



MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HOME MANAGEMENT AND DESIGN SYLLABUS

FORMS 5 - 6

2015 - 2022

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1.0 PREAMBLE

1.1 Introduction

The Home Management and Design syllabus for forms 5 and 6 is a two year course that equips the learner with enterprising skills in hospitality and interior and exterior decoration. It aims at producing a learner with societal norms and values (Unhu / Ubuntu / Vumunhu). The syllabus encompasses the learning and mastering of knowledge and skills which enable the learner to become a productive citizen who will adapt to a rapidly changing technological world.

1.2 Rationale

The Home Management and Design syllabus is for personal development, self-sustenance, technical expertise in hospitality, interior and exterior decoration and employment creation regardless of gender. The syllabus provides an opportunity to utilize traditional and modern technology for developing skills necessary for meeting the demands of today's world. Learners develop practical skills which can be used as sources of income through self-employment and other avenues of self-reliance. This learning area will lead to strengthening of small and medium enterprises, management of environment, hosting of functions and human relationships with the family, community and the world at large. Emphasis is placed on active learning through problem solving and decision making.

1.3 Summary of Content

The Home Management and Design syllabus covers theoretical and practical aspects in areas such as hospitality and interior and exterior decoration. The two year learning phase seeks to develop the following skills and values:

- Enterprising
- Creativity
- Critical thinking
- Problem solving
- Ability to plan and organise
- Psychomotor
- Communication
- Technological
- Managerial
- Initiative
- Respect (Unhu/Ubuntu/Vumunhu)
- Gender sensitivity

- Team building
- Interpersonal relationships
- Innovation
- Diversity
- Transparency and Accountability
- Research

1.4 Assumptions

It is assumed that learners:

- are familiar with interior and exterior designs at home and at different functions such as weddings, bira and lobola ceremonies, parties and conferences
- have knowledge about the use of technological gadgets and other equipment found in the home and catering services
- are aware of social, cultural and therapeutic implications of various diets
- have scientific knowledge of detergents and water
- are aware of small and medium enterprising activities

1.5 Cross Cutting Themes

This course will help learners to develop an appreciation of:

- Gender sensitivity
- Sexuality, HIV/AIDS education
- Heritage studies
- Disaster risk management
- Child protection
- Environmental issues
- Human rights
- Enterprising skills
- Financial literacy

2.0 PRESENTATION OF SYLLABUS

The Home Management and Design syllabus for Forms 5 and 6 consists of the preamble, rationale, summary of content, assumptions, cross cutting themes, aims, objectives, topics, methodology, time allocation, scope and sequence and competency matrix. The syllabus has background knowledge from Forms 1 to 4 which forms a basis for Form 5 and 6 on enterprising, hospitality, interior and exterior decoration. It is expected that learners would have been exposed to the necessary knowledge

and skills during the first four years of the secondary school programme.

3.0 AIMS

The syllabus aims to help learners to:

- 3.1 develop enterprising skills through knowledge and skills in the study of hospitality and interior and exterior decoration.
- 3.2 promote design and creativity through problem solving to achieve sustainable human development.
- 3.3 acquire knowledge and skills required in the use of appropriate indigenous and technological gadgets.
- 3.4 appreciate scientific principles applicable in the learning area.
- 3.5 develop critical thinking, innovative skills and abilities in an increasingly globalised and competitive environment
- 3.6 appreciate health, safety, social, cultural and economic issues that influence their daily interaction

4.0 OBJECTIVES

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

- 4.1 display enterprising skills in practical and business aspects.
- 4.2 apply principles of financial management
- 4.3 demonstrate practical skills in the production of articles for use in interior and exterior decoration.
- 4.4 operate different indigenous and technological gadgets.
- 4.5 create a non-restrictive environment for interior and exterior decoration.
- 4.6 perform experiments in applied science activities.
- 4.7 demonstrate skills and competencies in design.
- 4.8 showcase practical skills through display of projects / exhibitions.
- 4.9 practise etiquette skills in different situations.
- 4.10 demonstrate skills in research on identified business opportunities
- 4.11 participate in school, cluster, district, provincial and national functions
- 4.12 exercise environmental, health and safety standards

- 4.13 apply skills and attitudes necessary for job creation and self-reliance

5.0 METHODOLOGY AND TIME ALLOCATION

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

- Research
- e-Learning
- Presentations
- Projects
- Experiments
- Educational Tours
- Discussions
- Simulation and modelling
- Videos and film shows
- Demonstrations
- Community participation
- Group work
- Debates
- Drama
- Role play
- Games (quiz or puzzle)
- Exhibits
- Internship / attachment

The above suggested methods should be underpinned on the principles of concreteness, individualisation, totality, stimulation and self-activity to meet the diverse needs of the learner.

TIME ALLOCATION

For the successful coverage of this syllabus, it is recommended that a minimum of 10 periods per week of 35 or 40 minutes per period should be allocated to the subject. The timetable should be arranged to allow for at least two sessions to run for four consecutive periods in order to facilitate practical activities. The remaining two periods should be used for the theoretical aspect of the syllabus. The learners should conduct at least one educational tour per term, two seminars per year, two weeks attachment during the August holiday whilst in Form 5 and two weeks attachment in Form 6 during the April holiday. The learner is expected to conduct an exhibition at least once per year.

6.0 TOPICS

6.1 Hospitality

6.2 Enterprising

6.3 Interior and exterior decoration

6.4 Household materials

6.5 Health and safety

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 5	FORM 6
7.1 Hospitality	<ul style="list-style-type: none"> Entertainment, hostess and host, guest, waiter, waitress Receiving guests Meals and food services Table arrangements and etiquette 	<ul style="list-style-type: none"> Planning for functions Entertainment Meal services Table arrangements and etiquette
7.2 Enterprising	<ul style="list-style-type: none"> Project proposal Budgeting Costing Financial records Careers in home management and design 	<ul style="list-style-type: none"> Merchandising Financial records
7.3 Interior and Exterior Decoration	<ul style="list-style-type: none"> Principles of design Elements of design Landscaping Soft furnishings Equipment Surfaces 	<ul style="list-style-type: none"> Flower arrangement Landscaping Interior and exterior decorations
7.4 Household materials	<ul style="list-style-type: none"> Household linen Choice, use and care of household linen Laundrying household linen Textiles suitable for decorations 	<ul style="list-style-type: none"> Artefacts suitable for decoration Technological gadgets
7.5 Health and Safety	<ul style="list-style-type: none"> Grooming Environmental and human safety 	<ul style="list-style-type: none"> Refuse management Food contamination and poisoning
7.6 Applied Science	<ul style="list-style-type: none"> Water Detergents Heat and heat transfer 	<ul style="list-style-type: none"> Ventilation and Lighting

8.0 COMPETENCY MATRIX

8.1 FORM 5

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, skill and knowledge)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
8.1.1 Hospitality	<ul style="list-style-type: none"> explain entertainment, hostess /host, guest, waiter /waitress evaluate types of entertainment (traditional and modern) perform the duties and responsibilities of hostess/host determine types of meal services differentiate table layouts / settings practise etiquette 	<ul style="list-style-type: none"> Entertainment Duties and responsibilities of the hostess / host and waiter/ waitress Meal services Table arrangement layouts / settings Etiquette (Unhu/Ubuntu/ 	<ul style="list-style-type: none"> Discussing key terms such as entertainment, hostess / host, guest, waiter/ waitress, meal services Determining types of entertainment suitable for a specific event Role playing duties of hostess / host, waiter/ waitress and etiquette Visiting local traditional and modern food service organisations Differentiating table layouts and settings 	<ul style="list-style-type: none"> Magazines Charts Technological tools Resource person(s) Tables and linen Decorative items

		<ul style="list-style-type: none"> • Vumunthu) 		
<p>8.1.2 Enterprising</p> <ul style="list-style-type: none"> • identify business opportunities • analyse research findings • draw up a project proposal • explain the value of a budget • demonstrate budgeting skills • draw up financial records 	<ul style="list-style-type: none"> • Business opportunities in; <ul style="list-style-type: none"> - catering interior and exterior décor - landscaping • Scoring sheets • Budgeting • Income and expenditure • Running cost • Reconciliation of financial records 	<ul style="list-style-type: none"> • Carrying out a market survey • Drawing up research findings • Justifying proposed project • Drawing up a budget for different events • Making entries in the financial records 		<ul style="list-style-type: none"> • Stakeholders • Technological tools • Resource person(s) • Media • Financial books

	<ul style="list-style-type: none"> • assess potential risk in business 	<ul style="list-style-type: none"> • Risk in business 	<ul style="list-style-type: none"> • Estimating risk 	
<p>8.1.3 Interior and Exterior Decoration</p>	<ul style="list-style-type: none"> • explain the principles and elements of design • apply elements and principles of design • distinguish types of soft furnishings • design various types of soft furnishings • evaluate designs and decorations • demonstrate interior and exterior decoration skills in given area(s) • Determine surfaces for various areas 	<ul style="list-style-type: none"> • Principles of design • Elements of design • Soft furnishings • Landscaping • Floor, walls and table surfaces 	<ul style="list-style-type: none"> • Discussing principles and elements of design • Constructing soft furnishings • Assessing designs and decorations • Selecting suitable surfaces for events • Landscaping • Decorating different areas • Decorating community functions 	<ul style="list-style-type: none"> • Resource person(s) • ICT • Video and films • Educational tours • Decorating materials • Print media • Brochure • Plants • Land

<p>8.1.4 Household linen</p>	<ul style="list-style-type: none"> distinguish between types of household linen discuss the choice, use and care of household linen explain textiles suitable for entertainment demonstrate laundry processes 	<ul style="list-style-type: none"> Types of household linen Care of household linen Textiles for household linen Laundry processes 	<ul style="list-style-type: none"> Classifying household linen Explaining the choice, use and care of household linen Describing textiles suitable for entertainment Laundering household linen 	<ul style="list-style-type: none"> ICT tools Laundry agents Laundry equipment Brochures/ flyers Resource person(s)
<p>8.1.5 Health and Safety</p>	<ul style="list-style-type: none"> identify health hazards describe how to prevent health hazards analyse safety standards 	<ul style="list-style-type: none"> Health hazards: <ul style="list-style-type: none"> - accidents - intoxication - food contamination and poisoning - asphyxia - electrocution Safety: <ul style="list-style-type: none"> - national and international food safety legislation - Hazard Analysis Critical Control Point (HACCP) 	<ul style="list-style-type: none"> Discussing health hazards Preventing health hazards through traditional and modern ways in schools, homes and communities Researching on safety standards Exercising safety measures through traditional and modern ways 	<ul style="list-style-type: none"> Resource person(s) ICTs Media Environmental Management Authority (EMA) Standards Association of Zimbabwe (SAZ)

<p>8.1.6 Applied science - Water</p> <p>- Detergents</p> <p>- Heat and heat transfer</p>	<ul style="list-style-type: none"> analyse chemical properties of water deduce surface tension of water determine impurities in water demonstrate purification of water demonstrate making of different detergents determine properties of different detergents explain the value of detergents select appropriate heating systems describe methods of heat transfer apply the different methods of heat transfer perform micro/ small functions using different lighting systems 	<ul style="list-style-type: none"> Chemical properties of water Surface tension of water Impurities in water Water purification Preparation of detergents Properties of different detergents Value of detergents Heating systems (traditional and modern) Heat transfer 	<ul style="list-style-type: none"> Explaining chemical properties of water Determining the surface tension of water under different states Identifying impurities in water Purifying water Preparing traditional and modern detergents Identifying properties of detergents Discussing the value of detergents Demonstrating detergent making to the community Discussing heating systems Demonstrating heat transfer methods Conducting micro/ small functions using different lighting systems 	<ul style="list-style-type: none"> Detergents Water Water purifying chemicals and materials Educational tour Videos Resource person Ingredients for making detergents Detergents Print media Recipes Apparatus Community Heating appliances Ingredients Laboratory equipment
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COMPETENCY MATRIX

8.2 FORM 6

TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT (Attitude, Skills and Knowledge)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
8.2.1 Hospitality	<ul style="list-style-type: none"> organise entertainment and meal services plan for functions describe how to receive guests demonstrate table layouts and etiquette 	<ul style="list-style-type: none"> Entertainment and meal services (traditional and modern) Receiving guests Managing functions Table arrangement and etiquette 	<ul style="list-style-type: none"> Managing functions Laying tables Exercising etiquette Receiving guests Conducting an educational tour to meal service institutions 	<ul style="list-style-type: none"> ICT tools Realla Resource person Print electronic media Educational tour
8.2.2 Enterprising: Merchandising and financial records	<ul style="list-style-type: none"> apply merchandising skills for products and services manage finances 	<ul style="list-style-type: none"> Merchandising <ul style="list-style-type: none"> - branding - pricing - advertising - sales - promotions Cash flow statements 	<ul style="list-style-type: none"> Showcasing products and services Displaying prototypes Exhibiting products and services Compiling cash flow statements and bank 	<ul style="list-style-type: none"> ICT Resource persons Print and electronic media Artefacts

			reconciliation statements	
8.2.3 Interior and Exterior Decoration	<ul style="list-style-type: none"> • apply elements and principles of design • manage landscapes • arrange flowers for different occasions • work on artefacts / projects 	<ul style="list-style-type: none"> • Landscaping • Flower arrangement • Interior and exterior decorations • Equipment for interior and exterior decorations 	<ul style="list-style-type: none"> • Discussing elements and principles of design • Maintaining landscapes • Appraising flower arrangement, designs and decorations • Designing and producing flower arrangements • Constructing artefacts / projects 	<ul style="list-style-type: none"> • Resource person • ICT • Video • Educational tours • Landscaping materials • Print media • Brochure • Models • Realia
8.2.4 Household materials: gadgets	<ul style="list-style-type: none"> • select appropriate gadgets • operate gadgets with dexterity/ skills 	<ul style="list-style-type: none"> • Household gadgets • Management of gadgets 	<ul style="list-style-type: none"> • Visiting shops and institutions that sell household gadgets • Choosing appropriate gadgets • Performing tasks using discussing refuse management processes • Grading refuse into biodegradable and non- 	<ul style="list-style-type: none"> • Realia • Resource person • ICT • Field trip

<p>8.2.5 Health and Safety - Refuse</p>	<ul style="list-style-type: none"> • identify refuse management processes • analyse ways of disposing and utilising bio degradable and non-degradable refuse • sensitise community on disposal of refuse e.g. commonly used items like diapers, disposable food packaging 	<ul style="list-style-type: none"> • Refuse management • Biodegradable and non-biodegradable refuse 	<ul style="list-style-type: none"> • biodegradable refuse • Disposing refuse • Campaigning on refuse disposal in the community the chosen gadgets 	<ul style="list-style-type: none"> • Discussing refuse management processes • Grading refuse into biodegradable and non-biodegradable refuse • Disposing refuse • Campaigning on refuse disposal in the community 		<ul style="list-style-type: none"> • Team teaching • Resource person - EMA • Bins • Incinerator • Local council • Print and electronic media • Realia • Microscope
<p>- Food contamination and</p>	<ul style="list-style-type: none"> • investigate the causes of food poisoning 	<ul style="list-style-type: none"> • Causes of food contamination • Conditions favourable for 	<ul style="list-style-type: none"> • Analysing micro-organisms using a microscope • Discussing causes of food 			

<p>poisoning</p>	<ul style="list-style-type: none"> • analyse contaminated food • discuss prevention of food contamination and poisoning 	<ul style="list-style-type: none"> • micro-organisms to grow • Food borne disease, outbreaks and management • Preventive measures 	<ul style="list-style-type: none"> • contamination and poisoning • Carrying out experiments on conditions favourable for growth of micro organisms • Practising proper food handling and storage 	
<p>8.2.6 Applied science-ventilation and lighting</p>	<ul style="list-style-type: none"> • apply methods of ventilation • identify impurities in the air • justify the need for lighting • select appropriate lighting for the event / area 	<ul style="list-style-type: none"> • Methods of ventilation • Impurities in the air • Value of lighting 	<ul style="list-style-type: none"> • Explaining methods of ventilation • Testing for impurities in the air • Positioning lighting sources • Discussing the value of lighting in different areas 	<ul style="list-style-type: none"> • Print media • Resource person • Buildings / mobile structures • Apparatus • Realia

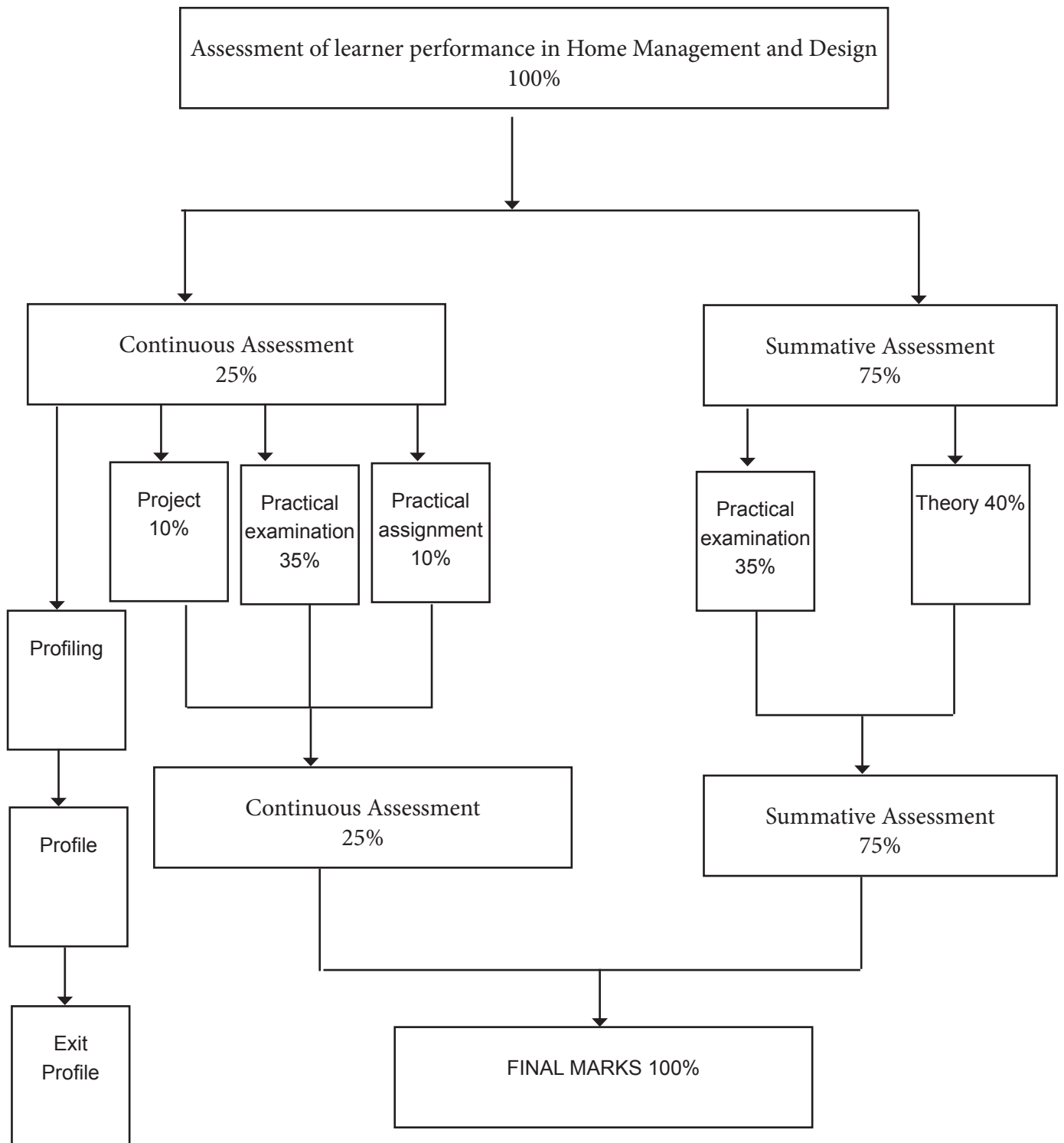
9.0 ASSESSMENT

The syllabus will be assessed in three components which are practical, theory and continuous assessment.

9.1 Assessment Objectives

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

- 9.1.1 identify careers and enterprise opportunities in Home Management and Design
- 9.1.2 apply managerial and organisational skills to food service, hospitality, interior and exterior decoration
- 9.1.3 use appropriate Home Management and Design terminology
- 9.1.4 organise different income generating projects
- 9.1.5 utilise available resources for interior and exterior decoration
- 9.1.6 apply scientific principles in resource management
- 9.1.7 assess the processes and techniques involved in product designing and marketing
- 9.1.8 identify roles and responsibilities of host or hostess and waiter or waitress
- 9.1.9 apply principles of hygiene and safety when hosting functions and management of the environment,
- 9.1.10 identify microbial and chemical agents that affect food safety and hygiene
- 9.1.11 interpret observations, measurements and experimental data
- 9.1.12 evaluate Home Management and Design products and services
- 9.1.13 demonstrate skills in managing financial resources
- 9.1.14 evaluate implications of Legislative Acts on national and international food safety



9.2 SCHEME OF ASSESSMENT

Home Management and Design will be assessed continuously from Form 5-6 through coursework and examination. Learners will be assessed in the following areas:

9.2.1 Course work

9.2.2 Practicals

- 9.2.2.1 Product preparation, serving, processing, packaging, branding and labeling
- 9.2.2.2 Organize functions, Design artefacts, Design landscapes, Design indigenous and non- indigenous marketable products
- 9.2.2.3 Evaluation, appreciation, leadership and communication skills.
- 9.2.2.4 Originality, creativity, innovation and collaboration competencies.
- 9.2.2.5 Design interior and exterior events management and administration.
- 9.2.2.6 Enterprise and research skills.
- 9.2.2.7 Planning, portfolios and case studies.

9.2.3 Theory

- 9.2.3.1 Assignments
- 9.2.3.2 Tests

9.2.4 Summative Assessment

Title	Duration	Marks	Weighting (%)
Paper 1: Theory Structured questions Essays	3 hours	100	40%
Paper 2: Practical Planning session	4 hours 1 hour 30 minutes	100	35%
Paper 3: Continuous assessment	2 year Cycle	100	25%
Total for papers 1,2 and 3		300	100%

9.3 SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

Components	ASSESSMENT OBJECTIVES				
	1. Hospitality 2. Enterprising	3. Interior and exterior decoration	4. Household materials	5. Health and safety	6. Applied science
Paper 1	10%	15%	5%	5%	5%
Paper 2	10%	10%	5%	5%	5%
Paper 3	7%	10%	3%	3%	2%

Paper Description

Paper 1: 40%

This component consists of 8 questions. Candidates are expected to answer four questions. The paper consists of two sections. Candidates are expected to answer a compulsory question in Section A Interior and Exterior Decoration and Applied Science and any 3 questions from section B. Each question carries 25 marks. Total marks for this paper is 100 marks.

Paper 2: 35%

- Practical Paper-(100 marks). This component consists of 5 practical tasks which are based on Hospitality, Enterprising, Interior and Exterior Decorations, Household Materials, Health and Safety and Applied Science. Candidates are expected to choose any 1 task which they are expected to perform within 4 hours. Examiners are expected to assess the candidate using a check list.

Paper 3: 25% continuous assessment

Summary of Continuous Assessment Tasks

In Term 1 to 6, candidates are expected to have done at least the following recorded tasks :

- 1 practical task per term
- 1 written test per term
- 1 project per year

The Home Management and Design learning area will be assessed using Continuous and Summative assessment.

Form of assessment	Weighting
Continuous	25%
Summative	75%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 5	Practical Assignment Theory Test Project	1 per term 1 per term 1 per year	15%
Form 6	Practical Assignment Theory Test Project	1 per term 1 per term 1 per year	10%
Total			25%

All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment.

9.2.1 SCHEME OF ASSESSMENT

PAPER	TYPE OF PAPER	DURATION	MARKS	WEIGHTING
1	Theory	3 hours	100	40%
2	Practical examination	4 hours (+ 1hr 30mins for planning session)	100	35%

9.2.2 PAPER DESCRIPTION**SPECIFICATION GRID**

Specification Grid for Continuous Assessment

Component Skills	Practical Tasks	Written Tests
Knowledge Comprehension	30%	30%
Skill 2 Application Analysis	50%	50%
Skill 3 Synthesis Evaluation	20%	20%
Total Weighting	100% 15%	100% 10%

Specification Grid for Summative Assessment

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

10.0 APPENDIX 1

Requirements for a Maximum of 15 Students

1. 1 -Home Management lab
2. 1-Culture hut
3. Fitted cupboards
4. 1-Pantry
5. 15 by (2 by 1metre)tables-Working table and chairs / stools
6. Satin material different colours
7. 20-plastic chairs
8. Damask 1 roll
9. Organza
10. Trilobel
11. 10-plastic tables
12. Safety pins
13. Drawing pins
14. Fairy lights
15. Ribbons
16. Balloon
17. 20-swabs
18. 30-tea towels
19. 10-dish towel
20. 10-brooms
21. 10-mops
22. 20 by 10litre-buckets
23. 20 by 9litre-buckets
24. 20 by 20litre-buckets
25. 20-dust bins
26. 20-different types of brushes
27. 10-bins
28. 2-refrigerators
29. 2-stoves
30. 4-ironing boards
31. 4-irons
32. 4-sleeve boards
33. 1-clothes rack
34. 4-vases
35. 10-flower pots
36. 3-Washing machines
37. 2-vacuum cleaners
38. 1-Lawn mower
39. First aid kit
40. 1-fire extinguisher
41. 1-laptop
42. 1-projector
43. 1-white board
44. 2-medium carpets
45. 1-grass trimmer
46. 1-grass cutter
47. 2 pairs-sheets(single)

48. Different type of cutlery
49. Labour saving devices
50. Crockery

