



For Performance Measurement

**ZIMBABWE SCHOOL EXAMINATIONS COUNCIL
(ZIMSEC)**

ZIMBABWE GENERAL CERTIFICATE OF EDUCATION (ZGCE)

For Examination In November 2012 - 2017

O LEVEL SYLLABUSES

**FASHION AND FABRICS (6051)
FOOD AND NUTRITION (6064)
HOME MANAGEMENT (6078)**

SS17 (ZIMB) 2012/2017

PREFACE

In November 2012/2017, the following syllabuses will be examined by the Zimbabwe School Examinations Council (ZIMSEC) at the ZGCE O-Level.

1122	English Language*
2013	Literature In English*
2042	Religious Studies A*
2043	Religious Studies B*
2157	History (World Affairs Since 1919)*
2168	History (Southern And Central Africa)*
2166	History*
2248	Geography*
2252	Sociology*
2283	Economics*
2292	Law*
3001+	Latin
3011	French
3025+	German
3035	Spanish
3151	Afrikaans
3155	Ndebele
3159	Shona
4008/4028	Mathematics*
4033	Additional Mathematics*
4034	Additional Mathematics*
4041	Statistics*
5006	Integrated Science*
5007	Biology*
5008	Biology*
5009	Physical Science*
5034	Agriculture*
5040	Agricultural Science*
5055	Physics*

5071	Chemistry*
5097	Human and Social Biology*
5127	Science (Physics/Biology)*
5128	Science (Chemistry/Biology)*
6015	Art
6020	Music
6035	Woodwork
6045	Metalwork
6051	Fashion And Fabrics
6064	Food And Nutrition
6078	Home Management
7014	Computer Studies
7035	Building Studies
7049	Technical Graphics
7065+	Electronics
7103	Commerce*
7108	Commercial Studies
7112	Principles Of Accounts*
7116	Business Studies*

*Indicates syllabuses available in June

+Indicates syllabuses available from UCLES

Subject 6051: Fashion and Fabrics

SUBJECT 6051 FASHION AND FABRICS

1.0 PREAMBLE

1.1 Fashion and Fabrics is the area of Home Economics which deals with the study of fashion, clothing, fibres and crafts.

The Course:

- 1.1.1 uses a scientific and problem solving approach to identify fibres and fabrics as a basis for garment construction in a socialist and multicultural Zimbabwe;
- 1.1.2 creates an awareness and ability to solve perennial practical problems related to clothing needs for different age groups, cultures and occasions;
- 1.1.3 imparts an understanding of the various clothing needs of the Zimbabwean population;
- 1.1.4 is a foundation for further studies related to textiles and textile technology;
- 1.1.5 is a gateway to many professions in the textile industry;
- 1.1.6 develops skills for self-reliance and consumer competence;
- 1.1.7 stresses the use of locally available materials in the construction of garments and other household goods.

2.0 AIMS

The aims of the syllabus are to develop:

- 2.1 the ability to identify, analyse and evaluate the principles underlying the choice and use of different fabrics, styles and colours in the construction of clothing and textile goods;

knowledge, interest and skills in designing, construction and caring for clothes, accessories and household goods;

- 2.3 an awareness and appreciation of good workmanship related to fashion and technology;
- 2.4 consumer competence;
- 2.5 a base for further studies, training, future employment, creativity, initiative and enjoyable and profitable use of leisure time;
- 2.6 co-operation, entrepreneurship and managerial skills;
- 2.7 critical and analytical skills in solving problems.

ASSESSMENT OBJECTIVES

Pupils should be able to:

- 3.1 identify, analyse and evaluate different natural and synthetic fibres, yarns and fabrics;
- 3.2 demonstrate the correct handling, use and care of different fabrics;
- 3.3 design and draft patterns;
- 3.4 demonstrate competence in the selection of patterns, fabrics, notions and processes;
- 3.5 apply the knowledge and skills acquired in the course, in the construction of well-finished garments, accessories and craft;
- 3.6 explain how to choose, care for and maintain various pieces of equipment;

- 3.7 explain and demonstrate the uses of various pieces of equipment including modern technology;
- 3.8 apply managerial and organisational skills to efficient use of materials, time, money, labour and equipment;
- 3.9 explain the efficient use of locally available resources in an income generating scheme;
- 3.10 exercise consumer rights and responsibilities;
- 3.11 observe safety precautions in fashion and fabrics

ASSESSMENT OBJECTIVES (as in paragraph 3 above)	COMPONENTS		
	Paper 1	Paper 2	Paper 3
1	+		+
2		+	+
3	+		+
4		+	+
5		+	+
6	+		
7	+	+	+
8			+
9	+		
10	+		
11	+	+	+

4.0 METHODOLOGY

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

- 4.1 teaching through theory and coursework;

- 4.2 teacher demonstration, followed by pupil practice in the use of practical skills;
- 4.3 experimentation with fibres, fabrics and equipment;
- 4.4 group and individual instruction and supervision;
- 4.5 the use of learning and teaching aids, e.g. charts, samples, specimens, books and magazines;
- 4.6 class discussions;
- 4.7 individual written assignments;
- 4.8 encouragement of community involvement, e.g. talks, demonstrations by talented local people;
- 4.9 community projects e.g. toy making;
- 4.10 use and improvisation of facilities and resources in the environment;
- 4.11 educational tours;
- 4.12 liaison with other relevant subjects, e.g. technical graphics and science.

5.0 CONTENT

Topics

5.1 Fibres and Fabrics

- 5.1.1 (i) Fibres origin, appearance, identification, properties of the following:
Natural – cotton, linen, wool, silk;
Regenerated – viscose, acetate, triacetate;
Synthetic – polyamide (nylon), polyester, acrylic
- (ii) Fibres to yarns Processes involved including: blending, carding, combing and spinning.
- 5.1.2 (i) Fabric Construction Techniques used to include weaving, knitting and bonding (felting).
- (ii) Colour in yarns and fabrics Processes involved including: dyeing and printing.
- (iii) Fabric finishes Details of finishes related to improving fabrics for clothing: antistatic, bacteriostatic, bleaching, brushing, crease resistant, flame retardant, heat setting, mercerising, moth proofing, shower and water repellent, shrink resistant.
- 5.1.3 Choice, use and care Suitability for wear and handling qualities of the following fabrics:
batiste, calico, chiffon, crepe, denim, drill, felt, gabardine, gingham, jersey, lawn, muslin, needlecord, organdie, pique, poplin, satin, seersucker, towelling, tricot, tweed, velvet, Vilene and voile.

5.2 Purchase of Fabrics and notions

Approximating: quantities, prices, sales and profits.

5.3 Equipment

bodkin, clothes brush, dressmaker's carbon and pencil, French chalk, iron and stand, ironing board, metre stick, needles, pin cushion, pins, pressing cloths, scissors, seam ripper, sewing gauge, sewing machine, shears, sleeve board, stiletto, tailor's chalk, tailor's cushion, tape measure, thimble and tracing wheel.

5.3.1 Tools and equipment

choice, types, purchase, parts and attachments of sewing machines.

5.3.2 Use

care and storage, including threading and stitch adjustment, of sewing machines.

5.3.3 Maintenance

simple repairs and servicing.

5.4 Wardrobe Planning:

Choice of clothes for the individual in relation to fashion, figure type, age, style, occasion, tradition, colour and colour combinations, suitable fabrics, climatic conditions, accessories and ready-made clothes.

5.5 Patterns

Choice and use of patterns for making outer and under garments to include the knowledge of: figure measurements, figure problems, designing, pattern cutting, simple pattern adaptation, layout of pattern pieces and cutting out.

5.6 Processes

- 5.6.1 Stitches: temporary, permanent and decorative.
- 5.6.2 Seams single and all methods of neatening, French, machine fell, overlaid, slot, tucked and faggotted.
- 5.6.3 Pockets patch (single, double/lined), inset, bound and welt.
- 5.6.4 Fullness in garments gathering, easing, darts, pleats, tucks, gauging, smocking, shirring and elastic with casing.
- 5.6.5 Yokes single/double, fancy, American
- 5.6.6 Crossway strips measuring, cutting and joining, using e.g. binding, facing, piping and rouleaux loops.
- 5.6.7 Openings faced, bound, continuous wrap, overlapping hems, hemmed, tailored openings.
- 5.6.8 Neckline finishes crossway facing, shaped facing, bound and piped.
- 5.6.9 Collars Peter Pan, shirt, roll, revers, mandarin, shawl, sailors.
- 5.6.10 Sleeves and armhole finishes setting-in of plain, puff etc., gussets, cap and sleeveless armholes
- 5.6.11 Waist finishes waistband, elastic and shaped facing.

5.6.12	Fastenings	button and buttonhole, zip, press studs, hooks and eyes, loops.
5.6.13	Hems	plain, flared/circular, pleated, shell edge, narrow stitched, false and mitred corners.
5.6.14	Hem edge finishes	hemming, slip and blind hemming, catch stitch, edge stitch and punch stitch.
5.6.15	Fittings and sequence	first fitting, sequence of processes in assembling garments, fitting garments under construction.
5.7	Pressing	Before cutting, during and after garment construction, approaches for different processes, suitable temperatures and use of irons, boards and cloths.
5.8	Decorations and Related Crafts	embroidery, crocheting, knitting, basketry, weaving and beadwork to include knowledge of: types, stitches used, uses and effects and design.
5.9	Care of clothes	care in use, storage, repair and maintenance.
Consumer Education/ Protection		Consumer rights, economy with fabrics and other resources and budgeting.
5.11	Safety	Handling fabrics, electrical equipment and sharp tools. Treatment of minor cuts and burns. First aid box.

6.0 SCHEME OF ASSESSMENT

6.1 Paper One

Nature of paper	- theory
Weighting	- 40%
Marks awarded	- 80
Time	- two hours

The paper is divided into two sections, A and B. Section A is compulsory and will consist of short answer and/or structured questions based on processes used in the construction of a given garment. This section will be awarded 26 marks. Section B consists of five structured questions. Candidates must answer **THREE** questions only. This section will be awarded 54 marks (18 marks per question).

6.2 Paper Two

Nature of paper	- practical
Weighting	- 40%
Marks awarded	- 80
Time	- two and a half hours

This is a practical examination and the candidate is supplied with the following to carry out the test:

The question paper, an envelope with pattern pieces and a sketch of the garment on which the candidates will work in the examination. There will also be a piece of fabric and other notions which the candidate will use to carry out the examination.

6.3 Paper Three

Nature of paper	- Coursework
Weighting	- 20%
Marks awarded	- 40

The coursework consists of one machine-made garment which must fit the candidate. A garment with a waistline finish, and no armholes, should include inside pockets. Processes incorporated should cover the syllabus as much as possible.

Subject 6064: Food and Nutrition

Subject 6064: FOOD AND NUTRITION

1.0 PREAMBLE

- 1.1 Food and Nutrition is the area of Home Economics which deals with foods and their nutritive values.

The Course:

- 1.1.1. creates an understanding of the various nutritional needs of the developing Zimbabwean population;
- 1.1.2. offers a scientific approach to identifying and solving food-related problems in a socialist and multi-cultural Zimbabwe;
- 1.1.3. promotes self-reliance in food-related activities;
- 1.1.4. is a gateway to many professions such as catering and nutrition services;
- 1.1.5. gives a strong foundation for further studies in food-related disciplines;
- 1.1.6. stresses the use of indigenous and other locally available foods.

2.0 AIMS

The aims of the syllabus are to:

- 2.1 impart scientific knowledge of nutrition and hygiene in order to promote health for all in the developing Zimbabwean society;
- 2.2 develop skills that encourage conservation of time, food nutrients, fuel and other resources in the planning and preparation of balanced meals;
- 2.3 develop practical and managerial skills in the presentation and cooking of food and in food service;

- 2.4 develop an aesthetic sense by encouraging and promoting creativity in using locally available and traditional foods;
- 2.5 impart knowledge and encourage the comparison, use and care of various pieces of equipment and other materials based on appropriate technologies;
- 2.6 foster co-operation and self-reliance;
- 2.7 create a basis for further studies and future employment.

3.0 ASSESSMENT OBJECTIVES

Pupils should be able to:

- 3.1 select and apply knowledge of the nature and composition of food in the preparation of meals;
- 3.2 analyse, explain and evaluate the nutritional values of various foods and their functions and utilisation;
- 3.3 explain the cause and prevention of deficiency diseases prevalent in Zimbabwe;
- 3.4 select and apply scientific principles underlying the preparation and serving of food;
- 3.5 explain the use of different pieces of equipment used in the preparation and serving of food;
- 3.6 describe the different methods of preparation, cooking and serving of food and explain the principles involved;
- 3.7 demonstrate the various methods of cooking food using different pieces of equipment;

- 3.8 plan, prepare and serve balanced meals, including special diets, for all stages of human development;
- 3.9 plan and prepare meals for specific occasions;
- 3.10 describe, observe and apply rules and hygiene in handling of food, use of equipment and care of the immediate environment;
- 3.11 describe, observe and apply safety precautions in the kitchen;
- 3.12 prepare, cook and serve nutritious and attractive dishes using indigenous and other locally available foods;
- 3.13 explain and apply management and organisational skills to food preparation in relation to efficient use of time, money, fuel, layout and equipment.

ASSESSMENT OBJECTIVES (as in paragraph 3 above)	COMPONENTS	
	Paper 1	Paper 2
3.1	+	+
3.2	+	
3.3	+	
3.4	+	+
3.5	+	
3.6	+	
3.7		+
3.8		+
3.9	+	+
3.10	+	+
3.11	+	+
3.12		+
3.13	+	+

4.0 METHODOLOGY

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

- 4.1 teaching of theory during both theory and practical lessons;
- 4.2 teacher demonstration followed by pupils practice in practical skills;
- 4.3 experimentation with food and equipment;
- 4.4 group and individual instruction and supervisions;
- 4.5 the use of learning and teaching aids, e.g. charts, samples, specimens, books, magazines;
- 4.6 class discussions;
- 4.7 individual written assignments;
- 4.8 encouragement of community involvement, e.g. talks and demonstration by talented local people;
- 4.9 community projects, e.g. catering for community functions;
- 4.10 use and the improvisation of facilities and resources in the environment;
- 4.11 education tours;
- 4.12 liaison with other relevant subjects, e.g. science, agriculture.

5.0 CONTENT

Topic	Notes
5.1 Basic Nutritional Concepts	Nutrition, Malnutrition, Diet, Balanced diet, Metabolism
5.2 Dietary Components	
5.2.1 Nutritive value of food	The sources and functions of: Proteins (high and low biological value), carbohydrates, fats, vitamins A, D, C, B group (thiamine, riboflavin, nicotinic acid and B ₁₂) Mineral elements, calcium, phosphorus, iron, sodium chloride, iodine, fluoride.
5.2.2 Water and dietary fibre	Sources and uses of water. Sources and functions of dietary fibre.
5.3 Digestion and Absorption	Digestion at each stage of the digestive system: Mouth, stomach, duodenum, ileum. Enzymes as catalyst in the digestive process. Absorption including structure and action of the villi.

5.4 Meal Planning and Dietary Needs

Factors affecting food requirements:
Planning and serving of meals, meals for all ages and occupations, special needs of expectant and nursing mothers, invalids and convalescents, vegetarians, (vegans and lacto-vegetarians), meals for special occasions and festivals, packed meals, snacks, beverages and soups.

Common childhood diseases:
Kwashiorkor, rickets and diarrhoea.
Malnutrition, e.g. under nutrition and obesity.

Weaning.

5.5 Composition and Value of The Main Foods in the Diet

Milk and milk products, meat, fish, eggs and pulses.

Importance of pulses and nuts (inexpensive sources of protein, especially the soya bean because of its higher biological value protein).
Indigenous sources of protein.
Millet, sorghum, wheat, rice, maize and rapoko as sources of carbohydrates.

Fats and oils.

Vegetables and fruits.

5.6 Preparation, cooking and Presentation of food

Transfer of heat by conduction, convection and radiation during the cooking process. Principles involved in the different methods of cooking: boiling, stewing, grilling, baking, roasting, frying, steaming, poaching and pressure-cooking.

Reasons for cooking food.

Preparation and cooking of food to minimize loss of nutrients, properties and flavour. Economical use of food, equipment, fuel, labour and time.

Uses of herbs and spices.

5.7 Meal service

Attractive presentation of food.

Styles of meal service. Table setting and table etiquette. Simple flower arrangement.

5.8 Convenience Food

Processed foods:

Dehydrated, tinned, frozen and ready to eat.

Imaginative uses of these foods.

Advantages and disadvantages.

5.9 Flour Mixtures

Basic proportions for and methods of making flour mixtures.

Biscuits and cakes made by the following methods:

Rubbing-in, creaming, melting, whisking and beat-and-bake.

Pastries: short crust, flaky and rough puff.

Sauces: pouring and coating.

Batters: thin (pouring) and coating.

5.10 Raising Agents

Mechanical: air and water vapour.

Chemical: bicarbonate of soda, sour milk, cream of tartar and baking powder.

Biological: yeast.

5.11 Food Spoilage and Its Prevention

Proper handling and storage of food:
Action of enzymes, bacteria, yeast and moulds.

Hygiene: personal, in the home, shops and markets. Waste disposal.

5.12 Food Preservation

Reasons for preserving food:

Methods and principles of preservation.

Heating and removal of air:

Canning and bottling.

Removal of moisture:
Dehydrating
Reduction in temperature:
Freezing.
Chemical preservation:
Sugar, salt, vinegar and smoke

5.13 The Kitchen

5.13.1 Planning the Traditional and Modern Kitchen

Site and position. Organisation of cooking area and equipment for efficient work.

Kitchen surfaces: walls, floors and work surfaces.

Colour schemes, lighting and ventilation.

5.13.2 Kitchen Equipment

Choice, use, care and cleaning, including indigenous equipment. Appropriate technology.

5.13.3 Kitchen Safety

Awareness of potential danger areas in the kitchen.

Safety precautions.

First aid for cuts, bruises, burns and scalds, shock, electric shock, fainting.

First aid box/kit.

5.14 Consumer Education

Consumer rights.
Household economy.
Budgeting.

6.0 SCHEME OF ASSESSMENT

6.1 Paper One

Nature of paper	- theory
Weighting	- 50%
Marks awarded	- 100
Time	- two hours

This paper has two sections, A and B. Section A is compulsory and will consist of short answer and/or structured questions based on nutritional concepts. This section will be awarded 28 marks. Section B consists of six structured questions on the whole syllabus. Candidates must answer **FOUR** questions. This section will be awarded 72 marks (18 marks per question).

6.2 Paper Two

Nature of paper	- practical
Weighting	- 50%
Marks awarded	- 100
Time	- planning session; one and half hours - practical examination: two and a half hours

Paper Two consist of five questions. The candidate is required to choose one test and within one and a half hours, state how she/she will carry out the test. The candidate is also required to supply a shopping list. This planning session is done a week before the practical sessions.

Subject 6051: Home Management

SUBJECT 6078: HOME MANAGEMENT

1.0 PREAMBLE

1.1 Home Management is the area of Home Economics that deals with individual and family living. It offers a scientific approach to the provision of basic human needs, which include food, shelter and clothing.

The syllabus also prepares pupils for further studies in related professions, e.g. Catering, Housekeeping and Hotel Management.

2.0 AIMS

The aims of the syllabus are to:

- 2.1 develop a self reliant, productive person through the skills and knowledge acquired in the study of nutrition, food preparation, fibre and fabrics, parenting, consumer education, home and community;
- 2.2 develop pupils' understanding of physical, social, emotional and intellectual needs;
- 2.3 foster qualities needed for the management of oneself and resources;
- 2.4 expose pupils to the knowledge and skills required in the use of appropriate technology;
- 2.5 develop skills and abilities in the efficient running of a home and institutions such as hostels, hospitals, play centres.

3.0 ASSESSMENT OBJECTIVES

Pupils should be able to:

- 3.1 produce functional items of clothing and articles for use in the home and for income generating purposes;
- 3.2 plan, prepare, cook and serve well balanced meals;
- 3.3 analyse the special needs of individuals with reference to health, age, occupation, climate and resources;
- 3.4 apply principles of preserving and conservation in the management of resources;
- 3.5 follow an organised sequence in carrying out day-to-day household chores;
- 3.6 budget and buy wisely;
- 3.7 choose or plan a home with reference to room-layout, surfaces, colour and colour combinations and furnishings;
- 3.8 launder and care for household items and clothes;
- 3.9 treat minor injuries and ailments;
- 3.10 identify the role and responsibilities of community services available;
- 3.11 control household pets.

ASSESSMENT OBJECTIVES (as in paragraph 3 above)	COMPONENTS	
	Paper 1	Paper 2
3.1		+
3.2	+	+
3.3	+	
3.4	+	+
3.5	+	+
3.6	+	
3.7	+	
3.8	+	+
3.9	+	+
3.10	+	+
3.11	+	+
3.12	+	+

4.0 METHODOLOGY

To achieve the above stated aims and objectives, the following approaches are necessary;

- 4.1 theory should be taught during both theory and practical lessons;
- 4.2 teacher demonstration, followed by pupil practice, should be a common feature in the teaching of practical skills;
- 4.3 experimentation with fibre, fabrics, food and equipment should be carried out;
- 4.4 group and individual practical work should be given;
- 4.5 audio-visual aids should be used, e.g. charts, samples, specimens, books and magazines;
- 4.6 class discussion should be organized;

- 4.7 individual written assignments should be given;
- 4.8 teacher's supervision of both group and individual work is required;
- 4.9 community involvement should be encouraged, e.g. talks, presentations and demonstration by talented local people;
- 4.10 community projects should be organised;
- 4.11 facilities and resources in the environment should be utilised;
- 4.12 educational tours should be organised;
- 4.13 liaison with relevant subjects, e.g. Food and Nutrition and Fashion and Fabrics is encouraged;
- 4.14 practical lessons should use block period and should include activities from different sections of the syllabus.

5.0 CONTENT

Topics

5.1 Home and Community

- 5.1.1 Factors influencing the choice of:
A house to buy, rent or build, site, building materials, the layout of rooms, water source, sanity and bathing arrangements, lightning and ventilation.
- 5.1.2 Drainage and Sanitation Toilet, laundry and washing up area, refuse disposal.

5.1.3 Interior decoration	Colours, design and texture in the home, flower arrangement and other decorations.
5.1.4 Furniture for different rooms	Choice, care and cleaning of wood, plastic and glassware.
5.1.5 Floor	Floor coverings including traditional types.
5.1.6 Household utensils	Care, cleaning and storage of metal, glass, plastic and earthenware.
5.1.7 Cleaning materials	soap and soapless detergents, solvents, abrasives, simple stain removal agents, improvisation of cleaning material.
5.1.8 Hygiene in the home	Cleaning the house daily, weekly and the occasional cleaning of different areas using appropriate methods and equipment.
5.1.9 Labour saving devices	Vacuum cleaners, polishers, pressure cookers, microwave ovens, mixers, slicers, liquidizers, washing machines, wringers, food processors and deep freezers.
5.1.10 First aid	Contents of first aid box and their uses, simple first aid in the home, for e.g. burns, scalds and cuts.

5.1.11	Community and Social Services	Clinics, early childhood centres, recreational facilities and rehabilitation centres, facilities for the provision of water, electricity.
5.1.12	Common household pests	Prevention and elimination.
5.1.13	Household maintenance	Simple repairs, e.g. changing a fuse in a plug, oiling locks and doors.
5.2	Textiles and Clothing	
5.2.1	Fibres and Fabrics	Use and care in the home, laundering, starching, dry cleaning, the family wash including baby wash; hard and soft water, storage of laundry materials, detergents, fabric softeners, bleaches, solvents and making soap.
5.2.2	Related Crafts	Crocheting, embroidery, knitting, designing and making of soft furnishings.
5.2.3	Garment construction	Use of patterns, simple adaptation of patterns in making garments.
5.2.4	Sewing equipment	Choice and maintenance.

5.3 Food and Nutrition

- 5.3.1 Nutritive value of food The sources and functions of proteins, carbohydrates, fats, vitamins and mineral elements.
- 5.3.2 Meal planning and preparation Dietary needs for different groups and conditions, e.g. invalids, vegetarians, those suffering from deficiency diseases and malnutrition.
- 5.3.3 Washing up Clearing and washing up after meals.
- 5.3.4 Food preservation Reasons for preserving food, methods and principles of preservation.

5.4 Consumer Education

Consumer rights.
Household economy.
Budgeting.

6.0 SCHEME OF ASSESSMENT

6.1 Paper One

Nature of paper	- theory
Weighting	- 50%
Marks awarded	- 100%
Time	- two and a half hours

The paper is in **FOUR** sections, A, B, C and D. Section A is compulsory and will consist of short answer and/or structured questions covering various areas of Home Management. This section will be awarded 40 marks. Section B consists of **THREE** structured questions on Home and Community. Candidates must answer **TWO** questions. This section will be awarded 30 marks (15 marks per question). Section C consists of **TWO** structured questions on Textiles and Clothing. Candidates must answer **ONE** question. This section will be awarded 15 marks. Section D consists of **TWO** structured questions on Food and Nutrition. Candidates must answer **ONE** question. This section will be awarded 15 marks.

6.2 Paper Two

Nature of paper	- practical
Weighting	- 50%
Marks awarded	- 100%
Time	- two and a half hours

Paper Two consists of five questions. A week before the practical examinations, the candidate is required to choose one of the tests and within one and a half hours, state how he/she will carry out the test. The candidate is also required to supply a shopping list.

SUGGESTED REFERENCE BOOKS

FOOD AND NUTRITION/HOME MANAGEMENT

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- Chitsiku, Gardner and Mandizha. Home Economics for Secondary Schools.
- Clarker Delia et al. Food Facts, Macmillan.
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- Cooke, M.V. Students' Aid to Home Economics, Maskew Miller.
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- Picton, M. Understanding Cookery, Blackie.
- Pyke, M. Success in Nutrition, John Murray.
- Seilkirk and Fouche. Domestic Science Textbook. Longman.
- The Editors of Fame Life Books. Wholesome Diet, Silver Burdett.
- Tull Anita. Food and Nutrition, (New Edition in Colour) Oxford University Press.
- McGrath, H. All about Food, Oxford.

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- Barnett, Anne. Examining Textiles Technology, Heinemann.
- Bull, Winefride M. Basic Needlework, Longman.
- Giles, Rosalie P. Fabrics for Needlework, Methuen.
- Jacobi Gaby and Todor Kitty. Pattern Adaptations, Forbes/Nel.
- Louw, W.A. Needlework and Clothing Manual for Standards 9 and 10, Volume 1, Nasou.
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