



Examinations Council
of Eswatini

EPC

ESWATINI PRIMARY CERTIFICATE

Syllabus

For Examination In 2025 - 2027

Consumer Science

Subject Code: 627

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INTRODUCTION

This document provides guidance to Primary Schools and all stakeholders, on the structure, content, assessment and balance of the Consumer Science Syllabus for Grades 5, 6 and 7 Primary Level in Eswatini. This syllabus is designed to meet the requirements of the Swaziland National Education and Training Policy Sector (2010) on formal education. It enables candidates to meet the needs of a changing society by being self-reliant, observant and specifically equipped with entrepreneurial skills. Awareness will be based upon formal and non-formal learning environments, e.g. Media, school, family, community and peers. The structure of the syllabus comprises of: aims, assessment objectives and techniques, curriculum content and assessment criteria. A learner centered approach method is to be used with all available resources. The teacher is expected to use a variety of teaching methods such as experiential learning, group discussion, demonstration, role play, debates, projects, lecture, experiments, question and answer etc. The teacher is expected to help learners to achieve the best possible standards of excellence in both theoretical and practical projects as specified in the syllabus.

This syllabus is developed simultaneously with a scope and sequence chart by identification of:

- Competencies
- Indicators of success
- Strands
- Sub- Strands
- Assessment techniques

RATIONALE

The mission of Consumer Science curriculum at Primary Level in Eswatini is to promote better living conditions within individuals, families and the communities at large. Its existence serves as a foundation to the Junior Certificate curriculum that provides a link with Eswatini General Certificate Education in Food and Nutrition, Fashion and Fabrics and Prevocational Education. The Consumer Science curriculum seeks to provide day to day activities focusing on imparting knowledge and skills to empower the learners in making informed decisions that will enable them to live independently.

Consumer Science curriculum at Primary Level enables learners to acquire skills and knowledge, to explore actions that can improve their well-being through critical thinking and problem-solving approaches, and to address current social issues. Consumer Science curriculum develops skills based on factors such as Nutrition, Food Preparation, Clothing and Textiles, Home management, Culture and Technology.

Learners develop values, knowledge and competencies that enable them to live responsible and satisfying lives. They grow into self-reliant citizens who will have positive impact to the economy of the country. Self-employment opportunities are created and there is a wider choice of careers that

contribute meaningfully to the future of Eswatini.

AIMS

The aims of the syllabus are the same for all learners including those with special needs. Differentiation will be according to competencies, indicators of success, teaching style and assessment strategies. The aims set out below, are not listed in order of priority.

This syllabus has been designed and developed to:

1. guide teaching and assessment of the different subject areas in Consumer Science as stated in the syllabus components.
2. enable learners acquire knowledge, skills and positive attitude necessary for decision making in Consumer Science subject areas.
3. outline the depth of content to be covered in preparations for examination in Grade 7.
4. standardize the teaching, test and examination used to assess the different field of study in Consumer Science
5. help learners understand of roles, responsibility and food creativity in the Management of Family resources.
6. demonstrate an understanding of safety and hygienic rules in Consumer Science.
7. create awareness of international standards on contemporary issues such as environmental issues, HIV/AIDS, human rights and food security.
8. articulate and dovetail the lower and higher levels of Consumer Science Education.

SYLLABUS COMPONENTS

1. Food & Nutrition	2.Clothing and Textiles	3.Home Management
Nutrition	Fibres and Fabrics	Management of Family Resources and equipment
Food preparation	Care of Fabric	Home Care
Food Preservation and storage	The Sewing Equipment	
Food and Kitchen Hygiene	Sewing processes	
	Laundry	
	Craft(Knitting/Crocheting)	

ASSESSMENT OBJECTIVES

By the end of Grade 7 all learners should be able to:

A .Knowledge with Understanding

- define nutritional terms;
- identify the different food groups;
- state how food is used by the human body;
- describe the sources and use of natural and man-made fibres;
- discuss the varying human needs and factors in relation to social, economic and environmental implications;
- apply basic safety and hygiene rules in relation to the family and the home;
- explain the correct use of kitchen equipment, laundry equipment / tools and their suitability for use;
- apply basic business practices and procedures to develop entrepreneurial skills.

Questions used for testing these competencies usually begin with words such as: name, give, discuss, outline, state, describe, define, select, list, explain, match, identify.

B. Handling Information and Solving Problems

- use care label information as a guide to launder clothes using the appropriate methods;
- promote gender sensitivity, the development of life skills and environmental awareness;
- demonstrate good health habits in day to day activities;
- work cooperatively with others to communicate ideas and information effectively;
- demonstrate critical thinking through problem solving and management skills;
- read and interpret, textual and visual information and respond to given questions;
- translate given information from one form to another at times to show creativity;
- measure size, width, quantity, amount, weight, time, capacity, follow and give verbal and written instructions accurately;
- organize and manage time, money, fuel, effort, materials, equipment, and tools according to stated criteria (for given situation);
- evaluate information on food products and services;
- demonstrate creativity in use of fabrics in everyday life;
- show appreciation of cultural diversity in the subject areas;
- encourage a discriminating decision making approach to judge quality of performance in the subject.

When testing these competencies, words like the following could be used: summarize, show, support, identify, justify, demonstrate, examine, suggest, rewrite, differentiate, compare, analyze.

C. Practical Skills and their Application

- plan simple nutritious meals;
- sew articles using simple processes by hand and sewing machine;
- knit articles by hand using basic stitches;
- demonstrate manipulative skills and creativity as well as correct use and care of equipment;
- apply moderate budgeting procedures and techniques;
- prepare and serve simple nutritious meals;
- demonstrate ability to work within specified time;
- display creative skills in the use of leisure and time;
- develop personal qualities of the management and organization of resources;
- plan and implement practical activities in Food and Nutrition, Home Management, Clothing and Textiles. (tour, displays, group charts);
- work cooperatively with others to communicate ideas and information effectively.

These competencies are a guide to be used during preparation for practical tests.

ASSESSMENT SPECIFICATION GRID

The table below allocates the marks per assessment objective.

Assessment Objectives	Theory	Course work	Practical
Recall	30		
Selection	20		
Application	20		
Justification	20		
Interpretation	10		
Manipulative skills		30	
Machine stitching		5	
Hand stitching		10	
Presentation		5	
Planning session			18
Manipulative skills			22
Quality of product			5
Presentation			5
Total marks	100	50	50

ASSESSMENT CRITERIA

The syllabus has been drawn upon the assumption that candidates will have done **one** hours of practical session and **one** hour of theory per week (. e.g. 4 x 30 minutes periods) during the course of **three** years before final examination in Grade 7.

It is compulsory for all candidates to enter for Paper 1(Theory) and Paper 2 (Practical and Coursework) to be eligible for the award of **Grades A to G**. A description of each paper follows:

Papers	Description	Time	Weighting
Paper 1	Theory paper (Written paper)	2 hours	70 %
Paper 2	Practical Examination <ul style="list-style-type: none"> • Planning session 	1 hour 30 min	20%
	<ul style="list-style-type: none"> • Practical session 	2 hours	
	Coursework (Grade 7 project)		10%

SCHEME OF ASSESSMENT

Paper 1 (Theory) - consisting 100 marks

Section A - Multiple choice

Section B – Nutrition and food preparation

Section C- Clothing and Textiles and Laundry

Section D- Home Management

Paper 2 (Practical and Coursework) - consisting 100 marks

This is a practical paper which consists of two sessions (Planning Session – 1 hour 30 minutes and Practical Session - 2 hours). The planning session is done a week before the actual practical examination.

The planning session

This is the First Session of the practical examination to be done on the same day in all schools. For this session, there will be one (1) Practical Test Question which will be allocated to all candidates. They will answer the test on three (3) sheets: sheet 1 (Plan of work), sheet 2 (Time plan) and Shopping list (sheet 3) and produce these in duplicates. Candidates will be allowed to use their note books and textbooks during the Planning session.

The original planning sheets 1, 2 and 3 and the duplicates shall be kept by the Head of Centre for 24 hours, after which all original sheets are to be handed over to the assessing teacher to be

marked. The duplicates will be kept by Head of Centre until the day of the practical where they will be reissued to candidates for use during the practical. The duplicate of sheet 3 (shopping list) will be used by the assessing teacher to compile a list of ingredients required for the Practical.

NB: Centres should solicit the services of an invigilator for the planning and practical session examination.

Practical Session:

On this day, candidates are to prepare the planned dishes. The assessing teacher will help candidates to select the special ingredients and equipment before the examination begins. A Maximum of 15 candidates should be allowed in one session. The Consumer Science teacher(s) must supervise and assess the Practical examination session using the individual assessment sheets. Marks for the Centre are to be entered into a summary sheet. Both Clothing & Food Preparation individual assessment sheets for each candidate, marked planning sheets and Centre summary forms are to be sent to the Examination Council of Eswatini for moderation.

Candidates shall present their cooked dishes and cleaned Laundry or Home Management items for assessment. The assessed Grade 7 Clothing and Textiles project should also be displayed on the day of the Practical Examination. Teachers will assess the candidates' work using individual mark sheets and compile summary sheets. These shall be sent to the Examinations Council of Eswatini for moderation. The Centre should keep duplicate copies of summary sheets securely until the results have been issued.

Course Work:

Grade 6 –White apron-to -fit

Candidates will apply the following processes on the apron

Apron

- (i) Stitches (temporary, permanent and embroidery),
- (ii) Seams (open, flat, closed seam)
- (iii) Control of fullness (gathers and pleats)
- (iv) Waits finishes (waistband)

Grade 7 – Child’s garment

Candidates will identify pattern pieces required for sewing and demonstrate skills on the following processes:

Child’s garment (jumpsuits)

- (i) Seams (French, plain, open and closed seam)
- (ii) Neckline and armhole finishes (commercial binding)
- (iii) Pockets (patch pocket)
- (iv) Control of Fullness (pleats or gathers)
- (v) Openings (bound)
- (vi) Fasteners (button and loop)
- (vii) Hem (straight)

CURRICULUM CONTENT

INTRODUCTION

The Learners will study all topics outlined in the curriculum below. These topics are presented in a suggested teaching order. However, individual teachers may wish to alter these to suit their own contextualized approaches.

Grade 5

STRAND: FOOD AND NUTRION	
SUB-STRAND: NUTRITION	
COMPETENCY	INDICATORS OF SUCCESS
A. Acquire knowledge, understanding and skills on different types of food.	The learner can: <ul style="list-style-type: none"> - Identify where different food comes from - Classify food as plant or animal origin.
B. Acquire knowledge, understanding and skills on the three basic food groups.	The learner can: <ul style="list-style-type: none"> - Identify energy giving food and their functions. - Draw and label a maize grain. - Identify body-building food. - Draw and label the structure of an egg. - State the functions of body-building food. - Identify protective food. - Draw and label the structure of an apple. - State the functions of protective food.
SUB-STRAND: FOOD PREPARATION	
COMPETENCY	INDICATORS OF SUCCESS
A. Acquire knowledge, understanding and skills to prepare and taste food	The learner can: <ul style="list-style-type: none"> - Sort given food into the four basic tastes (i.e. salty, sweet, sour, bitter) - Prepare, cook and taste food featuring the four basic tastes i.e. <ul style="list-style-type: none"> - Sour: lemonade, sour porridge - Sweet: fruit salad, sweet scones - Salty: beef stew, roasted peanuts - Bitter: boiled inkakha, emahala relish.

<p>B. Acquire knowledge, understanding and skills on selection and use of kitchen tools and equipment.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - List common kitchen tools and their uses - Use 'small and loose' basic kitchen tools safely (<i>e.g. potato peeler, small knife, grinder</i>) - Identify 'labour saving' tools, large and fitted or fixed equipment. - Demonstrate safe use of labour-saving tools (<i>e.g. electric toaster, mixer, electric potato peeler</i>) - Demonstrate safe use of large and fitted equipment (<i>e.g. electric stove, gas stove and coal/ wood stove</i>).
<p>C. Acquire knowledge, understanding and skills on measuring ingredients using metric measures.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify commonly used metric measures. - Measure available ingredients using metric measures.
<p>D. Acquire knowledge, understanding and skills on different types of cutting tools</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Explain the reason for cutting food into evenly sized pieces before cooking - Demonstrate different types of cutting skills (<i>i.e. slicing, dicing, chopping, shredding</i>) <i>salad, fruit salad, coleslaw</i>) - Prepare simple raw dishes which involve different cutting skills(<i>e g carrot, salad, fruit salad, coleslaw</i>)
<p>E. Acquire knowledge, understanding and skills on the moist heat methods of cooking</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - State the reasons for cooking food. - Describe the moist methods of cooking food (<i>i.e. boiling, stewing and steaming</i>). - Identify suitable foods to be boiled, steamed and stewed. - State the rules to follow when boiling, steaming and stewing food. - Prepare simple dishes using the boiling method (<i>e.g. dry maize grain, green mealies, umbhonyo, potato, sweet potato, boiled rice, boiled egg, vegetable soup</i>). - Prepare dishes using the steaming method (<i>e.g. steamed mealie bread, fish, vegetables</i>). - Prepare dishes using the stewing method (<i>e.g. bean stew, offal stew, meat stew</i>).
<p>SUB-STRAND: FOOD PRESERVATION AND STORAGE</p>	
<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on food spoilage</p>	<p>INDICATORS OF SUCCESS</p> <p>The learner can:</p> <ul style="list-style-type: none"> - Differentiate between fresh and spoiled food (<i>i.e. smelling, touching and looking at the food</i>) - State signs of spoiled food (<i>i.e.. discolouration, shrinkage, mould, bad odour</i>) - Name the causes of food spoilage (<i>i.e. enzymes, loss of moisture, micro-organisms</i>)

COMPETENCY B. Acquire knowledge, understanding and skills on food preservation.	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - State the reasons for preserving food. - List commonly practised food preservation methods. - Name food suitable for preservation. - Match food with the correct method to preserve them.
SUB-STRAND: FOOD AND KITCHEN HYGIENE	
COMPETENCY A. Acquire knowledge, understanding and skills on the importance of personal and food hygiene when preparing and cooking food	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - State how food is contaminated - Demonstrate how to wash hands - Demonstrate how to cover hair when preparing food - Demonstrate hygienic practices when handling food (<i>e.g. keep raw meat away from cooked food and handle food as little as possible</i>) - State rules to be followed when preparing food (<i>e.g. thaw frozen food before cooking, never use same chopping board for raw and cooked food</i>) - Demonstrate how to taste food correctly while preparing and cooking - Demonstrate how to cover food before serving (<i>e.g. use cling wrap, food net or cover with a plate/lid</i>).
B. Acquire knowledge, understanding and skills on kitchen hygiene.	The learner can: <ul style="list-style-type: none"> - Explain how kitchen surfaces can become contaminated. - Identify equipment and materials used to clean the kitchen. - Demonstrate how to clean kitchen utensils, working surfaces and floors.
C. Acquire knowledge, understanding and skills on waste disposal	The learner can: <ul style="list-style-type: none"> - Identify two types of waste (<i>i.e. wet and dry</i>) - Describe different ways of disposing waste. - Demonstrate cleaning and lining a kitchen waste bin.
STRAND: CLOTHING AND TEXTILES	
SUB-STRAND: FIBRES AND FABRICS	
COMPETENCY A. Acquire knowledge, understanding and skills on the Classification of natural fibres	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Name different natural fibres used to make clothes - Identify the origin of various natural fibres - List the properties of each of the natural fibres
SUB-STRAND: CARE OF FABRICS	
COMPETENCY A. Acquire knowledge, understanding and skills on	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Identify and name laundry equipment and its use

<p>washing and finishing cotton fabrics.</p>	<ul style="list-style-type: none"> - Identify and name laundry agents used to remove dirt from different fabrics - List steps used when laundering clothes in the correct order (<i>i.e. sorting, mending, soaking, washing, rinsing, drying, ironing, airing</i>) - Demonstrate each laundry step - Wash and finish coloured cotton garments (<i>i.e. sorting, mending, soaking in cold water, washing (knead and squeeze), rinsing, drying in shade, ironing with warm iron, airing and storing</i>).
<p>SUB-STRAND: SEWING PROCESS</p>	
<p>COMPETENCY Acquire knowledge, understanding and skills on permanent and embroidery hand stitches.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify and name small basic sewing equipment (<i>i.e. needle, scissors, tape measure, cutting shears, seam ripper, tailor's chalk, pins, thimble, pin cushion, ruler</i>) - Classify basic hand stitches as temporary or permanent and explain when to use each type of stitch - Demonstrate the use of running stitch, tacking stitch (uneven and even) and backstitch - Identify and name different types of permanent stitches (<i>e.g. hemming, blanket, backstitch, overcasting and slip-hemming</i>) - Identify and name different types of embroidery stitches (<i>e.g. chain, satin, blanket, cross and stem</i>)
<p>MAKE AN APRON</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Read a pattern and pattern markings (<i>e.g. straight grain and place on fold, cutting line, stitching line, notches</i>) - Take basic body measurements (<i>i.e. bust, hip, waist and length</i>) - Use machine and/or hand stitching to make an apron which demonstrates the following processes: <ul style="list-style-type: none"> • use of pleats or gathers to control fullness • attachment of a patch pocket • use of a range of embroidery stitches in different colours for decoration
<p>SUB-STRAND: KNITTING</p>	
<p>COMPETENCY Acquire knowledge, understanding and skills on knitting</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify and name knitting equipment (<i>e.g. knitting needles, tape-measure, ruler</i>) - Follow a knitting pattern with abbreviated basic knitting stitches (<i>i.e. c/on= cast-on, k= knit, p= purl, inc= increase, dec= decrease and c/off= cast-off</i>).
<p>STRAND: HOME MANAGEMENT</p>	
<p>SUB-STRAND: HOME CARE</p>	

<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on cleaning and caring for different types of small kitchen equipment.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Identify and name small kitchen equipment (e.g. <i>chopping board, knife, bowl, tumbler, saucepan, crockery, cutlery, baking tin, dish, three-legged pots</i>) - Identify and name the materials which the equipment is made of (e.g. <i>plastic, wood, enamel, clay, stainless steel, aluminium, glass, tin</i>) - Demonstrate how to clean small kitchen equipment (i.e. <i>washing, drying, and airing</i>). Chopping board, three-legged pot, etc. - Describe how to care for items made of wood, glass, stainless steel, and plastic to avoid damaging them.
<p>SUB-STRAND: CONSUMER AWARENESS</p>	
<p>A. Acquire knowledge, understanding and skills on family income and expenditure.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Give examples of sources of family income - Differentiate between different kinds of income (i.e. <i>salary, income in kind</i>) - Give examples of family expenses (e.g. <i>housing, food, fuel, water, clothing</i>).
<p>B. Acquire knowledge, understanding and skills on ways and reasons to save money and how it is saved.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Explain the importance of saving money (e.g. <i>to meet future needs and wants, to meet unexpected expenses, to purchase expensive items</i>) - Identify ways to save money (e.g. <i>have a piggy bank, open a savings account</i>).

Grade 6

STRAND: FOOD AND NUTRION	
SUB-STRAND: NUTRITION	
COMPETENCY	INDICATORS OF SUCCESS
A. Acquire knowledge, understanding and skills on the effects of insufficient and excessive intake of nutrients.	The learner can: <ul style="list-style-type: none"> - Describe the symptoms of common diet-related diseases (e.g. <i>obesity, kwashiorkor</i>) and their causes
B. Acquire knowledge, understanding and skills on Planning and preparing balanced meals for different groups of people.	The learner can: <ul style="list-style-type: none"> - Identify the nutritional needs of groups at different stages of their lives (i.e. <i>young children, teenagers, the elderly</i>). - Plan and prepare balanced meals to suit the needs of different groups (children, teenagers, and elderly)
SUB-STRAND: FOOD PREPARATION	
COMPETENCY	INDICATORS OF SUCCESS
A. Acquire knowledge, understanding and skills on Preparing and serving a range of simple dishes using common foods used in the home.	The learner can: <ul style="list-style-type: none"> - Prepare dishes using cereals (e.g. <i>thin and thick porridge, oatmeal porridge, sorghum porridge</i>) - Prepare simple traditional dishes (e.g. <i>umnqushu, sishwala, sitfubi, melon/ pumpkin porridge, pumpkin leaves relish, ligusha relish, cowpea relish, cabbage relish</i>).
B. Acquire knowledge, understanding and skills on preparing simple dishes which involve dry heat methods of cooking.	The learner can: <ul style="list-style-type: none"> - Describe the dry methods of cooking (ie grilling, baking and frying (dry and shallow). Compare and contrast the different methods of frying. - Prepare dishes using each method. - grilling method (e.g. <i>green mealies, sweet potato, meat</i>) baking (e.g. <i>sweet and savoury scones, rock cakes, queen cakes</i>) - Demonstrate the different methods of baking (e.g. <i>creaming – cup cakes, rubbing in – rock cakes or scones, all in one - cupcakes</i>).
C. Acquire knowledge, understanding and skills on preparing dishes using leftover food.	The learner can: <ul style="list-style-type: none"> - Explain general precautions when storing, preparing and cooking leftover foods - Prepare dishes using leftover food (e.g. <i>rice salad, shepherd's pie, fish pie, fritters, kedgeree, French toast</i>)

<p>D. Acquire knowledge, understanding and skills on food spoilage.</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Name the micro- organisms that cause food spoilage. - Identify favourable and unfavourable conditions for micro-organisms to develop. - Identify symptoms of food poisoning - Demonstrate how to prevent food poisoning (<i>e.g. covering food, avoid coughing or sneezing over food, cover cuts with water proof plaster</i>) - Demonstrate how to store food correctly in the refrigerator and freezer.
<p>SUB-STRAND: FOOD PRESERVATION AND STORAGE</p>	
<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on food preservation.</p>	<p>INDICATORS OF SUCCESS</p> <p>The learner can:</p> <ul style="list-style-type: none"> - State the reasons for preserving food. - List commonly practised food preservation methods. - Name food suitable for preservation. - Match food with the correct method to preserve them.
<p>SUB-STRAND: FOOD AND KITCHEN HYGIENE</p>	
<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on food safety practices when buying and storing food</p>	<p>INDICATORS OF SUCCESS</p> <p>The learner can:</p> <ul style="list-style-type: none"> - Describe the correct order of purchasing food when shopping (<i>e.g. start with dry/ tinned food, fruits and vegetables lastly refrigerated and frozen food</i>) - Identify places where food can be safely stored at home. - State the basic rules of hygiene for food storage (<i>e.g. using clean containers</i>) - Demonstrate how to store cereals, eggs, milk, meat, fresh fruits and vegetables correctly.
<p>STRAND: CLOTHING AND TEXTILES</p>	
<p>SUB-STRAND: FIBRES AND FABRICS</p>	
<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on the construction of fabric using plain weave.</p>	<p>INDICATORS OF SUCCESS</p> <p>The learner can:</p> <ul style="list-style-type: none"> - Identify a plain weave and label the warp, weft, raw edge and selvedge.
<p>SUB-STRAND: CARE OF FABRICS</p>	
<p>COMPETENCY</p> <p>A. Acquire knowledge, understanding and skills on washing and finishing knitted</p>	<p>INDICATORS OF SUCCESS</p> <p>The learner can:</p> <ul style="list-style-type: none"> - Sort the knitted items according to the different colours. - Mend any item that may need mending.

garments.	<ul style="list-style-type: none"> - Measure length and width of the garment or draw around the garment before washing, fold neatly and store. - Wash using the knead and squeeze method in warm soapy water. - Rinse thoroughly in warm water. - Dry flat under shade on top of the drawn shape of the garment or the measurements of the garment before washing. - Steam with a damp cloth.
SUB-STRAND: THE SEWING MACHINE	
COMPETENCY A. Acquire knowledge, understanding and skills on the use and care of a sewing machine.	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Name the different types of sewing machines (<i>i.e. manual, electric and treadle</i>) - Identify the main parts of a sewing machine and their function. - Take care of the sewing machine (<i>e.g. cleaning, oiling, and storage</i>).
STRAND: HOME MANAGEMENT	
SUB-STRAND: HOME CARE	
COMPETENCY Acquire knowledge, understanding and skills on cleaning and caring for different types of small kitchen equipment.	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Identify and name small kitchen equipment (<i>e.g. chopping board, knife, bowl, tumbler, saucepan, crockery, cutlery, baking tin, dish, three-legged pots</i>) - Identify and name the materials which the equipment is made of (<i>e.g. plastic, wood, enamel, clay, stainless steel, aluminium, glass, tin</i>) - Demonstrate how to clean small kitchen equipment (<i>i.e. washing, drying, and airing</i>). Chopping board, three-legged pot, etc. - Describe how to care for items made of wood, glass, stainless steel, and plastic to avoid damaging them.

Grade 7

STRAND 1: FOOD AND NUTRITION	
SUB-STRAND: NUTRION	
COMPETENCY A. Acquire knowledge, understanding and skills on the effects of insufficient and excessive intake of nutrients.	INDICATORS OF SUCCESS The learner can: -Describe the symptoms of common diet-related diseases (e.g. obesity, kwashiorkor) and their causes
STRAND: FOOD PREPARATION	
COMPETENCY A. Acquire knowledge, understanding and skills on Preparing and serving a range of simple dishes using common foods used in the home	INDICATORS OF SUCCESS The learner can: - Prepare dishes using cereals (e.g. thin and thick porridge, oat meal porridge, sorghum porridge) - Prepare simple traditional dishes (e.g. umnqushu, sishwala, sitfubi, melon/ pumpkin porridge, pumpkin leaves relish, ligusha relish, cowpea relish, cabbage relish)
B. Acquire knowledge, understanding and skills on Preparing simple dishes which involve dry heat methods of cooking	The learner can: Describe the dry methods of cooking (ie grilling ,baking and frying (dry and shallow) Compare and contrast the different methods of frying - Prepare dishes using each method - grilling method (e.g. green mealies, sweet potato, meat) baking (e.g. sweet and savoury scones, rock cakes, queen cakes) - Demonstrate the different methods of baking (e.g. creaming – cup cakes, rubbing in –rock cakes or scones, all in one - cup cakes)
C. Acquire knowledge, understanding and skills on preparing simple dishes which involves hot fat method of cooking	The learner can: - Prepare dishes using frying methods of cooking eg dry frying(fried sausages and bacon) and shallow frying(fried eggs and liver) - Compare and contrast the different methods of frying.
D. Acquire knowledge, understanding and skills on preparing dishes using leftover food	The learner can: - Name the micro- organisms that cause food spoilage - Identify favourable and unfavourable conditions for micro- organisms to develop - Identify symptoms of food poisoning - Demonstrate how to prevent food poisoning (e.g. covering food, avoid coughing or sneezing over food, cover cuts with water proof plaster) - Demonstrate how to store food correctly in the refrigerator and freezer

SUB-STRAND: FOOD AND KITCHEN HYGIENE		
COMPETENCY A. Acquire knowledge, understanding and skills on food safety practices when buying and storing food	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - State the basic rules of hygiene for food storage (e.g. using clean containers) - Demonstrate how to store cereals, eggs, milk, meat, fresh fruits and vegetables correctly 	
STRAND: CLOTHING AND TEXTILE		
SUB-STRAND: FIBRES AND FABRICS		
COMPETENCY Acquire knowledge, understanding and skills on the construction of fabric using plain weave	INDICATORS OF SUCCESS The learner can: Identify a plain weave and label the warp, weft, raw edge and selvedge	
SUB-STRAND: CARE OF FABRICS		
COMPETENCY Acquire knowledge, understanding and skills on washing and finishing knitted garments	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Sort the knitted items according to the different colours - Mend any item that may need mending - Measure length and width of the garment or draw around the garment before washing, fold neatly and store - Wash using the knead and squeeze method in warm soapy water - Rinse thoroughly in warm water - Dry flat under shade on top of the drawn shape of the garment or the measurements of the garment before washing - Steam with a damp cloth 	
SUB-STRAND: THE SEWING MACHINE		
COMPETENCY Acquire skills on care of sewing machine	INDICATORS OF SUCCESS The learner can: <ul style="list-style-type: none"> - Sew samples illustrating different types of stitches (Straight stitches and zig zag) - Use a sewing machine to sew items such as a child's dress. 	
SUB-STRAND: SEWING PROCESSES		

<p>COMPETENCY Acquire knowledge, understanding and skills on making a child's garment</p>	<p>INDICATORS OF SUCCESS The learner can:</p> <ul style="list-style-type: none"> - Use machine and hand stitching to make a child's garment which demonstrates the following processes: - appropriate choice of seams (e.g. <i>French, plain, open or closed</i>) - neatened seams (e.g. <i>clean finishing, zigzag, blanket stitch, pinking shears or overcasting</i>) - use of gathers or pleats to control fullness - use of bias binding or cross-way strips to bind edges - appropriate choice of opening (e.g. <i>loop and button</i>)
<p>STRAND: HOME MANAGEMENT</p>	
<p>SUB-STRAND: HOME CARE</p>	
<p>COMPETENCY Acquire knowledge, understanding and skills on cleaning and care of large kitchen equipment</p>	<p>INDICATORS OF SUCCESS The learner can:</p> <ul style="list-style-type: none"> - Identify and name large kitchen equipment (e.g. <i>gas, electric and coal stove, refrigerator, cupboards, sinks, units, tables</i>) - Match the large equipment with its use - Demonstrate how to clean the large equipment - Demonstrate how to care for a refrigerator and a stainless steel sink - Demonstrate how to clean a blocked sink
<p>SUB-STRAND: CONSUMER AWARENES</p>	
<p>COMPETENCY A. Acquire knowledge, understanding and skills on family income and expenditure</p>	<p>INDICATORS OF SUCCESS The learner can:</p> <ul style="list-style-type: none"> - Give examples of sources of family income - Differentiate between different kinds of income (i.e. <i>salary, income in kind</i>) - Give examples of family expenses (e.g. <i>housing, food, fuel, water, clothing</i>)
<p>B. Identify the reasons to save money and how it is saved</p>	<p>The learner can:</p> <ul style="list-style-type: none"> - Explain the importance of saving money (e.g. <i>to meet future needs and wants, to meet unexpected expenses, to purchase expensive items</i>) - Identify ways to save money (e.g. <i>have a piggy bank, open a savings account</i>)

INDIVIDUAL MARK SHEET- FOOD PREPARATION

	Planning session	Marks Allocated	Marks Awarded		Planning session	Marks Allocated	Marks Awarded
Sheet 1	<ul style="list-style-type: none"> All dishes listed Laundry and Home Management items listed All ingredients, material and detergents listed with quantities 	1	[]				
Choice of dishes and recipes		1	[]				
		2	[]				
Sheet 2	<ul style="list-style-type: none"> Correct order of carrying out steps Correct method of carrying out steps Washing up in between the steps Serving indicated 	3	[]				
Plan of work		3	[]				
		1	[]				
		1	[]				
Sheet 3	<ul style="list-style-type: none"> Ingredients under correct headings Correct quantities and summation of same ingredients 	1	[]	Laundry and Home Management	<ul style="list-style-type: none"> Correct methods of washing and cleaning Correct temperature of washing Correct steps of washing or cleaning well followed 	1	[]
Shopping list		1	[]			1	[]
						2	[]
	METHOD OF WORKING						
General approach	<ul style="list-style-type: none"> Good understanding of recipe and confident on method being used Correct use of utensils 	2	[]	Economy of food and fuel	<ul style="list-style-type: none"> Not throwing away large pieces of food and left overs Not peeling thickly Pans well covered No leftover food in cupboards Switch off plates not in us 	1	[]
		2	[]			1	[]
Hygiene	<ul style="list-style-type: none"> Clean and well ironed apron No licking of fingers and cutlery Cleaning and tidying up at end 	2	[]	Dishes	QUALITY OF PRODUCT		
		1	[]			2	[]
		2	[]			2	[]
Manipulation					PRESENTATION OF LAUNDRY AND		

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	<ul style="list-style-type: none"> • Correct method used for each dish e.g. kneading, steaming, boiling, slicing, dicing • Correct consistencies • Correct control of temperatures • Cleaning and washing up in between 	2	[]	Presentatio n And serving	HOME MANAGEMENT		
		2	[]		<ul style="list-style-type: none"> • Good decoration of table 	2	[]
		2	[]		<ul style="list-style-type: none"> • Well garnished /decorated dishes 	2	[]
		2	[]		<ul style="list-style-type: none"> • Well-presented laundry or home management 	1	[]
					TOTAL MARKS	50	

ESWATINI GRADE 7 CONSUMER SCIENCE
SUMMARY SHEET

CENTRE NAME		CENTRE NUMBER		YEAR: 20_____		
				Needle work garment (50)	Food Preparation Practical (50)	TOTAL MARKS (100)
CANDIDATE NAME	CANDIDATE NO.					

