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**Trends in home economics education: An analysis of curriculum
documents in Zimbabwe and South Africa**

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**A minor dissertation submitted in partial fulfillment of the requirements
for the award of the degree of
Master of Education specialising in Curriculum Studies**

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May, 2005

Declaration

I declare that this research is my own work. Each significant contribution and quotation in this dissertation from the work(s) of other people has been duly cited and referenced. This work has not been submitted before for any degree or examination at any university.

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Abstract

The purpose of this study is to analyse and discuss current trends in the construction and development of home economics subjects in South Africa and Zimbabwe, trends that reflect the direction that home economics is taking in the new millennium. Practical/pre-vocational subjects were introduced in secondary school curriculum for both general education and labour market reasons, that is, for the preparation of pupils to 'enter employment' and/or for 'self employment'. Over the years national education planners have debated over the future of practical/vocational subjects on the school curriculum. Many writers note that the concern of these groups is related to the challenges of technology and globalisation and general concerns for youth employment and poverty alleviation. As a result, far from phasing out from the secondary school education scene in Africa, technical and vocational subjects (correctly termed pre-vocational education) are offered along with academic subjects. They have undergone change in an effort to better meet the needs of the labour market and the challenges that technology and globalization bring.

The research is based on determining the type of skills, knowledge and pedagogical and evaluation approaches that are considered to be relevant for today's society, as reflected in the curriculum documents for high school, (textile and clothing design, needlework and clothing and consumer studies) used in secondary schools (senior level) in South Africa and Zimbabwe.

Using Basil Bernstein's theories of classification, framing, vertical and horizontal discourse, to conduct an analysis of four curriculum documents (textiles and clothing design, needlework and clothing, home economics and consumer studies) and their supporting information, the overall findings and conclusions of the study show that:

- Home economics subjects still seek to address social needs.
- Home economics subjects have evolved over the years, responding to the demands and challenges of the changing times, ensuring that HE keeps in tune with changes in society.
- Home economics brings together theoretical understanding and practical applications related to other key learning areas such as physical education, technology, architecture and geography, in home economics contexts, in making home economics an interdisciplinary and integrative field of study with an emphasis on science applied to the real world of home, families and communities.
- The teacher's role in the teaching /learning process has become mainly that of a facilitator, allowing learners to explore and develop problem solving and critical thinking skills.
- Assessment used to determine the learner's ability and performance is becoming more of an ongoing practice, more relevant to the learner's needs,.
- There is an attempt to bridge the gap between the world of work and the schooling system realized through the use of 'work experiences 'attachments' or 'school on the shop floor' programmes implemented together with the help of industry.

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Most of all, to Him who is able to do exceedingly great things, supplier of all my needs;
To God be the Glory for the great things He has done for me through the years.

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Acronyms

“A” Level	-	Advanced Level
“O” Level	-	Ordinary Level
CDU	-	Curriculum Development Unit
CS	-	consumer studies
DoE	-	Department of Education
DT	-	dress and textiles
FF	-	fashion and fabrics
FN	-	food and nutrition
HE	-	home economics
N&C	-	needlework and clothing
NCS	-	National Curriculum statement
OBE	-	Outcomes-based Education
PE	-	physical education
T&CD	-	textiles and clothing design

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Definition of Terms

Key concepts used in the study

Curriculum documents: These “embody ideas concerning knowledge. They facilitate the transmission of knowledge through the prescription of what is to be learnt, reflecting ideas about the acquisition of knowledge” (Schrag 1992: 277).

Outcomes: “skills, knowledge, attitudes and values which a learner is expected to demonstrate as having been achieved” (Pahad 1997: 3).

Relevance of a curriculum: refers to theory taught that should guide practice and other activities used to address everyday societal challenges, thus making education a tool in everyday problem solving, relevant to economic, social and political needs of the country (Zvobgo 1998: 138).

Subject syllabus: A systematic selection and organising of subject knowledge from a specific area of knowledge that guides experiences of learners. The syllabus does not take up learning content, but contains the core content of what is prescribed that the teacher may reclassify during “micro curriculum development” (Carl 1995: 36).

Learning content is found in detail in text books, subject literature and other various educational media.

Vocationalism: is taken to mean, “curriculum change in a practical or vocational direction, which is intended to ease the problem of unemployment for secondary school leavers (Bennell 1998: 3).

1 INTRODUCTION

This chapter considers the concept of vocationalism as it relates to home economics, looks through curriculum change and home economics as a pre-vocational subject in secondary schools in Zimbabwe and South Africa. It presents the research question and states the significance of the study.

1.1 Vocational education in Southern Africa

In Zimbabwe and South Africa, as in most newly independent African countries, the spirit of independence heralded a new era that has seen great expansion in education, through educational reform policies. Independence brought with it increased demand for improved health care, transportation, housing and other goods and services (Baiden 1994). New forms of knowledge challenged what once had been regarded as 'tried' and 'true' knowledge and practices, challenging the legitimacy of many subject areas (Grundy and Henry 1995: 281). Thus it soon dawned on these two states that the school curriculum was no longer relevant to the needs of their new nations (Zvobgo 1997). The countries have since been undertaking reviews of their educational systems that have resulted in major changes and innovations (Jansen 1993; Zvobgo 1998; Jansen and Christie 1999).

A feature underlying educational reforms in Africa is the introduction and expansion of technical and vocational education in the general school curriculum (Zvobgo 1998: 164). This is due to the increased realisation of the importance of practical/technical and vocational education in national development (Lauglo 1985; Chung 1982; Chung and Ngara 1986; Zvobgo 1997, 1998).

Advocates of vocational and technical education at secondary school level have always stressed its potential to provide learning experiences that have "more relevance to individual and societal needs and wants than the typical academic subjects" (Lewis 2000: 577). Educationists agree that vocational/practical education offered in secondary school, correctly termed pre-vocational education, only provides an "exposure to" or familiarization with knowledge and skills relating to 'broad families' of occupations (Lauglo 1985: 5). Pre-vocationalism is about helping young people of the society find direction and abilities in their lives, and involves the educating of the whole being; mind, spirit, head and hand (Shumer 2001).

Husein and Postlethwaite (1994) discuss how in the developing world where secondary schooling may effectively be terminal for the majority of pupils, Governments have encouraged varieties of exposure to practical subjects, "...where these technical subjects such as agricultural, commercial, technical and home economics options run alongside the general academic subjects such as english, mathematics, geography, biology and physics" (Husein and Postlethwaite 1994: 6245). Atchoarena and Delluc (2002)

give the example of Namibia as one of the countries that has made home economics (HE) compulsory from the primary school phase to the end of the middle school phase.

Barrow (1976:147) notes that, "Where schooling has been vocationally oriented, it has been contemptuously dismissed as not being truly educational". Such subjects, Lauglo (1985: 5) argues, unfortunately tend to be rejected by parents and some students because "academic subjects hold up a better prospect of socio- economic advancement". Thus academic subjects have more status over the years partly because of these perceptions of better opportunity after school that these subjects afford the students.

Gudmund (in Atchoarena and Dulluc 2002: xiii) points out that the topic of the future of technical and vocational education has been on the agenda of most national education planners, generating heated debates almost everywhere in the world. The concerns of these groups are related to the challenges of globalisation and technology that tend to reflect general "concerns for youth employment and poverty alleviation", making the quest for knowledge worth knowing a continuous process (Muller 2002: 19).

Far from disappearing from the education scene in Africa, Gudmund (in Atchoarena and Dulluc 2002: 33) states that technical and vocational education has instead undergone change and "modernisation in an effort to better meet the needs of the labour market without sacrificing its social function". Various approaches in secondary school technical and vocational education have been adopted around the world, in each case reflecting, "the role which each society assigns to Technical and Vocational Education", Atchoarena and Dulluc (2002: 33). Changing social and economic conditions focus considerable interest on the substance/concepts of HE that make it worthwhile to be on a school curriculum, establishing the 'discourse territory' of this field of study (Peterat 2000: 31).

1.2 Home economics and the concept of vocationalism

Historically the focus of home economics (HE) has been meeting of basic needs for food shelter and clothing in the context of the household and family, so much so that over the years HE as one of the practical subjects included in school curricula has earned the status of being a vocational subject.

Lynch (2000: 156) states that vocational education is a collective term used in high schools to identify curriculum programmes designed to prepare students so that they acquire knowledge and job skills that will enable them to enter employment immediately upon graduating from high school or proceed to university. Atchoarena and Dulluc (2002: 35) suggest that vocational programmes equip the young people with certain levels of skills and knowledge that can be useful for "wage employment or self employment if they do not continue their schooling". Lauglo and Lillis (1988: 3) add that vocationalisation

of the secondary education, means curriculum change in a practical or vocational direction, which "is intended to ease school leavers into jobs or self employment, under conditions of widespread youth unemployment." In the United States of America, the federal government has added public and protective services, childcare, food services, hospitality, technology and communication: computer technology, education, family and consumer sciences (HE), marketing, to its classification of vocational education programme areas (Lynch 2000 quoting Levesque et al; Kliebard 1999; Shumer 2001).

Lauglo (1993: 16) and Mandebvu (1994) suggest that depending on the balance in the curriculum between general educational subjects, school based training can only be of pre- vocational character, with industrial attachments, or it can aim at entry level skills (such as vocational tracks in Swedish upper secondary schools). Mandebvu (1994) however notes that in most cases in secondary schools the terms vocational, technical and practical are used interchangeably, as will be done in this study.

Pre- vocational education is, strictly speaking, said to be only a form of orientation that professes to prepare students for vocational training, an orientation to the world of work, offering a taste of what the world of work is like without turning the school into a vocational training or trade (school) center (King 1985). Writers agree that technical/vocational subjects are important because these subjects in some way, have a "qualitatively different relationship to life after school than the other subjects" (King 1985: 1). King further argues that practical courses point to particular jobs, where as with the classical linguistic, scientific and social subjects, the link to post school career is rather weak. The pre- vocational subjects and courses therefore, which are not clearly, "real training" often gain political support from the same need to address youth unemployment and make school education appear more economically useful (King 1985: 15). For example, in studying food and nutrition the individual has the option of taking up studies in hotel and catering, hospital catering, dietetics etc.

It is widely hoped and expected that pre- vocational education, will give the school leaver 'employable practical skills', so that pre-vocational subjects are often fraught with vocational expectations (King 1985: 15). King (1985) and Lauglo (1993) both agree that, the failure of pre-vocational education to remedy youth unemployment is not indicative of the general education value of practical subjects.

Reeder (1971) in Young (1998: 54) argues that concepts and discussions on vocational education crop up when ever researchers talk about the attempt at integrating the academic and vocational education, and these discussions always occur and reassert themselves when ever there is or has been a new period of crisis in an economy.

1.3 Home economics in a Southern African perspective

1.3.1 Home economics in South Africa

In South Africa, home economics, was introduced as a field of study at Stellenbosch University in 1927 (Smit quoted in McLachlan 1985). Both in South Africa and the United States of America, the pioneers who introduced home economics as a field of study and promoted professionalisation of those who practised it regarded home economics as an appropriate response to pressing social concerns (McLachlan 1985: 1).

A major motivation for the development of home economics then called domestic science, was the findings of the Carnegie Commission of 1932 which maintained that ignorance regarding household management, nutrition and childcare, contributed to poverty and ill health among the white population in the rural areas and recommended that HE extension programmes be made available to women to combat these social ills caused by poor sanitation conditions and poor dietary patterns (Vosloo 1994). Poverty and malnutrition were regarded as products of lack of domestic management skills on the part of the farmwomen. Hence cookery, needlework, cleaning and laundry classes were introduced aimed at the girls. This is how the society viewed the role of HE then referred to as domestic science, where HE's concern for relevance concerned pertinent social problems such as adequate nutritious food adequate shelter and prevention of disease.

Needlework was the most commonly offered of the HE (domestic science) subjects, with the first teachers to teach domestic economy coming from the United Kingdom (Vosloo 1994: 6). In the Education Gazette of 1973, the curriculum offered for the senior secondary course in HE covered food and nutrition, home management.

By 1973 the senior secondary curriculum courses in home economics included food and nutrition and home management (CPA 1973). Reference to home management Vosloo admits, shows the impact of the American HE influence and approach. At this stage HE focused mainly on practical skills in food preparation unfortunately at the expense of subject content (theory) that covered consumer studies, nutrition and family studies (Vosloo 1994: 6). Clothing was not included at all and Vosloo concludes this might have been because needlework was being offered instead as a separate subject in some schools at senior certificate level. Standards nine and ten pupils had a wider choice of subjects but domestic science was limited to the last grade, and this according to Vosloo, determined the slow growth and development of the subject in schools. Smit (1973: 14) quoted in Vosloo (1994: 7) also suggests lack of funds for putting up HE classrooms and equipment as possible causes that might have inhibited and slowed down the growth of the subject in the country. Most serious of all was that the subject was not an examination subject, further undermining its quest for legitimacy as a worthy school subject.

In 1981 a workshop at Mizpah in the Cape province took place in order to analyse the HE curriculum focusing on 'subject content and experiential learning, aimed at developing understanding of the practical issues related to individuals and family life' (Vosloo, 1994: 9). The final mission statement for HE curriculum at school level, stated that "HE empowers the pupil towards optimal development and functioning within the home environment in order to improve the quality of life of individuals, families, groups and communities. It is supportive in the resolution of family problems" (ibid pg 10). Vosloo discusses how in 1983, HE was identified as one of the subjects that needed support in order to improve its 'standing and credibility'.

After independence (in 1994) South Africa took on the challenge to try and address "past wrongs" and "wrong practices" through educational reform that focused on a curriculum that is progressive, egalitarian and learner centered (DoE, 1997). This educational reform (outcomes-based curriculum) has raised questions about the contribution and value of subjects towards the realization of national educational goals and societal needs (Vosloo 1994: 2). Vosloo (1994) suggests that South African home economists have had the challenge of reflecting on the nature of the content being taught, its contribution to the development of the South African child and proving its contribution to the present and future society in general. Hence the introduction of the new consumer studies curriculum, which has replaced the old HE curriculum.

Consumer studies, "focuses on developing knowledge, skills, values and attitudes in learners to enable them become responsible and informed consumers of food, clothing, housing, furnishings and household equipment, and to use resources optimally and in a sustainable manner" (CS 2003: 9). It claims to promote the application of knowledge and skills in the production of quality marketable products that will meet consumer needs. It aims to help the student improve the quality of life experienced and how to use science and technology effectively and critically showing responsibility towards the environment and health of others (DoE, NCS 2003).

Peterat (2001: 31) and Pendergast (2001: 4) suggest that over the years discussions on name change for HE has been very topical with suggestions ranging from applied human sciences, human resources, human ecology, family ecology, family and consumer sciences, family and consumer studies. South Africa is phasing out HE and replacing it with consumer studies (CS) to be introduced in schools in 2006 (DoE 1997, 2000, 2003).

Proponents for a name change reason that if the old name, HE, does not reflect what the field is all about, then considering a name change might be recommendable (Vosloo 1994: 15). The feminists claim that HE tends to reinforce sex role stereotyping thus limiting personal and vocational opportunities on the basis of gender. The term home economics calls up a stream of meanings in ones mind, many of

which are stereotypes. It brings to mind images of, "...girls busily sewing and cooking ...in their classrooms, images that have led many people to view this field as fundamentally narrow, dull and socially conservative" (rare collections of the Cornell University Library 2004). The images portrayed do not tell the whole story about what home economics is really about (Grundy and Henry 1995: 282). Kwawu (1993: 5) quoted in Vosloo(1994: 15) states that, "...in Africa the reality is that home economics...still evokes the negative image of undue attention to household chores of sewing, cooking and housewifery". One cannot therefore fault the women's movements which are in many instances critical of home economics, a field of study they see as aiming at restricting girls and women to traditional domestic and maternal roles.

Peterat (2001: 30) further argues that however, for many home economics professionals, home economics, "is a meaningful identity, actively constructed through study, practice, and participation in a variety of professional communities through out their careers". Peterat points out that a name change, "... signals a challenge to deeply held meanings and to personal and professional identities constructed over the years" (Peterat 2001: 30).

Many writers however agree that in order to address the stigma problems in HE associated with manual, senseless housework; it is necessary to look at possible new names for the area of study (Vosloo 1994; Pendergast 2001). Nonetheless, Peterat (2001: 30) argues that names mean nothing in themselves but that meaning is subscribed through our practices "through active construction and reconstruction of our identities through them". Thus names are open to renewal, and for home economics, this can be obtained by returning to the root concepts of home and economics that bridge disciplines and consider changing social and economic conditions.

1.3.2 Home economics in Zimbabwe

From the early colonial days, the then Rhodesian Government issued a statement of policy that indicated that Africans (blacks), were to be provided with a "systematic training in household work or agriculture" (Atkinson 1972 quoted in Mberengwa 1997: 292). In the 1950s, domestic science continued to be a subject for most girls in primary school only. The training for the homemaking courses was geared at providing learners with skills that would make them legible for possible employment in the textile mills in Gatooma (Chegutu) and the other clothing factories, and not just as housemaids. The courses were meant to improve the knowledge and skills of the girl child in looking after the welfare of the home and family. Extension workers from the Ministry of Health formed "clubs" where the village women were encouraged to learn how to prepare nutritious meals using locally available foods, keeping the homesteads clean and the family members healthy (Mberengwa 1997).

Around the 1960s and 1970s, home economics began to be taught in secondary schools where successful students received a certificate at 'O' Level or a Grade 11 school certificate with cookery and nutrition, needlework and housecraft as the major subjects offered. Teaching methods were still teacher centered although experimentation, research and or project work were also emphasized (Mberengwa 1997).

From the 1980s to 1990s, much progress was made in the range of practical subjects offered (Swartz 1993: 175). The curriculum in 1986 included practical subjects such as technical drawing, food science and dress and textiles offered at 'A' Level, in line with the emphasis on 'technical' and 'scientific' education. However, the curriculum still maintained strong bias for academic subjects. Although the 'A' Level subjects offered were entirely university focused, this only worked for the academic subjects and not the practical subjects which had no connection with the courses offered at the local university (Swartz 1993). The practical subjects were only relevant for joining the poly technical colleges and the teacher training colleges. Although the home economics syllabi and syllabi for other subjects were modified in the late 1980s, a number of weaknesses came to be noted by the end of the 1990s. There were growing concerns among the employers, parents, politicians about the content, relevance and standards of the school curriculum, where the school curriculum was concentrating on "book" knowledge, and not equipping young people and school leavers adequately for the world of work (Mberengwa (1997).

The guiding principles of the curriculum developers of the new (2002) curriculum for primary and secondary schools (Ministry of Education 2002: 2), were based upon 'relevance of knowledge' provided by the curriculum, the extent to which the subjects offered met the needs of the individual learner, the national economy, society at large and the future challenges of Zimbabwe.

1.3.3 History, home economics and curriculum change

Pendergast (2001: 9) states that "Home economics like no other field has been influenced by its past ...the importance of telling a history is to identify the factors that have constrained and determined that history". Morley and Rassool, (1999: 17) argue that all action exists in continuity with the past. New ideas evolve from the ideas of the past which in turn lead to the development of types of improvement in educational change. They add that reform therefore must take stock of economic, political, social and cultural events of the past, in order to set parameters for the areas needing attention within the new curriculum. Solutions to today's problems come from knowing yesterday's mistakes and failed attempts at finding solutions (Pendergast 2001: 9; Cross et al 2000: 180). Knowing yesterday's challenges and what the subject area has faced and conquered, will help guide curriculum designers in plotting frameworks, which show the new trends in the field that all stakeholders identify with. Hence the need to know more about the historical background leading to the marginalisation, present attitudes towards

practicals and the status that practical/ prevocational subjects have in schools, that give an indication of the direction HE is taking.

Seeley (1996) quoted in Ross (2000: 105) suggests that by examining the origins of the subjects we can,

understand a great deal about the ideologies that underpin the content based subject organized curriculum if we examine the process by which they emerge into the pantheon of the collection of approved subjects and the ways in which they achieve high or low status.

Subjects such as design and technology (DT), physical education (PE) and home economics (HE) were once explicitly separate subjects for boys and girls. In the case of home economics, physical education and design and technology, wood work and metalwork, all of which, while officially regarded and presented as open to students of both genders, contained, and in some cases still contain, heavy gender imbalances (Paechter 1999).

Paechter (1999: 223) and Kirk (1988, 1992), highlight how PE had separate male and female programmes which emphasized different skills requiring different training and implementation for the teacher and the student. HE and PE were made compulsory subjects with the intent of 'improving the health of the poor' (Fletcher 1984 and Hunt 1987 quoted in Paechter 1999: 223; Cuban 1992: 223). HE was mainly aimed at girls, to make them better wives and mothers of the society (Vosloo 1994; Gordon and Lawton 1979; McLachlan 1985), "preparing girls for the practical duties of woman hood" (Freedman 1987).

Turnbull (1987: 87) quoted in McCormick and Paechter (1999: 224) argued that:

The development in schools of what in 1910 one educationist called "the domestic art, cooking, cleaning and clothing reveals how persuasive and persistent an ideology of domesticity was in influencing girls' schooling" This ideology suggested that the domestic work and love of home should be the focus of women's lives...

For the working class boys, crafts like metal work, woodwork and design were taught (Paechter 1999). These were believed to inculcate in the student moral training and industrious habits. Crafts continued to stress the ideology of separate spheres and separate activities for women and men through life. In Britain, Gordon and Lawton (1979: 106) state that in 1962, the school was made a means of training and instructing girls in the arts of domestic economy with focus on household management, practical training in cottage cookery and care of clothes. Domestic science subjects started and made obligatory for girls in public elementary schools could only be taken after history, geography and grammar and was restricted to girls.

HE for girls, woodwork and metal work for boys. This trend has been challenged over the years (Grundy and Henry 1995: 281; Gordon and Lawton 1979: 110). Over the years all interested learners have been encouraged to take up a practical subject of their choice in addition to other school subjects offered on the school curriculum.

1.4 The Research Question

With the above issues in mind the question is posed: What are the current trends that can be discerned in the home economics curriculum documents in Zimbabwe and South Africa?

1.5 Objectives of the Study

In its analysis of the curriculum documents, the study will aim to;

- a) Determine the factors that contribute to and influence home economics (HE) curriculum change and construction in the school curriculum.
- b) Identify some of the issues that the HE curriculum in the new millennium must address.
- c) Determine trends in HE curriculum design and pedagogical approach.

1.6 Rationale and justification of the problem

In my teaching experience of dress and textiles (DT), now textiles and clothing design, I discovered that the teacher and pupils had to confine their choices for practical work and theory covered to the 'A' Level examination specifications (assessment method) I had to 'teach to the test', without considering if in the final analysis, the pupils learnt anything that would help them emerge as productive independent individuals, participating in the development and improvement of the economy.

The demands of the Cambridge Examinations influenced, in a way, all the pedagogic and evaluation activities undertaken by the teacher. Under these conditions creativity and innovation were stifled. It was hard to cater for the needs of pupils as potential job seekers. Their views and thoughts were not always catered for. The fashion world out there is worlds apart from the fashion that the education system was exposing the pupils to, both in approach and expression. Trying to find a balance between these ideas and getting a working solution was a real problem.

Thus the study hopes to determine the trends that have emerged in the teaching of home economics subjects, trends that reflect the direction home economics is taking in the new millennium.

1.7 Significance of the study

As a general principle, teachers teaching practical teachers agree that practical subjects have been introduced for both general education and labour market reasons, and for the preparation of pupils to enter employment or for self employment (King 1985; Mberengwa 1997). Almost all African countries have experienced low absorption capacity of their economies, and have seen large percentages of school leaver unemployment (Mandebvu 1994).

The crux of the matter is that the 21st century student demand that the school curriculum equip him/her with skills and knowledge that will enable him/her to get a job when he/she leaves school at what ever exit point within the schooling system (Lauglo and Lillis 1988; King 1985). Literature has shown that, as the economic environment of the world has changed, the changing economic realities have made the world of work totally unreliable (Hargreaves and Fullan 1998: 20). The writers add that students have come to realize that pieces of paper (academic achievement certificates), no longer automatically provide security and success. Students notice that, "the job lights are dimming at the end of the educational tunnel", and students expect the school to offer them what is relevant to the world of work and to the economy.

Problems and challenges such as unemployment, poverty, increased technical knowledge and others, demand constant revising of content taught, as they influence any future plans the student makes. Has the structure of knowledge for home economics subjects changed over the years? If yes, what factors have influenced these changes in school curricula? Pondering on this issue, Grundy and Henry (1995: 281) ask, "Which way home economics?" a question that echoes through out this study.

1.8 Structure of the study

The dissertation has been structured in the following way:

Chapter Two: A review of literature concerning the issues of curriculum change and curriculum development, and the agents influencing what is taught and how it is to be taught and evaluated. The section attempts to explain why HE has been included in the school curriculum.

Chapter Three: Presents the methodology used to analyse the curriculum documents.

Chapter Four: Discussion of the analysis of the curriculum documents concerning content, pedagogy and evaluation as presented in the documents.

Chapter Five: The main issues arising from the documents which the curriculum of the future needs to address.

Chapter Six: Conclusions and implications of the study.

2 LITERATURE ON THE HOME ECONOMICS CURRICULUM

This chapter reviews the literature relating to the home economics curriculum and attempts to place it within a theoretical context. The study is an analysis of curriculum documents in their prearranged (preactive) stage, curriculum as prescription (Goodson and Walker 1991), where documents are organized so as to highlight knowledge and skills that have gained ground and also determine the status of HE subject areas. This organized body of knowledge is what most writers say is the curriculum (Hollins 1996: 150).

In the study, the HE curriculum documents cover the compiled body of knowledge, skills and values to be imparted to the learner, with the use of different materials such as textbooks and computers. The documents are treated as products of policy making, design, development and use that are not independent of their location in society and history (Hollins 1996: 147). Basil Bernstein's (1975, 1990, 1996) work on the understanding of social construction of pedagogic discourse and educational knowledge and transmission, using the theories of classification, framing, vertical and horizontal discourse, (discussed in detail in Chapter Three) is essential to the analysis.

2.1 Studies of the HE curriculum

The literature reviewed did not reveal much work dealing with trends in the development of the field of study. Historical explorations, instead, give general overviews on the development of HE, mainly in the United States of America and the United Kingdom. For example, Grundy and Henry (1995) discuss the need to find the nature of knowledge that justifies the legitimacy of HE and understand its potential as a school subject ('the conceptual orientation of the home economics curriculum'). Stage and Vincenti (1997), and others, seek ways to the shattering of the stereotyping of HE that has made HE "ignored, misunderstood and even maligned", emphasizing the role of HE in reform. Peterat (2001) offers 'radical' ways of renewing HE for the future in line with new ideas that help understand the concept of HE. Kerka (1996) discusses the need for "reorientation of the curriculum from the traditional emphasis on technical/vocational skills of home making toward a critical science approach". Kerka also argues for the need for renaming HE because the role of the woman has changed over the years, with Pendargast (2001) offering insight into why HE professionals are determined to find new titles for the field, if not to remove the discomfort the name brings. Vosloo's work (1994), (whose views were closest to my study), looked at the reconceptualisation of the HE curriculum and its relevance in the school curriculum for the new South Africa.

Since there was no specific research available which corresponded to my area of inquiry, it was important first to come to terms with various ways in which school knowledge can be viewed with respect to pre-vocational/practical subjects, and with the way curriculum designers decide on what knowledge is worthwhile for the learner in the new millennium. This provides in a way, the basis for better understanding influences on trends and the direction HE may be taking.

2.2 Practical subjects and the meaning of knowledge

Scheffler(1999) gives brief outlines of three broad philosophical approaches to knowledge which help explain the differing status given to different subject areas. These include: the rationalistic view, which regards knowledge as that emphasizing rationality, reason as superior and source of valid knowledge and views mathematics as the model of science (Kelly 1986: 6; Morton 2003: 2). Next is the empiricistic view that takes natural science as the basic model where “natural phenomena are revealed by experience, not disclosed by intuition, nor their interrelationships derived from self-evident axioms” (Kelly 1986: 6). Empiricistic views do not agree that some knowledge comes *a priori* from the rational mind, independently of the experiences of the senses. Lastly is the Pragmatic Approach, which “stresses the experimental character of empirical science” (Scheffler 1999: 3).

Lewis (1999: 131) discusses Hirst’s (1965) seven forms of knowledge, (mathematics, physical sciences, human sciences, history, religion (morals) literature and philosophy) from which subjects are derived, representing the possible ways in which we can make “rational sense of the world” (Hamm 1993: 46). Each form has its particular central concepts that constitute a distinctive logical structure, which is able to make particular statements to address particular questions testable against experience, against criteria that are specific to that particular form of knowledge (Ross 2000: 104).

Lewis (1999: 131) argues further stating that, “true knowledge” in Platonic culture could be arrived at only by sight, speculation, and contemplation, views which totally ignore technical education such as HE, which contributes to the total, “development of ideal human beings”. Whitehead (1929) quoted in Lewis (1999: 133) however recognized that there have to be three main sources of knowledge, those derived from, “the way of literary culture, the way of scientific culture, and the way of technical culture” (Lewis 1999: 133). Whitehead goes on to add that technical education draws on the deep natural instinct to translate thought into manual skill, and manual activity into thought.

Over the years many authors who have discussed this issue of subject status and the status of knowledge seem to concur on the fact that, “all curriculum involve assumptions that some kinds and areas of knowledge are more ‘worthwhile’ than others” (Young 1999: 64).

Attar (1990: 22) quoted in Paechter (1999: 221) points out that:

If knowledge is power, then some forms of knowledge are more powerful than others. It is no accident that the least powerful forms of knowledge are those that are taught to the least valued groups of pupils

A point that Young quoted in Goodson (1988: 166) takes up by commenting that when it comes to the selection and organisation of knowledge, society's influence helps to highlight and emphasis the assumption that "some kinds and areas of knowledge are much more worth while than others" where what he calls 'high status groups' (sciences, maths) (Ross 2000; Grossman and Stodolsky 1999) have always tended to receive 'academic' rather than 'technical knowledge', and where resources are channeled in favour of high status subjects, as evidenced in the Norwood Report in the UK (Ross 2000: 112). Goodson and Marsh (1996: 61) argue that this happens because in schools where academic achievement and preparation for college affects the greatest concentration of symbolic and material resources, vocational departments are seen as 'back waters'.

2.3 What counts as worthwhile knowledge in home economics?

Views on what society regards as knowledge worth having will set trends in each era of what is to be taught in each subject area. Determining what value each society places on a form of knowledge points to the way the subject area grows and the direction it takes. This discussion will briefly look at what determines the value of knowledge the HE curriculum designers consider in their planning.

In previous studies on curriculum studies, it is noted that researchers have often concentrated on learning, almost saying nothing about knowledge except to treat it as the content of the learning process, something that has no effect on the learning process itself and also not affected itself by the learning process. McCormick and Paechter (1999: ix) comment that it has been proved that, "it is impossible to have a view of learning without also implying a view of knowledge". Hamm (1993: 59) also adds that it is important for people to "know more about the nature of knowledge as well as about children and how to present knowledge to children" because determining what is to be taught determines the status of the subject on the school curriculum.

Richard Peters (1965; 1966) and Carr (1998: 20) commented that the view that education is concerned primarily with initiation into intrinsically worthwhile activities proves that worth while knowledge should be from those forms of knowledge which present a genuine attempt to promote the cognitive, spiritual physical aspects in the learner (all round development of the recipient).

Habermas (1971, 1972) offers a view that can be used to help answer queries about the vulnerability of HE in the school curriculum which have seemed to threaten the very existence of the field.

Habermas's work helps place HE in its different orientations (agreeing that HE is a multifaceted area of study) that define and represent "fundamental orientations towards being human" (Grundy and Henry 1995: 282). Habermas' work clarifies that other theories of inquiry developed to understand the concept of knowledge do not offer comprehensive understanding of the concept, whose acquisition he claims is stimulated by human interests for survival and meaningful existence (Vosloo 1994). Habermas' theory of cognitive interests has identified three categories of process of inquiry which help demonstrate three 'knowledge-constitutive interests', namely the empirical analytic science approach (incorporates a technical cognitive interest), the historical-hermeneutic sciences approach (incorporates practical interests) and the critically oriented sciences approach which deals with the emancipatory cognitive interests (Habermas 1972: 308).

Grundy and Henry (1995), Vosloo (1994) and Baldwin (1990) have discussed how Habermas' 'conceptual schema' may be used in the development of an HE theory that helps in designing a relevant curriculum for today's challenges, thus helping provide justification of HE in the school curriculum

2.3.1 *Technical interests and the HE curriculum*

Technical cognitive interests incorporated in the empirical-analytical sciences refers to the 'basic orientation' that is an expression of the fundamental human need for reproducing itself and:

those aspects of the human society deemed of most worth, dependent on the control and management of its human environment establishing rules for the construction of theories and their critical testing, whether technical exploitability is established by rules according to which we apply theories to reality (Habermas 1972: 308)

Technical knowledge is viewed as being objective, real, able to be validated and exact, helping to give a sense of certainty, in the belief that because technical knowledge is knowledge of what exists, "it can be observed, measured, quantified". Goldman (1999: 164) points out that "scientific inquiry is a human activity", that makes the technical rationality recognise the strong connection between science and technology "A scientific orientation in HE "stresses the importance of knowing science principles that explain the behaviour of food and textiles, as well as the principles that describe human behaviour", growth patterns and relations (Goldman 1999: 285).

Hence technical knowledge is exploited, utilized to produce a given outcome. In an adapted illustration from Vosloo (1994: 37), the idea of utilization of knowledge to produce quantifiable products under guided management is applied in HE as shown below.

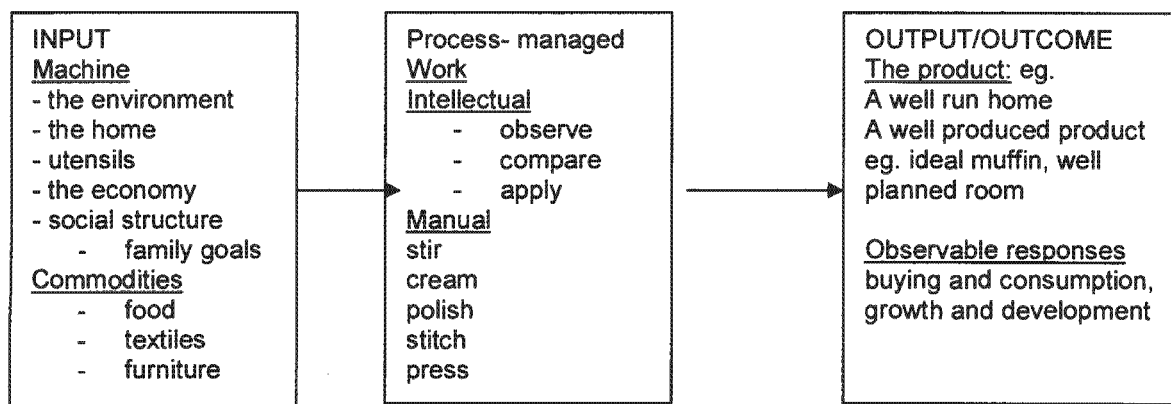


Figure 1: HE from a technical perspective within the framework of analytical-science

Figure 1 demonstrates the outcome as a result of the optimum use of resources to obtain skills and knowledge “closely associated with survival skills” for the individual, clearly highlighted in an example of a working mother who has to juggle roles/duties of being a homemaker and a career woman Grundy and Henry (1995: 284) observe that:

curriculum documents informed by a technical interest are frequently dominated by specifically defined objectives which determine what is taught and how it is taught , and by rigid assessment programmes

Brown (1980, 1984a) contends that technical orientation and a technical bias, drives the HE curriculum, as evidenced from the origins of the subject and the way ‘practical’ (psychomotor) skills are emphasized in the curriculum. HE “programmes that are skills oriented” provide the stage where learners perfect their skills in carrying out certain tasks according to “prescribed criteria” (Grundy and Henry 1995: 284).

2.3.2 *The practical interest and the HE curriculum*

Knowledge generated from practical interest arises from the ‘intersubjective understanding’ oriented towards consensus seeking, as a result of interaction between individuals or groups. Through interaction (socialization: debates, reflection) culture creation takes place, with society defining its values expectations on approved behaviour (Habermas 1971: 92). Habermas adds that a curriculum informed by practical interests (hermeneutic knowledge) communicates universal human values guiding social behaviour cognitively and reached at a level of mutual understanding and systematic approach (Grundy and Henry 1995: 287). This type of curriculum, the writers add, emphasizes the importance of the interactive process, which the teacher and learner as a team determine the curriculum, working towards a common goal and the outcomes Goldman (1999: 3). Brown (1984a: 2) adds that HE, besides being

seen as technical in its interpretation, can also be informed by practical interests, as highlighted in HE's aims given in its definition which states that

Home Economics in its most comprehensive sense is the study of the laws, principles and ideals which are concerned on the one hand with man's immediate physical environment and on the other hand his nature as a social being and is the study specially of the relation between these two factors... (Brown 1993: 367).

In this sense Grundy and Henry (1995: 285) point out that HE is a "practical science, which is socially and morally oriented". These writers go on to add that the historic review of HE demonstrates that a practical interest "has had a strong influence on the development of HE in the school curriculum". The HE syllabi highlighted moves from a more content orientation, making learning more meaningful to the learner, and to a more humanistic approach in HE. Methods such as the use of independent individual and group research, investigation, experimentation, role playing, individual and group projects, field trips- practical importance seen in the developing communicative competence in learners were used promoting the understanding the logical structure of thought and speech.

2.3.3 *Emancipatory interest and the HE curriculum*

This critically oriented science approach acknowledges the 'dynamic interrelationship of knowledge and power', without the controlling of the application of knowledge as in the practical and technical interest approaches. A critical science approach clarifies how human understanding and action is "constrained by often recognized interests in domination. It is concerned with "confronting issues of power and domination and empowering individuals/groups to 'act with autonomy and responsibility' breaking the taken for granted views of the world ('critique of ideology') (Grundy and Henry 1995: 290).

Vosloo (1994: 32) argues that this approach seeks to know the kind of relevant, worthwhile, knowledge that HE subjects can contribute in terms of challenging ideologies, beliefs and norms that impose inequalities and hardship on individuals and society. HE can utilize this interest by promoting 'enlightenment', seek to empower learners (the emancipation of learner) (Baldwin 1989). In this case home economists must first see themselves as 'rational agents for change seeking to develop a "broad social consciousness and critical awareness of conditions in society that historically damage family's ability to act in the interest of human happiness" (Brown 1980: 101).

Thus, Husen and Postlethwaite (1994: 3149) argue that, "if knowledge is an instrument, the main purpose of acquiring it is to learn how to use it". The uses of various areas of knowledge in life determine and dictate what knowledge is, hence what part of it should be taught and developed.

However, much as writers say it is the usefulness of knowledge that makes it valuable, Barnes (1982: 119) asks then why an area like cookery which is a part of everybody's daily life, whose skills and knowledge are necessary and undoubtedly very useful, is not a highly valued part of the curriculum?

2.3.4 Justification for HE in the curriculum

Referring to the definition of home economics, one finds that the nature of HE is often regarded as a science and social science field of study (Brown 1993; Grundy and Henry 1995). Vosloo (1994), McLachlan (1985) and Peterat (2001: 31) regard HE as a philosophical subject, which looks at "relations, while the subjects that it depends on such as economics, sociology, chemistry and others are empirical in their nature and concerned with events and phenomena" (McLachlan 1985: 2). The nature of the knowledge embedded in HE subjects, therefore establishes on 'epistemological grounds' characteristics that determine its value in the curriculum Grundy and Henry (1995: 281), which can be summarized as follows:

- a) It gives practice in the organization and planning of work.
- b) It links what goes on in school with what goes on outside.
- c) It is concerned with family life and making of homes based on the experience of countless generations.
- d) It can reinforce or complement almost every other subject in the curriculum and can provide a bridging subject linking arts and sciences, drawing on social history, social studies, environmental studies, child development and psychology and the natural sciences.
- e) It provides opportunities to think creatively, acquiring and practicing linguistic, numerical, and aesthetic skills and through these to become aware of the pleasures and satisfactions as well as the problems and challenges of present day family life.
- f) It is concerned with the development of the individual and how to balance individual rights with those of others (Gordon and Lawton 1979: 115).

Thus knowledge in this regard is stimulated by the technical, the practical and the emancipatory interests of the person who engages in different forms/processes of inquiry in order to acquire the relevant knowledge.

2.4 Trends in the development of HE over the years

Home economics is divided into subject components such as clothing, family studies, food and nutrition, management and housing, components that have contributed to ensuring the inculcating of concepts that have become increasingly important in consumer oriented, multicultural African societies (McLachlan 1985; Vosloo 1994; Waudu 2002).

Home economics as a field of study is largely of American origin founded on January, 1, 1909 in the United States of America, first recorded as a course in home economics at Iowa State College in 1869. The purpose of the course was to prepare women for the work in the home, to “help the home and family develop ethical and free human beings who were conscious participants in improving society” (Mberengwa, 1997: 293).

In the US, the inception of the Morrill Act in 1862 paved the ground for a significant development in the field of home economics. The Morrill Act mandated that wider missions for the colleges be funded, covering not only the traditional curriculum but also the practical areas and research.

The Act gave HE room to be regarded as an academic field leading to the establishment of colleges in the United States of America offering HE. Until that time the higher education system had focused largely on the teaching of the classics and on preparing the young men on obtaining the background to being introduced to white-collar professions such as medicine, law, and the ministry (Cornell Library 2004).

Between 1880 and 1890, the schools began to offer domestic science as part of a manual training movement that was aimed at providing children with an education to help them learn to use their hands as well as their minds. The following educational programmes were proposed at the Lake Placid Conference (1909):

- *Domestic economy* aimed for the very young, giving children basic survival life skills, such as choosing the right type of foods to eat, and handwork.
- *Domestic science*, offered scientific knowledge in chemistry, physics, economics, and physiology, applied to the learning of the subjects, making knowledge more applicable to everyday knowledge.
- *Household arts* focused on hand skills, which were only part of a college or university curriculum but mainly belonged to technical schools.
- *Euthenics* (the practical application of well known scientific and social laws to develop human beings by improving living conditions) was to be taught in higher education (Mberengwa 1997: 294).

Copa and Bentley (1992: 898) discuss how the first attempt at the development of a national curriculum to address HE programmes at secondary school and university levels prepared in 1913 in the USA was subdivided into areas of food, clothing, shelter and household and institution management.

HE emerged from the schools subject to later gain university and academic status, with home economists developing their own credentials (Heggestad 2004). Its development can be seen not as a pattern of disciplines “translated” down or of “domination” downwards, but very much as a process of “aspiration” upwards, Goodson (1995: 167), of those few who recognized the subjects value to contributing to society's needs and problem solving of society's challenges.

However writers such as Burman (1999) and Berlage (1998), have observed that though the attitude towards home economics subjects have basically changed for the better, have become more tolerant and receptive, the stigma and stereotyping of the field has somewhat remained. The authors reason that this attitude could be partly because HE principles are based on the family and home; these views have placed HE as primarily serving the affairs of the woman in society. Over the years, trends show that content focus has moved from values to technical/scientific aspects and integration with other subjects, leading to interdisciplinarity. Rapid changes in technology, scientific and consumer knowledge have been recognised and have been built into the home economics (Gordon and Lawton 1979).

The 21st century has also seen new trends in which HE further attempts at changing names to establish itself showing more tendencies to 'scientetize' (Peterat 2001) itself, and giving more base to the acquiring of entrepreneurial skills.

2.5 Trends in Southern African curriculum affecting HE development

Mandebvu (1994: 55) has suggested that in Africa the curriculum developer of the future, must take cognisance of the fact that the majority of the people in the countries live in the rural areas and that most school leavers will not be able to get formal employment in the formal sector. Mandebvu argues further that, "it would therefore be a misplacement of priority if our education systems were to gear themselves mainly at the provision of skilled people for business and industry," Thus the major question to address still remains, 'which type of education is then best suited to the challenges our region faces?'

To answer this question Mandebvu refers to Mukyanuzi's suggestion (1990) that a 'technical type of education' which encourages the fusion of both theoretical learning and practical skills is most relevant for Africa. Avenstrup (1997: 20), is also of the view that curriculum developers in Africa have to consider imaginative innovations, to come up with 'unique' ways of dealing with knowledge within different given social contexts where "relevance, applicability and adaptability of what is to be learnt or taught are made critical guidelines in coming up with the relevant indigenous curriculum. Pretorius (1993: 29) in Marope and Weeks (1994) concludes the thought by stating that, the curriculum of the future must first emphasise on skill and in particular 'learning to learn'.

2.5.1 Curriculum change, consumer studies and outcomes-based education

Both the educational systems of South Africa and Zimbabwe have gone through major changes aiming to produce a generally acceptable relevant curricula.

In South Africa, Fleisch, discusses how the proposed outcomes based education (OBE) approach that has consumer studies as one of the subjects to be taught, is aimed at shifting the "focus of school

teaching away from objectives derived from syllabi content to structuring learning experiences around what students should know by the time they exit the formal system" (Fleisch 2002: 117; Jansen and Christie 2000: 29, 1999). CS relies on the base knowledge acquired in the other learning areas as indicated in the NCS (2003). For example, technology (recognizing the impact of technological development on the quality of people's lives), economic and management sciences, mathematics (skills in calculating, planning organizing), languages, natural sciences (conducting investigations and drawing up reports).

Spady (1997), quoted in Jansen and Christie (1999: 85) states that outcomes rather than learning theories drive educational reform and the teaching process. Outcomes models specify what learners should know and be able to do. Outcomes based teaching concentrates on the results of learning with the teacher designing and selecting the inputs and authority (policy makers, industry, business sector, environmentalists, parents) coming up with the outcomes (Malcolm 1996). This process ensures that the learners get knowledge and skills that the nation considers important. OBE gives each child the same rights to progress no one 'fails' as many dimensions of performance are used to produce a profile of the student's achievement.

Literature on curriculum change and development is useful to consider at this point when discussing issues involving the HE curriculum, in the way that educational reforms become trend setters in influencing what is to be taught and how it is to be taught and influencing the status the subject has on the school curriculum, as discussed below.

2.6 External factors driving curriculum change and development in home economics

How people as individuals and as society view curriculum is important because people's conceptions and ways of reasoning about curriculum, "reflect and shape" how everyone in the final analysis think, talk and study and act on education and on what is finally taught to the learners, that defines the structure of knowledge of the given subject (Hollins 1996: 53, 149; Goodson and Marsh 1996). Any consideration of the HE curriculum needs to include or make reference to the above aspects, from the broader literature on curriculum development and implementation

The following section below looks at these agents capable of influencing HE curriculum change and development, in terms of what the HE curriculum designers view as knowledge and skills worth knowing as given in the curriculum documents discussed in detail in Chapter Four.

2.6.1 *Government influence*

Governments influence forms of knowledge, the quality of education and the direction a subject takes in several ways through their policy mechanisms and administrative organs such as ministries of education, parliament and the curriculum development units (Hallak 1996: 4; Salia – Bao 1989: 42).

... those in positions of power will attempt to define what is to be taken as knowledge in society, how accessible to different groups any knowledge is and what are the acceptable relationships between different knowledge areas and between those who have access to them and make them available (Young 1998: 11).

Young (1991: 62) illustrates this point by discussing how in the apartheid era (South African educational system), the policy of Apartheid was inculcated in the school curriculum by policy makers as a means of maintaining economic inequality, and a means of preserving a separate identity or different views of reality or knowledge. CS (part of the OBE curriculum) has emerged as one of the results of the educational reforms set by the new government.

2.6.2 *Examinations and Examination Bodies*

Salia-Bao (1989: 44) discusses how examination bodies have been found "dictating what should be taught in a way that certain irrelevant material is taught", which meets needs of neither the children nor society. Wolf (1992) quoted in Young (1998: 68) makes note of how importance is given to qualifications, reflecting the "dominant role that assessment and in particular terminal examinations has had on post – compulsory education..." have always exerted considerable power and, thus "remain the linchpin" of the qualification system and having a "stranglehold over curriculum".

Weber (1952) quoted in Young (1998) talked about the way examinations contribute to the perceptions that have cultivated opinions underlying the status and development of a subject area over time. He argues that the major constraint on what counts as knowledge in modern societies depends on whether something could be objectively and, in practice, quantitatively assessed. Hence the assumption that seems to underlie modern educational policy that, "if you cannot examine or test for something, it is not worth knowing" (Young 1998: 19). Young (1998: 19) also alludes to the "link in modern education systems between formal education, examinations and specialist knowledge". In both T&CD and CS documents examination schemes have been included to show that examinations still play a major role in determining the success of the subject area.

2.6.3 *Universities and external consultants*

Many authors write about the influence universities have played over the years in determining the forms of knowledge and what they avail to the inquirer and the influence on what has been taught in the

schools, through the fact that they have provided the external examiners for the external examinations and been in the forefront of knowledge production.

However Delanty (2001: 4-8) argues that, in this post modern era, where disciplinary boundaries have become blurred as "multidisciplinarity becomes the norm", the university is no longer the crucial institution, the only privileged site in society for the reproduction of particular kinds of knowledge. There is now a proliferation of many different kinds of knowledge that no particular one can unify all the others. Delanty suggests that the role of the postmodern university, in the production of knowledge is in fostering research, education, professional training and intellectual inquiry and critique (Delanty 2001: 8). HE professionals, lectures at universities and college teachers, education officers are curriculum designers in both systems.

2.6.4 Curriculum change and educational assessment

Siebörger and Macintosh, (2004: 32) allude to the connection that exists between assessment and curriculum. The writers suggest that assessment, because of its influence on how the teacher and pupils react towards the curriculum, establishes the fact that assessment plays a major role in curriculum change and development.

The writers point to the way that assessment tends to motivate, greatly the learners and teachers in the way the learning process occurs by directing the learners' and the teachers' attention, "to specific aspects of a curriculum or learning programme". All supported by such statements as, "we have to finish this for assessment", "This is important, you'll be tested on it" or "Does it count for marks?" Assessment in this way seems to have a strong hold on the way the learning process occurs. The documents under discussion have made provision for the assessment schemes to be used, to be discussed in following chapters.

Researchers have observed that when curriculum change occurs, assessment facilitates the acceptance of new improved programmes by the stakeholders. Siebörger and Macintosh (2004: 32) add that, "if the changes can be linked to assessment, there is a much stronger motivation for teachers and learners to accept them". Hence the statement "assessment drives the changes". Assessment and evaluation plays an important part in T&CD and CS because significant areas in the documents discuss the assessment and evaluation techniques to be used in the teaching and learning of the new subject areas. Consequently the writers also point out that if one changed the type of examination one would also "change the type of teaching and the type of textbook used". Thus strengthening Bernstein's view that the three units (message systems) curriculum, pedagogy and assessment constitute the three-message system for delivery of knowledge.

2.6.5 Textbooks

Marsh (1992: 51), states that textbooks are by far the most commonly used curriculum material in the classroom where teachers use textbooks to "motivate students and to give them maximum understanding about a topic or problem". In this regard writers claim that textbooks constitute the base of school knowledge. Many teachers use textbooks as major tools because of the way they match closely to the syllabi and the educational system outlines of what is considered most worth knowledge to be taught.

Curriculum developers have to consider the books providing the best information to cover the content taught. Marsh (1992) adds that the content in the book should be material that is "directly related to the syllabus and the examinations that the students have to pass... content should be up to date, emphasizing the major concepts of the discipline..." (Marsh 1992: 54). For example the T&CD syllabus indicates textbooks to be used.

2.7 Summary

Not much literature is available on home economics curriculum. However from the available literature it is possible to draw conclusions regarding the occurring changes in the structuring of school knowledge and pedagogical discourse that have set trends in the development of the HE curriculum. By looking at trends an attempt is made to determine the direction that HE subjects are taking, (in the new forms of knowledge they are incorporating) and why the field is taking that direction.

Over the years socio-economic, political, ideological and technological changes have created the context in which curriculum change and innovation in general school curriculum (HE included), has been constructed and implemented. The changes in the type of knowledge considered worth knowing in HE have evolved to be representative of the needs of the present and future society (Nkomo 1995: 32; Cornbleth 1990: 24; Young 1999: 69).

The focus is shifting from knowledge and skills for making things to the development of a critical and independent human being capable of become an ideal worker capable of solving many social and economic problems facing society today and tomorrow (Bates et al 1985). Chapter Four and Five will explore these views in detail. In the following chapter an explanation of the methodology used in the analysis of the curriculum documents is presented.

3 THEORY TO INFORM THE ANALYSIS OF CURRICULUM DOCUMENTS

The analysis of the curriculum documents for T&CD, CS, N&C and HE draws substantially on Basil Bernstein's theory of knowledge and pedagogy. The model of pedagogic device shows how social power and control operating the forms of communication reproduce culture in the formal education system. The theories of classification and framing help show patterns/trends that emerge in the documents, concerning the content (structure of knowledge privileged in society), dominant pedagogic patterns and assessment practices that determine the direction home economics is taking.

The study uses the analytical tools developed by Bernstein to highlight any changes in the curriculum documents, in terms of what is to be taught, how it is to be taught and assessed. Bernstein (1977: 85) states that formal educational knowledge is realized through three message systems, namely, curriculum, pedagogy and evaluation. Where, curriculum, defines what counts as valid knowledge, pedagogy, what counts as valid transmission of knowledge, and evaluation, defining what counts as a valid realization of the knowledge on the part of the learner or the acquirer. Bernstein believes that that these systems "form a whole and should be treated as a whole" (ibid p 81). Hence I concentrate on using these three sections in the study.

The chapter starts with an overview of Bernstein's work and a description of the notion of pedagogic device, pedagogy discourse (the production of the curriculum) and then the structuring of the curriculum. A scrutiny of these three sections (content, pedagogy and evaluation) will reflect in chapter four and five what curriculum designers consider to be knowledge worth knowing in home economics, determining the direction the subject is taking, thus underlying its relevance and importance in today's society.

3.1 The social construction of discourse

Bernstein's work on cultural transmission, pedagogy and symbolic control considers how individuals, groups and organizations in society use power and control to determine what is to be considered valuable knowledge worthy to be taught, how it is to be taught and to whom the content is to be delivered (Bernstein 1997: 47; Young 1998: 31). Bernstein (1977: 29) clarifies this assertion by stating that, "How society selects, classifies, distributes, transmits and evaluates the educational knowledge that it considers to be public, reflects both the distribution of power and the principle of control (Bernstein 1977: 85).

Concepts of power and control highlight how these two produce, distribute, reproduce and legitimize dominating and dominated principles of communication and how the principles of communication produce a distribution of forms of pedagogic consciousness (Bernstein 1996: 18).

Bernstein (1996: 42) introduces the concept of recontextualisation through the discussion of the pedagogic device and pedagogic discourse. Here he is concerned with how knowledge is transformed and turned into educational knowledge through the processes of pedagogic discourse. The pedagogic discourse is a principle by which other discourses are appropriated and brought into a spread relationship with each other for the purpose of their selective transmission and acquisition (Bernstein 1996: 47).

To clarify the position of pedagogic discourse Bernstein defines pedagogic device first saying that it is, "the symbolic rule of consciousness in its selective creation, positioning and oppositioning of pedagogic subjects. It is the condition for the production and transformation of culture" (Bernstein 1990: 189).

He further explains that the pedagogic device makes possible the

transformation of power (that is, its basis in social relations and their generating sites) into differently specialised consciousness (subjects) through the device's regulation and distribution of knowledge and of the discourses such as knowledges presupposes (op.cit. 1990: 209).

The pedagogic device provides the intrinsic grammar for pedagogic discourse through the use of distributive rules, recontextualising rules and evaluation rules. These rules are hierarchically interconnected and regulate the way in which knowledge is transformed into educational knowledge. This discussion will focus on the recontextualising rules which regulate the "construction of specific pedagogic discourse," (p 180), to be used as part of the analytical tool for the study (Bernstein 1990: 180).

It is the recontextualising principle and rules that selectively appropriate, relocate, refocus and relate to other discourses to constitute its own order (op.cit.1990: 84), that is taking a discourse from its original content, modifying it and then reinserting it into a new discourse.

3.1.1 The recontextualising field

In a model showing how the pedagogic device operates, Bernstein 1990: 197), illustrates how the macro structuring of society influences or impacts on the micro structuring of pedagogic institutions, as shown below in figure 1 where Pedagogic discourse is generated by a recontextualising discourse (Bernstein 1996: 47).

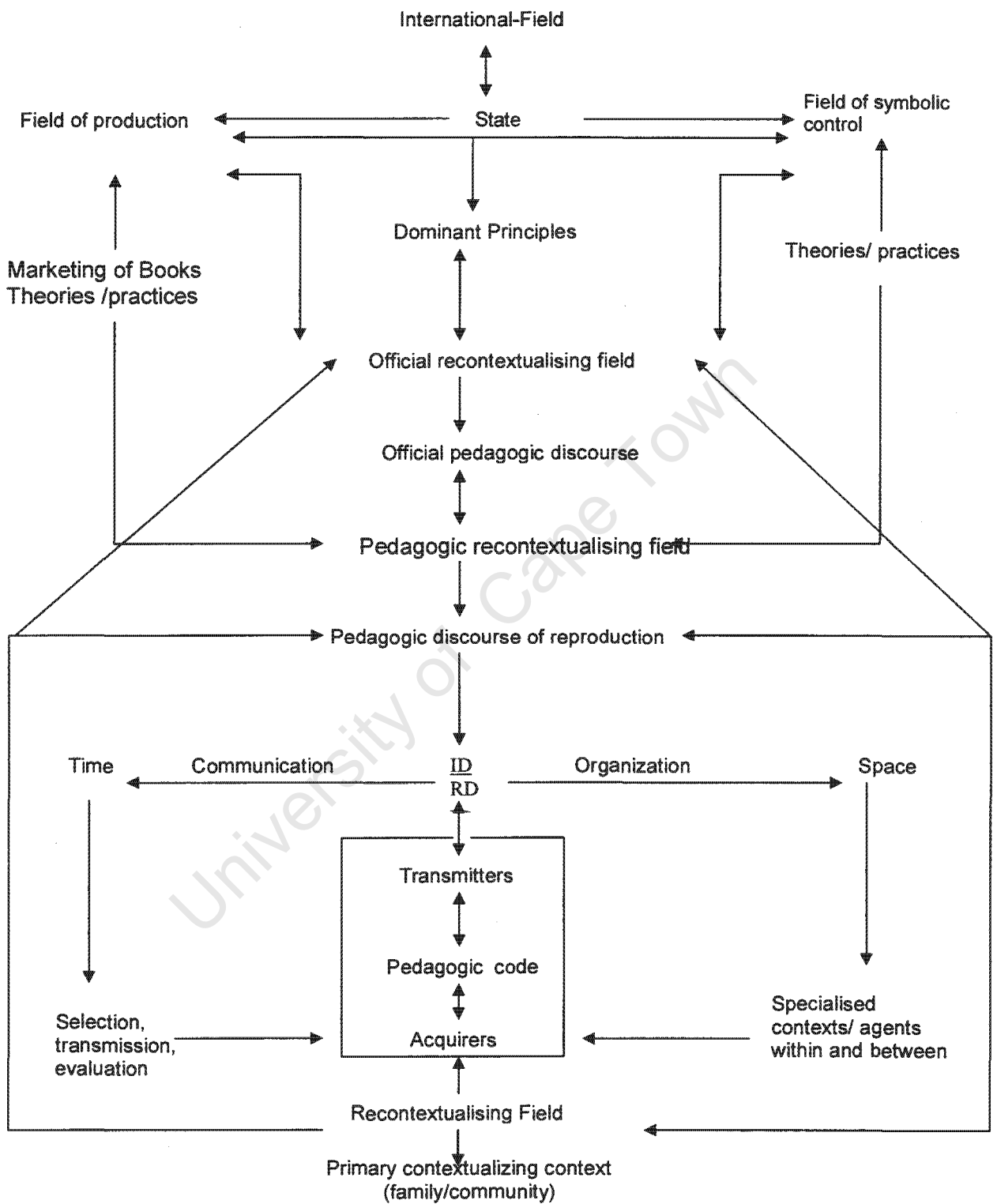


Figure 2: The Social Construction of Discourse (Bernstein 1990: 197).

Recontextualising rules regulate the formation of specific pedagogic discourse (Bernstein 1996: 42; 1990: 180), where the recontextualising principle creates recontextualising fields, creating agents with recontextualising functions, which then become the means where by specific pedagogic discourse are created as shown above. The process starts from recontextualising principles and moves to the recontextualising field (analytical space) where there is the engagement of the agents with given practicing ideologies (Bernstein (1996: 48).

Bernstein states that the process of selecting what is available for recontextualisation is determined mainly by the interplay between the official pedagogic recontextualising (ORF) field, which includes specialized departments, local education authorities, and the pedagogic recontextualising field (PRF) consisting of schools, colleges, universities, departments of education, specialised journals and private research foundations.

It is in the recontextualising field that the positions of pedagogic theory, research and practice are generated is "creating, maintaining, changing and legitimizing discourse transmission and organizational practices which regulate the internal orderings of pedagogic discourse" (Bernstein 1990: 193). It is in the recontextualising field that the "what" (categories, contents, relationships to be transmitted making up classification) and the "how" (manner of transmission – framing) of pedagogic discourse are constituted. Recontextualising agents in this field appropriate texts (recontextualising) from intellectual fields such as physics, english), the expressive fields (the arts) and manual fields (craft), which undergo transformation prior to their relocation which Bernstein (1990: 192) terms delocation and relocation where the text can be "simplified, condensed and elaborated", thus being repositioned and refocused. During this process that dominant principles of society impact greatly on what is considered valid knowledge, determining therefore what is available for selection and recontextualisation, influencing the direction a field of study takes.

3.2 Knowledge structures

Bernstein (1996: 20), in his discussion about power and control offers an analytical tool for examining the structure of the curriculum through its classification and framing, pointing out that, "power relations help create, legitimate and reproduce boundaries between different categories of groups or discourse". In this regard; power operates always to "produce dislocations, to produce punctuations in social space". Thus 'power' always operates on the relations between categories, establishing legitimate relations of order. Control on the other hand, establishes legitimate forms of communication appropriate to the different categories, helping socialize individuals into the relationships of power.

Where contents are bounded separated from each other, such a curriculum is of the collection type, with contents well insulated from each other, and the syllabus of each content is in the, "hands of those who teach it and those who evaluate it" (Bernstein 1977: 81). A curriculum where the contents "stand in an open relation to each other", with reduced insulation between contents is called the integrated type. Integration involves various contents being subordinate to some idea, which reduces their isolation from each other (Bernstein 1977: 80). Curriculum of the integrated type emphasizes education in breath, where it moves from content closure (collection type) to "content openness" with pedagogy emphasizing "ways of knowing rather than states of knowledge " (Bernstein 1977: 83). In both collection and integrated types of curriculum Bernstein points out that, the principle here is the strength of the boundary between contents that determines and underlies the concepts of classification and frame. There may be various types of collection and degrees of integration.

3.2.1 Curriculum and classification

Classification determines the ease in the potential flow of discourse between categories, the "degree of boundary maintenance between contents", Bernstein (1977: 89), focusing on boundary strength (insulation between categories of discourse). Classification determines the basic structure of the message system, curriculum, and provides recognition rules for both transmitters and learners/acquirers for the degree of specialization of their texts. Variations in the strength of classification determine the basic structure of a curriculum (different types of classification).

If the insulation is disturbed, broken, the category is susceptible to losing its identity. "Whatever maintains the strength of insulation maintains the relations between the categories and their distinct voices" (Bernstein 1977: 20). Hence there is the distinction between strong (C+) and weak (C-) classification according to the degree of insulation that exists between categories and discourses.

Strong classification means the given category is able to keep and maintain its unique identity, its unique voice and its own specialized rules and internal relations and this scenario represents a singular discourse. In weak classification there is less specialization of discourses, identities and less specialized voices. Strong classification has the effect of reducing the teacher's control over what is to be taught as "he may not over step the boundary between contents" (Bernstein 1977: 153).

3.2.2 Singular discourse

Bernstein suggests that *singular* discourse, can be identified by a unique name, such as Physics, Chemistry and Mathematics, and has appropriate space to give itself. He adds that strong classification rules are intrinsic to the production of knowledge in this intellectual field, protected by strong external and internal boundaries and hierarchies. The creators of singular knowledge structures have also

appropriated a specialized discrete discourse with its own intellectual field of texts, practices, rules of entry and examinations (Bernstein 1996: 65). However over the years in the twentieth century Bernstein(1996: 23) claims very strong classification of singulars has undergone a change and has resulted in the formation of *regionalisation* of knowledge.

3.2.3 *Regionalisation of knowledge*

Bernstein states that the recontextualisation principle/process is used to select knowledge from the singulars thought important to be introduced in a curriculum, creating regionalized knowledge or regions, such as engineering, architecture, information sciences. He points out that this process indicates the technologising of knowledge, where an interface between the field of the production of knowledge (singulars) and the field of practice occurs (Bernstein 1996: 23).

Regionalisation of knowledge has proved to have great implications for the classification of knowledge because the interface causes the "dislocation of insulation between the categories of discourse" which causes, a category to lose its identity, uniqueness and its space between it and another category, rendering classification weaker (Bernstein 1996: 24). New power relations develop between regions and singulars as they compete for resources and influence. Regions have more autonomy over their contents thus become more responsive and more dependent upon the market that their output is serving. Regions become more responsive also to what knowledge is useful to solving societal problems and needs.

3.3 **Vertical and horizontal discourses and knowledge structures**

Vertical discourses have a coherent, explicit and systematically principled structure, which is hierarchically organised, taking the form of a series of "specialised languages with specialised modes of interrogation..." Bernstein (2000: 157), resulting in strong distributive rules that regulate access, transmission and evaluation. Explicit forms of recontextualising thus affect distribution in terms of time space and actors. Vertical discourse demands systematic ordering of principles when generating meaning, context independent meaning.

On the other hand horizontal discourse has very little systematic organising principles, and is 'knowledge' 'competences' and literacy's' segmented. These are contextually specific and context dependent and relevant to the learner's life context, directed at immediate goals, (Bernstein 1996: 159). Horizontal knowledge structures are typified as everyday or common sense knowledge, likely to be oral, local and tacit.

Horizontal knowledge structures therefore have a range of grammars that must be mastered, that can either be weak or strong depending on its own procedures, either as having 'explicit conceptual syntax' that can be used in empirical descriptions. For example, Mathematics is said to have the strongest grammars. Grammar, means set of rules or principles, which regulate relationship between discursive rules that regulate the circulation of knowledge and behaviour and expectations according to status or position (Bernstein 1996: 159). Horizontal knowledge structures therefore consist of a series of specialised languages and specialised modes of interrogations and criteria for the construction of texts.

3.4 The message system - pedagogy

Taylor and Vinjivold (1999: 108) discuss Bernstein's (1996) two distinct types of approach to the curriculum: the competence and performance models. The competence models dealing with visible and invisible pedagogic practices, are said to be linked to the learner centred movement where learners take control of their own learning in a more creative and active self-regulatory manner, and the performance models are directed towards what the learner knows and can do at the end of the learning process.

3.4.1 Visible pedagogies

Bernstein (1990: 70) states that the visible pedagogic practice is at play when, "emphasis is placed on the performance of the child, upon the text the child creates and the extent to where sequencing rules are explicit where content to be covered", the steps which that text uses to meet the criteria are clearly set. Emphasis is set on the external product of the child because it has explicit rules of the regulative discursive order, which act to highlight the differences between the learners. The "discursive rules (rules of order of instruction) are known only to the transmitter (teacher)", hence the pedagogic practice of this type is generally (initially) invisible to the pupil (acquirer). Visible pedagogies are realized through strong classification and strong framing, with more specific criteria and a more explicit manner of transmission (Bernstein 1977: 116).

3.4.2 Invisible Pedagogies

Invisible pedagogies do not signal differences in potential between learners, focus upon the procedures/competences, which all acquirers bring to the pedagogic context. Content is arranged so as to enable shared competences to develop realisations appropriate to the learner/acquirer. Invisible pedagogy provides more implicit manner of transmission and more implicit, multiple and criteria rules, (Bernstein 1977: 119) properties to be considered as the curriculum developer is constructing the curriculum. The knowledge about what invisible and visible pedagogies entail and their differences will clearly affect both the selection and organisation of what is to be transmitted and the context in which it is acquired.

3.4.3 *The message system, pedagogy and the concept of framing*

Bernstein (1990: 36), introduces the concept of framing, in terms of transmission referring to the “principle regulating the communicative practices of the social relations within the reproduction of discursive resources”, between transmitter/teacher and acquirer/pupil.

Framing is concerned with *who controls what, the degree that the teacher and the learner possess over what the selection, organization, pacing and timing of the knowledge transmitted and received...*”.

Framing thus refers to the strength of the boundary between what may be transmitted and what may not be transmitted in the pedagogical relationship (Bernstein 1977: 89). Where framing is strong, the transmitter/teacher has an upper hand at regulating features of the ‘interactional’ and ‘locational’ principles, which constitute the communicative context (Bernstein 1990: 90). Where framing is weak, the acquirer has more control over the selection, organisation and pacing criteria of communication.

Bernstein claims that framing can be “examined at different levels and the strength can vary as between the levels of selection, organization pacing and timing of the knowledge transmitted in the pedagogical relation (Bernstein 1977: 89) as illustrated in figure. 2 Below. An attempt is made to show that the basic structure of the message system, pedagogy, is given by variations in the framing values, as shown in figure 2, varying with respect to the elements of practice, for example one can have weak framing over pacing and strong framing over aspects of the discourse (Bernstein 1996: 27). Bernstein (1977: 88) states that the concepts of classification and framing can be used to analyse the underlying structure of the three message systems, curriculum, pedagogy and evaluation.

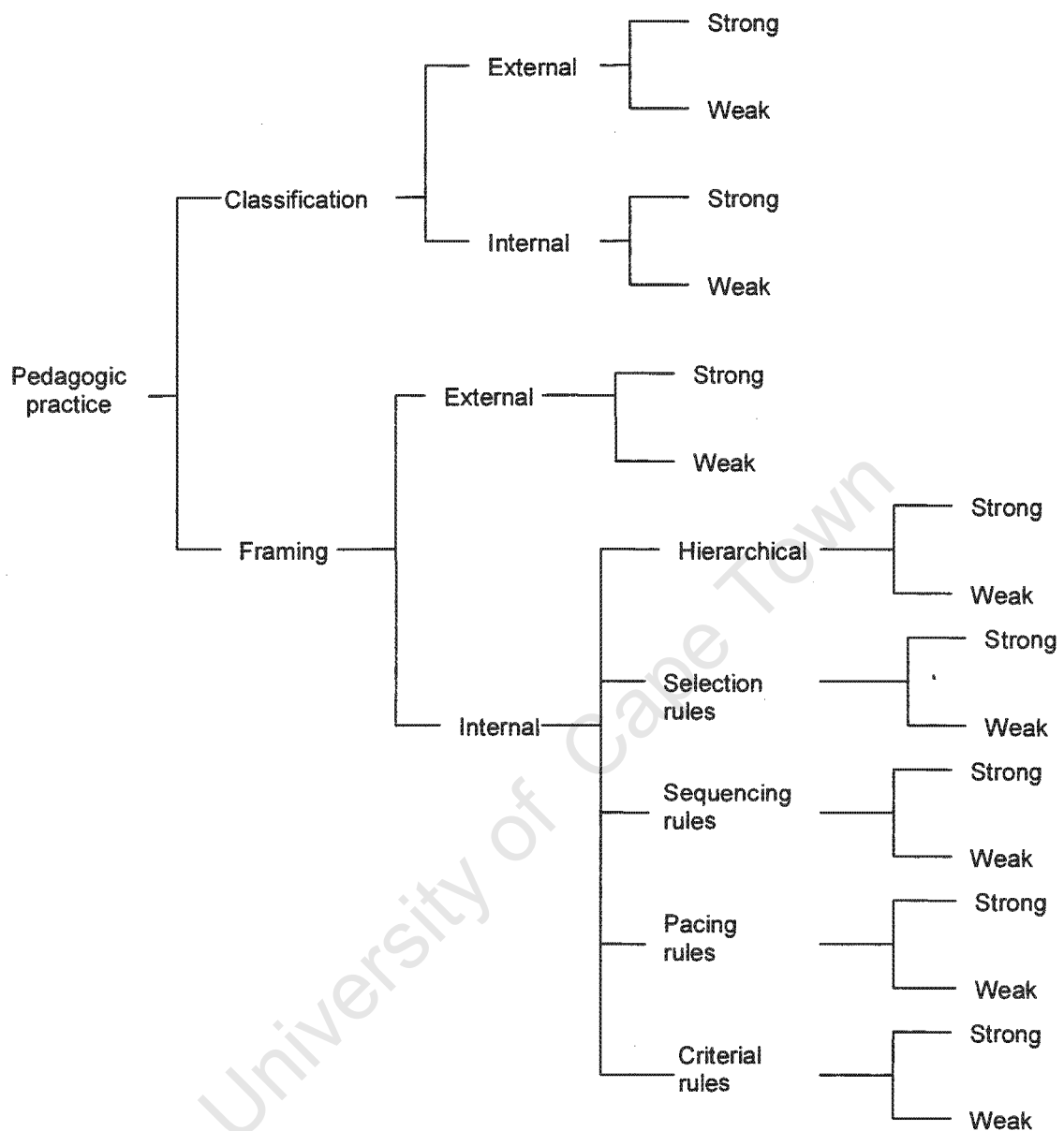


Figure 3: The Pedagogy of practical knowledge: A Bernsteinian Approach. Adapted from, Gamble (2004: 7).

Illustration of the various strengths in frame values that can be used to characterize a pedagogic practice

3.5 The message system - assessment

Bernstein (1990: 87) discusses how curriculum reform has come to analyse and review "assessment procedures which itemize relative failure rather than the positive strength of the acquirer". New forms of assessment for the future now favour criteria referenced rather than norm referenced assessment.

Broadfoot (1999) in Moon and Murphy (1999: 76) observes that much of Bernstein's work concentrates on the question of social order, social control, social reproduction, the interrelationship of curriculum and pedagogy, but has not produced a concept equivalent to classification and framing for his third message system, evaluation. Broadfoot claims that Bernstein makes many references to the concepts of visible and invisible pedagogies, which help clarify that the concepts of classification and framing are highly relevant to the understanding of assessment practices.

Bernstein states that in collection type of curriculum, the learner has to "collect a group of favoured contents" in order to satisfy some criteria of evaluation (1977: 87). Broadfoot states that on the one hand visible pedagogy evaluation is based on clear criteria and standardization which can allow for comparison, whilst invisible pedagogies demand multiple evaluation procedures, where integrated codes call for greater homogeneity in pedagogy and evaluation. Bernstein (1977: 89) however stresses that, "The structure of the message system evaluation, is a function of the strength of classification and frames"

3.6 Methodology

Bernstein's work will be used in the following ways to assist in the analysis of the curriculum documents in Chapters 4 and 5:

3.6.1 Pedagogic discourse and Recontextualisation

Bernstein shows that recontextualising rules regulate the formation of specific pedagogic discourse, where the dominant principles of society determine what is available for recontextualisation. The study looks at these main factors such as government agencies, examination boards, and the way they influence the structure of the body of (HE) knowledge in the school curriculum.

3.6.2 Classification and framing

These theories, which are relative categories, allow for the analysis of ways in which power and control are manifest in pedagogic contexts. In the study an attempt is made to show how strong the boundaries between HE subjects and other areas of study are, that may affect the degree of interdependency present. Do the subjects show high degrees of specialisation (strong classification)? Who is the main

contributor in the learning process the teacher or the learner? The analysis will reflect on whether the 'old' ways of learning and teaching are perpetuated over the years regardless of the changing times.

3.6.3 Knowledge structures

These help discuss interdisciplinarity and interdependency of the knowledge structures in today's curricula. Through classification and framing one can identify whether T&CD and CS are of the collection type or integrated type.

3.6.4 Visible and invisible pedagogies

This helps determine methods highlighted in the documents. The different subjects will show whether emphasis is on performance or competence of the learner, and which encourages more implicit criteria rules affecting pacing organisation and timing in the learning and teaching process.

3.7 Summary

Bernstein takes a sociological approach to the analysis of schooling, regarding curriculum as a social and political construct, that expresses consciously and unconsciously the wider organisation of a culture and a society. Curriculum, therefore, is always a selection of and organisation of knowledge at a particular time with certain members of society with more power to define and determine what is taken to account as knowledge and what forms of knowledge are regarded as more valuable than others (Young 1998: 12). Bernstein's theories help determine in the curriculum documents, trends of a curriculum that is socially accessible and is 'intellectually inclusive', and is responsive to the needs and problems facing society in these changing times.

4 ANALYSIS AND DISCUSSION OF HOME ECONOMICS CURRICULUM DOCUMENTS

The following documents were selected for analysis; the Textiles and Clothing Design (T&CD) (Zimbabwean), Needlework and Clothing (N&C), Home Economics (HE) and the new Consumer Studies (CS) (South African). Note that whereas the dissertation concerns home economics as a subject field, HE is one amongst the four curriculum studied.

These curriculum documents were chosen because both T&CD and CS have emerged as a result of curriculum reforms and both are practical/pre-vocational subjects offered at high school. Although they have many similarities as presented in the educational goals, pedagogic activities set and assessment methods used, significant differences appear in the type of knowledge taught (types of topics covered) and the level of depth presented. Bernstein's theories of classification, framing and knowledge structures will be used mainly to help in the analysis of these areas.

The study will try to establish whether the documents have managed to reveal and reflect in their content what each of the two educational systems consider to be knowledge worth knowing, knowledge that is relevant and applicable to the challenges facing the society in the future.

The T&CD syllabus and the secretary's circular are the main documents to be used for the Zimbabwean analysis. The National curriculum statement (NCS) for CS and the Learning Programme are the main documents used for the CS analysis. (See Appendices A and B).

Much attention is paid to what is regarded important and relevant knowledge, applicable to the demands and requirements of the new millennium. The similarities and differences between the Zimbabwean and South African systems are highlighted showing that some forms of knowledge are considered more valuable than others, pointing to the direction HE is taking. During the past decade, a number of shortcomings have been recognised in the current approach to schooling in Zimbabwe and South Africa,

deficiencies that the present curriculum reforms aim to address, so that students are prepared for work and life in the next century.

In the curriculum documents for T&CD, N&C, HE and CS, the for analysis follows Bernstein's observations that the three-message system (curriculum, pedagogy and evaluation) provide the basis from which formal education is realized. Because these three are a whole unit, the three categories are used to organize the stages of the analysis. First the basic structure of the knowledges to be exposed to the learners is considered. Next, pedagogical issues in the documents are highlighted, and lastly assessment and evaluation is analysed. Observations made are based mainly on what many writers such as Young (1998) and Muller (2000, 2002) suggest to be factors that affecting and giving direction to curriculum development of the future.

Sections from the original documents will be analysed and cited as follows:

- Zimbabwe School Examination Council – Textiles and Clothing Design ZGCE Advanced Level Syllabus – 2003) - (T&CD p. ...)
- Consumer Studies – National Curriculum Statement Grades 10 -12 General 2003 - (CS p. ...)
- Home economics syllabus - (HE p. ...)
- Needlework and Clothing – Senior Certificate CASS – 2001 - (N&C p. ...)
- Commonly used textbooks in the four areas, (See Table 4).

4.1 Content and knowledge structures

Bernstein's work highlights that there is a social nature to curriculum design and implementation, and that the phenomenon on how a certain curriculum emerges determines how the curriculum is to be implemented. In *Class Codes and Control*, as discussed in Chapter Three, Bernstein (1971, 1977, 1990) indicates that what defines one subject from another is the boundaries that separate them. Curriculum can be divided into two groups or categories, (a) collection, (where content is separated from each other with strong insulation between contents) and (b) integrated (with reduced insulation between contents). The collection type has strong classification (the nature of the boundary maintenance between contents is strong). T&CD, N&C, HE and CS are regionalized knowledge structures, recontextualised (composed) from the singular knowledge structures such as economics, chemistry, physics, sociology and geography (see singular and regionalized structures in Chapter Three).

Of these four, T&CD and N&C show signs of maintaining fairly strong boundaries (strong classification), where insulation is strong against the influence and interference of the other knowledge areas. The areas covered are strictly based on fashion and garment construction discourse and rarely shows reference to other knowledge areas, as the summary below in Table 1 shows.

		T&CD	N&C	HE	CS
CONTENT	Topics	<p>Topics are given under the sections eg:</p> <p>(a) Textile Technology fibres- (physical and chemical properties molecular structure identification, processing of natural fibres and synthetic fibre production) yarns –(yarn production , yarn properties and systems of yarn count); fabrics- (fabric construction- (p. 6)</p> <p>(b) Clothing Design – (elements of design, principles of design, styles factors affecting design tools for designing pattern drafting, pattern adaptation , trimmings and costing).</p> <p>(c) Garment construction –(p. 8)(Manufacturing processes, sewing machines, pressing equipment).</p>	<p>List of topics to be covered are given, suggesting areas to be covered for each term for example: <u>Decision Making</u> Concepts – Types of decisions – routine, rational programmed, <u>Clothing Fashions</u> The nature of fashion,</p> <p>Embroidery – (characteristics, equipment, transferring of design, types of</p> <p>Commercial Patterns – (Pattern catalogue,</p> <p>Historical aspects Socio – Psychological aspects</p> <p>Choices of clothes (Design elements and principles)</p>	<p>Topics given mainly cover food and nutrition, home management and family studies for example:</p> <p>Food Groups and Nutrients- Gr. 11 Meal and menu Planning Nutrition in the life cycle Sugar cookery Preservation Interior design Functional design, safety Convenience foods Processing Baked products (creaming method, whisking method) Microwave Housing Home Environmental care</p> <p>Family Studies – Gr. 12 Maintaining order Developmental tasks Socialisation Family stages</p> <p>Management process- definition - the use of resources to attain goals.</p>	<p>Combination of Food & Nutrition, and Housing and Furnishing and Clothing. (p. 9) (Combination of N&C and HE.) Content is “proposed” through Learning Outcomes cited below: Outcomes 1-4</p> <p>Learning outcome 1 <u>Management of the consumer role</u> - The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues. (p 10).</p> <p>Learning outcome 2 <u>Knowledgeable consumer Choices</u> – The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context... (p. 11)</p> <p>Learning Outcome 3. <u>Responsible use of Resources</u> – The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources. (p. 12)</p>
CONTENT					

CONTENT		<p>(d) Business Studies – (p. 9) Marketing, Planning and control of business decisions, production-use of computers, entrepreneurship small scale business).</p>	<p>Textiles – (classification, textile terminology, blends, textile classification</p> <p>Clothing consumption Labelling (ways of labelling, information on labels.</p> <p>Processes -Pockets -Neck and waistline finishes - Hems -Disposal of fullness</p>	<p>Decision making – factors influencing decisions, importance of decision making for the family</p> <p>Eggs – Culinary use of eggs; effect of heat on egg protein</p> <p>Fish (nutritive value); the structure of fish and</p> <p>Finance, Work study</p>	<p>Learning outcome 4 <u>Production and Marketing of Food, clothing and soft Furnishing Products</u> Be able to apply knowledge and demonstrate skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products. (p. 13)</p>
	Classification	<p>Classification is fairly strong, showing strong insulation and boundaries from the influence of the other knowledge areas Case of BS "because one subject uses the theories of another subject.... does not constitute integration" Bernstein (1977: 93) New areas in line with business, computers and entrepreneurial studies, but still covering the traditional topics e.g. stitching, garment, construction.</p>	<p>Shows strong classification features with topics dealing with fashion and garment construction issues only.</p>	<p>Weaker classification – with topics covering many areas such as management, finance, clothing, architecture, interior decoration and food and nutrition.</p>	<p>Stands in a more open relation to other knowledge areas Less insulation = weaker classification, no specialization.</p>

	Knowledge structures	Curriculum - collection type,	Collection type given Lay out makes it easy for the teacher to interpret the work transmitted. Clear progression	Integrated type open to the influence of other area, finance, management	Integrated type with a higher degree of interdependence of subjects, such as inclusion of business and marketing areas, chemistry
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Table 1: Analysis of the four curriculum documents by content

Consumer Studies and HE, however, are the integration of food and nutrition, housing and furnishing, home management and clothing. Consume studies is the combination of both N&C and HE and has taken care of the problem of a fragmented curriculum by getting rid of rigid boundaries and strong insulation against other areas. CS shows no specialisation, the subject stands in a more open relation to other areas, but without having lost much of its identity. It is more open to the influence of other 'voices', making the subject more integrated than of the collection type. It is still a subject that deals with the problems of the individual, family and the community. For example on the topics on fabrics and fibres, whilst (T&CD pp. 5-6) gives time to this section, concentrating in detail, leading to specialisation of the area, CS in its learning Outcome 2, and the proposed content (CS p. 22) only states functional considerations and characteristics of the fibres used to explain consumer choices about clothing and furnishings.

Table 1 shows that N&C content concentrates mostly on needlework and clothing issues such as commercial patterns, pattern drafting, garment construction techniques fibres and textiles. The T&CD and N&C subject content as given in the syllabi, shows that the subjects have developed their unique identities within the field of HE, thus nearly insulating themselves from such areas like management of business, physics or economics.

Although T&CD has now introduced areas such as business studies and computers, (T&CD p. 9) and uses some basics from other subjects such as chemistry in the textile technology area (p. 5), this does not necessarily make T&CD integrated. Bernstein (1977: 93) points out that, "because one subject uses the theories of another subject this type of intellectual inter relationship does not constitute integration", but that this inter relation may well be a part of a collection code at some point as indicated by T&CD which still maintains fairly strong boundaries from other subject areas.

Young (1998) and Muller (2000) are of the opinion that tomorrow society needs a worker who is multi-skilled, innovative and exposed to many knowledge areas than specialised areas. Concentration on collection type of knowledge areas leads to specialisation and fragmented type of knowledge and ignores integration. Specialisation does not inculcate values that lead to multi - skilled qualities Young (1998: 74).

Young (1998) suggests that aims (policy) of a future curriculum should replace school subjects with interdisciplinary themes to close the gap between and neutralising the academic/vocational educational divisions which had their origins in a culture which associated manual work with low status and had an economy that separated mental and manual labour. Young (1998: 68), Bragg and Regger (2000) and Shumer (2001: 458) claim that one can not learn effective practice without a strong theoretical understanding, because each learning area enriches the other.

The changes in the new syllabi are that T&CD and CS try to make sure that learners gain the skills, knowledge and competences for innovation, globalisation, social development and economic growth for the 21st century by adding areas such as business studies, that deals with acquiring of computer and entrepreneurship skills.

Specialised, discrete discourses are undergoing a change in both orientation and organization, because of the rise of the new conservatism of the market and its agents as managers of the policy and practice of education. Marketing relevance is the key-orienting criterion for selection of discourses, their research, their focus and their relation to each other (Bernstein 1990: 155). Bernstein discusses how knowledge is expected to flow like money where it can create the advantage and profit, how knowledge is no longer just like money but has become money. For example, the focus is on business studies, and marketing of products, as given in the CS learning outcomes and T&CD:

- ❑ Expose students to the functional, cultural, historical, aesthetic, economic and managerial aspects of textiles and clothing (T&CD p. 3)
- ❑ Production and marketing of food, clothing and soft furnishing Products. CS Learning Outcome 4 (CS p. 34).

The subjects have taken the role of introducing the student to the world of business and technology, focusing on the need to connect schooling to the world of work and the need for an education system that offers integration of the formal and the informal knowledge. Zvobgo (1998) states that the teacher therefore must devise a teaching process that bases theory on actual practice. The challenges facing the teacher are daunting in that the teacher now has to be more read in areas such as business management, accounting, computers and chemistry and business law for consumer rights.

4.2 Knowledge structures and pedagogy

Bernstein (1990: 65) discusses pedagogic practice, under the principle of framing, the *'what'* and the *'how'* of transmission, where the pedagogic relations (regulative discourse) consist of 'transmitters' and 'acquires, who through the process of learning, are expected to both learn the social order, character and manner for appropriate conduct in the pedagogic relation. The regulative discourse also establishes the order within the instructional discourse, generating the principles of selection, organization, pacing and criteria of skills, concepts and information. T&CD and CS for example have done this by providing an order in which the topics are to be covered, what activities the learners are to engage in and the strategies used in transmitting the knowledge to the learners.

T&CD and N&C show explicit progression and cohesion in their content structure, clear sequencing of topics. For example in Table 1, T&CD content has been ordered under the main topics, textile technology, clothing design, garment construction and then lastly business studies. The learner first learns about the type of fabric to be used to make a given type of garment. Next they are taught how to design the garment, and the skills of constructing such a garment before the actual laying out and cutting out process. The last part of the T&CD syllabus and CS deals with the work on business that includes marketing skills and entrepreneurship skills, (the making, marketing and selling of the constructed 'product').

T&CD, HE and N&C also use horizontal knowledge structures (discussed in Chapter Three) with both weak and strong grammars as distributive rules, where transmission is both weak and strong depending on the part of the syllabus under discussion. Crafts and garment construction sections where transmission is quite tacit would entail weak grammars and the textiles science section would mean stronger distributive powers where transmission is quite explicit and direct. Bernstein states that some segments of horizontal discourse can be used where the pedagogy may be tacitly transmitted by modelling, by showing or by explicit modes where the pedagogy becomes exhausted in the context of its enactment or is repeated until a particular competence is acquired, for example learning to draft a pattern for a skirt or stitching straight can be practiced until the learner becomes competent in the activity.

CS's structure is implicit, thus uses horizontal knowledge structures realised from a horizontal discourse which has very little systematic organised principles which are contextualised specific and content dependent, relevant to the learner's life context, thus promoting integration (Bernstein 1996: 159, 2000: 157). CS, like T&CD uses a range of grammars that can be weak or strong depending on ongoing procedures. Horizontal knowledge structures are segmentally organised. In CS it is clear that how and what is acquired in one segment or content may not bear any relation or have any connection to how and what acquired in another segment (Bernstein 1996: 159) as indicated in the lay out of topics. For

example the learner is introduced to knowledge on rights and responsibilities of the consumers and then they focus on economic, socio- cultural functional considerations in the choice of food and clothing and furnishings. The learner then looks at the application of the theoretical knowledge and practical skills necessary for the small scale production of food and clothing and furnishings, (CS pp. 1 -23; Table 1).

This observation emphasises the need for the clear progression patterns if the students are to follow and understand what is being taught. Bernstein (1990: 66), discusses this point, when he points out that, in transmission, "something must come before and something must come after", bringing into focus the idea of progression. For progression to occur there must be sequencing rules, which in turn imply pacing rules. Pacing being the rate of "expected acquisition of the sequencing rules", Bernstein (1990: 66) and pacing is the time allowed for achieving the sequencing rules. Sequencing rules may be inscribed in syllabuses and may be implicit or explicit, as given in the topics in the syllabus to be covered. Where the sequencing rules are explicit, the pupils are aware of their temporal project. For example in T&CD (pp. 5 - 6, and 10) topics start with fibres, they learn how these are spun into yarn, woven into fabrics before they are taught how to design cut out and make and sell an outfit. Good progression occurs where there is good organisation, well structured spacing, timing and sequencing, making sure that enough content is given enough time to be understood and giving time for contextual coherence to take place.

4.3 Learner centered methods

T&CD, N&C and CS show an inclination towards the use of learner centred teaching methods, the integration of the everyday knowledge and the formal knowledge and the integration of knowledge areas, as summarised in Table 2. The aims and objectives in T&CD, N&C and the learning outcomes of CS, highlight a change in focus from the teacher to the learner, as revealed by such statements, "...for the teacher to use problem solving and experimental approaches (T&CD p. 3).

The emphasis in T&CD, N&C and HE areas is on the learner's performance with explicit sequencing pacing and selection rules, meaning a more explicit manner of transmission. The work to be covered is set partly to meet the criteria of the final year examination requirements, making one conclude therefore that the influence of the examinations affect the rate of expected acquisition. Progression in transmission is explicit because by the end of the year content set should have been covered in preparation for the examinations. The teacher generally sets the pace of transmission with the aim to finishing the necessary content before the examination time, although the document claims the learner to have more control.

Consumer studies (CS), is more of the invisible pedagogy type, which Bernstein (1990: 81) claims "presupposes a long pedagogic life, its relaxed rhythm, its less specialised acquisitions, its system of control entail a different temporal projection...". The OBE approach portrays these values. Bernstein

(1990: 71) goes further to point out that invisible pedagogies “are less concerned to produce explicit stratifying differences between acquirers... Their focus is not upon a gradable performance of the acquirer but upon procedures internal to the acquirer (cognitive linguistic affective motivational) as a consequence of which a text is created and experienced”, values that the OBE approach aims to foster in educational systems.

	T&CD	N&C	HE	CS
PEDAGOGY	<p>There is implicit implication to a learner centred view- “The teacher’s role is mainly to facilitate the learning process and allow the students to explore and discover for themselves”, (p. 3) highlighting a fair degree of weakening in framing (transmission in general but not on pacing and criteria). On the whole framing is still strong (sequencing, pacing leading to a visible pedagogy type).</p>	<p>Learner centered with Strong framing values in (sequencing, pacing leading to the teacher still have more say in the learning and teaching process.</p>	<p>Fairly strong framing with the topics well laid out making it easy for the teacher to interpret what is to be transmitted.</p>	<p>Learner centred methods that answer to OBE principles- Weak framing(on pacing, timing, sequencing and organization) Learner has a more visible part in the learning process</p>

PEDAGOGY	<p>Visible pedagogy Document explicitly states that "it will be important for the teacher to use problem solving and experimental approaches" (p. 3). Strong framing is for sequencing, pacing</p> <p>Progression is catered for in the way the topics are organised "something must come before and something must come after" Bernstein (1990: 66) eg fibres, yarns and then fabrics</p>	<p>Visible pedagogy type. Teachers influence on what is transmitted is reduced Easy for the teacher to interpret the curriculum</p>	<p>Visible pedagogy Teacher has little influence on what is to be transmitted "Teach to the test" Class activities suggested</p>	<p>Invisible pedagogy – Bernstein (1990: 81) "proposes a long pedagogic life, its relaxed rhythm, its less specialised acquisition...." OBE system that is in place Invisible pedagogy – less concerned to produce explicit stratifying differences between acquirers...their focus is not upon gradable performance..."(Bernstein (1977: 71). Teachers' role is to help the learner "appreciate the mutual benefits of working together ... solving problems and producing products" (p. 9). Learner has more control over framing = weaker framing over the value determining mainly pacing.</p>
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Table 2: Analysis of the four curriculum documents by pedagogy

CS's framing is fairly weak with the learner having a greater degree of control and regulation over the selection, pacing criteria of communication (the interactional principle). The acquires control is mainly on pacing, where they determine their own pace according to the rate and ability of understanding concepts taught. OBE specifies that no learner is described as a failure and the individual learner differences are considered in determining and organising pacing and sequencing more responsive to what encourages true learning in an individual relevant content needs relevant/ responsive ways of transmission

4.3.1 Problem solving skills and the pedagogic discourse

Regarding the use of problem solving methods, the T&CD syllabus just states that, "it will be important for the teacher to use problem solving and experimental approaches." It does not suggest the methods or clarify this statement. There is an assumption that the teacher knows what problem solving entails. Steyn et al (1988: 39) argues that problem solving method is a heuristic method also called, "the self-

discovery ... where the activities of the teacher in which he gives direct instruction is kept to an absolute minimum". The teacher only stimulates the pupil by confronting them with a problem which they themselves must then find a solution to. Thus developing and extending their knowledge by independent thought. The idea is to induce the pupils to think scientifically while searching for a solution. The teacher "acts as the leader, supervisor and guide", hence the indication of a learner centered curriculum as stated in the secretary's circular, (Ministry of Education 2002).

By carrying out projects where the learners construct products and sell them, carrying out practical experiments, completing the independent study, the learner is being groomed in part to be self reliant, (Ministry of Education 2002; CS p. 9) and (T&CD p. 10; CS p. 34). T&CD curriculum focuses on, "individual development of sound national values such as self reliance, entrepreneurship and responsible citizenship" (Ministry of Education 2002: 3)

4.4 Assessment

	T&CD	N&C	HE	CS
A S S E S S M E N T	<p>Assessment scheme is prescribed: (p. 4)</p> <p><u>Paper 1 – Theory (3hrs) 50%</u> with sections A (40 marks) and B (60 marks)</p> <p><u>Paper 2 - Course work 20%</u></p> <p>Written tests - 20%</p> <p>Assignments - 20%</p> <p>Practicals - 20%</p> <p>Project - 40%</p> <p><u>Paper 3 Independent Study 30%</u></p> <p>To be marked by the external examiner</p> <p>Includes many different ways of</p>	<p>Use of School based continuous assessment and external examinations (pp. 3 and 11)</p> <p>orals – face moderated (p. 7 "practical and oral work must be face moderated".</p> <p>Course work (p. 12)</p> <p>Examination theory – 50%</p> <p>CASS - 25%</p> <p>Practical – 25%</p> <p>Course work – assignments, tests, creative work =Summative and Formative (p. 13)</p> <p>assessments - continuous with Continuous assessment because it caters</p>	<p>Summative and formative - Continuous</p> <p>End of year examinations</p> <p>Theory examinations - 50%</p> <p>Practicals</p> <p>Course work</p> <p>Tests</p> <p>practical tests</p> <p>assignments</p> <p>Experiments</p> <p>Pg5</p> <p>Group work (p. 10)</p>	<p>Learning outcomes also underpin the content suggested and the assessment standards for the competencies expected of the learner.</p> <p>Formative - continuous and Summative Problem solving methods used</p> <p>Projects- research inducing pupils to think scientifically while searching for solutions.</p> <p>Competence Descriptions with Codes ranging from 6-1 and Scales ranging from 80%-100% to 0% - 29%(Outstanding to Inadequate) are used in reporting performance and achievement (pages 42 -58)</p> <p>"The relevant Assessment Standard(s) must be used when creating the rubric for assessing the task or</p>

	assessing – practicals (experiments assignments projects orals tests) =summative and formative assessment	for “multiple intelligence of pupils”(p. 4)		question. The descriptions clearly indicate the minimum level of attainment for each category of rating” (p. 43)
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Table 3: Analysis of the four curriculum documents by assessment

Torrance (1995) argues that effective assessment must take into account higher order skills and competences such as problem solving investigations and analysis. Gibbs (1995: 13- 48) suggests group project work, peer assessment, project work (coursework assignment), experiments as ideal assessment methods for learner centred teaching.

The T&CD, N&C, HE assessment schemes, the outcomes and assessment standards of CS, suggest that mostly class tests, examinations, learner’s portfolios, and projects, will be used to measure the achievement of the outcomes. The setting of the assessment criteria have to be determined, for example, for the independent study in T&CD, a list of criteria that will help prove the student’s level of proficiency, are given to guide the external examiner’s marking and the learners’ focus (T&CD pp. 10-11). For CS the criteria are given in the form of Assessment standards (NCS pp. 14 – 23), and competence descriptions (pp. 46 -59). N&C document (pp. 12-13) gives a breakdown of the marking scheme.

The T&CD assessment scheme as shown in Table 3, shows that 50% of the final mark is based on theory work (examination), whilst the other 50% is shared between course work and the independent study, and for N&C, 50% theory (examination) and 50% practical work and course work of assignments and tests. One can argue this gives the impression that theory work carries more weight in the final analysis. The Course work mark in both T&CD and N&C is still infused with some theory work where written tests assignments and the project still carry some theory work sections.

In T&CD the stressful timed practical speed test (e.g. making part of a garment in a given space of time) has been phased out and the projects and an independent study have been introduced. In CS which is replacing N&C and HE the assessment does not rely on exam grades only, but also gives equal weighting to course work. Assessment of coursework, in contrast to traditional, formal, timed examinations, is completed by students in class, and in their own time, such as working on a project.

Thus its pacing is slower. Compared with the timed examination, coursework is less strongly classified and framed (Bernstein 1977) such that it looks more like a learning exercise than an assessment task. The new assessment systems (independent studies and projects) seem to emphasise the drive towards skills orientation rather than just data orientation, where the pupil is not just required to retain information but to be able to apply that information in practice.

The T&CD, N&C assessment schemes, and the CS assessment standards and competence descriptions, shows a movement away from purely summative assessment. According to Black (1999: 118) summative assessment serves to inform an overall judgment of achievement, as compared to formative assessment where the acquiring of knowledge is becoming more contextually specific and context dependent. Assessment is becoming embedded in the on going practices, becoming more directed at specific goals/aims which are highly relevant to the acquirer in the context of his/her life, not just depending on written examinations which just summarises the level of achievement of a learner at a given time Pahad (1997). Learners' efforts through out the term from written tests, exercises, assignments, project and the independent study (course work), are all going to contribute to the final determining grade of the learner, that determines the student's ability and performance.

4.5 Textbooks

The T&CD, N&C, HE and CS teachers will be using certain textbooks as resource material to aid in their teaching as indicated in Table 4 below. Curriculum designers suggest suitable books that can be used in the classroom. Bernstein suggests that textbooks, used as manuals of instruction help facilitate transmission when he states that, "the medium of textbooks make transfer possible", (Bernstein 1990: 54).

Many teachers use textbooks as major tools because of the way they match closely to the syllabi and what the educational system outlines as the areas/what is to be taught (Marsh 1992: 5).

	T&CD	N&C	HE	CS
TEXTBOOKS	<p>Textbooks in use - Gokl, E.P. and Vilensky, I.D. (1983) <u>Textile Science (an explanation of fibre properties (2nd Ed).</u> Melbourne: Longman Cheshire Pty Ltd.</p> <p>- Louw, W.A. (1976) <u>Needlework and Clothing Manual for Standards 9 and 10 Volume 1.</u> Cape Town: Nasou</p> <p>- Louw, W.A and Denyssen, A.J.W. (1975) <u>Needlework and Clothing Manual for standards 9 and 10 Volume 2.</u> Cape Town: Nasou</p> <p>- From Block to Pattern. Compiled by Mberengwa, L. R. and Nkiwane, L. (1988) University of Zimbabwe.</p>	<p>Textbooks in use - Van Zyl, A. P., Groenewald, M.E. and De Bruin, F.M. (1986). <u>Home Economics in Action STD 9.</u> Bloemfontein: Kagiso Publishers.</p> <p>- Louw, W.A. (1976). <u>Needlework and Clothing Manual for Standards 9 and 10 Volume 1.</u> Cape Town: Nasou</p> <p>- Louw, W.A and Denyssen, A.J.W. (1975) <u>Needlework and Clothing Manual for standards 9 and 10 Volume 2.</u> Cape Town: Nasou</p>	<p>Textbooks in use - Vosloo, M.C. (Ed). (1990). <u>Senior Home Economics Standard 10.</u> Stellenbosch: Home Economics Publishing Company</p> <p>- Van Zyl, A. P., Groenewald, M.E. and De Bruin, F.M. (1986) <u>Home Economics in Action STD 10.</u> Bloemfontein: Kagiso Publishers.</p>	<p>Textbooks to be used in addition to the new textbooks at the publishers. The new textbooks to be available by 2006</p> <p>- Vosloo, M.C. (Ed). (1990). <u>Senior Home Economics Standard 10.</u> Stellenbosch: Home Economics Publishing Company</p> <p>- Van Zyl, A. P., Groenewald, M.E. and De Bruin, F.M. (1986). <u>Home Economics in Action STD 10.</u> Bloemfontein: Kagiso Publishers.</p> <p>- Van Zyl, A., Ontong, G., van der Linde, L., Van Wyk, A., Lewis, M., Nkhabutlane, P. and Train, W. (2005) <u>Focus on Consumer Studies Grade 10.</u> Cape Town: Longman Maskew Miller.</p>

Table 4: List of suggested textbooks in use

Most of the textbooks currently in use are mostly old editions, most published between 1975 and 1990. This leaves one with a question, has the field of HE not generated any new knowledge? Is it that in HE knowledge and skills are not dynamic and remain relevant for decades with no negative impacts on the body of knowledge that students learn over the years? Most writers argue that knowledge is the goal of inquiry where successful inquiry yields valid knowledge, useful information that has a purpose for the solving of societal problems.

Maybe this is one of the factors that lead to the assumption and conclusions why academic subjects have managed to gain in status, over practicals. Philosophers of Education such as Peters (1966) and Hirst (1965) argued for the 'superiority of knowledge over skills Barnes (1982: 119). Peters and Hirst have argued that since the development of knowledge is the center of human advancement, it is the usefulness of knowledge that makes it valuable. If this statement is true, then the use of old editions as basic set books which guide the learning of these subject areas does not do much for human advancement and therefore can not be 'of most worth'. How does one teach new knowledge using old textbooks?

Textbooks remain an important influence behind the scenes, in the classroom (the teaching and learning process). New knowledge presented in new editions helps determine the final outcome of what happens in the classroom, helps the field of study progress and learners gain innovative ideas and the development of the area of study as a credible area. CS is getting new textbooks as shown in table 4, where new textbooks for 10 has been published, an encouraging chain of events. New information needs new forms of inquiry.

4.6 Summary

The curriculum documents reviewed show what the societies in the two countries like to see happening in the teaching and assessment of the practical subjects at senior level. The analysis showed that curriculum can be set differently in form and content but in each case the body of knowledge aims to pass on to the learner techniques of reasoning which can develop the ability to criticize, make discoveries and solve problems, thus promoting active learning in the classroom.

The content in the curriculum documents show that changes happening in curriculum development have taken into consideration that as society changes the knowledge that is taught needs to change in order to be able to be utilized in solving problems brought in by the change. Change in knowledge bodies brought about by technology and globalisation has been addressed by an integrated knowledge structure that is less constrained or tied down by its cognitive structures narrowly organized on a subject basis outline. Teaching methods will need to be tailored to consider the learners and their interests, helping them take a greater part in the learning process.

5 MAJOR ISSUES ARISING FROM THE DOCUMENTS

The curriculum documents, the T&CD syllabus, the N&C and HE syllabi and the CS framework have common themes running through them, areas that reflect the knowledge and skills that the curriculum designers believe today's and tomorrow's learners should acquire by the end of the senior high school level. They reflect ideals and values that the HE area has over the years tried to inculcate through its curricula. This discussion of issues concentrates mostly on T&CD and CS because these are the curricula to be used in the future, in home economics in Zimbabwe and South Africa.

5.1 Connecting schooling and the world of work

Shumer (2001: 447) states that as we enter the twenty first century, "Business and industry are still concerned about how schools are preparing students for work...", hence the call on educators to try and invigorate classrooms with real world experiences. Corson (1991: 111), also expresses the notion that the development of pre-vocational schooling has been an important means of encouraging "Education for Work", thus orienting the organization and curriculum of schools towards industrial and vocational needs. Hiebert (1999: 154) acknowledges that most curriculum reforms have been influenced periodically by concerns about preparation for the work place and life outside school for the school leaver, where it is hoped some kind of knowledge and skills are acquired at school to be applied outside of school.

One of the mandates of the Zimbabwean Curriculum Development Unit (CDU) is to design curriculum that relates "the school curriculum closely to the production sector in Zimbabwe and in so doing, relates education to the world of work", (CDU Plan 1986 –1990). This policy is translated in the T&CD (p. 2) syllabus, where the learner is expected to participate in internship programmes. Pedagogical approaches by the teacher suggest use of field trips to cotton farms, cotton ginneries, industries and research centers (T&CD p. 3). T&CD and CS (Learning Outcomes 2, 4) Table 5, have made more references to issues pertaining to the world of work than N&C and HE, showing the focus is now on producing a learner who is going to be a contributor to the economy as a worker and informed consumer. However all the subjects make reference to terms such as 'fashion, labeling, fashion sketching, fashion trends labour and consumption', terms used in the industrial world and world of work.

Bates et al (1985: 2) argue that the reason why there is so much debate about schooling and the world of work is because,

Government reports, investigations and commentaries have centered on the assumption that the young school leaver is disadvantaged in a highly competitive labour market because he or she lacks both necessary work skills and the appropriate work experience and the habits of mind that go with it.

Bates and others go on to add that employers complain about the poor quality school leaver, "who have no developed skills to offer and who do not have a properly mature and sensible attitude to work itself (Bates 1985: 3). The question for the above discussion centered on who is to blame for this state of affairs, the learner or the education system and the authorities?

Longworth and Davies (1997: 2) give a list of suggestions that the top 500 companies in the world give regarding individual skills they look for in potential employees and in their employees. In order of importance, these include:

- team work
- problem solving
- interpersonal skills
- oral communication
- listening
- personal/ career development
- creative thinking
- leadership
- goal setting/ motivation
- writing skills
- organisational development
- computation
- reading

Some of these indicators such as problem solving, team work, communication and goal setting are addressed in the curricula as evidenced in the statements used to inform all tasks set for the assessment purposes and learning experiences for T&CD, N&C and CS. For example, it is stated in the three documents that learners will be able to:

- identify and solve problems, making responsible decisions, using critical and creative thinking
- work effectively with others as a member of a group, team organization or community
- communicate effectively using visual mathematical or language skills in oral and/or written modes.
- use science and technology effectively and critically showing responsibility towards the environment..."
(N&C – Senior certificate CASS 2001)
- use science and technology effectively and critically...
- communicate effectively using various modes
- appreciate the mutual benefits working with others as members of a team, group in investigating issues solving problems and producing products
(CS – NCS Grades 10 -12 General 2003: 9)
- develop scientific, technical creative and problem solving skills in the study of textiles and clothing
- develop the ability to express and communicate ideas through appropriate

terminology and media

- expose students to the functional, cultural, historical, aesthetic, economic and managerial aspects of textiles and clothing

(Zimbabwe School Examinations Council (T&CD Syllabus- 2003: 2)

	Textiles and Clothing Design	Needlework and Clothing	Home Economics	Consumer Studies
Schooling and the world of work	<p>Implicitly implied in the document, "industrial attachment is highly recommended" (p. 2).</p> <p>Methodology includes Field trips to cotton farms cotton industries implies inclusion of the idea of hands on experience into learning activities (p. 3).</p> <p>Fashion sketching is also included a term use din the fashion industry (p. 10)</p>	<p>The term fashion used in the document is also used in industry .</p> <p>The learners are to keep portfolios (p. 15) a concept also used in industry to show product and skills development and assessment emphasised through the use of portfolios</p> <p>The topics taught also recognise processes used in industry such as "Labelling" "pattern adaptations" (p. 14)</p>	<p>Objective F12 (p. 4) under the "Economic cycle" where the content covers the "comprehension of the interrelationship between the individual and the economy with regard to labour and consumption"</p>	<p>Under "The purpose"- for teaching CS is given as to: "Lay foundation for Higher Education and training and explore career opportunities in ..." (p. 9) indicating a connection to the world of work.</p> <p>This is catered for in e.g. Learning Outcome 2 (Knowledgeable consumer Choices) (p. 12) in Grade 12 where the learner should be able to "...investigate and describe current fashion trends and explain the selection of clothing in the world of work..."</p> <p>Learning Outcome 4 (Production and Marketing of food, clothing and soft furnishing products) Grade 11 – "... apply knowledge processes, techniques and skills for the adaptation... to make them suitable for small scale production and calculate production cost..." Terms used in industry, (p. 35).</p> <p>Proposed content for Grade 12 , "the theoretical knowledge and skills necessary for the production of selected consumer products that will be produced by the production teams..." implicitly implies connection to the world of work, (p. 35)</p> <p>"compiling and implementing a production and marketing plan (p. 35)</p>

Table 5: Summary of schooling and the world of work

Most curriculum planners and educationists agree that there is a gap between the school curriculum and the world of work. They suggest that the school curriculum should provide educational programmes that provide for job skills as well as for career and technical requirements, that provide higher order thinking, problem solving and collaborative work skills (Shumer 2001: 451; Bragg and Reger 2000).

This concept for the teacher poses great challenges in that one must acknowledge that teachers in secondary schools have no expertise or conception of the working of commercial and industrial life, (Moore 1985:82). It is difficult for them to be able to teach about or for the world of work, where they have to determine the needs of industry and of the learner in terms of what industry needs, while much has been written about skills needed by employees on the job and about the need for connecting school work and work transition, less is known about the exact skills and skill levels schools should impart to the school leaver (Zirkle 1998). All teachers can base their teaching on are the general complaints and feedback from industry, such as that school leavers "lack technical skills, basic standards of literacy and numeracy required for employment, write letters badly", (Moore 1985: 3). These problems can be dealt with in the class room, but the practical issues in line with practical skills needed to be employable, teachers have to have exposure to industrial techniques which are large scale activities.

T&CD is to attempt to solve the above shortcoming by having industrial attachment sessions during the year where the learner gets a feel of the knowledge learnt at school at the work place. Moore (1985:78) suggests that the use of,

Work experience schemes are one of the most obvious ways of in which the world of work can be introduced into the school curriculum,

This activity will assist the learners mainly, 'see more relevance in their school activities to the needs of the world of work they hope to join in the future.

5.2 Self-reliance and entrepreneurship

Literature on the educational systems in Zimbabwe and South Africa, points to the educational aims that try to address the problem of linking schooling and the world of work and equipping students with skills for self-reliance, as shown in Table 6 below. Regarding the situation in Zimbabwe, Zvobgo (1998: 153) noted that, "serious concerns are being publicly and privately expressed regarding the relevance or appropriateness of the system to national needs". People are questioning the role of education in economic development and what can be done to "relate education generally to the nation's developmental goals and how education can be restructured so that it impacts skills to the youths". Zvobgo goes further to argue that,

there has been a realisation that the curricula and demand of the economy are not matching and that in the new curriculum, a corresponding new pedagogy is in built which recognizes that when the child leaves school, he or she should go away with a sufficiency of skills for self help and possibly help others too (Zvobgo 1998: 135).

Lauglo and Lillis (1988: 3) point out that vocationalisation means curriculum change in a practical or vocational direction, intended to, "ease school leavers into jobs or self employment, under conditions of widespread youth unemployment." One assumes that vocationalisation cultivates in the youth in general a culture of entrepreneurship and inventiveness. Lewis (2000) adds that vocational policies mostly show that they are in response to economic problems such as recession.

	Textiles and Clothing Design	Needlework and Clothing	Home Economics	Consumer Studies
Self-reliance and Entrepreneurship	<p>Topics given under business studies (p. 9) Including marketing.</p> <p>The coursework includes a project where the student is to " Develop a design and print on woven cotton fabric, construct an article, cost and market it" . Both areas implicitly imply a need to equip the student with self reliant skills and entrepreneurial skills, (p. 10)</p>	<p>Part of the assessment statements state that "Developing entrepreneurial opportunities" are part of what the subject aims to impart to the learner, (p. 5).</p> <p>Pattern adaptation and garment construction (p. 14) are skills that inculcate self reliance). The learners are also to cover "any fashionable garments of woven or/ and knitted fabrics as suits the learner" and they are to learn advanced hardenger, net appliqué.</p> <p>The critical outcome 5 (p. 5) states that "Developing</p>	<p>The use of the learning experience for "the development of creativity" might implicitly imply a quality needed for the development of self</p>	<p>Stated in the definition of CS (p. 9) "The subject also promotes application of knowledge and skills in the production of quality marketable products that will meet consumer needs". – reflected in Learning Outcome 4 (p.13)</p> <p>One of the goals for teaching CS is given as, "to encourage positive attitudes towards work and empower individuals to become self reliant through ... and entrepreneurial knowledge". Covered in Learning outcome. 4</p> <p>"Consumer studies involves the integrated theory and practical skills that may create opportunities for self employment and entrepreneurial ventures related to food..." (p. 10)</p> <p>Grade 12 Learning Outcome 4, states that the learner should "...produce and market product, and evaluate the enterprise for sustainable profitability", (p. 13).</p> <p>Learning outcome 4 (p. 35) the proposed content suggests the</p>

		entrepreneurial opportunities "is one of the goals for teaching N&C"		learning of "the principles, techniques and skills of home industry production of garments/ an or soft furnishings..." "Costing and pricing products" (p. 35)
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Table 6: Summary of self-reliance and entrepreneurship

The Zimbabwean system aims to "cultivate national values such as self reliance...". (Ministry of Education 2002). On the other hand the consumer s aims to "encourage positive attitudes towards work and empower individuals to become self reliant through... entrepreneurial knowledge and skills" (CS p. 9). The document goes further (p. 10) to clarify that because the subject involves integrated theory and practical skills, these may "create opportunities for self – employment and entrepreneurial ventures related to food, clothing and furnishings" (CS p. 10). Noting that the structure of the everyday content is designed to include much practical exercise for acquiring skills.

Activities to be carried out in T&CD (p. 10), include the designing and construction of articles which students will cost and market, so that the pupils can acquire some "marketable" skills forging a career path in a way for the school leaver, (Gatawa 1998: 41). In the same vein, the CS's Learning Outcome 4, states that, "The learner is able to apply knowledge and demonstrate skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products". Needlework and Clothing (N&C p. 5) states that "developing entrepreneurial opportunities" is one of its goals. HE advocates the creation of creativity in the learner. This shows the aim to develop self-reliance and entrepreneurial skills. Many writers note that when selecting curriculum content, it "should be selected for its transfer potential. This does not necessarily mean only 'practical use' but rather that concepts and skills learnt will be conducive to new learning and problem solving, creativity and the making of responsible decisions through out life, skills and knowledge which practical/technical subjects such as Textiles and Clothing Design and Consumer Studies provide for the learner.

It is ideal to talk of self-reliance and economic independence especially for the developing world, but the starting of small projects would need an injection of capital which is not easily accessible to the school leaver. With the emergence of technology and globalization, people can get cheaper goods and services of high quality anyway. This becomes a challenge for the budding/emergent small business person. Where people used to get skills for making goods for the family, these skills are no longer always necessary as the same goods are available on the market at less than the school learner could charge.

HE imparts knowledge values, skills and attitudes that can be utilized to start small income generating projects and only need minimal essential inputs. For example one can start repairing of clothes using a hand sewing machine before buying a more efficient electric sewing machine and start making new clothes for people. HE's knowledge can never be completely redundant or irrelevant, however t whatever the economic environment. It is about people's way of living and encourages improvisation where resources are scarce.

5.3 Learner-centeredness and the outcomes-based approach

Malcom quoted in Jansen and Christie (1999: 93) states that learner centred education is a "matter of emphasis and philosophy rather than a choice of alternatives", where students move through the units and tests at their own pace/speed to help each student efficiently to mastery. Teachers use methods that work for each individual student. The T&CD syllabus state that, "the teacher's role is mainly to facilitate the learning process and allow the students to explore and discover for themselves" (p. 3), which implicitly implies a learner centered system. CS encourages the same principles through its OBE structure.

Under the outcomes approach, which the South African educational system has adopted, the starting point is what a, "learner can expect to achieve or by defining criteria for recognizing learning that has already been achieved" (Young 1998: 86). The CS document gives the suggested content with learning outcomes which are said to be "statements of an intended result of learning and teaching" (CS p. 7).

'Learning to learn' recognises the need for the learner to gain the ability to make learning decisions. Hence the call for giving learners more opportunities to make their own learning decisions during the teaching and learning process. Encompassed in this new idea are the skills to incorporate the slow learner, 'increasing the capacities of students who have in the past shown a lack either in motivation or the capacity to learn'. Embracing the new idea of learner centeredness, must involve investigation of, "new pedagogies, new relationship as between teachers and learners and the development of new learning strategies" (Young 1998: 86). Teachers will have to consider employing such activities as the use of diagnostic assessment in their role as facilitators. Teachers have to find means of complimenting their efforts as they focus on the learner.

Broadfoot (1999: 77) contribute by stating that one outward sign of this change in education systems is a trend towards invisible pedagogies and integrated codes represented by more student – centered teaching and cross –curricular approaches. The latter are represented by Bernstein as a movement towards weak classification and weak framing in which subject boundaries are broken down and teachers enjoy considerable freedom over what and how to teach "because of the developments in

technology which have given rise to the need for a more flexible, inner – directed labour force”(ibid p. 77

Young (1998: 87) points out that one of the disadvantages of outcomes approach is that, more responsibility is now placed on the teacher, who might find it difficult giving up their traditional teacher – centered practices.

The nature of HE subjects mostly is that the teacher demonstrates, for example how to stitch, mix ingredients properly to make a cake before the learner carries out the activity on their own. The position of the teacher in the learning- teaching process is still significant. HE subjects are more like crafts where the 'master' demonstrates processes to the 'apprentice' without of course turning the classroom into a trade school. The degree of invisibility in the pedagogies approach is at a lesser extent. T&CD is the best example where classification of content is fairly strong with framing strong in pacing weak in sequencing. The teacher still controls much of the teaching process.

In rural settings where most of the learners are from a working class background just expecting them to take charge of their learning will hinder their progress. These learners will need firm, explicit instructions (guidance) and constant feedback and more time to get accustomed to the new activities. Rose (1999: 225) made the observation that for the learner with a working class background to be able to acquire an “elaborate orientation to discourse”, a more visible type of pedagogy will help in the learning process.

5.3.1 Integration and the discourse of progressivism

From the work of many authors it is clear that integration and learner- centeredness involve the teacher using the informality of the “home” or everyday knowledge (horizontal discourse), and combining it with the functions in theoretical and practical operations, in the learning process. Writers who have dealt with the question of integration have mainly indicated that integration comes in different forms and that the onus is on the educationist to realize the type that will help the transmission process in the classroom to be more effective. By considering integration, the curriculum developers underpinned their focus on the theory of progressivism which considers the use of the learner's everyday experience everyday knowledge as valuable resource for learning.

The Zimbabwe Curriculum Development Unit (CDU) has the task to design a curriculum that, “should integrate knowledge from different disciplines through the practical exercises related to solving real life problems faced by the community”.

South African curriculum designers, had the task to come up with a curriculum that was progressive, egalitarian and learner – centred. The reasons why 'integration' became part of the design features for the new South African curriculum was “to counteract the rigidities of the old subject-based curricula; to

make the curriculum more relevant to work and everyday life; to reconnect the theory and practice” (DoE, 1997). This basically means that knowledge cannot be acquired through a one-way channel of instruction. Subjects are approached as integrated areas of learning as opposed to independent units of didactic, close-ended information. Integration introduces into schools some of the benefits of the less formal, more experienced-centred educational situations that are to be found in society. Integration is assisting in the removal of a great deal of formality in schools.

Integration highlights and strengthens the bond that exists between education and life, making it clear that “education is a characteristic of living” and is not there just as a way of proving an accomplishment in the process of schooling (Ingram, 1979: 7). The notion of integration tries to establish that schooling should be a preparation for life and work and not just a means for the learner to further their education, e.g. and the project method replaces the formality of textbook learning with experiences of the actual realities of the external world. Integrated teaching therefore is heuristic, where learners probe possibilities, and where individuality and freedom of choice in learning is provided for, encouraging creativity, and productive thinking through learning by discovery.

Young (2000: 33) also notes that having a curriculum that stresses the non- school experience and everyday life of the learner, helps the learner be a key player in the process of his education, and be able to apply the knowledge that they learn to solve practical problems and frees them from rote learning, memorisation and passivity. The learner investigates, researches (on topics of interest and those set out by the teacher) then writes reports or present findings to peers in class. This helps to increase the pupils’ knowledge and understanding of concepts as they take charge of their own learning experiences. The very skills that employers hope the school would have cultivated in their learners.

Much as everyday knowledge is important to the learning process for the learner, Bernstein (1996: 4) discusses that formal schooling has its “cultural code of schooling” (the way meanings are put together and communicated), codes that have a bearing on the successful acquisition of knowledge. The middle class learner has access to two principles of classification which are conceptually specialized and learner specialized and personal. Conceptual specialized knowledge is the main principle used in acquiring school knowledge. On the other hand the learner from a working class background is exposed to localized and personal principles of classification which structure knowledge (drawn from their experiences) only.

Use of everyday knowledge in HE uses examples from the learners’ home life, such as when teaching meal planning and course meals. As in other subjects knowledge drawn from personal experiences has little bearing in the acquiring of school formal knowledge. Three course or four course meals mean nothing to a learner who has one meal a day of the basic food stuffs. When using electric sewing machines, overlockers, the learner from the middle class will have come across the equipment at home

even may have used the equipment before coming to school. The learner from the working class therefore is at a disadvantage because,

Education tends to reinforce the codes which these (middle class) children bring to school and provides them more opportunities for success in school, greater access to higher education professions, well paying jobs... Working class children have a far greater distance to travel to acquire the elaborate language codes and specialized principles of classification which structure school knowledge (Taylor 2001: 3).

Taylor goes further to state that C2005, because it uses everyday knowledge and is learner centered, favours the learner from the middle class (as discussed above). Africa has more learners from the working class; therefore it means the new system has not improved their lot as it still favours the learner who has a well grounded background of the language (codes) needed in acquiring knowledge in the classroom (Bernstein 1996).

5.4 Integration and interdependency of knowledge areas

Lewy (1991: 46) argues that creating links between different bodies of knowledge acquired by school goes has been a concern for educators, trying to find ways of reducing the fragmentation of knowledge and conveying a coherent view of man and his environment

Educationists begin to realize that the solution to any given problem facing society has not usually been found in the content of any given subject or field area alone, but rather in several fields. For example, for one to adequately understand and find solutions to the problem of food shortage one has to find out what such areas as the physical sciences and the social sciences have investigated and can contribute. In HE many writers have discussed what other subject areas can contribute to the learning of HE. For example art principles such as colour schemes, design elements and principles of design are applied in clothing, house furnishings (interior decorating), architecture and in food service (attractive decorative presentation or serving of food).

	Textiles and Clothing Design	Needlework and Clothing	Home Economics	Consumer Studies
Integration and Interdependency	<p>In the preamble the document implicitly implies a need for the connection to other knowledge areas. (p. 2), To gain entry, the student must have obtained at least a B in "O" Level F&F and any two of the following Chemistry, Physics, Mathematics, Biology Physical Science.</p> <p>The Business Studies section mentions Marketing and Computer studies, Business English (p. 9)</p> <p>Textile Technology covering fibres- (physical and chemical properties molecular structure identification, processing of natural fibres and synthetic fibre production (p. 5) use of chemistry.</p>	<p>Use of identification tests (fibre identification) implicitly implies the use of chemicals (p. 13) - chemistry</p>	<p>Objectives F9 (the principles of budgeting in the family situation), F11 and F12 , dealing with financial issues are covered under the topic "Income" where the learner is taught about Determining income (real income, deductions...; Alternative methods of income provision for retirement (insurance, pension schemes). And the activities include "the "compiling of a family budget" (p. 3)</p> <p>Traditional cookery is also included (work schedule –Grade 12)</p> <p>Management process work includes "planning of the cost with regard to time and money, - covering objective E3(pertaining to the environment)</p> <p>Objective F5 "the Art elements and principles in the selection of clothes and interior requirements" shows interdependency of subject areas.</p>	<p>Highlighted in the statement that "In further education and training the subjects Business Studies, Economics Accounting... provide possible linkages to consumer studies (p. 10) "the knowledge and skills gained in the GET in the learning of Technology, Natural Sciences Economic... studies serve as a base for learners to proceed with their studies of CS"</p> <p>Learning Outcome 1 (Management of the consumer role) (p. 10) focuses on the rights and responsibilities of consumers...the householdbudget, marketing practices and aspects of the economic environment"knowledge of other learning areas is essential to the understanding of CS. Proposed content for learning outcome 1 Grade 12 – will "Analyse the influences of taxes, interest rates, inflation on the funds available to the household..." (p. 25) Learning Outcome.2 for Grade 12 (p. 27) states that "When suggesting guidelines for the prevention or management of nutritional and food related conditions (include HIV AIDS, obesity...) connection to Biology and Psychology p. 9) "Communicate effectively using visual symbolic and /or language skills in various modes"</p>

Table 7: Summary of integration and interdependency of subjects

Application of principles in physics, chemistry and biology are used in solving personal problems as well as problems of home and social living. For example biology is applied when learning the form of the structure and nutritive value of food stuffs, the effect of heat (cooking) on nutritive value of foods, therapeutic diets, i.e. using diet to aid in the control, prevention and cure of certain diseases such as certain heart conditions, gout, diabetes and anaemia. Physics is used to learn the correct use and fixing of electrical appliances used in the home. Chemistry is applied when talking about the chemical structures of fibres used in apparel yarn, chemical reactions that take place when cooking food, such as the use of food additives. Mathematics and commercial studies are witnessed in the application of budgeting and accounting to personal and family expenditure.

In T&CD, the syllabus states that, learners are expected to “demonstrate scientific knowledge of the composition, structure and processing of textile fibres, yarns and fabrics” (T&CD p. 3). Another aspect of interdependency of subject areas is shown where the learners carry out a project where they are to, “construct an article, cost and market it”. CS also has the same idea, where the learners must demonstrate the knowledge and skills learnt in entrepreneurial activities that show the need to know marketing and selling concepts. Use of computer knowledge is also expected to have been acquired by the end of the course. In HE topics covered include finance and management issues.

An interdisciplinary curriculum has to become part of a new paradigm to produce multi-skilled workers (Young (1998: 75). Young (1998) also argues for a curriculum whose emphasis will be on, “new and innovative kinds of cohesiveness between knowledge areas with different forms of specialised study interwoven with a generic core of knowledge and skills for all students” (Young 1998: 73). For example the “A Level” curriculum for the future should be that it shifts from a linear to a modular syllabus and from terminal to continuous assessment if the senior secondary curriculum is to be more socially accessible and relevant. This kind of system, Young comments, could be seen as an ‘advanced form of vocational education or a modern version of general education, increasing *flexibility* where students will make choices and combine different kinds of learning in new ways and also improve *coherence* increasing sense of clarity for students where they are more clear about what they have to learn and where the “particular course of study or cluster of modules will lead them” (Young 1998: 74).

Many authors who discuss home economics agree that right from its inception HE was multidisciplinary and integrative (highlighted in Table 7 below), with an emphasis on science, applied to the real world of the home and society covering nutritional, child development, fibre science and consumer economics issues (Heggstad 2004). However, in the past HE activities were only carried out within the confines of the domestic science classroom with no planned reference to what went on in the other closely related fields such as the industry (Gordon and Lawton 1979).

5.5 Problem solving and the discourse of constructivism

Educationists have discovered that home economists face little difficulty in relating their subject matter to students because of the personal nature of the content areas (Dolittle and Camp 1998). HE areas of study include child and human development, food and nutrition, clothing and textiles, family and consumer economics, and home and family management.

	Textiles and Clothing Design	Needlework and Clothing	Home Economics	Consumer Studies
Integration and Problem Solving	<p>Explicit mentioning of the problem solving method : (p. 3) it will be important for the teacher to use problem solving and experimental approaches".</p> <p>Implicitly implied: (p. 10) the independent study and the project require that the students research and find out information.</p> <p>(p. 2) "The syllabus requires scientific and investigative work"</p>	<p>Use of variety of assignments and techniques (pg 13) such as identification tests (experiments), case studies, projects, work sheets, class written tests, group work (cooperative learning)</p>	<p>Goals pertaining to the environment (p. 2) (E3)include:</p> <p>the acquisition of knowledge and comprehension of "the available social resources at the disposal of the family in solving problems"</p> <p>"Development of an understanding of the life styles of the various cultural groups" implicitly implying learning tolerance and solving problems so as to coexist peacefully</p> <p>Goals pertaining to the Individual includes the use of learning experiences for, "the development of a problem solving approach (p. 3)</p> <p>Work schedules show that class activities will include case studies research (group work– lead to solving problems.</p>	<p>In the introduction about the subject the document states that (p. 2) "OBE encourages a learner centred and activity based approach to education".</p> <p>Problem solving methods are to be used, By the end of Grade 12 Learning outcome 3 states that "learners... contribute to the to the sustainability of the environment by analysing the impact of the selection and use of... and identify a consumer issue and suggest a strategy for addressing the issue".</p> <p>Relevant knowledge of "South Africa's rich cultural heritage and indigenous knowledge should be used as inspiration to produce culturally acceptable products...". Shows the connection of common and formal knowledge</p>

Table 8: Summary of problem solving areas covered in the curriculum documents

Topics given in Table 1 show a reference to practical work where the connection between theory work and practical is explicit. Learners in T&CD are taught how to lay out, cut out, prepare and attach pockets, processes to use in garment construction, for instance.

The documents, as shown in Table 8 above, reveal that curriculum developers also considered the influence of the theory of constructivism in deciding what is to be taught and how it is to be taught. Doolittle and Camp (1999), suggest that cognitive constructivism emphasises the fact that knowledge is not passively accumulated but rather is the result of active participation by the individual. For example the learners in T&CD and CS will carry out projects, independent study (T&CD), and requiring research to be carried out. Taylor *et al* (1999: 21) have also presented that epistemologically, constructivism is, “where learning must start in the life experience of learners,” therefore can equip children for applying knowledge to real world problems. The main assumption of constructivism is that knowledge does not exist out there” in the objective reality. Knowledge is actively constructed from within by the learner. That is, learning in school can not be separated from learning in life situations, just as thinking and doing are inseparable (Shumer 2001: 451) This concept ties in with the use of everyday knowledge which can play an important part in the teaching and learning of HE, despite the disadvantages mentioned in section 5.4.

5.6 Technology, globalisation and integration

Roberson *et al.* (2001) argue that, as we enter the 21st century, education is becoming more and more technologically advanced. As a result, effective education cannot be either liberal/academic or technical/vocational, but an integration of the two. Vocational and academic integration is a marriage of both types of curricula in order to teach the many skills necessary for students' future successes.

The globalisation of societies means that quality of education can no longer be defined only within the limits of the broad lines of countries own systems of values, cultures, traditions and social regulations, (Hallack 1996: 2). Education needs to take into account the concept of the “global village” as this affects the way the nation will face the challenges that are mainly economic: how to reconcile conflicting of competing worlds. A fact that is highlighted in the content to be taught (Table 9), where topics such as computers and technology are raised. The world of work has changed substantially. High performance companies now emphasise team work and involve managers and workers in problem solving activities. Company workers are now expected to have critical thinking and communication skills in order to effectively participate in contemporary management styles (Young 1998; Lynch 2000).

Many writers, such as Hargreaves and Fullan (1998: 9-11), Tanner and Tanner (1995: 512- 513) McCormick and Paechter (1999) and Goodson *et al* (1998), have observed how the age of technology is

going to affect the curriculum of the future. Changes in the economy as discussed by Young, are beginning to breakdown the old occupational divisions between manual and non- manual work, suggesting the need to rethink the views towards the traditional curriculum with no links to vocational education. Muller (2000), suggests that curriculum planners need to make sure that learners gain the skills, knowledge and competences for innovation, globalisation, social development and economic growth for the 21st century'. Muller, (2000) argues that now knowledge is increasingly driven by innovation, and that the demand for novelty drives the need for innovation and as a result the labour market increasingly is dependent upon skilled, adaptable, independent and responsible workers. T&CD plans to use computer aided designing (CAD/CAM), introducing the learner to the concept of technology and techniques used in the world of work.

Green (1997) points out that globalisation is synonymous with technology, and because globalisation affects the way people communicate, invest and 'learn about the world' the individual's needs and wants have thus become 'global'. Green (1997: 171) argues that, "National objectives in education will be limited to fulfilling the requirements of the economy under conditions of global competition". Thus the global condition will determine the type of worker who will be profitable to the company, calling for "multi – skilled employees", nurtured from school, training and then join the world of work. Hence the need for a curriculum that is more relevant to work and everyday life, addressed by an intergrated knowledge structure that is less constrained, tied down by its own "cognitive structure, not narrowly organized on subject basis (Ingram, 1979; Muller 2000, 2002). Young (1998) adds to the argument by adding that:

The separation of specialization from its association with divisions and the insulation of subject areas is the key basis for distinguishing between a divided curriculum or curriculum of the past and a curriculum of the future (Young 1998: 74).

The T&CD syllabus shows more visible tendencies towards the accommodating of the changes in the business and commerce. The first national goal in the secretary's circular (Ministry of education 2000) explicitly states that the curriculum in Zimbabwe aims to establish, "a strong scientific mathematical and technological base for economic development", and in the same vein the syllabus, includes in its list of content/topics to be taught "the use of computers" (p. 9). One can safely assume that this is an attempt to try to offer a curriculum that can prepare a student for participation in the global economy thereby adapting to changes in knowledge production Gatawa (1998: 43). Table 9 below summarises what the documents suggest as areas connected to technology and globalization.

	Textiles and Clothing Design	Needlework and Clothing	Home Economics	Consumer Studies
Technology and Globalisation	The business studies section covers work on computers (p. 9) for clothing designing printing techniques, use of eg sewing machines for different purposes	Critical Outcomes state that one of the goals for teaching N&C is that learners appreciate "Participating as responsible citizens in he life of local national and global communities, use of science and technology..." (p.5)		Reference to technology is made on (p. 9), "to use science and technology effectively and critically showing responsibility towards the environment and the health of others" Proposed content for learning outcome 2, Grade 12 (Housing and furnishing) (p. 29), "When comparing and evaluating the choice of household equipment consider the relevant technological context in order to evaluate..." Proposed content (p. 35) "The principles, advanced processes, techniques and skills necessary for the production that results in a variety of products with specifies characteristics".

Table 9: Summary of technology and globalization areas covered in the curriculum documents

Young (1998: 81) points out that, much wider political, industrial and economic strategies should be part of curriculum development, a way to providing the student with access to concepts and ideas which will help them understand the changing world of work that they will face as adults. Hence the suggestion that "economic and technological understanding should be part of the core curriculum for the secondary school" (Young 1998: 58). The old HE has nothing on technology worth mentioning showing the shift of trends to technological and globalization issues in the new structure (T&CD and CS).

Where globalization promotes the idea of one world and sharing of ideas, the third world countries like Zimbabwe and South Africa have to compete on the same plane with goods and services from well established, well funded projects from developed sectors. Debates have been going on in South Africa and Zimbabwe about how the cheap products (textile and clothing) from China have disadvantaged the local clothing industry as it has to compete with the cheap clothing that the working class can afford.

Jobs in the clothing industry have been threatened as production has stagnated for the industry. Output is not being absorbed by the local market. Technology and globalization has thus come with its challenges for the societies to meet.

5.7 Summary

The curriculum documents reflect some of the values and attitudes of the Zimbabwean and South African societies regarding the type of education they consider as contributing to the improvement of its people as a society. The subject content shows that these education systems have enabled them to respond positively to the opportunities and challenges of the rapidly changing world in which we live and work. The great changes have also meant that the world in which teachers operate is also changing rapidly, systematic type of reform is advisable, because “what might have been of great worth at one time has given way to a new worth with the advancement of knowledge” (Tanner and Tanner 1995: 36).

The old N&C and HE syllabi confirm the idea that right from its inception, HE was about gaining knowledge and skills for the individual's physical, mental and emotional well being, social relationships and the ability to meet all these needs. The trends have shown that the development of the subject have moved with the changing times but still building on the traditional values that the field was built on.

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6 CONCLUSIONS AND IMPLICATIONS

The study explored the direction that HE subjects are taking, discerning the trends in the construction and development of a relevant home economics (HE) curriculum for today and the future, a curriculum that highlights the values of the subject.

The historical review outlined the challenges that HE in both Zimbabwe and South Africa went through to establish itself as a legitimate area of study, and gave insight into its contribution to the school curriculum and society. The historical information also highlighted changes in societal perceptions towards HE subjects, the influence of policies of integration of subjects and the part played by industry in the matters of curriculum development in school education.

6.1 The nature of the subject and curriculum development

By asking the question, 'Is it possible to determine the direction home economics is taking in the new millennium?', the study is making the assumption that, "planned change is positive, it is growth, progress and improvement" of a given system, (Cuban 1992: 216). The study also acknowledges that curriculum change is necessary if society needs to meet challenges that arise with changing times.

The Zimbabwean and South African educational systems underwent major reforms after independence to try and align their education system with their social economic aspirations as well as ensuring improved social development, (Jansen 1993; Taylor 1993; Zvobgo 1997, 1998; Mberengwa 1997). Home economics teachers were part of the teams looking into proposed new changes. Kirk (1988: 146) advises that practical subject teachers must be involved in curriculum development to ensure that the principles and values that the subject stands for are not overlooked but strengthened and improved. In this way the subject can embrace meaningful and innovative change for the good of the field of study.

The study made clear that as society becomes more sophisticated and influenced by technology and globalization, deeply held convictions about the way people think about curriculum are "far from immune to challenge" (Schrag 1992: 298). Various contextual influences such as changes in economic environments, shape curriculum construction, demanding that policies which affect what is expected of the school leaver, are assessed and highlighted. Bates et al (1985: 9) put it plainly when they argue that:

... what the debate and subsequent responses have played down is just how far 'work' has already penetrated the school curriculum. What is startling is not the 'failure' of the school to prepare for work, but the extent to which such 'preparation' has been embodied in secondary schooling. The

pressure for 'relevance' has meant that the world of work increasingly has come to be represented in the school curriculum.

The area covering knowledge and skills for economic productivity, business studies, marketing and entrepreneurial issues, seems to have gained ground in both T&CD and CS. The study shows that the content covered in these HE subjects orients those with the ability and interest in technical education as preparation for an occupational field and enlarges educational horizons by serving as an introduction to the world of work.

6.2 Status of HE in the new millennium

Barnes (1982: 119) gives an explanation for the relative value attributed to different bodies of knowledge arguing that, "those kinds of knowledge that are obtained in schools and are open to pencil and paper testing are likely to be the most highly valued ones". He thus implies that practical know how and intuitive ways of seeing things that can be learnt from engaging in out of school activities would be little valued in schools irrespective of their value in life, making some school subjects and bodies of knowledge more highly valued than others. Since knowledge is conceptualized in this context as a "power," or "force," its primary characteristic, is not related to notions of morality, enlightenment, or emancipation. Instead, the sole "*criteria for judging knowledge is its performance*", (emphasis in original), 'its productive and performative' value (Polsani 2003 quoted in Friesen 2004: 3).

Home economics subjects took years to gain status in the school curriculum, by depending on their uniqueness as regionalized subjects, whose content is grounded on its interdependence with the singular disciplines like chemistry, philosophy sociology, geography and economics to name a few. Hargreaves (1982: 6) in Kirk (1988: 149) discusses how physical education (PE) gained its status. Hargreaves' discussion highlights that where a practical subject gains status in the academic world by becoming examinable, there might be concerns that the practical subject might lose its physical activity elements in favour of academic knowledge. The analysis of T&CD shows that the practical nature of HE continues to be the very source of its importance as reflected in the suggested class activities /practical work for the course work that includes laboratory work, designing and constructing of articles, project work and the independent study.

CS on the other hand, reflects that the distinction between the practical side and the theory side is no longer balanced or clear-cut. The proposed content highlights an inclination towards more theory and less practical work. Most of the practical work is no longer hands on, but is mainly in the form of, e.g. planning of balanced meals, analyzing floor and furniture plans, compiling and implementing a plan for the production and marketing of a product, adapting recipes or patterns to make them suitable for small scale production and drawing up of budgets for a household (CS pp. 20-35).

Something that has threatened HE's place in the school curriculum is that its unifying concepts were based on home and family (East 1980, in Vasloo 1994: 67), a characteristic that led to views that HE is feminine and primarily serves the affairs of the woman only in society, (Grundy and Henry 1995; Davies 1986; Berlage 1998). The trend has changed; the subject is open to any learner interested regardless of gender. Emphasis has moved to include the responsibilities of the individual as an informed consumer responsible for the stewardship of the environment and the scarce resources available. Statements used to state aims and outcomes in T&CD and CS do not show any gender preferences.

6.3 Relevance of home economics subjects to the life of today's citizen

Today there are a variety of areas that home economics caters for such as personal issues (grooming, personal hygiene, deportment); business and economic issues (personal budgeting, marketing and product selling); technical knowledge (textile production, clothing production, designing patterns and the preparation and serving of attractive nutritious dishes) All these areas it is believed will lead to the development of an individual who is self reliant, entrepreneurial, creative and a life long learner.

The HE areas developed from the ideas of early home economists who were mainly concerned with providing clothing for themselves and their families, keeping clean homes, and healthy families and home nursing in efficient and economic ways. Growing interest in the social and psychological aspects of the consumer, as mainly evidenced in consumer studies, are new aspects that have gained ground in HE. However, the study shows that home economics subjects still impart the skills and knowledge that concentrate on technical, personal and designing areas. Business, economics and technology have crept into the curriculum in response to the changing times.

The question then arises what content and levels of competency in the practical skills taught is really necessary and relevant to today's requirements for the modern individual and family? For example with the advent of technology, who needs to learn the steps in making certain dishes when technology has made proficiency, in these kinds of skills of no great concern any more. Numeracy, computer literacy and reading seem to be the major concerns of society today. Where one is literate in these three requirements then one can function efficiently and successfully as a productive member in today's society. Rice (1991: 309 -311) in Vasloo (1994: 87) has suggested areas considered relevant to the development of a well rounded individual in society, such as basic life skills for survival (literacy, numeracy, rudimentary technology, nutrition education) and life skills for self reliance (practical career oriented life skills such as use of technological innovation to further one's career, resourcefulness).

6.4 Improvements in pedagogy and assessment approaches

6.4.1 Pedagogical approaches

Many writers such as Hargreaves and Evans (1997), Doolittle and Camp (1999), Grossman and Stodolsky (1999) Jones (2001) and Roberson (2001), agree that the world in which teachers operate is changing rapidly and that teachers need new skills and capabilities to be able to respond to this wide range of demands that have even crept into the curriculum. Roberson et al (2001) notes that, as we enter the 21st century, education is becoming more and more technologically advanced. As a result, effective education cannot be either liberal/academic or technical/vocational.

Arguments presented by the above authors point out that most day to day learning activities are designed to cultivate skills and abilities, to impart knowledge of facts and theories that in turn will cultivate in the learner an understanding of the beliefs and the world around them. Teaching is no longer defined as the transfer of information; learning is no longer defined as the retention of facts. The aims of the T&CD syllabus and outcomes stated in the CS document (the two new subjects to be in use), highlight the fact that now the teacher's role is to challenge students to achieve deeper levels of understanding and guide students in the collaborative construction and application of knowledge in the context of real-world problems, situations and tasks.

In T&CD and CS, learning is made directly relevant to the needs and interests of the learner by engaging in projects and independent studies. Lauglo and Lillis (1988: 4) state that:

Learning should be made directly relevant for the active interests and concerns which pupils have, or will face in their out of school life, in their private lives and in their future roles as workers and citizens.

Integrative curriculum approaches adopted by both educational systems in Zimbabwe and South Africa, it is believed will teach learners *how* to learn rather than *what* they should know. The emphasis is upon the procedural (technological, scientific) elements in learning. The systems have moved from rote learning methods where the teacher was totally the source of all information and encouraged memorization of facts. Now the emphasis here is upon a learning process where the learners assume considerable responsibility for their own learning, a major characteristic of OBE for South Africa and the problem solving method both systems have put in place.

6.4.2 Assessment approaches

History shows that HE depended mainly on performance based assessment, with emphasis on the child's performance as compared to the rest of the class, which was not much different from other

subjects. The changes today are in line with the changes other subjects have instituted. For example T&CD used to give practical speed tests, which were timed, judging performance value at a given time without considering past performance and input, overlooking the fact that many factors can influence and affect performance at a particular time and day, such as illness, nervousness and bad lighting in the classroom. T&CD and CS aims to counteract this negative characteristic by adopting the use of a variety of assessment methods that include tests, examinations, research, assignments, projects, experiments and oral presentations; on-going tasks that develop skills necessary for successful functioning within the subject, as shown in Table 3, Chapter Four.

The documents have sections showing assessment schemes, highlighting that examinations still play an important part in the development of the subject, showing that HE has kept its position as an important subject in the school system. Kirk (1988) argues that the importance of examinations in the role they play in providing learners with “credentials for the job market”, at the end of the schooling years can not be downplayed. This characteristic alone Kirk claims, gives the subject some “market relevance” which can only add to the status of the subject (Kirk 1988: 149).

6.4.3 Use of different assessment methods

The use of different assessment methods in HE subjects provide room for a fair and valid qualitative value judgment about the 'learning condition' of the learner being made. Gardner (1999: 97) observes that having a multiple perspective on the assessment activities, is in recognition that a learner can be ranked in more than just one dimension, intellect, that there are great differences between individual learners concerning their intellectual strengths, weaknesses and their styles approach/attack in cognitive pursuits. All these can be catered for if a variety of assessment instruments are designed which help students perform optimally and how their strengths. The NCS – CS document (CS p. 39) also adds that, “Because each assessment can not be totally valid or reliable by itself, decision on learner progress must be based on more than one assessment”.

6.5 Resourcing

Books and equipment are the main concerns for the HE departments as these determine the success the programmes can be implemented. As a result the practical departments in general are known to demand more from the education budget in terms of equipment and books in order to survive and function efficiently.

New times and changes require incorporation of new ideas, new knowledge and new methods as discussed in Chapter Two. The basic topics might be covered adequately using the old equipment and

books but the new topics covering business and computers need new modern resources that cater for new ways of thinking and understanding. The old textbooks need to be replaced by reference books that will help with new information.

The documents show that mostly old edition textbooks are used (see Table 4). Textbooks are necessary to the teaching and learning experience in the classroom because they provide learners with proper reference covering given topics, thus saving learners from the deficiency of the teachers. Textbooks help teachers and learners make sure that the syllabus is properly covered by using appropriate class activities. Authors on textbooks in teaching, argue that, textbooks, if used as presented will influence the coherence of the subject matter (the integrating of the content ideas and the way in which the content is taught) (Altbach and Kelly 1988; Marsh 1992; Flistos 2003). Thus well informative textbooks on the market have the potential to promote good instructional methods and well 'articulated' coherent and comprehensive subject curriculum.

6.6 The research question revisited

By analyzing the curriculum documents and in light of the findings and conclusions presented, the study has addressed the research question, which was, 'What trends can be discerned in the home economics curriculum documents in Zimbabwe and South Africa'? It is now possible to answer the question in the following way:

6.6.1 The trend in curriculum construction and development

The analysis of the documents reveal that exploration of HE trends today and the future can be seen more distinctly through an examination of history, a view that agrees with Goodson's (1991: 179) observations that, "...the written curriculum, whether as courses of study, syllabuses, guidelines or textbooks, is a supreme example of the invention of tradition...". This statement shows that curriculum development is a process that takes time, in most cases the trend to the reproduction of 'traditional' curriculum is based on history, which helps focus the direction of the reforms.

Goodson et al (1991: 3) further argue that:

Curricula are not simply there, natural objects that arise from the accumulated wisdom of the past. Rather, curricula are often the results of political settlements and compromises over what is important to know

This statement is supported by Bernstein (1977: 85), when he discusses recontextualisation and the social construction of discourse, alluding to the relationship between knowledge and power, pointing to the social nature of the curriculum. The HE curriculum documents show that 'selected legitimate

knowledge' (what is taught, how it is taught and assessed) is determined by the interests and interplay between given sectors of the economy and other interested stakeholders (government influence, curriculum development centers, universities, examination bodies, textbook writers). As a result the dominant discourse of these different sectors is expressed through national educational goals, and then highlighted through the curriculum, in this case the HE aims and learning outcomes.

The impact of these influential sectors is more evident in the call for schooling to be more in touch with the world of work. The curriculum documents explicitly and implicitly make reference to the school's role in preparing the learner for the world of work and exploration of career opportunities. The economic commercial sphere in society is making demands to be met by the schooling system, widening the scope of knowledge areas to source from for the curriculum.

6.6.2 The trend towards interdependency between HE and other learning areas

The analyses of the HE documents show the interdependency of HE and other learning areas. The subjects are becoming more characteristic of the integrated type (not collection type), incorporating ideas from chemistry, geography, computers and business studies, moving away from strong classification where it was hard for other ideas to penetrate HE areas. The analysis also shows that in the new approaches, (T&CD and CS), learners are having more input into subject formation (what is taught), with greater control of pacing and sequencing (weak internal framing over selection, sequencing, pacing and evaluation). Morais (2002: 568) agrees this set up is best for working class children (most found in the third world countries like Zimbabwe and South Africa) who need more encouragement and more time to get used to new ideas have more time to ask questions and research. However, writers like Rose (1999: 225) point out that a more visible type of pedagogy with strong classification and a strong framing would be best for working class learners as it provides ways for decotextualising of school knowledge/discourse through explicit instructions, selection weaker pacing.

6.6.3 The trend towards learner- centeredness

Both the Zimbabwean and South African educational systems seem to have the same general idea of what they mean by 'learner centred learning', where the term is associated with practices that place the learner at the centre of the activities in the classroom, with more control of pacing and sequencing and organization of content. These framing relations are associated with an invisible type of pedagogy Bernstein (1977: 119), a trend that is moving from the tradition where the teacher was in control of all the learning and teaching activities as symbolized by strong framing and strong classification and consequently a visible type of pedagogy where control is explicit. T&CD and CS have made reference to the use of this method in order to encourage the participation of the learner in their learning activities

from start to finish. In CS learners determine the pace for their learning process with the use of more invisible forms of assessment that help determine the learner's weaknesses and strengths.

6.6.4 The trend in knowledge structures and pedagogical approaches

In past years HE knowledge imparted was more from the technical and practical interest structures/approaches. Emphasis was on the production of products and the completion of tasks according to prescribed criteria such as well-made scones according to managed/governed rules. The programmes had more to do with the development of skills, attitudes and values that improved social graces and social standing within a community as a woman, wife who could cook well, sew and clean the house properly. The knowledge from critical (emancipatory) interests was somewhat silent and not so explicit or emphasized.

The new knowledge structures, besides using knowledge constituted from the technical and practical approaches, stress the emancipatory approach through the use of problem solving approaches that seek to find solutions to problems prohibiting say, the development of good health for pregnant women and ideologies hindering the progress of women and society in gaining improved living standards. Learners are introduced to issues about their rights as consumers of goods and services and citizens in any society. CS goes a step further to encourage the appreciation that leads to tolerance of differences as a result of diversity of cultures, food and dress (CS p. 26).

This strength has helped HE explicitly deal with issues pertaining to "female education, racial and ethnic relations and business", whereas before the area "struggled to define their professional within the interplay of domesticity and politics" (Fernandez 1999: 548) as the aim was to equip learners with knowledge and skills to cope with social challenges in the community. The content and activities that the subjects cover, aim to provide learners with the skills and knowledge to enable them cope with the increasing 'bewildering' pressures of the modern life, such as influence of technology and globalization.

Reform has taken a more holistic approach, building on aims and structures that look at economic and commercial issues that value sustainability, human development, and individual and community responsibility and empowerment (Peterat (2001: 32-34), (e.g. Learning Outcomes 1 and 3. CS pp. 10, 12). Emancipatory approaches encourage HE learners to think critically about principles and techniques learnt in class through investigations done through projects and independent studies and group work. In the end of these activities learners are able to come up with suggestions and solutions to given problems, reflect on, and implement ways to meet needs and wants of individuals in the society.

Even though the fundamental values transmitted through HE subjects are still basically the same as those transmitted long ago, the values have evolved to include technological issues (e.g. use of labour

saving devices, computer aided designing) which alters the structure of pedagogic discourse in the classroom. The trends are no longer strictly technically based (skills oriented). Processes like working fine backstitches, button hole stitches) can now be done by an electric machine in minutes, challenging the value of learning such skills (the curriculum versus practical skills).

Where the HE curriculum in the past seemed to offer courses that seemed 'terminal'(ending) where they just seemed to cater for the here and now needs of the student, today's programmes aim for long life education in they way they encourage and provide opportunities for further studies in related disciplines. The T&CD syllabus (p. 1) in one of its aims states that T&CD is to provide opportunities, for further study in textiles and clothing. The CS document has given the purpose of the subject as one to lay the foundation for Higher Education and Training, and explore career opportunities in food, clothing housing and interior design. The vision for the HE subjects (computers and business studies) is future driven, looking to be prepared for the effects of the new technologies and globalization and its demands and challenges which have resulted in 'diversity and complexity of modern production demands' (Longworth and Davies 1997: 58).

Another area where HE reform has tackled and influenced is assessment. Bernstein's (1975: 81, 89) discussions touch on the connection between curriculum (content) and assessment, how assessment is part of a whole unit in the acquisition of knowledge, influencing the type and depth of content and methods used by the transmitter in the classroom. Pring (1992: 25) advocates for assessment methods that recognize achievement in more than just the public examinations, methods that help contribute to the pupil's personal achievement and progress by, "improving their motivation and increasing awareness of strengths and weaknesses". The new T&CD and CS curricula have done just that, by adding more and improving ways of assessing learners' work. T&CD has included independent studies, portfolios and project work in its assessment scheme.

HE curriculum research has been neglected with writers more worried about the status and pedagogical issues pertaining to the survival of HE as a school subject. Questions such as "which way home economics" Grundy and Henry (1995), need pursuing because it is in addressing such queries that one can get to determine the state of the subject in the way it is developing and managing to answer to the demand of the changing times.

The study still leaves many questions unanswered but has opened further discussions on determining the development of HE in the school curriculum.

6.7 Conclusion

One of the most common issues addressed internationally is what kind of curriculum will prepare students for participation in the global economy and to what extent should the curriculum be responsive to the needs of the economy, and adapt to changes in knowledge production (Young 1998).

The study shows that today home economics curriculum designers are oriented towards the future and that future trends in HE can be seen more distinctly through an examination and comparison of history and the new ideas included in the curriculum documents (Copa and Bentley 1992: 89).

Much as HE is a product of history, owing its inception and existence to society's perceptions of a field of study that seeks to address social needs, HE subjects have shown in their layout that over the years they have gone through drastic evolutionary changes to keep in tune with the changes in society so as to prepare to face the present and the future realistically. The complexities that characterise the modern world, mean that knowledge for HE, Textiles and Clothing Design and Needlework and Clothing has needed to develop in the learner the ability to continue to learn, to acquire skills and knowledge that help solve problems through research skills. Hence the aims in the T&CD syllabus and the outcomes given in the CS document point to the need to encourage innovation and the imparting of problem solving skills.

The study has shown that it is no longer of importance to argue, 'what knowledge is of most worth', because societies will differ in what they consider worthwhile knowledge and even in what they regard as knowledge appropriate for education. It is possible to identify from within the literature as well as curriculum documents, areas with differing epistemological orientation, new forms of knowledge influenced by the changes in technology that have found their way onto the curriculum, such as technology and business.

Nevertheless, a challenge still remains for HE subjects. With the change of time and new interests and challenges facing the student, will there be adequate numbers of students who will be willing to take up the new subjects at secondary school? And what factors will affect the choice of these subjects by the student? Will HE subjects manage to maintain their place in the school curriculum for long? The study has shown that technical orientation to a HE curriculum encourages strong connection between science and technology (forces behind production), translating into the rationality of control and domination, the idea being that (Habermas 1971: 5) those in positions of 'power', can control and manage actions and activities, deciding what is to be taught and how it is to be taught. Ministry of education personnel, and school administrations in this case, one can assume will have the 'power' to determine who takes which subject and what subject is to be taught at the schools (Ministry of Education 2002), in a way deciding the fate of the HE subjects in the school curriculum.

Some of the answers, perhaps, maybe can be deduced from Grundy and Henry's (1995) arguments, that by introducing the need for technology knowledge in the HE curriculum for example, this gives a link between the acquisition of skills and the development of the ideology of consumerism, where individuals define quality of life in economic terms resulting in the pursuit of wealth, mainly the need to buy. Consumer Studies answers this challenge by specifically stating in its aim that CS is to encourage learners (by using technology and science) to become responsible and informed consumers of goods and services who will be able to use resources optimally in a sustainable way (CS p. 6). Is HE moving in the direction of consumerism and no longer putting much stock in the grass root foundation principles of HE? Will technology and globalization going to dictate the content and pedagogical approaches for HE subjects? These are crucial questions in the years ahead.

One of the things that the study has clarified is that home economics is no longer a subject that aims to equip the young women with skills and knowledge that will make them effective housewives who know how to launder, mend and iron clothes, skillfully scrub floors and make 'cheap' clothing. The subject as evidenced in consumer studies and T&CD cultivates in the learner empowerment practice, social inquiry practice and technology practice. The subjects offer learners a wide range of career opportunities such as fashion designing, hospitality management and interior designing, with the system 'producing' school leavers that are informed consumers and productive members of society, equipped to solve the problems of the new millennium.

6.8 Suggestions for further research/ action

The following important aspects were not possible to cover within the scope of this dissertation:

- a study of classroom practices in order to establish how the curricula are delivered.
- a study of the new learner support materials being published for the Further Education Certificate
- an investigation into why textiles and clothing design is popular in Zimbabwe but neglected in South Africa.

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University of Cape Town

Appendix A: Textiles and Clothing Design Draft syllabus

ZIMBABWE SCHOOL EXAMINATIONS
COUNCIL

TEXTILES AND CLOTHING DESIGN

9193

ZGCE ADVANCED LEVEL

DRAFT SYLLABUS

TO BE EXAMINED IN 2003

TEXTILES AND CLOTHING DESIGN

ADVANCED LEVEL

Subject Code 9193

This syllabus is available in **November only** in Zimbabwe and other approved centres.

1.0 PREAMBLE

This subject covers the study of textiles and clothing design over a period of two years.

It is intended for the 'O' level graduate who would like to pursue further studies in Textile and Clothing technology, management, research and development, merchandising and designing.

Practical work is an integral and expected part of the course. The syllabus requires scientific and investigative work. Teachers are, therefore, advised to ensure that candidates undertake experimental work in an appropriate and safe environment, preferably a Chemistry/Science laboratory.

To gain entry, the student must have obtained at least Grade B in 'O' level Fashion and Fabrics and any two of the following; Chemistry, Physics, Mathematics, Biology and Physical Science.

Industrial attachment is highly recommended for a minimum period of five days.

2.0 AIMS

The aims are to:

- 2.1 develop scientific, technical, creative and problem solving skills in the study of textiles and clothing.
- 2.2 develop the ability to express and communicate ideas through appropriate terminology and media.
- 2.3 expose students to the functional, cultural, historical, aesthetic, economic and managerial aspects of textiles and clothing.
- 2.4 provide opportunities for further study in textiles and clothing.

3.0 ASSESSMENT OBJECTIVES

By the end of the two year course, students should be able to:

- 3.1 analyse the relationship between textile properties and human needs.
- 3.2 demonstrate scientific knowledge of the composition, structure and processing of textile fibres, yarns and fabrics.
- 3.3 select and apply relevant theoretical and technical knowledge of textiles and clothing in solving problems.
- 3.4 demonstrate research skills.
- 3.5 apply investigative skills in evaluating production processes and the inherent nature of textiles.
- 3.6 evaluate, select and apply appropriate cultural designs and production processes to textile products.
- 3.7 design styles, draft and adapt patterns for various occasions and figure types.
- 3.8 analyse fundamentals associated with the subject and communicate the ability to use them in the students' areas of interest.
- 3.9 assess effects of socio-economic, political, environmental, cultural and technological factors affecting the textile and clothing industry.

4.0 TIME ALLOCATION

To achieve the stated objectives for this syllabus, it is important to allocate **8 - 12** periods per week.

5.0 METHODOLOGY

To help students attain the stipulated objectives, it will be important for the teacher to use problem solving and experimental approaches. The teacher's role is mainly to facilitate the learning process and allow the students to explore and discover for themselves. The following methods can be used:

- Field trips to cotton farms, cotton ginneries, cottage industries, universities, research centres, textile and clothing industries
- Attachments: students can be attached to textile and clothing industries, cottage industries and research centres
- Experimental work
- Class discussions, group activities and presentations
- Practical assignments

Demonstrations

Short lectures.

6.0 ASSESSMENT SCHEME

6.1 Paper 1: Theory (3 hrs) 50%

This paper is divided into **two** sections, A and B.

Section A - 40 marks

This section comprises compulsory short answer type questions.

Section B - 60 marks

This section comprises **five** questions from which candidates should answer **three**. Each question carries 20 marks.

6.2 Paper 2: Coursework 20%

Coursework is to be marked by the teacher and moderated by an external examiner. It should comprise the following

6.2.1	Written Tests (at least 10)	20%
6.2.2	Assignments (at least 8)	20%
6.2.3	Practicals/Experiments	20%
6.2.4	Project (To be presented to class)	40%

6.3 Paper 3: Independent Study 30%

This is marked by an external examiner.

7.0 ASSESSMENT SPECIFICATION GRID

OBJECTIVE NUMBER	PAPER 1 THEORY	PAPER 2 COURSEWORK	PAPER 3 INDEPENDENT STUDY
1	+	+	
2	+	+	
3	+		+
4	+	+	+
5		+	+
6	+	+	
7	+	+	+
8		+	+
9	+	+	+

8.0 SYLLABUS CONTENT

8.1 TEXTILE TECHNOLOGY

8.1.1 Fibres:

Physical and chemical properties
The molecular structure
Effects of solar radiation
Fibre identification of:

Natural: Cellulosic - cotton, flax
Protein - wool, mohair, silk
Mineral - asbestos, metallic

Regenerated: viscose/rayon,
modified rayons, acetates.
Synthetic: polyamide, polyester, acrylic.

Processing of natural fibres

cotton, linen, wool and silk

Synthetic fibre production

Wet, dry and melt spinning
Continuous filament production
Staple fibre production

8.1.2 Yarns

Yarn production

Spinning processes - Ring/mule
- open end

Simple yarns, fancy yarns

Texturising yarns

Yarn properties

Amount and direction of twist (S and Z)
Fineness, smoothness, lustre, handle, cohesiveness

Systems of yarn count

Tex, denier (metric system)

8.1.3 Fabrics

Fabric construction

Weaving

Weaving equipment

Weaving processes:

- Warp preparation - warping, sizing, mounting
- Weft preparation - winding of quills
- Shedding mechanisms - tappet/cam, dobby, Jacquard
- Weft insertion methods - shuttle
shuttleless (jet, rapier gripper)

Structure of weaves

Samples of weaves

Knitting

Knitting techniques

Weft knitting - weft knitting machines

- weft fabric construction

Warp knitting - warp knitting machines
(raschel, tricot, double tricot, atlas, double atlas)

Structure of knitted fabrics

Samples of knitted fabrics.

Other methods of fabric construction

narrow fabrics - lace, braid
non-woven fabrics - felt, needle punched, bonded fibre, stitch bonded, laminated, coated and tufted fabrics.

Blended fabrics and mixtures

Reasons for their production
A collection of samples of these fabrics.

Fabric Properties

Strength, extensibility, abrasion characteristics, air permeability.

8.1.4 Finishing textiles

Finishes

Finishing processes which affect the appearance, handle, dimensional stability and serviceability of yarns and fabrics as produced by the following treatments:

- warp sizing, scouring, milling, tentering, raising, cropping and pressing.
- bleaching, mercerisation, drying, delusturing, optical bleaching, crepe finishing, calendering, moire, embossing, beetling.
- waterproofing, stain and water-repellency, crease resistance, minimum care fabrics and permanent press effects.
- flame retardance, moth proofing antistatic finishes.

Colour
Types of dyes

dyes: direct, disperse, mordant, reactive, pigment, natural dyes.

dyeing of fibres, yarns and fabrics

Printing techniques

block, stencil, screen, roller, direct, resist, discharge, transfer, flock.

Colour fastness

effects of laundering, dry cleaning, bleaching, rubbing and perspiration.

8.2 CLOTHING DESIGN

Elements of design	line, form, shape, colour
Principles of design	rhythm, balance, emphasis, harmony, proportion and scale.
Styles	for different occasions, figure types, seasons and age groups.
Factors affecting design	culture, history, social and economic development, colour, mass media, fashion changes.
Tools and equipment for designing	silhouettes, motion drawings, pose, mood, style features, use of colour and media.
Pattern drafting	Sizing systems Principles of pattern construction anthropometry/body symmetry block, working, final and master patterns Computer Aided Design and Computer Aided Manufacture (CAD/CAM)
Pattern adaptation	to size and style
Fabric, trimmings, notions.	Estimating amounts suitability, rating, choice and application
Costing	calculating costs for fabrics, trimmings, notions, labour and overheads.

8.3 GARMENT CONSTRUCTION

Manufacturing processes	Cutting and sewing techniques, finishing and quality checking.
Sewing machines	domestic. industrial (various types)
Pressing equipment	steam presser vacuum presser

8.4 BUSINESS STUDIES

Marketing	The nature and role of marketing within an organisation. Market research Product development Consumer services
Planning and Control of Business Decisions	Planning, organisation and control with reference to the production of textiles and clothing Use of computers (CAD/CAM) Cost accounting budgets and profit forecasts.
Production	Production functions Methods of scale production Impact of change and innovation upon production methods Quality control
Entrepreneurship/ Small Scale Business	Objectives for starting a business Types of businesses Factors that affect business activities Business finance: sourcing funds business proposals book-keeping Business communication and sales skills (advertising)

9.0 NOTES

9.1 COURSEWORK

9.1.1 Suggestions for Practicals/Assignments

- Fibre identification - burning tests
chemical tests
microscopic examination
- Fabric construction samples
- Yarn production and collection of samples
- Fabric dyeing - Tie and dye

Batik
Screen printing
Block printing

- Clothing design and construction
- Fashion sketching/illustration
- Pattern drafting and adaptation
- Written tests

9.1.2 Project:

Develop a **design** and **print** on the woven cotton fabric, construct an article, cost and market it. To be presented to class (write up 30%, presentation 10%).

NB Each student should purchase five metres of woven cotton fabric, prepared for printing/dyeing (PFP/D). (Such fabric has gone through the scouring and bleaching processes but not yet dyed or printed). This would be used for the project, practical experiments or samples.

9.2 INDEPENDENT STUDY

Guidelines

This assignment should show the student's interest in a specific aspect of textiles and clothing. The study can investigate a commercial, scientific, technical, historical, artistic, aesthetic aspect or incorporate a combination of any of these.

Independent studies will be presented to the Zimbabwe School Examinations Council (ZIMSEC) for assessment, in a suitable folder, supported by practical work where appropriate. Choice of the area of study should be done by 30th September of the first year of the course.

The completed study should be submitted to ZIMSEC by 30th September of the final year.

The study should be **4000 - 5000** words in length. This excludes the following:

- diary of events
- interviews and questionnaires
- annotations alongside graphs, photographs, pie charts, samples
- labelled diagrams and flow charts.

These can be included in appendices after the bibliography

The report should be simply but attractively presented and clearly labelled with:

- candidate's full name and number
- centre name and number
- subject code and paper number
- title of the study

Mark allocation for study

1	Concise topic which is manageable	(2)
2	Importance/significance of area of investigation	(10)
3	Clear statement(s) of aim(s) (4) and objectives (6)	(10)
4	Overall plan of action	(10)
5	Methodology	(15)
6	Presentation of findings	(10)
7	Evaluation/analysis	(15)
8	Lesson(s) learnt	(5)
9	Conclusion (5) and recommendation(s)(8)	(13)
10	Bibliography	(5)
11	Overall presentation (neatness, layout, language)	(5)
	Total	[100]

10.0 REFERENCE BOOKS

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**Appendix B: Consumer studies National Curriculum
Statement (Grades 10-12) General**

University of Cape Town



DEPARTMENT OF EDUCATION

National Curriculum Statement
Grades 10 – 12
(General)

CONSUMER STUDIES

University of Cape Town

Department of Education

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CHAPTER 1

INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The adoption of the **Constitution of the Republic of South Africa (Act 108 of 1996)** provided a basis for curriculum transformation and development in South Africa. The Preamble states that the aims of the Constitution are to:

- ❑ heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- ❑ improve the quality of life of all citizens and free the potential of each person;
- ❑ lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- ❑ build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

The Constitution further states that 'everyone has the right ... to further education which the State, through reasonable measures, must make progressively available and accessible'.

The National Curriculum Statement Grades 10 – 12 (General) lays a foundation for the achievement of these goals by stipulating Learning Outcomes and Assessment Standards, and by spelling out the key principles and values that underpin the curriculum.

PRINCIPLES

The National Curriculum Statement Grades 10 – 12 (General) is based on the following principles:

- ❑ social transformation;
- ❑ outcomes-based education;
- ❑ high knowledge and high skills;
- ❑ integration and applied competence;
- ❑ progression;
- ❑ articulation and portability;
- ❑ human rights, inclusivity, environmental and social justice;
- ❑ valuing indigenous knowledge systems; and
- ❑ credibility, quality and efficiency.

CHAPTER 2

CONSUMER STUDIES

DEFINITION

The subject Consumer Studies focuses on developing knowledge, skills, values and attitudes in learners to enable them to become responsible and informed consumers of food, clothing, housing, furnishings and household equipment, and to use resources optimally and in a sustainable manner. The subject also promotes the application of knowledge and skills in the production of quality marketable products that will meet consumer needs.

PURPOSE

Consumer Studies educates learners to be wise consumers by developing the knowledge, skills, values and attitudes to:

- improve the quality of life experienced by individuals and communities;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others;
- collect, analyse and critically evaluate information to acquire the skills to be effective consumers;
- utilise different sources of product information to make consumer decisions using critical and creative thinking;
- communicate effectively using visual, symbolic and/or language skills in various modes
- recognise environmental concerns and their effect on consumers and producers (e.g. decreasing the supply of natural resources and the excess of waste);
- understand the impact of inequitable consumption and production on the natural and economic environment;
- appreciate the mutual benefits of working with others as members of a team or group in investigating issues, solving problems and producing products;
- develop cultural and aesthetic sensitivity about food, clothing and housing behaviour patterns across a range of social contexts;
- encourage positive attitudes towards work and empower individuals to become self-reliant through the application of food, clothing, housing and furnishings, and entrepreneurial knowledge and skills; and
- lay the foundation for Higher Education and Training, and explore career opportunities in food, clothing, housing and interior design.

SCOPE

Consumer Studies embraces three areas: Food and Nutrition, Clothing, and Housing and Furnishings.

The subject Consumer Studies lays a foundation for consumer education that will develop learners into responsible and informed consumers. This will contribute to the improvement of the quality of life of consumers and to the development of the economy and social fabric in South Africa.

Consumer Studies also prepares learners to acquire the necessary knowledge, skills, values and attitudes to produce and market food or clothing or furnishing products to satisfy consumer needs. South Africa's rich cultural heritage and indigenous knowledge should be used as an inspiration to produce culturally-acceptable products.

EDUCATION AND CAREER LINKS

The knowledge and skills gained in the General Education and Training band in the Learning Areas of Technology, Natural Sciences, Economic and Management Sciences, Mathematics, Languages and Life Orientation serve as a base for learners to proceed with their studies of Consumer Studies.

In Further Education and Training, the subjects Business Studies, Economics, Accounting, Agricultural Sciences, Mathematics, Mathematical Literacy, Geography, Design, Life Orientation, Languages and Electrical Technology provide possible linkages to Consumer Studies.

Consumer Studies involves integrated theory and practical skills that may create opportunities for self-employment and entrepreneurial ventures related to food, clothing and furnishings.

The subject will also provide learners with underpinning knowledge and skills to enter programmes in the Higher Education band in the areas of food, nutrition, clothing, textiles, housing and interior design.

LEARNING OUTCOMES



Learning Outcome 1: Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

This Learning Outcome focuses on the rights and responsibilities of consumers, the redress available to consumers through various channels in South Africa, the household budget, marketing practices, and aspects of the economic environment impacting on consumer financial decision making.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can

describe consumer rights and responsibilities and identify the impact of marketing strategies.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can describe consumer policies and practices as they relate to consumer protection, and define the role of the household budget in managing financial resources responsibly.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can act responsibly in the economic environment and evaluate channels for addressing consumer issues.



Learning Outcome 2: Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

This Learning Outcome focuses on economic, socio-cultural, functional and aesthetic considerations in the choice of food, clothing, housing and furnishings, the food needs of consumers with different types of requirements, design elements and principles as aesthetic considerations in evaluating floor plans and selecting furnishings and clothing, and the evaluation of living spaces for accessibility and safety.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can describe the food and clothing practices of different socio-economic and cultural groups, discover the impact of food choices on health, identify appropriate clothes for different purposes, and recognise aspects affecting the choice of housing in different socio-economic and cultural groups.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can compare their own food intake with nutritional requirements and come to a conclusion, explain basic principles and elements of design related to the selection of clothing to meet aesthetic needs, construct a floor and furniture plan to illustrate the principles of functionality and safety in living spaces, and explain choices of furnishings and textiles to meet aesthetic needs and functional considerations.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can describe guidelines for the prevention of nutritional and food-related diseases and health conditions, investigate and describe current fashion trends, and explain the selection of clothing for the world of work. Learners can describe the contractual and financial responsibilities applicable to consumer choices of housing, furniture and household equipment, investigate and describe role-players in accessing housing, compare household equipment using specified criteria, and investigate and report on a consumer issue.



Learning Outcome 3: Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

This Learning Outcome focuses on the interaction between the consumer and the social, cultural, economic and natural environment, the interaction between available resources and the choice of food, clothing, housing, and furnishing, criteria for evaluating food, clothing, furniture and furnishing outlets, safe food-handling practices and aspects of food spoilage, and ergonomic principles in the choice of furniture.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can explain the use of resources related to the choice of food, clothing, furniture and household equipment, identify safe food-handling practices in the home, and describe ergonomic principles related to the choice of furniture and household equipment.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can act responsibly in the community by explaining safety, quality, price and variety as criteria for evaluating of food, clothing and furnishing outlets, and describe the effects of pathogenic organisms on the safety of food.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can contribute towards the sustainability of the environment by analysing the impact of the selection and use of food, clothing, household equipment or furnishing on the natural or economic environment, and identify a consumer issue and suggest a strategy for addressing this issue.

CHAPTER 3

LEARNING OUTCOMES, ASSESSMENT STANDARDS, CONTENT AND CONTEXTS

Grade 10



Learning Outcome 1

Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.



Assessment Standards

We know this when the learner is able to:

- Explain the rights and responsibilities of consumers.
- Assess the impact of marketing strategies on consumer buying behaviour.

Grade 11**Assessment Standards**

We know this when the learner is able to:

- Explain consumer protection policies and practices.

- Explain the household budget as an instrument for managing financial resources.

Grade 12**Assessment Standards**

We know this when the learner is able to:

- Investigate and evaluate channels for consumer complaints.

- Analyse the implication of taxes, interest rates and inflation on the management of available funds for acquiring food, clothing, housing and furnishings.

Grade 10



Learning Outcome 2

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Discuss the daily food intake of young adults.

- Compare a day's food intake with the food-based dietary guidelines and describe the impact of food choices on own health.

Clothing

- Discuss the young adult's choice of suitable clothing for different purposes.

- Describe the effect of clothing choices on physical comfort.

Grade 11

Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Compare a young adult's daily food intake with the nutritional requirements using food composition tables, and recommend necessary improvements.
- Explain the nutrient needs of consumers from different age groups and with different energy requirements.

Clothing

- Select clothing to meet aesthetic needs.
- Compare the effect of clothes on figure shapes, using the elements and principles of design.

Grade 12

Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Suggest guidelines for the prevention of nutritional and food-related health conditions.

Clothing

- Apply clothing theory to the selection of clothing for the world of work.
- Examine and describe current fashion trends for young adults.



**Learning Outcome 2
Continued**

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- 1) Explain different aspects to consider in the choice of housing.

Grade 11



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- Analyse and explain the functionality and safety of existing floor and furniture plans, and apply the elements and principles of design to the choice of furnishings for living and work spaces.
- Describe the functional considerations in the choice of textiles for furnishings.

Grade 12



Assessment Standards

We know this when the learner is able to:

Housing and Furnishings

- Explain the financial and contractual responsibilities of the occupants for different housing options, and investigate the different role-players in accessing housing.
- Compare and evaluate the choice of household equipment, and explain the financial and contractual responsibilities in buying furniture and household equipment.
- Investigate and report on an issue related to *one* of the following:
 - nutrition;
 - food;
 - clothing;
 - textiles;
 - housing;
 - furnishings;
 - equipment.

Grade 10



Learning Outcome 3

Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.



Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Make judicious food choices in terms of the resources available to the household.

- Describe safe food-handling practices.

Clothing

- Explain clothing choices in terms of the resources available to the household.

Housing and Furnishings

- Apply ergonomic principles to the choice of furniture and household equipment.

Grade 11

Assessment Standards

We know this when the learner is able to:

- Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using advanced methods and techniques.
- Adapt recipes or patterns to make them suitable for small-scale production.
- Calculate the cost of products in terms of human and other resources used.


Grade 12

Assessment Standards

We know this when the learner is able to:

- Apply theoretical knowledge and demonstrate the necessary skills to produce quality marketable products by using applicable methods and techniques, while working in a production team.
- Compile and implement a plan for the production and marketing of a product.
- Evaluate the sustainable profitability of the enterprise.

Grade 11


Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Apply the criteria of safety, quality and pricing to evaluate food outlets in the local community.
- Explain the effect of pathogenic organisms on food spoilage and safety.

Clothing

- Apply the criteria of variety, quality and pricing to evaluate clothing outlets in the local community.

Housing and Furnishings

- Apply the criteria of variety, quality and pricing to evaluate soft furnishing, furniture and household equipment outlets in the local community.

Grade 12


Assessment Standards

We know this when the learner is able to:

Food and Nutrition

- Identify a consumer issue related to the impact of the selection and use of food on the natural or economic environment, and suggest a strategy for addressing the issue.

Clothing

- Identify a consumer issue related to the impact of the selection and use of clothing on the natural or economic environment, and suggest a strategy for addressing the issue.

Housing and Furnishings

- Discuss the responsible use of water, electricity and municipal services related to housing and household equipment.



Learning Outcome 4

Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.



Assessment Standards

We know this when the learner is able to:

- Apply the theoretical knowledge and demonstrate the necessary skills to produce quality products by using basic methods and techniques.
- Adapt household processes and workflow for a product according to principles of small-scale production.
- Calculate the unit price of products.



Learning Outcome 4: Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.

This Learning Outcome focuses on the application of the theoretical knowledge and practical skills necessary for the small-scale production of food, clothing and furnishings that are marketable and safe for human consumption. Indigenous knowledge, skills, customs and practices should be considered in the creation of these products.

Grade 10

By the end of Grade 10, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge and basic processes, techniques and skills needed to produce acceptable food, clothing or furnishing products, use processes, techniques, skills and theoretical knowledge correctly, produce acceptable products, adapt processes and workflow to suit small-scale production, and calculate the unit price of products.

Grade 11

By the end of Grade 11, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge and advanced processes, techniques and skills applied in the production of acceptable food, clothing or furnishing products, apply knowledge, processes, techniques and skills to the adaptation of recipes or patterns to make them suitable for small-scale production, and calculate the production cost of products.

Grade 12

By the end of Grade 12, learners who have achieved the minimum competences for this Learning Outcome can describe the theoretical knowledge, applicable processes, techniques and skills used to produce a product, apply the knowledge, processes, techniques and skills to the production of products, work as a member of a production team, compile a production and marketing plan, evaluate the enterprise for sustainability, produce and market product, and evaluate the enterprise for sustainable profitability.



CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

In this section content and contexts are provided to support the attainment of the Assessment Standards. The content indicated needs to be dealt with in such a way as to assist learners to progress towards the achievement of the Learning Outcomes. Content must serve the Learning Outcomes and not be an end in itself. The contexts suggested will enable the content to be embedded in situations which are meaningful to learners and so assist learning and teaching. The teacher should be aware of and use local contexts, not necessarily indicated here, which could be more suited to the experiences of the learners. Content and context, when aligned to the attainment of the Assessment Standards, provide a framework for the development of Learning Programmes. The Learning Programme Guidelines give more detail in this respect.

Note: The term 'young adult' below refers to males and females in the age group 15 to 18 years.

Grade 10



Learning Outcome 1

Management of the Consumer Role

The learner is able to demonstrate knowledge of responsible consumer practices and to effectively address consumer issues.

Proposed content

- When discussing responsible consumer behaviour, the rights and responsibilities of consumers should be explained.
- When investigating marketing strategies, include a variety of applicable strategies.

Grade 11

Proposed content

- When explaining consumer protection, include consumer practices, policies and organisations relating to consumer information and protection.
- Explain how the household budget functions as an instrument to manage financial resources.

Grade 12

Proposed content

- When investigating channels for consumer complaints, investigate the range of channels available in the country.
- Analyse the influence of taxes, interest rates and inflation on the funds available to the household for food, clothing and housing.



Learning Outcome 2

Knowledgeable Consumer Choices

The learner is able to make knowledgeable consumer choices about food, clothing, housing and furnishings within a given socio-economic and cultural context.

Proposed content

Food and Nutrition

- When discussing the daily food intake of young adults, consider the food practices of various groups of people as influenced by culture, religion and socio-economic status, as well as the influence of knowledge, attitudes and education on food habits and patterns.
- Compare food-based dietary guidelines with the daily food intake of young adults in terms of foods, portions and portion sizes. The information obtained can then be used to describe the impact of food choices on own health.

Clothing

- Focus on the impact of socio-economic and cultural considerations on the choice of clothing and styles when discussing the young adult's choice of suitable clothing for different purposes.
- Focus on the effect of clothing choices on physical comfort in terms of functional, socio-cultural and economic considerations. Functional considerations include the characteristics of the fabric used (e.g. properties of the fibre, structure of the fabric, finishes).

Grade 11

Proposed content

Food and Nutrition

- Compare a young adult's daily food intake with the recommended nutritional requirements so that suggestions for improvements can be made. Use nutrients and other components of food and their functions as a point of departure.
- Use the Recommended Daily Allowances (RDAs) for different stages in the life cycle and for people with different nutritional requirements (e.g. pregnancy, illness, physical requirements such as work and sport) when explaining the nutrient needs of consumers from different age groups and with differing energy requirements.

Clothing

- Apply the elements and principles of design to the selection of clothing for young adults to meet aesthetic needs (style and colour) and to compare the effect of clothes on figure shapes. Consideration should be given to those with physical disabilities.

Grade 12

Proposed content

Food and Nutrition

- When suggesting guidelines for the prevention or management of nutritional and food-related health conditions, include one or more health problems (e.g. HIV/AIDS, obesity, osteoporosis, high cholesterol or high blood pressure), as well as foods related to allergies and eating disorders.

Clothing

- When investigating the role of appearance in the world of work, include:
 - the influence of socio-psychological factors on the choice of clothing;
 - wardrobe planning for the world of work;
 - the symbolic meaning of appearance for social interaction.
- When examining current fashion trends for young adults, consider the fashion cycle and the influence of brand labels on the choice of clothing.

Grade 11

Proposed content

Housing and Furnishings

- Analyse floor and furniture plans, as well as traffic patterns in work, rest and social areas in a home, in order to:
 - explain safety and accessibility of housing and space;
 - make recommendations for purchasing furniture and maintenance of living space and apply the elements and principles of design to the choice of furnishings for living and work spaces.
- Describe functional considerations in the choice of furnishings in terms of the characteristics of the fabric used (e.g. properties of the fibre, fabric construction, characteristics of textiles, finishes).

Grade 12

Proposed content

Housing and Furnishings

- When investigating the financial and contractual responsibilities of the occupants for different housing options and when investigating the different role-players in accessing housing, focus on:
 - different housing options (e.g. buying, renting, building);
 - relevant costs and contractual implications;
 - financing related to buying and maintenance of the house;
 - the different role-players (e.g. government housing schemes, financial and other housing NGOs, subsidies, employers, the estate agent).
- When comparing and evaluating the choice of household equipment, consider the relevant technological context in order to evaluate household equipment with regard to function, energy (human and non-human) and water consumption. Pay special attention to the possible environmental impact of technology. When investigating the financial and contractual responsibilities related to buying furniture and household equipment, include the meaning and implication of instalment sales transactions, other ways of financing the purchase, relevant contracts, and the rights and responsibilities of consumers and sellers.

Grade 11

Proposed content

Food and Nutrition, Clothing, Housing and Furnishings

Grade 12

Proposed content

Food and Nutrition, Clothing, Housing and Furnishings

- Investigate an issue related to nutrition *or* food *or* clothing *or* textiles *or* housing *or* furnishings *or* household equipment. Examples include national and household food security, genetically engineered food, clothing for physically disabled people, new developments in textile fibres, recycling of textiles, and interior planning for disabled persons.



Learning Outcome 3

Responsible Use of Resources

The learner is able to demonstrate consumer responsibility towards the sustainability of the environment, the community and self through the judicious use of resources.

Proposed content

Food and Nutrition

- When explaining food choices in terms of the resources available to the household, include the human and material resources needed for obtaining and preparing food and how this relates to food choices made by young consumers.
- In describing safe food-handling practices, focus on hazards to food (e.g. bacteria, moulds, parasites, natural toxicants, storage procedures).

Clothing

- Explain clothing choices in terms of the human and material resources needed for obtaining and using clothing and how it relates to clothing choices by young consumers.

Housing and Furnishings

- Study ergonomic principles related to the choice of furniture and household equipment.

Grade 11

Proposed content

Food and Nutrition

- Apply the criteria for buying food (safety, quality, pricing) to evaluate food outlets in the local community.
- Discuss the pathogenic organisms related to food spoilage and food safety.

Clothing

- Apply the criteria for buying clothing (variety, quality, pricing) to evaluate clothing outlets in the local community.

Housing and Furnishings

- Apply the criteria for buying soft furnishings, furniture and household equipment (variety, quality, pricing) to evaluate soft furnishings, furniture and household equipment outlets in the local community.

Grade 12

Proposed content

Food and Nutrition

- Investigate any consumer issue related to the impact of the selection and use of food on the natural or economic environment.

Clothing

- Investigate any consumer issue related to the impact of the selection and use of clothing on the natural or economic environment.

Housing and Furnishings

- Stress the importance of the responsible use of water, electricity and municipal services.



Learning Outcome 4

Production and Marketing of Food, Clothing and Soft Furnishing Products

The learner is able to apply knowledge and demonstrate the skills necessary to produce quality consumer products and to apply entrepreneurial knowledge and skills to market these products.

Comments on the choices between food production, clothing production and the production of soft furnishings:

- Depending on the available resources in the school, at least ONE of the following options should be offered. A learner takes only ONE option:
 - food production;
 - clothing production;
 - soft furnishings production.
- Depending on the context of the school:
 - food production may focus on the general production of food items, production of food items using farm produce, catering from home, food preservation or sugar cookery;
 - clothing production may focus on producing clothing items using a sewing machine or the production of clothing and clothing accessories using equipment other than sewing machines;
 - soft furnishings production may focus on producing items using a sewing machine or the production of soft furnishings and interior accessories using equipment other than sewing machines.

Underpinning knowledge from the General Education and Training band

For Grades 10, 11 and 12 the following business theory from the General Education and Training band is deemed as underpinning knowledge: market research, marketing and selling practices, costing and pricing of products, financing and the financial management of a small business, entrepreneurship, financial concepts, business plans and small, medium and micro enterprises (SMMEs).

Grade 10

Proposed content

Food Production

- The principles, basic processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics.
- The principles and techniques of storing and preparing food in order to retain nutrients and quality.
- Theory about equipment and work space:
 - suitable equipment;
 - hygienic standards;
 - suitable work space for the production of food items that are safe for eating.

Clothing and Furnishing Production

- The principles and techniques of home industry production of garments and soft furnishing items using basic construction techniques.
- Theory about fashion trends.
- Changing patterns to suit different tastes:
 - techniques of adapting patterns through the use of structural and decorative lines to meet the needs of consumers;
 - using South Africa's rich cultural heritage for inspiration.
- Theory about equipment and work space: suitable equipment and work space for the production of clothing products.

Grade 11

Proposed content

Food Production

- The principles, advanced processes, techniques and skills necessary for food production that result in a variety of products with specified characteristics.
- Adapting and standardising existing recipes, taking into account locally available foods, cultural and religious beliefs, sensory requirements, hygienic quality and economic viability.
- Costing and pricing products for profitability.

Clothing and Furnishing Production

- The principles, techniques and skills of home industry production of garments and/or soft furnishings items using advanced construction techniques.
- Adapting patterns for small-scale production: theory and techniques for altering patterns to make them suitable for small-scale production.
- Costing and pricing products for profitability.

Grade 12

Proposed content

Food/Clothing/Furnishing Production

The theoretical knowledge and skills necessary for the production of selected consumer products that will be produced by the production teams should include:

- Product specific (food or clothing or furnishings) theoretical knowledge and skills for the production of quality products.
- Workflow, production line, adaptation of the processes, recipes or patterns to make them suitable for small-scale production.
- Selection and economical use of production resources.
- Calculating unit price in terms of money and other human and material resources.
- Standardisation and quality control to ensure standardised and quality products.
- Compiling and implementing a production and marketing plan.
- Applicable sections of labour law and employment contracts.

Relevant knowledge of South Africa's rich cultural heritage should be used as inspiration for choosing, inventing and adapting products for production and marketing.

CHAPTER 4

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media.

To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguous. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, diagnosing or remediating barriers to learning, selection, guidance, supporting learning, certification and promotion.

In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Learning Outcomes. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- baseline assessment;
- diagnostic assessment;
- formative assessment; and
- summative assessment.

Baseline assessment

Baseline assessment is important at the start of a grade, but can occur at the beginning of any learning cycle. It is used to establish what learners already know and can do. It helps in the planning of activities and in Learning Programme development. The recording of baseline assessment is usually informal.

Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, semester or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

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- formative assessment; and
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Diagnostic assessment

Any assessment can be used for diagnostic purposes – that is, to discover the cause or causes of a learning barrier. Diagnostic assessment assists in deciding on support strategies or identifying the need for professional help or remediation. It acts as a checkpoint to help redefine the Learning Programme goals, or to discover what learning has not taken place so as to put intervention strategies in place.

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the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- rating scales;
- task lists or checklists; and
- rubrics.

Each is discussed below.

Rating scales

Rating scales are any marking system where a symbol (such as A or B) or a mark (such as 5/10 or 50%) is defined in detail to link the coded score to a description of the competences that are required to achieve that score. The detail is more important than the coded score in the process of teaching and learning, as it gives learners a much clearer idea of what has been achieved and where and why their learning has fallen short of the target. Traditional marking tended to use rating scales without the descriptive details, making it difficult to have a sense of the learners' strengths and weaknesses in terms of intended outcomes. A six-point scale of achievement is used in the National Curriculum Statement Grades 10 – 12 (General).

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both. The Learning Programme Guidelines give examples of subject-specific rubrics.

To design a rubric, a teacher has to decide the following:

- Which outcomes are being targeted?
- Which Assessment Standards are targeted by the task?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?
- Should one rubric target all the Learning Outcomes and Assessment Standards of the task or does the task need several rubrics?
- How many rubrics are, in fact, needed for the task?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies what both the learning and the performance should focus on. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a six-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General)

Rating Code	Description of Competence	Marks (%)
6	Outstanding	80-100
5	Meritorious	60-79
4	Satisfactory	50-59
3	Adequate	40-49
2	Partial	30-39
1	Inadequate	0-29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Learning Outcomes in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve. Six levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions summarise the Learning Outcomes and the Assessment Standards, and give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale.

When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant Assessment Standard or Standards must be used when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.



Code



Scale

6

80%-100%
Outstanding

Competence Descriptions

By the end of Grade 10 the learner with outstanding achievement can:

- accurately evaluate consumer buying behaviour by using consumer rights and responsibilities and marketing strategies as criteria;
- display creativity and imagination in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- evaluate the food habits of young adults and the impact of food choices on health;
- display in-depth knowledge of safe food-handling practices;
- analyse the young adult's choice of suitable clothing for different purposes;
- evaluate the effect of clothing choices on physical comfort;
- apply ergonomic principles in the choice of furniture and household equipment;
- evaluate different aspects to consider in the choice of housing;
- apply theoretical knowledge, basic processes, techniques and skills correctly to consistently produce quality products and to evaluate products using quality, price and processes as criteria;
- independently make accurate adaptations of processes and calculate prices correctly.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- apply knowledge of consumer policies and practices to analyse case studies;
- apply the principles of budgeting to analyse given household budgets;
- demonstrate in-depth knowledge of the effect of pathogenic organisms on the safety of food;
- provide supporting evidence to analyse and compare the nutritional requirements of different cultural groups;
- anticipate the nutritional requirements of each member of a given household;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets, analyse the findings and write a report;
- apply design elements and principles to evaluate the effect of clothes on different figure types;
- display imagination and creativity when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when evaluating floor and furniture plans;
- show imagination and creativity when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a good knowledge of textile fibres and fabrics and show creativity in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets, analyse findings and write a logical report;
- consistently apply theoretical knowledge, advanced processes, techniques and skills correctly to produce and evaluate quality products;
- independently make accurate adaptations to recipes and patterns and consistently calculate production costs correctly.

Grade 12



Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- critically evaluate case studies for solving given consumer complaints;
- investigate and evaluate the implication of taxes, interest rates and inflation on the management of available funds;
- evaluate relevant information and data from sources, compile a unique report and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an extensive investigation into a food-related or clothing-related issue impacting on the natural or economic environment, formulate relevant guidelines and write a report;
- evaluate information relevant to the selection of clothing for specific situations;
- analyse the functions and contributions of each of the different role-players in accessing housing and write a report;
- analyse consumer responsibilities in the acquisition of housing, furniture and household equipment using specified criteria to make comparisons and come to conclusions;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing high quality marketable products;
- compile and implement a plan, evaluate an enterprise, and take a supportive role in the production team.

Grade 10



Code

5



Scale

60%-79%
Meritorious

Competence Descriptions

By the end of Grade 10 the learner with meritorious achievement can:

- accurately analyse consumer buying behaviour by using consumer rights and responsibilities and marketing strategies as criteria;
- display imagination in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- analyse the food habits of young adults and the impact of food choices on health;
- display sound knowledge of safe food-handling practices;
- analyse the young adult's choice of suitable clothing for different purposes;
- evaluate the effect of clothing choices on physical comfort;
- display logical understanding of ergonomic principles in the choice of furniture and household equipment;
- analyse different aspects to consider in the choice of housing;
- apply theoretical knowledge, basic processes, techniques and skills correctly to almost always produce quality products;
- explain quality characteristics for the acceptability of products;
- make accurate adaptations of processes and usually calculate prices correctly.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with meritorious achievement can:

- address a consumer protection issue;
- apply principles of budgeting to draw up a household budget;
- demonstrate sound knowledge of the effect of pathogenic organisms on the safety of food;
- analyse the nutrient needs of consumers with regard to energy requirements and the age of the individual;
- analyse the daily food intake of a young adult and make comparisons with nutritional requirements in order to draw independent conclusions and make recommendations;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets and analyse the findings;
- apply design elements and principles to analyse the effect of clothes on different figure types;
- exercise appropriate judgement when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when analysing floor and furniture plans;
- show imagination when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a good knowledge of textile fibres and fabrics in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- apply theoretical knowledge, advanced processes, techniques and skills correctly to produce and evaluate quality products;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs.

Grade 12




Competence Descriptions

By the end of Grade 12 the learner with meritorious achievement can:

- critically evaluate case studies for solving given consumer complaints;
- investigate and analyse the implication of taxes, interest rates and inflation on the management of available funds;
- analyse relevant information and data from sources, compile a report and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment, formulate relevant guidelines and write a report;
- analyse information relevant to the selection of clothing for specific situations;
- identify their functions and prepare a report on the different role-players in accessing housing;
- analyse consumer responsibilities in the acquisition of housing, furniture and household equipment using specified criteria to make comparisons;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing quality marketable products;
- compile and implement a plan, evaluate an enterprise, and perform as a productive member of a team.

Grade 11

 Competence Descriptions

By the end of Grade 11 the learner with outstanding achievement can:

- apply knowledge of consumer policies and practices to analyse case studies;
- apply the principles of budgeting to analyse given household budgets;
- demonstrate in-depth knowledge of the effect of pathogenic organisms on the safety of food;
- provide supporting evidence to analyse and compare the nutritional requirements of different cultural groups;
- anticipate the nutritional requirements of each member of a given household;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets, analyse the findings and write a report;
- apply design elements and principles to evaluate the effect of clothes on different figure types;
- display imagination and creativity when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when evaluating floor and furniture plans;
- show imagination and creativity when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a good knowledge of textile fibres and fabrics and show creativity in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets, analyse findings and write a logical report;
- consistently apply theoretical knowledge, advanced processes, techniques and skills correctly to produce and evaluate quality products;
- independently make accurate adaptations to recipes and patterns and consistently calculate production costs correctly.

Grade 12

 Competence Descriptions

By the end of Grade 12 the learner with outstanding achievement can:

- critically evaluate case studies for solving given consumer complaints;
- investigate and evaluate the implication of taxes, interest rates and inflation on the management of available funds;
- evaluate relevant information and data from sources, compile a unique report and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an extensive investigation into a food-related or clothing-related issue impacting on the natural or economic environment, formulate relevant guidelines and write a report;
- evaluate information relevant to the selection of clothing for specific situations;
- analyse the functions and contributions of each of the different role-players in accessing housing and write a report;
- analyse consumer responsibilities in the acquisition of housing, furniture and household equipment using specified criteria to make comparisons and come to conclusions;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing high quality marketable products;
- compile and implement a plan, evaluate an enterprise, and take a supportive role in the production team.

Grade 10



Code



Scale

4


50%-59%
Satisfactory

Competence Descriptions

By the end of Grade 10 the learner with satisfactory achievement can:

- explain consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour;
- apply knowledge in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and describe the impact of food choices on health;
- display sound knowledge of safe food-handling practices;
- discuss the young adult's choice of suitable clothing for different purposes;
- discuss the effect of clothing choices on physical comfort;
- demonstrate knowledge of ergonomic principles in the choice of furniture and household equipment;
- explain different aspects to consider in the choice of housing;
- explain theoretical knowledge, basic processes, techniques and skills correctly to produce quality products, mostly without guidance;
- identify quality characteristics for the acceptability of products;
- make accurate adaptations of processes and calculate prices correctly, mostly without guidance.


Grade 11


Competence Descriptions

By the end of Grade 11 the learner with satisfactory achievement can:

- accurately explain consumer policies and practices;
- explain the role of the household budget in the responsible management of financial resources;
- demonstrate knowledge of the effect of pathogenic organisms on the safety of food;
- explain that the nutrient needs of consumers are dependent on the energy requirements and the age of the individual;
- compare the daily food intake of a young adult with nutritional requirements in order to draw conclusions and make recommendations;
- access a variety of relevant sources of information in order to evaluate food and clothing outlets;
- apply design elements and principles to compare the effect of clothes on different figure types;
- exercise appropriate judgement when selecting clothing to meet aesthetic needs;
- exercise appropriate judgement when analysing floor and furniture plans;
- demonstrate competence when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- apply knowledge of textile fibres and fabrics to the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- explain theoretical knowledge, advanced processes, techniques and skills correctly to produce quality products;
- exercise adequate skill to make the required adaptations to recipes and patterns and calculate production costs.

Grade 12


Competence Descriptions

By the end of Grade 12 the learner with satisfactory achievement can:

- carry out an investigation to analyse the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation on the management of available funds;
- extract relevant information and data from sources and recommend guidelines to prevent nutritional and health-related diseases and conditions;
- use evidence to carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment and formulate relevant guidelines;
- use concepts such as fashion trends to examine information relevant to the selection of clothing for specific situations;
- prepare a report on the different role-players in accessing housing;
- demonstrate knowledge of consumer responsibilities in the acquisition of housing, furniture and household equipment, using specified criteria to make comparisons;
- correctly explain the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products;
- adequately compile and implement a plan, evaluate an enterprise, and work satisfactorily as a productive member of a team.



Code



Scale

3

40%–49%
Adequate

Competence Descriptions

By the end of Grade 10 the learner with adequate achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour;
- apply basic knowledge in the choice of food and clothing to make optimal use of the resources available to households;
- compare daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and explain the impact of food choices on health;
- display basic knowledge of safe food-handling practices;
- explain the young adult's choice of suitable clothing for different purposes;
- explain the effect of clothing choices on physical comfort;
- demonstrate basic knowledge of ergonomic principles in the choice of furniture and household equipment;
- explain different aspects to consider in the choice of housing;
- describe theoretical knowledge, basic processes, techniques and skills correctly to produce quality products, often with guidance;
- identify quality characteristics for the acceptability of products;
- accurately adapt processes and calculate prices correctly, mostly with guidance.

Grade 12

Competence Descriptions

By the end of Grade 12 the learner with adequate achievement can:

- identify the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation on the management of available funds;
- use data sources to compile basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out an investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing for specific situations;
- identify different role-players in accessing housing;
- demonstrate basic knowledge of consumer responsibilities in the acquisition of housing and furniture, and compare household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products;
- compile and implement a plan, evaluate an enterprise, and co-operate as a member of a team.

Grade 11

Competence Descriptions

By the end of Grade 11 the learner with adequate achievement can:

- describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources;
- demonstrate basic knowledge of the effect of pathogenic organisms on the safety of food;
- discuss nutrient needs of consumers with regard to the energy requirements and the age of the individual;
- compare the daily food intake of a young adult with nutritional requirements;
- access a limited number of relevant sources of information in order to evaluate food and clothing outlets;
- apply design elements and principles to identify the effect of clothes on different figure types and exercise basic competence when selecting clothing to meet aesthetic needs;
- exhibit adequate ability to analyse floor and furniture plans and apply design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate a basic understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- use basic knowledge to apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- correctly describe the theoretical knowledge, advanced processes, techniques and skills involved in producing quality products, mostly without guidance;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs, mostly without guidance.

Grade 10

C Code **S** Scale2 30%-39%
Partial**C** Competence Descriptions

By the end of Grade 10 the learner with partial achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour, but with some difficulty;
- choose food and clothing but lacks sufficient knowledge to make optimal use of the resources available to households;
- has some difficulty comparing daily food intake with food-based dietary guidelines;
- explore the food habits of young adults and describe the impact of food choices on health;
- lack sufficient knowledge of safe food-handling practices;
- choose clothing for different purposes but choices are not always suitable;
- show a limited ability to describe the effect of clothing choices on physical comfort;
- choose furniture and household equipment but does not have a sound knowledge of ergonomic principles;
- not demonstrate a sound knowledge of the different aspects to consider in the choice of housing;
- produce products but lacks sufficient knowledge to apply theoretical knowledge, basic processes, techniques and skills correctly;
- identify quality characteristics for the acceptability of products with some guidance;
- adapt processes and calculate prices correctly with some guidance.

Grade 11



Competence Descriptions

By the end of Grade 11 the learner with partial achievement can:

- with difficulty, describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources;
- understand the effect of pathogenic organisms on the safety of food;
- describe the nutrient needs of consumers with regard to the energy requirements and the age of the individual;
- use basic knowledge to compare the daily food intake of a young adult with nutritional requirements;
- engage with sources of information to evaluate food and clothing outlets;
- explain design elements and principles and identify their effect on the different figure types;
- show a fair amount of competence when selecting clothing to meet aesthetic needs;
- exhibit limited ability to analyse floor and furniture plans and when applying design elements and principles to meet the aesthetic needs of living and working spaces;
- demonstrate limited understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- to a limited extent, apply relevant criteria to evaluate furnishings, furniture and household equipment outlets;
- correctly describe the theoretical knowledge, advanced processes, techniques and skills involved in producing quality products, but with guidance;
- exercise skill to make the required adaptations to recipes and patterns and calculate production costs, but with guidance.

Grade 12



Competence Descriptions


By the end of Grade 12 the learner with partial achievement can:

- list the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation but has difficulty applying the knowledge to the management of available funds;
- compile very basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out a limited investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing but has difficulty applying it to specific situations;
- list different role-players in accessing housing;
- demonstrate very basic knowledge of consumer responsibilities in the acquisition of housing and furnishings, and has difficulty comparing household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products, but requires guidance;
- compile and implement a plan and evaluate an enterprise, but with guidance;
- demonstrate a reasonable amount of co-operation as member of a team.

Grade 10

 Code Scale

1

0%-29%
Inadequate Competence Descriptions

By the end of Grade 10 the learner with inadequate achievement can:

- describe consumer rights and responsibilities and identify the impact of marketing strategies on consumer buying behaviour, but with difficulty;
- choose food and clothing but lacks knowledge to make optimal use of the resources available to households;
- compare daily food intake with the food-based dietary guidelines, but with difficulty;
- explore the food habits of young adults and describe the impact of food choices on health, but with difficulty;
- display limited knowledge of safe food-handling practices;
- choose clothing for different purposes but has limited ability to make suitable choices;
- describe the effect of clothing choices on physical comfort, but with limited ability;
- choose furniture and household equipment but has limited knowledge of ergonomic principles and of the different aspects to consider in the choice of housing;
- produce products but has difficulty applying theoretical knowledge, basic processes, techniques and skills correctly;
- identify quality characteristics for the acceptability of products, but with guidance;
- adapt processes and calculate prices correctly, but with guidance.


Grade 11


Competence Descriptions

By the end of Grade 11 the learner with inadequate achievement can:

- describe consumer policies and practices and define the role of the household budget in the responsible management of financial resources, but to a limited degree;
- identify the effect of pathogenic organisms on the safety of food;
- identify the nutrient needs of consumers with regard to energy requirements and the age of the individual;
- use limited knowledge to compare the daily food intake of a young adult with nutritional requirements;
- perform a limited investigation to evaluate food and clothing outlets;
- identify design elements and principles but has difficulty identifying their effect on different figure types;
- show a limited amount of competence when selecting clothing to meet aesthetic needs;
- read floor and furniture plans but has limited ability to analyse them;
- apply design elements and principles to meet the aesthetic needs of living and working spaces, but with difficulty;
- demonstrate very limited understanding of textile fibres and fabrics in the choice of fabrics for furnishings;
- apply relevant criteria to evaluate furnishings, furniture and household equipment outlets, but to a very limited extent;

Grade 12


Competence Descriptions

By the end of Grade 12 the learner with inadequate achievement can:

- list the available channels for consumer complaints;
- investigate the implication of taxes, interest rates and inflation but cannot apply the knowledge to the management of available funds;
- compile very basic guidelines to prevent nutritional and health-related diseases and conditions;
- carry out a limited investigation into a food-related or clothing-related issue impacting on the natural or economic environment;
- use basic information to examine aspects relevant to the selection of clothing, but has difficulty applying it to specific situations;
- list different role-players in accessing housing;
- demonstrate very basic knowledge of consumer responsibilities in the acquisition of housing and furnishings, and show limited knowledge when comparing household equipment using specified criteria;
- correctly describe the theoretical knowledge, applicable processes, techniques and skills involved in producing marketable products, but requires extensive guidance;
- compile and implement a plan and evaluate an enterprise, but with extensive guidance;
- demonstrate very little co-operation as member of a team.

Appendix C: Needlework and Clothing Syllabus

(collected from subject teachers)

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WESTERN CAPE EDUCATION DEPARTMENT
NEEDLEWORK AND CLOTHING
Proposed macro year plan for grade 12

FIRST TERM

Classroom organization and management: (Stock, equipment, administration documents, etc.)
Discussion: Syllabus requirements

For theoretical concepts (range and depth) consult notes and guidelines disseminated in 1999.

THEORY

Embroidery
Commercial patterns

Historical aspects
Socio-psychological aspects
Choice of clothes
* Design elements and principles
Tests, activities, etc.

PRACTICAL

Practical application
Two pattern adaptations
(Revision of one gr. 10 + one gr. 12 adaptation)

SECOND TERM

Cutting and laying-out
Clothing construction
✓ Construction techniques
Decision making
Clothing fashions
Economic aspects
Knits
Examination, tests activities, etc.

Practical demonstration and application
Practical application as required by chosen outfit(s)
do
Two pattern adaptations
(Revision of one gr. 10 + one gr. 12 adaptation)
Completion of embroidery

THIRD TERM

Clothing construction (continue)
Construction techniques (continue)
Wardrobe planning
Textiles
Clothing consumption
Labeling
Examination, tests activities, etc.

Practical application as required by chosen outfit(s)
do
Two pattern adaptations
(Revision of gr. 11 adaptations)
Completion of outfit(s)

FOURTH TERM

Revision of theoretical concepts
EDUCATOR: Preparation for moderation of year marks
(Year mark + practical work)

Revision of all six pattern adaptations

1. VARIOUS THEORIES:

- Modesty
- Protection
- Decoration/ornamentation
- Prestige/status

2. INFLUENCE OF MAN'S NEEDS ON HIS CLOTHING:

- Physical
 - Protection against climate
 - Health and bodily comfort
 - Protection in dangerous professions
- Psychological
 - Approval of and recognition by them
 - Desire for self-esteem
 - To be attractive to the opposite sex

CONCEPT: SOCIO-PSYCHOLOGICAL ASPECTS: MS p. 298 - 308; CED p. 7 - 9; CCS p. 2 - 3

1. CONCEPTS - Identify/explain

1.1 SELF-CONCEPT/SELF-IMAGE

- Physical characteristics - body build and colouring
- Characteristics - frizziness, slippiness etc.
- Social characteristics - how well you get on with other people

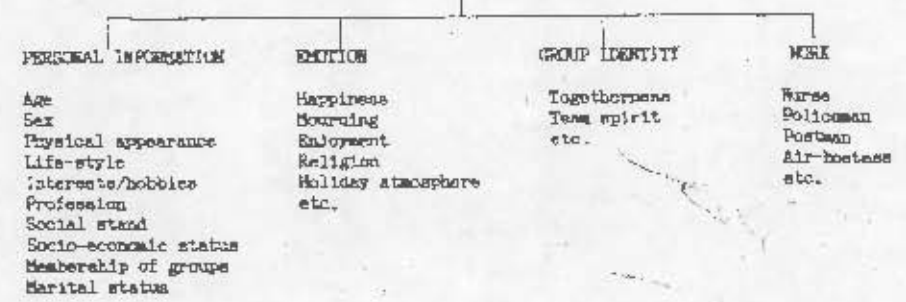
1.2 INDIVIDUALITY:

1.3 CONFORMITY:

1.4 PERSONALITY:

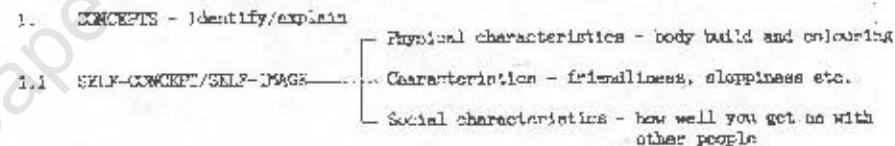
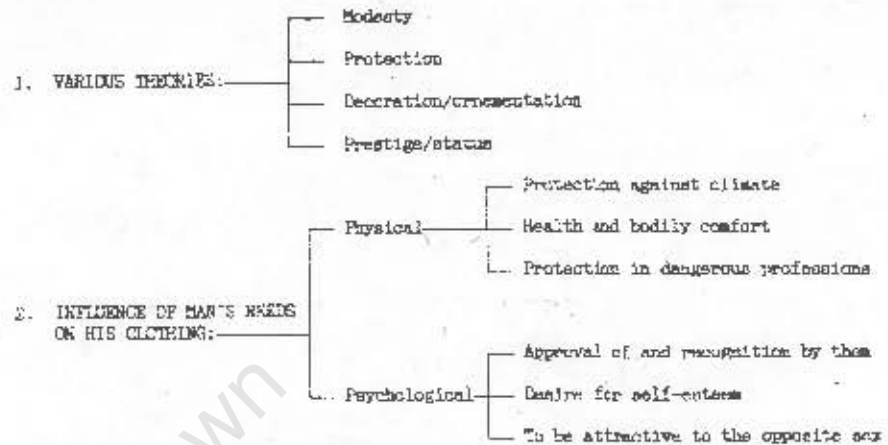
2.

MESSAGES CONVEYED BY CLOTHES



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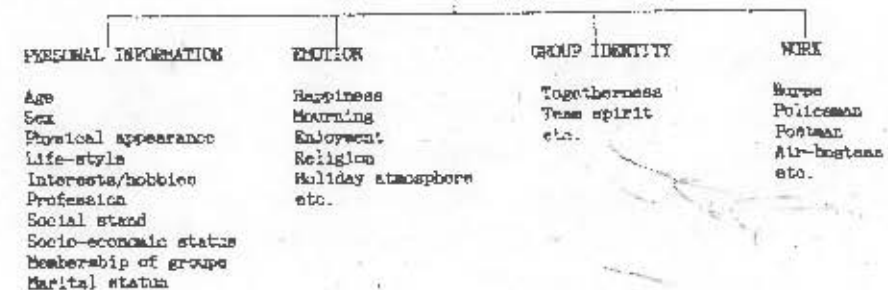


1.2 INDIVIDUALITY:

1.3 CONFORMITY:

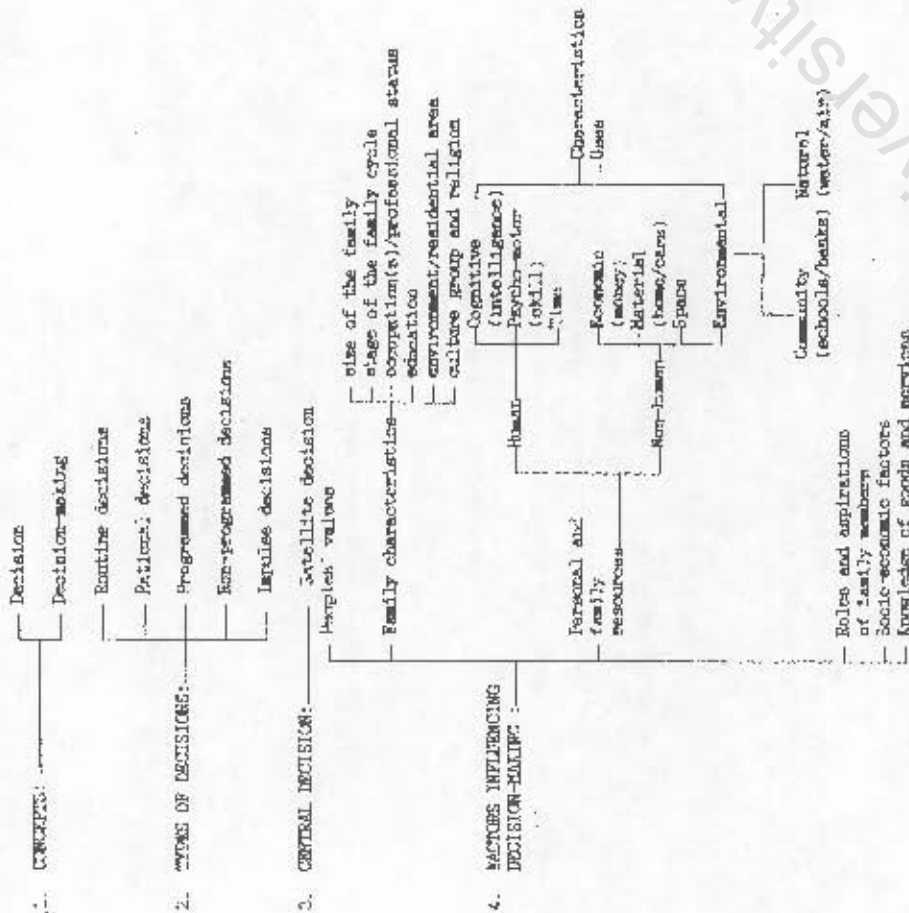
1.4 PERSONALITY:

2. MESSAGES CONVEYED BY CLOTHES

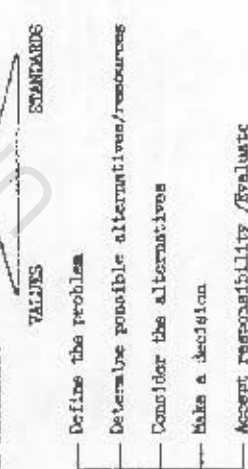


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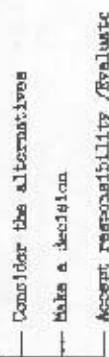
CONCEPT: DECISION-MAKING: NOTES; CEE P. 1 - 5



5. RELATIONSHIP BETWEEN VALUES, GOALS AND STANDARDS:

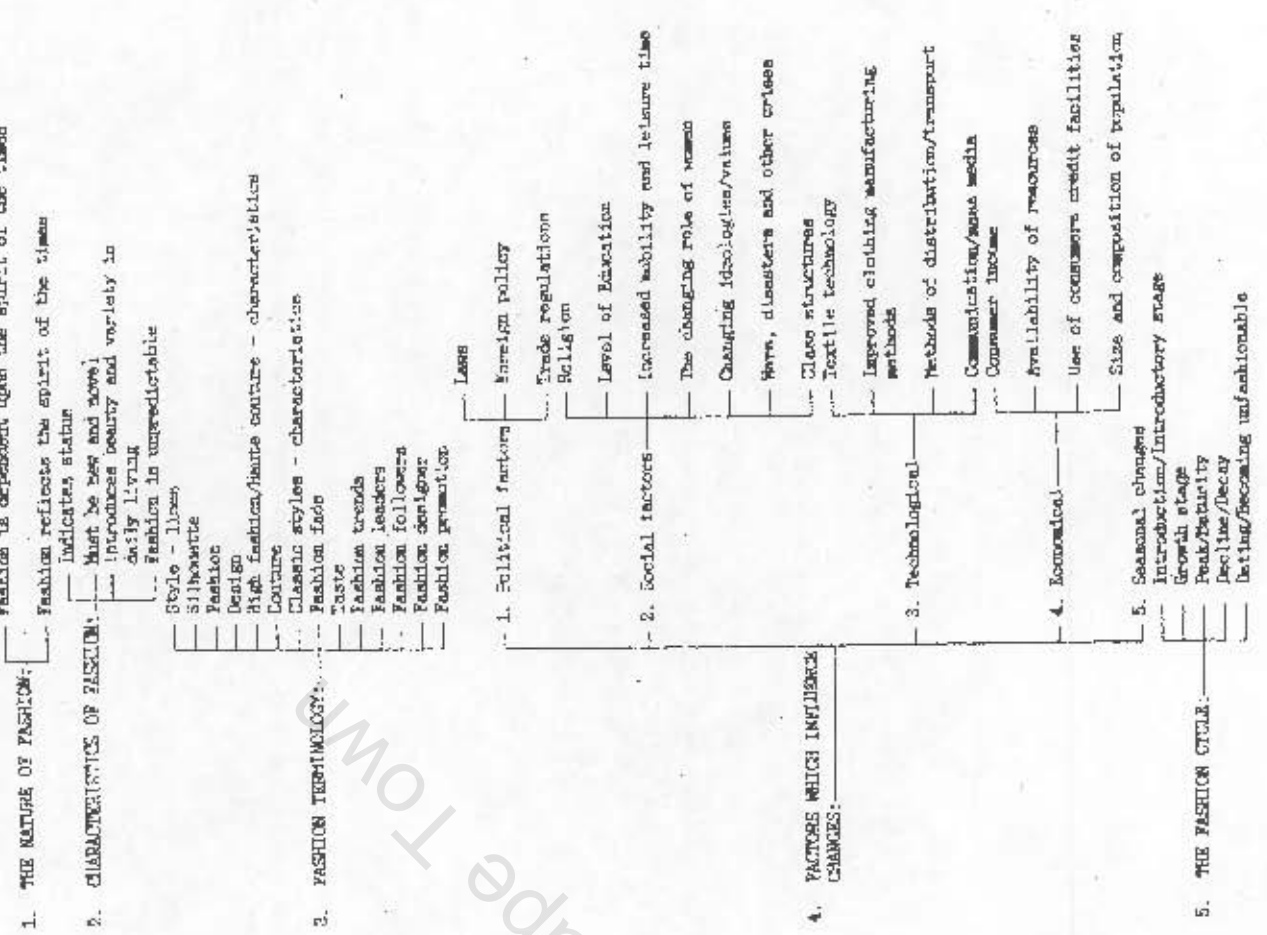


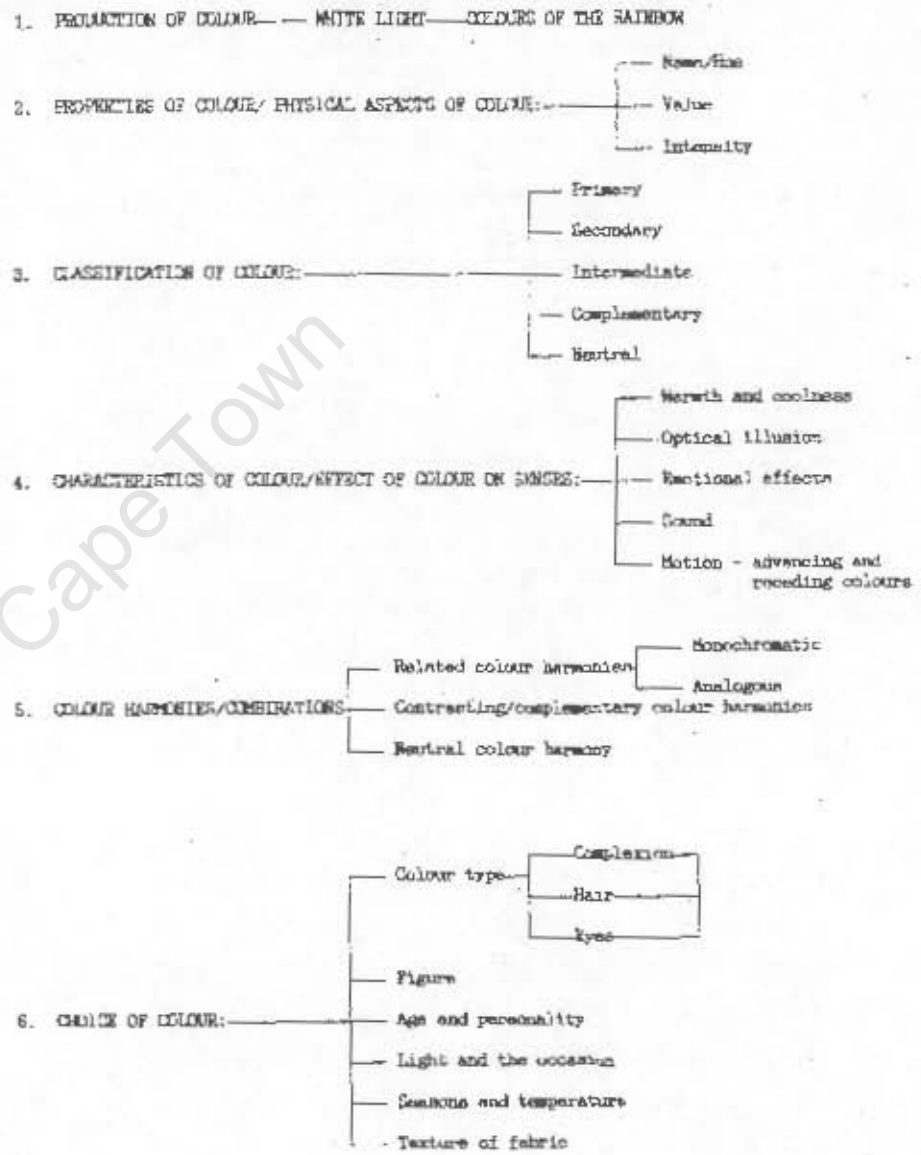
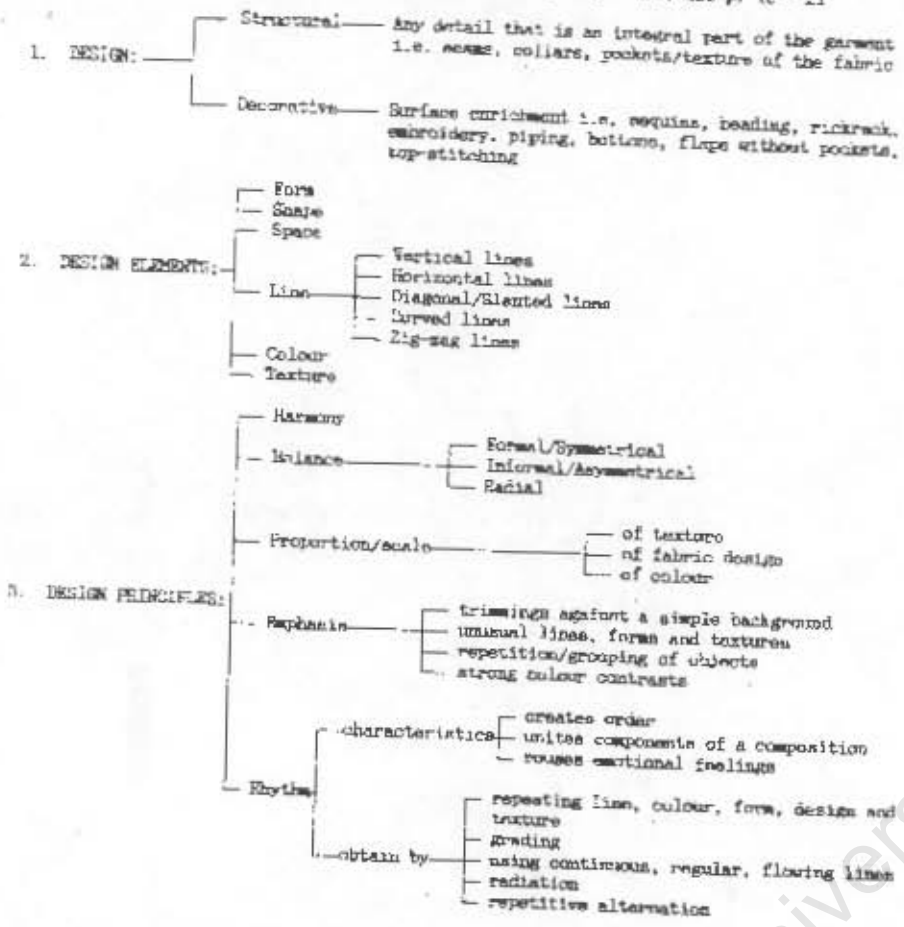
6. STEPS IN THE DECISION-MAKING PROCESS

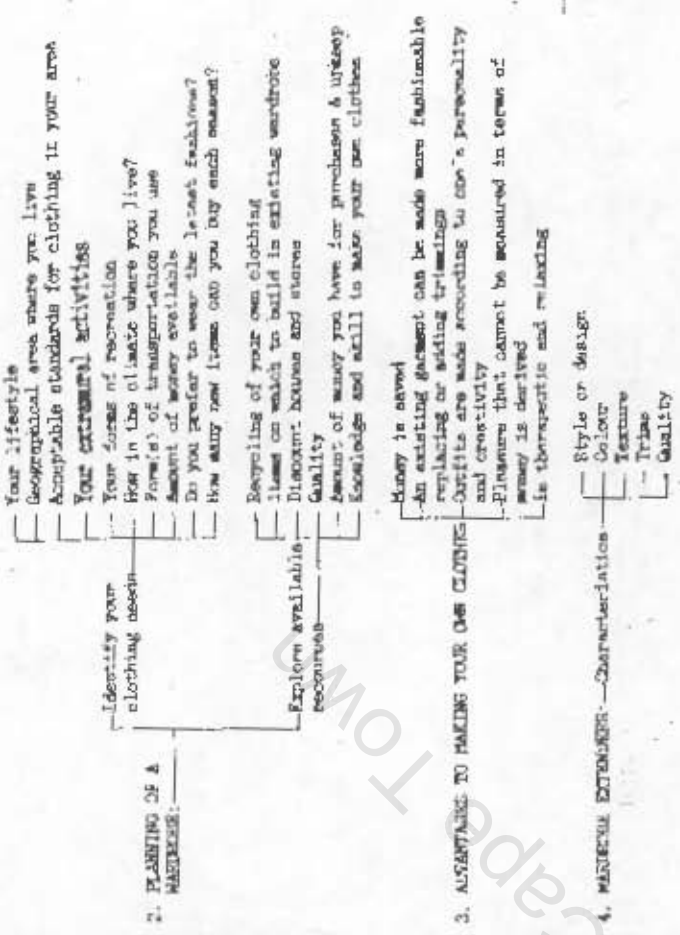
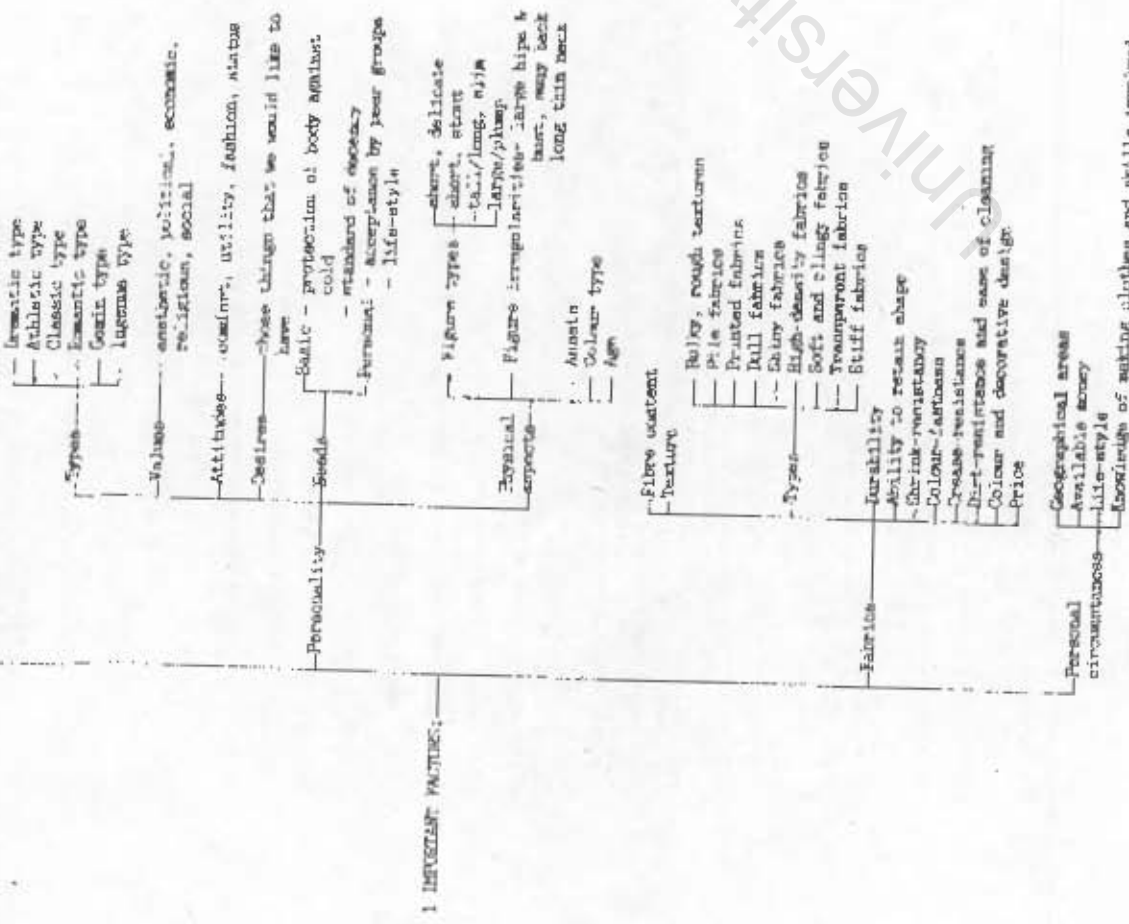


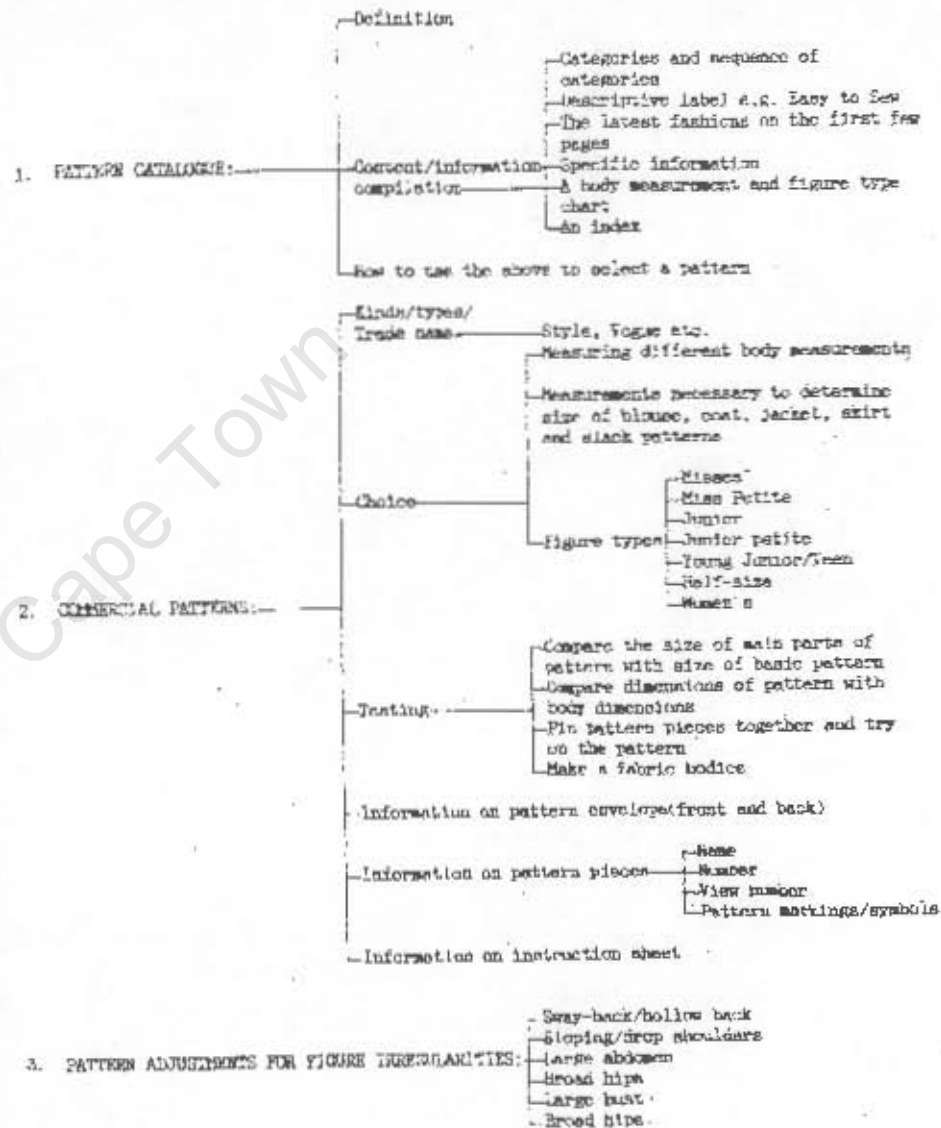
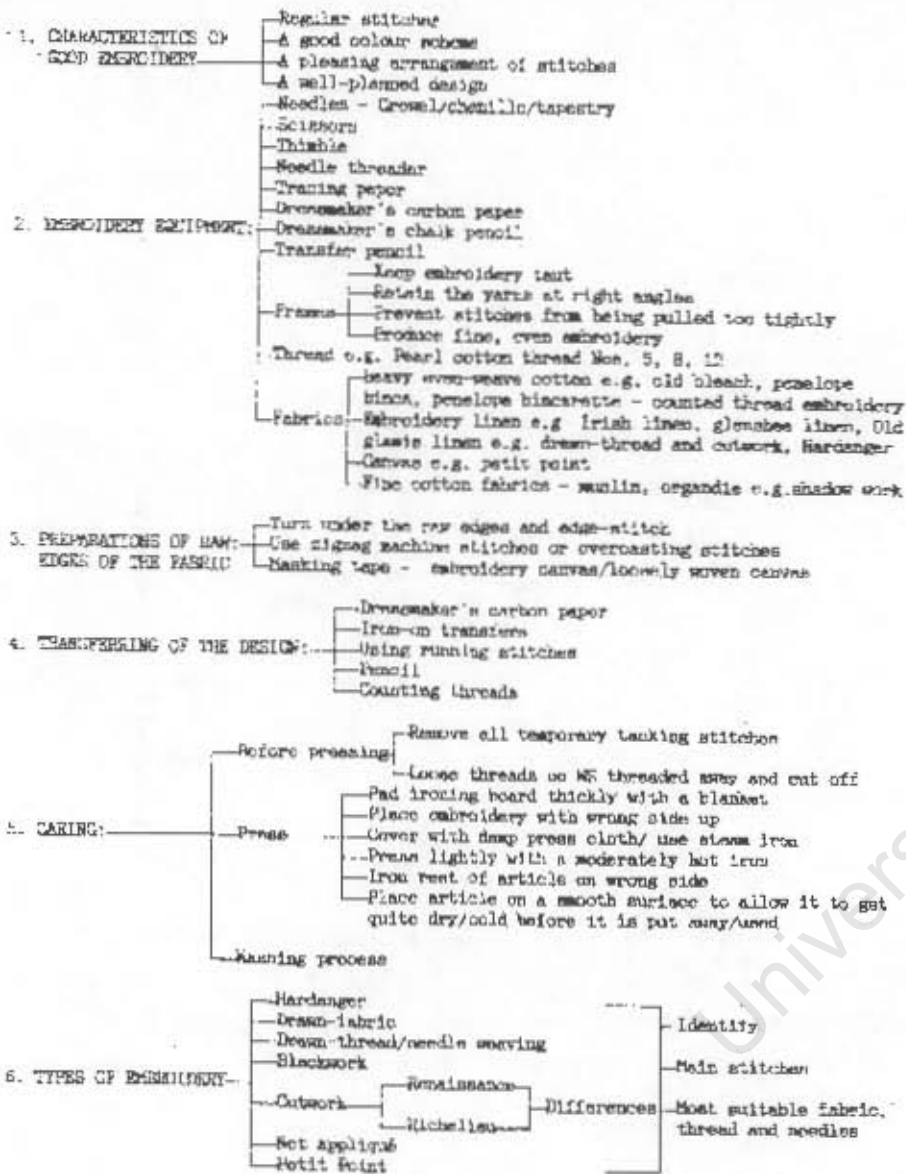
7. CASE STUDIES

CONCEPT: CLOTHING FASHIONS: Fashion is dependent upon the spirit of the times









1. IMPORTANCE OF GRAIN DIRECTION WHEN CUTTING OUT:
 - Affects the hang of garment -loose shape after been worn and laundered
 - Pieces cut out incorrectly will show off clearly
 - Affects the strength and durability of the garment
 - The fit of the garment is based mainly on the position of the straight grain of the fabric
 - If cut on the correct grain direction it will drape more naturally
2. PATTERN LAY-OUTS:
 - Ways of folding:
 - Standard lengthwise fold
 - Partial lengthwise fold
 - Double lengthwise fold
 - Crosswise fold
 - Combined folds
 - Interpreting cutting guides
3. GUIDELINES FOR LAYING-OUT:
 - Printed fabrics:
 - One-way designs
 - Balanced print
 - Large, bold designs
 - Unusual prints e.g. border pattern
 - Striped fabric:
 - Balanced vertical stripes
 - Balanced horizontal stripes
 - Diagonal stripes - Chevron
 - One-directional striped fabric
 - Checked fabric:
 - Balanced checked fabric
 - Unbalanced checked fabric
 - Nap/Pile/Brushed fabric
 - Shed fabrics e.g. netting
4. CUTTING OUT:
 - Woven fabrics
 - Kits(see knits)
5. PATTERN MARKINGS/SYMBOLS:
 - Identification
 - Ways of transferring pattern markings

CONCEPT: TEXTILES: NOV 1999

1. CLASSIFICATION:
 - Natural fibres:
 - Vegetable/Cellulose
 - Animal/Protein
 - Mineral
 - Rubber
 - Partly synthetic:
 - Cellulose e.g. Viscose rayon
 - Acetate
 - Protein e.g. Axlon
 - Man-made fibres:
 - Inorganic e.g. Glass/Ceramic/Metallic
 - Purely synthetic e.g. Nylon, Polyester, Acrylic
2. TEXTILE TERMINOLOGY
3. PROPERTIES W.R.T. COMFORT, DURABILITY, CARE AND SAFETY:
 - Polyamides(Nylon)
 - Polyesters
 - Acrylics
4. BLENDS:
 - Manufacture
 - Advantages
 - Wool blends
5. TEXTILE CONSTRUCTION:
 - Weaving:
 - Plain weaving
 - Basket weaving
 - Twill weaving
 - Herringbone weaving
 - Sateen weaving
 - Lace weaving
 - Pile weaving
 - Double-cloth weaving
 - Dobby weaving
 - Gauze and leno weaving
 - Knitting:
 - Weft knitting:
 - single knit:
 - Plain Jersey
 - Purl knit
 - Rib knit
 - Patterned
 - Sun-resistant
 - Interlock
 - double knit:
 - double Jersey
 - Warp knitting:
 - tricot
 - raschel
 - milanese
 - Non-woven:
 - Folting
 - Fibre-bonding/bonded non-woven fabrics
 - Netting
 - Braiding
 - Stitchbonding
 - Multi-component fabrics:
 - Bonding
 - Laminating
 - Quilted fabrics
6. INFLUENCE OF CONSTRUCTION TECHNIQUES ON THE PROPERTIES OF TEXTILE FABRICS
7. COMPARISON BETWEEN KNITTED AND WOVEN FABRICS
8. APPLICATION OF COLOUR:
 - Dyeing
 - Pigmenting
 - Spin-dyeing
9. APPLICATION OF COLOUR DURING MANUFACTURE OF TEXTILE FABRICS:
 - Stock/fibre dyeing
 - Yarn dyeing
 - Piece dyeing
 - Product dyeing
 - Solution pigmenting/dope dyeing

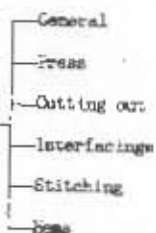
10. CLASSIFICATION OF FABRIC FINISHES:



11. REASONS FOR FABRIC FINISHES:

- To enhance the appearance and aesthetic qualities of a fabric
- To improve the durability and service quality of the fabric
- To remedy defects in the fabric.
- To conceal inferior construction.

12. SEWING AND HANDLING HINTS FOR FABRICS MADE OF SYNTHETIC FIBRES:



1. CHOICE OF A PATTERN: - Suitable for knits only/match the stretchability of the fabric e.g. stable, stretchable or moderate knit. Also available are patterns for stable knits and wovens.

2. PREPARING, LAYING OUT AND CUTTING OUT KNITS

- Pre-wash - prevents shrinking and colours to flow and handles easier during construction
- Wrong side outside - the edge usually roll to right side
- Right side outside - Terry cloth & tricot-roll to WS
- Shading "with nap" layout/one-way design layout
- Fabrics which run - direction of run with stress areas
- Cut pieces with maximum stretch running around the body
- Cut crosswise strips on the width - stretch more this way
- Work on flat surface - do not allow to hang over edge

3. HANDLING HINTS

3.1 PATTERNS-MARKINGS

- Transfer of pattern markings - tailor's chalk/pencil/tacking

3.2 INTERFACING

- Knitted interfacing
- Non-woven/fibre web fabric - stretchable in some, all or only one directions
- Crisp non-woven (vi-trace, "toe-a-way") at buttonholes - to prevent lousing shape
- Sewing on buttons - reinforcement
- Firm interfacing - parts which must not stretch e.g. waistbands

3.3 STITCHING

- Stay stitching - stitch from widest to narrowest part and from high to low
- Needles - Rounded/ball point needles - slide between yarns without splitting/breaking/piercing them which can cause fabric to run. For knitted fabric with a rubber base such as lycra, a stretch needle is recommended
- Cotton - Polyester cotton/synthetic cotton
 - Triple or a straight stretch stitch
 - Overlock stitches or double overlock
 - Blind stitch
- Stretch stitches
 - Multiple zig-zag/dermatine stitch
 - Multi motion stitch/honeycomb stitch
 - Interlock stitch/triple, straight stitch
 - Zig-zag stitches (short stitch length, small stitch width)
- Direction
 - side, seam from neckline
 - sleeve seams from wrist to scapole
 - shoulder seams from point of shoulder to neckline

CONCEPT: SEAMS (CONTINUED):

3.4 SEAMS:

- Open seams** - used where closed single seam is not possible to use i.e. seam for zip. See small zig-zag or stretch stitches on seamline and to ensure seam edges are recommended
- Closed single-seam** at e.g. collars, cuffs, etc. Sew as above and a second line of straight/narrow zig-zag/blind stitches, then trimmed close to seamline; stitches done once by using single or double overlock stitch, or any of stretch stitches (width 4-7mm)
- Double seam** from dar's, interconnecting seams and employed seams (traw/crease/clip or notch) because it has a tendency to show on right side
- Reinforced/stabilized seams** - hold seams of knitted and stretch fabrics in position. Used mainly at slanted seams such as shoulder seams, T-necklines, waistline seams, seams of four-panelled skirts or trousers and crotch seams. For straight seams, use pre-attached seam tape, ribbon seam binding or 8 pieces of selvedge cut from the fabric with which you are working. Wide binding can be used for curved seams. Narrow tail tape can also be used.

Types:

- Open seams
- Closed single-seam
- Double seam
- Reinforced/stabilized seams

3.4 SEAMS:

Handling:

- Open seams
- Closed single-seam
- Double seam
- Reinforced/stabilized seams

3.5 MAKE/CONSTRUCT/SLAVE & ANGLES FINISHERS:

- Seams:**
 - Stretchy strip hand cut from the same fabric as the garment
 - Barbed ribbing/stripes "Ribbita"
- Facings:**
 - Do not turn edge under. Let raw edge lie flat against the inside of garment and from the right-side stitch in the groove "stitch in the ditch"
- Binding:**
 - Hem and eyelet
 - Stretch waistbands
 - Directly onto the garment
 - In a casing
 - Inverted into a closed single seam
- Elastic:**
 - "Hemlet"
 - Blind hem stitch
 - By hand - Sew a row of straight stitching 1cm from cut edge. Fold edge back into its position with blind stitch
- Visible (by machine):**
 - Thin needle - sport wear
 - Bar-overlock stitch
 - Handmade stitch
 - Roll hem using zig-zag stitching
 - Roll hem using blind hem stitch (scalloped effect)
 - Roll hem with overlocker

3.5 MAKE/CONSTRUCT/SLAVE & ANGLES FINISHERS:

3.6 HEMS:

4. ATTACHING A STRAP TO CUP DANCE - Method

5. FACTORS INFLUENCING CARE:

- Fibre content
- Fabric construction
- Finishes
- Type of care/care methods

1. WAYS OF LABELLING:

- A permanent woven label sewn on to the garment
- Printed on the selvedge of fabric
- Printed on the fabric itself
- Hang-tags
- On a roll or swing-tag when fabric is purchased

Indication of quality

- Allows the consumer always to purchase the same quality
- The same quality of accessories can easily be obtained
- Gives protection - attractor is known
- Shows shopping easier
- Creates a market for the specific manufacturer

Size

- According to description e.g. small (S), medium (M)
- According to body measurement e.g. bust, waist, hip
- According to age e.g. 0 - 3 months, 2 - 3 years
- According to standard sizes e.g. 14, 16, 18
- According to a pictogram - diagram of human body (dimensions slightly larger than those of figure to allow for easy movement, shape and style)
- Characteristics dimensions appear on the left and length dimensions on the right side of the pictogram

Types of pictograms

- Standard pictogram Pictogram and table
- Special pictogram used for e.g. trim, where the bust and under bust dimensions are the control dimensions

Colour code

- City is number - for reference purposes
- Fibre content
- Finishing processes e.g. crease-resistant/superwash/machine washable

Quality marks:

- SAES (REFER TO NUM ONE)
- Pure new wool/wool blends - differences
- Long cotton/Cotton blends
- Woolmark
- Woolmark
- Woolmark

Care symbols

- Wash-tub
- Triangle
- Square
- Iron
- Circles

Care instructions

- Washing process
- Pressing
- Ironing
- Dry-cleaning

Type of garment and price: Standard mass-produced items are usually cheaper to buy than to make. On the other hand, good quality and exclusive garments are usually very expensive and it would be better to make them. Clothes for everyday wear may be made economically.

Garments made at home from imported fabric will be cheaper than similar ready-made garments. Garments designed by fashion designers are very expensive in comparison with home designed garments.

Geographical area: In rural areas ready-made garments are usually more expensive due to additional transport expenses. These areas usually offer a variety therefore the choice is limited.

Knowledge and skills of dressmaking: New clothes will be cheaper. Existing clothes may be converted into new fashionable styles easily and economically. Fabric may be made in the colour, texture and fabric of her own choice.

Available time: This will determine whether a garment will be made or be bought.

Figure problems: People with figure irregularities usually find it difficult to buy clothes.

Quality of finishing processes: Home-made clothes usually have better quality finishing than ready-made clothes. Designer's clothes have quality finishing but they are very expensive.

The type of clothes provided

The price class

Special services e.g. credit facilities/exchange services, etc.

Sales staff - necessary knowledge, helpful

Reputation e.g. money-back guarantee & reliable labelling

Stores

any store is opened

store closes

store moves

new product is introduced at a lower price

Not when stores are very busy

Not when you are tired

Brand name

Price-not always indication of quality

Fibre content

Care instructions

Finishing processes and quality marks

Size

Study the quality of construction techniques and be aware of good fit

Method of payment - Select the method best suited for your circumstances, be aware of the advantages and disadvantages

Carefully analyse your needs and determine the purposes of the clothes before you purchase it.

1. FACTORS INFLUENCING THE CHOICE OF READY-MADE CLOTHES IN COMPARISON WITH HOME-MADE CLOTHES TO BUY OR TO MAKE:

2. FACTORS THAT PLAY A ROLE IN THE JUDICIOUS PURCHASING OF READY-MADE CLOTHES:

Quality of fabric

Fibre content and care

Wash

Construction of fabrics e.g. knitted, woven

Surface decoration and dyeing

Finishing processes applied on fabric

Weight and draping

Price - not always an indication of quality

Factors influencing the prices of garments

Fabric should be woven evenly

Fabric should be woven firmly not to firm holes at the stitching

Fabric should be evenly dyed. Printed designs should be smaller and clearly printed throughout.

Fabric should be straight, not off-grain

Patterns/designs on printed fabric should differ from the grain direction

Fabric of good quality textile fabric will not give off fluff

As white powder should appear when fabric is rubbed between fingers - it is an indication of cotton wiring which is sign of conceal poor quality

File and nap fabric - the pile should be firmly anchored at the back

Buttons must return to original size after being stretched

Fabric should recover from creases after having been crumpled by hand (if this is a requirement)

Knits must have the ability to retain shape - elasticity

Stretching

Removal of billings

Pockets/openings

Seams and finishes

Buttons

Collars/neckline finishes

Fit

Waistline

Decorations and trims

Labels

Shoulder pads

Pockets

Maintenance

Price

Designer's label - good quality, carrying instructions on separate label

Labels on garments to good quality garments indicate the following: fibre content, caring instructions

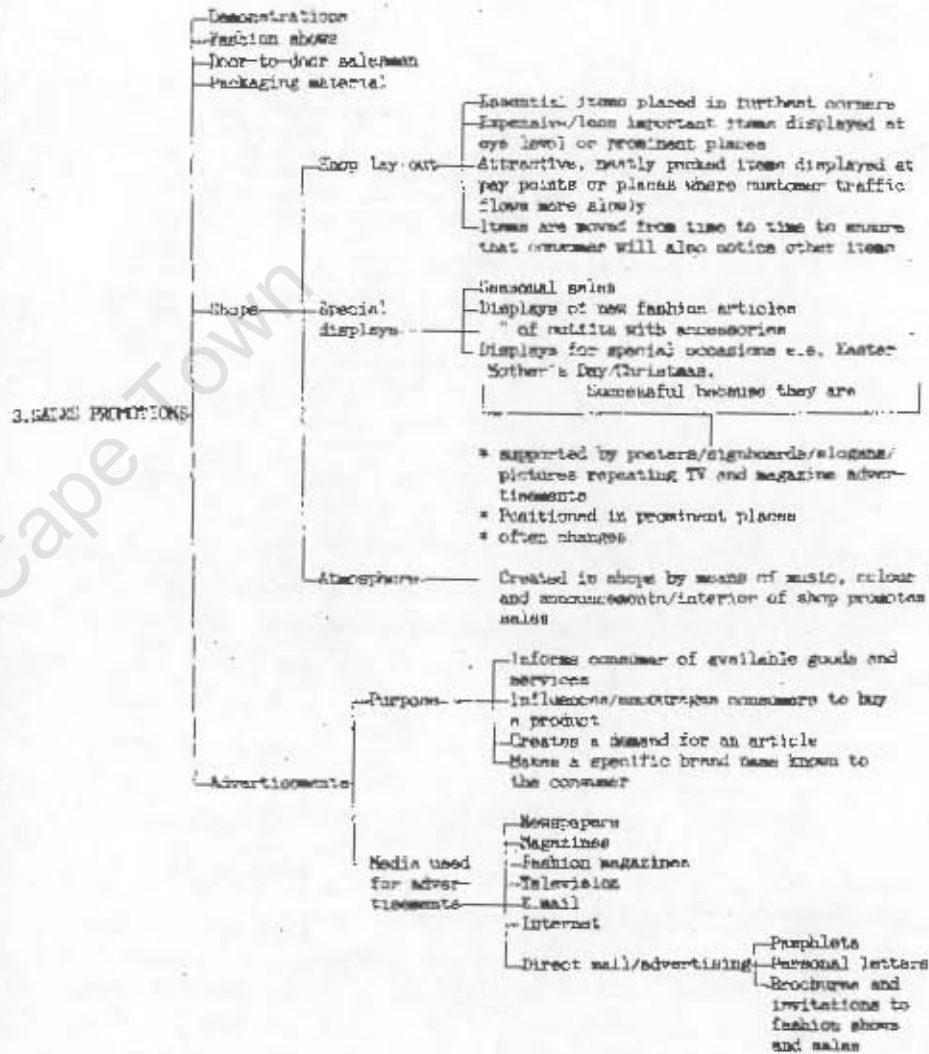
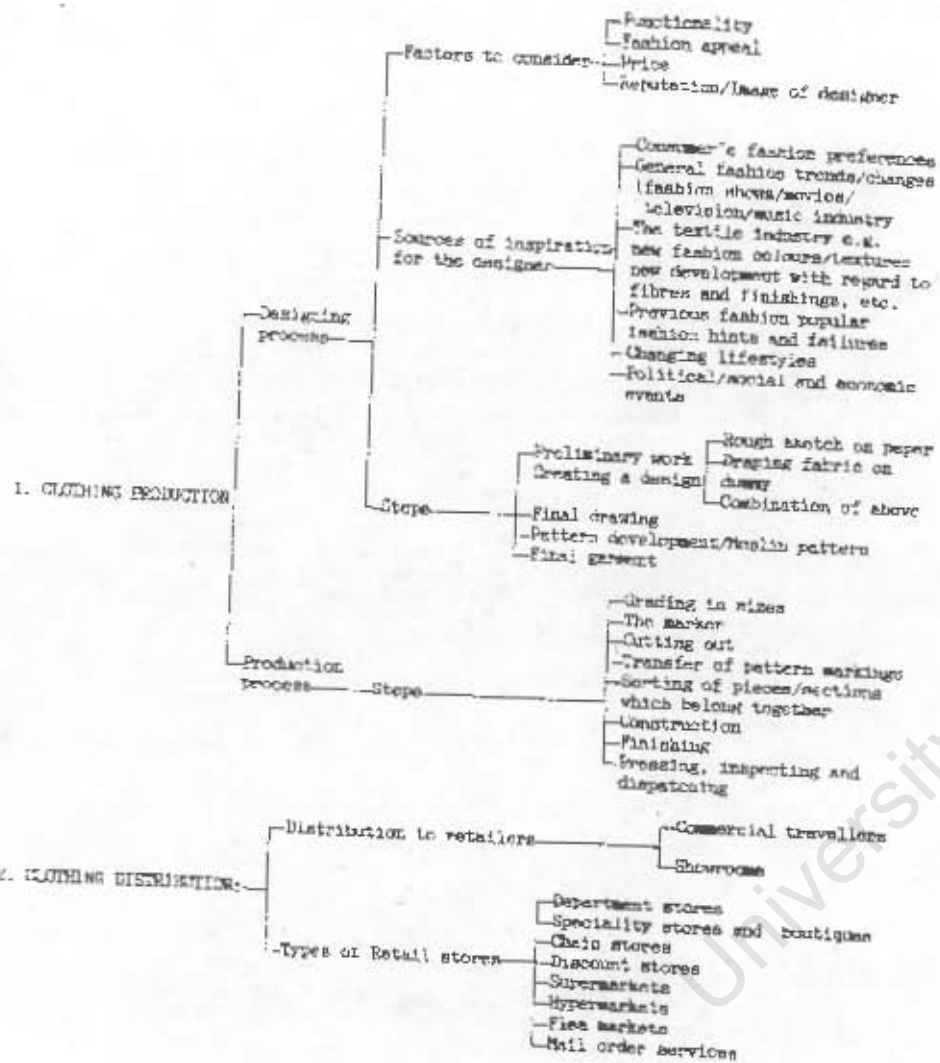
2. QUALITY OF CLOTHES:

Quality of fabric used for clothing

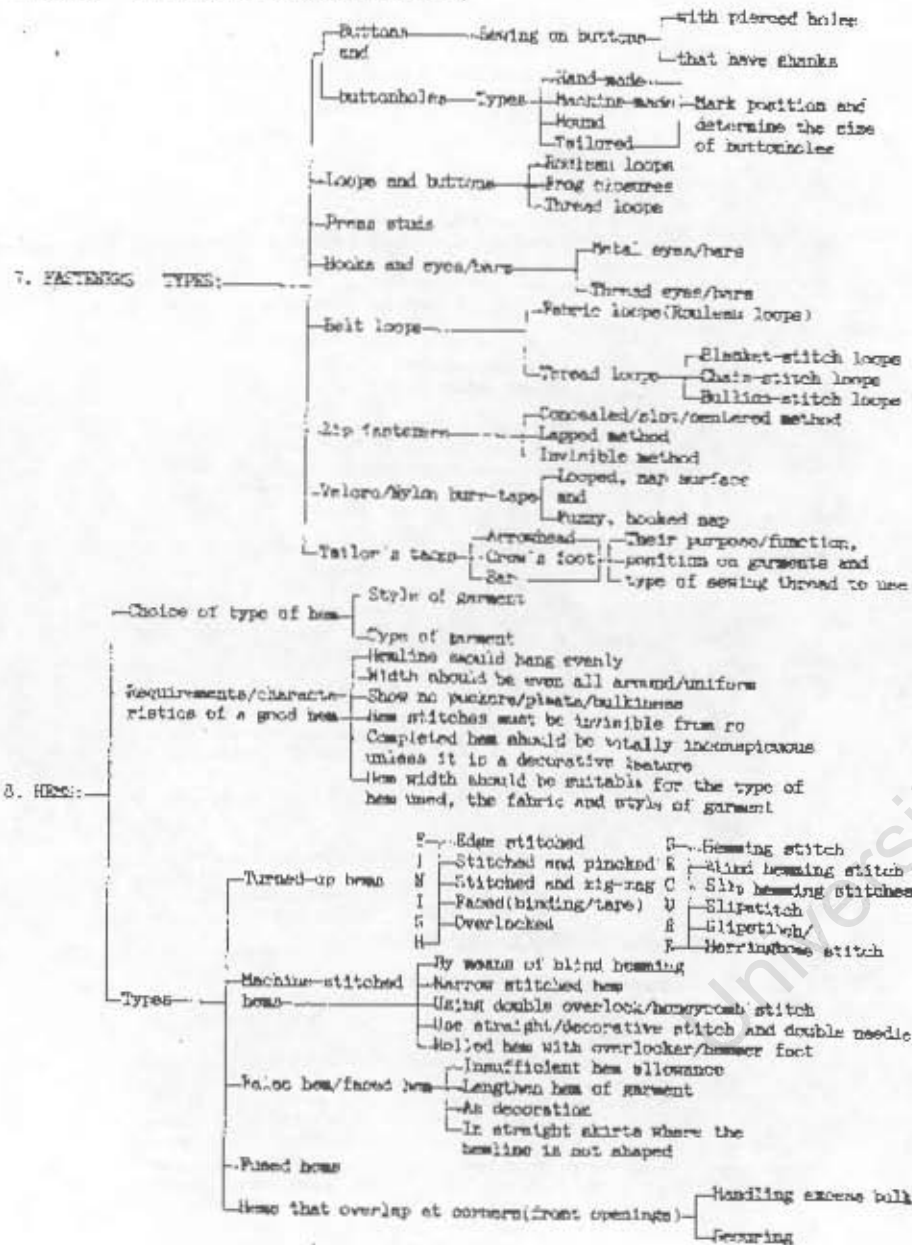
Construction/workmanship

Finishing details

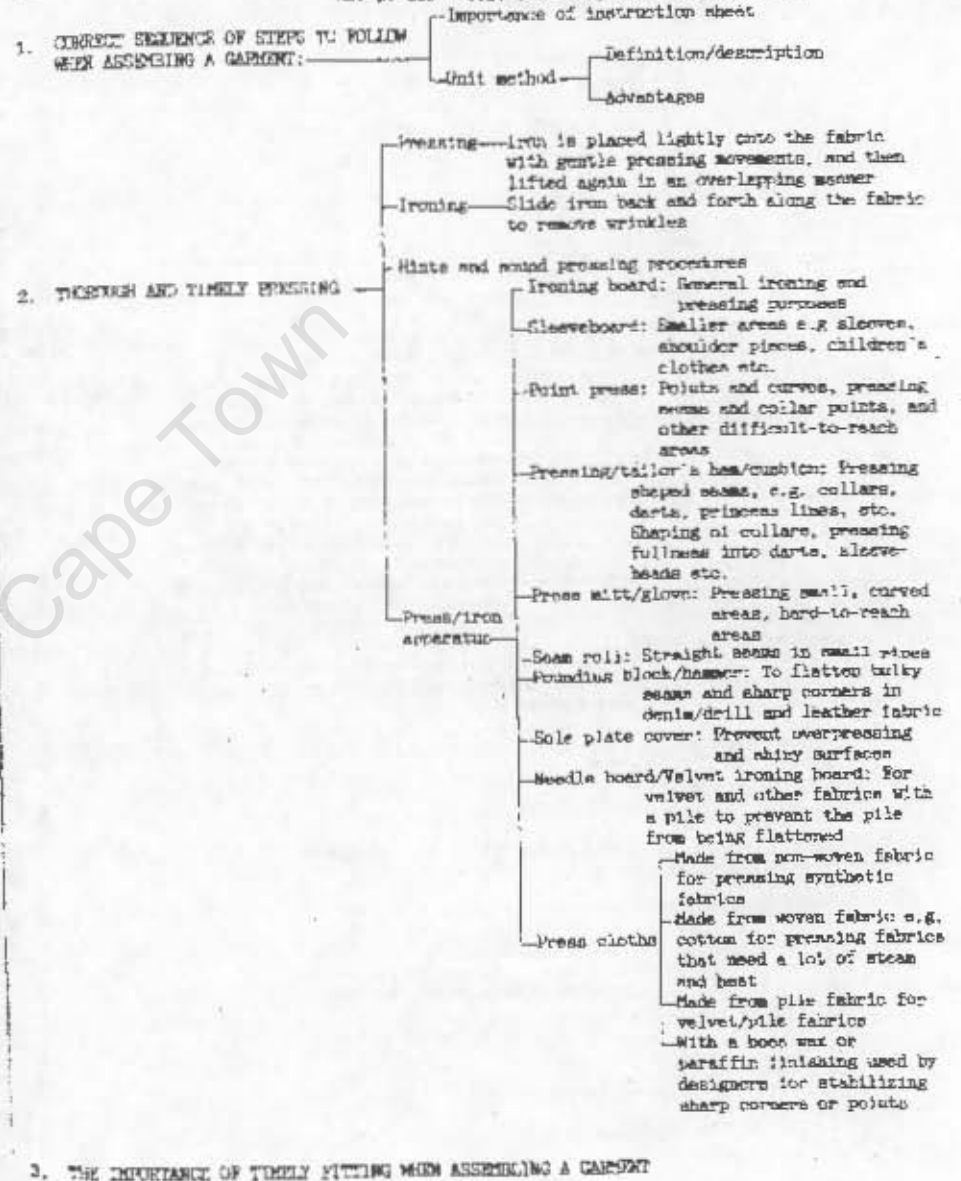
Quality indicated by labels



CONCEPT: CONSTRUCTION TECHNIQUES (CONTINUE)



CONCEPT: CLOTHING CONSTRUCTION: WAL. p. 90 -96; COB. p. 109 - 110, 112 -118, 176 - 185; IM. p. 385 - 371, 379 -380, 383 - 387, 389 - 390



CONCEPT: CLOTHING CONSTRUCTION (CONTINUED)

- Universal needles/all-purpose needles (No. 60 - 120) - General sewing for a wide variety of wovens and knitted fabrics
- Regular sharp point needles (not always available in SA) - Medium weight wovens fabrics. Appliquing on satin, taffeta and chiniz. Not suitable for knits.
- Ball point needles (Light and Medium No. 70 - 110) - Fabrics with a high synthetic content and knits.
- Light ball point - delicate knits/fine webbed fabrics/synthetics and cotton knits
- Medium ball point - heavier knitted fabrics/elastic fabrics with rubber or elastomeric threads
- Stretch needles (No 75 and 90) - Highly elastic fabrics e.g. power-net, stretch knits, lycra and other elastic synthetic knitted fabrics where stitching problems are experienced.
- Denim/jeans needles (No 90, 100, 110) - Tightly woven fabric e.g. Denim canvas, twill.
- Leather/wool needles (No 75, 80, 85, 100, 110, 120) - Medium to heavy weight leathers, suedes and wools. Not suitable for synthetic suede, leaves large holes.
- Microtex needles (No. 60, 70, 80, 90) - Microfibre fabrics (microtex) and silk fabric
- Quilting needles (No 70 and 90) - Cover stitch, quilt and patchwork i.e. for creative textile fashion.
- Embroidery needles (No 70, 75, 90) - Machine embroidery, especially for metallic threads and special effect yarns.
- Double needles e.g. 1, 6/70, 2, 0/80, 4, 0/80) 1, 6 indicates the distance between 2 needles - Decorative purposes, for top stitching, stitching of narrow ribbons on pintucks.
- ND: Available in universal, denim, stretch and ball point needles
- Triple needles (No. 2, 5/80, 3, 0/80) - Decorative work
- Stretch double/twin needle (e.g. 1, 6/75 and 4, 0/75) - Sew up hems and facings on knitted fabrics e.g. T-shirts and track suits. Useful when doing edge stitching
- Hemming stitch/finishing needle (No 100 and 120) - Available in single, double and combination wing. Single - creates large holes in a trily woven fabric for creative hemstitching. Double wing - perfect finishing. Combination wing - decorative hemstitching
- Saddle stitch/Condomnet/Topstitch needle (No 90) - Topstitching with a thicker thread
- Magic needle - Has only one eye in the top position and is used when a larger than normal stitch is to be sewn, e.g. for saddle stitching (top stitching) or basting. Ideal on machines without a long stitch or basting function. A wide stitch e.g. zig-zag or blindhem stitch is used because a stitch is formed only in the left position of the needle.

CONCEPT: CLOTHING CONSTRUCTION (CONTINUED)

- Microfibre cotton thread - Ordinary stitching on natural fibres such as wool, viscose rayon, denim, linen, rayon
- Zephyr, Coats Speed, Rubico, Bettler silk finish
- Polyester thread - Ordinary stitching on synthetic fibres, silures
- Caralton, Rubico Tergal, Metrosome Plus
- Coronam thread - Ordinary stitching on high percentage synthetic fabrics such as Polyester cotton fabric, knits and woven synthetic textiles
- Zesty Poly-cotton, Coats Lohan, Just
- Nylon thread - Synthetic fibres
- Clairinet
- 5. SEWING MACHINE THREAD - Microfibre twill - For top-stitching
- Flora Karalot
- Topstitching/Condomnet threads - For top-stitching, extra strength for stitching on canvas or where extra strong seam are needed.
- Bettler Condomnet, Metrolin Quilting, Ostermann heavy duty (polyester)
- Elastic thread - Quilting, shirt-ing
- Metallic thread - Decorative stitches and embroidery
- Mettler Metallic, Zesty Metallic, Madels
- Quilting thread - Machine and hand quilting
- Bettler Quilting, Bettler silk-finish
- Fabricology thread - Creative on specialty embroidery
- Bettler Fabricology, DNC No. 50, Ancona van Doren & Clark, Madairagurting, Ostermann Spring
- 6. THREAD (OVERLOCKER) - Polyester thread - All purpose overlocking thread
- Bettler Metrosout, Zesty bulked overlock thread, Metrosflock
- Corespun thread/Polyester cotton thread
- Flock ("woolly nylon") - For highly elastic seams in suits, gsm and leisure wear, the stitching of knits and decorative seams
- Metrosflock

7. TECHNIQUES APPLIED FOR A PROFESSIONAL APPEARANCE:

- Grading/Trimmed out
 - It is when seam allowances are trimmed out in stages and excess bulk is trimmed away at specific points. Seams which have been graded lies flat and ensures a neat, even edge without causing a bulky ridge.
 - The widest part of the seam allowance usually falls nearest to the garment side e.g. at collars the widest part of the seam allowance lies next to the upper collar, to prevent a ridge from being ironed through and it also prevents the layers from slipping through on the right side of thin materials.
 - It is also used for enclosed seams that can turn an edge.
 - It is also used when seam allowances must be shared to an inner or outer curve.
 - Seam allowances on interfacings are cut away up to the stitching line. After seam has been constructed (iron-on) before fused (iron-on)
 - Trimming
 - It means cutting away some of the seam allowance. It is the preliminary step to grading. Seams are trimmed to half their width before grading.
 - It is done where the full width of the seam allowance will interfere with fit e.g. in an armhole or with further construction e.g. French seam.
 - Inner notches/Clipping
 - Clipping is done on concave curves/seams which are curved inwards. Clips are straight slits made into seam allowance. The slit opens up to permit the edges to spread to ensure that the seam lies flat when it is turned to the right side.
 - It is done at the neckline of Peter Pan collar, Princess style (centre front panel), reinforced corners of a square and V-shaped neckline. Joining and inward corner with and outward corner or straight edge. Clip seam allowance to stitching, but not through the stitching.
 - Notches/outer notches
 - Notches/outer notches are done at convex curves/seam allowances that are curved outwards. The space opened by the removal of fabric lets edges draw in when turned to the right side. The seam lies flat without any bulky ridges.
 - It is done at the outer curve of a Peter Pan collar, blunt corners which is not easy to trim. Princess style (side panel).
 - This corners
 - At sharp corners e.g. collar points, cuffs, flap pockets etc. cut across the point and then taper the seam allowance on either side to diminish bulk and ensure a flat, sharp point when point is turned.
 - The more elongated the point, the further back the seam allowance should be trimmed
- NOTE: NOTCHES AND CLIPPINGS MUST BE DONE ALTERNATIVELY AND MUST NOT OVERLAP TO ENSURE AN EVEN CURVE WITHOUT WEAKENING THE SEAM.

5. STITCHINGS:

- Stay
 - When: Immediately after pattern pieces have been removed OR After interfacing is fused
 - Position: Directly next to/over from the fittingline in seam allowance on a single layer of fabric
On knits: from the widest to narrowest part.
 - Direction: In woven fabric: with the grain direction.
 - Function/Purpose: Prevent round/diagonal seams from stretching out of shape e.g. sleeves, neck and waist.
To reinforce seam lines where notches are cut into the seam allowance
Serve as a guideline for stitching
 - Stitch length thread and needles: Ordinary, straight stitch, stitch length suitable to match type of fabric
Thread that matches the colour of fabric
Not removed but remains permanently in the garment
- Top
 - Where: Done on the right side of the garment e.g. collars, Princess style, pockets, pleats etc
Decoration
Emphasize a style line
Reinforcement (gusset)
 - Function/Purpose: Prevents collars from curling up after the first washing and ironing
Hold pleats in position
Slightly longer and lower tension than normal (3.5 - 4mm longer) Buttonhole twist, other thicker thread threads, two threads ordinary sewing thread, ordinary sewing thread and machine set to multi-motion straight stitch or ordinary sewing thread and twin needle. Use a topstitch, Coronet, Magic or twin needle.
- Under
 - When: Done after the seam allowance has been trimmed, clipped and notched.
 - Where: Any SEAM where the seam allowance is enclosed between 2 pattern pieces, e.g. neck and sleeve facings, collar seams and cuffs.
Or the right side directly next to stitching line (1 - 2cm) deep through the seam allowance so that the seam allowance are attached to the inside or non-visible piece. Understitch a small collar up to the roll line on front and (flat on the facing side for the rest of the way to the seam).
 - Position: To ensure under collars, facings from creeping out/rolling to/becoming visible which look untidy
Makes handling easier - seams fold more easily to right side and will lie flat.
Makes ironing and pressing easier.
Keep enclosed seams flat.
 - Function/purpose: To ensure under collars, facings from creeping out/rolling to/becoming visible which look untidy
Makes handling easier - seams fold more easily to right side and will lie flat.
Makes ironing and pressing easier.
Keep enclosed seams flat.
 - Stitch length thread and needles: The same as that of stay stitching
 - Function/purpose: Transferring pattern marks
- Tacking
 - Stitch length thread and needles: Temporary, any colour thread, long stitch length
 - Function/purpose: Hold pattern pieces temporary together
Not on velvet, satin and knits, will be damaged.

Appendix D: Home Economics Syllabus

(Collected from subject teachers)

University of Crane Town

SENIOR SECONDARY COURSE: SYLLABUS FOR HOME ECONOMICS
HIGHER GRADE

The following syllabus for Home Economics Higher Grade for the Senior Secondary Course will be introduced as from 1 January 1985.

The syllabus will be introduced in Standard 8 in 1985 and the first Senior Certificate Examination on this syllabus will be held in November/December 1987.

SENIOR SECONDARY COURSE: SYLLABUS FOR HOME ECONOMICS
HIGHER GRADE

PERTAINING TO THE ENVIRONMENT

- Introduction to institutions in society
- Development of a responsible attitude towards community involvement
- Bridging cultural gaps
- Development of a responsibility towards the use of resources
- Development of an appreciation of own traditions
- Development of an understanding of the life-styles of the various cultural groups
- Development of an awareness of the demands of vocational and home-making roles

PERTAINING TO THE FAMILY

- The development of awareness, knowledge and skill to enable the pupil to function within the family in order to satisfy human needs
- The development of the knowledge and ability which will enable the pupil to manage a household

PERTAINING TO THE INDIVIDUAL

The development

- of the ability which will enable the pupil to identify, deal with and solve problems;
- of the ability which will enable the pupil to be a judicious consumer;

- ✓ of the ability of the pupil to handle money matters the acquisition of knowledge of consumerism;
- by the pupil of her own potential;
- of positive values and attitudes which will enable the pupil to function within the environment

OBJECTIVES

PERTAINING TO THE ENVIRONMENT

The acquisition of knowledge and comprehension of

- E 1 the elementary socio-cultural aspects of food and clothing;
- E 2 types of housing;
- E 3 the available social resources at the disposal of the family in solving problems.

PERTAINING TO THE FAMILY

The acquisition of knowledge or the development of the ability to apply knowledge in respect of

- F 1 the principles and techniques pertaining to food selection, preparation and serving of optimal family nutrition;
- F 2 the principles for the purchase of food, clothes and textiles and interior accessories with regard to labelling, price and quality;
- F 3 the selection and maintenance of a dwelling and of clothing;
- F 4 the clothing and housing needs of the family;
- F 5 the art elements and principles in the selection of clothes and interior requirements;
- F 6 the principles of home management;
- F 7 the principles pertaining to work that facilitates the execution of household tasks;
- F 8 an appreciation of home-making

- F 9 the principles of budgeting in the family situation;
- F 10 the effective cost of various ways of financing purchases;
- F 11 the factors influencing the behaviour of the consumer; *Psychology*
- F 12 the functioning of the family as a unit and within the environment.

PERTAINING TO THE INDIVIDUAL

The use of learning experiences for

- I 1 self-realisation;
- I 2 the development of a problem-solving approach;
- I 3 the development of creativity;
- I 4 the development of psychomotor and perceptual skills.

2003 WORK SCHEDULE - GRADE 10

PROMOTION MARKS

Formative (Cass)	100
Summative	200
Practical (1+2)	100
TOTAL	400

2 x CONTROL TESTS min. 80 marks

TERM	CONTENT	ACTIVITY	REQUIRED FOR PORTFOLIO (CASS)	DATE
1	Dietary guidelines and food groups	Picnic ✓ Worksheets ✓	Group work activity- picnic ✓	Signature removed
	Composition of food	Test ✓ Worksheets ✓	Test comp and nutrition ✓	Signature removed
	Eating quality			
	Sensory evaluation	Blind tasting ✓		
	Cooking methods	worksheet ✓ Practical ✓	Worksheet	Signature removed
	Food safety equipment units			Signature removed
	Food systems	worksheet ✓ experiment ✓	Worksheet	Signature removed
	Raising agents	prac recipe analysis	CONTROL TEST: raising agents, food systems, eating quality, cooking methods and sensory evaluation	(Next term)
2.	Flour mixtures	prac ✓ recipe analysis ✓	Recipe analysis (swiss roll) Practical Exam- self assessment	Signature removed
	Consumer	Project (SWISS ROLL TO GO)	Assignment Interview/ survey	Signature removed
	Selection of goods	worksheets- advertising? ✓	Group work?	
	Milk and milk products	prac worksheet ✓	Worksheet	Signature removed
	Eggs	prac (next term) recipe analysis worksheets	Recipe analysis	Signature removed
	Purchasing transactions	worksheet presentations?	Worksheet Research	
	Satisfying needs			
	Grains	recipe analysis prac experiment	Recipe analysis experiment	
	Pulses		CONTROL TEST: Eggs, purchasing, satisfying needs and grains	
	Socio-psychological aspects			
	Design elements and principles	Group work activity- fashion shows presentations	Identification test	
	Selection of clothing- (fashion)			
4	Food micro-biology			
	Fruit and vegetables	worksheet prac		
	Workstudy		PRACTICAL EXAM	

2003 WORK SCHEDULE -GRADE 11

PROMOTION MARKS

2 x CONTROL TESTS min. 80 marks

Formative (Cass):	100	
Summative:	200	
Practical (1+2):		100
TOTAL:	400	

TERM	CONTENT	CONTINUOUS ASSESSMENT	REQUIRED FOR PORTFOLIO	DATE
1	Food groups and nutrients	worksheer		
	Meal and menu planning	worksheet ✓ group work-jigsaw ✓ anorexia video ✓		Signature removed
		group work presentations	groups, nutrients, meal and menu, nutrition in life cycle Presentations ✓	Signature removed
	Sugar cookery	prac: peanut brittle, fudge and amorphous sweets recipe analysis, video PRAC EXAM	recipe analysis self evaluation	Signature removed
2	Preservation	test: sugar cookery and preservation ✓ worksheet ✓ recipe analysis ✓ (prac) ✓ prac: marmelade +? ✓ Chutney freezing experiment x	recipe analysis freezing experiment x	Signature removed
	Interior design	Year assignment, bachelor flat identification test (not a test) ✓	assignment - skill to give identification test ✓	Signature removed
	Functional design, safety	✓		Signature removed
	Convenience foods	worksheet prac	worksheet	
	Processing (additives)	worksheet		
3	Baked products: creaming method whisking method	prac recipe analysis Test EXAM PRAC	recipe analysis CONTROL TEST: Convenience foods, processing, baked products self evaluation	
	Wave			
	Housing	research worksheet	research (group work?)	
	Home and environmental care			
4	Grade 12 work: Family studies			
	Choux paste	prac		

2003 WORK SCHEDULE -GRADE 12

PROMOTION MARKS

2 x CONTROL TESTS: 100 marks each

Formative (Class):	100	
Summative:	200	
Practical (1+2):		100
TOTAL:	400	

TERM	CONTENT	CONTINUOUS ASSESSMENT	REQUIRED FOR PORTFOLIO	DATE
4th term grade 11	Family studies maintaining order developmental tasks socialisation family stages responsibility/ task allocation choux paste			Completed 9-11
		prac		

1	Management:	worksheet	WCED ACT Management test ✓	
	Decision-making	worksheet		
	Eggs	worksheet ✓ recipe analysis ✓ prac ✓		Signature removed
	Gelatine	recipe analysis prac video	EXAM PRAC Written prac. gelatine and choux act.	Signature removed
	Finance	Research worksheet	WCED ACT. (family studies + finance) research CONTROL TEST	Signature removed
	Workstudy	worksheet		Signature removed
2	Yeast	worksheet ✓ prac ✓ test ✓	Hot cross buns	Signature removed
	Revision: Nutrition Food systems Interior Meth. of cooking Home and enviro. care Microwave		WCED ACT (next term)	Signature removed
	Dairy products	prac - milk tart/cheesecake worksheet		Signature removed
	Cereals	prac recipe analysis		Signature removed
	Soup	prac ✓ worksheet		Signature removed
	Traditional cookery	worksheet	EXAM PRAC ✓ Written prac ✓	Signature removed
3	Meat	worksheet		
	Fish			
	Poultry		CONTROL TEST: meat, poultry, fish, traditional cookery	
	Food hygiene			
	Fruit and vegetables			
4	Revision			

MANAGEMENT AND CONSUMPTION
 Home management

OBJECTIVES	CONCEPT	SUBJECT CONTENTS THEORY	ACTIVITIES
R 3 F 6	1.1.1 Management process	1.1.1 Definition of management: the use of resources to attain goals Elements of family management: <ul style="list-style-type: none"> • goals (the focus of management) <ul style="list-style-type: none"> • definition, nature of goals, process of goal setting • resources (the means by which goals are achieved) <ul style="list-style-type: none"> • definition, identification of resources, classification according to sources (human, economic and environmental), resource characteristics, interrelatedness of resources, guidelines for the use of resources. • values (the basis of goals) <ul style="list-style-type: none"> • definition, development of values, classification of values, nature of values, value reflectors • standards (specifications of goals) <ul style="list-style-type: none"> • definition, origin of standards, characteristics of standards, personal and family standards • Management as a system • stages of the management process <ul style="list-style-type: none"> - planning - implementation of the plan - evaluation to improve the quality of management 	1.1.1 Exploration of the environment to determine which formal and informal auxiliary services are available for individuals and families in satisfying needs or solving problems • Planning of the cost (with regard to time and money) involved in the use of the above-mentioned social resources by the pupil concerned. • Analysis of the management process by means of case studies
F 6 I 2 I 3	1.1.2 Decision-making	1.1.2 The decision-making process: <ul style="list-style-type: none"> • definition • model for rational decision-making • central and satellite decisions • Kinds of decisions (routine, non-routine, un-programmed) • Factors influencing decisions (family characteristics, personal values, resource roles and aspirations of family members, social role setting, mass media) • Importance of rational decision-making in the family	1.1.2 Analysis of a decision with regard to values, goals and resources

MANAGEMENT AND CONSUMPTION

1 Home management

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACQUISITION
F 3 F 6 F 7 I 2 I 3	1.1.3 Home and environmental care	1.1.3 Compilation of a care programme for a given living unit in terms of available assistance and time: <ul style="list-style-type: none"> • draw up a priority list • indicate the time required for each task and when it has to be done • co-ordinate tasks with available assistance (human) • set standards • plan order of cleaning • decide on cleaning equipment and supplies 	1.3 Planning and evaluating a care programme
F 7 F 8	1.1.4 Work study	1.1.4 Emotional demands of work: <ul style="list-style-type: none"> • Definition and effect on task performance • factors which influence task performance and task dislike • Mental demands of work: <ul style="list-style-type: none"> • definition • role of knowledge, thinking, attention and skill in diminishing mental demands • Motivation for home-making <ul style="list-style-type: none"> • The home-maker's contribution to family welfare 	4 Identify types of tasks which home-makers like and dislike and why dislike. Possible explanation should be given. (Case study or project)

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ES	CONCEPT	SUBJECT CONCEPT: THEORY	ACTIVITIES
✓	1.2.1 Economic cycle	1.2.1 Comprehension of the interrelationship between the individual and the economy with regard to income and consumption	
✓	1.2.2 Income	1.2.2 Determining income: <ul style="list-style-type: none"> • sources of income • real income • deductions • fringe benefits • Alternative methods of income provision for retirement <ul style="list-style-type: none"> • insurance • pension schemes and annuities 	1.2.2 Calculation of total monetary income using case study
✓	1.2.3 Satisfying needs within the limits of income	1.2.3 Draw up of a budget with regard to solvency <ul style="list-style-type: none"> • Steps to draw up a budget: <ul style="list-style-type: none"> • determine realistic goals • calculate expected income and expenses • draw up the spending plan • control spending by means of a simple accounting system and records • study the total budget and make adjustments 	1.2.3 The controlling of a family budget

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2. FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
P1 12 14	2.1 Food hygiene	2.1 Hygienic quality <ul style="list-style-type: none"> • Food spoilage and pathogenic organisms. Growth requirements of micro-organisms as they relate to hygienic quality • Understanding of food infection and food poisoning. The role of bacteria, bacterial toxins, moulds and mycotoxins, other organisms and/or other causes (non-microbiological) of food infection and food poisoning • Sources and transmission of pathogenic organisms 	1 Identify problems related to food hygiene during selection, preparation, storage and serving of food with special reference to protein-rich foods <ul style="list-style-type: none"> • Collect no. • Collect news clippings to show the importance of this aspect of food preparation and to make the content realistic
F1 12 14	2.2 Methods of cooking	2.2 Types of cooking as determined by the cooking medium: <ul style="list-style-type: none"> • water - steaming, stewing, boiling, simmering, pressure-cooking • oil - dry-fry, shallow-fry, deep-fry, stir-fry, • air - grill, bake • combination - casserole, braise, pot-roast Methods of transfer of heat - conduction, radiation, convection <ul style="list-style-type: none"> • Principles and rules of the various methods of cooking as applicable • Changes in volume, temperature, state and factors which influence them • The physical and chemical changes caused by heat and moisture in fats and oils during frying and the implications of these changes. Knowledge of the effect of overheating on foods 	2 Description and/or identification of methods of cooking <ul style="list-style-type: none"> • Application of techniques of the various methods • Evaluation and explanation of the techniques and principles of apparatus • Awareness of the practical implications of methods of transferring and changes in volume, temperature and condition of food during preparation, cooking and storage. Use examples or other teaching media in order to create a realistic situation • Observation of the changes and explanation of the effect of overheating on the sensory quality of food and possible detrimental effects on health
P1 12 14	2.3 Measuring	2.3 Measuring apparatus <p>Correct measuring procedures in terms of mass and volume for liquids, dry ingredients and fat</p>	2.3 Accurate measuring of ingredients applied during practical classes. Identification of container sizes - standard measuring cups and measures which could be used where necessary to improvise

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
		<ul style="list-style-type: none"> • Knowledge of the factors which determine the mass of constant volumes • Measuring apparatus for temperature • Knowledge of the measuring unit of pressure as applicable to the pressure cooker and its relation to atmospheric pressure 	<ul style="list-style-type: none"> • Revision of the experiment with measuring techniques to determine the effect of a constant volume of flour (250 ml) on mass • Experiment to determine the mass of constant volumes of flour, shortening and sugar • Application and evaluation of techniques for measuring temperature where applicable during cookery lessons
F1 I4	2.4 Food groups and nutrients	<p>2.4 Basic food groups</p> <ul style="list-style-type: none"> • Nutrients and their functions in food group context - proteins, carbohydrates, lipids, mineral substances, vitamins, water. Number of portions in food group context 	<p>2.4 Comprehension of number and size of portions in food group context. Discuss the role of the nutrients in food group context</p> <ul style="list-style-type: none"> • Understanding the implication of the exclusion or excessive intake of any of the food groups
F1 I2 I4	2.5 Nutritional requirements in life cycle	<p>2.5 Knowledge of the factors that influence nutritional needs</p> <ul style="list-style-type: none"> • Knowledge of the needs of the baby, toddler, teenager, adult, pregnant and nursing woman and the aged with regard to number and size of portions in food group context 	<p>2.5 Relate the need of the individual within the life-cycle to the number and size of portions in the food groups. Use examples or other teaching media in order to create a realistic situation</p>
F1 F6 F7 I2 I3 I4	2.6 Meal planning	<p>2.6 The terms - meal plan and meal pattern</p> <ul style="list-style-type: none"> • Meal planning in food group context and adaptation in order to satisfy the nutritional needs of family members - baby, toddler, teenager, adult, pregnant and nursing woman, the aged • Knowledge of meal planning for special occasions 	<p>2.6 Adaptation of the meal plan and meal pattern for the family members mentioned for a day, emphasising balanced nutrition</p> <ul style="list-style-type: none"> • Planning meals for special occasions according to tradition, needs and resources • Evaluation of the above-mentioned meals
F1 F6 F7 F8 I2 I3 I4	2.7 Menu planning	<p>2.7 The terms - menu, hors d'oeuvre, entrée, main course, à la carte, table d'hôte</p> <ul style="list-style-type: none"> • Criteria for menu planning - variety, texture, colour, form, flavour, methods of cooking. Consider financial restrictions • The planning of a menu from a meal plan 	<p>2.7 Practical application</p> <ul style="list-style-type: none"> • Planning of menus for the meal plan and meal pattern drawn up for the said family members in terms of the criteria within a particular budget • Layout of a menu and practical application

2. FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
F1 F2 I1 I2 I3 I4	2.12 Dairy products	2.12 Judicious selection of fresh and processed dairy products regarding function, use and eating quality <ul style="list-style-type: none"> • Judicious handling, care and storage of fresh and processed dairy products • So-called milk substitutes • Coagulation of milk through acid and enzymes • Introduction to kinds of South African cheeses • The effect of heat on kinds of cheeses in dishes - melting and toughening • Knowledge of the terms used to describe own products • Comprehension of terms of techniques, products, processes and phenomena - the scalding of milk, curds and whey, pasteurisation, coagulation, denaturation and curdling • Comprehension of relevant visible food systems and phenomena 	2.12 Determine from knowledge of processing and from labels of processed products, the suitability for end-use <ul style="list-style-type: none"> • Use examples or other teaching media in order to create a realistic situation • Compare samples of pasteurised milk and other market forms of milk. Apply this activity to other dairy products • Observations of nutrient content of milk substitutes through use of dietary guide and food composition table. Scrutinise information on labels bearing in mind the end-use • Critical consideration of the use of milk substitutes • Practical application on the following - clabbered milk, curdled milk, yoghurt, junket • Experiment to determine the effect of heating milk on the quality of yoghurt • Techniques for effective distribution of cheese in dishes • Technique for melting cheese by dry heat • Observation and judging of own product and description in terms of criteria for the ideal product • Observation - identification and explanation of phenomena with regard to food systems visible during the preparation of dishes containing dairy products

FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
F1 F6 I1 I2	2.8 Work procedures for meal-service	2.8 Comprehension of the planning of work procedures necessary for the execution of a menu	2.8 Planning effective work procedures for the execution of a menu <ul style="list-style-type: none"> * The planning of menus and work procedures for executing various types of menus for family meals and special occasions * Evaluation and critical discussion of planning taking into consideration criteria of resources employed (time, equipment, assistance)
F1 F7 F8 I3 I4	2.9 Preparation of meals	2.9 Comprehension of the principles of preparation and cooking techniques as applicable to Standards 8, 9 and 10 work	2.9 Preparation of dishes which illustrate the role of available resources - time, money and equipment
F1 I1 I2 I3 I4	2.10 Serving of meals	2.10 Criteria for serving meals for different occasions	2.10 Serving meals for different occasions
F1 I1 I2 I3 I4	2.11 Cereals	2.11 Comprehension and explanation of the effect of preparation, cooking and storage on starch mixtures - swelling, thickening, gel formation, syneresis, dextrinisation, carbonisation <ul style="list-style-type: none"> * Insight into the role of starch fractions during preparation and storage (as well as frozen-storage) * Techniques for the mixing of a cooked starch with egg * Knowledge of the terms used to describe own and ideal products * Knowledge of the terms for techniques, products, processes and phenomena - roux, beurre manié, panada, swelling, thickening, gel formation, syneresis, dextrinisation and carbonisation * Comprehension of relevant visible food systems and phenomena 	2.11 Interpret data/graphs, e.g. viscosity curves, in order to understand the effect of heat on starches such as cornflour and cake flour <ul style="list-style-type: none"> * Observation, identification and explanation of these phenomena * Experiment to determine the effect of freezing and frozen-storage on cooked cornflour and flour pastes * Observation and judging of own product and description in terms of criteria for the ideal product * Identification and explanation of acceptable and unacceptable starch products thickened with egg * Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of cooked starch mixtures

FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
F1 F2 I1 I2 I3 I4	2.13 Eggs	2.13 Insight and application of the effect of heat on egg proteins - denaturation, coagulation, toughening, syneresis, curdling <ul style="list-style-type: none"> • The culinary uses of eggs • Knowledge of the terms for techniques, products, processes and phenomena: <ul style="list-style-type: none"> - whisk, folding-in, glazing - egg custard (egg custard sauce, baked custard, crème caramel), soufflé - toughening, shrinkage, curdling - syneresis • Knowledge of the terms used to describe own and ideal product • Comprehension of relevant visible food systems and phenomena 	<ul style="list-style-type: none"> • The use of eggs in various dishes • Observation and judging of own product and description in terms of criteria for the ideal product • Application and explanation of techniques, products, processes and phenomena during the preparation of egg dishes • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of egg dishes
F1 F2 I1 I2 I3 I4	2.14 Fish	2.14 Knowledge of the terms oily and white fish and the implications for purchasing and nutritive value <ul style="list-style-type: none"> • Knowledge of the structure of fish and the implication for cooking • Judicious selection of fish and fish products • Handling, care and storage of fresh and frozen fish • Comprehension of the extension of fish dishes using potato, rice, sauces and vegetables • Comprehension of the effect of heat on fish proteins • The techniques to promote firmness and to prevent the breaking up and excessive absorption of fat 	2.14 The comparison of oily and white fish and tinned fish using the food composition tables <ul style="list-style-type: none"> • Observation of market forms and types of processed products for various end-uses

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
F1 F2 J1 J2 J3 J4	2.15 Meat	<ul style="list-style-type: none"> • Knowledge of cooking techniques: poaching, steaming, frying, grilling, baking • Suitable sauces and garnishes • Knowledge of the terms for techniques, products, processes and phenomena: <ul style="list-style-type: none"> - filleting, coating, clarifying - au gratin, aspic - toughening, freezer-burn, drying out 2.15 Knowledge of the structure of meat - fat, bone, epithelial tissue and meat tissue <ul style="list-style-type: none"> • Post mortem factors that affect tenderness • Judicious selection of tough and tender meat cuts: <ul style="list-style-type: none"> - beef - tough cuts (skin and brisket) - tender cuts (rump and sirloin) - mutton - tough cuts (neck and ribs) - tender cuts (loin cutlets) • Extension of meat through use of soya products, vegetables and cereals • Meat analogues (total substitution of meat) • The effect of heat on meat proteins • Techniques for the preparation and cooking of meat to limit toughening, shrinkage and reduction in mass • Precautionary measures for the prevention of food spoilage and poisoning when using the slow cooker and hay box 	<ul style="list-style-type: none"> • Application of any one of the methods of cooking mentioned using fresh, frozen or tinned products • Preparation and evaluation of a suitable sauce and garnish for a fish dish 2.15 Interpretation of a graph indicating the relationship between ageing and tenderness • Experiment to examine the effect on the eating quality of a meat dish in which the percentage of soya product is varied • Demonstrate the effect of a high and medium cooking temperature on two similar beef cuts (topside x 1 kg cuts) • Preparation and cooking of suitable meat dishes making use of one tough and one tender cut with suitable sauces • Carving of meat

OBJECTIVES	CONCEPT	SUBJECT CONTENT; THEORY	ACTIVITIES
F1 F2 I1 I2 I3 I4	2.12 Dairy products	2.12 Judicious selection of fresh and processed dairy products regarding function, use and eating quality <ul style="list-style-type: none"> • Judicious handling, care and storage of fresh and processed dairy products • So-called milk substitutes • Coagulation of milk through acid and enzymes • Introduction to kinds of South African cheeses • The effect of heat on kinds of cheeses in dishes - melting and toughening • Knowledge of the terms used to describe own products • Comprehension of terms of techniques, products, processes and phenomena - the scalding of milk, curds and whey, pasteurisation, coagulation, denaturation and curdling • Comprehension of relevant visible food systems and phenomena 	2.12 Determine from knowledge of processing and from labels of processed products, the suitability for end-use <ul style="list-style-type: none"> • Use examples or other teaching media in order to create a realistic situation • Compare costs of pasteurised milk and other market forms of milk. Apply this activity to other dairy products • Observation of nutrient content of milk substitutes through use of dietary guide and food composition tables. Scrutinise information on labels bearing in mind the end-use • Critical consideration of the use of milk substitutes • Practical application on the following - clabbered milk, curdled milk, yoghurt, junket • Experiment to determine the effect of heating milk on the quality of yoghurt • Techniques for effective distribution of cheese in dishes • Technique for melting cheese by dry heat • Observation and judging of own product and description in terms of criteria for the ideal product • Observation - identification and explanation of phenomena with regard to food systems visible during the preparation of dishes containing dairy products

YES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
P1 I1 I2 I3 I4	2.19 Gelling	<ul style="list-style-type: none"> • Effect of cooking on the nutritive value, colour, appearance, flavour and texture of vegetables • Comprehension of the relation between effect of heat and the plant cell structure • Purchasing of fresh and processed fruit and vegetables with regard to criteria • The effect of availability on the cost of fresh fruit and vegetables • Principles for the preparation of salads • Preparation techniques • Role of salads in the diet • Suitable salad dressings and other sauces • Knowledge of terms in order to describe own and ideal product • Comprehension of relevant visible food systems and phenomena 	<ul style="list-style-type: none"> • Experiment to determine the effect of acids, alkaline cooking period on the colour, appearance, flavour and texture of vegetables • Critical observation of the quality of fresh fruit and vegetables • Observation and interpretation of labels on processed fruit and vegetable products. Evaluation in terms of end-use • Application of principles and techniques during practical lessons • Observation, and judging of own product and description in terms of criteria for the ideal product • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of dishes and salad dressings
		<ul style="list-style-type: none"> • Effect of cooking on the nutritive value, colour, appearance, flavour and texture of vegetables • Comprehension of the relation between effect of heat and the plant cell structure • Purchasing of fresh and processed fruit and vegetables with regard to criteria • The effect of availability on the cost of fresh fruit and vegetables • Principles for the preparation of salads • Preparation techniques • Role of salads in the diet • Suitable salad dressings and other sauces • Knowledge of terms in order to describe own and ideal product • Comprehension of relevant visible food systems and phenomena 	<ul style="list-style-type: none"> • Experiment to determine the effect of acids, alkaline cooking period on the colour, appearance, flavour and texture of vegetables • Critical observation of the quality of fresh fruit and vegetables • Observation and interpretation of labels on processed fruit and vegetable products. Evaluation in terms of end-use • Application of principles and techniques during practical lessons • Observation, and judging of own product and description in terms of criteria for the ideal product • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of dishes and salad dressings
		<ul style="list-style-type: none"> • Effect of cooking on the nutritive value, colour, appearance, flavour and texture of vegetables • Comprehension of the relation between effect of heat and the plant cell structure • Purchasing of fresh and processed fruit and vegetables with regard to criteria • The effect of availability on the cost of fresh fruit and vegetables • Principles for the preparation of salads • Preparation techniques • Role of salads in the diet • Suitable salad dressings and other sauces • Knowledge of terms in order to describe own and ideal product • Comprehension of relevant visible food systems and phenomena 	<ul style="list-style-type: none"> • Experiment to determine the effect of acids, alkaline cooking period on the colour, appearance, flavour and texture of vegetables • Critical observation of the quality of fresh fruit and vegetables • Observation and interpretation of labels on processed fruit and vegetable products. Evaluation in terms of end-use • Application of principles and techniques during practical lessons • Observation, and judging of own product and description in terms of criteria for the ideal product • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of dishes and salad dressings

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2. FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
F1 F11 F12 F13 F14	2.20 Yeast products	2.20 Introduction to the biological raising agent - yeast <ul style="list-style-type: none"> • The role of ingredients and proportions for yeast products • Fermentation, rising and baking process • Factors influencing fermentation • Guidelines for the preparation and cooking of yeast dough and/or yeast batter • Knowledge of terms used to describe own and ideal product • Knowledge of the terms, techniques, products, processes and phenomena - sponge technique and direct method - kneading, shaping, glazing, brioche, croissants, Danish pastry, savaarin • Comprehension of relevant visible food systems and phenomena 	2.20 Compare the ingredients and techniques of white bread to that of a health loaf prepared with yeast <ul style="list-style-type: none"> • Experiments to illustrate the factors (temperature, sugar and salt) which influence the fermentation process • Appropriate dishes and variations of yeast dough and/or yeast batter • Observation, judging and explanation of own product and description in terms of criteria for the ideal product • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of yeast dishes
F1 F11 F12 F13 F14	2.21 Choux paste	2.21 The role of ingredients (flour, water, shortening, egg) and proportions <ul style="list-style-type: none"> • Preparation techniques and cooking of choux paste • Knowledge of the terms used to describe own and ideal product • Knowledge of terms, techniques, products, processes and phenomena - gelatinisation, emulsification, paste, éclair, cream puff, profiteroles • Comprehension of relevant visible food systems and phenomena 	2.21 Analyse the role of the ingredients in a basic choux paste recipe and identify techniques which will affect the ingredients and relevant proportions <ul style="list-style-type: none"> • Observation, judging and explanation of own product and description in terms of criteria for the ideal product • Observation, identification and explanation of phenomena with regard to food systems visible during the preparation of choux paste
F1 F11 F12 F13 F14	2.22 Traditional cookery	2.22 Knowledge of own eating habits and awareness of the eating habits of other cultural groups	2.22 Preparation of different typical and traditional dishes according to the needs and preferences of own cultural group.

2. FOOD AND NUTRITION

OBJECTIVES	CONCEPT	SUBJECT CONTENT: THEORY	ACTIVITIES
			<p>Presentation of the above-mentioned dishes in line with specific cultural habits (the typical table-ware, table-setting, seating arrangements) in order to create an awareness and make the situation more realistic</p>

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