

HOME ECONOMICS (FOOD, HOME AND FAMILY)

AIMS

The aims of the examination are to test whether candidates have acquired :

1. knowledge of the implications and applications of food and nutrition in the maintenance of personal and family health;
2. scientific and technological knowledge and skills required for the effective organisation and management of family resources in relation to the needs and life-styles of family members;
3. knowledge of the physical, intellectual and social development of children within the framework of the family and to examine ways of meeting their needs;
4. an understanding of consumer responsibilities and protection;
5. an awareness of the needs for hygiene and safety.

ASSESSMENT OBJECTIVES

The objectives of the examination are to test candidates' abilities to :

1. recall, select, analyse and apply knowledge relevant to the needs of the given situation;
2. demonstrate the ability to utilise resources wisely;
3. establish the priorities needed and plan a course of action in a well reasoned and organized manner;
4. carry out the planned course of action with the relevant technological and scientific knowledge and skills to achieve an effective result.

THE EXAMINATION

Only schools which have suitable facilities for practical tests may present candidates for this subject. All the materials for these tests must be made available at the schools.

The examination will consist of :

Paper 1 Theory (2 hours) (55%)

Section A (33%) is a compulsory area of study. Four questions will be set. Candidates will be required to answer THREE questions out of four.

Section B (22%) consists of TWO areas. One of the two areas will be studied. Three questions on each area will be set. Candidates will be required to answer TWO questions out of three from the area of study.

Candidates are expected to show abilities not only in factual recall, but also in displaying higher level skills in applying knowledge, in analyzing situations, in selecting relevant facts and principles to solve problems, and in organizing and presenting ideas in a logical sequence.

Paper 2 Meal Planning (1¾ hours) (15%)

Three assignments will be set. Each candidate will be given an assignment. The assignment is on planning either a three-course meal or a two-course meal and one other dish. During the planning session, candidates will be required to :

1. select and list suitable dishes;
2. state the reasons for the choice;
3. list the ingredients required;
4. write the time plan;
5. hand in a shopping list.

Paper 3 Meal Preparation (2 hours) (30%)

Candidates will be allowed 2 hours in which to prepare, cook and serve three dishes/course planned in Paper 2. They should work according to their plan of work and aim to have completed all cooking, serving and washing-up by the end of the test.

The practical test based on the assignment will be undertaken on a specified date within a period stated in the examination timetable.

Instructions for preparing and conducting this test will be sent to schools in advance.

[N.B. SI units will be used in the examination.]

THE SYLLABUS

Section A

Syllabus Topics

1. Nutrition

1.1 Nutrition and diet

- (i) Food and health
- (ii) Diet and nutritional goals
- (iii) Diet-related diseases such as obesity, anorexia nervosa, dental problems, heart diseases and diabetes

1.2 Food components

Composition, sources, digestion and absorption, functions, deficiencies and interdependence of nutrients

Proteins

Amino acids, high and low biological value

(a) Carbohydrates

Sugars, starch and dietary fibre

(b) Fats

- (i) Fatty acids and glycerol
- (ii) Cholesterol

(c)

Vitamins

A, D, E, K, C and B complex

(d) Minerals

Calcium, phosphorus, iron, iodine, sodium, potassium, fluoride

(e) Water

(f)

Syllabus Topics

1.3 Diet and meal planning

2. Food

2.1 Food commodities

2.2 Food preparation and cooking techniques

Explanatory Notes

Planning and preparation of meals according to individual requirements: age, sex, occupations, occasions, special needs

- (i) Nutritive value, types, choice, cost, uses and storage
 - (ii) Principles underlying the loss of nutrients during storage, preparation and cooking
 - (iii) Milk and milk products
 - (iv) Eggs
 - (v) Meat and poultry
 - (vi) Fish
 - (vii) Soya bean products
 - (viii) Vegetables (including pulses)
 - (ix) Fruits and nuts
 - (x) Cereals and non-cereal starches
 - (xi) Fats and oils
 - (xii) Convenience foods
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- (i) Principles underlying heat transference in cooking
 - (ii) Moist and dry methods of cooking
 - (iii) Use of time and labour saving devices
 - (iv) Skills and techniques involved in making sauce, batter, cake, pastry, dough, soup, salad, dessert, beverage, dishes using different food commodities and réchauffé cookery.
 - (v) Use of raising agent

*Syllabus Topics**Explanatory Notes*

2.3 Food preservation

- (i) Principles underlying the cause, effect and prevention of food spoilage
- (ii) Food additives

3. Consumer Studies and Money Management

3.1 The Consumer

Rights and responsibilities : education, accurate information, safety, choice, complaints and claims, healthy environment

3.2 Consumer protection

Laws governing trade descriptions : weights and measures, consumer safety

3.3 Managing money

- (i) Income : sources and ways of managing
- (ii) Budgeting : regular and occasional expenditures
- (iii) Transfer of money : cash, cheques, cash cards, credit cards, credit accounts, direct debit, hire purchase, mortgages and loans
- (iv) Savings : savings account, fixed deposit

3.4 Shopping sense

- (i) Types of shops
- (ii) Modes of shopping
- (iii) Wise shopping

Section B1. The Home

1.1 Accommodation

- (i) Types and choice of accommodation : private and public
- (ii) Renting and buying

*Syllabus Topics**Explanatory Notes*

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| 1.2 | Water, gas and electricity | (i) Economic and safe use (ii) Care and maintenance of gas and electrical appliances : cookers, water heaters, room heaters, refrigerators |
| 1.3 | Ventilation | (i) Natural methods (ii) Artificial/mechanical methods : fans, cooker hoods, air conditioners |
| 1.4 | Decorating and furnishing | (i) Colour, design and layout in relation to size and space of the various rooms in the home (ii) Kitchen planning and layouts and choice, use and care of equipment : ceramics, glasses, metal, plastic, wood (iii) Selection and care of floor and wall coverings (iv) Choice of basic furniture and furnishings with special reference to effective use of space (v) Types, effects and economic use of different lightings |
| 1.5 | Environmental hygiene and safety | (i) Care and cleaning of different surfaces in the home (ii) Organisation of household cleaning (iii) Control of household pests (iv) Refuse disposal (v) Awareness and prevention of accidents in the home |
| 1.6 | Laundrywork | (i) Choice and efficient use of laundry equipment and laundry products (ii) Care and laundering of clothing and household textiles in relation to the properties of fabrics |

Syllabus Topics

Explanatory Notes

2. Child Development (0 - 5 years)

2.1 Planning for parenthood

- (i) Preparing for parenthood : maturity, health, finance
- (ii) Family planning
- (iii) Responsibilities and roles of parents

2.2 Pregnancy

- (i) Signs and symptoms
- (ii) Development of the foetus

2.3 Antenatal care

- (i) Care of the expectant mother : nutritional, physical, emotional, medical
- (ii) Physical problems of pregnancy
- (iii) Health hazards : smoking, drugs, alcohol, German measles, sexually transmitted disease
- (iv) Preparation for the hospital
- (v) Preparation for the baby : home environment, clothing, equipment, toys

2.4 Birth and postnatal care

- (i) Stages of labour
- (ii) Special treatments during birth
- (iii) Care of the mother after birth

2.5 Caring for the baby

- (i) Daily routine
- (ii) Breast or bottle feeding
- (iii) Weaning and solid foods
- (iv) Hygiene and health

Syllabus Topics

Explanatory Notes

2.6 Stages of development

Physical

(a)

- (i) Physical changes from 0 - 5 years
- (ii) Healthy diets
- (iii) Toilet training
- (iv) Exercises and activities

(b) Social and emotional

- (i) Stages of socialisation
- (ii) Hereditary and environmental influences
- (iii) Social training
- (iv) Conditions for emotional development and disturbances

Intellectual

(c)

- (i) Stages and patterns of learning
- (ii) Environmental influences in learning : parents, family members, peers
- (iii) Languages and communication
- (iv) Imaginative and creative development