



آغا خان یونیورسٹی ایگزامینیشن بورڈ

AGA KHAN UNIVERSITY EXAMINATION BOARD

**Secondary School Certificate
Examination Syllabus**

**ELEMENTS OF
HOME ECONOMICS
CLASSES IX-X**

(based on National Curriculum 2007)

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Examination Syllabus**

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CLASSES IX-X**

**This subject is examined in the
May Examination session only**

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PREFACE

In pursuance of National Education Policy (1998-2010), the Curriculum Wing of the Federal Ministry of Education has begun a process of curriculum reform to improve the quality of education through curriculum revision and textbook development (Preface, National Curriculum documents 2000 and 2002).

AKU-EB was founded in August 2003 with the same aim of improving the quality of education nationwide. As befits an examination board it seeks to reinforce the National Curriculum revision through the development of appropriate examinations for the Secondary School Certificate (SSC) and Higher Secondary School Certificate (HSSC) based on the latest National Curriculum and subject syllabus guidance.

AKU-EB has a mandate by Ordinance CXIV of 2002 to offer such examination services to English and Urdu medium candidates for SSC and HSSC from private schools anywhere in Pakistan or abroad, and from government schools with the relevant permissions. It has been accorded this mandate to introduce a choice of examination and associated educational approach for schools, thus fulfilling a key objective of the National Curriculum of Pakistan: “Autonomy will be given to the Examination Boards and Research and Development cells will be established in each Board to improve the system” (ibid. para. 6.5.3 (ii)).

AKU-EB is committed to creating continuity of educational experience and the best possible opportunities for its students. In consequence it offered HSSC for the first time in September, 2007 to coincide with the arrival of its first SSC students in college or higher secondary school. Needless to say this is not an exclusive offer. Private candidates and students joining AKU-EB affiliated schools and colleges for HSSC Part 1 are eligible to register as AKU-EB candidates even though they have not hitherto been associated with AKU-EB.

This examination syllabus exemplifies AKU-EB’s commitment to national educational goals.

- It is in large part a reproduction, with some elaboration, of the Class IX and X National Curriculum of the subject.
- It makes the National Curriculum freely available to the general public.
- The syllabus recommends a range of suitable textbooks already in print for student purchase and additional texts for the school library.
- It identifies areas where teachers should work together to generate classroom activities and materials for their students as a step towards the introduction of multiple textbooks, another of the Ministry of Education’s policy provisions for the improvement of secondary education (ibid. para. 6.3.4).

This examination syllabus brings together all those cognitive outcomes of the National Curriculum statement which can be reliably and validly assessed. While the focus is on the cognitive domain, particular emphasis is given to the application of knowledge and understanding, a fundamental activity in fostering “attitudes befitting useful and peaceful citizens and the skills for and commitment to lifelong learning which is the cornerstone of national economic development” (Preface to National Curriculum documents 2000 and 2002).

To achieve this end AKU-EB has brought together university academics, teacher trainers, writers of learning materials and above all, experienced teachers, in regular workshops and subject panel meetings.

AKU-EB provides copies of the examination syllabus to subject teachers in affiliated schools to help them in planning their teaching. It is the syllabus, not the prescribed text book which is the basis of AKU-EB examinations. In addition, the AKU-EB examination syllabus can be used to identify the training needs of subject teachers and to develop learning support materials for students. Involving classroom teachers in these activities is an important part of the AKU-EB strategy for improving the quality of learning in schools.

The Curriculum Wing of the Federal Ministry of Education has recently released new subject specifications and schemes of study which have been implemented since September, 2008. These documents are a major step forward towards a standards-related curriculum and have been welcomed by AKU-EB. Our current SSC syllabuses have been revised to ensure conformity with the National Curriculum.

We stand committed to all students entering the SSC course as well as those who have recently embarked upon the HSSC course in facilitating their learning outcome. Our examination syllabus document ensures all possible support.



Dr. Thomas Christie
Director,
Aga Khan University Examination Board
July 2009

1. Aims/Objectives of the National Curriculum (2007)¹

Aims

- develop ability to apply knowledge of Home Economics to relevant problem in every day life
- utilization of human and non-human resources to meet the needs of individuals, families and communities
- develop appropriate skills to meet needs and requirements in the areas of Home Economics

Objectives

- achieve a satisfying and functioning philosophy of life with emphasis on personal and family living
- develop a wholesome personality and the working out of satisfying human relationships
- broaden and enrich life
- acquire techniques and skills needed in immediate personal and home living, learning to use one's resources to attain the values set up as most work while in life
- finds one's relation to a place in the vocational world and prepare for it
- take account of rapid technological changes and the growth of scientific knowledge
- develop innovative, creative and original ideas through active investigations

2. Rationale of the AKU-EB Examination Syllabus

2.1 General Rationale

2.1.1 In 2007, the Curriculum Wing of the Federal Ministry of Education (MoE) issued a revised part-wise Scheme of Studies. All subjects are to be taught and examined in both classes IX and X. It is therefore important for teachers, students, parents and other stakeholders to know:

- (a) that the AKU-EB Scheme of Studies for its SSC examination (Annex) derives directly from the 2007 Ministry of Education Scheme of Studies;
- (b) which topics will be examined in Class IX and in Class X;
- (c) at which cognitive level or levels (Knowledge, Understanding, Application and other higher order skills) the topics and sub-topics will be taught and examined;

¹ Government of Pakistan (2007), *National Curriculum; Home Economics Classes IX-X*, Islamabad, Ministry of Education (Curriculum Wing)

- 2.1.2 This AKU-EB examination syllabus addresses these concerns. Without such guidance teachers and students have little option other than following a single textbook to prepare for an external examination. The result is a culture of rote memorization as the preferred method of examination preparation. The pedagogically desirable objectives of the National Curriculum which encourage “observation, creativity and other higher order thinking skills” are generally ignored. AKU-EB recommends that teachers and students use multiple teaching-learning resources for achieving the specific objectives of the National Curriculum reproduced in the AKU-EB examination syllabuses.
- 2.1.3 The AKU-EB examination syllabuses use a uniform layout for all subjects to make them easier for teachers to follow. Blank sheets are provided in each syllabus for writing notes on potential lesson plans. It is expected that this arrangement will also be found helpful by teachers in developing classroom assessments as well as by question setters preparing material for the AKU-EB external examinations. The AKU-EB aims to enhance the quality of education through improved classroom practices and improved examinations.
- 2.1.4 The Student Learning Outcomes (SLOs) in Section 3 start with command words such as list, describe, relate, explain, etc. The purpose of the command words is to direct the attention of teachers and students to specific tasks that candidates following the AKU-EB examination syllabuses are expected to undertake in the course of their subject studies. The examination questions will be framed using the same command words or the connotation of the command words to elicit evidence of these competencies in candidates’ responses. The definitions of command words used in this syllabus are given in Section 7. It is hoped that teachers will find these definitions useful in planning their lessons and classroom assessments.
- 2.1.5 The AKU-EB has classified SLOs under the three cognitive levels Knowledge (K), Understanding (U) and Application of knowledge and skills (A) in order to derive multiple choice questions and constructed response questions on a rational basis from the subject syllabuses ensuring that the intentions of the National Curriculum should be met in full. The weighting of marks to the Multiple Choice and Constructed Response Papers is also derived from the SLOs, command words and cognitive levels. In effect the SLOs derived from the National Curriculum determine the structure of the AKU-EB subject examination set out in Section 4 and 5.
- 2.1.6 Some topics from the National Curriculum have been elaborated and enriched for better understanding of the subject and/or to better meet the needs of students in the twenty-first century.

2.2. Specific Rationale of the AKU-EB Elements of Home Economics Examination Syllabus

- 2.2.1 Home Economics is an important discipline supporting the smooth functioning of the home which is the basic institution of any society. The study of Home Economics has gained recognition in the present age when rapid social changes are taking place in every sphere of life. The socio-cultural and socio-economic needs of our country demand the teaching of this subject especially at the age level of 14-16 years pertaining to classes IX-X.
- 2.2.2 Secondary education is a stage when modes of behaviour are taking shape and any change in attitudes at this level may affect the future life of students when they will play the responsible role of running a fully-fledged home.
- 2.2.3 The National Education Policy (1998-2010) objectives for Secondary Education include the following:
- 6.2.1 To prepare the students for the world of work, as well as pursuit of professional and specialized education;
 - 6.2.5 To prepare and make available such teaching and learning material which makes learning rewarding and attractive.
 - 6.2.6 To introduce a system of evaluation that emphasizes learning of concepts and discourages rote memorization. (p.41)
- 2.2.4 In line with national policies and the National Curriculum statement AKU-EB has developed this examination syllabus in Home Economics to fulfill the objectives of individual enrichment, family welfare and community betterment in keeping with the socio-cultural values of the society.
- 2.2.5 The content has been elaborated in terms of specific learning objectives that will help to broaden students' conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular care has been taken to recognize that in modern life Home Economics is no longer the concern of one gender alone. The subject is as relevant to boys as to girls.
- 2.2.6 Finally the SLOs encourage both teachers and students to concentrate on understanding and application rather than recall and rote memorization. As a further aid to this reorientation towards best practice, the sequence of the main topics has been changed to facilitate a deeper and more coherent understanding.

3. Topics and Student Learning Outcomes of the Examination Syllabus

Part I (Class IX)

Topic	Specific Learning Objectives		Cognitive Level ²		
			K	U	A
1. Introduction to Home Economics	Candidates should be able to:				
1.1 Definition of Home Economics	1.1.1	define Home Economics;	*		
1.2 Aims and Objectives of Home Economics	1.2.1	identify different areas of home economics i.e. food and nutrition, textile and clothing, human development, management of home and environment and art and design;	*		
	1.2.2	explain the interrelationship of all disciplines of home economics;		*	
1.3 Significance of Home Economics	1.3.1	demonstrate that home economics is concerned with physical health and mental well being of individuals;			*
	1.3.2	identify the role of home economics in socio-economic development of a community;	*		
	1.3.3	illustrate how home economics administer better management of resources at individual, family and community levels;			*
	1.3.4	describe how home economics prepare individuals as informed citizens and consumers;		*	
	1.3.5	describe some creative abilities and skills after studying home economics;		*	
	1.3.6	describe plans and skills achieved through home economics for income generation;		*	

² K=Knowledge, U=Understanding, A=Application (for explanation see section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions)

NOTES

				K	U	A
1.4	Relationship with other Subjects	1.4.1	relate knowledge of home economics to physical and mental development of an individual;		*	
		1.4.2	relate knowledge of home economics to the well being of the family;		*	
		1.4.3	explain how home economics is related to aspects of i. economics, ii. the Arts, iii. civics, iv. sociology, psychology, as studies of social relationships, v. population, education, vi. chemistry and the biological sciences;		*	
1.5	Roles and Responsibilities of Home Economist in Family and Community	1.5.1	describe how home economics prepares individuals for a profession;		*	
		1.5.2	discuss the socio-economic roles of an individual in a family;		*	
		1.5.3	discuss the contribution of home economics to family living;		*	
		1.5.4	discuss the importance of home economics for community development;		*	
		1.5.5	illustrate how home economics develops and promotes leadership qualities.			*
2. Food and Nutrition		Candidates should be able to:				
2.1	Definition of Food and Nutrition	2.1.1	define food;	*		
		2.1.2	define nutrition;	*		
		2.1.3	define nutrients;	*		
2.2	Effects of Malnutrition	2.2.1	define malnutrition;	*		
		2.2.2	discuss how malnutrition effects the physical development of an individual;		*	

NOTES

			K	U	A	
2.3	Functions of Food	2.3.1 2.3.2	list the basic functions of food; describe the role of food i. as a source of energy, ii. in preventing diseases, iii. in tissue building and maintenance;	*	*	
2.4	Study of Basic Nutrients	2.4.1 2.4.2 2.4.3 2.4.4 2.4.5 2.4.6	identify basic nutrients; explain why we need nutrients ; discuss role of nutrients in the human body; identify the best food sources of each nutrient; discuss how nutrients help in improving health; discuss the specific effects of using too much or too little of different nutrients;	*	*	
2.5	Diet and Health	2.5.1 2.5.2 2.5.3 2.5.4 2.5.5 2.5.6	define health; discuss the role of diet in maintaining health; explain minimum intake of nutrients; relate intake of nutrition to good health; describe the relationship between diet and physical activity; describe the relationship of malnutrition and diet;	*	*	
2.6	Dietary Reference Values	2.6.1 2.6.2 2.6.3 2.6.4	define 'Dietary Reference Values' (Recommended Dietary allowances); explain the nutritional disorders related to food shortage (famine); illustrate why the DRVs (Dietary Reference Values) are different for particular groups in the population; discuss the nutritional needs of the age groups,12-16 years olds.	*	*	*

NOTES

			K	U	A
3. Understanding of Food and Diet		Candidates should be able to:			
3.1	Definition of Balanced Diet	3.1.1	describe a balanced diet with examples;		*
		3.1.2	differentiate between a balanced and unbalanced diet;		*
		3.1.3	define 'junk food';	*	
3.2	Basic Food Groups	3.2.1	list basic food groups;	*	
		3.2.2	describe five basic food groups;		*
		3.2.3	illustrate the pyramid of basic food groups;		*
		3.2.4	identify food groups as sources of nutrients;	*	
3.3	Nutritional Needs of Individuals	3.3.1	define nutritional needs;	*	
		3.3.2	identify factors affecting nutritional needs;	*	
		3.3.3	identify the nutritional needs of different age groups (infancy and preschool, school age and adolescence, pregnancy and lactation);	*	
		3.3.4	explain the selection of food to meet nutritional needs of individual.		*
4. Food Preparation		Candidates should be able to:			
4.1	Cooking	4.1.1	describe appropriate methods of preparing food;		*
		4.1.2	illustrate different cooking methods (dry, moist, frying, microwave);		*
		4.1.3	identify cooking practices to minimize nutrient loss;	*	
4.2	Serving	4.2.1	describe how to serve food properly;		*
		4.2.2	discuss appropriate food service methods;		*
		4.2.3	demonstrate how to set an attractive table for mealtime;		*
		4.2.4	differentiate between proper and improper eating manners;		*
		4.2.5	describe the importance for cleanliness in food service;		*

NOTES

			K	U	A
4.3	Storing	4.3.1 describe the principles of food storage; 4.3.2 discuss why food must be properly stored; i. to prevent wastage ii. to minimize nutrient losses iii. to minimize health hazards; 4.3.3 identify different kinds of food storage; 4.3.4 discuss correct storage procedures; 4.3.5 describe proper care of refrigerator and freezer;	*	* *	
4.4	Measures for Kitchen Safety	4.4.1 detect various hazards that occur in the kitchen; 4.4.2 discuss safety practices to prevent accidents in the kitchen; 4.4.3 describe the safety measures taken during food preparation in the kitchen; 4.4.4 list the preventive steps required to control the minor accidents in a kitchen.	*	* *	*
5. Introduction to Child Care and Development		Candidates should be able to:			
5.1	Meaning and Definition of Human Development	5.1.1 define growth and development; 5.1.2 define human development;	* *		
5.2	Significance of Studying Human Development	5.2.1 explain the significance of studying human development; 5.2.2 describe growth patterns of human beings; 5.2.3 predict expected growth and development at specific ages; 5.2.4 list factors influencing growth and development; 5.2.5 discuss the role of genetics and environment on development; 5.2.6 describe the impact of proper development on human health and well-being;	*	* * * *	

NOTES

				K	U	A
5.3	Principles of Growth and Development	5.3.1 5.3.2	differentiate between growth and development; explain the principles of growth and development.		*	*
6. Developmental Characteristics		Candidates should be able to:				
6.1	Introduction	6.1.1 6.1.2	summarize different areas of development; list stages of development;	*	*	
6.2	Neonatal Stage	6.2.1 6.2.2	define neo-natal period; explain the stages of child development during neonatal period;	*	*	
6.3	Infancy	6.3.1 6.3.2	define infancy; discuss the stages of child development during infancy;	*	*	
6.4	Early Childhood	6.4.1 6.4.2	define early childhood; describe the development of the child during early childhood;	*	*	
6.5	Late Childhood	6.5.1 6.5.2	define late childhood; describe the development of the child during late childhood;	*	*	
6.6	Adolescence	6.6.1 6.6.2 6.6.3	define adolescence; describe the development of the child during adolescence; discuss the problems that arise during adolescence.	*	*	*

NOTES

				K	U	A
7. Behavioral Problems of Children		Candidates should be able to:				
7.1	Definition and Types of Behavioral Problems	7.1.1 7.1.2 7.1.3	define behavior; define behavioral problems; differentiate between normal and deviant behavior;	*	*	*
7.2	Reasons of Behavioral Problems	7.2.1 7.2.2 7.2.3 7.2.4 7.2.5	identify types of behavioral problems; discuss why behavioral problems arise; explain role of parents in causing behavioral problems; describe the role of siblings leading to behavioral problems; describe the role of friends, classmates and teachers leading to behavioral problems;	*	*	*
7.3	Avoidance and Handling of Behavioral Problems	7.3.1 7.3.2 7.3.3 7.3.4	explain ways to reinforce positive behavior in children; describe how to avoid negative behavior; explain the role of parents, siblings and peers in identifying the behavioral problems; suggest appropriate ways of handling children with behavioral problems.		*	*
8. Role of Family and Community in Human Development		Candidates should be able to:				
8.1	Parent-Child Relationship	8.1.1 8.1.2 8.1.3	explain the importance of healthy parent-child relationship; discuss the effects of different types of parenting (authoritarian, permissive, neglecting); explain effects of parent-child relationship on the development of the child;		*	*

NOTES

			K	U	A
8.2 Sibling Relationship	8.2.1	describe normal sibling relationship;		*	
	8.2.2	relate the effects of sibling relations on the development of personality;		*	
	8.2.3	discuss the role of parents in developing healthy sibling relations;		*	
8.3 Peer Relationship	8.3.1	discuss peer relationship;		*	
	8.3.2	describe the negative and positive effects of peer pressures;		*	
	8.3.3	illustrate the effect of bullying in the school on children;			*
	8.3.4	suggest ways to tackle bullying in the school on children;			*
8.4 Role of Caretaker	8.4.1	discuss the role of care takers (family members, maid, day care staff and teachers);		*	
	8.4.2	identify the duties and responsibilities of caretaker;	*		
	8.4.3	discuss the impact of caretakers on child and family development;		*	
	8.4.4	identify the duties and responsibilities of caretaker in relation to old age.	*		

NOTES

Part II (Class X)

Topic	Specific Learning Objectives		Cognitive Level ³		
			K	U	A
9. Introduction to Textiles and Clothing	Candidates should be able to:				
9.1 Definition and Importance of Textiles and Clothing	9.1.1 9.1.2 9.1.3 9.1.4	define textile; define clothing; differentiate between textile and clothing; explain the importance of studying textile and clothing;	*	*	*
9.2 Fibres	9.2.1 9.2.2 9.2.3 9.2.4	define fiber; list categories of fibers; define textile fibres; identify textile fibres through different techniques;	*	*	*
9.3 Classification and Characteristics of Textile Fibres	9.3.1 9.3.2	classify textile fibres into different categories; describe the characteristics of textile fibres;		*	*
9.4 Study of Fabrics Available in the Market Pure and Blends	9.4.1 9.4.2 9.4.3 9.4.4	define fabrics; identify different types of fabrics; classify different fabrics available in the market; identify fabrics required for different seasons.	*	*	*

³ K=Knowledge, U=Understanding, A=Application (for explanation see section 7: Definition of command words used in Student Learning Outcomes and in Examination Questions)

NOTES

			K	U	A
10. Dress Making		Candidates should be able to:			
10.1	Equipment of Tailoring	10.1.1	list the equipment needed for tailoring;	*	
		10.1.2	label the parts of sewing machine;	*	
		10.1.3	discuss handling and care of sewing equipment;		*
10.2	Tailoring Principles	10.2.1	define tailoring;	*	
		10.2.2	describe basic principles of tailoring;		*
10.3	Guidelines for Selection for Materials and Design	10.3.1	discuss the importance of selecting proper equipment for tailoring;		*
		10.3.2	describe proper procedures to tailor different materials;		*
		10.3.3	describe the selection of fabrics in accordance to;		*
			i. design		
			ii. usage		
		10.3.4	describe the selection of proper thread in accordance with the fabrics;		*
		10.3.5	demonstrate taking correct body measurements;		*
		10.3.6	demonstrate the basic principles of cutting;		*
		10.3.7	describe the principles of dress designs;		*
		10.3.8	discuss the selection of dress design to suit different personality types;		*
		10.3.9	describe the principles of choosing dress for different events / persons.		*

NOTES

			K	U	A	
11. Clothing Requirements of Different Age Groups		Candidates should be able to:				
11.1	Factors Effecting Clothing Requirements	11.1.1 11.1.2 11.1.3	list factors influencing selection of clothes; evaluate the significance of various factors; describe clothing requirement for different age groups;	*	*	*
11.2	Suitability of Materials of Different Age Groups	11.2.1 11.2.2 11.2.3	demonstrate the suitability of different designs and material type for different age groups; describe the selection of materials for different age groups according to climate conditions and occasions; describe the selection criteria and purchase of attractive, well-made durable clothes;		*	*
11.3	Alteration and Remodeling of Clothes	11.3.1	list down factors influencing the need of remodeling or alteration of clothes.	*		
12. Introduction to Management		Candidates should be able to:				
12.1	Concepts of Management	12.1.1 12.1.2 12.1.3 12.1.4	define management; explain the process of management; describe the importance of management; discuss the process of decision making in family setting;	*	*	*
12.2	Values, Goals ad Standards	12.2.1 12.2.2 12.2.3 12.2.4	define values, goals and standards; illustrate the types of goals and values; explain the importance of values and goals in family decision making; differentiate between realistic and unrealistic goals;	*	*	*

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			K	U	A	
12.3	Management of <ul style="list-style-type: none"> • Resources • Time • Money • Energy 	12.3.1 12.3.2 12.3.3 12.3.4 12.3.5	classify different types of resources; plan time management for individuals and family; discuss the process of money management to meet family needs; discuss the utilization of human resources to the maximum; suggest practices in different social circumstances to generate income to improve management of the home.		* * *	 * *
13. Environment and Management		Candidates should be able to:				
13.1	Healthy Environment	13.1.1 13.1.2 13.1.3 13.1.4	define environment; explain the importance of environment; discuss the types of pollution (water, noise and air); suggest ways to reduce pollution;	*	 * *	 *
13.2	Sanitation and Waste Management	13.2.1 13.2.2 13.2.3 13.2.4 13.2.5	define sanitation; define waste management; describe the importance of sanitation and waste management; discuss the ways of waste management; explain the methods of sanitation;	* *	 * * *	
13.3	Safety in the Home	13.3.1 13.3.2	discuss the importance of safety measures; discuss the safety areas required for home and family.		* *	

NOTES

				K	U	A
14. Art and Design		Candidates should be able to:				
14.1	Understanding Design	14.1.1 14.1.2	define art; define design;	*	*	
14.2	Understanding Elements and Principles of Design	14.2.1	discuss the elements and principles of design;		*	
14.3	Design and Creativity	14.3.1	demonstrate the relation of art to home and environment.			*
15. Art in Everyday Life		Candidates should be able to:				
15.1	Application of Design in Clothing	15.1.1	explain the importance of design in clothing;		*	
15.2	Application of Design in the Home and Environment	15.2.1 15.2.2	discuss the role of art in interior of home; apply art for the improvement of the environment;		*	*
15.3	Application of Design in Food Presentation	15.3.1	discuss the elements and principles of art used in the presentation of food;		*	

NOTES

4. Scheme of Assessment

Class IX

Table 1: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
1.	Introduction to Home Economics	5	3	11	3	17
2.	Food and Nutrition	6	9	13	1	23
3.	Understanding of Food and Diet	3	6	4	1	11
4.	Food Preparation	4	3	11	3	17
5.	Introduction to Child Care and Development	3	3	7	0	10
6.	Developmental Characteristics	6	6	7	0	13
7.	Behavioral Problems of Children	3	3	8	1	12
8.	Role of Family and Community in Human Development	4	2	10	2	14
	Total	34	35	71	11	117
	Percentage		30	61	09	100

Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
1.	Introduction to Home Economics	5	4	4	0	8
2.	Food and Nutrition	6	7	8	0	15
3.	Understanding of Food and Diet	3	6	6	5	17
4.	Food Preparation	4				
6.	Developmental Characteristics	6	7	6	5	18
7.	Behavioral Problems of Children	3				
5.	Introduction to Child Care and Development	3	6	6	5	17
8.	Role of Family and community in Human Development	4				
	Total	34	30	30	15	75

Table 3: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
1.	Introduction to Home Economics	MCQs 4 @ 1 Mark CRQ 1 @ 4 Marks			8
2.	Food and Nutrition	MCQs 7 @ 1 Mark CRQ 1 @ 8 Marks			15
3.	Understanding of Food and Diet	MCQs 6 @ 1 Mark CRQ 1 @ 6 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			17
4.	Food Preparation				
6.	Developmental Characteristics	MCQs 7 @ 1 Mark CRQ 1 @ 6 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			18
7.	Behavioral Problems of Children				
5.	Introduction to Child Care and Development	MCQs 6 @ 1 Mark CRQ 1 @ 6 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			17
8.	Role of Family and Community in Human Development				
Total		MCQs 30	CRQs 30	ERQs 15	75

* Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.

Class X

Table 4: Number of Student Learning Outcomes by Cognitive Level

Topic No.	Topics	No. of Sub-topics	SLOs			Total
			K	U	A	
9.	Introduction to Textiles and Clothing	4	9	5	0	14
10.	Dress Making	3	3	9	2	14
11.	Clothing Requirements of Different Age Groups	3	2	3	2	7
12.	Introduction to Management	3	2	8	3	13
13.	Environment and Management	3	3	7	1	11
14.	Art and Design	3	2	1	1	4
15.	Art in Everyday Life	3	0	3	1	4
	Total	22	21	36	10	67
	Percentage		31	54	15	100

Table 5: Allocation of Marks for the Multiple Choice Questions (MCQs), Constructed Response Questions (CRQs) and Extended Response Questions (ERQs)

Topic No.	Topics	No. of Sub-topics	Marks			Total
			Multiple Choice Questions	Constructed Response Questions	Extended Response Questions	
9.	Introduction to Textiles and Clothing	4	4	8	0	12
10.	Dress Making	3	8	8	5	21
11.	Clothing Requirements of Different Age Groups	3				
12.	Introduction to Management	3	10	6	5	21
13.	Environment and Management	3				
14.	Art and Design	3	8	8	5	21
15.	Art in Everyday Life	3				
	Total	22	30	30	15	75

Table 6: Paper Specifications

Topic No.	Topics	Marks Distribution			Total Marks
9.	Introduction to Textiles and Clothing	MCQs 4 @ 1 Mark CRQ 1 @ 8 Marks			12
10.	Dress Making	MCQs 8 @ 1 Mark CRQ 1 @ 8 Marks *ERQ 1 @ 5 Marks Choose any ONE from TWO			21
11.	Clothing Requirements of Different Age Groups				
12.	Introduction to Management	MCQs 10 @ 1 Mark CRQ 1 @ 6 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			21
13.	Environment and Management				
14.	Art and Design	MCQs 8 @ 1 Mark CRQ 1 @ 8 Marks ERQ 1 @ 5 Marks Choose any ONE from TWO			21
15.	Art in Everyday Life				
	Total	MCQs 30	CRQs 30	ERQs 15	75

* Extended response questions (ERQs) will require answers in more descriptive form. The answers will be in a paragraph rather than a word or a single sentence.

- 4.1 Tables 1 and 4 summarize the number and nature of SLOs in each topic in classes IX and X. This will serve as a guide in the construction of the examination paper. It also indicates that more emphasis has been given to Understanding (61% and 54%), Application and higher order skills (9% and 15%) to discourage rote memorization. Tables 1 and 4 however do not translate directly into marks.
- 4.2 There will be two examinations, one at the end of Class IX and one at the end of Class X.
- 4.3 In each class, the theory paper will be in two parts: paper I and paper II. Both papers will be of duration of 3 hours.
- 4.4 Paper I theory will consist of 30 compulsory, multiple choice items. These questions will involve four response options.
- 4.5 Paper II theory will carry 45 marks and consist of a number of compulsory, constructed response questions and a number of extended response questions. Each extended response question will be presented in an either/or form.
- 4.6 All constructed response questions will be in a booklet which will also serve as an answer script.

5. Teaching-Learning Approaches and Classroom Activities

- The teaching learning approaches should be student-centered. Teachers should enter into partnership with the students in the whole learning process. Each child's self image as a learner should be well protected, especially when classroom discussions brings the socio-cultural values of the home and the community into high relief.
- Learning should be activity based wherever possible. Some SLOs explicitly require that students bring their own experience and informal researches to the classroom which they can share with others.
- Rote-learning of the concepts and principles of Home Economics should not be encouraged. Teachers should try to develop questions requiring comprehension and higher order skills like application.
- The content has been elaborated in terms of specific learning objectives that will help to broaden student's conceptual understanding and learning of life skills directly relevant to meeting the challenges of 21st century. In particular, care has been taken to recognize the modern life: Home Economics is no longer the concern of one gender alone. The subject is as relevant to boys as to girls.
- Finally, SLOs encourage both teachers and students to concentrate on understanding and application rather than recall and rote learning. The sequence of the topics has been developed to facilitate a deeper and more coherent understanding.

6. Recommended Texts and Reference Materials

1. Tull, A. (1997). *Food and Nutrition*. Spain: Oxford University Press.
2. Goldstein, H. I (1954). *Art in Everyday Life*. New York: Macmillan.
3. Beitler and Lockhart (1984). *Design for you*. Melbourne: Krieger Publishing Company.
4. Editor Sameen, T.A (2003). *Textbook of Home Economics for Intermediate, Parts 1 and 2*. Lahore: Aziz Publishers Urdu Bazar.
5. Akhtar, Ayesha and Mehmooda, Ghulam Husain. (2007) *Intizam-e-Amor-e-Khana Dari for Classes IS-X*. Peshawar: N.W.F.P Textbook Board.
6. Faqiha Abbas Sajida Ejaz. *A textbook of Home Economics First Edition, Class IX & X*. Lahore: Star Book Binders.

Websites

http://books.google.com.pk/books?id=W_h3CZIJnlcC&printsec=frontcover#v=onepage&q&f=false

<http://books.google.com.pk/books?id=OEYwPbGnzQMC&printsec=frontcover#v=onepage&q&f=false>

7. Definition of Cognitive Levels and Command Words

7.1 Definition of Cognitive Levels

Knowledge

This requires knowing and remembering facts and figures, vocabulary and contexts, and the ability to recall key ideas, concepts, trends, sequences, categories, etc. It can be taught and evaluated through questions based on: who, when, where, what, list, define, describe, identify, label, tabulate, quote, name, state, etc.

Understanding

This requires understanding information, grasping meaning, interpreting facts, comparing, contrasting, grouping, inferring causes/reasons, seeing patterns, organizing parts, making links, summarizing, solving, identifying motives, finding evidence, etc. It can be taught and evaluated through questions based on: why, how, show, demonstrate, paraphrase, interpret, summarize, explain, prove, identify the main idea/theme, predict, compare, differentiate, discuss, chart the course/direction, report, solve, etc.

Application

This requires using information or concepts in new situations, solving problems, organizing information and ideas, using old ideas to create new ones, generalizing from given facts, analyzing relationships, relating knowledge from several areas, drawing conclusions, evaluating worth, etc. It can be taught and evaluated through questions based on: differentiate, analyze, show relationship, propose an alternative, prioritize, give reasons for, categorize, illustrate, corroborate, compare and contrast, create, design, formulate, integrate, rearrange, reconstruct/recreate, reorganize, predict consequences etc.

7.2 Definition of Command Words

Knowledge

- Define:** Only a formal statement or equivalent paraphrase is required. No examples need to be given.
- Identify:** Describe with specific examples of how a given term or concept is applied in daily life.
- Label:** To distinguish by introducing a label, to mark the specific from general.
- List:** Requires a number of points, generally each of one word, with no elaboration. Where a given number of points are specified, this should not be exceeded.

Understanding

- Classify:** To state a basis for categorization of a set of related entities and assign examples to categories.
- Differentiate:** To identify those characteristics which always or sometimes differentiate two categories.
- Describe:** To state in words (using diagrams where appropriate) the main points of the topic. It is often used with reference either to particular phenomena or to particular experiments. In the former instance, the term usually implies that the answer should include reference to (visual) observations associated with the phenomena.
- Discuss:** To give a critical account of the points involved in the topic.
- Explain:** Make an idea, situation or problem clear by describing it in detail revealing relevant data or facts.
- Predict:** Give an expected result.
- Relate:** To describe how things are dependent upon, follows from or is part of another.
- Summarise:** Identify/review the main points, relevant factors and/or arguments so that these are explained in a clear and concise manner.

Application

- Apply:** Use an idea, equation, principle, theory or law in a new situation to solve problems.
- Demonstrate/
Carry out/
Design:** To show how a thing is related to another, usually it is reference to theory but sometimes it is by physical manipulation or experiment.
- Detect:** Examine systematically a situation or a problem in order to come to a rational conclusion.

- Evaluate:** Assess the implications and limitations; make judgements based on given criteria.
- Illustrate:** Clarify by giving examples with the help of diagram.
- Plan:** Prepare to conduct an exercise.
- Suggest:** Make a judgment and give some support or reason for your suggestion.

SSC Scheme of Studies⁴

AKU-EB as a national board offers SSC and HSSC qualifications for both English and Urdu medium schools. The revised SSC Scheme of Studies issued by the Curriculum Wing was implemented from September 2007. Accordingly, each SSC subject will be taught across both the classes IX and X. The Science and Humanities group subjects are offered at SSC level. The marks allocated to subjects in the revised National Scheme of Studies of September 2007 have been followed.

SSC I and II (Class IX and X) subjects on offer for examination

SSC Part-I (Class IX) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-I	75	-	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	-	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	-	*30	English / Urdu
Pakistan Studies-I	*45	-	*45	English / Urdu
Mathematics-I	75	-	75	English / Urdu
Physics-I	65	10	75	English / Urdu
Chemistry-I	65	10	75	English / Urdu
Biology-I OR Computer Science-I	65	10	75	English / Urdu English
Total:	*495	30	*525	

SSC Part-II (Class X) Science Group

Subjects	Marks			Medium
	Theory	Practical	Total	
English Compulsory-II	75	-	75	English
Urdu Compulsory-II OR Sindhi ^a OR History and Geography of Pakistan-II ^b	75	-	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	-	*45	English / Urdu
Pakistan Studies-II	*30	-	*30	English / Urdu
Mathematics-II	75	-	75	English / Urdu
Physics-II	65	10	75	English / Urdu
Chemistry-II	65	10	75	English / Urdu
Biology-II OR Computer Science-II	65	10	75	English / Urdu English
Total:	*495	30	*525	

- Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.
 - Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.
 - For non-Muslim candidates only.
- * The above will be implemented in
SSC Part I 2013 Examinations and onwards
SSC Part II 2014 Examinations and onwards

⁴ Government of Pakistan September 2007. *Scheme of Studies for SSC and HSSC (Classes IX-XII)*. Islamabad: Ministry of Education, Curriculum Wing.

SSC Part-I (Class IX) Humanities Group

Subjects	Marks	Medium
English Compulsory-I	75	English
Urdu Compulsory-I OR Urdu Aasan ^a OR History and Geography of Pakistan-I ^b	75	Urdu Urdu English
Islamiyat-I OR Ethics-I ^c	*30	English / Urdu
Pakistan Studies-I	*45	English / Urdu
General Mathematics-I	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-I		English / Urdu
2. General Science-I		English / Urdu
3. Computer Science-I (65+10 practical)		English
4. Economics-I		English / Urdu
5. Civics-I		English / Urdu
6. **History of Pakistan-I		English / Urdu
7. **Elements of Home Economics-I		English / Urdu
8. **Food and Nutrition-I (65+10 practical)		English / Urdu
9. **Art & Model Drawing-I		English
10. **Business Studies-I		English
11. **Environmental Studies-I		English
Total:	*525	

SSC Part-II (Class X) Humanities Group

Subjects	Marks	Medium
English Compulsory-II	75	English
Urdu Compulsory-II OR Sindhi ^a History and Geography of Pakistan-II ^b OR	75	Urdu Sindhi English
Islamiyat-II OR Ethics-II ^c	*45	English / Urdu
Pakistan Studies-II	*30	English / Urdu
General Mathematics-II	75	English / Urdu
Any three of the following Elective Subjects	225 (75 each)	
1. **Geography-II		English / Urdu
2. General Science-II		English / Urdu
3. Computer Science-II (65+10 practical)		English
4. Economics-II		English / Urdu
5. Civics-II		English / Urdu
6. **History of Pakistan-II		English / Urdu
7. **Elements of Home Economics-II		English / Urdu
8. **Food and Nutrition-II (65+10 practical)		English / Urdu
9. **Art & Model Drawing-II		English
10. **Business Studies-II		English
11. **Environmental Studies-II		English
Total:	*525	

SSC Part-I and Part-II (Class IX-X) (Additional Subjects)

SSC Part I	SSC Part II	Marks	Medium
1. **Literature in English-I ^d	1. **Literature in English-II ^d	75 each	English
2. **Commercial Geography-I ^d	2. **Commercial Geography-II ^d		English
3. **Additional Mathematics-I ^d	3. **Additional Mathematics-II ^d		English

a. Candidates from the province of Sindh may appear in "Urdu Aasan" in SSC Part I and in "Sindhi" in Part II examination.

b. Foreign students may opt HISTORY and GEOGRAPHY OF PAKISTAN in lieu of Urdu Compulsory, subject to the Board's approval.

c. For non-Muslim candidates only.

d. Subject will be offered as Additional Subject.

* The above will be implemented in

SSC Part I 2013 Examinations and onwards

SSC Part II 2014 Examinations and onwards

****These subjects are offered ONLY in the May examination.**