODULE 4: EQUIPMENT AND UTENSILS FOR FOOD PREPARATION AND SERVICE (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

9. outline general rules to follow when using and caring for cookers, refrigerators and freezers;

Rules specific to each piece of equipment. Types of packaging material suitable for use in freezing food.

10. state guidelines to follow for maintaining kitchen sinks.

Inclusion of guidelines for use, guidelines for cleaning; procedures for removing a simple blockage in a kitchen sink.

## MODULE 5: FOOD HYGIENE AND SAFETY

### SPECIFIC OBJECTIVES

Students should be able to:

1. identify causes of food spoilage;
2. identify the factors that contribute to food contamination;
3. list factors of hygiene and safety to be considered when purchasing food;
4. discuss hygienic practices to be followed during food preparation and service;
5. discuss ways of preventing accidents in the kitchen;
6. explain uses of items in a first aid kit;
7. describe the administration of first aid treatment for cuts, scalds and burns.

### CONTENT/EXPLANATORY NOTES

Causes of spoilage - micro-organisms that cause spoilage, natural decay.

For example, warm temperatures, moisture, improper storage, poor food handling, unhygienic surroundings. Ways of preventing food contamination.

For example, cleanliness of surroundings, fresh, wholesome food, products properly packaged and labelled with information on date of expiration.

Personal hygiene, kitchen hygiene, waste disposal, proper storage of food. Symptoms of food poisoning, for example, stomach pain, vomiting, and diarrhoea.

Causes of accidents. Importance of safety practices in order to prevent accidents.

Standard items in a first aid kit. Uses of items.

Application of first aid treatment for cuts, scalds and burns.

## MODULE 6: FOOD PRESERVATION

### SPECIFIC OBJECTIVES

Students should be able to:

1. define terms commonly used in food preservation;
2. state reasons for preserving food;
3. outline the principles on which methods of food preservation are based;
4. describe the various methods of preserving food;
5. discuss the reasons for the use of food additives and common food preservatives;
6. list the guidelines to follow when selecting fruits and vegetables for preservation;

### CONTENT/EXPLANATORY NOTES

Definitions of: 'sterilisation', 'enzyme action', 'pectin', 'blanch', 'canning', 'bottling', 'dehydration', 'pickling', 'wrinkle test', 'flake test'.

Reasons for preserving food, for example, to prevent contamination, to prolong shelf-life, to prevent food poisoning.

Principles on which methods of food preservation are based; scientific principles underlying the processes of drying, dehydrating and freezing of food for preservation.

Namely:

- heating (followed by canning and bottling);
- dehydrating (the removal of water);
- freezing (the reduction in temperature);
- preserving through use of chemicals or additives;
- using enzymes and bacteria in the manufacture of cheese and yoghurt;
- foods that can be best preserved by drying, freezing, canning, bottling and pickling.

Meaning of the term 'food additive'. Reason for the use of common additives, for example, salt (salted fish) sugar (jams and jellies) and vinegar (pickling) in preparing foods. Advantages and disadvantages of using additives.

For example, the fruits and vegetables should be sound and wholesome.

## MODULE 6: FOOD PRESERVATION (cont'd)

### SPECIFIC OBJECTIVES

Students should be able to:

7. outline procedures for preserving vegetables by freezing;
8. state guidelines to follow when preparing jams, jellies, candied fruits and chutneys.

### CONTENT/EXPLANATORY NOTES

Inclusion of reasons why the procedures facilitate preservation of the vegetables.

Guidelines should include:

- equipment required;
- method of preparation;
- desirable qualities for well-made jams and jellies.

Preparation of jams, jellies, candied fruits and chutneys.

## MODULE 7: CONSUMERISM AND PURCHASING

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |   |
|---|---|
| 1. explain specific terms used in food purchasing;  | For example, <ul style="list-style-type: none"><li>- unit pricing; net weight, impulse buying;</li><li>- Universal Produce Code (UPC);</li><li>- Standard of identity;</li><li>- Expiry date;</li><li>- Comparative shopping;</li><li>- Bulk buying.</li></ul>  |
| 2. discuss advantages and disadvantages of purchasing food at large supermarkets and small groceries; | Consideration of differences in variety and price of goods, convenience (access to transport, parking facilities, opening and closing hours).   |
| 3. interpret information on food labels;  | Information on food labels. Purpose of labelling - date labelling, nutrition labelling and content labelling. The importance of reading food labels. Interpretation of information on food labels.  |
| 4. identify factors which influence food purchasing;  | Factors which influence food purchasing, including: <ul style="list-style-type: none"><li>- Income;</li><li>- Food availability;</li><li>- Personal preferences;</li><li>- Nutrition education.</li></ul>   |
| 5. identify points to look for when purchasing fresh meat, fresh fish, eggs, fruits and vegetables;   | Discussion of: <ul style="list-style-type: none"><li>- Physical characteristics of fresh meat, poultry and fish, identifying fresh fruits and vegetables;</li><li>- Classification of fish into white, oily and shell and points to look for when purchasing each;</li><li>- points to look for when purchasing fresh meat, poultry and eggs.</li></ul> |
| 6. explain ways by which a family can spend wisely to provide proper nutrition for its members;       | Preparation and use of a shopping list. Emphasis on ways to economise when purchasing food. The advantages and disadvantages of bulk purchasing. Comparative shopping.  |



## MODULE 7: CONSUMERISM AND PURCHASING (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |   |   |
|----|---|---|
| 7. | discuss advantages and disadvantages of using convenience foods;              | Definition of “convenience foods”. Forms in which convenience foods are available, for example, dehydrated, tinned, frozen, fully or partly cooked. Advantages and disadvantages. |
| 8. | discuss the role of consumer organisations in relation to Food and Nutrition. | Role of consumer organisations in relation to Food and Nutrition, for example, consumer education, redress, price control, food standards.  |

## ◆ SECTION THREE: FOOD PREPARATION AND SERVICE

### MODULE 8: SCIENTIFIC PRINCIPLES IN FOOD PREPARATION

#### SPECIFIC OBJECTIVES

#### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |   |   |
|----|---|---|
| 1. | outline the principles underlying heat transfer;            | Principles of heat transfer by conduction, convection and radiation.  |
| 2. | explain the effects of heat on milk, cheese, eggs and meat; | Effects of dry and moist heat on milk, cheese, eggs and meat.   |
| 3. | outline the processes used in the preservation of milk;     | Sterilization, pasteurisation, ultra heat treatment, processes used in the production of condensed and dried.   |
| 4. | discuss the production of wheat as it relates to flour;     | Production of wheat flour. Definition of the term 'extraction rate'.<br><br>Types of flour - classification according to extraction rate (whole wheat, white flour) and use in cookery (self-raising, bread flour, cake flour). |
| 5. | explain the effects of heat on starch and on sugar;         | Effects of dry and moist heat on:<br>Cereals, flour mixtures, starchy vegetables, sugar mixtures.<br>Definition of the terms "dextrinization" and "caramelization", "gelatinization", "crystallization".                        |
| 6. | explain the effects of heat on fats and oils;               | Discussion on the difference between oils and fats and available forms of oils and fats. Explanation of the terms "smoke point" and "flash point", "hydrogenation", "rancidity".  |
| 7. | state the raising agents used in flour mixtures;            | Namely: air, carbon dioxide and water vapour.<br>Ways of introducing these gases into a mixture, for example, bicarbonate of soda, baking soda and yeast, simple experiments with raising agents.                               |
| 8. | explain the term "textured vegetable protein".              | Production processes. Sources of textured vegetable protein (T.V.P.).   |

## MODULE 9: MANAGEMENT OF FOOD PREPARATION AND SERVICE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |  |   |
|--|---|
| 1. outline factors to be considered when planning the layout of a kitchen;                             | Organisation of cooking area, layout of equipment for maximum efficiency.   |
| 2. state advantages and limitations of the various types of kitchen layouts;                           | Surfaces (walls, floors and work surfaces). Layout of modern kitchens. Work triangle and activity centres.  |
| 3. discuss guidelines to follow for the efficient use of time for food preparation and service;        | Advantages and limitations of the various types of kitchen layouts.   |
| 4. explain the different types of time and labour saving devices used in food preparation and service; | Emphasis on the need to prepare time plans.   |
| 5. outline procedures for proper storage of food in the home;  | Labour saving devices and principles underlying their operation:<br>- pressure cooker;<br>- microwave oven;<br>- food processor.  |
| 6. outline ways of conserving fuel and time in food preparation.                                       | Storage of dry foods for example, pasta, cereals storage of perishable foods, for example, meat, fish, fresh fruits and vegetables, sauces, gravies, ice cream and eggs. Storage of dry foods, for example, pasta, cereals. |
|  | Conservation of fuel and time in food preparation.  |

## MODULE 10: MEAL PLANNING AND SERVICE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |  |   |
|----|--|---|
| 1. | define terms relating to meal planning and service;              | Definition of terms, namely: 'breakfast', 'brunch', 'lunch', 'dinner', 'supper', 'tea', 'high tea', 'cocktails', 'menu', 'course', 'buffet', 'cover-place setting', 'hors- d'oeuvre', à la carte, "table d'hôte". |
| 2. | name kinds of foods to be included in the main course of a meal; | Namely: protein foods; starchy foods; vegetables.   |
| 3. | write menus for one-course, two-course and three-course meals;   | Menu-writing for one-course, two-course and three-course meals for: breakfast, lunch, dinner, supper.<br><br>Patterns and format for two and three-course meals.  |
| 4. | list factors to be considered when planning meals;               | For example, age, sex, health, food preparation facilities, foods in season, occupation, occasion.  |
| 5. | plan nutritious low-budget meals;                                | Consideration of the use of indigenous foods.<br>Use of food exchange lists.  |
| 6. | plan and prepare packed meals for various occasions;             | Planning and preparation of packed meals for pre-schoolers, adolescents, office worker, picnic.<br>Materials and utensils used for packing.   |
| 7. | discuss the service of food for various occasions;               | Types of meal service - buffet, plate, family.<br>Table setting for different types of service.   |
| 8. | arrange a tray for tray service.                                 | Arrangement of a tray for tray service  |

## MODULE 11: FOOD PREPARATION METHODS

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

1. identify the various methods of cooking;  
  
The methods of cooking and principles underlying each method:
  - moist heat methods (boiling, steaming, poaching, conservative cooking);
  - dry heat methods (baking, grilling, broiling);
  - frying;
  - pressure cooking;
  - conservative cooking;
  - microwave cooking.
2. discuss the advantages and disadvantages of the different methods of cooking food;  
  
Advantages and disadvantages of each of the following methods of cooking:
  - moist heat methods (boiling, steaming, poaching, conservative cooking);
  - dry heat methods (baking, grilling);
  - frying;
  - pressure cooking;
  - microwave cooking.Foods suitable for cooking by each method.
3. demonstrate basic food preparation skills;  
  
Basic food preparation skills, namely:
  - measuring, weighing;
  - shredding, chopping, slicing, paring, grating;
  - stirring, folding, whipping, mixing, blending.
4. explain the various uses of eggs, milk, cheese in food preparation;  
  
Uses of eggs, milk and cheese in cookery.
5. prepare cake mixtures by the various methods of cake making;  
  
Preparation of cakes using various methods. Methods should include creaming, one stage, rubbed in, whisking, and melted fat. Importance of the major ingredients used in cake mixtures. Variations of basic recipes. Decoration of cakes using simple icings and frostings, for example, glace, butter and others; shredded coconut, dried fruit, chocolate chips and sprinkles. Faults and procedures for preventing common faults.

## MODULE 11: FOOD PREPARATION METHODS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |     |   |  |
|-----|---|--|
| 6.  | prepare “quick breads”;                       | Definition of “quick breads”, using baking powder or baking soda to make quick breads, for example, roti, johnny cakes, muffins, fried dumplings, bakes. Faults and procedures for preventing common faults.   |
| 7.  | prepare savoury and sweet dough mixtures;     | Preparation of savoury and sweet products using yeast. Importance of the major ingredients used in yeast mixtures. Variations of basic recipes. Faults and procedures for preventing common faults.  |
| 8.  | prepare various types of pastries;            | Methods of preparation of the various types of pastry (short crust, flaky and rough-puff). Explanation of the purposes of “aerating”, “folding” and “rolling”. Define the term “bake blind”. The importance of the major ingredients in pastry. Preparation of fillings. Variations of short crust pastries. Faults and procedures for preventing common faults. Preparation of savoury and sweet products using short-crust, rough puff and flaky pastry. |
| 9.  | prepare batters;                              | General rules for preparation of batters.<br>Types of batters.<br>Preparation of savoury and sweet products using batters.   |
| 10. | prepare desserts using a variety of products; | Desserts made from gelatine, corn starch, custard, fruits and other. Preparation of desserts using a variety of products.  |
| 11. | prepare clear and thick soups;                | General rules for preparation of clear and thick soups. Discussion on the qualities of well-prepared soups.  |

## MODULE 11: FOOD PREPARATION METHODS (cont'd)

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |   |  |
|---|--|
| 12. prepare food items using cereals;         | Types of cereals<br>Rules for preparation of cereal mixtures<br>Ways of preparing cereals: <ul style="list-style-type: none"><li>- puddings;</li><li>- breakfast (porridge);</li><li>- main dish(rice, corn meal);<ul style="list-style-type: none"><li>- baked items;</li></ul></li><li>- ready to use cereals.</li></ul> |
| 13. prepare a variety of sauces;              | Uses of sauces.<br>Preparation of different types of sauces, for example, roux sauces, sweet sauces, fruit sauces and miscellaneous sauces for example, french dressing, mayonnaise.   |
| 14. prepare hot and cold beverages;           | Preparation of hot beverages, for example, tea, percolated coffee and cocoa.<br>Definition of “steep or infuse”.<br>Service of hot beverages.<br>Preparation of cold beverages.<br>Preparation of syrups.<br>Methods of extracting juice from fruits.<br>Service of cold beverages.  |
| 15. prepare fruits and vegetables;            | General rules for handling of fruits and vegetables.<br>Use of appropriate knives and other utensils for preparation. Preparation of raw and cooked vegetables and fruits. Guidelines for preparing and serving salads   |
| 16. use herbs and spices in food preparation; | Definition of herbs and spices. Examples of herbs and spices used in food preparation. Appropriate uses of herbs and spices in various dishes.   |
| 17. enhance the appearance of foods.          | Definition of “garnish” “decoration”.<br>Guidelines for use of garnishes and decorations.<br>Use of colour, size, shape, colour, texture.<br>Use of attractive service utensils.   |

## MODULE 12: LARGE-SCALE FOOD PREPARATION AND SERVICE

### SPECIFIC OBJECTIVES

### CONTENT/EXPLANATORY NOTES

Students should be able to:

- |    |   |   |
|----|---|---|
| 1. | list points to be considered when planning meals and purchasing foods for large groups; | Planning and preparing meals for large groups purchasing foods for large groups.                                  |
| 2. | state guidelines for ensuring food safety in large-scale food preparation and service;  | Guidelines for ensuring food safety in large-scale food preparation and service.                                  |
| 3. | adapt recipes for use in large-scale food preparation;                                  | Adaptation of recipes for use in large-scale food preparation. Portion sizes for example, rice, meat, vegetables. |
| 4. | plan menus for large groups.  | Menu planning.  |



## FORMAT OF THE EXAMINATIONS

The scheme of assessment will comprise a mixture of external and internal components as described below.

**Paper 01**  
(1 hour 30 minutes)      A Multiple Choice paper consisting of 60 items, and testing all modules in the syllabus. This Paper is worth 30 marks for Knowledge and 30 marks for Use of Knowledge.

**Paper 02**  
(2 hours)      A structured essay paper in two parts.

Part A:    THREE structured compulsory questions, one from each section of the syllabus. The questions will be based on the following Modules:

Section 1 - Module 3

Section 2 - Module 6

Section 3 - Module 11

Part B:    Four questions drawn from all three sections of the syllabus, of which the candidate must answer two.

**The candidate must answer 5 questions.**

Each question in this Paper is worth 16 marks: 6 marks for Knowledge and 10 marks for Use of Knowledge. The whole Paper is worth 80 marks.

**School-Based  
Assessment**

The School-Based Assessment component will comprise THREE assignments testing practical skills.

**Assignment One** is set by the teacher using criteria provided in the syllabus and marked by the teacher using criteria provided in the syllabus.

**Assignment Two** is set by the teacher using criteria provided in the syllabus and **jointly assessed by the teacher and an External Examiner using mark schemes provided in the syllabus and following procedures outlined on pages 70 - 75 of the syllabus.**

**Assignment Three** is set by the teacher, using criteria provided in the syllabus and marked by the teacher, using criteria provided in the syllabus. It is recommended that the first of these assignments should be done in the third term of year one of the course. The second and third assignments should be done during terms one and two, respectively, of year two of the course.

## WEIGHTING OF PROFILE DIMENSIONS

The weightings of the three profile dimensions and of Papers 01 and 02 and the SBA assignments in terms of the total examination scores are shown in the following table.

| Profile Dimensions | Paper 01<br>(Multiple Choice) | Paper 02 | SBA | TOTAL | (%)   |
|--------------------|-------------------------------|----------|-----|-------|-------|
| Knowledge          | 30                            | 30       | -   | 60    | (30)  |
| Use of Knowledge   | 30                            | 50       | -   | 80    | (40)  |
| Practical Skills   | -                             | -        | 60  | 60    | (30)  |
| Total              | 60                            | 80       | 60  | 200   | (100) |

## SUGGESTED OBJECTIVES FOR SCHOOL-BASED ASSESSMENT

The following activities are useful for assisting the teacher in setting School-Based Assessment (SBA) assignments. Please note that all SBA assignments must test all the practical skills, namely, planning skills, manipulation skills and evaluation and presentation skills. Teachers are advised, therefore, to combine objectives to ensure that the assignment covers all these practical skills.

| NO. | ACTIVITY  | SYLLABUS<br>REFERENCE        |
|-----|---|------------------------------|
| 1.  | Use food composition tables to calculate the nutrient content of foods              | Module 1, Objective 10       |
| 2.  | Prepare meals to meet the special nutritional needs of pregnant and lactating women | Module 2, Objective 1        |
| 3.  | Plan and prepare meals using the multi-mix principle or food pyramid                | Module 2, Objective 3        |
| 4.  | Prepare meals to meet the special nutritional needs of young children               | Module 2, Objective 4        |
| 5.  | Prepare meals to meet the special nutritional needs of adults                       | Module 2, Objective 6        |
| 6.  | Prepare and use time plans in food preparation and service                          | Module 9, Objectives 3 and 4 |
| 7.  | Use labour saving devices in food preparation and service                           | Module 9, Objective 4        |
| 8.  | Write menus for one-course, two-course and three-course meals                       | Module 10, Objective 3       |
| 9.  | Plan low-budget meals   | Module 10, Objective 5       |
| 10. | Plan packed meals   | Module 10, Objective 6       |
| 11. | Serve food  | Module 10, Objective 7       |

| NO. | ACTIVITY   | SYLLABUS REFERENCE      |
|-----|--|-------------------------|
| 12. | Arrange a tray for tray service                                      | Module 10, Objective 8  |
| 13. | Prepare “quick breads”   | Module 11, Objective 6  |
| 14. | Prepare savoury and sweet dough mixtures                             | Module 11, Objective 7  |
| 15. | Prepare various types of pastries                                    | Module 11, Objective 8  |
| 16. | Prepare batters  | Module 11, Objective 9  |
| 17. | Prepare desserts using a variety of products                         | Module 11, Objective 10 |
| 18. | Prepare clear and thick soups  | Module 11, Objective 11 |
| 19. | Prepare hot and cold cereals   | Module 11, Objective 12 |
| 20. | Prepare different types of sauces                                    | Module 11, Objective 13 |
| 21. | Prepare fruits and vegetables  | Module 11, Objective 15 |
| 22. | Use herbs and spices to decorate food                                | Module 11, Objective 16 |
| 23. | Decorate food to enhance appearance, both during cooking and serving | Module 11, Objective 17 |

### SPECIMEN PRACTICAL ASSIGNMENT AND MARK SCHEME

Assignment: Prepare a 2-course meal by steaming or pressure-cooking.

TIME: 2 hours 30 minutes

Syllabus references: Section 3, Module 7, Objective 1;  
 Section 3, Module 10, Objective 3;  
 Section 3, Module 11, Objectives 2 and 18.

## MARK SCHEME

| SKILLS                      | ABILITIES  | MARKS           |
|-----------------------------|--|-----------------|
| Planning and Preparation    | (i) Appropriate plan of work: <ul style="list-style-type: none"> <li>• correct interpretation of task;</li> <li>• appropriate choice of dishes/ingredients;</li> <li>• correct quantities/special tools/equipment;</li> <li>• weighing/measuring/sequencing/dove-tailing;</li> <li>• correct oven temperatures/cooking times.</li> </ul> | 2 marks         |
|                             | (ii) Communication of information in a logical manner using correct grammar.   | 2 marks         |
| Manipulation                | (i) Exhibit dexterity in use of equipment with regard to safety, fuel and temperature management.  | 2 marks         |
|                             | (ii) Demonstrate regard for hygiene.   | 2 marks         |
|                             | (iii) Exhibit time management skills.  | 2 marks         |
|                             | (iv) Observe procedures for combining ingredients.   | 2 marks         |
| Evaluation and Presentation | (i) Colour, texture, palatability, doneness.   | 6 marks         |
|                             | (ii) Service.  | 2 marks         |
| <b>TOTAL</b>                |  | <b>20 marks</b> |

- \* Candidates are required to write TWO or THREE sentences, using no more than one hundred words, in which they:
- identify the most significant challenge they faced in undertaking the second practical assignment;
  - make one recommendation to someone who has to undertake a similar task and may face the challenge they identified.

# ◆ GUIDELINES FOR SCHOOL-BASED ASSESSMENT

## RATIONALE

The SCHOOL-BASED ASSESSMENT (SBA) is an integral part of student assessment in the Home Economics syllabus. It is intended to assist students in acquiring certain knowledge and skills that are associated with the subjects. The activities for the SBA are linked to the syllabus and should form part of the learning activities to enable the student to achieve the objectives of the syllabus.

During the course of study in Home Economics, students obtain marks for the competence they develop and demonstrate in undertaking the SBA assignments. These marks contribute to the final marks and grades that are awarded to students for their performance in the examinations.

The guidelines and samples provided in the syllabus are intended to assist teachers and students in selecting activities that are valid for purposes of SBA. The assessment criteria provided are intended to assist teachers in awarding marks that are reliable estimates of the achievement of students on the SBA and other components of the syllabus.

## NATURE OF SBA

- *SBA assessments should be made in the context of normal practical coursework exercises.*

It is not intended that the exercises used for assessment should be artificial and meaningless. The teacher should work with the student and set, conduct and mark a series of assignments in keeping with the guidelines provided by CXC. Teachers should also provide students with feedback on their performance on these assignments. Assessments should be made only after students have been taught the skills and given enough opportunity to develop them.

- *Sixteen practical assignments over the two year period, or four practical assignments per term, would be considered the minimum number for students to develop their skills and on which to base realistic assessments.*

School-Based Assessment will test skills under the Profile Dimension, Practical Skills, a breakdown of which is provided on page three of the syllabus. Each candidate is required to keep a workbook containing all practical assignments done over the two-year period prior to the examination. All practical assignments should be dated and an index should be made by the candidates of the assignments done.

- *Three of these assignments are to be identified for CXC moderation and the marks entered in the form provided.*

Those practical assignments assessed for CXC should be clearly indicated along with the marks awarded for each assignment. It is recommended that the first of these practical assignments be done in the third term of year one of the course. The second and third practical assignments should be done during terms one and two respectively, of year two of the course.

The first and third practical assignments are to be set and marked exclusively by the teacher using the criteria and mark scheme provided in the syllabus. The SECOND practical assignment will be set by the teacher using criteria provided in the syllabus and assessed jointly by the teacher and a second examiner assigned by the Local Registrar, using the mark scheme provided in the syllabus. The procedures for the joint assessment include provision for prior discussions of task and criteria between the classroom teacher and the second examiner. The SBA form further includes a section to record any significant discrepancy in their perceptions before they record their final independent score for each student.

## REPORTING TO CXC

**Teachers are NOT required to submit samples of candidates' workbooks unless specifically requested to do so by the Council.** Teachers are expected to keep all practical workbooks, for a period of three months subsequent to the release of the results of the examinations. Marks should be submitted to CXC on a yearly basis on the SBA form provided. The forms should be dispatched through the Local Registrar to reach CXC by April 30 of the year of the examination. The SBA form should be completed in duplicate; the original for submission to CXC and the copy to be retained by the school.

**Only one form will be required for each subject.** The form makes provision for the marks for all three assignments. It carries one column for recording the marks for the first assignment and one for the third assignment: for these assignments, the only marks are those of the classroom teacher. However, there are three columns for the second assignment that will be jointly assessed by the classroom teacher and a second examiner. The first column records the marks awarded by the teacher, the second records the marks awarded by the second examiner and the third records the average of the two marks. A specimen form is provided on page 73 of this syllabus.

## THE ROLE OF THE SCHOOL

Schools are required to develop an SBA programme that:

- (i) specifies the various assessment tasks and the assessment criteria and mark scheme for each task;
- (ii) provides a schedule of the tasks designed for the entire course, identifying clearly the three tasks that are to be used for CXC moderation;
- (iii) lists the materials, including quantities and equipment, that will be needed for each candidate to complete the SBA tasks;
- (iv) includes procedures for providing meaningful feedback on each candidate's performance in all assessment tasks;
- (v) allows for collaboration among teachers to ensure that there is consistency in procedures among all cognate subjects in Home Economics;
- (vi) maintains records of marks awarded to each student for all assessment tasks in candidates' workbooks.

## SELECTING SUITABLE SBA TASKS

In selecting practical assignments that are suitable for SBA, teachers should be guided by the skills and capabilities tested for the Practical Skills profile dimension described on page three of the syllabus. Teachers are advised to give assignments during their normal classroom teaching that would test students' ability to:

- (i) collect, display and analyze observations;
- (ii) apply results obtained from doing practical activities, to new situations;
- (iii) test informed guesses, conjectures, hunches, by doing practical activities;
- (iv) do practical tasks accurately and economically, with regard to time, energy and other resources;  
and
- (v) use appropriate tools with dexterity and care.

In selecting tasks for SBA, teachers should choose those that lend themselves readily to testing these skills and capabilities, noting that one assignment may test either a single skill or a combination of skills. Each syllabus is provided with a list of objectives that may be useful in assisting teachers to develop appropriate SBA assignments. The syllabus provides samples intended to assist teachers in selecting activities that are valid for the purposes of SBA. The assessment criteria provide examples of how examination criteria may be developed. The assignments on PAGES 76-81 have been marked out of a total of 40, and the final mark is divided by two, to reduce it to 20 marks. Teachers are advised to use the criteria that will incorporate three major components for assessing practical skills in Home Economics subjects, namely, Planning and Preparation, Manipulation, and Product Evaluation and Presentation.

## REGULATIONS FOR RESIT CANDIDATES

Resit candidates who have obtained 50% or more of the total SBA marks will not be required to repeat this component of the examination provided that they write the examination in the academic year immediately following their first sitting of the examination. Resit candidates who failed to achieve 50% of the total SBA marks must repeat the three assignments during the academic year in which the examination is repeated. Resit candidates must indicate at registration that they are resit candidates.

## REGULATIONS FOR PRIVATE CANDIDATE ENTRY

Private candidates must be entered for the examination through institutions recognised by CXC and will be required to sit all components of the examination including the three SBA assignments. The SBA for private candidates must be monitored and validated by tutors appointed by the institution through which they registered.

# CARIBBEAN EXAMINATIONS COUNCIL

## CARIBBEAN SECONDARY EDUCATION CERTIFICATE

### RECORD OF MARKS FOR SCHOOL-BASED ASSESSMENT IN HOME ECONOMICS

CLOTHING AND TEXTILES

FOOD AND NUTRITION

HOME ECONOMICS: MANAGEMENT

(This record is confidential and must be kept secured)

NAME OF SCHOOL: \_\_\_\_\_

SCHOOL CODE: \_\_\_\_\_

NUMBER OF CANDIDATES: \_\_\_\_\_

CLASS TEACHER'S NAME: \_\_\_\_\_

CLASS TEACHER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

VISITING EXAMINER'S NAME: \_\_\_\_\_

VISITING EXAMINER'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

PRINCIPAL'S NAME: \_\_\_\_\_

PRINCIPAL'S SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

***PLEASE READ INSTRUCTIONS BEFORE RECORDING MARKS.***



## INSTRUCTIONS FOR RECORDING MARKS FOR PRACTICAL ASSIGNMENTS

1. The names of candidates should be recorded in alphabetical order with the last name first, followed by the first name.
2. A candidate receives a mark out of 20 for EACH of the three assignments and a TOTAL mark out of 60.
3. A candidate's mark for the first assignment must be entered in the column headed ASSIGNMENT 1.
4. The second assignment is assessed by the class teacher and a visiting examiner. The class teacher enters the mark he or she has awarded a candidate in the column headed CLASS TEACHER. The visiting examiner enters the mark he or she has awarded the candidate in the column headed VISITING EXAMINER.
5. The class teacher and the visiting examiner discuss any discrepancies between the 2 marks awarded to each candidate.
6. A consensus is reached as to an agreed mark for EACH candidate for the second assignment. This mark is entered in the column headed AVERAGE MARK.
7. In the event that there is no agreement between the class teacher and the visiting examiner on a candidate's mark for the second assignment, the mark to be entered in the column headed AVERAGE MARK, must be the average of the 2 marks, (that is, class teacher's mark plus visiting examiner's mark divided by 2).
8. A candidate's mark for the third assignment must be entered in the column headed ASSIGNMENT 3.
9. Where a candidate does not submit an assignment, 'no assignment submitted' must be entered in the appropriate column.
10. The marks for Assignments 1, 2 (average mark) and 3 for each candidate must be added together and the sum entered in the column headed TOTAL.
11. The mark entered under the TOTAL column is the candidate's final SBA mark.



## RECORD OF MARKS FOR SCHOOL-BASED ASSESSMENT IN HOME ECONOMICS

| REGISTRATION NUMBER | CANDIDATE'S NAME | PRACTICAL ASSIGNMENTS |               |                   |              |              | CLASS TEACHER'S COMMENTS ON EACH CANDIDATE (optional) | CLASS TEACHER'S GENERAL COMMENTS<br>(for example, materials available, working space, difficulties encountered in assessment)                            |           |
|---------------------|------------------|-----------------------|---------------|-------------------|--------------|--------------|---|--|-----------|
|                     |                  | ASSIGNMENT 1          | ASSIGNMENT 2  |                   |              | ASSIGNMENT 3 |   |  | TOTAL     |
|                     |                  | 20 marks              | 20 marks      |                   |              | 20 marks     |   |  | 60 marks* |
|                     |                  |                       | Class Teacher | Visiting Examiner | Average Mark |              |   |  |           |
| 1.                  |                  |                       |               |                   |              |              |   |  |           |
| 2.                  |                  |                       |               |                   |              |              |   |  |           |
| 3.                  |                  |                       |               |                   |              |              |   |  |           |
| 4.                  |                  |                       |               |                   |              |              |   |  |           |
| 5.                  |                  |                       |               |                   |              |              |   |  |           |
| 6.                  |                  |                       |               |                   |              |              |   |  |           |
| 7.                  |                  |                       |               |                   |              |              |   |  |           |
| 8.                  |                  |                       |               |                   |              |              |   |  |           |
| 9.                  |                  |                       |               |                   |              |              |   |  |           |
| 10.                 |                  |                       |               |                   |              |              |   | VISITING EXAMINER'S GENERAL COMMENTS<br>(for example, materials provided, working space, attitude of candidates, difficulties encountered in assessment) |           |
| 11.                 |                  |                       |               |                   |              |              |   |  |           |
| 12.                 |                  |                       |               |                   |              |              |   |  |           |
| 13.                 |                  |                       |               |                   |              |              |   |  |           |
| 14.                 |                  |                       |               |                   |              |              |   |  |           |
| 15.                 |                  |                       |               |                   |              |              |   |  |           |
| 16.                 |                  |                       |               |                   |              |              |   |  |           |
| 17.                 |                  |                       |               |                   |              |              |   |  |           |
| 18.                 |                  |                       |               |                   |              |              |   |  |           |
| 19.                 |                  |                       |               |                   |              |              |   |  |           |
| 20.                 |                  |                       |               |                   |              |              |   |  |           |

SIGNATURE OF PRINCIPAL: \_\_\_\_\_

DATE: \_\_\_\_\_

SIGNATURE OF CLASS TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

**HOME MANAGEMENT: SYLLABUS REFERENCE: MODULE 4 - OBJECTIVE 12, MODULE 11 - OBJECTIVES 2 AND 4**

**ILLUSTRATIVE ASSIGNMENT:** Prepare for the visit of your grandparents to your apartment by completing the following tasks:

- (i) *prepare the living room by cleaning, decorating and arranging the furniture;*  
 (ii) *prepare a nutritious snack for the visit.*

| CRITERIA  | MARKS  | CRITERIA   | MARKS   | CRITERIA   | MARKS   |
|---|--|--|---|--|---|
| <b>Planning and Preparation Skills</b><br>Students should be able to:<br>(i) <i>prepare list of materials:</i><br>Student demonstrates:<br>(a) more than adequate level of competence in preparing list that accounts for materials that are suitable and in sufficient quantities;<br>(b) adequate level of competence in preparing list that accounts for materials that are suitable and in sufficient quantities;<br>(c) less than adequate level of competence in preparing list that accounts for materials that are suitable and in sufficient quantities. | 4 + 4= 8<br><br><br><br><br><br><br>4 - 3<br><br><br>2<br><br><br><2 | <b>Manipulation Skills</b><br>Students should be able to:<br>(i) <i>perform tasks accurately and in logical sequence;</i><br>Student demonstrates:<br>(a) more than adequate level of competence in performing tasks accurately and in logical sequence;<br>(b) adequate level of competence in performing tasks accurately and in logical sequence;<br>(c) less than adequate level of competence in performing tasks accurately and in logical sequence. | 8 + 8= 16<br><br><br><br><br><br><br>8 - 6<br><br><br>4<br><br><br><4 | <b>Evaluation and Presentation Skills</b><br>Students should be able to prepare:<br>(i) <i>a cleanly decorated room with appropriately arranged furniture;</i><br>Student demonstrates:<br>(a) more than adequate level of competence in preparing a room that is clean, properly decorated and with furniture appropriately arranged;<br>(b) adequate level of competence in preparing a room that is clean, properly decorated and with furniture appropriately arranged;<br>(c) less than adequate level of competence in preparing a room that is clean, properly decorated and with furniture appropriately arranged. | 8 + 8 =16<br><br><br><br><br><br><br>8 - 6<br><br><br>4<br><br><br><4 |

| CRITERIA   | MARKS | CRITERIA   | MARKS | CRITERIA   | MARKS |
|--|-------|--|-------|--|-------|
| (ii) <i>arrange tasks in logical sequence;</i><br><br>Student demonstrates:                                    |       | (ii) <i>perform tasks economically and efficiently with regard to time, energy and use of equipment</i><br><br>Student demonstrates: |       | (ii) <i>a snack of high quality, with regard to nutritive value, appearance and method of service</i><br><br>Student demonstrates:                         |       |
| (a) more than adequate level of competence in selecting relevant tasks and arranging them in logical sequence; | 4 - 3 | (a) more than adequate level of competence in the efficient use of time, energy and equipment;                                       | 8 - 6 | (a) more than adequate level of competence in preparing a snack that is of high quality, with regard to nutritive value, appearance and method of service; | 8- 6  |
| (b) adequate level of competence in selecting relevant tasks and arranging them in logical sequence;           | 2     | (b) <b>adequate level of</b> competence in the efficient use of time, energy and equipment;  | 4     | (b) adequate level of competence in preparing a snack that is of high quality, with regard to nutritive value, appearance and method of service;           | 4     |
| (c) less than adequate level of competence in selecting relevant tasks and arranging them in logical sequence. | <2    | (c) less than adequate level of competence in the efficient use of time, energy and equipment.                                       | <4    | (c) less than adequate level of competence in preparing a snack that is of high quality, with regard to nutritive value, appearance and method of service. | <4    |

**CLOTHING and TEXTILES: SYLLABUS REFERENCE: SECTION 3 - MODULE 8 - OBJECTIVE 6**
**ILLUSTRATIVE ASSIGNMENT: A teenager is preparing to attend a sporting event:**

- (i) *sketch the design for a simple sleeveless blouse;*
- (ii) *using a bodice block, draft a pattern for the style sketched;*
- (iii) *construct the garment.*

| CRITERIA  | MARKS  | CRITERIA   | MARKS   | CRITERIA   | MARKS   |
|---|--|--|---|--|---|
| <b>Planning and Preparation skills</b><br>Students should be able to:<br>(i) <i>demonstrate correct procedure for taking body measurements.</i><br><br>Student demonstrates:<br>(a) more than adequate level of competence in taking body measurements;<br>(b) adequate level of competence in taking body measurements;<br>(c) less than adequate level of competence in taking body measurements. | 4 + 4 =8<br><br><br><br><br><br><br>4-3<br><br>2<br><br><2 | <b>Manipulation skills</b><br>Students should be able to:<br>(i) <i>construct garment using appropriate adaptation techniques; with regard to hemming, stitching, seaming, facings, fastenings and attaching collar.</i><br><br>Student demonstrates:<br>(a) more than adequate level of competence in constructing garment using appropriate adaptation techniques; with regard to hemming, stitching, seaming, facings, fastenings and attaching collar;<br>(b) adequate level of competence in constructing garment using appropriate adaptation techniques; with regard to hemming, stitching, | 8 + 8 =16<br><br><br><br><br><br><br>8-6<br><br><br>4 | <b>Evaluation and Presentation skills</b><br>Student should be able to prepare:<br>(i) <b>a garment of high quality based on proportion, balance, harmony and colour.</b><br><br>Student demonstrates:<br>(a) more than adequate level of competence in having prepared a garment of high quality based on proportion, balance, harmony and colour;<br>(b) adequate level of competence in having prepared a garment of high quality based on proportion, balance, harmony and colour; | 8 + 8 =16<br><br><br><br><br><br><br>8-6<br><br><br>4 |

| CRITERIA   | MARKS | CRITERIA  | MARKS | CRITERIA  | MARKS |
|--|-------|---|-------|---|-------|
|  |       | seaming, facings, fastenings and attaching collar;  |       | (c) less than adequate level of competence in having prepared a garment of high quality based on proportion, balance, harmony and colour.                               | <4    |
| (ii) <i>adapt pattern from bodice block</i>  |       | (c) less than adequate level of competence in constructing garment using appropriate adaptation techniques; with regard to hemming, stitching, seaming, facings, fastenings and attaching collar; | <4    | (ii) <i>a garment appropriate for the intended occasion with regard to choice of style, fabric, texture and cost.</i>   |       |
| Student demonstrates:  |       | (ii) <i>perform tasks economically with regard to time, energy and use of equipment</i>   |       | Student demonstrates:   |       |
| (a) more than adequate level of competence in applying measurements to bodice block; | 4 - 3 | Student demonstrates:   |       | (a) more than adequate level of competence in having prepared a garment appropriate for the intended occasion with regard to choice of style, fabric, texture and cost. | 8-6   |
| (b) adequate level of competence in applying measurements to bodice block;           | 2     | (a) more than adequate level of competence in the efficient use of time, energy and equipment;  | 8 - 6 | (b) adequate level of competence in having prepared a garment appropriate for the intended occasion with regard to choice of style, fabric, texture and cost.           | 4     |
| (c) less than adequate level of competence in applying measurements to bodice block. | <2    | (b) adequate level of competence in the efficient use of time, energy and equipment;  | 4     | (c) less than adequate level of competence in preparing a garment appropriate for the intended occasion with regard to choice of style, fabric, texture and cost.       | <4    |
|  |       | (c) less than less than adequate level of competence in the efficient use of time, energy and equipment.  | <4    |   |       |



| CRITERIA   | MARKS | CRITERIA   | MARKS | CRITERIA   | MARKS |
|--|-------|--|-------|--|-------|
| (c) less than adequate level of competence in preparing ingredients that are suitable, properly weighed and have appropriate proportion of fat to flour. | <4    | (ii) <i>perform tasks efficiently by incorporating ingredients alternatively, baking at appropriate oven temperature and using time economically.</i>                                      |       | (c) less than adequate level of competence in preparing a cake that is moist, spongy and evenly risen; light, fluffy and of even golden brown colour; with a flat or slightly rounded top. | <4    |
|  |       | Student demonstrates:  |       | (ii) <i>present the cake on glass and doily appropriately decorated with icing that shows no air tunnels.</i>  |       |
|  |       | (a) more than adequate level of competence in performing tasks efficiently by incorporating ingredients alternatively, baking at appropriate oven temperature and using time economically; |       | 8-6  |       |
|  |       | (b) adequate level of competence in performing tasks efficiently by incorporating ingredients alternatively, baking at appropriate oven temperature and using time economically;           | 4     | (b) adequate level of competence in presenting a cake on glass and doily appropriately decorated with icing that shows no air tunnels;   | 4     |
|  |       | (c) less than adequate level of competence in performing tasks efficiently by incorporating ingredients alternatively, baking at appropriate oven temperature and using time economically. | <4    | (c) less than adequate level of competence in presenting a cake on glass and doily appropriately decorated with icing that shows no air tunnels.   | <4    |



## ◆ SUGGESTED READING LIST

The following is a list of books and other material that are useful for CXC's Home Economics subjects. The list is not exhaustive or prescriptive, but is intended to indicate possible sources which teachers and candidates could use, as appropriate.

### HOME ECONOMICS: MANAGEMENT

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| Caribbean Association of Home Economists | <i>Caribbean Home Economics in Action</i> , Books 2 and 3, London: Heinemann Educational Books, 1983.              |
| Cooper, I.                               | <i>Consumer Education</i> , London: Oxford University Press, 1986.   |
| Gill, V. and Hillyard, E.                | <i>Caribbean Home Economics Books 1 - 3</i> , London: MacMillan Publishers Ltd., 1999.                             |
| McDermott, I., et al                     | <i>Home Making for Teenagers</i> , Illinois: Charles A. Bennett Co. Inc., 1992.                                    |
| Stewart, T.                              | <i>Certificate Management of Homes and Families</i> , New Edition, Kingston: Carlong (Caribbean) Publishers, 2000. |

### CLOTHING AND TEXTILES

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|---------------------------|---|
| Chutter, A. J.            | <i>Introduction to Clothing Production Management</i> , London: BSP Professional Books, 1988.       |
| Cooklin, G.               | <i>Introduction to Clothing Manufacture</i> , UK: BSP Professional Books, 1991.                     |
| Gill, V. and Hillyard, E. | <i>Caribbean Home Economics Books 1 - 3 (Second Edition)</i> , UK: MacMillan Publishers Ltd., 1999. |
| Holland, S. K.            | <i>An Introduction to Needle Craft</i> , London: Oxford University Press, 1995.                     |

## CLOTHING AND TEXTILES (cont'd)

- Jones, G. *Finding Out About Textiles*, Cheltenham: Stanley Thorns Ltd., 1994.
- Ridgewell, J., and Davies, L. *Skills in Home Economics Textiles*, London: Heinemann Educational Press, 1990.
- Rouse, E. *Understanding Fashion*, London: Blackwell Scientific Publications, 1989.
- Sealey, M. *Principles of Pattern Drafting and Design*, Essex: Longman Group Ltd., 1983.

## FOOD AND NUTRITION

- Inner London Educational Authority *Nutritional Guidelines*, London: Heinemann Educational Books Ltd., 1985.
- Kilgour, O.F.G. *Mastering Nutrition*, London: Macmillan Educational Books Ltd., 1985.
- Madden, D. *Food and Nutrition*, London: Gill and Macmillan Educational Books Ltd., 1980.
- Matthews, W.  
Wells, D. *Second Book of Nutrition*, London: Forbes Publication Ltd., 1982.
- Nield, A. *Revised Home Economics*, London: Charles Letts and Company Ltd., 1984.
- Norman, C. *Microwave Cooking*, London: Oxford University Press, 1986.
- Tull, A. *Food and Nutrition*, London: Oxford University Press, 1997.
- White, A.. and Thompson, P. *The Caribbean Food and Nutrition Book*, London: Macmillan Publishers, 1989.
- Wynn, B. *Food Investigations*, London: Oxford University Press, 1981.
- Caribbean Food and Nutrition Institute *Current Publications and Audiovisuals*, Kingston: Caribbean Food and Nutrition Institute, 1989.